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` NGOs as Learning Organizations in Developing Societies:

**To what extent are NGOs Learning Organizations and to what extent they support
community development by creating shared value in Northern Cyprus? `**

Author:

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A dissertation submitted to

Prague College Teesside University Business School

in partial fulfilment of the requirements for the

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One of the most important reasons of my interest on non-governmental development organizations is my strong belief on their unique and imperative role in sustainable societal development. My previous experiences with Non-Governmental Organizations enabled me to develop an understanding of the subject. It would be my honour to add a research about the Learning in Non-Governmental Organizations and Turkish Cypriot Non-Governmental Organizations to the literature.

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ABBREVIATIONS AND TERMINOLOGY

CS – Civil Society
CSO – Civil Society Organizations
CSV – Creating Shared Value
DLOQ – Dimensions of Learning Organization Questionnaire
EC – European Commission
EU – European Union
GC – Greek Cypriot
GCC – Greek Cypriot Community
ICT – Information and Communication Technologies
KM – Knowledge Management
LO – Learning Organization
NGO – Non-Governmental Organization
NPO – Non-Profit Organization
OD – Organizational Development
OL – Organizational Learning
RoC – Republic of Cyprus
TC – Turkish Cypriot
TCC – Turkish Cypriot Community
TRNC – Turkish Republic of Northern Cyprus
UK – United Kingdom
UN – United Nations
UNDP – United Nations Development Programme
UNDP-ACT – United Nations Development Programme – Action for Corporation and Trust
UNDP-PFF – United Nations Development Programme – Partnership for Future
US – United States
USAID – United States Agency for International Development

DEDICATION

Dedicated to Ceren Boğaç (without hesitation)...

CHAPTER 1.

1. INTRODUCTION AND PROBLEM DEFINITION

“If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I knew the proper question; I could solve the problem in less than 5 minutes.”

(Einstein, 1879 -1955, cited in Michalko, 2001, p. 9)

Non-Governmental Organizations (NGOs) are accepted as an important sub-group of the third sector and they play a key role in the development of societies and countries' internal and external relations (Lewis, 2001). NGOs are non-politic, non-governmental, and accountable for their stakeholders and donors, and involved in social development of the communities. Furthermore, NGOs form important links between people of a state and its rulers. However, the challenge for NGOs has always been the development of innovative management models for adaptability, sustainability and efficiency (Lewis, 2001). Understanding of the essence of the problem needs to be drawn within the framework of this challenge in order to determine the proper question to ask and solve the problem.

Northern Cyprus is the focus geographic area of this dissertation. It generate the social context, which should be highlighted through two important effects of the rapidly changing and unpredictable environment on the Turkish Cypriot Community (TCC) of Northern Cyprus that have been the low social and political engagement of Civil Society (CS) besides unsustainable development of CS development organizations (CIVICUS Report for Cyprus, 2005, 2010). NGOs in Northern Cyprus struggle to develop their own unique and adaptable strategy that would enable them to survive in an unpredictable social and political environment in order to contribute to the social values of the community. A restrictive non-

transparent Law of Associations in Northern Cyprus has resulted in inactivity on behalf of NGOs (Kıbrıs Newspaper, 2010). Conversely, the recent important changes in Northern Cyprus inevitably have had repercussions on the TCC and the Turkish Cypriot (TC) NGOs.

In order to explain the relevant process and essence of the problem, it is imperative to develop a brief overview (introduction) on this country's and the TCC's historical background. Therefore, Cyprus, the third largest island in the Mediterranean, once the country of an independent state, bearing the same name as the island itself, is today divided in its *de facto* state along the lines of the ethnic background of its inhabitants, between the TC (18%) and Greek Cypriot (GC) (77%) inhabitants (5% of the population consists of Maronites, Armenian Apostolic, Latins etc.) (The World Facts Book, 2011). The south part of the island, controlled by the government of the Republic of Cyprus (RoC) is populated predominantly by GCs. The northern part of the island is populated predominantly by TCs. As the local government 'Turkish Republic of Northern Cyprus' (TRNC) has been recognised by only Turkey and Azerbaijan, the northern part of the island has remained less developed than the southern part.

In recent years, two important events have marked the history of Cyprus. First, in 2002, a plan presented by the United Nations (UN) for the resolution of the Cyprus issue. However, this plan did not accepted by the authorities and it has been continued to be develop and change until 2004, and then a historical referendum held on its final version (Kızılyürek, 2005). UN sponsored *peace* plan entitled 'Annan Plan' aimed to bringing a solution to the conflict that was voted 'yes' by the TCC with 64.91% and 'no' by the Greek Cypriot Community (GCC) with 75.83% of the votes. This resulted in a rejection of the Annan Plan as the plan needed to pass both sides to have a majority of 'yes' vote (Kızılyürek, 2005). The second important event was that Cyprus joined to the European Union (EU) as a whole few months after the referendum. However the application of EUs

legal framework *Acquis Communautaire* (the accumulated legislation, legal acts, and court decisions which constitute the body of EU law) was temporarily suspended in Northern Cyprus (United States - Department of State, 2010). This means that the government of Cyprus does not have effective control of the north and, according to the Protocol 10 in to the Treaty of Accession 2003 EU laws are not applied in the north part of the island. It also means that the TCC is not recognised as an independent state neither by the EU nor the international community (Stavros *et al.*, 2005). Nevertheless TCs living in the north are still EU citizens, because of their citizenship rights have gained since the establishment of RoC in 1960. As a result, they could benefit from the personal rights gained from the EU.

In 2006, the EU Council agreed that TCC had expressed their clear desire for a future within the EU (by voting 'yes' to the Annan Plan), recommending that the funds earmarked for Northern Cyprus in the event of a settlement should be used to put an end to the isolation of the TCC and to facilitate the reunification of Cyprus by encouraging the economic development of the TCC (COUNCIL REGULATION-EC-No.389/2006). NGOs which are operating in Northern Cyprus, as independent representatives of TCC, have been quick in upgrading their structures from those funds and donations (EU Info Point Nicosia, 2011), despite the ongoing inter-communal talks between the two communities of the island, which have been taking place on and off for more than three decades.

Consequently, during the recent years, Northern Cyprus has been a geographic locality, where observable amount of Civil Society Organizations (CSO) in community development have increasingly gained recognition (CIVICUS Report for Cyprus, 2005, 2010). Inevitably, 'change' has always been the challenge for NGOs in Northern Cyprus. In spite of its apparently introverted nature of social structure, the community in Northern Cyprus seems to have been affected to a large extent from

global developments that happen to take place outside the country (such as the impact of NGO's on world-wise social, economic and political activities of communities), from the supports of European Commission (EC) and from the other external donors such as UN and United States Agency for International Development (USAID) (CIVICUS Report for Cyprus, 2005). These donors and international authorities have developed several aid programmes which aim to contribute to a strengthened role for CS as crucial actors in deepening citizen's dialogue within and across communities, and participation and engagement in decisions affecting the island's development. This state of affairs concerning recent changes in the NGOs of the territory has mainly been attributed to the recent developments taking place in the northern part of the country. Furthermore, many new NGOs were established and registered as independent organizations that pursue activities to promote the peace, reconciliation and societal development, promote the self-sustaining solutions for other NGOs, protect the environment and cultural heritages, provide basic social services, or undertake agriculture and rural development (Cyprus CSO Guide, 2007).

1.1 Motivation of the Study

The EC has approved several aid programmes and aimed to facilitate the reunification of Cyprus by encouraging the economic and societal development of the TCC with particular emphasis on the economic integration of the island, on improving contacts between the two communities and with the EU, and on preparation for the EU's legal order (COUNCIL REGULATION-EC-No.389/2006). Therefore, 259 million Euros have been approved by EC to implement the programme over the period 2006-2009 in Northern Cyprus. The EC has proposed to include in the 2011 EU draft budget 25 million Euros of funding for the TCC (EC Enlargement, 2010). This fund built on the 259 million Euros aid programme approved in 2006, which was fully contracted by the end of

2009. The funds are planned to be used, in particular, for grant schemes addressed to a large variety of beneficiaries. These financial assistance programmes for the TCC focused on some main objectives, such as; (i) developing and restructuring of infrastructure, (ii) promoting social and economic development, (iii) fostering reconciliation, confidence building measures, and support to CS, (iv) bringing the TCC closer to the EU (Annex, Financing Proposal Establishing A Financial Assistance Programme To Encourage The Economic Development Of The Turkish Cypriot Community – Part II).

The financial aid has been divided in many different grant programmes for a large variety of beneficiaries since 2006 including private and public sectors, initiatives and individuals as well. However, CSOs, as the closest organizations to the people and their aspirations as Kanol (2009) states, have always been privileged according to main objectives of EC. This means reinforce CS means reinforce the state in general.

For instance, according to reports of 2006 -2009 planning and contracting period, 48 CSOs applied and accepted to use financial support from this programme (EC Enlargement, 2010). There are 14 main beneficiary areas and 5.6 million Euros was given only to CSO and civil initiatives. This amount, which was given to CSOs, was the biggest amount on the list; 48 CSOs found opportunity to implement various projects with this financial aid in order to promote social and economic development. 32 Of these CSOs were registered as NGO (association).

According to UNDP`s CS strengthening project in Cyprus, which is entitled as Action for Cooperation and Trust (ACT), press release achieve and EC financial assistance reports on Northern Cyprus, correspondingly with these financial supports, many new right based advocacy NGOs have opened since 2004 (UNDP-ACT, 2011; EC Representation in Cyprus, 2011). These NGOs have become bridges of communication between

society and authorities with the opportunity to work on grass root level and reach people in a way that governments and international organisations could not reach (EC Enlargement Report, 2010).

Consequently, many NGOs in TCC have always been supported since 2004 Annan *Peace Plan*. They had opportunity to develop themselves and become a vital supporter and contributor of the societal development. At the same time, they had the opportunity to speak with politicians and decision makers that ordinary people did not have a chance to do so. In other words, they found the opportunity to become an important link between the people and political decision makers besides between people and people.

Various studies have shown that, in many developing countries, the current donor fashion for NGOs helps to enlarge their size and numbers (Taylor, 1998; Lewis, 2001). However, Lewis (2005) argues that this situation might lead to the creation of new NGOs specifically for the purpose of receiving funds that being made available rather than creating social value for the societies. In the Northern Cyprus case, especially within the scope of all funded projects/activities in 2006 – 2009, majority of the TC NGOs have experienced to manage the financial aids and reach the information which they aimed to reach. These NGOs found opportunity to develop themselves. Within the light of all these developments, the present research asks if these NGOs have developed capability to manage this information inside the organization in order to create sustainable learning based management models and social value for the community. Various authors (Porter, 1980; Nonaka, 1994; Spender, 1996; Zollo and Winter, 2002) agree on the learning from experiences and building organizational knowledge that are considered as two of the main sources of the competitive advantage of an organization. According to Senge (1990), providing opportunities for reflection, encouraging dialogue and creating spaces for debate are all necessary practices for

organisational development (OD) and organizational learning (OL) are the main catalysts for all necessary organizational practises.

Apparently, the chance for OD and the chance for create social value has been given to TC NGOs. Therefore, the main motivation questions of the researcher are given below:

- i. Are these NGOs aware of the importance of OL to develop innovative management models for adaptability, sustainability and efficiency?
- ii. Are these NGOs capable enough to use this OD opportunities which came from learning and experience to create shared value to catalyse social, economic and political change processes at the level of group or individual action?

To create social value and transfer this value to beneficiaries carry vital importance in order to improve the self-sustaining solutions for the organizations and for the beneficiaries as well for greater societal benefits. The researcher strongly believes that, since their privilege role is to support societal development in order to increase the capacity of the community, NGOs in Northern Cyprus need to create shared social value and add this value to the community. Moreover, this social value could improve beneficiaries` capabilities and efficiencies and open way for healthy business investments therefore it might also support economic development as well. Thus, it could carry mutually beneficial - effective collaboration and benefit for the organization as `shared` social value (Porter and Kramer, 2011, p. 72). Hence, creating shared value (CSV) by experience and knowledge for communities would create infrastructural opportunities as well as healthy activity-ecosystems for NGOs in Northern Cyprus and for private sector as well. Mentioned CSV concept is described by Porter (eds. in Porter and Kramer, 2011, p. 65) as a perspective, which focuses on supporting community growth (i.e. the

economic development, rural development and employment) by strengthening local cluster of individuals or institutions to increase their development and `self- sustaining` sustainability. Therefore, the concept is about sharing the social value with the societies/beneficiaries. However, according to CIVICUS Cyprus Civil Society Index Report (2010), although the 2009 Eurobarometer Survey shows economic issues (i.e. the economic situation and unemployment) to be the top priority concern of the TCC (following the economy is the Cyprus conflict), CSOs and their stakeholders and beneficiaries believe that CSOs have high impact on Cyprus conflict and very few on economic issues (CIVICUS Report for Cyprus, 2010).

Many national and international NGOs whose receive financial aid from the donors, put `adding social value for the communities` in the core of their organizational culture as an ethical social-responsibility; because these funds generally have been received under the name of OD and under the name of supporting the societal development by creating value. According to Porter (eds. in Porter and Kramer, 2011, p. 66), if this created value stands at the junction of organization` needs and goals besides community` needs and demands, it will also become shared value. Therefore, to create `shared` value possibly has greater-boarder supports for the communities.

Consequently, this dissertation strongly supports the idea that NGOs are also responsible for CSV with learning and knowledge, and besides the distribution of this value for sustainable progress of societal development. Some examples of TC NGOs, which are supported by EC within the 2006-2009 contracting period, their funded projects/activities, are illustrated at Table 1.

BENEFICIAR NGO	ACTIVITY/PROJECT	EU Contribution (in Euros) (% of the whole budget)
Northern Cyprus S.O.S. Children Village	<i>'Raising Awareness of Children's Rights'</i>	33,124.2 (90%)
The Management Centre	<i>'Independent Media Centre for Civil Society'</i>	87,046.20 (90%)
Association of Managers	<i>'Celebrating Diversity and Volunteerism of Managers'</i>	166,909.40 (85%)
Community Centre, Association of Women to Support Living (KAYAD)	<i>'Leaders for Inclusive Free of bias Education in the Turkish Cypriot Community (LIFE in the Turkish Cypriot Community)'</i>	128,605.34 (71%)
Turkish Cypriot Human Rights Foundation	<i>'Mapping Human Rights in the northern part of Cyprus'</i>	91,753.78 (90%)
Refugee Rights Association (RRA)	<i>'Secure Asylum Seeker and Refugee Rights in northern part of Cyprus'</i>	83,764.59 (95%)
Cyprus Policy Centre - Eastern Mediterranean University	<i>'A Democratic Audit for Cyprus'</i>	193,497.01 (90%)
POST Research Institute	<i>'Education for Peace'</i>	89,310.00 (90%)
Biologists Association	<i>'Birds have no boundaries'</i>	159,061.50 (90%)
Association of Historical Dialogue and Research	<i>'Representation of Historical and Intergroup relations in Cyprus'</i>	81,520.00 (80%)
European Mediterranean Art Association (EMAA)	<i>'EMAA Activity Centre'</i>	164,002.57 (85%)
Turkish Cypriot University Women Association	<i>'Nicosia Mothers' Centre (NMC) – a Place to Listen and to be Listened'</i>	100,000.00 (82%)

Table 1. NGOs and funded project during the EC 2006-2009 contracting period (Derived from EC Enlargement of Turkish Cypriot Community, 2010)

The list above indicates that various NGOs implemented various projects by financial aids. These projects have mainly focused on creating value for the society in order to support the creation of more capable, active and conscious CS and NGOs.

According to latest Cyprus Civil Society Organizations Guidebook and Directory (2007), in 2007, 149 CSOs were actively operating in the TCC at the EU level and majority of them have been registered as NGO (association). However, majority's unsustainable nature, lack of infrastructure and inactivity has been observable (CIVICUS Report for Cyprus, 2005, 2010).

As Cyprus remains *de facto* divided, the CIVICUS conducted separate studies in the southern and northern parts of the island.

CIVICUS (2005) reported about the CSOs in TCC that:

“...whereas citizen participation suggests potential for growth, the low diversity of participants, weak level of organization, inadequate resources, and rivalry between various CSOs prove to be problematic for civil society's structure, and more broadly, problematic for the long term growth and sustainability of Turkish Cypriot civil society.”

(CIVICUS Report for Cyprus, 2005, p. 132)

According to the above mentioned first CIVICUS report, insufficient levels of resources, which are human or infrastructural, continue to hinder the development, adaptability and sustainability especially of rights-based advocacy and development NGOs in Northern Cyprus. In spite of this, the report does not include any research about the organizational structure and managerial approaches or/and their possible influences on TC NGOs. Significantly, it suggests that despite the extraordinary role of CS in addressing the Cyprus *problem*, TC CSOs' overall impact is very limited (CIVICUS Report for Cyprus, 2005). However, in 2010, CIVICUS re-

conducted its research. This second report showed particular interest in `Level of Organisation` – the degree of institutionalisation of CS - and reported significant improvements on institutionalisation of internal governance structures, securing a diverse base of financial resources and taking steps towards transparency. On the other hand, results of the CIVICUS study in Cyprus carried out in 2010 also indicates that TC CSOs still need to develop in terms of the level of organization (CIVICUS Report for Cyprus, 2010). Consequently, when the overall impact of NGOs in Northern Cyprus has been evaluated through the literature in recent years - especially within the scope of CIVICUS (2005) report- it might be said that these NGOs need to develop an integrated, holistic organizational perspective in order to increase their impact capacity.

Hence, as the problem seems to pose difficult questions over the future of governmental issues in the country, various aspects of current developments of CSO stand out as important issues to be investigated. There is imminent need to study the general organizational management skills of the NGOs taking place in the Northern Cyprus in terms of not only their type, nature and scope, but also how to improve the OD, adaptability, sustainability and societal benefits of these organizations from a sustainable OD and strategic management point of view. So far existing literature, such as USAID`s NGO Sustainability Index Report (2010) concerns that NGOs need to have a strong `learning based` managerial structure, which is taking power from `experience and sharing` for sustainability in order to increase their effectiveness and productivity (Lewis, 2001; USAID NGO Sustainability Index, 2010; Katz, 2009). Certainly such a statement brings into question about the probable role of Learning Organization (LO) thinking as an advance approach to OL as well as the concept of CSV (Senge, 1990; Porter and Kramer, 2011) for TC NGOs.

It is reported by the authorities - such as UN and EC - that a strong CS has a huge impact on reconciliation and development processes of countries (UNDP Multi Partner Trust Fund Office, 2011). Consequently, in terms of current reconciliation and development process of TCC, NGOs carry out even more activities than official governmental agencies. Although the concept of developing societies and organizations in these societies is often risky and complex to understand, organizational culture and general management skills are major criterions for their sustainability and success in the global environment (Lewis, 2001). Despite the fact that the main business of developing NGOs involves working in and across cultures and societies, growing literature on NGO management rarely mentions anything about the importance to be a learning NGO and to create shared value through OL and its contributions in shaping those organization`s culture and internal/external effectiveness.

It is widely accepted that managerial approaches are critical components of the holistic approach to sustainable development of the private organizations and companies (Burns and Stalker, 1961; Anderson et al., 1977; Mahoney, 2002). This research argues that in order to be well positioned to strength and meet the needs of society by being reflective and sustainable, NGOs as well need to shape and document innovative strategic managerial models emerging to better serve communities (Lewis, 2001; Edwards and Fowler, 2002). Furthermore, it is required from NGOs to `create shared value as LO` so that they could contribute meaningfully to the internal development approach needed in addressing self-sustaining community development. Therefore this study examines NGOs to assess the extent to which they meet the characteristics that make a shared value creating LO.

1.2 Rationale of the Study

CS's role, especially for communities that are conflict-affected and open to the risk of rapid change such as TCC-, has been increasingly acknowledged around the world. The latest and most prominent indication is the statement released by the UN Security Council in September 2006 highlighting the comparative advantage of CS with respect to facilitating dialogue and providing community leadership (UN Security Council, 2006). This statement indicates that supporting networks and local social groups and clusters, besides informal collaborations contribute and strengthen development, reconciliation and peace building processes in conflict countries (UN Security Council, 2006). However, there are not sufficient data about the impact of NGO's OL and management approaches on the sustainability of NGOs in Northern Cyprus.

Consequently, the role of CS is critical for a post or so called frozen conflict countries and sustainable development of these countries is an important factor to consider. NGOs generally have an important role in strengthening the foundations of an emergent CS (Lewis, 2001). However, it is important to note that when we look to the process of multiculturalism and cultural hybridization of societies and their actor organizations, it can be seen that one of the major arising issue for the organizations is transferability of the knowledge within or across the people/staff (Trompenaars, 1993; Soderberg and Holden, 2002; Lewis, 2001). Therefore, learning by itself, in other words 'knowledge creation', is not enough for the NGOs; the issue is effective sharing and using of the knowledge that is knowledge management (KM) (Ikhasan and Rowland, 2004).

According to Senge (1995), the ideal of an organization needs to be created by the continuous contributions of its employees, who will be well prepared for any change, capable to reach and use the information and

capable to work with others as a whole and as integrated parts of the organization for a holistic goal. Thus, Senge's (1990) approaches on OL could be seen as a holistic organizational management perspective that focuses on continuous learning, knowledge building and knowledge sharing. At this point, it is believed that a LO approach might have an impact on NGOs in terms of strengthening their management structures besides organizational culture and make them a strong part of the society as a socially responsible and effective organization.

It is also important to constantly improve the work of an organization that is emerged to meet the demands of today's changing environment. In the practical perspective Kerka (1995) states that, there is lack of critical analysis and a few studies support the relationship between information which comes from outside of the organization -mostly as uncontrollable- and continuous strategic OL. Thus, this study will also evaluate the relationship between given social context and organizations.

It can be said that organizations such as NGOs, which have high social responsibility and are highly sensitive to their environment and changes, might be natural LO; because `experience` and `learning` in an unstable environment are their most valuable products and they are less focused on profit. Therefore, NGOs are naturally showing tendency to become a learning systems for. On the other hand, NGOs are highly interactive with their environment, thus external environmental influences on these organizations are inescapable. Since the primary goal of NGOs is to meet the societal needs as discussed previously in this research, in order to support societal-development of local clusters, not only by actions but also by experience and knowledge, there should be an integrated part of OL and OD process. Porter and Kramer's (2011) CSV perspective supports this argument and claims that there is a need to analyze NGOs within the scope of this perspective as aforementioned. Thus, this dissertation will also try to explore to what extent NGOs in Northern Cyprus create shared

values for the community. For instance, USAID (1999) has noted that the keys for NGO sustainability as important capacity building lessons are; (i) creating an effective external and internal flow of information to support continuous improvements of the communities, (ii) creating access to needed expertise, and (iii) incorporations of diverse perspectives and cultures. It is observable that, these mentioned indicators, which reported by USAID (1999), might have similarities with the LO thinking as an organizational structure and also focusing on to `create values` for the communities. Therefore, it might be concluded that as the authorities and international donors approve it, organizational sustainability and efficiency in NGOs are highly related with providing supports and societal-values for the communities. The roles of their management structures and organizational culture on this process are imperative.

1.3 Value and Beneficiaries

NGOs are the primary beneficiaries of this research. The research will provide empirical data that can be used to formulate an explicit methodology about applicability of the LO to other CSO and some private organizations. Besides, this research will provide information about the possible relationship between LO practises and CSV.

As mentioned in the previous sections, there are few researches on NGOs` profiles and their management structures in Northern Cyprus. Moreover, there is no research about the NGOs as LO in practice in Northern Cyprus (also limited in the world). Therefore, governmental institutions, external authorities/donors (e.i. USAID, UN, EC) and researchers of the area will also benefit from this research. Research results also will give information about the NGO typology in Northern Cyprus, which may provide data for the EU studies.

Consequently, since UNDP-ACT and EC operate as international donors that provide grants for NGOs in Northern Cyprus, the findings of this study will be presented to them. Workshops on the findings will be offered to TC NGOs to assist them for making changes towards becoming LOs and CSV organizations. This study highlights the need for NGO's to adopt LO strategies that may enhance organisational practice and performance especially in the developing societies. Researcher's past and present experiences in the NGO sector, EC and UNDP-ACT, beside her strong interest in the topic will help to disseminate the findings.

1.4 Aims and Objectives of the Study

1.4.1 Aim and Research Question

The overall aim of this research is to examine NGOs` OL strategies and approaches and, to evaluate if they have been able to assess the experience, information and learning in order to create not only organizational knowledge but also shared value for the community in order to support sustainable societal development.

Senge (1990) claims that a LO needs to be conscious of the nature of their learning and construction of knowledge. NGOs are continually experiencing and learning. Therefore NGOs need to become a LO in order to clarify their identity and purpose for organizational sustainability, besides to find successful adaptation strategies that will enable them to survive in the external environment and support societal development.

This research therefore asks the overall research question as first main objective:

To what extent are NGOs LOs in Northern Cyprus?

Moreover as second main objective this research asks:

To what extent are NGOs creating shared value in order to support the sustainable development of the community as LOs?

Therefore, the main aim of this research is:

To examine NGOs' OL and KM approaches in Northern Cyprus in order to explore to what extent these NGOs apply LO principles and as a result assess them to see if they are able to improve community development by CSV as catalysts for social, economic and political change processes.

1.4.2 Objectives and Key Issues to Investigate

The objective of this research is twofold. First, it aims at gaining a deeper insight into the learning phenomenon in organizations. Thus this study criticizes to what extent NGOs are LO in Northern Cyprus. These organizations are not only responsible for internal OD; but they are also responsible for community developed. Hence the second main aim of the research is to assess whether these organizations are able to adapt and improve the society as catalysts for bringing a positive change in society (empowering community).

While setting the research objectives and questions, the researcher took into consideration that the success or failure is dependent on NGO's internal structures as well as the mix of external environment as Britton (1998) agrees. Therefore, the aims, objectives and research questions of the study are presented in Table 2.

RESEARCH AIM	MAIN OBJECTIVES	SUB-OBJECTIVES	QUESTIONS
1.To examine NGOs' OL and KM approaches in Northern Cyprus in order to explore to what extent these NGOs apply LO principles and as a result assess them to see if they are able to improve community development by CSV as catalysts for social, economic and political change processes.	1.The first main objective is to find out to what extent TC NGOs are already LOs	1.To develop an understanding on NGOs in the social context	1. What are the characteristic features and social context of the process through which they operates?
	2. The second main objective is to find out to what extent are TC NGOs creating shared value for societal development?	2.Explore to what extent NGOs use individual and organizational learning to guide the organization's present and future practices in Northern Cyprus	2. Do they have clear shared vision? What is the role of leadership?
		3.Explore to what extent NGOs have an image that they create shared value for community development in Northern Cyprus	3. Do they create opportunities for learning?
			4. Do they perform effective KM?
			5. What are their similarities between LOs?
			6. What are their featured roles as catalysts to political, economic and civil development?
			7. To what extent are NGOs contributing to the development of society?
			8. What are their perceived images by the society? Are they addressing societal problems?
			9. Is there any relevance between the organizations which most carrying LO features and the organizations which perceived as CSV organization?

Table 2. Research Objectives

1.5 Scope and Limitations of the Research

CS and CSO are complex concepts that are difficult to understand in a globally-relevant and applicable manner. NGOs in Northern Cyprus, on the other hand, are varying according to their functions, structure and mandate. The researcher is very much interested in including NGOs known to have professional managerial boards. This is purely based on researcher's past and present working and social interactions with those organizations. This research is only about the TCC; therefore researcher interested in TC NGOs which are operating initially as mono-communal in Northern Cyprus.

On the other hand, there was the lack of data on TCC's macro socio-economic indicators used in analysing the external environment; because most international databases, such as the Basic Capabilities Index and the World Bank Development Indicators, do not provide separate data for the TCC.

Scope of the study has been identified as rights-based advocacy and development NGOs such as group/social service association, women's groups, ethnic based community groups, environmental associations and human rights based associations which are operating in the capital Nicosia's northern settlement part.

1.6 Organization of the Research

This research has been organised into 7 Chapters. This introductory chapter is followed by Chapter 2, where literature relating to LO, NGO and CSV for societal development was reviewed. Chapter 3 follows documentary review of the literature relating to the historical and social context of Northern Cyprus and TCC to create a deeper understanding on the external environment and cultural phenomenon. Then Chapter 4

follows which describes the research design and methodology of the study. The presentation of data that was collected for the research and data analysis was shown in Chapter 5. Chapter 6 deals with the summary of the findings and discussions. Chapter 7 presents conclusion of the research and the recommendations. Finally, Chapter 8 explains the self-reflective elements of the research and research process.

CHAPTER 2.

2. LITERATURE REVIEW AND THEORETICAL UNDERPINNINGS

“The only real voyage of discovery consists not in seeking new
landscapes, but in having new eyes.”
(Proust, 1923, p. 241)

Within the framework of providing the conceptual and theoretical base for this research, this chapter presents reviewed literature that is pertinent to the research topic beginning with a conceptual framework that provides clarity and a frame of reference for the research. Based on the research question, adequate theories were selected.

The main framework is grounded in a systems perspective and suggests that NGOs capacity to adopt aspects of LO applications that have a positive impact on their OD and sustainability, besides have an impact on community development.

Senge's (1990) five necessary disciplines which are systems thinking, personal mastery, mental models, shared vision and team learning are the key themes that the study utilizes to develop characteristic features of a LO (as a way to evaluate the organisational structures of NGOs in Northern Cyprus). On the other hand, Watkins and Marsick's (1996, 1997) framework of LO serves as an important theoretical foundation for the research.

Watkins and Marsick's (1996, 1997) seven distinct but interrelated dimensions of a LO at people (individual and team) and organizational levels are also the key themes to study in order to test to what extent NGOs are LO in Northern Cyprus; thus characteristics of these

organizations as LO is evaluated based on Watkins and Marsick's integrated LO perspective. The authors provide a model for the LO and suggest that people first learn on individual basis, and then learn as clusters/teams/networks (people level) and increasingly large units when they join together in organizational change (organizational level) (Watkins and Marsick, 1996, 1997). This research examines in greater detail Watkins and Marsick's (1996, 1997) framework of the LO, which they used to prepare the Dimensions of the Learning Organisation Questionnaire (DLOQ) and what the author of this research is using to conduct her survey's main part.

During the recent years, many LO researchers have used Watkins and Marsick's questionnaire in their studies. It is a structured questionnaire that covers most of the definition of the LO concept and fits well with especially Senge's system theory of the LO and has been internationally tested several times.

The researcher of this research also gives critical consideration to particular key concepts namely NGOs and Management Issues in NGO and CSV for societal development. Literature on CSOs has been reviewed to provide the background of the context in which NGOs exist and work in general. According to the White Paper for Social Welfare (1997), the most appropriate way of translating the social development policy into practice is the community development. On the other hand, literature on CSV has been reviewed as it is critical to an integrated developmental approach for sustainable societal development.

Links between variables which are OL and LO practises as *independent variable*, and organizational capability to create shared value for societal development as *dependent variables* are has been examined through the literature review. Besides literature on how NGOs can benefit from becoming LO also reviewed.

2.1 Understanding NGOs as Civil Society Development Organizations

2.1.1 Concept and Context of NGOs

When we look at the history of CS, while Aristotle (384-322 BC) understood it as more republican way as the political space of the citizens, neo-liberal philosophers emphasized on a more liberal sense and claimed that development of strengthening CS means to strengthen the state and society in general (cited in Bartlett, 1994; Mahlberg, 2004). As a contemporary approach of CS appears with Hegel (19th Century) when he specifies the difference between the CS and the state; furthermore he claims that the base of the CS consists of the individuals and the purpose of which are their own interest (cited in Bartlett, 1994; cited in Mahlberg, 2004). With this approach, he reveals for the first time, a dualistic separation between the state and the CS which means CS consist of any organisation (including private) but the state (Mahlberg, 2004).

On the other hand, Marx defines CS as a non-political society (cited in Bartlett, 1994; cited in Mahlberg, 2004). According to Marx (cited in Bartlett, 1994) CS is structured by realities of the economy and the system of the social classes. By this approach he planted the seeds of the essential elements of today's CS. Nevertheless today's CS cannot be described as three dimensional as Government, Private Sector and all others. Modern approaches mostly see CS as a set of voluntary participation based organizations and institutions situated between the state, the business world and the household; as a space which various kinds of organized entities pursue diverse social interest (Lewis, 2001).

Recently, in terms of emphasizing the role of CSO in the states and society, Howel and Pearce (2000) argued that three sectors as state, CS and private market are assumed to constitute an organic, symbiotic whole,

characterized by unity. Thus, there is an expectation that CSOs will function to mediate and balance the power of the state and market as well because they represent the public/community as main beneficiaries of both government and private sectors. Clearly, governments cannot address all needs of the community especially in terms of balancing the supply and demand in the economy or equal distribution of wealth (Porter and Kramer, 2011). Within the framework of this discussion, Kanol (2009) as well claims that, the states have become less interventionist in economic activities and multi-nationals/trans-nationals are increasingly extending their influence and domination in the markets including those in developing and less developed countries. Therefore, according to Kanol (2009) the role of CSO could be determined as to (i) provide services that the state no longer is capable to provide (Non-profit support organizations), (ii) promote the interest of not only the capital but also professions and labour (Business associations and Trade/Labour Unions), (iii) advocate and promote for more corporate social responsibility from the private sector and more effective regulations from the state to achieve fair trade and sustainable development.

In recent history, CSOs - so called 'Third Sector Organizations' those who operates as separate entities from state and market and, those who emerges to challenge this two sector's world perceptions (Lewis, 2001) are described by UN (2004, 2006) as the wide array of NGO and/or Not-for(Non)-Profit Organizations (NPO). These organization have a presence in public life, expressing the interests and creating social values of their members or others, based on ethical, cultural, political, scientific, religious or philanthropic considerations, besides economic consideration as well within the scope of partnership with the private sector (Lewis, 2001; Edwards and Fowler, 2002; United Nations and Civil Society, 2004; Porter and Kramer, 2006; Porter and Kramer, 2011). This means NGOs operate in those areas in which business sector avoids operations, on the other hand address the needs of the community which government cannot

address. Therefore they should be seen as partners in addressing the particular community needs.

The term NGO, oriented from the UN in 1954 because of the need for the UN to differentiate in its charter between participation rights for governmental specialized agencies and private organizations (Willetts, 2002). Today NGOs as the sub-set of third sector organizations are independent from government control, without challenging governments either as a political party or by a narrow focus on human rights, they are non-profit-making organisations involved in poverty reduction, human rights, peace and reconciliation or environmental concerns (Lewis, 2001). In terms of clarifying the term `profit` within the context of `non-governmental`, it should be known that NGOs can sometimes operate as NPO, thereby Lewis (2001) defines Non-profit or Not-for Profit Organizations as organizations that may engage in profit making activities but the proceeds are ploughed back into organization`s activities.

NGOs or NPOs are especially focused on pursuing a better quality of life in all aspects; moreover they have the ability to influence their environment and societies as well; working towards pursuing particular missions. Consistently, UNESCO (cited in Willetts, 2002) defines NGOs as independent associations of people acting together on a continuous basis, for some common better-life purpose. Recently, UNDP (2006, p. 3) clearly and simply defined NGOs as non-state actors whose aims are neither to generate profits nor to seek governing power; they unite people to advance shared goals and interests for societal development.

Since the NGOs exist for a variety of reasons, many definitions further developed on their operation and features. For instance, within the framework of an integrated approach, Salamon and Anheier (1996), considers NGOs as organizations that share five common features. According to these features (i) they are formally constituted, (ii) they are

organized separately from government, (iii) non-profit seeking, (iv) self-governing and (v) voluntary to some significant degree (Salamon and Anheier, 1996, pp. 14 -16).

De Beer and Swanepoel (2003, p. 109) clarify and generalize the concept by saying “NGOs are autonomous, privately set up, non-profit making institutions that support, manage or facilitate development action”. Furthermore, Edwards and Fowler (2002) claims that development NGOs are organizations that see social change as the ultimate goal of their activities. This research adopts the De Beer and Swanepoel’s (2003) definition of NGOs for the purpose of study as integrated with Edwards and Fowler’s (2002) viewpoint on development NGOs.

In the era of globalization, the changing environment due to issues such as rising rate of pollution, globalization, technological advances, unbalanced distribution of wealth, increased business power facing a reduction in the power of nations and states have had major implication for the way NGOs operate and work. Relatively, NGO development issues and growth gain acceleration especially in last several decades. In terms of highlighting NGOs` rapid growth, World Bank (1995) points out that since the mid-1970s, the NGO sector in both developed and developing countries has experienced exponential growth and it is now estimated that over 15% of total overseas development aid is channelled through NGOs.

Consequently, literature indicated that because of the development of the mixed-economy in the world, the role of NGOs in welfare state has moved from being only a supporter of public services to becoming a key player on the delivery of welfare services (Wilson, 1996; Lewis, 2001). The White Paper for Social Welfare (Preamble, 1997, para. 1) states that the developmental goal of welfare is “a humane, peaceful, just and caring society which will uphold welfare rights, facilitate the meeting of basic human needs, and release people’s energies”.

Leat (1995) highlights that NGOs support their OD, besides societal development and welfare by different interests, issues, new approaches of working with people and even new philosophies of management for sustainability. This approach indicates the fact that day by day, NGOs become more important and organized players in rural development, policy advocacy and lobbying in the field of welfare, environment and developmental policy making etc. Thus, literature indicates that government and multilateral institutions started to see NGOs as important actors in social development (Lewis, 2001). That is clearly because governments` lack of efficiency in the fight against poverty; no matter how developed a country. Consequently, over the past several decades, NGOs have become major players in the field of societal development at local, national and global levels.

One of the recent exclusive studies, gathered data from twenty-two countries indicates the vital role of NGOs in development. The authors state that in 1995, the NGO was a 1.1 trillion industry, which employed 19 million full-time workers. The average expense of the NGO was 4.7% of the Gross National Product (GNP). Therefore, the non-profit sector represented nearly 5% of non-agricultural employment, approximately 9% of employment in the services sector, and 29% of employment in the public sector (Salamon and Anheier, 1996).

2.1.2 Types and Characteristics of NGOs

NGOs especially in developing world countries are growing quickly in numbers and areas, and they vary significantly in their structures besides in the nature of their operations. According to Lewis (2001) some NGOs are engaged in long-term societal development work, others provide short-term emergency relief. Therefore, it might be said that the NGOs form a

heterogeneous group and this group has a long list of organizations working in different areas with varied scope of work.

As per the World Bank (1995) typology, the NGOs can be classified mainly into two: (i) Operational and (ii) advocacy NGOs. The main purpose of operational an NGO is to design and implement the development-related projects (World Bank, 1995). The scope of the operational NGOs can be national, international or even community-based. On the other hand, the main purpose of an advocacy NGO is to promote a specific cause (World Bank, 1995). It makes efforts to raise awareness and knowledge by doing various activities like lobbying, press work and activist events.

In general, there are at least five characteristics applicable to all NGOs: (i) They are not a part of government; (ii) they do not distribute profits to their stakeholders; (iii) they are self-governing; and (iv) they serve to a public purpose (Salamon and Anheier, 1996).

European Commission (1997, cited in Commission Discussion Paper, 2002, pp. 3-4) established certain holistic criteria in Commission Discussion Paper, which should be met by NGOs or NPOs. According to these criteria:

- i. They should be serving some cause related to public interest or public purpose.
- ii. They should be institutionalised to some extent, such as a formal charter of incorporation. The organization cannot be informal or temporary gathering of people.
- iii. They should be institutionally separated from government and must not be controlled by government. The organisation may receive government support and the board can include government officials, as long as the organisation remains non-governmental organisation.

- iv. They should have their own internal procedures for self-governance, and are not to be controlled by outside entities.
- v. They should have some meaningful degree of voluntary participation, either in the conduct of its activities or in its management.
- vi. They should not be returning any profits generated to its owners or members of the governing board. Profits may accumulate in any given year, but must be ploughed back into the basic mission of the organisation, not distributed to owners or governing boards.

(Derived from Commission Discussion Paper, 2002, pp. 3-4)

On the other hand, Lewis (2001) argues that broadly NGOs should be considered as an umbrella term for all third sector organizations because the alternative terms used in addition to 'NGO' include private voluntary organizations, civil society, independent sector, self-help organizations, grassroots organizations, volunteer sector, transnational social movement organizations, associations and non-state actors. In wider usage, the term NGO can be applied to any non-profit organization which is independent from government. Some of the recent terms used for NGO are described in Table 3.

BINGO	It is a short term used for business-friendly international NGO
CITSO	It is a type of NGO that basically is devoted in helping the scientific community by motivating the young talent towards Research and Development
DONGO	It refers to the Donor Organized NGO
ENGO	It is an abbreviated form of environmental NGO
GONGO	It refers to the government-operated NGOs
INGO	It is an abbreviated form of international NGO like Oxfam
QUANGO	It refers to the quasi-autonomous NGO like an ISO non-governmental organizations, such as the International Organization for Standardization (ISO)
TANGO	It refers to the technical assistance NGO
GSO	It stands for the Grassroots Support Organization
MANGO	It refers to the market advocacy NGO
CHARDS	It is a short form for Community Health and Rural Development Society

Table 3. Types of NGOs
(Source: www.ngo.in)

2.1.3 Creating Shared Value for Sustainable Development and NGOs

This section attempts to illustrate the contribution of NGOs towards sustainable community development through CSV. It is widely accepted that, roles, functions and programs of NGOs, such as capacity building or self-reliance have impact on sustainable community development in long run (UN, 1996; Lewis, 2001; UN; 2002, 2004).

2.1.3.1 Creating Shared Value without Private Sector Partnership

In a wider perspective, literature briefly indicates that balancing social, economic and environmental factors might promote sustainable development in long run (UN, 2004). UN (2004, p. 1) report indicates “economic development, social development and environmental protection— as interdependent and mutually reinforcing pillars”.

Although, it is widely accepted that businesses are responsible for economic value creation and NGOs are responsible for social development and environmental protection; mixed world economies force NGOs get involved in economic development values if they want to be more efficient as discussed previously in this research. At the same time, mixed world economies also force private sector to go beyond the social responsibility (Porter and Kramer, 2006, 2011); thus private sector now is aware of the need of sharing responsibility for development in order to be more proactive and competitive. From this point of view, Porter and Kramer (2011) take the approach of “successful corporations need a healthy society, while education, healthcare and equal opportunity are essential to a productive workforce” as starting point and they define CSV as a connection between societal and economic progress. Porter (2011) says, “What is good for society is actually good for business”. This means the right way to make economic profit is participation in shared value because private sector needs healthy business ecosystems (Porter and Kramer, 2011; Porter, 2011; Karamchandani, et al., 2006). Porter and Kramer’s (2006, 2011) approach accepted as the birth of CSV concept in the private sector perspective.

Relatively, nowadays NGO-business partnerships are simultaneously seen as a means of addressing social and economic challenges as a source of innovation and growth of the communities (Lewis, 2001; Porter and Kramer, 2006). It is obvious that, if the idea is to reach large numbers of people (wider than private sector and government institutions) in a respectful way, NGOs are right address for private sector to collaborate. Porter and Kramer (2006, 2011) argue that businesses should reach out to NGOs as partners in order to enter a new market/community, reduce costs in their value chain, etc (Porter and Kramer, 2006).

According to authors (Porter and Kramer, 2011), there are three ways for profit based organizations to create shared value opportunities. The

authors argue that shared value can be created by (i) re-conceiving products and markets to develop a better understanding on the un-met needs, demands and harms to open new areas for innovation (i.e if the community needs healthier food, to understand this need and produce healthier food for community is CSV), (ii) redefining productivity in value chain by outsourcing or local joint ventures to support local economy because economic problems eventually cost in the value chain, and (iii) enabling local cluster development in rural areas to support infrastructure around the organization because local clusters play crucial roles in growing regional economies (Porter and Kramer, 2011, p. 65).

Porter and Kramer (2011, p. 67) further claim, in private sectors “by better connecting organizations` success with societal development and improvement” will open many healthy ways to serve new needs of the wider society, gain efficiency and sustainability and create differentiation. Since these mentioned ways for CSV have strong similarities with NGOs` functions; and since shared value is, by its traditional definition, a result of social and cultural interaction within the scope of mutual needs and desired goals, authors strongly argue that CSV principles can equally apply to NGOs as well and they are also responsible to cooperate with the private sector in order to balance the social, economic and environmental factors to promote sustainable development (Porter and Kramer, 2006, 2011).

To sum up, an important dimension of CSV is, creating value for society by addressing their needs and challenges; therefore CSV is consideration of the ethical arrangements which guide society`s concern for sustainable social and economic development in long run, beside support capable and conscious CS (Porter and Kramer, 2006, 2011).

With a view for achieving desired and mutually agreed goals (within the scope of community development), NGOs -as open systems- are widely

accepted by the literature as organizations which should have ability and capability to influence their environments by adding value. Therefore, CSV for development is not a new concept for NGOs. It is accepted that, in their nature, NGOs should have ability to change the status quo in a progressive way.

Recently, developing communities are creating strategies to engage more in revitalization efforts in order to remain as a part of social, cultural, and economic activities. Thus, for community development partners -such as NGOs- it seems that the time for two-way engagement processes has indeed arrived, especially in order to guide the effective use of resources (Porter and Kramer, 2011). Midgley (1993) as well claims that the social development approaches which NGOs adopt need to integrate economic and social policies within a dynamic development process in order to achieve mutually agreed welfare objectives.

Therefore NGOs should pursue necessary assets and skills to scale, sustain and accelerate their missions in order to support community development. They should not wait help from businesses all the time. Hence, last several decades, NGOs seek to change the social and economic environment in the societies. This means there is an expectation that NGOs should create more social impact by leveraging the private sector's need in order support not only social value but also economic value creation. This might be possible because they can bridge the gap between local and technical/scientific knowledge by mainly providing 'mutual learning' experience and besides at the end of the day they are capable for advocacy, lobbying and policy making.

Consequently, it might be said that NGOs have power to bridge the gap between society, business sector and state, besides they have apparent positive and supportive impact on capacity of CS and it is the fact that strong, conscious and capable CSs contribute sustainable societal

developments (Lewis, 2001; Edwards and Fowler, 2002; Karamchandani et al., 2006; Porter and Kramer, 2011).

In order to develop an explanation as more focused on NGO perspective within the scope of CSV, it might be said that if social value which provided/created by the NGO stands at the junction of community's need and demands and organization's needs and demands in long run means this NGO creates shared value within the scope of Porter and Kramer's (2006, 2011) CSV approach. Strong and capable CSO means stronger community and vice-versa. Therefore, to create shared value possibly has greater-boarder supports for the community development in a sustainable perspective.

In order to balance the social, economic and environmental factors, literature rarely has mentioned the capability of NGO in CSV without private sector partnership. However, according to various authors, NGOs clearly offer relationships/networking between CS, public sector leaders, state, private sector and the bottom of the pyramid (other public members) (Karamchandani et al., 2006; Porter and Kramer, 2006). They are offering scientific and technical knowledge and recourses to their stakeholders and shareholders. Therefore it might be possible to say that they have capability to prepare a healthy ground for economic development.

For instance, in TCC, NGO partnership with private sector is rare because atmosphere in TCC is challenging the development of both private and public sectors. In addition to this, the situation in TCC has not yet welcoming for international private investment; neither in the environmental perspective, nor economic. International investment only comes from international donors on public and private sectors in TCC. Partnering with national and international donors such as USAID, UNDP and EU to promote development of agricultural clusters, providing educational support to small farmers, visibility opportunities to artist, rural

development or to address water nitration issues are enabling local NGOs to create both shared social and economic values for the society.

In a more practical perspective, the most needed shared values are identified by UNDP (2002) as (i) health, (ii) food security and clean water, (iii) technology and scientific breakthroughs, (iv) education and empowerment of social groups, (vi) environmental cleaning and (vii) enabled local cluster.

These above mentioned areas are accepted by the author of this research as the indicators of CSV for sustainable development which development NGOs should at least address one. In long run, addressing these issues will improve the profile and reputation of NGOs if they want to be seen as more efficient. Hence their efforts on these issues will improve their capacity on advocacy, lobbying and policy making as well; just like creating healthy business ecosystems to survive. On the other hand, by increasing rural development and supporting agricultural clusters they can help to create healthy business environment so socially responsible private organization can invest.

Better health always improves productivity according to UNDP Human Development Report (2011). The benefits of high health profile of a country will be immediate and sustainable for communities. On the other hand, food security and access to clean water are the foundations for development according to UNDP Human Development Report (2011). Moreover, literature indicates that technology and scientific breakthrough is paving the way for social and economic transformation since the knowledge and information have transformative power. NGOs can enable public to access their information by being transparent and accessible for the community. In addition to these, education, skills and livelihood are vital for sustainable development as well. NGOs can encourage healthier lifestyles by supporting better systems to educate young people and adults

and develop their skills and competencies. Therefore, NGOs could promote empowerment among community members by their functions of initiating capacity building and self-reliance and this eventually will support sustainable social development.

UNDP (1997) has introduced capacity building as the process by which individuals, groups and organizations increase their abilities to (i) perform core functions, solve problems, define and achieve objectives; and (ii) understand and deal with their development needs in a broad context and in a sustainable manner. On the other hand, a self-reliant strategy requires the optional use of all available human, natural and technological resources (Agere, 1982). UNDP (2011) reports indicated that societies that did the best job at teaching and training their members were the ones that survived and preserved their cultural heritage for future generations. On the other hand, NGOs can educate people about fair trade as well (Lewis, 2001). These are shared values which also can improve economic development in a country in long run; because, developing social, capital and human resources and increasing the knowledge and skills besides encouraging people to participate in activities, will eventually create a suitable environment for NGOs to operate.

For instance, environmental pollution issue is one of the most important problems for the world. Business, state and public sector have always been active in addressing environmental needs, not only for the benefit of society but also for their own benefit.

Capable clusters are one of the most influential factors for sustainable economic and social development. In shared value perspective, NGOs can enable local cluster development since clusters are prominent in all successful and growing regional economies and play a crucial role in driving productivity and innovation as Porter and Kramer (2011) agreed. Local business-clusters are highly influential on the success of a business

(Porter and Kramer, 2011). Capable local suppliers foster greater logistical efficiency and ease of collaboration (Porter and Kramer, 2011). Supporting clusters can be seen as a perspective which focuses on the vice-versa beneficial connections between societal and economic progresses which aims to improve the living standards. Furthermore, local-business-clusters have the potential to affect competitive advantage in three ways: (i) By increasing the productivity of the companies in the cluster, (ii) by driving innovation, and (iii) by stimulating new businesses in the field (Porter and Kramer, 2011, pp. 72-73). Therefore, focusing on strengthening the local clusters by supporting individuals or institutions in order to increase their development is a part of strategic ethical-corporate social responsibility. Productivity and sustainability could suffer without supporting clusters; because effectiveness of any profit or non-profit based organization is affected by the infrastructure around it (Porter and Kramer, 2011). Consequently, this atmosphere will create capable workers, partners and target audiences to NGOs.

To sum up, shared value is not just social responsibility or philanthropy; it is a new way to measure success by adopting sustainable practices and policies that produce value over the long run. The fact is, for both profit and non-profit based organizations, to focus on creating shared economic or social value can enhance their reputation with shareholders/stakeholders, government, and community.

2.1.4 Management Issues in NGOs

Since the human beings have begun to form social organizations, 'management' continues to be one of the most important and most complex human activities in the world. Within the framework of organizational theory which has its roots in behavioural science, literature on management further developed the idea that organizations should be seen as complex social systems and thus practitioners should emphasize

on the importance of system theory in management, which is based upon the analytic division of the natural world into environment and systems (Barnard, 1938; Senge, 1990; Luhmann, 1995; Stuart, 2003; Watson, 2003). Therefore, organizational theory basically allows us to break down an organization into its constituent parts (Lewis, 2001). This means, it is imperative to see organizations as living systems which consist of different units; and relatively modern management practitioners show tendency to consider organizations with its all parts/all entities (and members) and then as a whole in order to develop a better and sustainable managerial models (Senge, 1990).

From the NGO point of view, much of the literature indicates that NGOs have concerned with development of a more complex internal organizational processes and diverse range of management issues than private/profit base organizations (Lewis, 2001). In the literature, the roles and activities of NGOs have been relatively well covered, but there is far less systematic research on internal organizational processes and management. Anheier (2000) claims that the management of NGOs remains inadequately understood because our understanding of these organisations has not gone deep enough.

As aforementioned, while private companies exist to create profits, NGOs exist to meet a variety of needs of the society. Therefore planning, organizing and making measurement could be more difficult for them. For instance, each NGO vary in areas and missions as discussed, hence each of them measure their success in different ways (Britton, 2008). First of all, NGOs were found to be weak at *(i) human resource and staff career development* (Mukasa, 2006; Ankara, 2010). Paid staff members typically receive lower pay than in the commercial private sector (Mukasa, 2006). Their members usually do not get steady paid and there are few investments on their career planning, competencies, motivation and leisure in order to fulfil their duties. This might cause high staff turnover.

However, NGOs are constantly mobilizing people and resources to support and implement projects/activities therefore their existence and performance largely depend upon the efforts of people/staff.

Through the literature, some other crucial internal organizational management issues are found in addition to which NGOs face in addition to *human resource management and staff career development*. One of the most mentioned is *(ii) decision-making process*. Many challenging issues often occurred between staff and senior managers on decision making processes of the organization; because the expectation of the NGO staff is to be equal partners in the decision-making process. However literature indicates that, many NGOs' executives or founders make much narrowed decisions, without involving the views of the employees (Conrath, 1967; Lewis, 2001; Ankara, 2010). Although NGOs are organizations without owners and seem like they to adopt a naturally decentralized and flattered organizational structure with more free flow of communication; findings indicates that many NGO founders are often presenting an attitude that challenges the organization by the bureaucratic discipline and centralized managerial structures (Ankara, 2010).

On the other hand, *(iii) lack of accountability* in the NGOs is one of the most observable issues (Ankara, 2010; Lewis, 2001; Britton; 2005). Moore and Stewart (1998) consider this situation as one of the main background causes of general management problems that NGOs are facing. Since the donors wants to aware of the activities and money flow in the organization, they would like to see accountability being exercised in these organizations. This means, there is a condition of enforcement; donors often force NGOs to adopt strong management structures especially for accountability. As NGOs have become established organizational actors within societal development policy and practices, critical questions are increasingly being asked for their performance and accountability. Moreover, donors increasingly require evidence of impact and learning in

order to evaluate if the action completed successfully. This kind of accountability can only be possible with transparency principle and effective managing of the organizational knowledge (Bergeron, 2003; Ikhasan and Rowland, 2004). From this point of view, it might be said that recorded and accessible knowledge is important for donors but also important for the organizations since their organizational knowledge is considered as the most important source and element which make them unique and sustainable (Senge, 1990; Britton, 1998; Zadek, 2004). However, many donor records (such as USAID, UNDP and EU) indicate that *(iv) transparency and knowledge management* are also continuing to be a big problem in the NGOs. Since they are generally small organizations, they often lack easy and cheap access to the specialist knowledge they require; and they are found to be insufficient to allow staff to access the information/knowledge (Britton, 1998; Lewis, 2001). There is a need to systematic recording of the information in order to make it transparent and accessible. Accountability supports to be transparent and to communicate effectively.

On the other hand, *(v) internal monitoring and evaluation (M&E) problem* is considered as the most immediate problem for NGO donors (Ankara, 2010). It is obvious that failure to resolve it reflects back on NGOs organizational capability occurs eventually. Performance M&E is relatively easy in 'governmental service office' type organizations. Conversely, NGOs are very different because their activities are almost experimental rather than routine; their missions and goals are often intangible and it may be difficult to measure and evaluate their organizational performances and employee performance in a systematic and quantitative sense (Moore and Stewart, 1998).

It is observable that, these aforementioned five internal organizational management issues are directly or indirectly related to each other. Hence, it might be said that if organizational structure of the NGO is analyzed and

identified clearly besides if intangible assets of the organization transferred tangible information, a holistic and adaptable management model can be proposed and solve these problems because of their strong interrelation with each other.

In terms of their environment (managing diverse stakeholders and multiple revenue sources including donations, grants and contracts), and their internal components (board, staff and volunteers), any NGO, for instance 50 employees and 25 volunteers, easily exceed the complexity of managing a similar for-profit firm of equal size. Therefore, NGOs -those organizations that have direct impact on CS and which also represent CS besides have power to create societal values- need to have a strong managerial structure for sustainability and adaptability (Britton, 1998; Pressle, 2009; Lewis, 2001). All of these come to bear on the possibility of a better NGO managing development (Lewis, 2001).

When societal and socio-cultural emphasises are considered, Lewis (2001) also agreed on NGOs should search for organizational management strategies to achieve a balance between the organisation and its environment in a more integrative way. According to Burns and Stalker (1961) with respect to the turbulent environment in which NGOs and social-intercourse exist, an organic and open system perspective ought to be the natural choice when studying their adaptability. Therefore, it can be concluded that NGOs` adaptation and sustainability depend on their ability to develop some flexible organizational management strategies in order to respond to changes in the environment and adapt to environment. These approaches indicate the necessity to see NGOs as active role players of a system which are open to be influenced by the environment. Mahoney (2002) argues that all social systems have internal and external environmental effects and these effects have an interrelation between themselves. Senge (1990), as well, clearly claims that in order to

understand the external environmental effects on the organizations, we shall see management within the framework of systems perspective.

Furthermore, Anheier (2000, p. 9) says;

“If we understand organisations as systems with various component parts, we can begin to analyse central organisational dimensions as a series of choices made (or not made) by management or some governing body over time. This is the key to non-profit management. “

(Anheier, 2000, p. 9)

NGOs would benefit from flexible management strategies to accommodate the link between their organisation and societal structure. In this research NGOs, as organizations in need of flexible and adaptable management approaches, are considered as open systems within the framework of systems perspective.

The consideration of NGO management issues is important because turning policy into effective action imperatively requires effective management. A critical realisation that the implementation of policy directives is a practical rather than ideological process is often missing in NGO literature. Anheier (2000) supports this idea and states that, NGOs require special management models and techniques, since they are different from businesses not because they are simple, common organisations; but because they are more complex as more organised network based organizations with societal development and socio-cultural emphasises. Conversely there are some views that consider NGOs` organizational structures same with private sector organizations and this view supports the idea that there is no need for NGOs to develop special management moods (Lewis, 2001). At this point, Lewis` (2001) approaches support the idea that there can be reconciliation between the view of `management is management` which means NGO management

can learn a great deal from the practices of business and government because they face similar problems; and the view which argues that NGOs need more adaptive and flexible management approaches in the light of NGO distinctiveness. Lewis' (2001) works indicate that NGOs have hybrid and post-bureaucratic organizational forms which involve more complex structures. Thus, this reconciliation can occur when NGOs learn from other sectors and NGO managers learn along with colleagues from the business and government world; but also build innovative management approaches in order to remain appropriate to a NGO's principles and values (Fowler, 1997; Lewis, 2001).

Through the literature, some findings indicate that an organisational structure made up of decentralised and flexible units seems best suited (Senge, 1990). Nevertheless since NGOs are hybrid and more complex organizations, Anheier (2000) agreed on them being subject to both centralising and decentralising tendencies. He further explains, some parts of the organisational task environment are best centralised, such as controlling or fund-raising; other parts of the organisational task environment could be either centralised or decentralised, depending on managerial preferences or the prevailing organisational culture; some parts, typically those involving greater uncertainty and ambiguity are best organised in a decentralised way (Anheier, 2000).

Edwards and Fowler (2002), as well argue that NGOs present hybrid, complex and multiple bottom line structures, thus they need a specialized and flexible management models. Authors identified management criteria which effective NGOs require in order to position and organize themselves to achieve maximum impact and effectiveness (Edwards and Fowler, 2002). These are;

- i. articulation of a clear and common vision for the organization and a set of strategies to achieve it;

- ii. mobilization of all the necessary human, financial and intellectual resources and external contacts and connections that are required to operate these strategies effectively; and
- iii. continuous readjustment of strategy and structure in a changing context, implying an intimate relationship between organizational processes and a dynamic internal and external environment.

(Derived from Edwards and Fowler, 2002)

In a wider and integrative perspective, literature on NGOs indicates that the most commonly identified universal weakness of third sector includes; limited capacity to learn and knowledge management, limited institutional capacity, low levels of self-sustainability and lack of internal and external communication management (Taylor, 1998; Britton, 2002; Edwards and Fowler, 2002; Lewis, 2001).

Since they are complex and almost experimental organizations which need a holistic welfare goal and mission for existence as aforementioned, besides since they are operating in an unpredictable environment, this research strongly supports the idea that they need a flexible and people oriented managerial structure. Moreover, this managerial structure should fit well with their organizational structures as various authors agreed on (Taylor, 1998; Lewis, 2001; Britton, 2002; Edwards and Fowler, 2002).

Although NGOs are more action-oriented relatively with their environments as Lewis (2001) states; they have recently started to realize that they need to learn from their environments, their own experiences and keep up with new flexible management practices in the field if they want to remain relevant and effective as Taylor (1998) also argues. The key is here to emphasize on learning and people in the organizations since the inability to learn is identified by various authors as key management problem (Britton, 1998; Lewis, 2001; Edwards and Fowler, 2002; Britton, 2002;

Britton, 2005). That is why learning based practises help them to adopt a sustainable and effective organizational and management structure. This research emphasizes on the learning in the NGOs and claims that NGOs need to develop learning and people based managerial applications which will strongly relevance with LOs.

2.2 Learning and Learning Organization Culture: Individual to Organizational

“Working for an organisation that is intent on creating knowledge is a wonderful motivator, not because the organisation will be more profitable, but because our lives will feel more worthwhile.”

(Wheatley, 1997, cited in Capra, 2002, p. 101)

During the recent decades, learning in organizations has received a great deal of attention, not only from the field of organization theory but also from a wider sociological and psychological point of view. When we look at the 20th and 21st centuries; it is observable that they are possibly the most impacting eras in all segments of existence: From travel to the space/moon, global wars, mass destruction weapons, new developments in the biotechnology, emergence of the third world economy, death of socialism and communism, rise of capitalism, globalization, domination of the service sector and finally the Internet and Electronic Age- the endless access to information and its opportunities. The ways people do business naturally have changed as parallel with the human attitudes and disposition towards these centuries. For instance, geographic boundaries, technology-market relationship, innovations on customer relations and satisfaction, changing patterns of product life cycles, liberalized economies of many third world countries, well -supplied capital resources, economy of plenty in many countries, information and communication technologies (ICT), Internet usage and several other factors are affecting the

organization. How organizations address those issues is differentiating day by day. The time we live in has changed, people and labour have changed and relatively management perspectives and philosophies have changed. It is possible to state that organizations need to evaluate and work with their environments systemically and must interact with the environment around them, so the environment must be suitable for that interaction as almost all entities linked to each other just like healthy ecosystems (Senge, 1990; Karamchandani, et al., 2011; Porter and Kramer, 2011).

Especially during the last century, various authors (Senge, 1990; Senge, et al., 1994; Kotler and Caslione, 2009, Porter and Kramer, 2011) have researched and developed how an organization should be developed in order to stay sustainable and competitively advantageous in a rapidly changing and continuously evolving environment. Thus, literature indicates that, in order to get adapted in rapidly changing environment, organizational success might be dependent on the extent to which the companies, as collective existences, are able to learn and adapt no matter if organization is profit based or non-profit based (Senge, 1990; Senge, et al., 1994; Kotler and Caslione, 2009, Porter and Kramer, 2011).

Argyris and Schön (1978) have introduced the idea of a 'learning system' and this idea has been used by the recent management theories and practises as an important link between learning, training and organizational performance. After Argyris and Schön (1978), the idea of 'learning systems' further has been developed and focused on the employees' personal development in the workplace (Pedler et al., 1991). According to their learning perspective, an organization should facilitate the learning of all its members and should continuously transform itself in order to meet its strategic goals (Senge, 1990; Pedler et al., 1991).

After the development of learning system approach until the early 1990s, it is widely accepted that to survive in current business environment of the 21st century, long-term organizational commitment to quality and success in organizations can be achieved when individuals work and learn together in harmony to exploit on the synergy of the continuous OL in order to optimize the performance and organizational knowledge as a competitive resource (Quinn, 1992). Consequently, as the demands of the workplace continuously change, organizations pay more attention to create a sustainable learning culture.

In the history, the importance of learning was first put forward by the Chinese philosopher Confucius when he said “without learning, the wise become foolish; by learning the foolish become wise” (551 - 479 BC). Since an individual is a person or any specific object in a collection, individual based learning is the most important building block of the collective learning. Senge (1990) claims organizations cannot learn on their own; they need the people and the group to learn. Morgan (1986) as well, points out that, organisations, themselves, cannot learn; it is the individuals within them who learn. Within the support of recent literature and theoretical models, it is possible to state that learning occurs at individual level first, and then group level and organizations level (Senge, 1990; Watkins and Marsick, 1996, 1998; Zietsma et al., 2002). Besides, it should be bear in mind that information and knowledge are both the input and output of any learning process (Argyris and Schön, 1997). Therefore it is also possible to state that learning and knowledge flow from the individual to the organization and from the organization to the individual as two routes. Castaneda and Rioz (2007) also argue that institutionalization of knowledge produced by individuals and groups.

Moving toward collective learning which covers group learning and OL, philosophy relies on the faith of groups, organizations and communities, where the many become one coherent mind and intent, releasing

extraordinary creativity and power for collective action and co-creation. Thus, various OL theorists argue that participation among members is key to OL and they suggest that organizations which actively seek participation of members in organizational knowledge creation and decision making to increase the potential for individual and organizational level learning, ultimately building capacity and leading to greater organizational effectiveness (Senge, 1990; Senge et al., 1994; Argyris and Schön, 1996).

Bennis (1997) says:

“None of us is as smart as all of us. ...the problems we face are too complex to be solved by any one person or any one discipline. Our only chance is to bring people together from a variety of backgrounds and disciplines who can refract a problem through the prism of complementary minds allied in common purpose.”

(Bennis, 1997, pp. 29-33)

Swieringa and Wierdsma (1992) define OL as the gradual change and evolvment of organisational behaviour which occurs through a collective learning process as Bennis (1997) supports with his statement above. Thus, collective OL is an essential process for integrating and aligning diverse perspectives and knowledge in an organization. Today`s managers see OL as a powerful tool to improve the performance of an organization and they are aware that the individual human mind is limited alone and requires systematically-distributed cognition. Therefore, it can be said that in order to become organizational, the learning that results from various organizational inquiry must become embedded in the images of organization held in its members' minds and/or in the epistemological artefacts (maps, memories, and programs) embedded in the organization's internal and external environment (Argyris and Schön, 1996, p. 16). However, literature indicates that OL is found to be strongly influenced by the mechanisms of sharing individual knowledge, shared contexts and

human interactions. Easterby-Smith et al. (1998) argues that OL is dependent on the organization's cultural, social systems and units. Many other authors also viewed OL as a socially constructed organic process of an organization with all its entities (Senge, 1990; Brown and Duguid, 1991; Senge et al., 1994; Argyris and Schön, 1996). Consequently there is a strong view that OL could not be perceived separately with the individual mind and knowledge. Here OL is equivalent to the recorded knowledge and memory which comes from individual learning and experiences; thus individual learning is as important as organizational knowledge which is unique for each organization as a main competitive source, as Porter (1980) agrees.

Theorists who take a constructivist approach to learning in the organizations also point to employee participation as central to successful OL. The researcher's approach aligns with the constructivist OL tradition, and adopts Friedman, Lipshitz, and Overmeer's (2001, p. 757) definition of OL "...as a process of inquiry (in response to errors or anomalies) through which members of an organization develop shared values and knowledge based on past experiences of themselves and of others". Here, learning is a balance between the old, the new and the future.

Today's managers who see OL as a powerful tool to improve the performance of an organization are aware that 'employee' who might come from various levels is the main source of collective learning and organizational knowledge creation; and they are aware that one solution for implementation would not fit the needs of each employee. Therefore they need to use contingency perspective to learn their needs in order to increase efficiency and productivity of all their members, within the harmony of environment. As mentioned previously, the growing awareness of the importance and the key role of individual knowledge in an organization created the contingency of human/intellectual capital's contribution on OL process (Ducker, 1993). Hence, although the collective

OL is a never-ending process of people cooperating within dynamic systems, acquiring and sharing new knowledge, skills and abilities to constantly improve product and service quality, individual learning was found to be influenced by a series of individual knowledge structures, including mental models, culture, individual capabilities, preferences, context dependent invoking conditions and external knowledge repositories (Argyris, 1990; Senge, 1990). Relatively, Argyris and Schön (1996ab), Senge (1990), Lewis (2001) and some others mention the learning disabilities in the organizations and point out the *'paradox of rules and limitation'* and the *'take initiative and being creative'* as main barriers to create a sustainable learning culture which has direct influence on and is influenced by the employees. It is observable that the pressure of this paradox causes defensive routines which creates tendency to resist change and to learn only from experiences with short term solutions (Argyris and Schön, 1996ab; Lewis, 2001). Likewise, wider literature about the learning concept in the organizations indicates that the most of the literature describes OL as learning system that challenges the status quo and offers long-term solutions for the problems rather than short term, and is called double-loop learning as an important OL theory (Simith, 2001). While Ellström (2001, 2002) calls this kind of learning *'development oriented learning'*, Argyris (1990) calls it *'double loop learning'* and Schön (eds. in Argyris and Schön, 1996ab) says it is *'second order learning'*. However, as another important OL theory, there is a learning that is routine and short-term that is called *'single-loop learning'*, which includes short-term strategies and solutions, and through single-loop learning members achieve organizational goals within the established frame of existing assumptions, norms, and values, however this kind a learning creates tendency to resist change yet it includes valuable information about the current situation (Argyris and Schön, 1996a; Argyris, 1990). Schön (eds. in Argyris and Schön, 1996a) calls it *'first order learning'*, while Ellström (2001, 2002) calls it *'mastery learning'*. It is possible to state that, in single-loop OL theory, learning occurs when individuals

experience a problematic situation and inquire into it on the organization's behalf. This mode of learning focuses on knowledge gained through problematic experience in the short term. Therefore it might address surface symptoms rather than focus on long term support points for sustainable transformation.

Argyris (1990) argues that double-loop learning is necessary if organizations are to make informed decisions in rapidly changing and often uncertain times. Here, double loop learning is about taking a 'second look' at a situation that first includes a reflection of the learning process whereby an effort is made to try to break out from prejudices and assumptions, which individuals might have from past organizational experiences, and second shows similarity with the developed concept LO as an ideal organization model with its learning system which addresses the roots of the problem rather than the symptoms (Senge, 1990; Argyris, 1990; Argyris and Schön, 1996ab). Therefore, with the capacity to engage in the process of double-loop learning in which assumptions are previously examined and questioned, individuals and organizations become more able to resolve organizational dilemmas.

Further, Argyris (1990) claims that double-loop learning depends on stewardship or the internal commitment by employees and other stakeholders to seek truth, transparency and personal responsibility in the workplace. In fact, double-loop learning process feeds itself with experiences which come from single-loop learning (Smith, 2001). Thus, OL focuses on the main starting points of the problem and then collects, records and manages gained knowledge (double-loop) through individual's and organization's experiences (single-loop) as a combination of single and double loop un-linear learning theories.

To sum up, organizations consist of various units and different learning loops, and these units and learning loops as subsystems are composed

off different individuals with skills, experience, and knowledge that unfortunately may not be recognized or taken advantage of. Thus, Senge (1990), Garvin (1993) and some other authors focus on 'learning culture' and 'knowledge creation for action' in the organizations as a process of multiple-loop (or triple-loop) non-linear collective learning systems to fill the gaps in the organizations' subsystems between 'knowing and doing'. This means, to create a learning culture in the organization should refer to 'an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights' within the harmony of its all internal units/members and external environment as a whole, rather than taking ad-hoc actions for problems and then creating stereotype solutions through these actions as Garvin (1993) argues in a strategic organizational perspective.

Simith (2001) claims theorists of LO have often drawn ideas from OL and effective long term OL which adopts human based inspiring learning culture is the necessary activity and the vital process by which organisations eventually reach the ideal of a LO. At this point, the concept of LO as a holistic approach to OL culture, ideologically is defined by Senge as "...where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together" (Senge, 1990, p. 2). Thus, Senge's (1990) LO approach is strongly related with the system thinking as a consultative aid to the organization and at this point, shows similarities with Pedler et al.'s (1991) learning perspective.

More recently, Watkins and Marsick (1996, 1997) and Chang and Lee (2007) explained that LO theory covers three main learning mode holistically: (i) *individual*, (ii) *group* and (iii) *organizational* learning with the simultaneous proceeding effort for individual and organizational learning. It is a type of collective activity to reach organization's shared vision and

holistic goal. This perspective shows similarities with Garvin's (1993) strategic perspective by covering important internal drivers. On the other hand, as a more integrative perspective, Watkins and Marsick (1996, p. 4) argue that the LO is a process occurring at different perceptions and levels of the organization and they define learning as a continuous, strategically used process integrated with and running parallel to work. This integrative perspective was selected as the theoretical guide for the development of a set of consistent measures of a LO which will be detailed in upcoming sections of this research. Bose (2010) also states that, 'learning in the organization' as a culture should be integrated into the organization as a response to an increasingly unpredictable and dynamic business environment and highlights the importance of becoming a LO. Relatively, interest in the LO which offers flexible and innovative practices as the source of organizational success and competitive advantage has been a strong focus in these fields in past decades.

Consequently, organizations need to invest in the learning of their people. The assumption is that learning is valuable and should be done continuously; it is a precondition for continuous improvement of an organization. In the absence of learning, organizations and individuals stay in status quo. Therefore, information needs to be updated regularly. Maslow's (cited in Hellriegel and Slocum 2004) five stage model which is widely used as a model of motivation suggests that all people have different needs that need to be satisfied. According to his theory, the lower needs in the hierarchy model must be satisfied first, before a higher level need emerges (Hellriegel and Slocum 2004, p. 119). This theory clearly highlights that learning motivates people to grow and enables them to search for more knowledge and encouraging the more quality of life. Figure 1 shows the five needs categories, arranged in Maslow's hierarchy.



**Figure 1.Maslow's Hierarchy of Needs
(Derived from Hellriegel and Slocum, 2004)**

The two needs at the top of the hierarchy model, esteem and self actualization needs (the higher level needs), are known as the growth needs and will encourage a person to seek for ways of developing oneself and therefore will help them grow as a human being. The model implies that higher level needs are present in most people, even if they do not recognize or act to meet those needs (Hellriegel and Slocum, 2004, p. 121). This indicates that people have the basic need to learn and grow. By knowing this, it becomes easier for an organization to tap into a need that is fundamentally present in all human beings.

2.2.1 What is Learning Organization?

OL culture has become one of the key contextual components to enhance organizational commitment in the contemporary organizations.

Management theorists have studied learning and learning culture of the organizations for a long time as explained at the previous section of this research. The theoretical background used for LO, its dimensions and its principles can be found predominantly in the works of OL theorists Pedler, Boydell and Burgoyne, Argyris and Schon, Watkins and Marsick as well as Senge, because these authors seem to have the most holistic views of LO which also offers practical guide. Especially Watkins and Marsick are known with their integrated perspective which covers almost all definition of the LO (Yang, et al., 2004).

Most of the time OL has been viewed as a process that unfolds over time and it is linked with knowledge acquisition and improved performance. When Handy (1985) highlights the importance of the learning culture of the organizations, he defines organizations as communities; as mini-societies which have their own way of learning, own way of understanding, own jargon, own cultures. Organizations, when viewed as multi-individual, multi-cultural interactive (open) subsystems, are quite complex, as each subsystem (unit) exists as a separate entity. Thus learning processes differs from organization to organization as people to people. At this point of view, emerged LO thinking is accepted by various management theorists as a holistic, humanistic and ideal model, which is created and established on the basis of system theory as links various important areas in an organization. Correspondingly, by studying the theories of LO, the author of this research faced different expressions because different scholars focus on different focal points and areas. Clearly, this is because the theory covers many different areas within the OD.

Nonaka (1991, p. 7) characterizes LOs as knowledge-creating places where “inventing new knowledge is not a specialized activity...it is a way of behaving, indeed, a way of being, in which everyone is a knowledge worker” and he supports the idea that knowledge begins with individuals; therefore the key for a LO is human. Before Nonaka, Senge (1990, p. 8)

describes LOs in a very similar approach and he says LOs are places “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together”.

It is fairly certain that a LO is more than just procedures and operations. Hence Watkins and Marsick (1996, 1997) viewed LO as one that has the capacity to integrate people and structures in order to move toward continuous learning and change. Moreover, Pedler et al. (1991), besides Lessem (1990) preferred to evaluate a LO as an organisation which facilitates the learning, participative (horizontal) and innovative (vertical) development within and between all its members and continuously transforms itself as -for instance- technologically and socially in order to ease with the changing environment and create sustainable solutions. This means, LO is strongly related with the human element and structure of the organization (Watkins and Marsick, 1996). As Sen (1999) states, central objective of the capability approach - which means mainstream economic frameworks for conceptualizing and assessing human well-being and development - is to put people rather than (material) things at the centre of the development agenda of the organization.

On the other hand, from the strategic general management point of view, Handy (2009) simply explains the importance of strategic management in the OD as:

“Nonetheless, management has always been the invisible ingredient of success. The pyramids of Egypt and the Great Wall of China could not have been built without good management systems.”

(Handy, 2009, BBC Programme 12)

In the history, years ago, Root (cited in Crainer, 2003) proved us about the reality of above approaches when he co-coordinated the United States army once, with his management IQ. Root can be considered as the person who planted the seeds of Modern Management. Taylor as well, with his theories of Scientific Management in 1911 led to new management tools involving such techniques as measurement and statistics (cited in Crainer, 2003). However from past to today, many things have changed in terms of management applications. The main limitation of Taylor's Scientific Management (cited in Crainer, 2003) might be seen as to see a factory like a corporation of an agglomeration of machines rather than a social system. In the management history, this command-and-control model was established by three important management schools: The Scientific Management School (Taylor, 1947 cited in Crainer, 2003), Administration School (Fayol, 1949 cited in Crainer, 2003), and Bureaucracy School (Weber, 1946 cited in Crainer, 2003). Obviously, the contemporary organizational structures are quite different then the past organizational structures. It is observable that, nowadays organizations are mostly far away from classical management approach. The classical approach was the framework to what management is all about and this approach had three major branches: Scientific management, administrative theory and bureaucratic management (Crainer, 2003). However, it can be observed that none of these branches are in direct relation and interrelation with the learning culture and human element. Furthermore, it is a fact that Fayol's (cited in Parker and Ritson, 2005) - who known as the father of the classical management school - approaches are still important in enlightening modern management approaches. However, on the other hand it seems that classical theory ignores the vital importance of the learning culture and the importance of the employee in the development of an organization. Thus, recently human and environment factors have begun to be considered as important organizational/managerial tools by the approaches of the important management theorists (such as Mary Parker Follet, Elton Mayo, Abraham

Maslow and Douglas McGregor). They emphasized the importance of the *human element* which was ignored by classical theorists in the management and development of organizations.

Organizational behaviour - the contemporary outgrowth of the behavioural management perspective - recognizes the complexities of human behaviour in organizational settings. The findings and discussions of the relevant researches reveal that, this perspective provides important insights into employee `motivation`, `care`, `relations`, `communication` and other interpersonal processes in organizations. The belief of `employees are valuable resources` was challenged by the view which argues that `employees are tools`.

In brief, it is fairly certain that the concept of LO is an approach that has been created accordingly with the needs and necessities of the management approaches in the modern world. It is widely accepted as a derivation of the LO which more emphasises on the human element in strategic, effective and sustainable learning. For instance, it might be explained that OL `implies an organization learns`; distinctively LO `refers to the organization as a site where (individual and group) learning takes place`. Thus, Watkins and Marsick (1996, p. 4) define a LO as “characterised by total employee involvement in a process of collaboratively conducted, collectively accountable change directed toward shared values or principles”.

2.2.2 Developed Principles of Learning Organization

Senge (1990) enumerated five core facets which LO should possess; called disciplines facilitate transformational learning as essential elements for a LO. These disciplines are systems thinking, personal mastery, mental models, building shared vision and team learning (Senge, 1990). First of all, Senge (1990) considers *system thinking* as the most important factor

for a LO; as a conceptual framework, a body of knowledge and tools to make the full patterns clearer. According to him, in a LO, individuals should perceive themselves as a key constitute of a larger, complex whole (Senge, 1990). He argues that system thinking in organizations as structure of interrelationships among key components also includes hundreds of important factors such as attitudes and perceptions, the quality of products and the way in which decisions are made (Senge, 1990). Besides, `personal mastery` fosters the personal motivation to continually learn how our actions affect our world by committing to life-long learning as a process of continual and everlasting improvement (Senge, 1990; Senge et al., 1994).

On the other hand, *mental models*, sometimes called repertoires, are deeply ingrained assumptions, generalizations, or even pictures that influence how we understand the world and how we take action into the discipline, and the highest leverage of improving OL and KM is making mental models more explicit (Argyris and Schön, 1978; Senge, 1990; Senge, et al., 1994). Evans and Easterby-Smith (2000, p. 2) state that organizational knowledge creation is less a transformation or amplification of individual and group knowledge and more a result of productive inquiry consistent with the act of 'knowing'. This idea reflects a common view that within the organizations there is tacit knowledge as mental models held within individuals as Senge (1990) also argues. The more tacit knowledge there is to be transferred, the more complex the situation becomes. However, KM makes the organizational environment appear, less uncertain and more manageable.

The practice of *shared vision* involves the skills of unearthing shared pictures of the future that foster genuine commitment and enrolment derived from the personal direction of members, rather than compliance (Senge, 1990; Senge et al., 1994). Shared vision is the capacity to hold a shared picture of the future we seek to create and `leaders` can create

'shared vision' by constructing an aim which employees can identify (Senge, 1990). Senge (1990) emphasises the importance of leaders as designers in the LOs. To him, in a LO, leaders are designers, stewards and teachers (Senge, 1990). They are responsible for building organisations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models - that they are responsible for learning. Finally, the discipline of *team learning* starts with dialogue; emphasises the capacity of members of a team to suspend assumptions and enter into a genuine thinking together (Senge, 1990).

Senge (1990) and Senge et al. (1994) argue that a LO values and derives competitive advantage from continuing learning, both on individual and collective levels. On this basis it may be inferred that, LO predicts an environment in which OL is structured so that individual learning and teamwork, collaboration, creativity, and knowledge sharing processes have a collective meaning and value as Confessore and Kops (1998) argue. Various authors (after 1990s) have used Senge's concept of LO and develop it further. For instance, Pedler et al. (1991) also argues that, main characteristics of a LO are to provide learning opportunities, to create learning based effective interaction with the external environment, to have a learning support structure, dialogue and learning climate in the organization. Furthermore, Pedler et al. (1991) developed the first compressive diagnostic tool, which includes almost all elements of Senge's (1990) LO approaches. However, Senge's model somewhat has minor emphasis on evaluating the LO as a whole entity. Argyris and Schön (1999), on the other hand, do not have as many elements of the whole as do the others. Their main point is in mental models, KM and their change.

However, Garvin (1993) shows more emphasis on the collective/team learning and dialogue as a whole and defines LO as an organization skilled at 'creating, acquiring and transferring knowledge quickly and

efficiently throughout the organisation, and at modifying its behaviour to reflect new knowledge and insights`. According to him, LOs should be capable of five main activities in five main disciplines. These activities are (i) systematic problem solving, (ii) experimentation with new approaches, (iii) learning from their own experience and past history, (iv) learning from the experiences and best practices of others, and (v) transferring and managing knowledge quickly and efficiently throughout the organization (Garvin, 1993, pp. 78-91). His approaches highlight the importance of understanding of the strategic internal drivers necessary for building LO in a more strategic and applicable way. Garvin`s (1993) identified capabilities show strong similarities with Senge`s (1990) ideal LO approach in a more general point of view although Senge ironically has minor emphasis on evaluation of the LO as a whole entity.

In the recent development of the ideal disciplines and evaluation of LOs as a whole entity, Watkins and Marsick (1996, 1997) - as more focused than Senge and as more integrated - have highlighted the continuous learning opportunities of LO; and more holistically, they have characterised the ideal LO as an organization that fosters inquiry and dialogue for continuous learning; encourages collaboration and team learning by continuous learning opportunities; creates a system to facilitate division of learning and preserves what has been learnt; fosters movement toward a collective – shared - vision; and connects the organisation to its external environment within the framework of mutual benefit. Furthermore, since it is widely accepted that LO is related with the people and structure of the organization, Watkins and Marsick (1996, 1997) view LO as one that has the capacity to integrate people and structures in order to move toward continuous learning and change. They focus more on the system approach regarding the workplace applications and supportive environmental factors that promote persistent learning processes. This research is theoretically based on Watkins and Marsick`s (1997) integrated framework of the LO, which will be more elaborated later.

Consequently, although there are different approaches and definitions of a LO, within the framework of the aforementioned disciplines and capabilities which foster LO, six interrelated common principles are identified by the author of this dissertation which include essential LO features. These are; (i) breaking/building mental models through knowledge management, (ii) communication flow within the organization information systems, (iii) strategic leadership and building shared vision, (iv) learning culture and personal mastery, (v) team learning through dialogue and (vi) systems thinking and LOs as open systems. These common characteristics criteria are indentified as essentials blocks for building a LO and derived mainly from Senge`s (1990) disciplines and Watkins and Marsick`s (1997) integrated approach which are defined by them as the bodies of theory and technique that must be studied and mastered to be put into practice.

2.2.2.1 Breaking/Building Mental Models Through Knowledge Management

“Where is the knowledge we have lost in information?

Where is the wisdom we have lost in knowledge?”

(Elliot, 1985, cited in Bergeron, 2003, p. 34)

Managers and business consultants during the last decade have shown great interest in a phenomenon called KM. Despite the attention that has been paid to the phenomenon knowledge as it is created, disseminated and used in organizations few real scientific works has been done as yet. Mainly, the KM approach views knowledge as the key asset of an organization (Senge, 1990; Bergeron, 2003; Halawi et al., 2005; Vasconcelos et al., 2005). Although Brufee (1993, cited in Gilly, 1997, p. 2) as quoted saying “knowledge is socially constructed in the communities and that there are no absolute or universal answers”; in the organizations, creating opportunities for constructing knowledge and building a body of

knowledge to enhance practice and service delivery are of paramount importance in organizations recent organizational strategies.

According to Porter (1980), the way by which an organization manages its knowledge, determines the amount of knowledge available to each employee to take action upon, and is therefore a vital part of how a company can create sustainable development and competitive advantage. Moreover, McAdam and McCreedy (1999) state that KM relates to both theory and practice and its central issues are people and learning. Senge (1990) takes the argument a step further by claiming that knowledge is not the domination of anyone and should involve people in decision-making in a genuine co-operative and shared endeavour for a sustainable organizational development.

To sum up, KM is mainly to take maximum benefit and advantage of intellectual capitals in order to keep information inside the organization for organizational benefits. These intellectual capitals are identified as below:

- i. Human Capitals: They are Employees and Managers,
- ii. Stakeholder/Beneficiary Capital: The source is relationship with stakeholders and this information is mostly held by the employees,
- iii. Structural (Systems) Capital: Basically this is information systems and intellectual properties of an organization

(Derived from Bergeron, 2003, pp. 17-18).

Since there is a common belief of how LO is a way in which information flows, and how this information is collected, stored and accessed as multiple-loop non-linear learning process, and moreover how learning is a further catalyst for change and competitive environment which is producing new work practice methods (Senge, 1990; Senge et al., 1994), it might be concluded that building and managing organizational knowledge is carrying vital importance for LOs (Senge, 1990; Schein, 1992). According to Garvin (1993) learning from past experiences and

learning from other companies and customers are essential for building a sustainable LO. Hammer (2010) takes the argument a step further by saying that most business activities and organizational experiences are knowledge activities and they are manageable as long as they are stored and shared.

Soderberg and Holden (2002) also emphasise on the importance of the capacity of learning on management approaches that involve knowledge building, KM and knowledge transfer within the organization and individuals. Thus, it is widely accepted that in a LO, new knowledge must be applied, must be transferred, and must be managed effectively to become useful as 'knowledge for action' since the concept of 'learning' is being centred on an organization's memory. Naturally, it might be concluded that memory should be stored accurately. Moreover, organizations should be able to share this memory with all its members, besides the phase of updating this stored memory according to new information and new experiences, and re-evaluating the knowledge is of vital importance in order to make it more holistically beneficial for the organization. Thus, De Jarnet (1996) argues, KM can be defined in terms of processes of knowledge creation, followed by interpretation, knowledge dissemination and use, and knowledge retention and refinement.

The concept of the LO and KM in LOs, as presented by Argyris and Schön (1978, 1996), is clearly defined as a means to reflect upon, and re-evaluate the knowledge that is created by individuals within the organizational context. Individual characteristics are important with respect to performance; in addition to their individual characteristics, people need some shared ideas, norms, values and goals for adequate task performance in group settings since the knowledge is a relationship between the knower and the known. These ideas, norms, values and goals in the minds of people are what cognitive scientists call a mental model. When the concept of mental model is considered within the

framework of KM, several discussions should be highlighted. For instance, Norman (1983) emphasises that people use mental models to interact with the environment, and in every interaction they improve and construct new mental models. In other words, mental models are representations in people's heads that enable them to make inferences and predictions, to understand phenomena, to decide what action to take and to control its execution etc. Therefore, mental models can result conflicts in terms of applicability of LO as Senge (1990) claims. The process of breakdown of an existing mental models and creating a new mental model is knowledge-creation process for OL. Furthermore, Senge (1990) also states, mental models focus on the openness needed to unearth shortcomings in our present ways of seeing the world.

Consequently, our learning models are mental pictures that enable us to understand those we would never see and mental models are our minds that organizations need to develop practices which seek to bring these mental models to the surface; so that organizations can discuss and re-evaluate learning models by bringing them to the surface and holding them meticulously to evaluate. Thus, it might be said that if an organization creates an organizational culture which information and organizational knowledge are divine, collectively tested and accepted, besides accessible in order to make mental models visible to promote inquiry and trust, it will be easier to break the mental models in people's minds and to create new mental models. Because it is widely accepted that the learning process can be viewed as `an ongoing sense making, organic and open to evolve` activity based on the collective or individual knowledge of the people. In other words, to make mental models visible means to create a common understanding by individuals within an organisation and this common understanding can act as a link between collectives and individuals.

Therefore, creating shared mental models in the organization will be of great importance in providing the cognitive frameworks that affect the scope, type and acceptance of information that can be assimilated and interpreted by the individuals or teams. Hence, such shared understanding supports learning in the organizations (Smith, 2002; Conner et al., 1994). Kessels (2001) argues that KM is the set of measures that aim to improve an organizations' knowledge productivity and the best an organization can do is to create a stimulating environment.

2.2.2.2 Communication and Information Systems

"The medium is the message."

(McLuhan, 1964, p. 9)

During the early 1980s, the technology has been created and marketed which enabled access to information and electronic communication from anywhere in the world. Debates on communication often point to a host of deeper issues, such as weak relationships among people, barriers around gender or race, or the inability to identify and resolve conflicting points of view. Recently, information and communication systems have become one of the main integral parts of the organisational structure especially for an effective KM. Learning implies transfer of information/knowledge. Thereby, as discussed before, LO is a place where employees are able to access information and share information with anyone in the organization.

From its definitions at the previous section of this dissertation, it could be concluded that KM is basically about a systematic approach to managing (storing, organizing, packaging, etc) intellectual capitals and other information in a manner that improves employee performance, support collective learning and corporate competitive advantage as Bergeron (2003) argues. For instance, if an organization takes the digitized data and indexes them with a software program that allows someone to search for

specific content instead of manually paging through hundreds of screens, it is practicing KM. Therefore, limited access to the information challenges effective KM and relatively challenges the applicability of LO.

Practical KM is technology dependent and each of the steps in the KM process, as well as tracking knowledge assets, can be enhanced by ICT (Tushman and Nadler, 1978). Consequently, in the organizations, ICT is an important enabler for organizational change processes (Beer, 1985). ICT in the organization indicates organization's ability to access and share organizational knowledge. Garvin (1993) carries these arguments one step further by claiming that transferring knowledge throughout organizations as one of the most important essential strategic tools for building a LO. Knowledge carries maximum advantage and benefit when it is shared broadly as mentioned by Garvin (1993). Schein (1992) as well claims that the measure in which the organization is interconnected with its internal elements and external environment by means of ICT is one of the cultural dimensions that determine if an organization can become a LO or not. It might be said that designs of information systems in the organizations influence the way people interact with each other and their environment as well. Hence the idea of the importance of ICT for applicability of LO is gaining acceptance when we consider LOs as organizations capable of learning about (and from) its environment and adapting itself to it (Senge, 1990; Hatch and Cunliffe, 2006).

Thereby, communication channels and their effective use are vital for LO. McLuhan (1964) and Daft and Lengel (1986) claim that media mediums differ significantly in their effectiveness and capacity to transmit information. Daft and Lengel (1986) conducted a study and they identified a menu of media which is used widely by executives in the organization and a hierarchy between them; according to their study the more learning transported through a medium, the stronger the communication. The hierarchy of the mediums is illustrated in Figure 2.

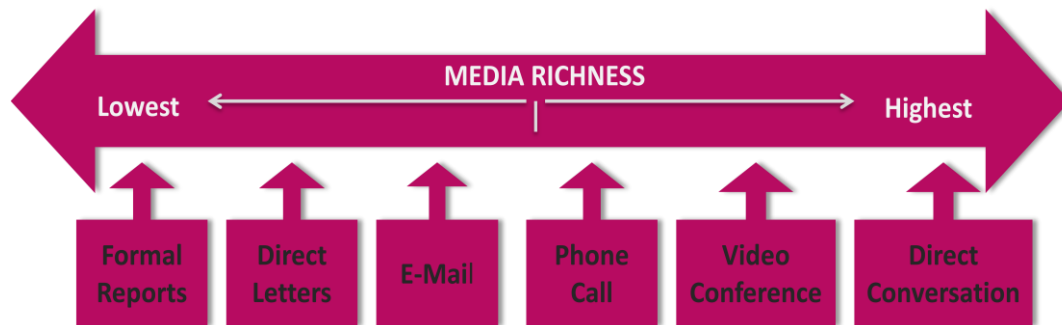


Figure 2. Hierarchy of the Media Mediums
(Derived from Daft and Lengel, 1986)

Consequently, this dissertation supports the arguments that ICT level of the organization is an important integral part that determine their LO features. Usage of ICT facilitates KM and learning in the organization, besides creates helpful connections between people and can provide access to their knowledge and ideas (Rzevski and Prasad, 1998). This research claims that a framework for understanding essentials of LOs allows aligning organisational structures with supporting some ICT systems.

2.2.2.3 Strategic Leadership and Shared Vision

“The bad leader is she/he who the people despise, a good leader is she/he, who the peoples praise, the great leader is she/he who the people say, we did it ourselves.”

(Lao-tzu cited in Senge, 1990, p. 341)

Although *vision* has a variety of definitions in the literature concerning leadership such as a mental image, a picture, an aspect of direction or goal; organization`s shared vision is more than an image of the future. It provides guidance to an organization by articulating what it wishes to attain (Seeley, 1992; Wheatley, 1994). Shared organizational vision has a persuasive aspect that serves to inspire, motivate, and engage people in

the organization; makes people realize the desired vision. Manasse (1986, p. 150) describes shared vision as “the force which molds meaning for the people of an organization”.

Consequently, the development of a shared vision is important in motivating the staff to learn, as it creates a common identity that provides focus and energy for learning. Moreover, as Westley and Mintzberg (1989, p. 21) claims, “Vision comes alive only when it is shared” and leaders has sole responsibility to spread out this shared vision; as Bennis (1990, p. 45) stress, leaders “manage the dream”. It might be said that aspiration enables continuous learning.

Literature strongly associates leadership to LO (Senge, 1990; Bass, 2000; Nonaka, 1991). According to Senge (1990, p. 3), a LO is one in which “people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free”. Marsick and Watkins (1996, 1997) also see leaders as role models who support learning in the organizations. In terms of identifying vision in the LO, Senge (1990) states, Maslow (1965, cited in Senge, 1990, p. 193) identified high-performing teams` one of most striking characteristics as shared vision and clear purpose. An unclear and blurred vision can cause fear and suspicion as Senge (1990) claims. Thus, it is widely accepted that hierarchical or authoritarian organizational styles in the organizations which come from classical management approaches challenges the applicability of LO (Senge, 1990; Pearn et al., 1995). Therefore, the focus of leadership in the LO should be to learn, to teach, besides to transform the organization.

In the modern days, two contemporary leaderships are frequently discussed: (i) Transactional and (ii) transformational leadership. From the perspective of LO, leaders are not conceptualized as the managers who stipulate the direction, reach key decisions, and coordinate or motivate

individuals. These leaders set goals, articulate explicit agreements regarding what the leader expects from organizational members and how they will be rewarded for their efforts and commitment, and provide constructive feedback to keep everybody on task as Howell and Hall-Merenda (1999) claims. Literature entitled this kind of leadership as transactional leadership which mainly seek to strengthen an organization's culture, strategy, and structure.

On the other hand, transformational leaders are charismatic, inspirational and they inspire others with their vision; they create excitement through their enthusiasm (Howell and Hall-Merenda, 1999). This aspect of leadership has been frequently called visionary leadership (Westley and Mintzberg, 1989). In visionary leaderships, it is widely accepted that leaders have a clear picture of what they want to accomplish. According to Westley and Mintzberg (1989), visionary leadership is dynamic and an image of the desired future for the organization (vision) is communicated (shared), which serves to empower those followers so that they can enact the vision. However, OL and LO theorists argue that OL approach advocates a model of visionary leadership in which managers or directors seek to create an environment for sharing besides thinking systematically rather than only being a charismatic hero (Senge, 1995; Fowler, 1997; Lewis, 2001).

Senge (1990) -in an integrated approach- sees leaders as organization's designers, coaches and servants and according to him leader's role in the LO involves (i) design, (ii) stewardship, and (iii) teaching. The first task of leaders as designers is designing and building a shared vision and core values by which people will live (Senge, 1990). The main role of leader as teachers in the LO is developed further by virtue of explicit attention to people's mental models (Senge, 1990). Therefore, the role of leader as teacher starts with bringing people's mental models of important issues to the surface. Moreover, Senge (1990) argues leaders' sense of

stewardship operates on two levels: (i) Stewardship for the people they lead and (ii) stewardship for the larger purpose or mission that underlies the enterprise.

On the other hand, Seeley (1992) claims that a leader has to visualize how whole new sets of expectations, relationships, accountability structures, etc., would fit together into a coherent whole and continuous learning is a key critical success factor of the leaders. Thus, the organization's top management must be devoted to building a sense of commitment among personnel by developing a shared vision of the organization's future by being leaders rather than managers. Hence, leaders ensure its attainment by continuously collaborating with others to develop a shared holistic organizational vision and goal. Wheatley (1994, p. 116) says, "Information allied to the thinking potential of our people is going to be the driver of change for the future".

To sum up, leadership skills should be found at many levels in the LO, from knowledge workers to senior management; building shared vision by especially transformational visionary leadership fostering a commitment to the long term sustainable success in the LO. Hence, leadership role and capabilities are driving forces for shared organizational vision. Senge (1990) argues an organizational commitment to personal growth would be naive and foolish if leaders in the organization lacked the capabilities of building shared vision. Furthermore, according to the research by Chang and Lee (2007), leadership can positively and significantly affect the operation and applicability of LO.

2.2.2.4 Learning Culture and Personal Mastery

Within the framework of the previous sections of this research on LOs, it might be summarized as LO concept is developed as more than a theoretical consultative aid; thus LOs are organized in such a way that

learning is a prominent feature, in different aspects at a number of different levels which require to be covered, such as; individual cultures, individual learning, team or work group learning, cross-functional learning, operational-organisational learning, strategic organisational learning as strategic internal drivers in order to build a continuous learning capability in the organization (Britton, 1998; Garvin, 1993). Therefore, learning occurs on different system levels and units, on organisational and on group level as well as among individuals as they are essential parts of the collective OL and system. Thus, it might be said that only an organization which adopts a continuous learning culture –a culture that encourages learning- can provide this atmosphere for individuals. It means organizations should provide continuous opportunities to individuals for growth in order to support organizational growth and sustainability. As being discussed in previous sections of this dissertation, individual learning and growth espouse organizational collective learning.

The concept of culture refers to patterns in social systems such as knowledge, ideologies, values, rules and daily rituals (Morgan, 1986) as a result of social processes. Schein (1990) claims, organizational cultures have both visible and invisible characteristic features. The visible layer consists of appearances or behaviours that can be seen. On the other hand, the invisible layer is the fundamental value, norms and assumptions of organization members. The organizational culture theorists support this approach as they emphasize the importance of informal and intangible beliefs, behaviours and also communication as essential bulging block of the organizational culture. Thus it might be said that a learning culture requires shared mental models that are characterised by openness in communication, free expressions of beliefs and in addition to these also requires tolerance of diversity of thinking as well as tolerance to mistakes as Senge (1990) argues. According to Senge (1990) in a LO, conflicts and debates can be used as learning opportunities and as an opportunity for improvement and development. Consequently such a culture in the

organization requires dialogue and open and transparent communications in order to provide opportunity for knowledge transfer through individuals and groups.

Hence, a supportive learning environment where directors/managers/administration encourages individuals and teams to continuously improve work processes and try new ideas in the organization is necessary if individuals are to grow. Senge (1990, p. 139) in his writings clearly claims that an organisation “learns only through individuals who learn”. Therefore, organisations need to express their commitment to the growth of people, which includes fostering personal growth. Senge (1990) uses *personal mastery* as the phrase for the discipline of personal growth and learning. He claims that people with a high level of personal mastery live in a continual learning mode and they never “arrive” (Senge, 1990, p. 139). On the other hand, Senge’s (1990) research indicates that staff with high levels of personal mastery are more committed, take more initiative and they have a deeper sense of responsibility for their work. This approach supports the idea of many organizations espouse a commitment to fostering personal growth among their employees because they believe it will make the organization stronger. In terms of organizational structure, Healy (2005) claims LO with an adopted learning culture encourage personal mastery whereas bureaucratic organisations encourage personal adaptation to a given state of affairs, as an inherited way of doing things.

Senge (1990, p. 173) writes that many of the practices that are most conducive to developing personal mastery include “learning how to reflect on tacit assumptions, expressing one’s vision and listening to others’ visions and inquiry into different people’s views of current reality”. Hence people with high levels of personal mastery are continually expanding their ability to create the results in life they truly seek as Maslow’s (cited in Hellriegel and Slocum 2004) five stage of needs theory highlights. In other

words, people with high level of personal growth so called personal mastery, will have a broader and deeper sense of responsibility in their work and in their personal life as well. For all these reasons, many developed organizations invest on learning support as a commitment to fostering personal growth among their employees by adopting a continuous learning culture.

2.2.2.5 Team Learning Through Dialogue

“How do we learn together? How do we innovate together despite the fact that occasionally we hate each other and we can’t get along?”

(Coady, 2002, cited in Svendsen and Laberge, 2003)

In the LOs, especially the team learning is accepted as a multi-disciplinary process involving the process chain from external environment through to internal departments (i.e. employees) and outside stakeholders (i.e customers). These are fundamental learning units in modern organizations. Senge (1990, p. 355) claims LO is an organisation where individual learning becomes collective by dialogue and he describes team building as creating courteous behaviours, improving communication, becoming better able to perform work tasks together, and building strong relationships; because although the team learning is vital for a LO, there is more to a LO than simply a collection of different levels of individuals and units who are learning. Further, he uses Bohm’s (cited in Senge, 1990, p. 176) concept of dialogue when he defines and underlines the importance of this activity in making individual learning collective team learning and underlines the importance of dialogue.

According to Senge (1990), team learning means ‘thinking together’ rather than working together. He believes the intelligence of the team exceeds the intelligence of the individuals in the team. Further, Watkins and

Marsick (1996) show more importance to teams in the organizations and argue that in a LO, groups and networks can become the medium for moving new knowledge and organizational shared vision through the organization allowing collaborative structures enhance the organization's ability to learn as well.

However, transformation process of team building into team learning needs time. Besides, in the theoretical framework of LOs, it is still difficult to make individual learning collective. Hence, Hughes (2000, p. 11) suggests that with the training and development programmes, organisations may more easily take the form of “learning conversations” and “group dialogues” in a reasonable time frame. Clearly, by working in teams, employees bring their collective skills and knowledge to bear on problems; and especially in a cross-functional teamwork environment where employees are frequently rotated among different teams as part of a deliberate career development program. At this point of view, Dobbs (2000) also argues continuous informal and formal training as well as strong and adaptable culture in the organization helps LO in practise; because organizations need a professional integrated code of ethic for which makes them acceptable, reputable, well-known and survive (Britton, 1998).

2.2.2.6 Systems Thinking and Learning Organizations as Open Systems

As the cornerstone of the LO, systems thinking theory provides the framework for understanding problems as wholes rather than as separate parts (Senge, 1990). The attempt to understand the whole by putting the pieces together with trying to assemble the fragments is widely accepted as not possible.

Kofman and Senge (1994, p. 27) strongly support this idea by saying:

“The defining characteristic of a system is that it cannot be understood as a function of its isolated components. First, the behaviour of the system doesn’t depend on what each part is doing but on how each part is interacting with the rest...Second, to understand a system we need to understand how it fits into the larger system of which it is a part ...Third, and most important, what we call the parts need not be taken as primary. In fact, how we define the parts is fundamentally a matter of perspective and purpose, not intrinsic in the nature of the ‘real think’ we are looking at.”

(Kofman and Senge, 1993, p. 27)

Hence, LO practices encourage people to see their work as part of a whole, a system of interrelationships and processes that depend on each other. Senge (1990, p. 13) says, “Systems thinking makes understandable the subtlest aspect of the LO—the new way individuals perceive themselves and their world”. This means although it is the cornerstone as a discipline of LO, systems thinking needs other disciplines to be completed. Senge (1990, p. 13) also claims that, “By enhancing each of the other disciplines, it continually reminds us that the whole can exceed the sum of its parts”. This means without a systemic orientation, there is no motivation to look at how the disciplines interrelate.

Furthermore, Senge (1990, p. 42) stresses that the systems perspective tells us that we must look beyond individual mistakes or unfortunate situations to understand important problems and we must also look beyond personalities and events. He continues by saying that we need to look into underlying structures which shape individual actions and create the conditions where types of events become more likely (Senge, 1990, p. 33). This becomes particularly relevant at the point of the sustainability of organizations in different sectors.

Senge (1990) also argues LO have the ability to learn from the environment. Hatch and Cunliffe (2006) also signify the importance of environment to organizations. This approach was introduced to organizational theory in the 1950s by an extension of system theory (Hatch and Cunliffe, 2006). Hatch and Cunliffe (2006, p. 77) explain that modernists established the idea that organizations are open to their environments by using system theory. According to system theory, the environment of a system is everything out side of the system itself (Hatch and Cunliffe, 2006). This means, the characteristics of open systems are their relation to and interaction with the environment as well as the ability to scan and discover changes in that environment.

Since the system theory sees an organization as an entity which continuously interacts with its environment and maintain a stable relation with the environment; a LO is widely accepted as an open system that learn from and further influence the environment in a mutual and interdependent relationship, as many researchers have pointed out (Morgan, 1986; Senge, 1990; Argyris and Schön, 1996; Mulford, 2000; Hatch and Cunliffe, 2006).

Through the leadership perspective, the role of leader as teacher in LO has been developed further mainly by the influence of the systems perspective (Senge, 1990). Moreover, since the organizational change is one of the key themes of the third sector organizations as well as other sectors (Lewis, 2001), it is vital for them to learn how they can manage change and Senge (1990) argues that organizations need to adopt a system approach to change and to manage the change.

The interactive systems approach on an organization described in Figure 3.

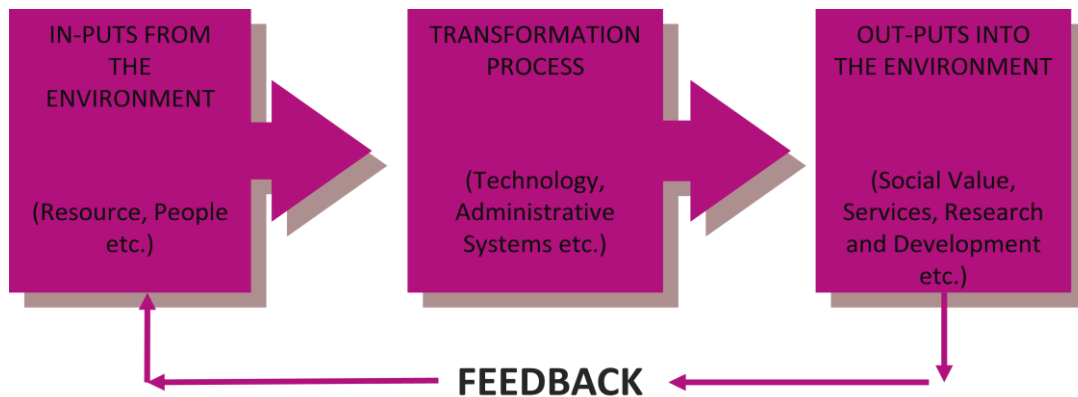


Figure 3. The interactive systems approach on an organization
 (Source Cengage Learning, Inc., 2010)

To sum up, systems thinking is a framework for seeing interrelationships between the parts and the relationship between the system rather than things (Barnard, 1938). This clearly means that an organization should be considered as a whole as well as the individuals within the company. Hence, this functionalist systematic dynamics is the key to practising a LO.

2.2.3 Defining the Philosophical Nature of Learning Organization Theory

In order to sum up the pervious information and assumptions about the LO, theoretical perspective can be characterised as below in Table 4.

LEARNING ORGANIZATION IS...	...an organisation where vision and knowledge emerges from individuals and where the individual's vision and knowledge are linked to the holistic vision of the organization and organizational knowledge; organisational vision and knowledge evolve as a result of continuous learning and then is shared by visionary leaders; and it is an organization where knowledge flows effective through the organization.
	...an organisation where there is a balanced mix of personal mastery and personal growth focused learning which includes a flexible culture fostering and encouraging continuous learning.
	...an organisation where individual learning becomes collective OL by dialogue and open communication, requiring an encouraging and accepting organisational culture and supportive organisational structures.
	...an open system, with the ability to learn from the environment and influence the environment in a mutual and interdependent relationship as well as learning from within itself, and it is an organisation where people use system thinking to identify and solve problems.

Table 4. Theoretical Perspective of LO

It might be said that LO is the ideal of business and management theory and practices. This could be true because current theory and definitions of a LO are forcing organization fundamentally ask questions about the nature of society and those organizations it has produced.

Senge (1990, p. 13) states:

“The most accurate word in Western culture to describe what happens in a Learning Organization is one that hasn't had much currency for the past several hundred years. The word is 'metanoia' and it means a shift of mind. To grasp the meaning of 'metanoia' is to grasp the deeper meaning of 'learning'. Learning also involves a fundamental shift or movement of mind.”

(Senge, 1990, p. 13)

In other words, Senge (1990) with his above quotation emphasises the importance of looking beyond the immediate context by which organizations are conceived, shaped and managed, and he challenges people to dare to ask why organizations exist as they do. He further says, "At the heart of a LO is a shift of mind—from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something " (Senge, 1990, p. 13). Thus, Solomon (1994) as well sees LO as a vision that sees the world as inter-dependent and changing.

2.2.4 NGOs as Learning Organizations

2.2.4.1 How NGOs can Benefit from Becoming Learning Organizations

"When planning for a year, plant corn; when planning for a decade, plant trees; when planning for life, inform, train and educate people."

Chinese proverb: Guanzi (c. 645BC)

As discussed previously in this dissertation, NGOs might be clearly identified as organizations which work for the empowerment for collective action (Edwards and Fowler, 2002; Lewis, 2001). Thereby, NGOs offers information and wisdom to their target audiences for welfare; for a better life, and thus it might be said that their required activities such as advocacy and lobbying, research and development and policy making are strongly relevant to learning and knowledge, as discussed before. Besides, they need to constantly review, monitor and plan their work in order to adapt their environment and at the same time stay sustainable. Within the scope of these mentioned characteristics, although they seem like they carry LOs` features, it is not possible to label NGOs as LO from a theoretical perspective. Although the importance of OL has been well

studied in for-profit private sector contexts, it has received less attention in NGOs and community-based settings (Lewis, 2001).

Whereas, through literature review on NGOs, it is found out that current literature highlights in theory and in practise that aims to adopt a vision to understand the importance of learning in the organization, which is considered as a very powerful response to an increasingly unpredictable and dynamic profit besides not-for-profit organizational environment (Taylor, 1998; Britton; 1998, Lewis, 2001; Britton, 2005 Bose, 2010). In terms of building organizational knowledge through OL in the NGOs, Taylor (1998) states that in order to stay reflective and effective besides in order to create opportunities that will construct knowledge for enhance practice and service delivery, OL should be even more important for third sector organizations.

NGOs in their nature are organisations which constantly changing and evolving since environment evolves; therefore they have an unstable nature. Hence they need to systematically and continuously analyse their environment in order to make policies, create adaptable solutions and work for suitable welfare. Taylor (1998) published a paper on NGOs as LO, and agreed on LOs as organizations which builds and improves its own practice by consciously and continually learning from its own experiences, has significant relevance to NGOs especially in the development sector; partly because they are similar with all organizations in all sectors and partly because their need for learning is more than other sectors in order to remain essentially viable over time. Smillie (1995, cited in Britton, 1998, p. 5) says, "The inability to learn and remember is a widespread failing of the development community as a whole".

Observably, to survive in the current global environment of the 21st century, organizations need to be a learning system itself; because in order to get adapted in rapidly changing environment, their success might

be dependent on the extent to which the organizations are able to learn, adapt and change. Therefore, it might be said that, we are living in a society today, where learning and building knowledge has been described as the only source of sustainable competitive advantage for any organization (Porter, 1980; Drucker, 1988; Senge, 1990; Kotler, 2010) because knowledge involves memory, awareness and preparedness as discussed before, and basically LOs represent the organizations where learning is recorded and knowledge building and KM activities occur. Many theories on NGO management within the scope of OL theories indicate that if NGOs learn and record its learning, and manage information effectively, then they can adapt sufficiently well to the demands of the communities and changing circumstances (Britton, 1998; Lewis, 2001; Edwards and Fowler, 2002); because their environment is naturally unpredictable.

Through the literature and the process of OL, Senge (1990) pointed out that learning from organization`s own experiences and its programmatic activities, to balance this learning with the learning, which comes from external environment, serve to innovative strategic transformative management approaches. Since the OL represents a strong emphasis on creating `transformative knowledge for action` as widely accepted (Argyris and Schön, 1996), contemporary OL theorists like Senge (1990) and Senge et al. (1994) besides theorist, who have implemented studies on NGOs like Lewis (2001), Taylor (1998), Edwards and Fowler (2002) and Britton (1998, 2005), show great interest and special attention to the transformative power of learning in the development organizations.

In the Third Sector, certainly people join the NGOs; because they want to change the status quo and they want to see a positive transformation in the world. For NGO founders, executives and practitioner change is both desirable and necessary. Therefore LO approaches might be used by the NGO executive directors as a practical and measureable guide. According

to Senge (1990), the ideal is to create an organization with its all members, which will be well prepared for any change and capable to work with others in changing circumstances. This means, LO approach is an innovation for people based organizations which allows creative thinking to constantly improve the work of an organization as a humanistic form of organizational `management` perspective that is emerged to meet the demands of both employees and today's changing environment (Senge, 1990, Senge et al., 1994; Marsick and Watkins, 2003).

Literature indicates that, NGOs recently have started to realize that they need to accept responsibility for their own learning (Taylor, 1998; Britton, 1998; Lewis, 2001; Edwards and Fowler, 2002; Britton; 2005). Thus, it might be said that within the scope of increasing OL and OD trends in the last century, NGOs are also aware that they need to simultaneously balance the need to take a strategic development approach and the need for OL. Britton (1998) argues that an NGO also needs to recognize that learning is an intensely personal process that goes on in the minds of individuals through collective learning, because focusing on only individualistic approaches rather than to see whole picture above individuals is considered as a learning disability both in the profit base and non-profit base organizations (Senge, 1990). This view is a common issue among NGOs (Britton; 1998, 2005). It is widely accepted that long-term organizational commitment to quality and success can be achieved when people work together in a harmony to exploit the synergy of continuous organizational group learning, which optimize their performance (Senge, 1990; Senge et al., 2004). Thus, modern NGOs have started to realize that the most effective kind of training is the one that has significant control or influence, which is directly related to their own learning processes through individual to collective (Lewis, 2001; Britton, 2005).

It is observable that, the LO theory day by day becoming a well knowing theory and a critical success factor for NGO development (Britton, 1998,

2005; Taylor, 1998; Lewis, 2001). Britton (1998) argues that the importance of learning in organizations has created the concept of LO and with his work he examines the relevance of the LO concept for NGOs. According to his studies, the concept of LO found a great interest among NGOs; however he argues that there are still relatively few NGOs which would call themselves LO and examples of good practice in NGOs are not hard to find (Britton, 1998). Britton (1998) further states the key principles underlie LO are participation, empowerment, a willingness to embrace change and the acknowledgement of grass-roots experience and these are entirely consistent with NGO development practices. Also Taylor (1998) says since the role of NGOs is to bring social unity and integration for people and since they are responsible of seeking ways of reversing negative forces that the government failed to do, they need to create their own spaces to learn and LO approaches can provide innovative background for NGOs.

Consequently, literature indicates that in order to be effective and sustainable, development approaches should be knowledge based. The KM approach as well views knowledge as the key asset of an organization (Senge, 1990; Vasconcelos et al., 2005) and according to Britton (2005, p. 9) knowledge in the NGOs is “information that individuals have reflected on, understood, internalised and are able to use”. Britton (2005) claims the real focus of knowledge, learning and wisdom in NGOs is the `people`. Since the people, experience and learning are the main resources for NGOs, the role of transferring information into knowledge in maximum utilization of resources is vital. Many development NGOs in developing societies work in insecure circumstances with donor based approaches, thus they need to learn effective use of limited resources. Britton (1995) argues this effective use of limited resources generates an important practical learning agenda for NGOs.

In order to focus on KM which is considered by this research as one of the most important indicators and building blocks of LO, Vasconcelos et al. (2005) argue that NGOs need a practical system to manage creating, accessing and disseminating information 'within the NGOs themselves, between different NGOs that work together and, ultimately, between NGOs and Society as a whole' in order to deal with more donors and more beneficiaries/stakeholders.

Theoretically, the strong relevance of LO approaches with NGOs is observable but in the practise it is still open for discussions. Korten (1990, cited in Lewis, 2001, p. 84) found NGOs inefficient in translating learning and development theories and plans into practical activities. Furthermore, as opposite to the approaches on the positive relationship between LOs and NGOs, within the scope of a normative practical approach, Kelleher et al. and Power et al. (2002, cited in Roper and Pettit, 2002) argues that LO is not particularly concerned about the development organizations. The authors claim that the LO theory does not go far enough for NGOs; it does not examine structures and power inequities within organizations thus it is unlikely to have the transformative impact it desires to achieve (Kelleher et al. and Power et al., 2002, cited in Roper and Pettit, 2002).

Another challenge for the relationship between NGOs and LO approaches might be hiding in the requirement of LOs` long term commitment. Garvin (1993) and many other theorists argue that becoming a LO requires a change in organisational culture through long-term commitment. However aforementioned donor fashion among NGOs (Lewis, 2001) especially in developing countries and communities such as TCC creates an atmosphere where many new NGOs are opened and many project managers and staff are hired. Hence, to adopt LO approaches will be difficult for those young NGOs and their project based contactor managers and staff.

In a more practical approach, Britton (2005) identified NGOs vital features which require and besides create opportunity for innovative OL which will make them LOs in practice. One of these features was effective use of limited resources which is discussed below. NGOs nature of the development requires understanding and working within complex systems. Britton (2005) argues they need flexibility, adaptability and innovation; because development involves change in human systems at individual, family, community and wider societal levels. He (Britton, 2005, p. 9) says, "Organisational learning is widely recognised as an essential requirement for enabling NGOs to respond to the new and often unpredictable challenges that face them in a complex aid environment". This means, environmental effects force NGOs to see themselves as open systems and force them to adopt an approach which sees organizations as open systems in systems perspective. From this point of view, LO applications will help them to operate as an open system with its all units. Thus, NGOs need to consider themselves as open systems as they are open for changes and organizational changes create a potential learning agenda for the NGO (Britton, 1998, 2005). Here the role of leadership as an important building block of LOs, as Senge (1995) argues, for moving change through the system is clearly significant in the NGO sector. In addition, Salls (2005) compared the social enterprise activities of nonprofits and companies, and he found that rich opportunities for mutual learning exist between the business world and non-profits; especially the leadership was the main drive that permeated smart practices across all organizations.

On the other hand, NGOs need to understand, with their ability to learn from their experiences, what programme approaches work in what circumstances to improve their organisational effectiveness (Britton, 2005). According to Britton (2005) this should be seen as the root of NGO effectiveness and the 'bottom line' for learning. Learning from experiences

and recorded organizational knowledge provide organizations a real purpose for gathering and monitoring data of their works. Therefore recorded knowledge as remembrance and memory will provide transparency and access to information in order to improve organizational capacity. According to Lewis (2001) and Britton (2005) organisational capacity for NGO work effectiveness is organisational assessment and requires self-evaluation (M&E) ability. There is a strong relationship between evaluation, impact assessment and learning. Evaluation ability of the organizations cannot be possible without accountable-transparency of work. Accountability helps knowing what impact the actions have; allows for open expression of views, free dissemination of information. It is the means by which recourses are used responsively (Roper and Pettit, 2002). That is why donors expect accountability from the NGOs. However, as discussed before, lack of accountability in the NGOs is one of the most observable issues (Lewis, 2001; Britton; 2005; Ankara, 2010). Effective KM applications seem to have power to create accountable and transparent NGOs. Ankara (2010) claims M&E problems is the most immediate problem for NGO donors that discussed in previous sections of this research on NGO management issues. Through discussions, it can be concluded that if NGOs want to be accountable to the wider public and funders/donors through its adopted transparency principles which will provide evaluation abilities to them, they need to adapt LO and KM applications, so that after this they also can protect their reputation. For instance, according to Britton's (1998) article, NGO managers identified learning as organizational reputation. However, to link M&E and planning processes to each other has always been difficult for NGOs (Lewis, 2001, Roper and Pettit, 2002; Britton, 2005). This means there is a lack of ability to use information which gathered through M&E for their future plans. According to Britton (2005) the reason is the absence of mechanism for learning in the design of M&E systems.

Especially development NGOs in developing societies are organizations that are based on relationships and partnerships in order to achieve mutually agreed goals (partnership with donors, funders, other NGOs, community representatives, etc.) (Lewis, 2001; Edwards and Fowler, 2002). Britton (2005) argues that these relationships to ideas also provide an important setting for learning.

Britton (1998, 2002, 2005) also highlights NGO is an organisation where people most of the times voluntarily want to work and want to be motivated to stay longer and contribute more. Clear shared vision as one of the most important elements of LOs, is also considered as one of the most important motivator for people in the organizations in order to reach the holistic aims of both the organization`s and people`s (Senge, 1990; Senge et al., 1994). It might be said that shared vision make NGO` employees more strongly connected to each other. According to Britton (2005) these interconnections make NGOs `healthy`. He argues `many of the mechanisms and processes associated with OL are primarily concerned with developing and strengthening interpersonal connections for the purpose of creating, sharing and using information and knowledge` (Britton, 2005). The author further says that there is growing evidence that OL has an important overlap with emerging ideas about achieving healthy NGOs (Britton, 2005).

Furthermore, the connection between LO and organizational (both profit and non-profit based) performance improvement have been highlighted in recent research studies (Hernandez, 2000; McHargue, 2003; Marsick and Watkins, 2003). Literature indicates that there is a significant relationship between applied LO features and NGO performance improvement. For instance, within the scope of Marsick and Watkins`s (2003) LO dimensions, McHargue (2003) examines the relationship between characteristics of NGOs and LO dimensions and three performance outcomes, namely financial, knowledge and mission performance in NGO.

He (McHargue, 2003) found out that system to capture learning which identified by Watkins and Marsick as an embedded system, established the strongest relationship with knowledge performance in the organizations. In this study, Marsick and Watkins`s (2003) seven dimensions of the LO were found significantly related to NGOs learning and KM performances. McHargue (2003) strongly believes that since NGOs and associations are already learning, they can be LOs and this in return will facilitate them to better serve their shareholders and communities.

2.2.5 Framework and Measurement of Learning Organization

Senge (1990) argues a LO cannot be presented graphically in organisational formulas for how to structure an organisation. Although many theorists reject the idea that LO is about fixed policies, matrixes or goal formulations, there are sufficient amount of developed tools available for measuring and diagnosing LOs (Jamali et al., 2009). Through literature review, seven such measurement instruments were identified. In this section, these seven measurement tools will be presented followed by a comparison of these various instruments in terms of scope, depth and reliability which will be lading to the selection of the measurement tool that was used as the main empirical component of this study.

Pedler et al (1991) developed 11 dimensions of the learning company. These dimensions are:

- i. A learning approach to strategy
- ii. Participative policy making
- iii. Informing
- iv. Formative accounting and control
- v. Internal exchange
- vi. Reward flexibility
- vii. Enabling structures

- viii. Boundary workers as environmental scanners
- ix. Inter-company learning
- x. A learning climate
- xi. Self-development opportunities for all

Pedler et al. (1991) dimensions are mainly emphasis the role of the individual in the context of the whole organization. This diagnostic tool has all elements of Senge (1990, 1994) disciplines except for managing and leading/leadership.

The Complete Learning Organization Benchmark was developed by Mayo and Lank (1994) as the second diagnostic tool. This second comprehensive tool consists of 187 questions grouped into nine dimensions. The emphasis is on organizational factors, individual and team-based learning, and managing and leading as well.

On the other hand, as the third diagnostic tool, Pearn et al. (1995) developed The Learning Audit. However literature indicates that this tool has not been tested scientifically (Jamali et al., 2009). This questionnaire consisting of five parts examines the role of the organization as a whole, the individual's specific role and that of the human resources function in leading and encouraging learning in the organization (Jamali et al., 2009). Jamali et al., (2009) explains that this tool focuses on gauging participant's perceptions of the learning environment and assessing the role of departments and managers in fostering learning within their respective organizations.

The fourth tool, entitled Recognizing Your Organization, was introduced by Sarala and Sarala in 1996 (cited in Jamali et al., 2009) in order to identify whether an organization qualifies as a LO. These organizational dimensions are (i) philosophy and values, (ii) structure and processes, (iii) leading and making decisions, (iv) organizing the work, and (v) training

and development in addition to the internal and external interactions of the organization.

As the fifth diagnostic tool, The Learning Environment Survey was developed and tested scientifically by Tannenbaum (1997). According to Jamali et al. (2009) this questionnaire is not as comprehensive as others. The focus of this tool is on the learning environment with attention accorded to existing processes, including opportunities for learning, tolerance for mistakes, accountability and high performance expectations, openness to new ideas, in addition to policies and practices supportive of training and learning (Jamali et al., 2009).

Redding and Catalanello (1997) have introduced The Learning Organization Capability Assessment as the sixth diagnostic tool. This tool defines three archetypes of organizations: (i) Traditional, (ii) continuously improving, and (iii) learning organizations. Jamali et al. (2009) argue that this tool is not sufficiently tailored to gauge learning or learning organizational practices. Therefore it does not provide a thorough understanding of capabilities needed in the context of LOs.

This research's framework of LOs is based on Watkins' and Marsick's (1996, 1997) integrated model of the LO, which they used to write the DLOQ and what the author of this research is used to conduct her survey on TC NGOs. DLOQ consists of 7 basic dimensions (action imperatives) and 2 supportive dimensions for key organizational performance results. Within the scope of the purpose of this dissertation, 7 basic dimensions model is used to measure basic LO dimensions. The questionnaire asked organization's staff's opinion about learning at the NGOs from two levels. These levels are (i) people level (individual, team, network and cluster) and (ii) organizational/system level (Yang et al. 2004, p. 35). Watkins' and Marsick's (cited in Yang et al., 2004) identified seven certain distinct but interrelated dimensional levels of a LO to measure the LO characteristics

at two levels as very first time. Authors proposed an integrated model for LOs and defined these organizations as “one that learns continuously and transform itself...Learning is a continuous, strategically used process – integrated with and running parallel to work” (Watkins and Marsick, 1996, p. 4). They suggest that people learn on individual basis first, and then learn as clusters, teams, networks and increasingly large units when they join together in organizational change in structural level.

Seven dimensions within the framework of 2 basic levels identified as (i) continuous learning (ii) inquiry and dialogue (iii) team work (iv) embedded system (capture learning), (v) empowerment, (vi) system connections and (vii) provision of (Watkins and Marsick, 1996, 1997).

Figure 4 illustrates the proposed LO model as designed by Watkins and Marsick (1996, 1997, 2003).

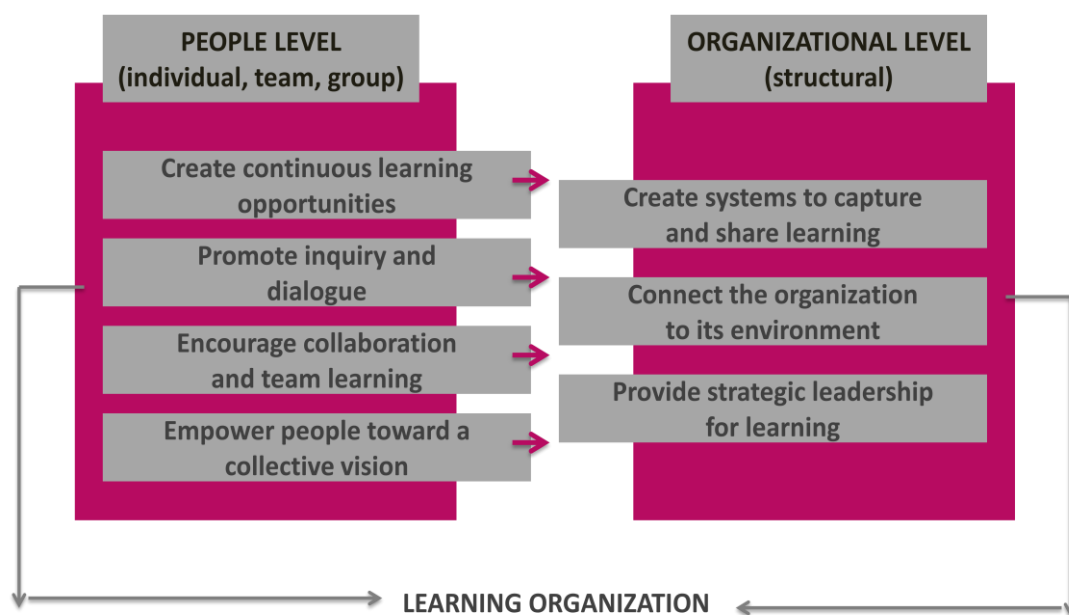


Figure 4. Levels and Dimensions of Learning Organization
(Derived from Watkins and Marsick, 1996, 1997, 2003)

In order to clarify people structure, and individual and team level learning behaviours, Marsick and Watkins (2003, p. 134) says;

“Learning takes place when disjunctures, discrepancies, surprises, or challenges act as triggers that stimulate a response. Individuals select a strategy or action based on their cognitive and affective understanding of the meaning of the initial trigger. Once a strategy or plan of action is determined, the individual implements the strategy.”

(Marsick and Watkins, 2003, p. 134)

In addition, should be bear in the mind that, Marsick and Watkins (2003, p. 139) also explain team level learning behaviours as;

“Work is designed to use groups to access different modes of thinking; groups are expected to learn together and work together; collaboration is valued by the culture and rewarded.”

(Marsick and Watkins, 2003, p. 139)

On the other hand, about the learning level behaviours, authors say;

“Active scanning of the environmental context of the organization, both internal and external, enables the organization to proactively shape responses. The culture or ideology of the organization serves as a filter to direct the organization’s attention. Through their separate functions, key people (separately and collectively) in the organization arrive at a strategy for responding to the trigger. The strategy’s success is due in part to the organization’s ability to act cohesively. This requires alignment of vision about what to do, shared meaning about intentions, and the capacity to work together across many different kinds of boundaries. This collaborative capacity leads to collective action.”

(Marsick and Watkins, 2003, p. 135)

Watkins and Marsick's (1996) model operationalize by the DLOQ and for these two levels there are comparative data of international surveys by Marsick and Watkins (2003).

The specific seven action imperatives of a LO culture are described as more detailed in Table 5.

CONTINUOUS LEARNING	Organization's effort to create continuous learning opportunities for all of its members.
INQUIRY AND DIALOGUE	Organization's effort in creating a culture of questioning, feedback, and experimentation.
ENCOURAGE COLOBRATION AND TEAM LEARNING	The "spirit of collaboration and the collaborative skills that undergird the effective use of teams" (Watkins and Marsick, 1996, p. 6).
EMPOWERMENT	Organization's process to create and share a collective vision and get feedback from its members about the gap between the current status and the new vision.
EMBEDDED SYSTEM	Efforts to establish systems to capture and share learning
SYSTEM CONNECTION	Global thinking and actions to connect the organization to its internal and external environment.
STRATEGIC LEADERSHIP	The extent to which leaders "think strategically about how to use learning to create change and to move the organization in new directions or new markets" (Watkins and Marsick, 1996, p.7).

**Table 5. 7 Dimensions (action imperatives) of LO
(Derived from Marsick and Watkins, 2003)**

This diagnostic tool defines the proposed seven dimensions of a LO from the perspective of action imperatives and thus has practical implications. The original (basic) version of the DLOQ which is used for this dissertation consists of 43 items to measure the seven dimensions. It is a structured questionnaire that fits well with Senge's LO theory and it includes dimensions of a LO at all levels; moreover, it integrates them in a theoretical framework by specifying their relationships.

Previously, many studies have attempted to link the seven dimensions with organizational performance. The DLOQ grew out of both research and practice (Marsick and Watkins, 2003) and was tested and validated empirically (Yang, 2003; Yang et al., 2004). The DLOQ has also been revised many times and scientifically validated to be reliable (Marsick and Watkins, 2003; Yang, 2003). Jamali et al., (2009) claim that the DLOQ of Watkins and Marsick is the only tool that meets the three criteria of comprehensiveness, depth, and validity in order to be holistic, profound, tested.

CHAPTER 3.

3. SOCIAL CONTEXT

“Simply the absence of war is not peace.”

(Prem, 2009, cited in Vermont Peace Academy, 2011)

3.1 Turkish Cypriot NGOs Through Colonization Period to EU Relations

As the third largest Island in Mediterranean, Cyprus is today de-facto divided in its state along the lines of the ethnic background of TC and GC inhabitants (population also includes Armenians, Maronites, Latins etc.; but due to the conversions and migrations now only TCs and GCs are sharing the dominant part of the majority population) (Varnava et al., 2009).

Northern part of Cyprus, where majority of TCs are populated, consist of five main districts (cities): Morpfo (Güzelyurt), Trikomo (İskele), Nicosia (Lefkoşa), Kyrenia (Girne) and Famagusta (Mağusa). Population of Northern Cyprus determined as 294.906 according to 2011 Census (Kıbrıs Son Dakika, 2011). Population distribution according to cities is illustrated in Figure 5.

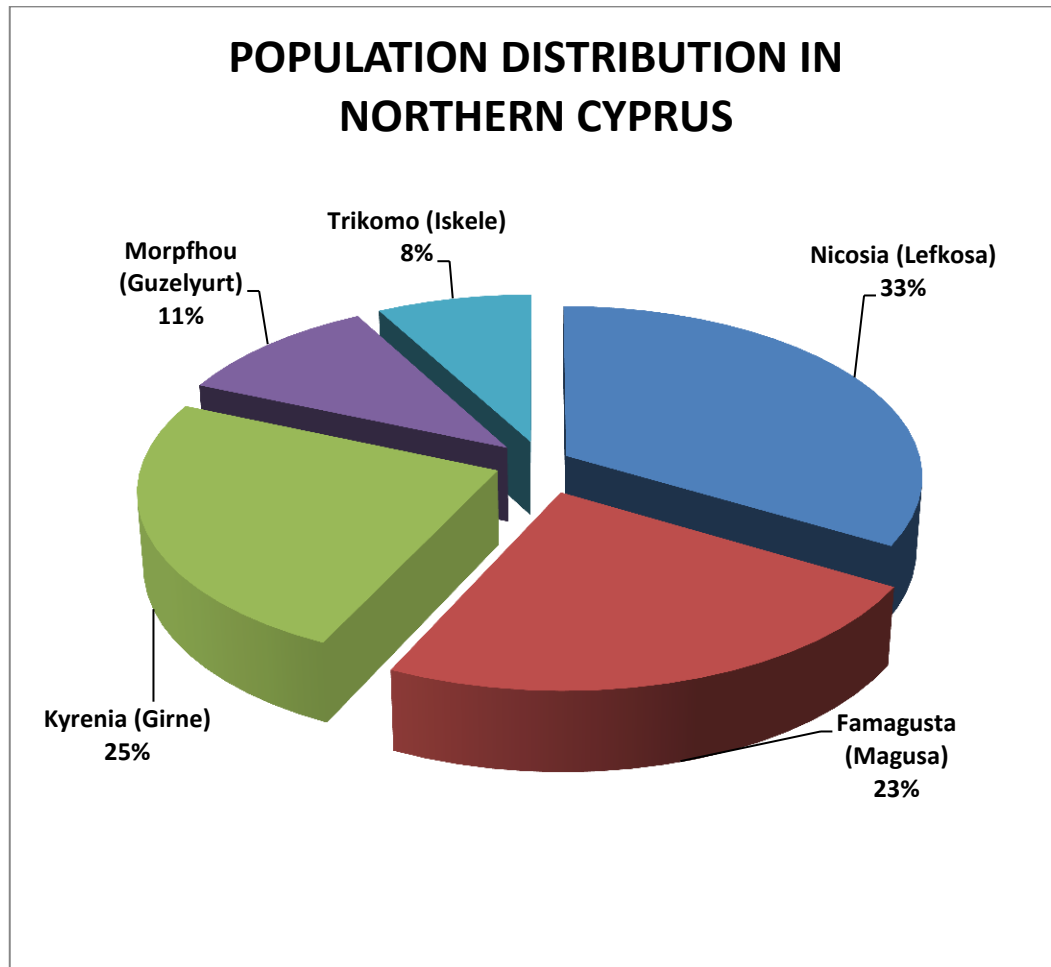


Figure 5. Population Distribution of Northern Cyprus According to Cities

(Source: Kibris Son Dakika, 2011)

As a multi-cultural, multi-lingual and multi-religious country, Cyprus is a micro socio-political system in Europe where TCs and GCs are situated on one island with a rich heritage of faiths and ideologies (UNDP in Cyprus, 2011; EC Representation in Cyprus, 2011; Cyprus Conflict, 2011). Since it holds a combination of Balkan and Arabic mentality as literature indicates (Elenkov and Kirova, 2008), Cyprus has always been a challenging country to analyze for international business (Varnava et al., 2009). This combination might be the core reason for developing significant cultural differences between two communities that have an apparent influence on international relations of Cyprus; as Hall (1977) claims, people from

different cultures not only speak different languages but also inhabit different sensory worlds.

Given its historical and social context, following sections aim to analyze the TC NGOs underlying the previously mentioned transformative process of CSO. The transformation will be explained in three significant periods which has influenced on CSOs in TCC. First period is identified as Ottoman rule to colonization. Second period is identified as post-colonization and independence of Cyprus to 2002 first Anna Plan. Finally the third period is identified as Post-Annan Plan (including 2002 first Annan Plan proposal till 2004 referendum) till the today`s recent situation of TC NGOs and especially this period will be examined in more detailed as it has significant characteristics which directly related to the recent structures of TC CSOs.

Figure 6 illustrates the TC CSOs` main focus areas during their transformation process according to periods which mentioned above.

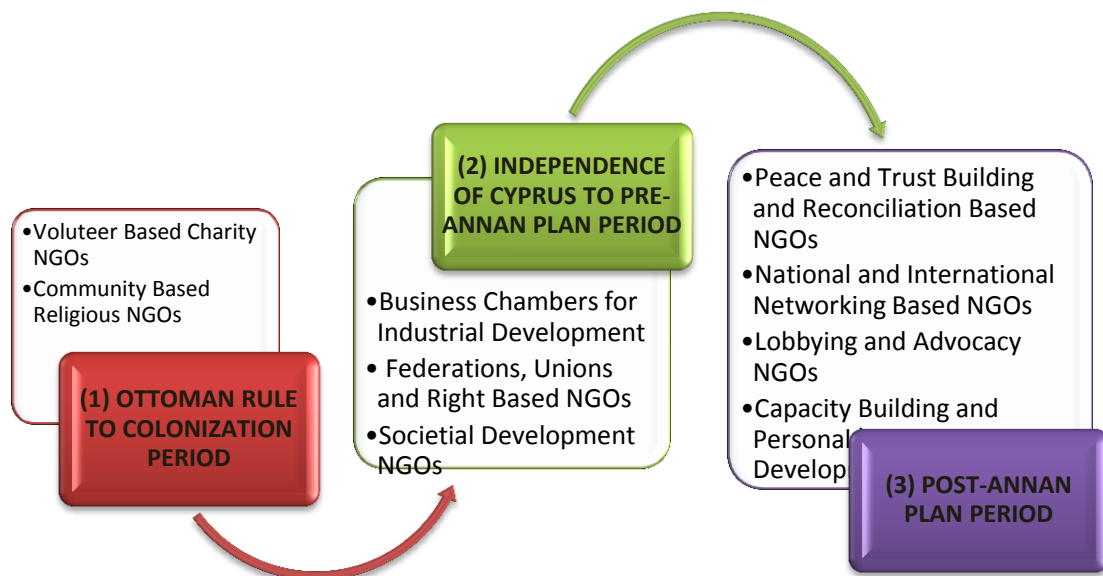


Figure 6. Transformation Process of TC NGOs
(Developed by the author)

The UN's re-unification plan (Annan Plan) has mentioned in many reports as a historical driving force on the transformation of NGOs in the Northern Cyprus. With its prospect of immediate membership in the EU when a social unrest was at its peak, and constituted a promising alternative for a new, concrete social project to replace the defunct politico-economic structure, paving the way for ascendance of the pro-reunification elite. In this process, TC CSOs' mass movement and desires for development gained significant acceleration.

By the review of this chapter, information on the types and content of today's NGOs will be provided.

3.1.1 Ottoman Rule to Colonization Period

In the 15th century, the Ottoman Turks rule had begun in Cyprus. Through the literature on Ottoman Empire in Cyprus, findings indicate that during this period, nationalization without socialization had occurred in the island. After their conquest of the island, Ottoman administration immediately constructed a political structure based on the religious communities (Ottomans called them 'cemaatler') where people have right to create and involve different communities. Thus, in the Ottoman period, free right to build religious and political groups had given to the different communities (An, 1999). As a result, it could be said that seeds of a fragmented CS structure had been sown during this period (Behçet, 1969; Kızılyürek, 2003). Behçet's (1969) and Kızılyürek's (2003) studies indicate that when British rule had begun in the island after Ottomans in 1878, British crown colony did not intervene in order to break this fragmented structure of the society which consists of separated sections as Muslims and Non-Muslims as Ottomans entitled.

This mentioned structure of Ottoman governance gave the opportunity to Non-Muslim (mainly Orthodox Christians) community to empower

themselves by improving their international relations to protect their identity, and guaranty their safe in the face of a possible assimilation; relatively some GCs engaged in commerce and trade in this period (Rogerson, 1994). On the other hand, Muslim community under the Ottoman rule was mainly working as farmers and did not involve in commerce or trade (Beratlı, 1993). These differences in the Ottoman period might be considered as starting point of the strong Non-Muslim nationalistic bourgeois class which Cyprus will face in the future (Beratlı, 1999; Kızılyürek, 2003).

Following years, for the very first time, political power has given to Orthodox Archbishop by the Ottomans to involve in the governance of Cyprus within the scope of Empire's political strategies (Rogerson, 1994). Thus, Church and GCs have gained political power in the island. Then Colonization period had begun with a CS structure which consists of 'communities'; different ethnic background and social classes (Beratlı, 1993).

3.1.2 Independence of Cyprus to Annan Plan

The British crown colony had governed the island from 1878 to 1959 and set the foundations of the Cypriot welfare state by establishing a civil service and public institutions and services (EU National Report on Cyprus, 2011). At the outset of British colonial rule, segregated Cypriot communities had controlled the political agenda on the island during and after this colonial period (Persianis, 1996; Beratlı, 1993; Ramm, 2003).

Not much information is available on the condition of CSOs in Cyprus at the beginning of British rule. Through the limited literature, findings indicate that a welfare atmosphere covering the whole of the population had developed and established under the British rule and in this context there were many multi-communal voluntary organisations exist to

supplement the services offer provided by the state (mainly charities) (EU National Report on Cyprus, 2011).

In order to protect community rights and to balance the social class differences, many charity organizations were established during these years. However, the `communitarianism` (cemaatcilik) which inherited from the Ottoman rule, had begun to turning into the permanent ethnic pattern of the island during the Colonization period within the scope of identity confusions (Rogerson, 1994; Kızılyürek, 2003). The `communitarianism` which means society consists of different ethnic backgrounds, naturally forced people to show tendency to create CSOs in order to protect their identities and rights in the name of national struggle and as a result nationalism has begun to rise in Cyprus.

In addition to these developments, through colonization period, CS in Cyprus had experienced not only modernisms but also relatively industrialism and capitalism. Literature indicates that industrialism brought the seed of social classes to the island (An, 1999; Kızılyürek, 2003). Because of the Ottoman`s influence and governing strategies, while some GCs had deal with commerce, trade besides international relations, where as TCs had mainly worked as artisans or craftsman (An, 1999; Beratlı, 1999).

Through the end of the colonization period the RoC was established in 1960, following a struggle for independence from British colonial rule (Cyprus Conflict, 2011). Turkey, the UK and Greece became the guarantors of the treaties of RoC (Kızılyürek, 2003). However, due to the raise of nationalistic phenomenon in the both society, conflicts had continued to endure even worse than ever in the island`s history and minor communities had started to challenged (Rogerson, 1994; Kızılyürek, 2003). As a matter of fact, some political and social gaps had been emerged in the RoC and some literature considered this ephemeral

republic as a `transformation` process to post-colonisation period more than a government (An, 1999).

Chamber and Unions had been the characteristics of TC CSOs during their political right-searching years in this conflict atmosphere. For instance, in 1958 Turkish Cypriot Chamber of Commerce (TCCC) was established and become the first TC CSO to be internationally recognised through its membership in the International Chamber of Commerce (CIVICUS Report for Cyprus, 2010).

Consequently, this partnership republic was ephemeral. In 1963, many political rights unilaterally revoked by the partners besides military attacks occurred during this period (Rogerson, 1994; An, 1999; Beratlı, 1999; Kızılyürek, 2003). As a result, Cyprus has experienced ongoing political instability, ethnic division and serious inter-communal violence, thus many Cypriots were harmed. TCs and GCs experienced one civil war in this period and one military intervention (Turkey intervened invoking the 1960 Treaty of Guarantees) (CIVICUS Report for Cyprus, 2010). As a result, TCs as the second biggest ethnic inhabitants in the island forced into various small enclaves and the TC authorities in the government had to withdraw from their positions (An, 1999; Kızılyürek, 2003).

Following widespread civil disorder in 1963, in 1964 UN Peacekeeping Force in Cyprus (UNFICYP) was deployed to the island and the *Green Line* -which refers to a line drawn on a map to delineate the boundaries between the two communities was established by the UN in capital Nicosia to keep the warring factions apart (Gillespie et al., 2011; EC Representation in Cyprus, 2011). The island has also been host to the longest serving UN Peacekeeping Force in the world (Gillespie et al., 2011). Hence, in following years TCs have started to believe that RoC does not representing them and they formed an administration that would speak for them. Proclaimed of the Turkey Republic and Ataturk`s reforms in Turkey have been answer for TCC`s identity searching process in order

to develop a defence against the elite GCs` nationalistic tendencies (Beratli, 1999). Hence, in the name of national defence, TCC as well found themselves in a more nationalistic social structure (Mavratsas, 2000; Kızılyürek, 2003).

According to Kızılyürek (2003) CS`s structure and CSOs in Cyprus has always been less advantaged than the Western liberal democracies and he claims that, societies` and governments` lack of reconciling ethnic groups in the modernization process through the history of the island is one of the main reason of this less-advantages situation, besides this incapability of the society and government also fed destructive nationalism. He further argues that, despite the common/joint state, the opportunity for common/joint citizenship has never given to Cypriots sufficiently (Kızılyürek, 2003). Mavratsas (2000) as well, supports Kızılyürek`s (2003) approach and argues that there is a significant relations between less developed/less advantages CS structure in Cyprus and nationalist view points. He further emphasizes that nationalism in Cyprus excluded liberalization and empowered `irrationalization`.

Relatively, in 1974, GCs experienced another civil war amongst themselves; an Athens-sponsored coup established against the President of the Republic (Rogerson, 1994). Same year, the UK`s un-intervene attitude and Turkey`s second invasion were the last drops to form a totally fragmented island into two.

After this invasion, several attempts to restore the constitution by a new federal structure have failed and Turkey has started to play big role for the rule of the TCC. Hence, mainly for the security reasons, TC and GC leaders agreed to have a population exchange moving all TCs into the northern part of the Island and GCs to the southern part of the Island. Consequently, Cyprus has been divided for over 30 years due to ethnic strife which started in the early 1960s and culminated with the Turkey`s invasion of 1974 resulting in a physical fragmentation of the island. Thus,

as a result there had been a division between two major communities based on geographical territories; north and south.

Negotiations and inter-communal talks have begun in 1975 after the situation of *cease firing (armistice)* (Turkish Army, Head of General Command, 2010). The TC leader had proclaimed to the international community that TCs sole alternative was not living together with the GCs and that independence was also an alternative (Gillespie et al., 2011). Then, the TC leadership, with the support of Turkey, unilaterally declared independence (Kızılyürek, 2003). Although this governance would be recognised only by Turkey, the TCs proclaimed a *de-facto* republic entitled Turkish Republic of Northern Cyprus (TRNC) as a sovereign state in 1983 (Kızılyürek, 2003). UN declared that this de-facto republic is against RoC and guarantees' agreement and this republic will not be legally recognized (Rogerson, 1994).

Relatively, the period after 1963 could be characterised by further communal division in which the TCs had become more dependent on Turkey where as the GCC has experienced a period of economic growth and modernisation (Gillespie et al., 2011). On the other hand, after 1974 (Turkey's invasion), TCC and GCC have begun to show more emphasize on protecting their Cypriot identity in this conflict atmosphere of the island and because of this new tendency, a more diverse NGO structure has become observable (An, 1999). Hence, New Cyprus Association as the first bi-communal registered non-political NGO was established in order to protect and improve Cypriot identity and solidarity rather than TC and GC identities (An, 1999; New Cyprus Association, 2011).

However, it is observable that due to the unique political situation of Cyprus and the division, two communities could not escaped to develop into separate and autonomous entities. Hence, NGOs has also evolved separately within both communities and developed distinguishing features that provide to the different needs of the two communities.

Literature indicates that while approaching to the end of the colonization period, habitants of the island mainly created their social structures based on two main phenomenon: communism and classification of community upon nationalism (Beratlı, 1999; Kızılyürek, 2003). It could be said that as a result of social class differences besides different religions and political stances under the British rule, *social class-rooted* right based organizations were established. Hence *political based* union umbrella organizations were representing the main characteristics of TC CSO in the colonization and post-colonisation period. However, literature indicated that due to the international embargos on TRNC, TCC has started to construct a new societal structure which they can defend their societal rights beyond their personal and group rights (An, 1999; Kızılyürek, 2003; Berati, 1999; Beratlı, 1993). Hence, TC NGOs have expanded their content toward social development area as an addition to right based unions (For instance agriculture based NGOs were established in this period).

Following the declaration of the TRNC which is recognised only by Turkey, in addition to their role on societal development and protect their rights in the conflict atmosphere, TC CSO also took a unique role on bridge the gap between the TCC and the world in order to take part in to build an adequate modernization period in Northern Cyprus. Since the new establishment were not internationally recognised, in many cases the international world has chosen to deal with CSOs as representatives of the TCC (CIVICUS Report for Cyprus, 2010). For instance, in 1979 Turkish Cypriot Teachers Union attended to international conference of World Teacher Union in Prague with other organizations from 30 countries and their membership on this international union has been approved in that year.

Moreover, in addition to their important role on building international bridges, following the negotiations, TC CSOs role on peace building and

reconciliation have gained significant importance. Hence they have started to mainly focus on relevance activities especially in late 1990s within the scope of promising Annan Plan. Therefore, it might be said that, TCs were ready to left behind nationalistic worries and being a part of an adequate modernization process.

In the period between 1974 and 2002, inter-communal negotiations followed by a constantly changing course and it became impossible to find a solution to Cyprus problem. Despite the attempts to reach a bi-communal, bi-zonal political federation (which both sides have agreed to in principle), contacts for a constructive peace have been unsuccessful due to the level of segregation between two communities. CIVICUS`s (2010) recent report on Cyprus indicates that TC CSOs galvanized by ad hoc umbrella organizations and stirred into motion in late 1990s and early 2000s negotiations period.

During the mentioned negotiations period, in 2002, Annan Plan was prepared and considered as most comprehensive attempt at reaching a political settlement. This plan was prepared under the leadership of UN Secretary General Kofi Annan and accepted after negotiations, and in 2004 it was submitted to public a referendum (Kızılyürek, 2005). Although the plan was accepted by the TCs (Northern Cyprus), it was rejected by an overwhelming proportion of the GCs (Kızılyürek, 2005).

In 2003, following the improved bi-communal CSOs, the TC leadership, within the scope of `Yes to Annan Peace Plan` campaign initiated the opening of a few crossing points along the Green Line, ending an embargo on inter-communal contacts and communication, and enabling both communities to visit the other part of the island as the first time (Gillespie et al., 2011).

Therefore, it might be said that, in late 1990s and early 2000s (includes preparation of Annan Plan referendum) there has been a substantial

amount of peace building work (training, conflict resolution workshops, interactive problem solving workshops, communication workshops, bi-communal projects, meetings, contacts, visits) in the TCC (CIVICUS Report for Cyprus, 2010; Gillespie et al., 2011). During the Annan Plan preparation and referendum process (Post Annan Plan), TCC for the first time was able to mobilize its CSOs and members into a successful mass movement to campaign for a 'yes' vote in the referendum. Hence, in 2004, the 'This Country is Ours' Platform - a civil society initiative consisting of unions and political parties - joined forces with the Common Vision initiative, led by the Turkish Cypriot Chamber of Commerce and supported by more than 90 CSOs, and mobilized masses of TCs to go into the streets in favour of the Annan Plan and reunification of the island (CIVICUS Report for Cyprus, 2010).

On the other hand, following the rejection of the Annan Plan by the GCC and the subsequent entry of Cyprus into the EU without incorporating the TCC, despite an overwhelming 'yes' vote in the TCC, the International views on TCC have started to change. Due to the entry of GCC to EU without TCC the *Acquis Communautaire* has begun to suspend in the Northern Cyprus until a settlement can be reached (Gillespie et al., 2011). During this period, following by the effort of TCC on peace building, reconciliation and reunification, the EU immediately instituted an aid programme for the TCC (EC Representation in Cyprus, 2011). Part of that programme was geared towards CS with the goal of promoting social and political development, and fostering reconciliation by supporting civil society (EC Representation in Cyprus, 2011).

The international institutions such as EU and UNDP, thereby, have recognised CS as key actors in the TCC and as a legitimate contact point, promoting its development through financial and technical assistance (CIVICUS Report for Cyprus, 2005, 2010; EC Representation in Cyprus, 2011). Focusing on the promotion of bi-communal CS activities in

particular, UNDP-ACT/USAID programs have been playing a similar role on TC CSOs. Therefore, these influences and indicators accepted by the author of this research as beginning of the last period of the TC NGOs' development process (years between 2004 to today).

3.1.3 Post-Annan Plan and European Union Relations

Webster's (2005) research claims that today's Cyprus had a positive atmosphere which includes different ethnic communities and these different communities had constructive affect on people's mind and behaviours about the 'other'. In addition to this, Broome's (2005) research emphasize on the importance of CS's role in Cyprus to bridge the gap between people by providing contacts and building trust. However, CIVICUS's (2005) first report that focused on the Post-Annan Plan and Anna Plan preparation periods indicates that CS in Cyprus has been generally relatively weak. Relatively, report indicates that bi-communal cooperation between GCC and TCC, as well as citizen participation in bi-communal events, has been very limited (CIVICUS Report for Cyprus, 2005).

According to Lönqvist (2008), the key role for CS is to make the people feel that they have ownership of the peace process; however nationalism and language barrier has always been strong barrier for people to participate in bi-communal peace building and reconciliation activities in Cyprus (Kanol, 2010). Especially language barriers make such activities only possible for well-educated Cypriots who speak fluent English. This fact is another reality of this process.

Despite the limited participation and lower capacity of NGOs in Northern Cyprus, during the Post-Annan Plan period, a significant efforts to build a peace building and reconciliation based NGO atmosphere was observable. For instance, after referendum for Annan Plan, Cyprus Island-

Wide NGO Development Platform (CYINDEP) has been established as an umbrella organization in order to create and empower bi-communal NGOs and networks (CYINDEP, 2011). Furthermore, the network building projects created through initiatives such as ENGAGE `Do Your Part For Peace` and bi-communal development organisations such as Association of Historical Dialogue and Research have been enhancing these relationships at a strategic and more global level (ENGAGE, 2011; Association of Historical Dialogue and Research, 2011). These are key developments of island wide CSOs given the importance of international players, including the EC, for the peace and reconciliation process in Cyprus especially right after the Anna Plan referendum.

On the other hand, in Northern Cyprus, especially after the Post-Anna Plan referendum, the government has attempted to take control of CSOs through a restricting associations' legislation (Kıbrıs Newspaper, 2010, The Management Centre, 2010). Thus, funding has been problematic for NGOs in Northern Cyprus by the status of the legislation besides corporation with the private sector has been very limited (CIVICUS Report for Cyprus, 2010; Gillespie et al., 2011; World Bank, 2006ab). Overall, it seems clear that the best social enterprise model for TCC is likely to be different from those in other developing countries, or Western countries since many social enterprises in the West are heavily subsidized by their governments.

World Bank (2006ab) report indicates that as a small economy, Northern Cyprus's welfare critically hinges upon the capacity to expand exports of goods and services. The main levers of external expansion have been services - mainly tourism and education. The public sector has dominant role in the economic development of Northern Cyprus; on the other hand, international business investment is rare because of the political embargoes (World Bank, 2006ab).

According to EU reports cooperation between the public sector and the private sector is inadequate in Northern Cyprus (EC Representation in Cyprus, 2010). The local private sector is represented by several active business associations, including the Turkish Cypriot Chamber of Industry, the Turkish Cypriot Chamber of Commerce, the Turkish Cypriot Chamber of Artisans and others (CIVICUS Report for Cyprus, 2010). However, World Bank (2006ab) report indicates that the private sector feels that it was not listened to or consulted enough on major policy issues or involved enough in planning private sector development programs.

Moreover, restrictive rules of origins on shipments from the northern to the southern part of Cyprus reduce the prospect for production sharing and networking. TCC has much difficulty for arranging foreign financing due to its international isolation; because many companies are unwilling to invest there. Furthermore, foreign trade regime is one of its weakest policy areas (World Bank, 2006ab). NGO in Northern Cyprus has newly started to aim at improving simultaneously investment/business climate and conditions in access to domestic markets for foreign firms and investors. Thereby it could be said that NGOs –those organizations who play an important role on building international bridges for Northern Cyprus – should also take the responsibility to make their environment suitable for conscious business investments with support of international bodies and other funders.

Annan Plan process also has some positive influences on TC private sector in addition to the significant improvement of NGO sector in politics and reconciliation. Hadjipavlou and Kanol (2008) some TC businessmen dared to confront the establishment in the Northern Cyprus and joined forces with the rest of CS for the very first time. For instance, there were two separate 'yes' movements as the 'Common Vision' platform (led by NGOs and the Turkish Cypriot Businessmen's Association) and the 'This Country is Ours' movement (comprising public sector trade unions and

political parties). In this mentioned process, NGOs and business sector realized that they can proactively corporate with each other and corporations with a sustainable development are highlighted. Contribution of international donors such as EU was highly influential on these kinds of corporations. As Kanol (2010, p. 41) says, "Economic cooperation between businessmen can have a more lasting effect than a three day workshop aimed at peace-building in Cyprus".

Intrac (2011) and CIVICUS (2010) research papers indicate that although the empowering corporative atmosphere of NGOs in TCC has emerged, mainly due to a lack of resources such as time and staff, other crucial issues recently have started to affect the capacity of island wide CSOs. These issues are identified as sustainability and funding, staffing and maintaining networks. Especially in TCC, staff turnover is high and building team spirit is difficult. Although the recent CIVICUS (2010) report shows positive developments occurred since 2005, the sector still cannot offer job security and attractive benefits. Besides, CIVICUS (2010) report indicates that there is not enough capacity to formally integrate M&E procedures into the project proposals in TC NGOs.

Kanol (2010) argues that even the peace building success of CS in Cyprus could be questionable. He claims that the opportunity for a highly profitable outcome exists if CS can shift its focus on in-group socialization, increase work-related activities, apply a more participative strategy, and act in a coordinated way (Kanol, 2010). Hence, it might be said they need to show more emphasis on to comprehend the functioning and decision-making mechanisms in order to make an impact on public policy as Kanol (2010) stresses.

During the history of Northern Cyprus, in terms of funding for rapprochement activities, the UN and the USAID have been played a leading role (Hadjipavlou and Kanol, 2008). Due to the NGOs observable lower profile in Northern Cyprus, during the mentioned Post-Annan Period,

EU had implemented financial assistance programmes for TCC in order to support societal development which are focused on some main objectives, such as (i) developing and restructuring of infrastructure, (ii) promoting social and economic development, (iii) fostering reconciliation, confidence building measures, and support to civil society, (iv) bringing the TCC closer to the European Union (Annex, Financing Proposal Establishing A Financial Assistance Programme To Encourage The Economic Development Of The Turkish Cypriot Community – Part II). These kinds of aids significantly helped the development of NGOs to improve their capacity and also support private sectors' corporation. Several financial aids programmes that were implemented by the international donors as aforementioned and these aids had been divided in many different grant programmes for a large variety of beneficiaries since Annan Plan referendum, including private and public sectors, initiatives and individuals as well.

3.2 NGOs in Northern Cyprus: Quantity, Types and Content

As discussed in the previous sections, TC NGOs mainly has focused on political right based areas in the history. Union based structure has been transformed into federations based unions. However, recent developments and contextual transformations of Northern Cyprus supported the variegation of NGOs. Manly advocacy NGOs have been operating in Northern Cyprus (CIVICUS Report for Cyprus, 2010). Operational NGOs, which aims to design and implement the development-related projects, are not common as advocacy NGOs that makes efforts to raise awareness and knowledge by doing various activities like lobbying, press work and activist events.

According to the documents and reports of TRNC Ministry of Finance (2011), TRNC State Planning Organization (2011) reports and municipalities, there are 503 NGOs (as registered association) in Northern

Cyprus in 5 districts. 159 of these NGOs are fully-active, 453 are semi-active. This research is focused on 159 active NGOs.

These fully-active 159 NGOs' activity areas are illustrated in Figure 7 (some NGOs are working in several different areas).

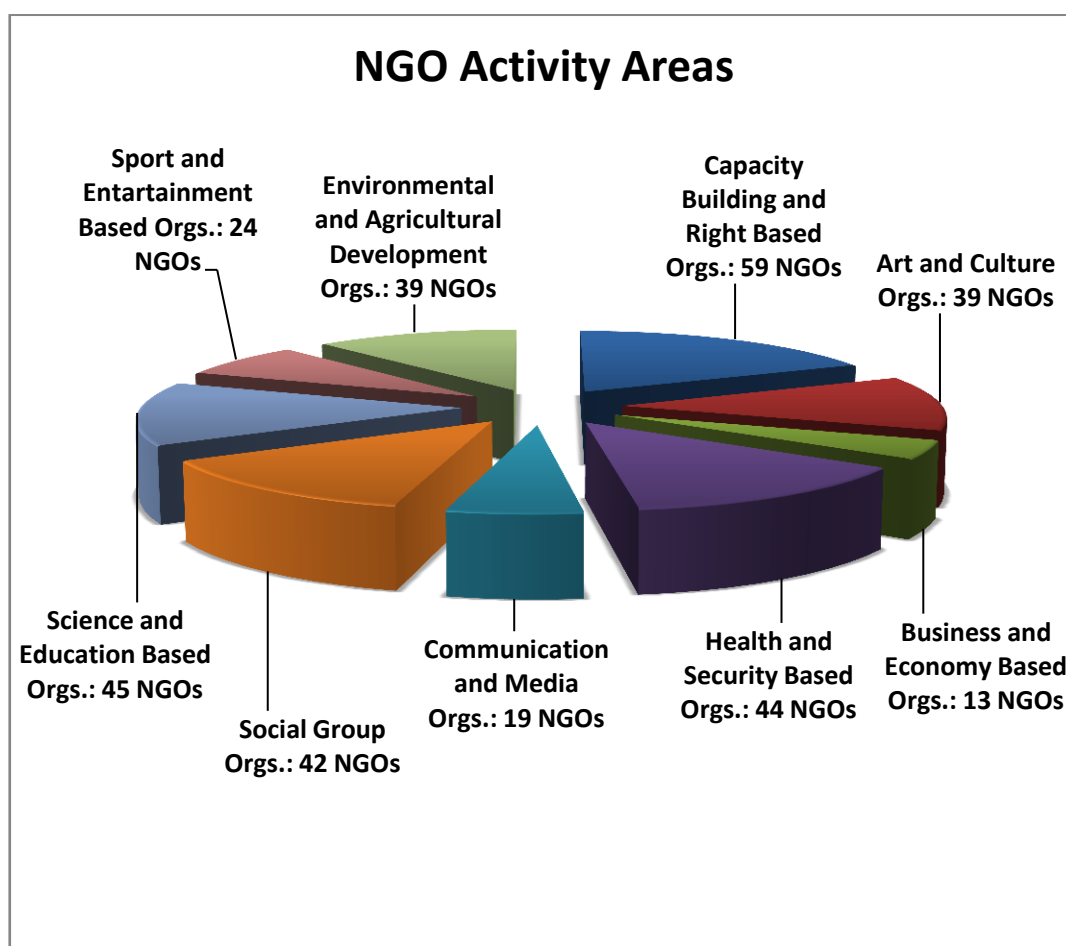


Figure 7. Activity areas of active NGOs in Northern Cyprus
(Derived from Cyprus CSO Guideline, 2007)

From the Figure 7, it can be seen that 59 NGOs (37%) work on Capacity Building and Social (Group) Rights (includes peace building and social reconciliation), 45 NGOs (28%) work on Science and Education, 44 NGOs (27.5%) work on Healthy and Social Security, 42 NGOs (26%) are Social Group Organizations, 39 (24.5%) NGOs work on Environmental

Rehabilitation and Agricultural Development, 39 (24.5%) NGOs work on Art and Culture, 24 NGOs (15%) are Sports and Entertainment based, 19 NGOs (12%) work on Communication and Media and 13 (8%) NGOs are Business and Economy based.

CHAPTER 4.

4. RESEARCH DESIGN AND METHODOLOGY

`Would you tell me, please, which way I ought to walk from here?
`That depends a good deal on where you want to get to`, said the Cat.
`I don`t much care`, said Alice.
`Then it doesn`t matter which way you walk`, said the Cat.
(Carroll, 1989, p. 63)

This chapter sets out to describe the research carried out for the purposes of the study. The research strategy that is used in it will be explained in details.

4.1 Research Design

Huysamen (1993) suggests that a research design is a framework that explains how data collected and analyzed in an investigation. It is therefore necessary to know what the main aim of the research and research objectives are.

The main objective of this research is to find out to what extent TC NGOs are already LOs whilst consequently by doing this the main research question will be answered: To what extent are NGOs LOs in Northern Cyprus?

Moreover, this research aims to examine external beneficiaries` perceptions of these NGOs in order to identify to what extent they are CSV for societal development to develop a better understanding of NGO profile in Northern Cyprus. Thus, the sub-objective of the research is to find out to what extent TC NGOs are CSV for societal development.

Therefore, the aim of this research is to examine TC NGOs in Northern Cyprus in order to identify to what extent they are applying LO practises and to what extent they are CSV.

A wide range of the literature and interviews (qualitative data) are supported by questionnaires (quantitative data) for the objectives of the research. Both exploratory and explanatory research designs have been used in this research. Explanatory research design approaches have been used in order to identify to what extent NGOs are LO, and to what extent they are adding shared value to society. This research also aimed identifying the relationship between NGOs -as LOs- and their capability to create shared value, and tried to identify if OL culture in the NGOs is positively related to their societal development activities.

Findings have been compared and they helped to outline and draw NGO profile in Northern Cyprus. This comparison of the findings helped to analyse if there is a casual relationship between LO practises as independent variable and NGOs ability to CSV to support societal development as a dependent variable.

According to Babbie and Mouton (2002), an explanatory approach is appropriate when a researcher examines a new interest, or when the subject of the study itself is relatively new. LO theory and its applicability on NGOs, besides CSV concept are relatively new and have not applied into NGOs. Thus, concepts and social context have been analyzed with the help of exploratory research design approaches.

On the other hand, strategic leadership and shared vision of the organizations as crucial features of LO have been identified with an exploratory research approach by using literature search and interviews. Exploratory research is crucial for this research as it has allowed for more

intensive examination of the situation and their deeper meanings. This led to wider descriptions through the literature review and empirical aspect of the study (Patton, 2002). Therefore, in addition to literature review, interviews and questionnaires have been used in order to figure out 'to what extent'.

Based on the two main objectives of this research, the sub-objectives have been varied as follows:

- i. To develop an understanding on NGOs in the social context
- ii. To explore to what extent NGOs use individual and OL to guide the organization's practice in Northern Cyprus
- iii. To explore to what extent NGOs have an image that they create shared value for community development in Northern Cyprus

Within the scope of its mixed research design, in this research, case study approach has been used to investigate the practice of NGOs since it has implemented in a specific geographical area.

According to Yin (2003), evidence for case studies are derived from six premises which include: archives, interviews, observation, documentation, participants – observation and physical artefacts. The purpose of case study is to explore and generalise theories by a process of inferences (analytical generalizations), but not to develop frequencies in values (statistical generalizations). However, findings, such as interview findings, have been supported by statistical generalizations of questionnaire in this research.

4.1.1 Research Paradigm and Philosophy

The paradigm in a research has vital importance as it assists the researcher to decide about the research proceedings. This relationally designed research is an empirical approach in which the researcher aimed

to gather detailed information about a specific area of study (Ghauri and Gronhaug, 2005). The research has been structured around a positivist perspective and a pragmatist approach (mixed-methods) since every method has its own limitation. The study has also been based on a phenomenological stance as the research tries to understand the situation by using questionnaires and examines the relationships between variables by developing an experimental and observational understanding on NGOs` LO features besides their roles in the community development (Burke, 2007).

Brown (1977) puts forward the positivism as a theory of knowledge, which only allows statements that are based on empirical data collected through experience (Brown, 1977). Therefore, the positivist - phenomenological approach has been determined as appropriate for this research; as the main objective and sub-objective of this research have been focused on examining and investigating the relationship between (i) Social Context, (ii) LO applications as NGO management practices, (iii) CSV for the community development`, by the summary of findings and by discussing sections at a particular point of time (cross-sectional) (Burke, 2007).

Although this research have used a positivist approach, some phases have also been guided by some constructivist paradigms which were considered suitable for this study that methodologically leads to a qualitative data analysis and study on case basis. It has been examined what an organization does in reality and what individuals and the collective say/think about this. The research has been also attempted to solicit directors' perceptions of how the individuals and their organizations learn and construct knowledge under their leadership. The researcher has also intended to explore the extent of which the directors use LO applications and leadership approaches and skills to enhance and accelerate learning and knowledge construction.

4.1.2 Research Approach

Both deductive and inductive strategies have been utilized in this research, since the study tests already existing theories while also attempts to discover new facts (relationship between LO and CSV). Deductive strategy helps to draw conclusion for already existing theories through way down (Trochim, 2006). Inductive research, on the other hand can be applies when a research studies the object of research without using any existing theory. This approach is based on experiences and observations (Trochim, 2006). Deductive research reasoning works from the more general to the more specific and collects observations to address the relationships between variables, where as inductive research formulates some tentative approaches that can be explored (Trochim, 2006). Hence, in this research, `mixed methods` approach have been used which is a procedure for collecting, analysing and comparing both quantitative and qualitative data at some stage of the research process as sequential, which enables to develop a better understanding on the research question (Tashakkori and Teddlie, 2003; Creswell and Garrett, 2008).

The author of this research has chose a combination of qualitative and quantitative methodology to allow sufficient complimentary and good triangulation by combining the strengths of these methods in collecting information that is needed to answer the research question (Caelli et al., 2003). In the social sciences, triangulation is often used to indicate that more than two methods that are used in a study with a view to double (or triple) checking results. This is also called 'cross examination' (Employee survey, web-page analysis, and interview results indicate same answer: To what extent are NGOs LO?).

Methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and

documents (Denzin, 1970). In order to identify the organization's intentions regarding shared vision, an analysis of the organisation's official web-pages has been chosen. However, to identify how the leadership and shared vision attached to each other, there is a need to examine the level of fundamental assumptions. Interviews with the Executive Directors have therefore also been judged as an appropriate data gathering method. Interviews and web-page analysis have been expected to provide additional information about the organization's culture and informal structures. Results have been validated by an employee survey in order to measure LO features of these organizations.

Since the LO and CSV are broad concepts and where the progress in process is hard to measure in figures and statistics, a systematic qualitative approach also have been used for this research. Qualitative findings gave opportunity to the researcher to develop a complex picture and conduct the study in a natural setting in order to create a deeper understanding of the problem and the relation between the whole and its parts, which proves, qualitative approach helps intensive collection of narrative data (Robson, 2002). Consequently, both numerical and text data have been used to collect data from the different unit of analysis and helped better understanding of the research problem.

4.2 Data Gathering Techniques

Considering the required information, both primary and secondary data were used. First part of the primary data provided qualitative data. This primary data were gathered from semi-structure interviews in order to explain certain human attitudes and perceptions on the leadership stance of the selected organizations. Second part of the primary data was deducted from questionnaire surveys. The goal of the quantitative data was to identify selected NGOs' LO practices. Qualitative data also helped

to identify society's perception about the sample NGOs and these organizations' CSV levels were identified.

Secondary data were gathered through official web-sites for statistics, laws and regulations, official publications and reports, literature etc. and has been used to support primary data wherever needed.

In this research, the following methods for data collection have been used:

- i. In order to examine strategic leadership approaches and shared vision to support the findings of employee survey: interview and official web-page analysis
- ii. In order to examine NGOs' LO features and practices (paid staff's perception): questionnaire survey
- iii. In order to examine if these NGOs create shared value for society (beneficiaries' perception): questionnaire survey

4.2.1 Interview

Primary data can be collected from various sources and methods such as case studies, observation, questionnaire survey and interview (Saunders et al, 2007). In this research semi-structured interview as a way of collecting empirical data was used as the first phase of primary data gathering.

It is widely accepted that an interview is highly suitable for exploratory types of study and it enables the researcher to gain a more accurate and clear picture of a respondent's position or behaviour. This method for primary data collection is mainly qualitative in nature and it enables the researcher to collect views, opinions and other interesting experiences from the interviewee. It was chosen since the research has been intended to identify leadership practices and approaches currently used by NGO Executive Directors in Northern Cyprus. Various authors strongly argue

that leaders are the key persons who are responsible to transform their organizations into LO (Senge, 1990; Senge et al., 1994; Wheatley, 1994; Watkins and Marsic, 1997). Therefore, key informants for interviews included Executive Directors of NGOs or their deputies. As much as possible effort was made to get Executive Directors for interviews.

Interview results helped researcher to support the findings of the employee survey on LO features and practises. Through the literature review on LO, key themes which a leader should have in a LO have been identified and interview questions were developed within the framework of these themes.

4.2.1.1 Administration and Implementation of the Interview

Internet based visual-telephone interviews as semi-structured were used to gather relevant information from key participants for qualitative research purpose because of its advantages which are associated with speed and lower-cost (Morgan and Symon, 2004). As Hinchcliffe and Gavin (2008) argue, academic research interviewing by using Internet tools (e.i. using instant message) is considered by respondents and the researcher to be convenient, easy and comfortable (Hinchcliffe and Gavin, 2008). Interview by electronic mailing also eased the process for participant who will not feel comfortable during the visual or voice based telephone interview on the Internet or instant messaging.

Prior to the interview, Executive Director's availability for this research and also the availability of their organizations were confirmed by telephone conversations and/or electronic mailing.

The objective of the interviews was to understand the Executive Director's perception/point of view about her/his managerial and leadership approaches rather than make generalizations about their behaviour. The

interview protocol included eight open ended questions around a theme and two statistical questions about their employee numbers and about the length of their duty/work as Executive Directors. The main theme has been derived from the Developed Principles of LO section of this research as Strategic Leadership by using deductive approach.

The relevant sup-themes have been derived mainly from DLOQ according to the Strategic Leadership approaches. In addition to the sub-themes, one extra question (Question 8) was amended in order to comprehend the level of institutionalisation of the organization, since evaluation systems are one of the most the important indicators.

Consequently, eight open ended questions have been used to allow participants an opportunity to share their experiences and opinions (Please see Appendix A for the interview questions). In order to save time and any unnecessary demand for the interviewer, the researcher prepared an interview guide in advance and a timed pilot test that was carried out to ascertain how long or how much time each question should take.

Researcher tried to find out how the interviewee perceives organization from the Executive Director point of view by asking open ended questions in order to request a particular focus (e.i. Sub-theme: `Encouraging team working as a Leader`, Question: `What methods have you used to gain commitment from your team?`). The content of the protocol questions were grounded in creating an understanding of the participant's managerial approaches on the organizations and employees. The participants' perception on `*managing*` helped to evaluate her/his strategic leadership skills and approaches that is one of the most important feature of LOs.

The interviewee received interview questions via electronic mail notification two days prior to the scheduled calling time, and was informed that the interview would be noted or tape-recorded or would be saved as

scripted (for interviews by instant online messaging) in order to allow researcher to re-listening/reading and transcribed verbatim. Interviews initially hold via Skype online software application; because it was accepted by the researcher as the fastest communication tool on the Internet as free. Participants re-called by phone when they did not respond and/or when there were technical difficulties related to Internet. Majority of the participant preferred to answer the questions via electronic mailing conversations.

Therefore, before the questionnaire was sent to staff, an interview was conducted with the Executive Directors in order to develop an understanding of the leadership strategies of the company in its development of a LO culture.

4.2.2 Questionnaire

Questionnaire survey - as the main way of collecting empirical data - has been used as the second phase of primary data gathering. This research consists of two questionnaire stages: (i) Employee survey, (ii) beneficiary survey. Marsic and Watkins's DLOQ was directly translated from English to Turkish by the author of this research for the TC context. Both Turkish and English version can be seen in Appendix B. In order to identify to what extent NGOs are LOs in Northern Cyprus, this employee survey has been implemented and supported by the interviews with executive directors. Besides, web-page analysis as a part of triangulation method has been implemented.

A questionnaire survey on societal-value level has been created (instrument developed) and implemented for the beneficiaries of selected NGOs in order to identify to what extent NGOs are CSV (Questionnaire can be seen in Appendix C).

4.2.3 Administration and Implementation of the Questionnaires

i. Employee Survey

The instrument is based on Watkins and Marsick` and Seven Dimensions of the Learning Organization, entitled DLOQ that is covered LOs` almost all theoretical constructs and themes as discussed previously in the literature review chapter. This questionnaire enables employees to think about how their organization supports and uses learning. Thus, it helps researchers to determine what the perception of employees is and if organization is using LO practises.

The sections on the questionnaire, which provided necessary primary data to examine LO practises in NGOs, are as below:

- i. Organization's Learning Behaviours at People Level (Individual and Group)
- ii. Organization's Learning Behaviours at Organizational Level

In this questionnaire, the term dimensions have been used to reflect different aspects of the construct of the LO.

The DLOQ assessment tool allows members of organizations to examine the extent to how their organizations embrace the practices and beliefs associated with the seven action imperatives (seven dimensions) (Watkins and Marsick, 1996, 1997; Marsick and Watkins, 2003). Organization`s closeness to upper value in each dimension shows this organization`s level of LO structure.

Several stages of empirical research have assessed the psychometric properties of the DLOQ. These analyses suggest that the seven dimensions have acceptable reliability estimates besides the seven factors structure was also found to fit the empirical data reasonably well (Ellinger et al., 2002).

Questionnaire consists of 43 six-point Likert-type scale rating questions. Respondents were asked to rate each question about how things were in their organizations on a six-point Likert-type scale that ranged from “almost never true” (weighted as 1) to “almost always true” (weighted as 6).

Questionnaires were distributed via the private web-base online survey application Google Spreadsheet to the selected electronic mail addresses. Current working electronic mail addresses are available for all of the participants of this research. One of the advantages of web-based surveys is that participants’ responses gets automatically stored in a database and easily transformed into numeric data in Microsoft Excel Spreadsheet.

ii. Beneficiary Survey

Questionnaire survey on societal-values of the TC NGOs has been developed by the researcher with a deductive approach. In the process of instrument development, it is essential to construct a set of observable variables to form measures for latent variables or theoretical constructs. Through the literature, researcher identified the key concepts and indicators of CSV. According to these indicators, 2 open-ended questions about their opinions on services which NGOs provide, 2 five points Likert-type scale rating questions about general sustainable development issues of Northern Cyprus, and 2 ranking questions were used in order to examine which ones of the selected NGOs better meet their expectations. Demographic information was also asked from participants at the beginning of the questionnaires. At the end of the descriptive analysis, *NGOs with high LO potential* and *NGOs which were highly rated by the beneficiaries as valuable for the society* were compared.

Questionnaire was disseminated by electronic mail by using Google Documents Spreadsheet in English since all beneficiaries speak fluent English.

4.2.4 Review of Secondary Data

Secondary data as theoretical data, which is usually factual information, has been obtained from sources such as published data from reports, journal articles, books, reports and other relevant sources. Therefore, all theoretical data consists of literature, journals and Internet research.

According to Yin (2003), secondary data is recommended in situations where case studies are used and its value is derived from its ability to substantiate assumptions by supplementing secondary data with information provided in the interviews. The researcher has time to review web-sites to verify some information provided during interviews and questionnaires about the communication technologies and shared vision of the organization. Also, reviewed secondary data has been used to verify beneficiaries' opinion on organization's CSV level.

4.3 Sample Design

A sample, that could represent the NGOs in TC context, has been used. Given the fact that NGO sector is very broad, for the sake of simplicity, the research is focused only on NGOs which are operating as associations (excluding labour unions, chambers, universities) that are registered and operate under other regulations within TCC's reality. Terms NGO and NPO have been used interchangeably.

The geographical location (cluster) which has been chosen for this research is Nicosia, the capital of Cyprus and the capital of TRNC. Capital Nicosia has been chosen as focus area; because the recent NGO development occurs mainly in Nicosia especially on advocacy and

lobbying, and very few development NGOs operate outside the capital. Literature and historical context indicates that Nicosia is the most densely populated territory for NGOs (associations) and other CSOs.

The idea of sampling was to select representative elements from the total population of registered NGOs (association) in Northern Cyprus which in this case, there are 503 NGOs in 5 districts (TRNC Statistics Year Book, 2002). The reason for using the sample was to reduce the cost, save time and provide accurate information. In addition to these, all registered NGOs are not active (available) as association. According to TRNC Ministry of Finance (2011) reports, TRNC State Planning Organization (2011) and municipality records, from the total population of registered 503 NGOs, the 159 are active. The number of active NGOs has been checked and verified on 2007 Cyprus CSOs Guideline. According to Cyprus CSOs Guideline (2007), 109 of active and available NGOs are operating in Nicosia. Then, as a probability sampling technique *stratified sampling* has been used to decide the population of the survey in order to be more representative of the entire NGO population. Since the entire population is more than 50 (109 registered active NGOs in Nicosia), suitable *sample size* was decided as 10% of the total population which is equal to 10 NGOs.

4.3.1 Selection Criteria and Data Analysis

Main group has firstly been stratified as `EU funded NGOs since 2004 Annan Plan referendum` without regarding *institutional characteristics* such as organization`s age and number of employees. Age of the organizations and number of the employees has not predicted any of the Watkins and Marsick`s (1996, 1997) seven LO dimensions as well.

While the most suitable *sample frame* of the population was analysing, this main sample group also was divided into sub-groups according to the

main motivation of this research. Hence, the population was divided into three groups:

- i. NGOs which funded over 30.000.00 euro,
- ii. NGOs which initially operates as mono-communal (for community development),
- iii. NGOs that have managerial boards.

According to CIVICUS (2005) report and pre-analysis of EU Cyprus Office (2011) and UNDP Cyprus Office` (2011) web sites which are operating in Cyprus, most of the active NGOs in Northern Cyprus are operating on Social Development and Social Empowerment, Gender, Human Rights and Environment issues. Hence, this research considered these areas as preferential areas that NGOs operate.

According to the Cyprus CSO Guideline (2007), 19 of active NGOs in Nicosia cover all the required features of these three sub-groups, which are outlined above, and all of them operate on these mentioned preferential areas. Therefore, 10 NGOs as representative samples of the entire population have been selected out of these 19 NGOs according to their availability.

Consequently, sample NGOs have been selected from the list of EU which took grant over 30.000.00 Euros (EC Enlargement, 2010). These NGOs recently found opportunity to improve their capacity and management structures by experience and learning, besides found opportunity to create societal value; hence they might provide suitable atmosphere to critically evaluate their internal structures in order to reach the overall objectives of the research. Moreover, they have been selected because these NGOs are initially active on mono-communal activities in order to support the community development. Consequently, all these selected NGOs are considered by the researcher as the most appropriate representatives of the target population of this research.

Sample frame for the interview and first phase of the questionnaire (DLOQ survey) consists of Executive Directors and entire paid staff (excluding Executive Directors) of the selected NGOs. Therefore, there are no sample frame on the employees and Executive Directors, since all data could be collected from entire population.

For the second phase of the questionnaire survey (beneficiary survey), in order to address especially sub-objective by gathering data from the community, probability sampling technique has been used. The samples (beneficiaries) have been selected by looking to those who continuously interact with selected organizations and supporting their social development activities by participating in 2011 (in order to reach recent perceptions) as members of the TCC; as Kruger (1988, in Groenewald, 2004, p. 9) defines “have had experiences relating to the phenomenon to be researched”. Population of the beneficiaries of the selected organizations has been identified by collecting data from the web-sites of the organizations and from their information desks (up-to date activity attendance lists and member and participants names were reviewed).

Researcher believes that the beneficiaries of the CSOs could provide the best source for specific questions in order to examine the external perceptions of the organizations and their values for the society.

Consequently, there are three units of analysis that considered within the study. These units are outlined below in Table 6.

NGO 1			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview

Employees/Paid Staff	25	25	Questionnaire
Beneficiaries/External Participants	14	14	Questionnaire
NGO 2			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	3	3	Questionnaire
Beneficiaries/External Participants	6	6	Questionnaire
NGO 3			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	5	5	Questionnaire
Beneficiaries/External Participants	10	10	Questionnaire
NGO 4			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	6	6	Questionnaire
Beneficiaries/External Participants	13	13	Questionnaire
NGO 5			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	2	2	Questionnaire
Beneficiaries/External	7	7	Questionnaire

Participants			
NGO 6			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	5	5	Questionnaire
Beneficiaries /External Participants	14	14	Questionnaire
NGO 7			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	6	6	Questionnaire
Beneficiaries/External Participants	10	10	Questionnaire
NGO 8			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	29	29	Questionnaire
Beneficiaries/External Participants	12	12	Questionnaire
NGO 9			
UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	3	3	Questionnaire
Beneficiaries/External Participants	11	11	Questionnaire
NGO 10			

UNIT ANALYSIS	POPULATION #	SAMPLE #	DATA GATHERING METHOD
Executive Director	1	1	Interview
Employees/Paid Staff	5	5	Questionnaire
Beneficiaries/External Participants	11	11	Questionnaire

Table 6. Units of Analysis and Cases

(In this research, names of NGOs` are numeric due to privacy issues)

According to Table 6, the total sample numbers are outlined below in Table 7.

Unit of Analysis	Total Population of the Research
Executive Directors	10 (Interview)
Beneficiaries/External Participants	108 (Questionnaire)
Employees/Paid Staff	83 (Questionnaire)

Table 7. Total Population of the Research

4.3.1.1 Qualitative Data Analysis

Interviews have been analysed by using deductive approach since exiting theories used to formulate this research and to identify main themes and issues (Yin, 2003).

Within the framework of literature review, according to their meanings and their relevance with the sub-themes, contents of the questions were summarised and categorised with few key words. By this way, the key concepts of the sub-themes had been countable.

4.3.1.2 Quantitative Data Analysis

Basic statistical analysis using Microsoft Excel has been used to present all quantitative information obtained from participating NGOs into charts, tables and percentages to facilitate meaningful interpretation of information.

A scale on Google Spreadsheet has been used to measure each of the seven dimensions of a LO (DLOQ) and also to measure beneficiary survey results. All of the responses of each questionnaire survey later have been coded and analyzed using Microsoft Excel. Item analysis procedures were performed at each stage. Coding of the survey has been started as soon as responses were sent back. The relationship between findings helped to outline the profile of NGOs.

4.4 Limitation of Research Design

First of all, commonly-applied Western theoretical methods might have led to some findings that are invalid in TC NGO contexts. The DLOQ instrument that the research used is based on theoretical and practical frameworks and constructions developed by scholars in the United States (US) with US organizational contexts. This instrument might not fit TC contexts because of potential cultural dissimilarities between Western and Eastern civilizations.

On the other hand, the data covers various TC NGOs since there are answers from 10 different organizations. Their operation areas and employee numbers are also different. Although this could be interesting starting point for analysing the data, somewhat it is also restricting because the variety makes generalization difficult. In other words, these data provide information about these organizations as representatives of the population, but not necessarily as whole organizations in Northern Cyprus.

As the concepts as broad, due to limited period of time, this research was carried out more within the ability and convenience of the researcher. By having sufficient resources and more time available, more and diverse organizations from various regions could have been included into the research to allow greater diversity and larger sample size.

4.5 Validity and Reliability

Both quantitative and qualitative methods can be considered as insufficient by themselves to capture the trends and details of the situation (Robson, 2002). Quantitative data and quantitative data gathering and analysing techniques are minimized - especially the limitation of the qualitative research (Robson, 2002). In quantitative researches, investigator relies on only numerical data where as qualitative research is an investigation process of understanding (Onwuegbuzie and Leech, 2005). By using both qualitative and quantitative research, the reliability and internal validity of the data have been improved and any potential weaknesses in the data gathering methods have been reduced.

With the combination of different methods, more data and information have been generated from different perspective and different angles in order to increase accuracy and validity of the findings of the study. Combination of qualitative and quantitative method is important in this research since information was drawn from employees as well as from Executive Directors besides from the beneficiaries of the organizations.

In order to ensure accuracy of information received, all respondents were contacted by telephone and/or emails to solicit willingness to participate in the study. This also enabled to the researcher to introduce and familiarize the interviewees and respondents regarding the surveys and to allow enough time for them. In order to ensure accuracy, researcher contacted some few respondents after the interviews and asked whether the conclusions made were inline with information provided.

In terms of LO questionnaire, as it is developed by authors (Watkins and Marsick) who used it in many organizations, the results can also be considered to be independent of the time when the measurement was taken and of the individual using the instrument.

The research also was covered by conducting a pre-test whereby the researcher was able to verify that the statements were leading the both surveys` respondents into answering the statements truthfully and reflect their own opinion on each proposition. Besides, the survey did not include the answers “no opinion” or “don’t understand”. These two answer possibilities were deliberately left out in order to slightly force an opinion from all respondents and stimulate them to answer all statements. The inclusion of the answers “no opinion” or “don’t understand” could have also given respondents the opportunity to choose the easy way out in answering the statements if they had problems with understanding it. In the cover letter, respondents were instructed to ask for clarification if a statement was unclear to them.

4.6 Ethical Issues

Ethical issues in this research were associated with both secondary and primary sources of data collection. For secondary data, the researcher ensured the appropriateness and relevancy of the sources and data. All the data collected through secondary sources are properly acknowledged and referenced throughout the research report. Only those parts where the researcher had put things based on her knowledge, experience and inference were not referenced.

The researcher is aware of the ethical issues to be considered; safety and maintaining anonymity of the respondents and organizations, confidentiality and the handling of privacy and data protection. This research also complies with the EU Data Protection Directives (Directive

95/46/E) to people's fundamental rights and freedoms and in particular their right to privacy with respect to the processing of personal data. Thus, data collected as part of this research, is the property of the researcher and will be used in appropriate means of data collection; findings interpreted carefully and data stored securely for a reasonable time. All study data, including the surveys` electronic files, interview transcripts, will be kept in a safe place and not be used for any other purpose than for this research. When collected data is to be disposed of, it will be treated as confidential waste.

On the other hand, to be sensible regarding the current political situation and the de facto division of Cyprus, language of this research is carefully selected in terms of ensuring no harm to any institution, governmental department or local administration. This research is a subjective study on NGOs; their learning and KM strategies and their roles on sustainable societal development. Therefore, this research is not inclusive of any political view or insulting language.

CHAPTER 5.

5. PRESENTATION OF DATA AND ANALYSIS

“A commodity appears at first sight an extremely obvious, trivial thing. But its analysis brings out that it is a very strange thing, abounding in metaphysical subtleties and theological niceties.”

(Marx, 1967, cited in Felluga, 2011)

5.1 Organizational Profiles

Table 8 summarises and provides basic information of the 10 NGOs that participated in this research.

NGO1	NGO1 is an advocacy and operational based NGO also registered as an NPO. Since December 2003, NGO1 has been operated as a resourced support centre that provides management and development services (such as training, consultancy, and research) to organizations in non-profit, private and public sectors. Capacity building, peace building and reconciliation are main activities of the NGO. This organization`s vision is clearly stated in the organizations user friendly, bi-lingual web page as `a pioneering and impact driven institution providing professional management and sustainable development services at international standards`.
NGO2	NGO2 was established in 1998 by the support of Fulbright Commission. It has also been operated as both advocacy and operational NGO. The main objective of this organization is to create platforms and training sessions and support capacity building of Cypriot managers. This NGO also supports the

	<p>peace building and reconciliation activities. This organization has been mainly managed by the members of its Board of the Directors. Although the shared vision is not clearly stated in NGO2`s bi-lingual website, the missions of the organization are clear. A structured membership program for those who attend management training sessions and for those who deliver these sessions so that they can attend meetings, seminars, courses and other valuable sessions in the future is one of its main missions. The development of the accomplishments and contributions of the management profession is another important mission statement of the organization.</p>
NGO3	<p>NGO3 is an advocacy organization mainly works in the field of community development. It was established in 1997, and has been submitted activities since 2001. It aims to strengthen grassroots through strengthening families and providing skills to youth and empowering women. Its activities are mainly about training, social works including social support for women youths and families, raising awareness campaigns and community service activities. Although there is no effective vision dissemination, the web-site itself is effective and bi-lingual and the missions of the NGO3 is clearly stated there. Raising awareness in human rights, strengthening women`s position in society, understanding and working for international peace and working to establish ethical and moral values in society are organization`s main missions.</p>
NGO4	<p>NGO4 is a rights based policy making NGO. Since 2005, it has been run as both operational and advocacy. According to Executive Director`s statement, currently 6 paid employee</p>

	works for this organizations; also volunteer and interns. They have an active bi-lingual website besides vision and missions of the organization are clearly stated there. To contribute to the work and efforts in order to establish a common state based on human rights and the rule of law through a resolution to the Cyprus problem is one its main missions.
NGO5	NGO5 is an operational based organization operating since 2008. This NGO targets to encourage and support the use of renewable energy sources, avoid waste of energy, help increase awareness, knowledge to develop the culture of efficient energy use for sustainable economic, social and cultural life. Although their semi-active website is less user friendly and missions of the organization is not clearly stated there, in their bi-lingual web-site the vision of the organization is well-defined.
NGO6	NGO6 is a research and development based advocacy and operational organization. It works for the cultural, social, and environmental betterment and was established in 2002. The executive director is also founder of the organization. Their vision and missions are clearly stated in their web-site. Moreover, this organization effectively uses various web-spaces in order to disseminate its aims and messages.
NGO7	NGO7 is an advocacy based organization and was established in April 1999. This organization mainly works to improve the status of women, to encourage women in participation in all the decision making positions and politics, al local, national and international levels and to organize the women to have a louder voice in local and the international

	arenas besides in politics. There is no active website or web-space about this organization.
NGO8	NGO8 is a charity based association which has been helped to children in need since April 1992 by promoting United Nations Convention on the Rights of the Child. The main concept of the organization is to pioneer family approach to the long-term care of orphaned and abandoned children. Its vision and missions are clearly stated in their user friendly, effective using website.
NGO9	NGO9 is an environment research and protection based advocacy and operational organization, founded in 1999. It is an active organization in environment and health issues. The association has undertaken the prospective nature researches and scientific efforts of the TCC. Vision and missions of the organization are clearly stated in its effective using website.
NGO10	NGO10 is an arts based advocacy association which was founded in 2002. It mainly promotes and prolongs contemporary artistic practices and organises exhibitions, concerts, conferences, workshops, and similar art events in order to reinforce cultural bonds between Northern Cyprus and Europe. Vision and missions of the organization is clearly stated in its bi-lingual website.

Table 8. NGO Profiles

5.2 Descriptive Statistics and Analysis

Summary of responses and main features as descriptive data are presented in following sections by using contingency tables to summarise and describe the main features of the qualitative and quantitative data collected.

5.2.1 Interview Results

Questions were answered by the 10 Executive Directors with researcher's minimum intervention. Participation rate is 100%. There are some concepts in the questions which the researcher wanted to see if the interviewee would find them familiar for her/his professional life without researcher's guidance (See Appendix D for an interview transcript example).

Following sub-themes under the leadership role and codes are covered during the interviews (See Table 9):

MAIN THEME: Strategic Leadership	
Sub-Themes Of The Questions	Questions (open ended)
1. Employee motivation	What do you understand by “ Motivation ”?
2. Values and Ethics	According to you, what should be the most important values and ethics you demonstrate as a leader?
3. Leadership Role on Managers	What role does leadership play for a manager? How have you demonstrated this with your managers?
4. Methods for Gain Commitment	What methods have you used to gain commitment from your team?
5. Building Morale	How do you rally the staff and build morale during difficult times?
6. Leadership Role on Organizational Vision	How have you influenced employees to follow your strategic vision for the organization?
7. Encouraging Continuous Learning and Development	How have you encouraged learning and development of employees?
8. Way To Evaluate Employees	How would you describe the best way to evaluate your employees?

Table 9. Interview Theme, Sub-themes and Questions

5.2.1.1 Employee Motivation

The first question was: “What do you understand by ‘Motivation’?”

Most of the directors (7 out of the 10 interviewees) think that motivation is vital for moving towards a common purpose and reach to the organization`s mission. In general, according to them, motivation mobilizes energy and inspires employees. Most of them (6 out of the 10 interviewees) stressed that motivated employees are important also for creativity and productivity.

In addition to the answers above, only 1 out of the 10 interviewees mentioned that in order to motivate employees, there is a need to train them by investing on their personal growth.

On the other hand, 3 out of the 10 interviewees especially emphasised on the positive influences of a clear and shared vision and missions on employee motivation.

5.2.1.2 Values and Ethics

The second question was: “According to you, what should be the most important values and ethics you demonstrate as a leader?”

Majority (9 out of the 10 interviewees) of the interviewed Executive Directors put fairness, justice and democracy as their main values and ethics as the most important value and ethics of a leader. These values were followed by honesty and reliability. However, only 1 out of the 10 interviewees emphasized about the importance of motivating employees by capacity building and personal growth as a leadership value.

On the other hand, only 1 out of the 10 interviewees added that leaders should encourage flat organizational governance as an ethical responsibility.

5.2.1.3 Leader-Manager Relationship

The third question was: “What role does leadership play for a manager?”

Most (7 out of the 10 interviewees) of the interviewees mentioned that leaders should inspire, motivate and guide the managers in order to better manage the systems. Therefore, according to the majority of the interview participants, they should be role models and mentors for managers. It was also added by one interviewee that leaders should not be over authoritative but they should guide the managers.

Most of the interview participants (9 of the 10 interviewees) stressed that leaders and managers should be different. 1 Interviewee stated that managers are more tasks oriented whereas leaders should be visionary. Furthermore, 1 out of the 10 interviewees especially highlighted that managers also should be good leaders.

3 out of the 10 interviewees especially focused on information sharing as an important characteristic among leaders and managements. As one of the interviewee stressed leaders and managers should be transparent to each other; trust building among leaders and their managers is important for transparent information flow.

5.2.1.4 Gaining Commitment

The question was: “What methods have you used to gain commitment from your team?”

First of all, 4 out of the 10 interviewees emphasised that to be a trustful and respectful role model for employees is the most important way for gain commitment.

3 out of the 10 interviewees commented in this question in a more structural way and claimed that regular group meeting would make employees to feel belong and as a part of the organization and this would help building commitment.

2 out of the 10 interviewees mentioned that leaders should take care of her/his employees all the time and show respect to their ideas for commitment. Besides, 2 of the 10 interviewees claimed that leaders should give suitable responsibility to employees in order to encourage them for success. Moreover 1 of the 10 interviewees said that if employees feel successful, it would be easy to build commitment said.

3 out of the 10 interviewees approached this question in a more strategic way and emphasized that effective performance management and investment on personal growth would build high commitment.

5.2.1.5 Building Moral During Difficult Times

The question was: “How do you rally the staff and build morale in a difficult time? “

5 out of the 10 interviewees mentioned that the most important moral bulging activity during a difficult time was effective communication with employees. They claimed that open and transparent communication would help to develop understanding and relatively building morale.

3 out of the 10 interviewees believed that as a leader, they should be creative in order to ease the difficulty, and creative ideas would gather employees together and build morale.

On the other hand, 1 of the 10 interviewees approached this question in a more practical way and said that sometimes leader should act as an employee. In the case of this interview participant, in economically difficult times there is a sharing of the last budget equally between all the workers of the organization not upon salary levels as it was stressed.

1 of the interviewee mentioned that as a leader she/he had well educated employees and such employees could easily build moral for themselves. Therefore, according to this participant, education level was important for not to have any panic in the working environment.

Only 2 of the interviewee also emphasized that leaders should build friendship with employees then they could easily affect their morals in good as.

2 out of the 10 interviewees said they did not face any difficulties.

5.2.1.6 To Make Employees Follow Organization's Vision

The question was: "How do you influence employees to follow your organization's strategic vision?"

8 out of the 10 interviewees emphasised that organization's vision should be build collectively by involving employees in decision making processes; then they could embrace organization vision easily.

5 out of the 10 interviewees claimed that organization's vision should be disseminated by strategic weekly, monthly and annual meetings with all employees in order to make employees to follow the process. According to these interviewees, detailed and upgraded action plans and clear job descriptions should also be discussed in these meetings in order to make employees embrace and follow organization's vision.

1 out of the 10 interviewees especially highlighted that the most important things about organization vision was clearness and its comprehensibility by everyone.

1 Interviewee mentioned that only visionary leadership could make employees to follow organization's vision.

5.2.1.7 Encouraging Continuous Learning and Development

The question was: "How do you encourage learning and development of employees?"

Only 2 out of the 10 interviewees said that they designed annual training programmes for each employee separately and they are provided these necessary trainings internally or they helped (supporting financially) employees to attempt external trainings. These same interviewees also stressed that they gave possibility to the employees to share their personal knowledge with each other by organizing regular `learning hours` or some other knowledge sharing activities.

Most of the interviewees (6 of the 10 interviewees) mentioned that they only motivate their employees as informally to participate some external training without career development planning.

3 out of the 10 interviewees said that they supported their employees learning and development by giving them responsibilities and tasks.

5.2.1.8 Evaluating Employees

The question was: “How would you describe the best way to evaluate your employees?”

4 out of the 10 interviewees mentioned about the importance of annual objectives and achievements and they evaluated their employees according to these objectives. 2 out of these 4 interviewees especially highlighted the importance of organization`s strategic plan in the employee evaluation process. 3 out of these 4 interviewees also mentioned about the importance of some formal and well designed employee evaluation systems. Especially one of them mentioned the necessity of using 360 degree evaluation system.

3 out of the 10 interviewees stressed that they organize one to one routing meetings to discuss employee`s performance and progressing reports according to their task`s results (time sheets, work calendars, etc).

3 out of the 10 interviews said that they do not use any systematic evaluation tools and they evaluate their employees according to their loyalty, willingness, self confidence, creativity in solving problems etc.

5.2.1.9 Summary of Interview Results

In general, appropriate perception on employee motivation is high (10/10) among the interviewees in a more intangible and un-practice way. Moreover, not the majority but a considerable number of interviewees (4/10) are aware that clear shared vision is highly influential on employee motivation in the organization. However, only 1 interviewee associates continuous learning and personal growth with the employee motivation as more tangibly. The expectation of the researcher was more practical approaches on the relationships between shared vision, continuous learning, personal growth and rewarding; but the level of this approach remained low. Therefore, it can be concluded that the level of handling employee motivation in practice is low (10%) among the interviewees. Furthermore, appropriate perception on leadership ethics and values is high among the interviewees, but again in an intangible way (9/10).

One of the Executive Directors stressed that;

“Leaders should have ability to listen, observe and understanding of the needs of the groups. Justification is important. Leader should empower others in a proper way and should have the ability to make right decision at the right time.”

(Executive Director of NGO7, 2011)

Only 1 interviewee put the investment on employee growth on the list of leadership ethics and values. Besides, 1 interviewee demonstrated a more proper approach on leadership ethics and values by highlighting the relationship between flat and less-hierarchical organizational structures and being ethical as a leader. This means, this interviewee aware of the

ethical necessity of equal information flow and flatter governance in the organization. Therefore, it can be said that the interviewee perceives ethics and values as their responsibility and as a duty in his/her organization. This is directly relevance to him or herself rather than perceiving these concepts in a more employee oriented way such as natural necessities for a peaceful organizational atmosphere and satisfied/happy employees.

On the other hand, the main expectation of the researcher was to get information about the role of leadership on managers as an approach that emphasise the differences between leaders and managers (more visionary and more task oriented) while stressing the awareness of 'each manager should also have some leadership skills' idea. Most of the interviewees rightly highlighted the inspirational, guiding, motivational and mentoring roles of the leaders on her/his managers (7/10). Besides, as expected, the level of proper approaches on the differences between leaders and managers was high (9/10). However, the level of understanding on the necessity of some leadership skills in managers was very low (1/10). They perceive their employees as others in the organization rather than perceiving them as a member of their teams.

About the gaining commitment, most of the interviewees were aware of the general intangible values that they should have in order to gain commitment, such as to be a trustful, responsible and respectful role model (6/10). On the other hand, in a practical perspective, the level of association with investment on conscious performance management, personal growth, and career development plans is low (3/10). In addition, the level of make employees more involve in the decision making processes for gaining commitment with regular meetings is also low (3/10).

One of the Executive Directors said;

“Performance management based on objectivity and justice is most important to gain commitment. This coupled with the feeling that people are working for a good mission will guarantee commitment.”

(Executive Director of NGO1, 2011)

Nevertheless, none of the interview participants directly associated the commitment with the rewarding. This means, Executive Directors of NGOs in Northern Cyprus support appropriate systems for employee commitment and they are aware of more tangible approaches are needed for commitment. Yet the level of individual consideration by rewarding is none (0/10).

Communication is accepted as the key code for the theme of building moral during difficult times. In this study, it was found that the level of approaches on the importance of transparent and effective communication with the employees in order to build moral is considerable high (5/10). This result indicates that the interview participants are highly aware of the importance of transparent and effective communication with the employees.

The interviewees` approaches on organizational vision are the most appropriate ones. Most of the Executive Directors (8/10) emphasised on the importance of building organizational vision collectively by organizing/creating strategic collective actions (such as regular meetings) in order to involve employees in decision making processes and make organizational vision `shared`.

As one of the Executive Directors claims;

“Strategic planning work shop is important for our association. Therefore, before the workshop all employees and the supervisors prepare themselves to the strategic targets. The motivation and the targets are common understanding for the

team and all of us focused on one strategy which is important for our association. Therefore instead of influence, to create the common understanding helps the employees to follow the strategic vision.”

(Executive Director of NGO8, 2011)

Thus, it can be said that, the level of the proper understanding on making organizational vision followed by the employees is high. On the other hand, although the NGO executive directors were aware of the importance of to encourage continuous learning and development and even they believe that their employees should learn continuously, quite low number (2/10) of them actually planning and supporting continuous learning of their employees. Thus, it can be said that the level of adopting an organizational structure and strategies in order to encourage continuous learning and development is low.

Since a considerable number of interviewees (6/10) use some quite informal-intangible approaches to evaluate their employees, a considerable number of them (3/10) use some well designed employee evaluation systems as a part of their organizations. This result might indicate that the level of institutionalization is high among these organizations.

5.2.2 NGO as Learning Organizations: Survey Results

In order to search the answer to what extent NGOs are LO in Northern Cyprus, the DLOQ results for each organization are presented in this section. These results enlightened the way to reach the main objective of this research, which will be discussed further in the Chapter 6.

Among the 83 (100%) employee, the 65 (78.31%) respondents answered the questionnaire. Therefore, participation rate to the survey is 78.31%.

Basic two levels of DLOQ include 43 items. LO dimensions and relevant items are illustrated in Table 10.

	Item (<i>Questions - 6 Point Likert Type Scaling</i>)
CONTINUOUS LEARNING	1. In my organization, people openly discuss mistakes in order to learn from them.
	2. In my organization, people identify skills they need for future work tasks.
	3. In my organization, people help each other learn.
	4. In my organization, people can get money and other resources to support their learning.
	5. In my organization, people are given time to support learning
	6. In my organization, people view problems in their work as an opportunity to learn.
	7. In my organization, people are rewarded for learning.
INQUIRY AND DIALOGUE	8. In my organization, people give open and honest feedback to each other.
	9. In my organization, people listen to others' views before speaking.
	10. In my organization, people are encouraged to ask "why" regardless of rank.
	11. In my organization, whenever people state their view, they also ask what others think.
	12. In my organization, people treat each other with respect
	13. In my organization, people spend time building trust with each other.
TEAM LEARNING	14. In my organization, team/groups have the freedom to adapt their goals as needed.
	15. In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences.
	16. In my organization, teams/groups focus both on the group's tasks

	and on how well the group is working.
	17. In my organization, teams/groups revise their thinking as a result of group discussions or information collected.
	18. In my organization, teams/groups are rewarded for their achievements as a team/group.
	19. In my organization, teams/groups are confident that the organization will act on their recommendations.
EMBEDDED SYSTEMS	20. My organization uses two-way communication on a regular basis, such as suggestion systems or electronic bulletin boards.
	21. My organization enables people to get needed information at any time quickly and easily.
	22. My organization maintains an up-to-date database of employee skills.
	23. My organization creates systems to measure gaps between current and expected performance.
	24. My organization makes its lessons learned available to all employees.
	25. My organization measures the results of the time and resources spent on training.
EMPOWERMENT	26. My organization recognizes people for taking initiative.
	27. My organization gives people choices in their work assignments.
	28. My organization invites people to contribute to the organization's vision.
	29. My organization gives people control over the resources they need to accomplish their work.
	30. My organization supports employees who take calculated risks.
	31. My organization builds alignment of visions across different levels and work groups.
SYSTEM CONNECTION	32. My organization helps employees balance work and family.
	33. My organization encourages people to think from a global perspective.

	34. My organization encourages everyone to bring the beneficiaries' views into the decision-making process.
	35. My organization considers the impact of decisions on employee morale.
	36. My organization works together with the outside community to meet mutual needs.
	37. My organization encourages people to get answers from across the organization when solving problems.
STRATEGIC LEADERSHIP	38. In my organization, leaders generally support requests for learning opportunities and training.
	39. In my organization, leaders share up-to-date information with employees about competitors, industry trends, and directions.
	40. In my organization, leaders empower others to help carry out the organization's vision.
	41. In my organization, leaders mentor and coach those they lead.
	42. In my organization, leaders continually look for opportunities to learn.
	43. In my organization, leaders ensure that the organization's actions are consistent with its values.

Table 10. DLOQ Dimensions and Item Orientation

(Derived from Marsick and Watkins, 2003, p. 139)

Total item scores (See Table 10 for items) besides score averages of each item and total score averages of each dimension are presented in following sections. Moreover, since the selected NGOs mainly operate as associations in Northern Cyprus in NGO concept, international LO score averages of various associations which were identified on the Marsick and Watkins's (2003) article were also presented in the last columns of the tables in order for comparison between sample TC NGO` LO score

averages and international associations score averages since NGOs and association operates as different from other for-profit businesses.

For each item (See Table 10 for items) a weighted average was calculated (1 to 6). It is observed that none of the respondents missed rating one or more items.

5.2.2.1 NGO1 DLOQ Results

Table 11 illustrates the total scores and weighted averages of NGO1.

(1= almost never true 6= almost always true) (N* = 14)								Total	Score	General score average	International score average
DIMENSIONS	Items	1	2	3	4	5	6	scores	averages	of the dimension	of the dimension
CONTINUOUS LEARNING	Item1	0	0	1	2	7	4	70	5	4.1	4.26
	Item2	0	0	4	3	6	1	60	4.28		
	Item3	0	0	1	4	4	5	69	4.92		
	Item4	0	5	5	3	1	0	42	3		
	Item5	0	1	0	7	5	1	62	4.35		
	Item6	0	2	0	7	4	1	58	4.14		
	Item7	3	1	4	5	0	1	42	3		
INQUIRY AND DIALOGUE	Item8	0	2	3	3	4	2	57	4.07	4.77	4.35
	Item9	0	0	1	7	4	2	63	4.5		
	Item10	0	0	0	2	0	12	80	5.71		
	Item11	0	0	0	2	4	8	76	5.42		
	Item12	0	3	1	1	4	5	63	4.5		
	Item13	0	0	1	8	3	2	62	4.42		
TEAM LEARNING	Item14	0	0	1	4	4	5	69	4.92	4.64	4.32
	Item15	0	0	0	2	6	6	74	5.28		
	Item16	0	0	1	4	7	2	66	4.71		
	Item17	0	2	1	1	8	2	63	4.5		
	Item18	0	3	2	3	3	3	57	4.07		
	Item19	0	0	5	4	0	5	61	4.35		
EMBEDDED SYSTEMS	Item20	0	1	2	2	2	7	68	4.85	4.5	3.13
	Item21	0	0	2	3	2	7	70	5		
	Item22	0	2	1	10	0	1	53	3.78		
	Item23	0	0	1	7	2	4	65	4.64		
	Item24	3	0	6	2	3	0	44	3.14		
	Item25	0	0	1	1	1	11	78	5.57		
EMPOWERMENT	Item26	0	0	1	1	0	12	79	5.64	4.13	4.15
	Item27	1	3	1	0	4	5	60	4.28		
	Item28	0	0	0	0	3	11	81	5.78		
	Item29	0	0	0	3	4	7	74	5.28		
	Item30	0	2	1	2	3	6	66	4.71		
	Item31	0	0	0	5	3	6	71	5.07		
SYSTEM CONNECTION	Item32	1	0	1	6	5	1	59	4.21	4.94	3.99
	Item33	0	0	0	2	5	7	75	5.35		
	Item34	0	0	3	4	1	6	66	4.71		
	Item35	0	0	3	1	7	3	66	4.71		
	Item36	0	0	0	2	1	11	79	5.64		
	Item37	0	0	1	4	3	6	70	5		
STRATEGIC LEADERSHIP	Item38	0	0	0	0	5	9	79	5.64	5.33	4.24
	Item39	0	0	0	1	8	5	74	5.28		
	Item40	0	0	0	1	2	11	80	5.71		
	Item41	0	3	1	3	1	6	62	4.42		
	Item42	0	0	1	2	2	9	75	5.35		
	Item43	0	0	0	2	2	10	78	5.57		

Table 11. NGO1 Scores for LO Action Imperatives

(*=Total Number of Respondents)

14 Out of the 25 employees participated to the survey from NGO1 (participation rate is 56%).

The above table (Table 11) indicates that, seven dimensions of LO rated between 4.1 and 5.33 in average. “Continuous Learning Opportunities” received lowest scores (4.1). On the other hand, according to 14 employees` perception, there is a strong “Strategic Leadership” (5.33) atmosphere in the organization where leaders “think strategically about how to use learning to create change and to move the organization in new directions or new markets” (rated as 5.33 in average) (Watkins and Marsick, 1996, p. 7). Overall, NGO1` employees assessed the 5 LO dimensions of their organisation higher than the international scores except “Continuous Learning Opportunities” (4.1-4.26) and “Empower People Toward a Collective Vision” (4.13-4.15) dimensions. In other word, this organization presents considerably strong LO characteristics according to DLOQ survey results.

5.2.2.2 NGO2 DLOQ Results

Table 12 illustrates the total scores and weighted averages of NGO2.

(1= almost never true 6= almost always true) (N* = 3)								Total	Score	General score average	International score average
DIMENSIONS	Items	1	2	3	4	5	6	scores	averages	of the dimension	of the dimension
CONTINUOUS LEARNING	Item1	0	0	1	1	1	0	12	4	3.28	4.26
	Item2	0	0	1	1	1	0	12	4		
	Item3	0	1	1	1	0	0	9	3		
	Item4	0	1	1	1	0	0	9	3		
	Item5	1	1	1	0	0	0	6	2		
	Item6	0	0	1	1	1	0	12	4		
	Item7	0	1	1	1	0	0	9	3		
INQUIRY AND DIALOGUE	Item8	0	1	1	1	0	0	9	3	3.33	4.35
	Item9	0	1	1	1	0	0	9	3		
	Item10	0	0	1	1	1	0	12	4		
	Item11	0	0	1	1	1	0	12	4		
	Item12	0	1	1	1	0	0	9	3		
	Item13	0	1	1	1	0	0	9	3		
	Item14	0	0	0	1	1	1	15	5	3.83	4.32
TEAM LEARNING	Item15	0	0	1	1	1	0	12	4		
	Item16	0	0	1	1	1	0	12	4		
	Item17	0	0	1	1	1	0	12	4		
	Item18	0	1	1	1	0	0	9	3		
	Item19	0	1	1	1	0	0	9	3		
	Item20	0	0	0	2	0	1	14	4.66	3.83	3.13
EMBEDDED SYSTEMS	Item21	0	0	1	1	0	1	13	3.33		
	Item22	0	0	1	1	1	0	12	4		
	Item23	0	0	1	1	1	0	12	4		
	Item24	0	1	1	1	0	0	9	3		
	Item25	0	1	1	1	0	0	9	3		
	Item26	0	0	0	0	1	2	17	5.66	5.05	4.15
EMPOWERMENT	Item27	0	0	0	1	1	1	15	5		
	Item28	0	0	0	1	1	1	15	5		
	Item29	0	0	0	1	1	1	15	5		
	Item30	0	0	0	0	1	2	17	5.66		
	Item31	0	0	1	1	1	0	12	4		
	Item32	0	1	1	1	0	0	9	3	3.72	3.99
SYSTEM CONNECTION	Item33	0	0	1	1	1	0	12	4		
	Item34	0	0	1	1	1	0	12	4		
	Item35	0	0	1	1	1	0	12	4		
	Item36	0	0	1	1	1	0	12	4		
	Item37	0	1	1	0	1	0	10	3.33		
	Item38	0	0	0	1	1	1	15	5	4.33	4.42
STRATEGIC LEADERSHIP	Item39	0	0	1	1	1	0	12	4		
	Item40	0	0	1	1	1	0	12	4		
	Item41	0	0	0	1	1	1	15	5		
	Item42	0	0	1	1	1	0	12	4		
	Item43	0	0	1	1	1	0	12	4		

Table 12. NGO2 Scores for LO Action Imperatives

(*=Total Number of Respondents)

3 out of the 3 employees were participated to survey from NGO2 (participation rate is 100%).

From the table above (Table 12) it can be seen that the employees` perceptions about the seven action imperatives rated between 3.28 and 5.05 in average. The lowest rated dimension was “Create Continuous Learning Opportunities” as 3.28 and the highest rated dimension was “Empower People Toward a Collective” vision as 5.05.

5 out of the 7 dimensions received lower scores than international averages. These dimensions are “Create Continuous Learning Opportunities” (3.28-4.26) and “Promote Inquiry and Dialogue” (3.33-4.35), “Encourage collaboration and team learning” (3.83-4.32), “Connect the organization to its environment” (System Connection) (3.72-3.99) and “Provide strategic leadership for learning” (4.33-4.42).

5.2.2.3 NGO3 DLOQ Results

Table 13 illustrates the total scores and weighted averages of NGO3.

(1= almost never true 6= almost always true) (N* = 5)								Total	Score	General score average	International score average
DIMENSION	Item	1	2	3	4	5	6	scores	averages	of the dimension	of the dimension
CONTINUOUS LEARNING	Item1	0	0	2	0	2	1	22	4.4	3.45	4.26
	Item2	0	0	2	1	2	0	20	4		
	Item3	0	0	1	2	1	1	22	4.4		
	Item4	2	2	1	0	0	0	9	1.8		
	Item5	1	0	0	3	1	0	18	3.6		
	Item6	0	2	1	2	1	0	18	3.6		
	Item7	1	1	3	0	0	0	12	2.4		
INQUIRY AND DIALOGUE	Item8	0	1	1	0	2	1	21	4.2	4.76	4.35
	Item9	0	0	1	2	1	1	22	4.4		
	Item10	0	0	0	0	1	4	29	5.8		
	Item11	0	0	1	0	2	2	25	5		
	Item12	0	0	0	2	1	2	25	5		
	Item13	0	1	0	2	1	1	21	4.2		
TEAM LEARNING	Item14	0	0	0	3	1	1	23	4.6	4.53	4.32
	Item15	0	0	1	1	0	3	26	5.2		
	Item16	0	0	2	1	0	2	22	4.4		
	Item17	0	1	0	1	2	1	22	4.4		
	Item18	0	1	1	1	0	2	21	4.2		
	Item19	0	0	2	1	0	2	22	4.4		
EMBEDDED SYSTEMS	Item20	0	0	1	0	2	2	25	5	4.23	3.13
	Item21	0	0	1	1	2	1	23	4.6		
	Item22	0	1	1	2	0	1	19	3.8		
	Item23	0	1	0	2	1	1	21	4.2		
	Item24	0	1	2	1	1	0	16	3.2		
	Item25	0	1	1	1	1	2	23	4.6		
EMPOWERMENT	Item26	0	0	2	0	0	3	24	4.8	4.5	4.15
	Item27	0	2	1	0	0	2	19	3.8		
	Item28	1	0	0	0	1	3	24	4.8		
	Item29	0	0	1	1	1	2	24	4.8		
	Item30	0	1	1	1	1	1	20	4		
	Item31	0	0	1	1	1	2	24	4.8		
SYSTEM CONNECTION	Item32	0	0	1	1	2	1	23	4.6	5.26	3.99
	Item33	0	0	0	1	2	2	26	5.2		
	Item34	0	0	1	0	2	2	25	5		
	Item35	0	0	0	0	2	3	28	5.6		
	Item36	0	0	0	0	2	3	28	5.6		
	Item37	0	0	0	0	2	3	28	5.6		
STRATEGIC LEADERSHIP	Item38	0	0	0	1	2	2	26	5.2	4.6	4.42
	Item39	0	1	2	0	0	2	20	4		
	Item40	0	0	2	1	0	2	22	4.4		
	Item41	0	1	2	1	0	1	18	3.6		
	Item42	0	0	1	0	1	3	26	5.2		
	Item43	0	0	1	0	1	3	26	5.2		

Table 13. NGO3 Scores for LO Action Imperatives

(* = Total Number of Respondents)

5 Out of the 6 employees from NGO3 were participated to the survey (participation rate is 83.3%).

From the table above (Table 13), it can be seen that, LO dimension rated by the employees between 3.45 and 5.26. “Create Systems to Capture and Share Learning” (Embedded Systems) rated as lowest in this organization (3.45) and “Strategic Leadership” rated as highest (5.26).

Only one dimension rated as lower than the international scores. This dimension is “Create Continuous Learning Opportunities” (3.45-4.26). In general, according to the survey results this organization presents strong LO features when the results compared with the international DLOQ scores of associations which derived from Marsick and Watkins (2003).

5.2.2.4 NGO4 DLOQ Results

Table 14 illustrates the total scores and weighted averages of NGO4.

(1= almost never true 6= almost always true) (N* = 6)								Total	Score	General score average	International score average of
DIMENSION	Items	1	2	3	4	5	6	scores	averages	of the dimension	the dimension
CONTINUOUS LEARNING	Item1	0	0	1	3	1	1	26	3.33	3.5	4.26
	Item2	0	1	2	2	1	0	21	3.5		
	Item3	1	0	0	2	2	1	25	4.16		
	Item4	1	3	1	0	1	0	15	2.5		
	Item5	0	1	2	2	1	0	21	3.5		
	Item6	0	1	1	2	2	0	23	3.83		
	Item7	0	3	2	1	0	0	16	2.66		
INQUIRY AND DIALOGUE	Item8	0	0	2	2	1	1	25	4.16	4.25	4.35
	Item9	1	0	0	1	3	1	26	4.33		
	Item10	0	1	0	0	2	3	30	5		
	Item11	0	1	1	1	1	2	26	4.33		
	Item12	1	1	1	0	2	1	22	3.66		
	Item13	0	1	1	2	1	1	24	4		
TEAM LEARNING	Item14	0	2	1	1	1	1	22	3.66	3.86	4.32
	Item15	0	1	0	2	2	1	26	4.33		
	Item16	0	0	1	2	2	1	27	4.5		
	Item17	0	1	0	2	2	1	26	4.33		
	Item18	1	2	1	1	0	1	18	3		
	Item19	0	2	2	1	0	1	20	3.33		
EMBEDDED SYSTEMS	Item20	1	0	0	2	2	1	25	4.16	4.08	3.13
	Item21	1	0	1	1	1	2	25	4.16		
	Item22	0	1	2	2	0	1	22	3.66		
	Item23	0	0	2	1	2	1	26	4.33		
	Item24	0	2	1	2	1	0	20	3.33		
	Item25	0	1	0	1	1	3	29	4.83		
EMPOWERMENT	Item26	0	0	0	2	2	2	30	5	4.66	4.15
	Item27	0	0	1	2	1	2	28	4.66		
	Item28	0	0	1	0	2	3	31	5.16		
	Item29	1	1	0	1	1	2	24	4		
	Item30	0	0	1	2	1	2	28	4.66		
	Item31	1	0	1	0	2	2	27	4.5		
SYSTEM CONNECTION	Item32	1	0	3	2	2	0	22	3.66	4.55	3.99
	Item33	0	0	1	1	1	3	30	5		
	Item34	0	0	0	3	1	2	29	4.83		
	Item35	0	1	1	2	1	1	24	4		
	Item36	0	0	0	2	2	2	30	5		
	Item37	0	0	0	3	1	2	29	4.83		
STRATEGIC LEADERSHIP	Item38	0	0	2	1	1	2	27	4.5	4.75	4.42
	Item39	0	0	1	1	3	1	28	4.66		
	Item40	0	0	0	1	3	2	31	5.16		
	Item41	0	0	1	1	1	3	30	5		
	Item42	0	0	0	3	1	2	29	4.83		
	Item43	0	1	1	1	1	2	26	4.33		

Table 14. NGO4 Scores for LO Action Imperatives

(*=Total Number of Respondents)

6 out of the 6 employees from NGO4 were participated to the survey (participation rate is 100%).

From the table above (Table 14), it can be seen that, employees of NGO4 rated LO dimensions between 3.5 and 4.86 as above table indicates (participation rate is 100%). They rated “Create Continuous Learning Opportunities” (3.5) as lowest and “Provide Strategic Leadership for Learning” as highest (4.75) dimension in their organization. This organization` employees rated 4 dimensions higher than the international scores and 3 dimensions received lower scores than the international averages of DLOQ scores. These 3 dimensions are “Create Continuous Learning Opportunities” (3.5-4.26), “Promote Inquiry and Dialogue” (4.25-4.35) and “Encourage Collaboration and Team Learning” (3.86-4.32).

5.2.2.5 NGO5 DLOQ Results

Table 15 illustrates the total scores and weighted averages of NGO5.

(1= almost never true 6= almost always true) (N*= 2)								Total scores	Score averages	General score average of the dimension	International score average of the dimension
DIMENSIONS	Items	1	2	3	4	5	6				
CONTINUOUS LEARNING	Item1	0	1	1	0	0	0	5	2.5	3.42	4.26
	Item2	0	0	2	0	0	0	6	3		
	Item3	0	1	0	0	1	0	7	3.5		
	Item4	0	0	1	0	0	1	9	4.5		
	Item5	0	0	1	0	0	1	9	4.5		
	Item6	0	1	0	0	1	0	7	3.5		
	Item7	0	1	1	0	0	0	5	2.5		
INQUIRY AND DIALOGUE	Item8	0	1	1	0	0	0	5	2.5	3.25	4.35
	Item9	0	1	1	0	0	0	5	2.5		
	Item10	0	1	0	0	1	0	7	3.5		
	Item11	0	1	0	0	1	0	7	3.5		
	Item12	0	0	1	0	0	1	9	4.5		
	Item13	1	0	0	0	1	0	6	3		
TEAM LEARNING	Item14	0	0	1	1	0	0	7	3.5	3.33	4.32
	Item15	0	0	1	1	0	0	7	3.5		
	Item16	0	1	1	0	0	0	5	2.5		
	Item17	0	0	0	1	1	0	9	4.5		
	Item18	1	1	0	0	0	0	3	1.5		
	Item19	0	0	0	1	1	0	9	4.5		
EMBEDDED SYSTEMS	Item20	0	0	2	0	0	0	6	3	3.25	3.13
	Item21	0	0	0	1	1	0	9	4.5		
	Item22	0	1	1	0	0	0	5	2.5		
	Item23	0	1	1	0	0	0	5	2.5		
	Item24	0	0	1	1	0	0	7	3.5		
	Item25	0	0	1	1	0	0	7	3.5		
EMPOWERMENT	Item26	0	0	1	1	0	0	7	3.5	4.08	4.15
	Item27	0	0	0	2	0	0	8	4		
	Item28	0	0	0	0	1	1	11	5.5		
	Item29	0	0	0	1	1	0	9	4.5		
	Item30	0	1	1	0	0	0	5	2.5		
	Item31	0	0	0	1	1	0	9	4.5		
SYSTEM CONNECTION	Item32	0	0	0	1	1	0	9	4.5	3.83	3.99
	Item33	0	0	0	1	1	0	9	4.5		
	Item34	0	0	0	1	1	0	9	4.5		
	Item35	0	0	1	1	0	0	7	3.5		
	Item36	0	0	2	0	0	0	6	3		
	Item37	0	0	2	0	0	0	6	3		
STRATEGIC LEADERSHIP	Item38	0	0	0	1	1	0	9	4.5	3.5	4.42
	Item39	0	0	2	0	0	0	6	3		
	Item40	0	0	2	0	0	0	6	3		
	Item41	0	0	2	0	0	0	6	3		
	Item42	0	0	2	0	0	0	6	3		
	Item43	0	0	0	1	1	0	9	4.5		

Table 15. NGO5 Scores for LO Action Imperatives

(*=Total Number of Respondents)

2 of the 2 employees from NGO5 participated to the survey (participation rate is 100%).

According to above table (Table 15), they rated both “Promote Inquiry and Dialogue” and “Embedded Systems” as lowest (3.25). On the other hand, “Empower People Toward a Collective Vision” rated as highest (4.08) item in their organization.

However, 6 out of the 7 dimensions rated lower than the international averages of DLOQ scores. These dimensions are “Create Continuous Learning Opportunities” (3.42-4.26), “Promote Inquiry and Dialogue” (3.25-4.35), “Team Learning” (3.33-4.32), “Empower People Toward a Collective Vision” (4.08-4.15), “System Connection” (3.83-3.99) and “Provide Strategic Leadership for Learning” (3.5-4.42).

5.2.2.6 NGO6 DLOQ Results

Table 16 illustrates the total scores and weighted averages of NGO6.

(1= almost never true 6= almost always true) (N* = 3)								Total	Score	General score average of	International score
DIMENSIONS	Items	1	2	3	4	5	6	scores	averages	the dimension	average of the dimension
CONTINUOUS LEARNING	Item1	0	1	1	0	0	1	11	3.66	3.85	4.26
	Item2	0	0	1	0	1	1	14	4.66		
	Item3	0	0	0	2	0	1	14	4.66		
	Item4	1	1	0	1	0	0	7	2.33		
	Item5	0	1	0	0	1	1	13	4.33		
	Item6	0	1	1	0	0	1	11	3.66		
	Item7	0	1	1	0	0	1	11	3.66		
INQUIRY AND DIALOGUE	Item8	0	0	0	1	1	1	13	4.33	4	4.35
	Item9	0	1	1	0	0	1	11	3.66		
	Item10	0	0	1	0	1	1	14	4.66		
	Item11	0	1	1	0	0	1	11	3.66		
	Item12	0	0	1	1	0	1	13	4.33		
	Item13	0	2	0	0	0	1	10	3.33		
	Item14	0	0	0	2	0	1	14	4.66		
TEAM LEARNING	Item15	0	0	1	1	0	1	13	4.33	4.33	4.32
	Item16	0	1	1	0	0	1	11	3.66		
	Item17	0	0	0	1	1	1	15	5		
	Item18	0	0	1	1	0	1	13	4.33		
	Item19	0	1	0	1	0	1	12	4		
	Item20	1	0	0	1	1	0	10	3.33		
	Item21	0	1	0	1	0	1	12	4		
EMBEDDED SYSTEMS	Item22	1	0	1	1	0	0	8	2.66	3.05	3.13
	Item23	1	1	0	1	0	0	7	2.33		
	Item24	0	0	2	1	0	0	10	3.33		
	Item25	0	2	0	1	0	0	8	2.66		
	Item26	0	0	2	0	0	1	12	4		
	Item27	0	0	2	0	0	1	12	4		
EMPOWERMENT	Item28	1	0	1	0	0	1	10	3.33	3.83	4.15
	Item29	0	0	2	0	0	1	12	4		
	Item30	0	1	1	0	0	1	11	3.66		
	Item31	0	0	2	0	0	6	12	4		
	Item32	0	0	1	1	0	1	13	4.33		
	Item33	0	0	1	1	1	0	12	4		
SYSTEM CONNECTION	Item34	0	0	1	1	0	1	14	4.66	4.5	3.99
	Item35	0	1	0	0	1	1	13	4.33		
	Item36	0	0	1	0	1	1	14	4.66		
	Item37	0	0	1	0	0	2	15	5		
	Item38	0	0	1	0	1	1	14	4.66		
	Item39	0	0	2	0	0	1	12	4		
STRATEGIC LEADERSHIP	Item40	0	0	2	0	0	1	12	4	4.11	4.42
	Item41	0	0	2	0	0	1	12	4		
	Item42	0	0	2	0	0	1	12	4		
	Item43	0	0	2	0	0	1	12	4		
	Item44	0	0	2	0	0	1	12	4		
	Item45	0	0	2	0	0	1	12	4		

Table 16. NGO6 Scores for LO Action Imperatives

(*=Total Number of Respondents)

3 out of the 5 employees answered the survey questions from NGO6 (participation rate is 60%).

From the table above (Table 16), it can be seen that, LO dimensions rated by the employees between 3.05 and 4.5. “Embedded Systems” rated as lowest (3.05) where as “System Connection” (Connect the organization to its internal and external environment) rated as highest (4.5).

5 of the 7 action imperatives were scored as lower than the international averages. These dimensions are “Create Continuous Learning Opportunities” (3.85-4.26), “Promote Inquiry and Dialogue” (4-4.35), “Embedded Systems” (3.05-3.13), “Empower People Toward a Collective Vision” (3.83-4.15) and “Provide Strategic Leadership for Learning” (4.11-4.42).

5.2.2.7 NGO7 DLOQ Results

Table 17 illustrates the total scores and weighted averages of NGO7.

(1= almost never true 6= almost always true) (Total N* =4)								Total scores	Score averages	General score average of the dimension	International score average of the dimension
DIMENSIONS	Items	1	2	3	4	5	6				
CONTINUOUS LEARNING	Item1	0	2	1	1	0	0	11	2.75	2.39	4.26
	Item2	0	2	2	0	0	0	10	2.5		
	Item3	1	1	2	0	0	0	9	2.25		
	Item4	1	2	0	1	0	0	9	2.25		
	Item5	0	2	0	1	0	0	10	2.5		
	Item6	0	2	1	1	0	0	11	2.75		
	Item7	1	3	0	0	0	0	7	1.75		
INQUIRY AND DIALOGUE	Item8	0	0	3	1	0	0	13	3.25	3.12	4.35
	Item9	1	1	1	0	1	0	12	2.75		
	Item10	1	1	0	0	1	1	14	3.5		
	Item11	0	1	2	1	0	0	12	3		
	Item12	0	1	1	1	1	0	14	3.5		
	Item13	0	2	1	1	0	0	11	2.75		
TEAM LEARNING	Item14	0	1	2	1	0	0	12	3	3.2	4.32
	Item15	0	0	2	1	1	0	15	3.75		
	Item16	0	0	2	1	1	0	15	3.75		
	Item17	0	1	1	1	1	0	14	3.5		
	Item18	1	1	2	0	0	0	9	2.25		
	Item19	0	2	0	1	1	0	12	3		
EMBEDDED SYSTEMS	Item20	1	0	1	1	1	0	13	3.25	3.12	3.13
	Item21	1	0	0	1	1	1	15	3.75		
	Item22	0	1	0	2	0	1	14	3.5		
	Item23	1	1	2	0	0	0	9	2.25		
	Item24	0	1	3	0	0	0	11	2.75		
	Item25	0	2	1	0	0	1	13	3.25		
EMPOWERMENT	Item26	0	0	3	1	1	0	15	3.75	3.25	4.15
	Item27	0	0	3	1	0	0	13	3.25		
	Item28	1	0	1	0	1	1	15	3.75		
	Item29	1	0	2	1	0	0	11	2.75		
	Item30	0	0	3	1	0	0	13	3.25		
	Item31	1	0	2	1	0	0	11	2.75		
SYSTEM CONNECTION	Item32	0	0	3	1	0	0	13	3.25	4.16	3.99
	Item33	0	0	1	0	2	1	19	4.75		
	Item34	0	0	1	1	2	0	17	4.25		
	Item35	0	0	1	1	2	0	17	4.25		
	Item36	0	0	1	1	2	0	17	4.25		
	Item37	0	0	1	4	0	1	17	4.25		
STRATEGI LEADERSHIP	Item38	0	0	2	0	1	1	17	4.25	3.7	4.42
	Item39	0	0	2	0	2	0	16	4		
	Item40	0	0	2	1	1	0	15	3.75		
	Item41	0	0	3	0	0	1	15	3.75		
	Item42	0	0	2	2	0	0	14	3.5		
	Item43	0	1	2	1	0	0	12	3		

Table 17. NGO7 Scores for LO Action Imperatives

(*=Total Number of Respondents)

4 out of the 6 employees from NGO6 participated to the survey (participation rate is 66.6%).

LO action imperatives rated between 2.39 and 4.16 in average as indicated in the Table 17. The “Continuous Learning” rated as lowest (2.28) and “System Connection” of the organization rated as highest (4.16).

In this organization, 6 out of the 7 action imperatives received lower score than the DLOQ international score averages. These dimensions are “Create Continuous Learning Opportunities” (2.39-4.26), “Promote Inquiry and Dialogue” (3.12-4.35), “Team Learning” (3.2-4.32), “Embedded Systems” (3.12-3.13), “Empower People Toward a Collective Vision” (3.25-4.15) and “Provide Strategic Leadership for Learning” (3.7-4.42).

5.2.2.8 NGO8 DLOQ Results

Table 18 illustrates the total scores and weighted averages of NGO8.

(1= almost never true 6= almost always true) (N* = 21)								Total	Score	General score average	International score
DIMENSIONS	Items	1	2	3	4	5	6	scores	averages	of the dimension	average of the dimension
CONTINUOUS LEARNING	Item1	0	0	7	1	4	9	99	4.71	3.95	4.26
	Item2	0	0	3	0	14	1	103	4.90		
	Item3	0	0	1	11	5	4	96	4.57		
	Item4	10	6	2	0	0	3	46	2.19		
	Item5	0	0	0	4	14	3	104	4.95		
	Item6	0	0	10	3	6	2	84	4		
	Item7	3	10	6	2	0	0	49	2.33		
INQUIRY AND DIALOGUE	Item8	0	0	10	4	4	3	84	4	4.23	4.35
	Item9	0	0	9	4	5	3	86	4.09		
	Item10	0	0	0	0	13	8	113	5.38		
	Item11	0	1	11	2	3	4	82	3.9		
	Item12	0	0	0	14	0	7	98	4.66		
	Item13	0	10	3	1	4	3	71	3.38		
TEAM LEARNING	Item14	0	0	0	6	7	8	197	5.09	4.28	4.32
	Item15	0	1	9	4	3	4	84	4		
	Item16	0	1	10	3	1	6	85	4.04		
	Item17	0	0	1	14	3	3	92	4.38		
	Item18	3	0	9	3	3	3	75	3.57		
	Item19	0	0	0	14	1	6	97	4.61		
EMBEDDED SYSTEMS	Item20	0	0	3	2	14	2	99	4.71	3.55	3.13
	Item21	0	0	0	5	14	2	102	4.85		
	Item22	0	1	14	4	2	0	70	3.33		
	Item23	3	11	3	1	3	0	53	2.52		
	Item24	0	2	16	3	0	0	64	3.04		
	Item25	1	13	3	0	0	4	60	2.85		
EMPOWERMENT	Item26	0	0	7	3	4	7	95	4.52	4.22	4.15
	Item27	0	3	11	0	4	3	77	3.66		
	Item28	7	3	2	2	3	4	66	3.14		
	Item29	0	1	7	0	8	5	93	4.42		
	Item30	0	0	6	3	7	5	95	4.52		
	Item31	0	0	4	1	6	10	106	5.04		
SYSTEM CONNECTION	Item32	0	0	6	5	6	4	92	4.38	5.29	3.99
	Item33	0	0	0	0	12	9	114	5.42		
	Item34	0	0	0	0	14	7	112	5.33		
	Item35	0	0	0	0	10	11	115	5.47		
	Item36	0	0	0	0	13	8	113	5.38		
	Item37	0	0	0	0	5	16	121	5.76		
STRATEGIC LEADERSHIP	Item38	0	0	0	0	12	9	114	5.42	4.36	4.42
	Item39	0	1	11	2	1	6	84	4		
	Item40	0	0	9	6	2	4	85	4.04		
	Item41	0	0	11	4	2	4	83	3.95		
	Item42	0	5	5	5	2	4	78	3.76		
	Item43	0	2	6	5	4	4	86	4.09		

Table 18. NGO8 DLOQ Scores for LO Action Imperatives

(*=Total Number of Respondents)

21 of the 29 employees participated to the survey and rated the dimensions between 3.55 and 5.29 (participation rate is 72.41%) as Table 18 indicates. “Empower People Toward a Collective Vision” rated as lowest (3.55), on the other hand “System Connection” of the organization rated as highest (5.29).

5 of the 7 dimensions received lower scores than the international averages. These dimensions are “Create Continuous Learning Opportunities” (3.95-4.26), “Promote Inquiry and Dialogue” (4.23-4.35), “Team Learning” (4.28-4.32) and “Provide Strategic Leadership for Learning” (4.36-4.42).

5.2.2.9 NGO9 DLOQ Results

Table 19 illustrates the total scores and weighted averages of NGO9.

(1= almost never true 6= almost always true) (N = 3)								Total	Score	General score average	International score
DIMENSIONS	Item	1	2	3	4	5	6	scores	averages	of the dimension	average of the dimension
CONTINUOUS LEARNING	Item1	0	0	1	0	2	0	13	4.33	4.14	4.26
	Item2	0	0	2	0	1	0	11	3.66		
	Item3	0	0	1	0	1	1	14	4.66		
	Item4	0	1	0	1	0	1	12	4		
	Item5	0	0	0	0	1	1	14	4.66		
	Item6	0	0	1	0	0	0	13	4.33		
	Item7	0	0	2	1	0	0	10	3.33		
INQUIRY AND DIALOGUE	Item8	0	0	2	0	1	0	11	3.66	4.77	4.35
	Item9	0	0	1	1	1	0	12	4		
	Item10	0	0	0	0	2	1	16	5.33		
	Item11	0	0	0	0	2	1	16	5.33		
	Item12	0	0	0	0	1	2	17	5.66		
	Item13	0	0	0	1	2	0	14	4.6		
TEAM LEARNING	Item14	0	0	1	1	0	1	13	4.33	4.16	4.32
	Item15	0	0	1	0	1	1	14	4.66		
	Item16	0	0	1	1	1	0	12	4		
	Item17	0	0	0	2	1	0	13	4.33		
	Item18	1	0	1	0	1	0	9	3		
	Item19	0	0	0	2	0	1	14	4.66		
EMBEDDED SYSTEMS	Item20	0	1	1	0	0	1	11	3.66	3.5	3.13
	Item21	0	0	1	0	1	1	14	4.66		
	Item22	0	1	1	1	0	0	9	3		
	Item23	0	1	1	1	0	0	9	3		
	Item24	0	1	2	0	0	0	8	2.66		
	Item25	0	0	2	0	0	1	12	4		
EMPOWERMENT	Item26	0	0	0	1	1	1	15	5	4.72	4.15
	Item27	0	0	0	1	1	1	15	5.33		
	Item28	0	0	0	0	2	1	16	5.33		
	Item29	0	0	0	1	2	0	14	4.66		
	Item30	0	1	1	0	1	0	10	3.33		
	Item31	0	0	0	1	2	0	14	4.66		
SYSTEM CONNECTION	Item32	0	0	1	2	0	0	11	3.66	3.94	3.99
	Item33	0	1	0	0	2	0	12	4		
	Item34	0	1	0	1	1	0	11	3.66		
	Item35	0	1	0	1	1	0	11	3.66		
	Item36	0	0	1	0	1	1	14	4.66		
	Item37	0	0	1	1	1	0	12	4		
STRATEGIC LEADERSHIP	Item38	0	0	0	4	0	1	14	4.66	4.16	4.42
	Item39	0	0	1	1	1	0	12	4		
	Item40	0	0	1	0	1	1	14	4.66		
	Item41	0	1	1	1	0	0	9	3		
	Item42	0	0	2	0	0	1	12	4		
	Item43	0	0	0	2	0	1	14	4.66		

Table 19. NGO9 Scores for LO Action Imperatives

(*=Total Number of Respondents)

3 out of the 3 employees participated to the survey from NGO9 (participation rate is 100%).

As it is illustrated in the Table 19, the participants rated the dimensions between 3.5 and 4.77 “Embedded Systems” (Create Systems to Capture Learning) as lowest (3.5) and “Inquiry and Dialogue” as highest.

This organization`s employees also rated 5 of the 7 dimensions lower than the international DLOQ scores averages. These dimensions are “Create Continuous Learning Opportunities” (4.14-4.26), “Team Learning” (4.16-4.32), “System Connection” (3.94-3.99) and “Provide Strategic Leadership for Learning” (4.16-4.42).

5.2.2.10 NGO10 DLOQ Results

Table 20 illustrates the total scores and weighted averages of NGO10.

(1= almost never true 6= almost always true) (N* = 5)								Total	Score	General score average of	International score
DIMENSIONS	Items	1	2	3	4	5	6	scores	averages	the dimension	average of the dimension
CONTINUOUS LEARNING	Item1	0	0	1	1	0	3	25	5	3.74	4.26
	Item2	0	1	1	1	2	0	19	3.8		
	Item3	0	0	2	0	0	3	24	4.8		
	Item4	2	2	1	0	0	0	9	1.8		
	Item5	0	1	0	3	1	0	19	3.8		
	Item6	0	0	0	2	3	0	23	4.6		
	Item7	1	1	3	0	0	0	12	2.4		
INQUIRY AND DIALOGUE	Item8	0	0	1	1	1	2	24	4.8	5.46	4.35
	Item9	0	0	0	0	3	2	27	5.4		
	Item10	0	0	0	0	1	4	29	5.8		
	Item11	0	0	0	0	1	4	29	5.8		
	Item12	0	0	0	0	2	3	28	5.6		
	Item13	0	0	0	0	3	2	27	5.4		
	Item14	0	0	2	1	0	2	22	4.4	4.83	4.32
TEAM LEARNING	Item15	0	0	0	0	2	3	28	5.6		
	Item16	0	0	0	2	0	3	26	5.2		
	Item17	0	0	1	1	1	2	24	4.8		
	Item18	1	0	2	1	0	1	17	3.4		
	Item19	0	0	0	1	0	4	28	5.6		
	Item20	1	1	0	0	2	1	19	3.8	4.03	3.13
EMBEDDED SYSTEMS	Item21	0	0	1	3	0	1	21	4.2		
	Item22	0	1	1	2	0	1	19	3.8		
	Item23	0	1	0	2	2	0	20	4		
	Item24	0	2	0	2	1	0	17	3.4		
	Item25	0	0	1	1	0	3	25	5		
	Item26	0	0	0	0	1	4	29	5.8	5.46	4.15
EMPOWERMENT	Item27	0	0	0	0	0	5	30	6		
	Item28	0	0	0	0	1	4	29	5.8		
	Item29	0	0	0	1	1	3	27	5.4		
	Item30	0	1	0	0	2	2	24	4.8		
	Item31	0	0	0	2	1	2	25	5		
	Item32	0	0	1	1	3	0	22	4.4	5.06	3.99
SYSTEM CONNECTION	Item33	0	1	0	0	0	4	26	5.2		
	Item34	0	1	0	1	1	2	23	4.6		
	Item35	0	1	0	0	1	3	25	5		
	Item36	0	0	0	0	2	3	28	5.6		
	Item37	0	0	0	0	2	3	28	5.6		
	Item38	0	0	1	1	2	1	23	4.6	4.96	4.42
STRATEGIC LEADERSHIP	Item39	0	0	0	2	0	3	26	5.2		
	Item40	0	0	1	0	2	2	25	5		
	Item41	0	0	0	2	1	2	25	5		
	Item42	0	0	1	1	0	3	25	5		
	Item43	0	0	1	1	0	3	25	5		

Table 20. NGO10 Scores for LO Action Imperatives

(*=*Total Number of Respondents*)

5 out of the 5 employees participated to the survey from NGO10.

They rated LO dimensions between 3.74 and 5.5 (participation rate is 100%) as it is illustrated in the table above (Table 20). “Continuous Learning” rated as lowest (3.74) and “Empower People Toward a Collective Vision” is rated as highest (5.46).

Only 1 out of the 7 action imperatives received lower scores than the international averages. This dimension is “Create Continuous Learning Opportunities” (3.47-4.26). This organization presents the strongest LO features when compared with the other selected TC NGOs.

5.2.2.11 Summary of DLOQ Results

In Table 21, the general scores for all NGOs are presented and in table 20. The gap between the scores are visible in this table that was registered from the questionnaire and the maximum possible score that can be expected (within the scope of the weighted scores of 6 point Likert-type scaling for 43 items).

	Maximum Score Per Survey (according to employee numbers)	Scored by Employees of each NGOs (scores and percentages)	Gaps in Percentages
NGO1	3612	2685 - 74.33%	25.67%
NGO2	774	503- 64.98%	35.2%
NGO3	1290	958- 74.26%	25.74%
NGO4	1548	1089-70.34%	29.66%
NGO5	516	303- 58.72%	41.28%
NGO6	774	510- 65.89%	34.11%
NGO7	1032	561- 50%	50%
NGO8	5418	3833- 70.74%	29.26%
NGO9	774	542-70%	30%
NGO10	1290	1027-79.61%	20.39%

Table 21. Total weighted scores for all respondents from all NGOs.

From the Table 21, it can be seen that minimum difference is 20.3% (NGO10) and maximum difference is 50% (NGO7). When total score averages of all dimensions calculated in order to find general LO score of each organization it can be seen that 9 out of the 10 selected NGOs assessed the LO criteria of their organisations higher than the international survey scores. Table 22 illustrates the general LO total score averages of the sample NGOs and international LO dimensions total scores average of the associations which implemented with the members and staff and presented in Marsick and Watkins`s (2003) article. Marsick and Watkins (2003) also present various sectors` DLOQ result averages in their article. In order to strengthened the comparability of the results of Northern Cyprus survey, due to their sectoral and structural similarities, seven imperatives` score averages of NPOs in national context (implemented with 264 managers and directors) and small family businesses in Southern Region context (implemented with 142 CEOs and managers) also presented in Table 22.

	TC NGOs` Scores Averages	International Score Average of Associations	International Score Average of NPOs	International Score Average of Small Family Businesses
NGO1	4.63	4.08	4.24	4.15
NGO2	3.91			
NGO3	4.47			
NGO4	4.37			
NGO5	3.52			
NGO6	3.95			
NGO7	3.27			
NGO8	4.26			
NGO9	4.19			
NGO10	4.79			

Table 22. Comparison between LO score averages of the TC NGOs

From the Table 22, it can be seen that NGO1 and NGO10 have considerably high scores. This means that these organizations have strong LO potentials in the international context as well. Moreover, 6 out of the 10 NGOs (60%) received higher scores than the international associations and small family businesses' LO score averages. Also 4 out of the 10 NGOs also received higher scores than the international NPOs LO scores.

On the other hand, 4 out of the 10 NGOs (40%) received lower scores than the international averages. This means, majority (60%) of the selected NGOs present strong LO characteristics in their context. Especially NGO5 and NGO7 carried few LO characteristics according to the survey results.

The researcher took a closer look at the frequency scores for each question within each of the seven action imperatives separately and calculated the general LO score averages of the each dimension. Figure 8 illustrates the score averages of each dimension of the TC NGOs in general. Furthermore, international LO dimensions score averages of associations are also illustrated in Figure 8 in order to present the difference.

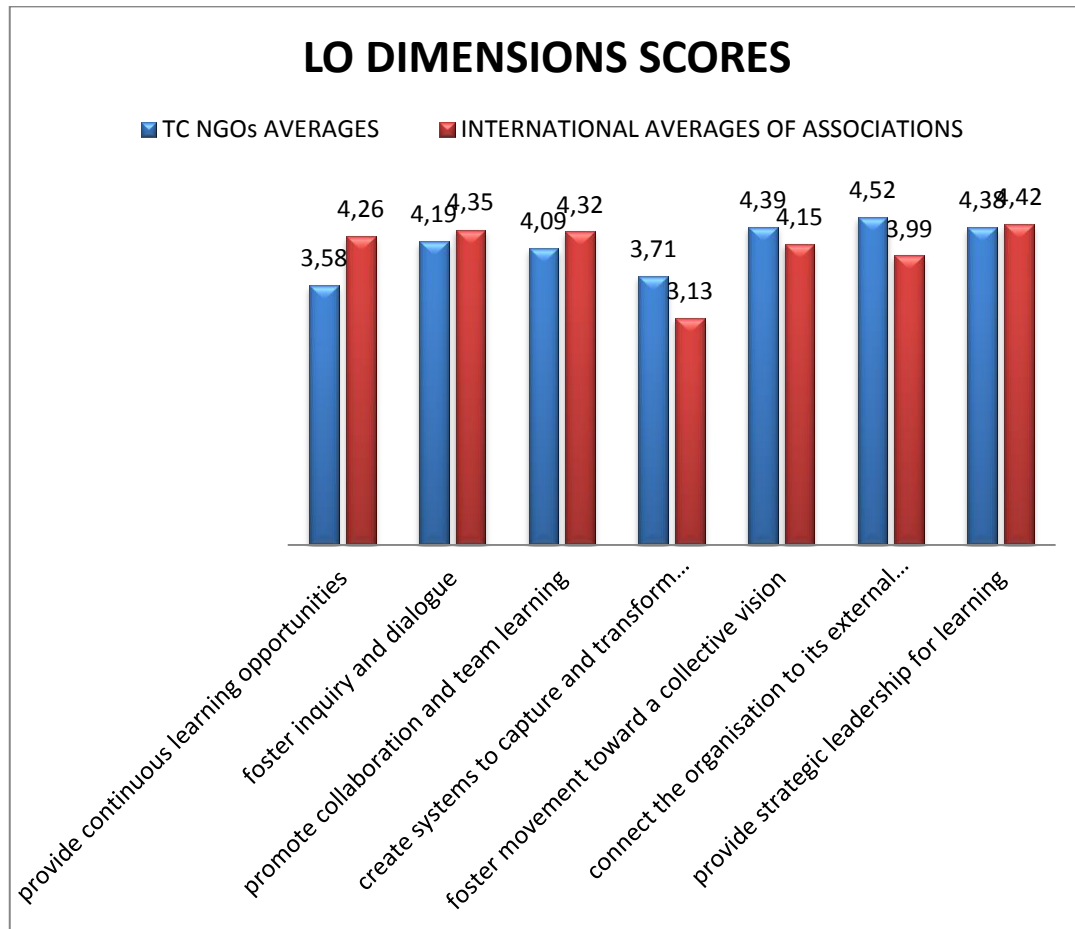


Figure 8. Means of the LO Dimensions Scores of TC NGOs

Figure 8 presents the average scores obtained in each dimension in the survey. It can be seen that in general all 7 dimensions (action imperatives) of the LO received similar scores with the international averages. Only “Provide Continuous Learning Opportunities” (3.58) dimension received considerably low scores both in the international context and TC context.

On the other hand, 3 out of the 7 dimensions received higher scores than the international averages. These dimensions are “Create System to Capture and Transform Learning” (Embedded Systems), “Foster Movement Toward a Collective Vision” and “Connection to Organization in its External Environment”. Besides, 3 out of the 7 dimensions received little lower scores than the international averages.

It is observable that all dimension about the Organizational Level Learning received high scores in Northern Cyprus survey (Create System to Capture and Transform Learning, Connection the Organization to its External Environment and Provide Strategic Leadership for Learning). Also, in the individual level learning, especially “Foster Movement Toward a Collective Vision” received considerably high scores.

The highest rated dimension in general is “System Connection” (Connect the organization to its environment) (4.52). This means, according to employee`s perception, NGOs in Northern Cyprus presented a strong organizational capacity on global (systems) thinking and actions to connect the organization to its internal and external environment. Therefore, it can be said that they constantly scan the environment and use information to adjust work practices and the organization that is linked to its communities successfully according to the survey results. In other words, this result indicates that there is a strong beneficiary focus in all the decisions that are made in the company, and employees are encouraged to get answers from across the organization when solving problems.

“Systems Connection” dimension was followed by the “Foster Movement Toward a Collective Vision” (4.39) as the second highest rated dimension and “Provision of Strategic Leadership” (4.38) as the third highest rated dimension. It can be said that, highly rated Foster “Movement Toward a Collective Vision” dimension represents organization’s clear process to create and share a collective vision and get feedback from its members about the gap between the current status and the new organizational vision. Through the web-site analysis, it is found that the majority of the organizations (7 out of the 10 NGOs) have a clear and regularly updating organizational vision statements and dissemination as a part of organization`s ICT systems. Also according to interview results, majority of the Executive Directors (8/10) mentioned that organization`s vision should be built collectively; besides employees should be part of the decision

making processes. Furthermore, most of them stressed on implementing well designed practical solutions (such as weekly and annual meetings) rather than being only theoretically aware. Besides, empowerment was stressed as mainly founded on trust which enhances commitment and loyalty. Way of personal communication in organization is also important for this dimension. According to the interview results, it can be seen that, most of the directors initially prefer to communicate with the employees through direct verbal conversation. As discussed in the literature review, communication mediums are of vital importance for organization and verbal communication is the strongest way of constructive communication in the organizations for healthy transformation of the organizational knowledge as Daft and Lengel (1986) argues.

Moreover, highly rated “Strategic Leadership” dimension indicates the extent to which leaders “think strategically about how to use learning to create change and to move the organization in new directions or new markets” as Watkins and Marsick (1996, p. 7) focuses. In order to support this organizational generalization, interviews provide evidence on strategic leadership approaches of these organizations` Executive Directors. According to the interview results which are presented previously in this chapter, most of the interviewees are aware that investment on strategic learning would bring sustainable success and development to their organizations.

Although almost all scores are considerably similar with the international scores which are presented by Marsick and Watkins (2003), when lowest rated 3 dimensions, which have more differences between international scores considered (Provide Continuous Learning Opportunities, Foster Inquiry and Dialogue, and Promote Collaboration and Team Learning), it can be seen that in general Individual Level and Team Level Learning Behaviours received low scores among from employees. These learning levels represents learning behaviours of the organization which is

designed into work so that people can learn on the job; and opportunities and encouragement which provided for ongoing education and growth (Watkins and Marsick, 1996, 1997).

“Provide Continuous Learning Opportunities” dimension includes first 7 items of the DLOQ. Majority of the employees rated same 3 of the 7 items as lowest in this level of the questionnaire. “In my organisation, people openly discuss mistakes in order to learn from them” (Item 1), “In my organisation, people can get money and other resources to support their learning” (Item 4) and “In my organisation, people are rewarded for learning” (Item 7) ranked as 3 or lower than 3. It can be said that ‘access to money and other resources’ for learning as well as ‘being rewarded’ for learning are most crucial issues in sample NGOs. Interview results also indicate that Executive Directors’ level of handling employee motivation in practice by investing on employee’ personal growth is low. On the other hand, although a considerable number of interviewees use professional employee evaluation processes, under the sub-theme ‘gaining commitment’ there was not any suggestion about the rewarding.

In this study, the dimension of “Create System to Capture and Transform Learning” (Embedded Systems) represents the Organizational Level Learning Behaviours of the organization. This LO action imperative was related with both high and low-technology systems to share learning are created and integrated with work; in other words, it can be said that it partly represents KM approaches and ICT systems of the organization. This dimension includes items 20, 21, 22, 23, 24 and 25 (See Table 10 for the DLOQ items). Although this learning level is considerably high among the TC NGOs in general, there is specifically a low perception of the availability of ‘lessons learned’ of the organization. The item “My organisation makes its lessons learned available to all employees” (Item 25) was rated as lowest in this dimension. Also the items “My organisation creates systems to measure gaps between current and expected

performance” (Item 23) and “My organisation maintains an up-to-date data base of employee skills” (Item 22) were rated lower than others. On the other hand, there is generally a good perception of the organization’s usage of two way communication and regular updates through newsletters and e-mail updates. Through the web-site analysis, it is found that majority of the NGOs have `intranet` networking features which is used by the employees for internal communication.

Finally, Promote Collaboration and Team Learning dimension represents the Team Level Learning Behaviour of the organization. “In my organization, teams/groups are rewarded for their achievements as a team/group” (Item 18) and “in my organization, teams/groups are confident that the organization will act on their recommendations” (Item 19) items received the lowest scores in this dimension. Especially item 18 received 3 or lower in averages from the majority.

5.2.3 Societal Value Level of the Organizations: Survey Results

In total, 103 (95.37%) of the 108 (100%) beneficiaries/stakeholders were answered the questions. Therefore, the participation rate of this survey is 95.37%.

5.2.3.1 Gender Distribution of Respondents

Gender distribution of the respondents is presented in Figure 9.

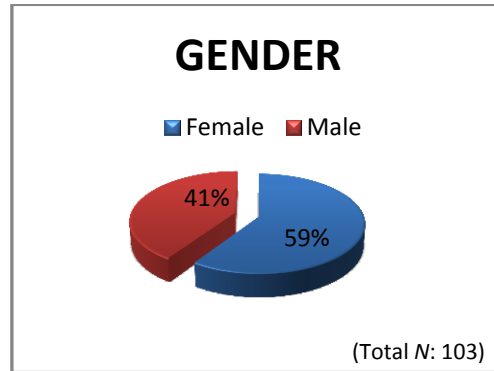


Figure 9. Gender Distribution

5.2.3.2 Occupation Categories of Respondents

The question was: “Which of the below best describes your profession?”.

Figure 10 illustrates the distribution of the respondents according to their occupation.

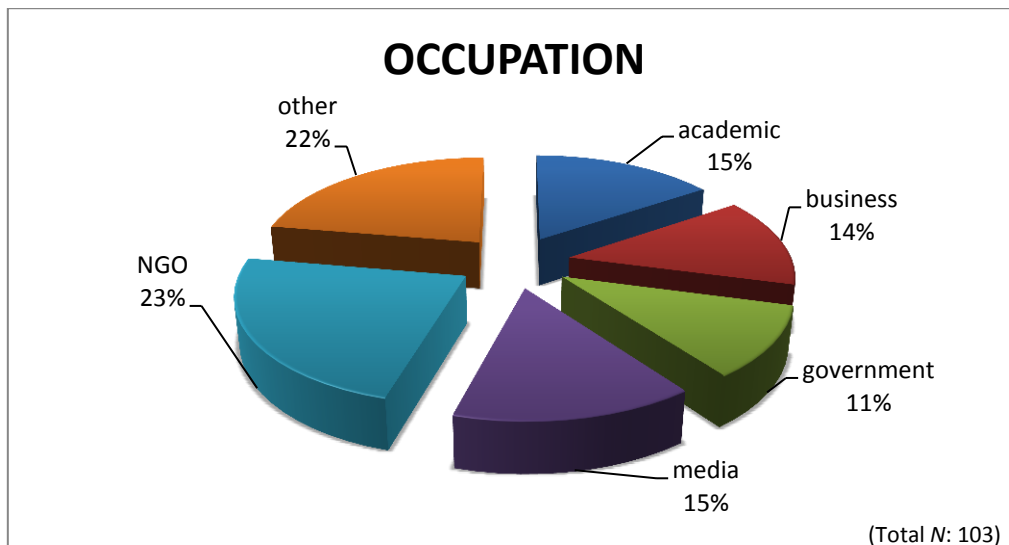


Figure 10. Occupation Distribution of the Participants

5.2.3.3 Most Taken Services

The question was: “What kind of service you have most taken from TC NGOs?”

This question was asked as open ended to the research participants in order to provide opportunity to the respondents to explain NGOs` services with their own words and approaches. 9 Services were identified according to the respondents` answers in total. Figure 11 illustrates these services and their frequencies. The respondents consist of 16 academicians (15%), 14 private business (14%), 11 Government workers (11%), 15 media persons (15%), 24 NGO workers (23%) and 23 other (22%).

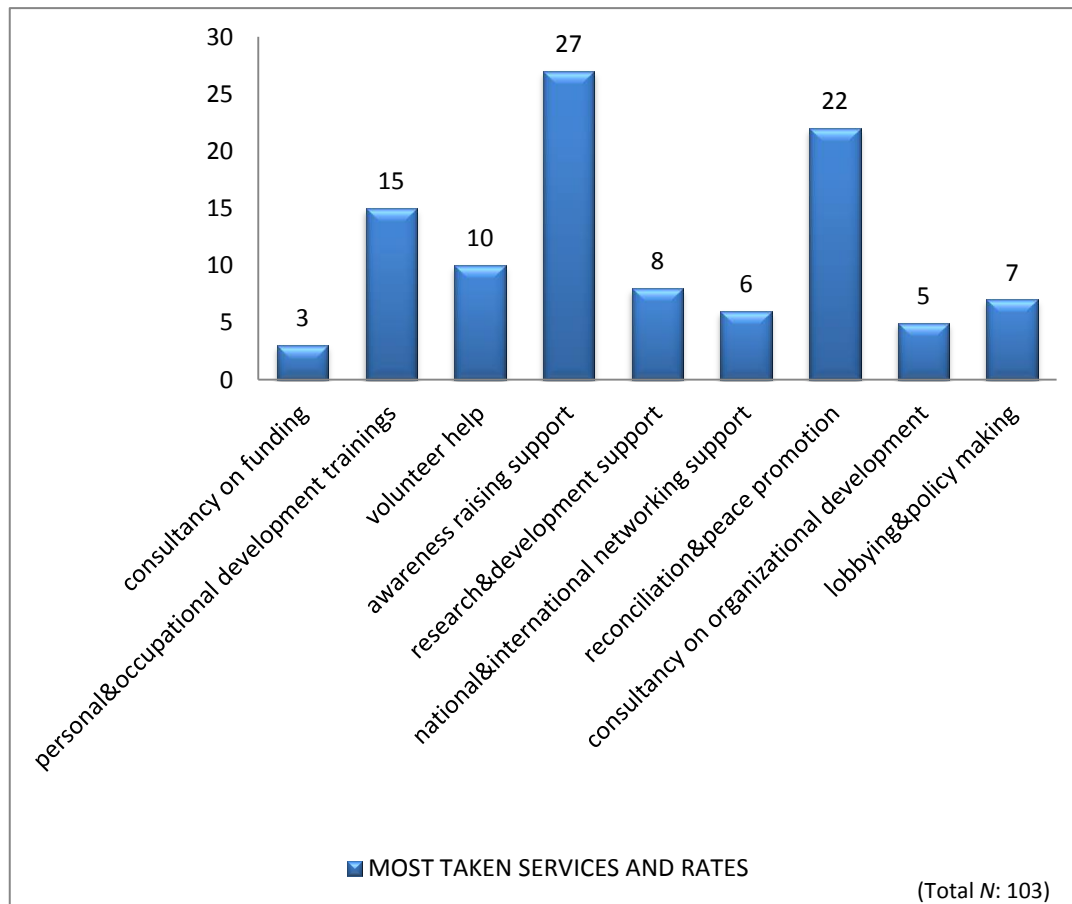


Figure 11. Most taken services from NGOs

The figure above indicated that respondents mostly take advocacy services form NGOs in Northern Cyprus. These advocacy services are Awardees Raising Support (rated by 27 of the 103 respondents – 26%) and Societal Reconciliation and Peace Promotion (rated by 22 of the 103

respondents – 21%). On the other hand, Consultancy Services are rated as the least taking services in this study.

5.2.3.4 Most Impressive Services

The question was: “Which service/activity of TC NGOs was most impressive for you and why?”

This question was also asked as open ended in order to identify services according to respondents’ perceptions. Most imperative and appreciated services according to the respondents’ answers were codes and their frequencies are presented in Figure 12.

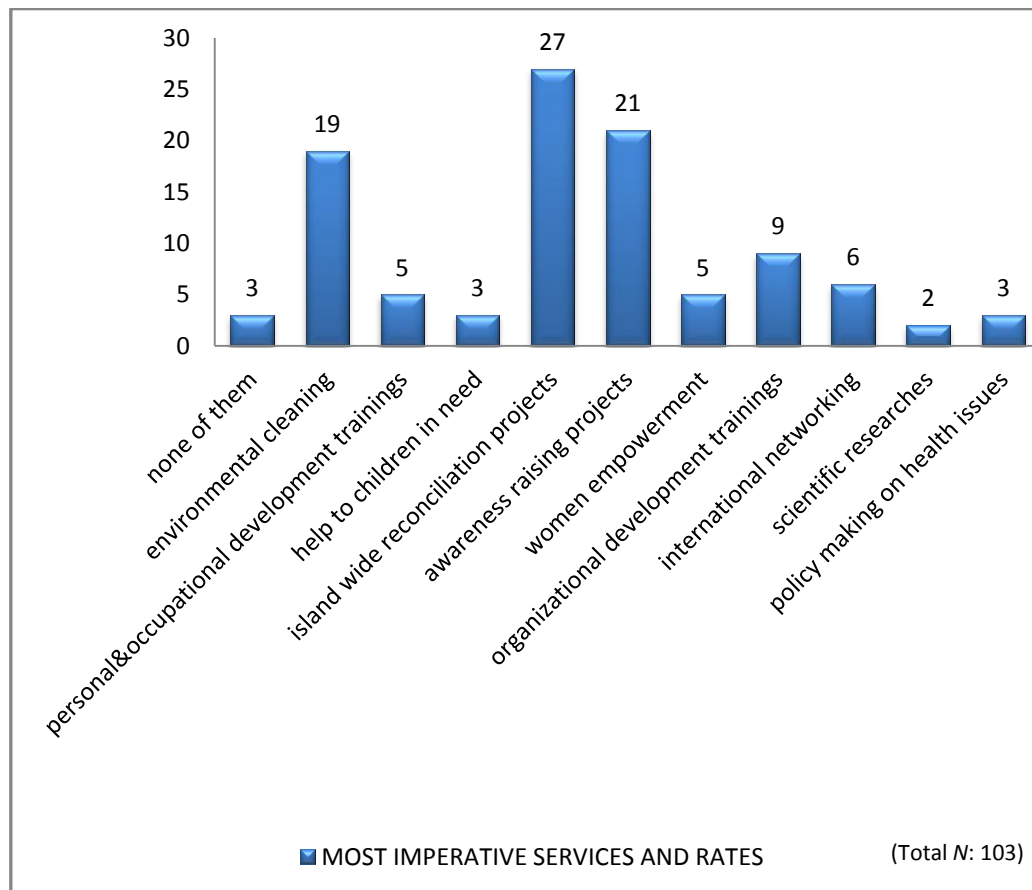


Figure 12. Most imperative and appreciated services

As Figure 12 indicates, respondents mostly find promotion of peace and reconciliation and various activist projects as imperative and worth to appreciate that was provided by NGOs in Northern Cyprus. 'Island wide Societal Reconciliation Projects' (rated by 27 out of the 103 respondents – 26%) and 'Awareness Raising Projects' (rated by 21 out of the 103 respondents – 20%) are identified by the respondents as the most imperative services. This means, Cyprus problem and peace building issues are highly influential on respondents' expectations from NGOs. According to survey results, respondents stressed that NGOs as their representatives and CS supporters are highly responsible in peace building and societal reconciliation process.

On the other hand, these services are followed by Environmental Rehabilitation Projects (rated by 19 of the 103 respondents – 18%) of the NGOs. Most of the respondents appreciated NGOs' environmental rehabilitation and protection activities, projects, protests and awareness as raising activities.

5.2.3.5 Tackling Sustainable Development Issues

The rating question was: "Tackling Sustainable Development Issues such as nutrition, health, peace and reconciliation, environment and food security are the responsibility of all society - NGOs are leading the way in Northern Cyprus".

This question was asked to the respondents to be rated if they agree or disagree. Figure 13 illustrates their perception on this approach.

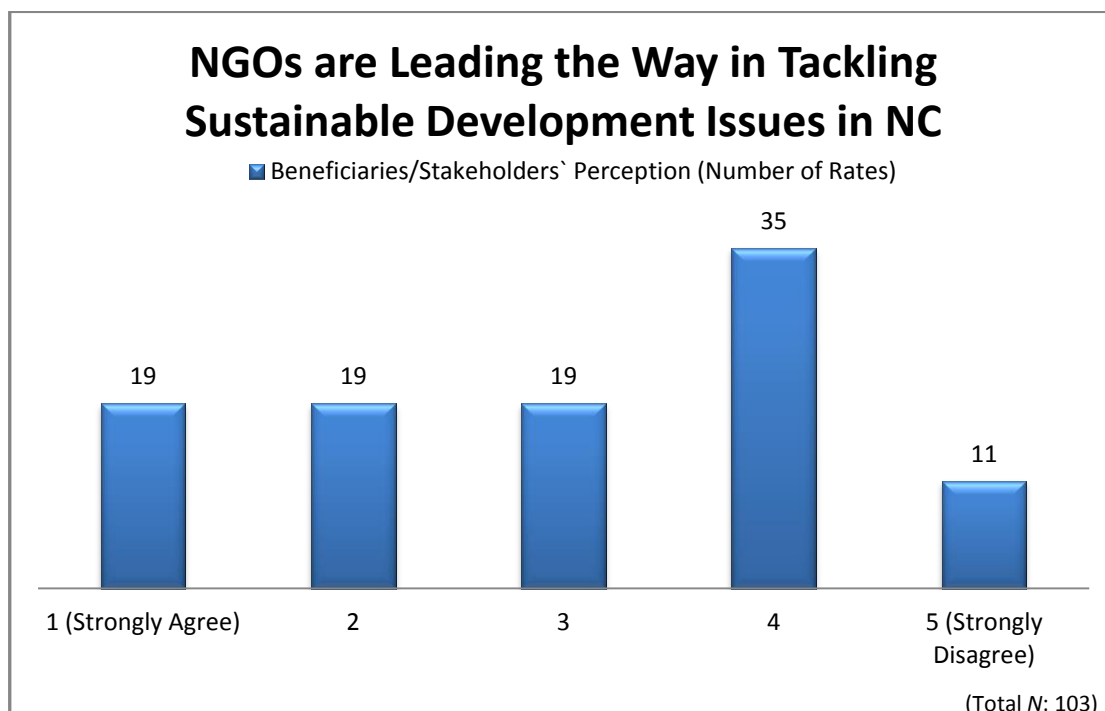


Figure 13. Tackling Sustainable Development Issues and TC NGOs

As Figure 13 indicates, most of the respondents rated the ‘almost disagree’ option (35 of the 103 respondents – 34%), which means there is no certain positive perception on ‘NGOs are leading the way in Northern Cyprus in tackling sustainable development issues’.

5.2.3.6 Priority Issues for Sustainable Development and NGOs

The rating question was: “NGOs in Northern Cyprus are generally focusing on priority issues for sustainable development”.

Figure 14 illustrates the results of rating.

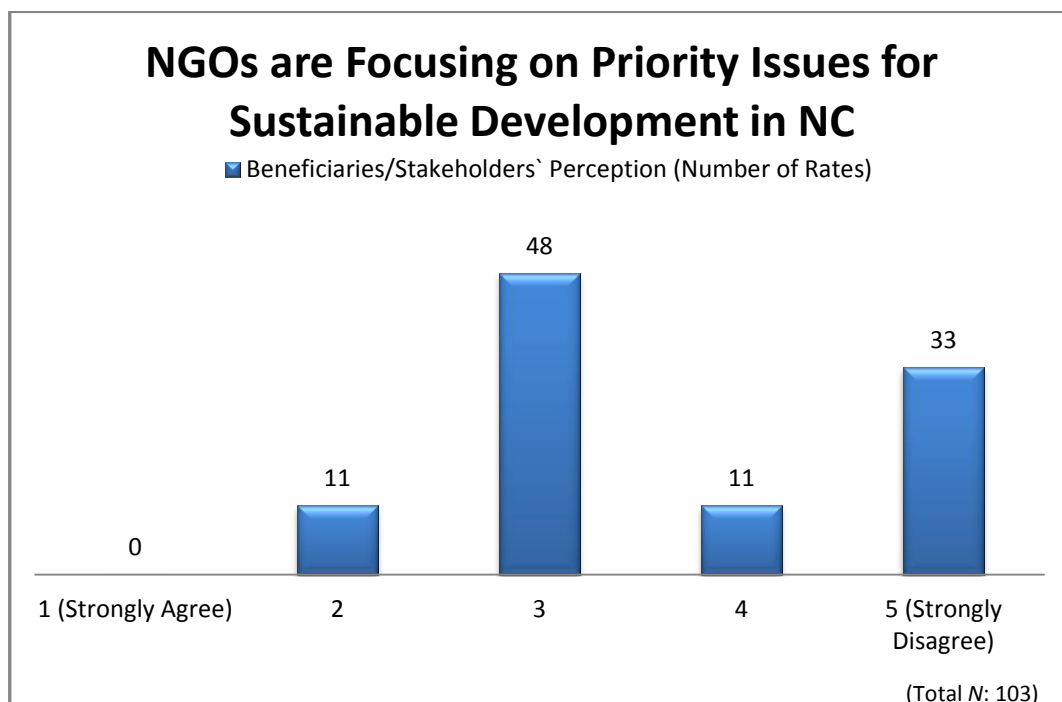


Figure 14. Priority Issues for Sustainable Development and TC NGO

None of the respondent was agree on this statement as Figure 14 indicates. Most of the respondents rated this question as 3 (48 of the 103 respondents – 47%). 33 Out of the 103 respondents (32%) also said that they were `strongly disagree` with the above statement. It might be said that, a considerable number of respondents think that NGOs in Northern Cyprus does not efficiently focus on important sustainable development issues.

5.2.3.7 Priority Issues for Sustainable Development

The ranking question was: “What should be the Priority Issues for Sustainable Development in Northern Cyprus?”

7 Main issues were identified by the researcher according to the literature review on CSV and Northern Cyprus`s needs for sustainable social and economic development, and listed for this question. These identified

issues are the un-met needs of the TCC that can open new areas for innovation and can redefine the productivity question - as they stand at the junction of organizations` and society`s mutual needs and demands, besides enabling local cluster development in rural areas. Porter and Kramer (2011) argue that these mentioned characteristics of the value creating play the most important roles in the CSV processes. In addition to Porter and Kramer`s (2011) CSV approaches, economic embargos and right based restrictions due to the political status quo in Northern Cyprus which discussed in the Social Context chapter initially helped to identify the issues for this. Respondents rated them in order of importance (where 1 = highest and 5 = lowest).

Results for these 7 issues were illustrated and explained below:

i. Food Security/Health and Nutrition in Rural Areas

Figure 15 illustrates the respondents` perception about the importance of Food Security/Health and Nutrition in Rural Areas issues.

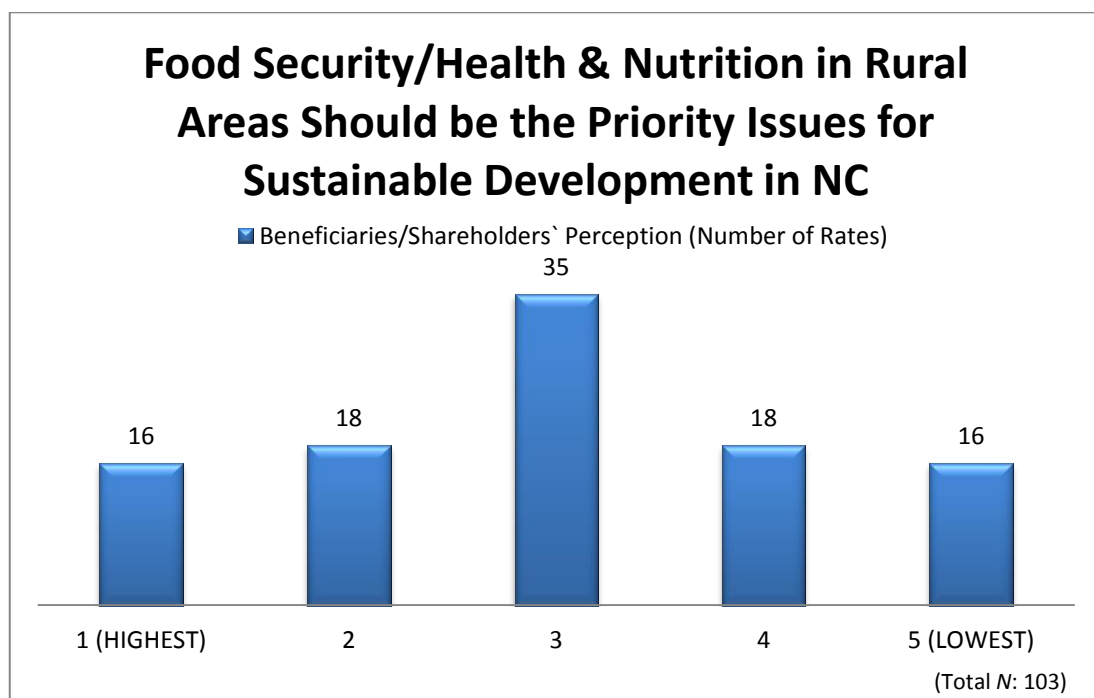


Figure 15. Importance of Food Security/Health and Nutrition in Rural Areas

ii. Climate Change/Environment

Figure 16 illustrates the respondents' perception about the importance of Climate Change/Environment issues.

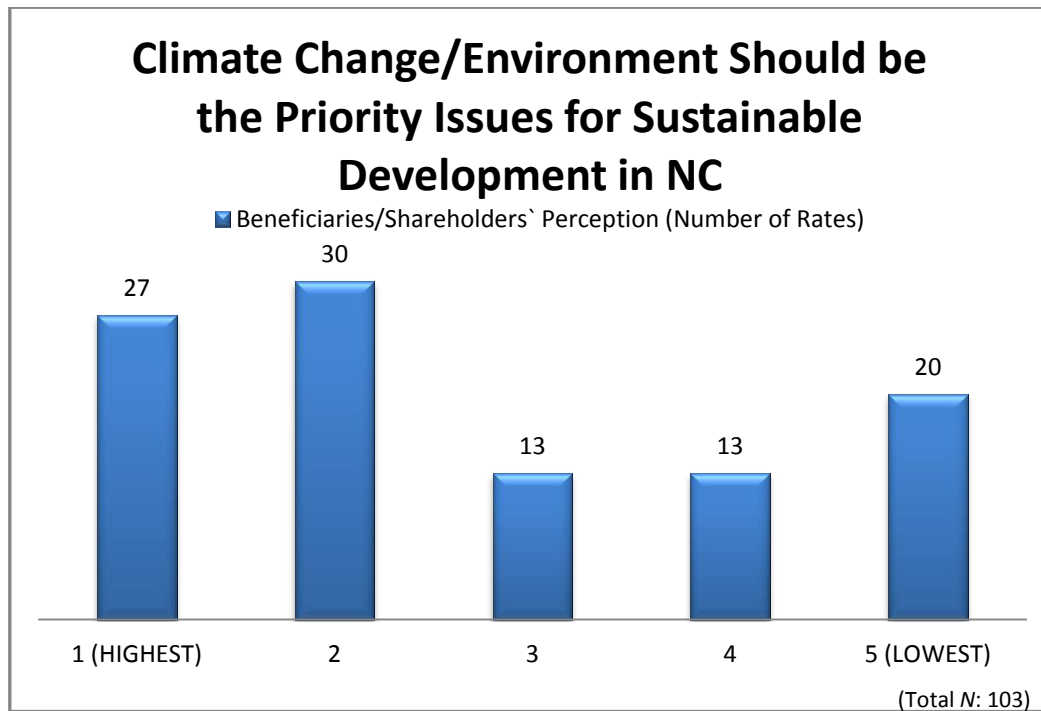


Figure 16. Importance of Climate Change and Environment Issues

iii. Access to Global Markets

Figure 17 illustrates the respondents' perception about the importance of Access to Global Markets issues.

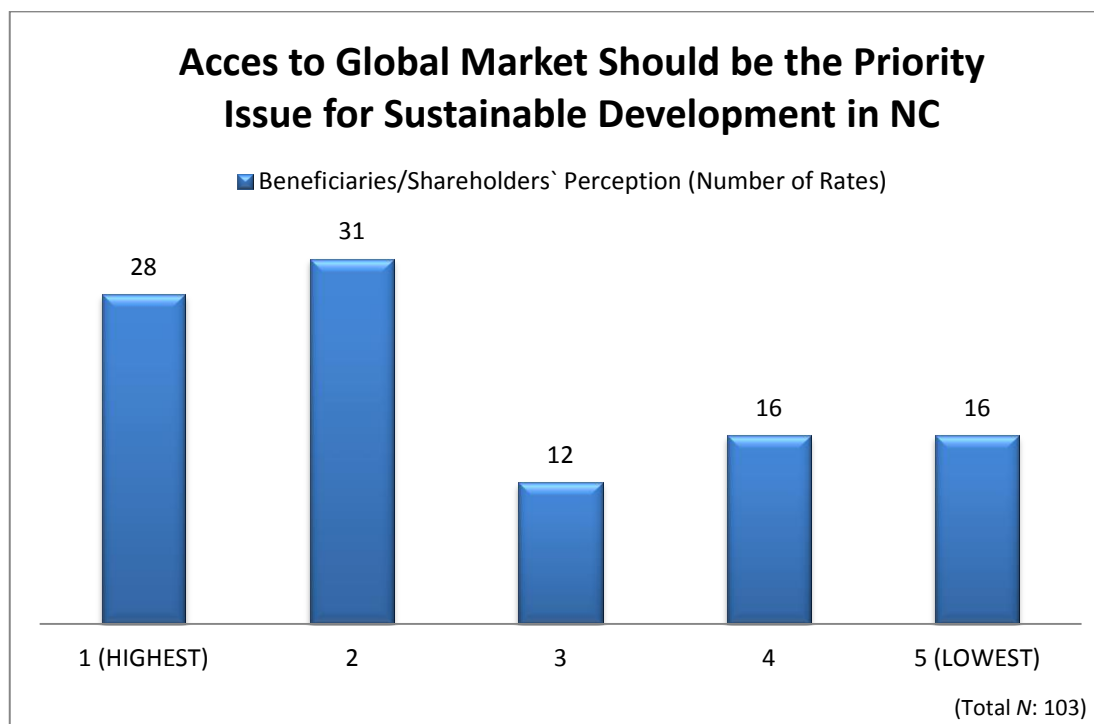


Figure 17. Importance of Access to Global Markets

iv. Rural Infrastructure

Figure 18 illustrates the respondents' perception about the importance of Rural Infrastructure issues.

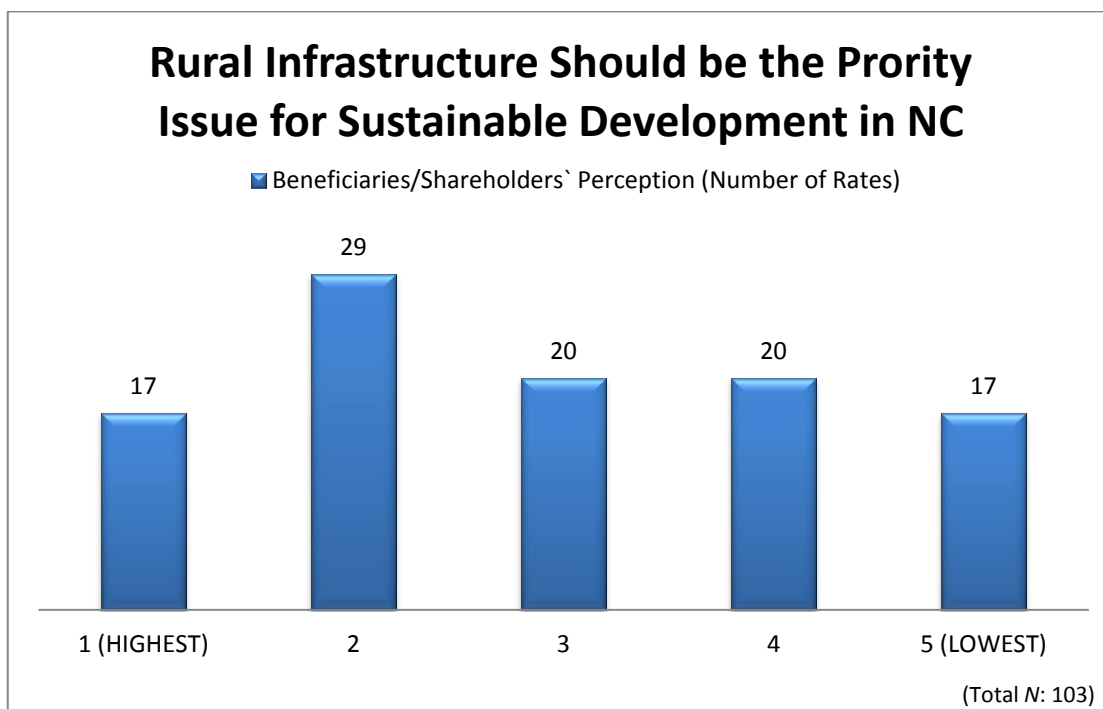


Figure 18. Importance of Rural Infrastructure

v. Educating and Empowering Women

Figure 19 illustrates the respondents` perception about the importance of Educating and Empowering Women issues.

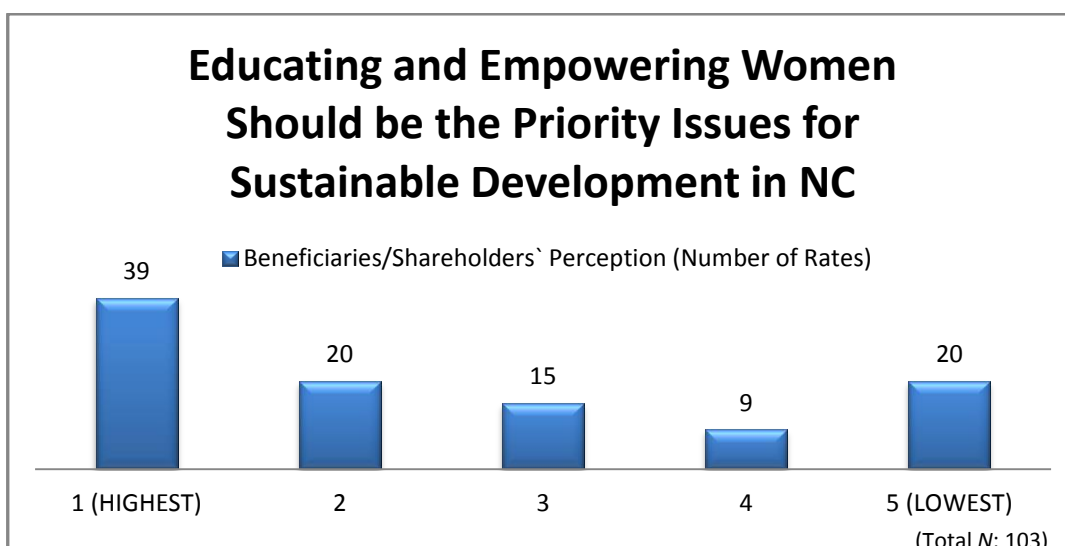


Figure 19. Importance of Educating and Empowering Women

vi. New Farming Technologies/Seeds/Fertilizers

Figure 20 illustrates the respondents' perception about the importance of New Farming Technologies/Seeds/Fertilizers issues.

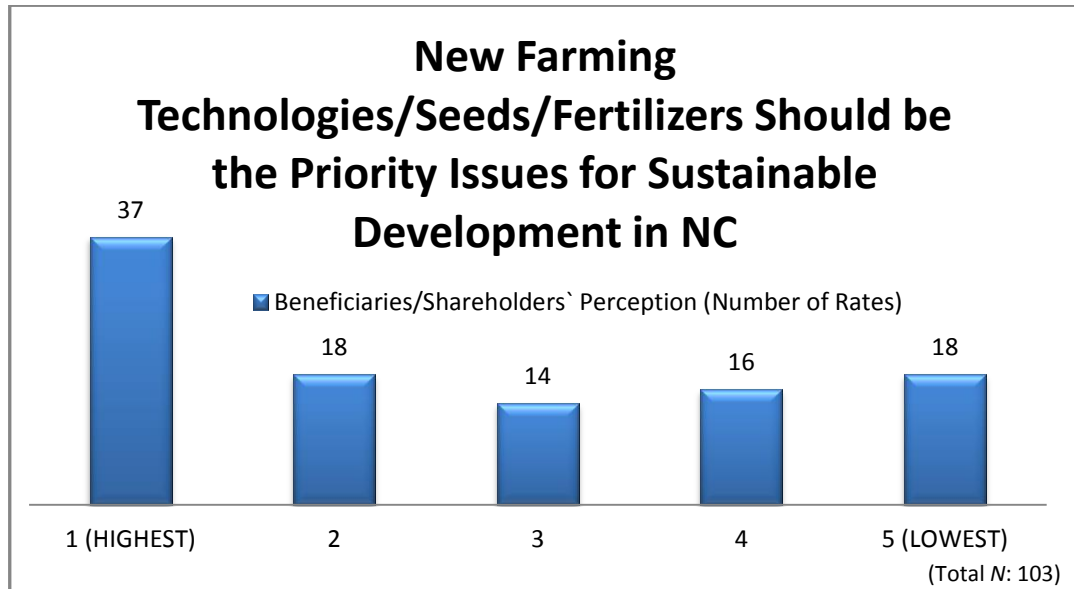


Figure 20. Importance of New Farming Technologies/Seeds/Fertilizers

vii. Peace and Reconciliation

Figure 21 illustrates the respondents' perception about the importance of Peace and Reconciliation issues.

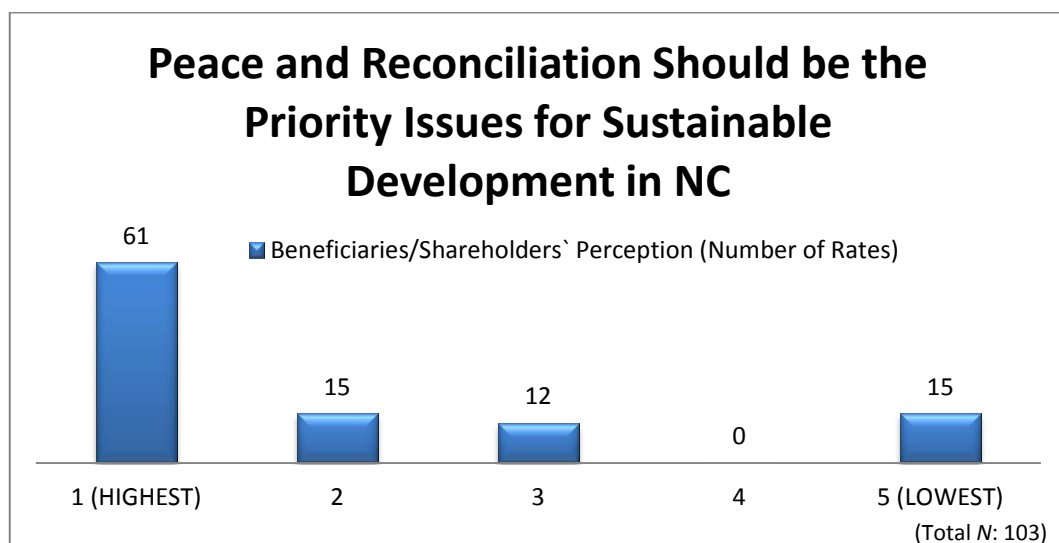


Figure 21. Importance of Peace and Reconciliation Issues

According to the results of these rating questions which were presented above, the most and the least important sustainable development issues are illustrated in Figure 22.

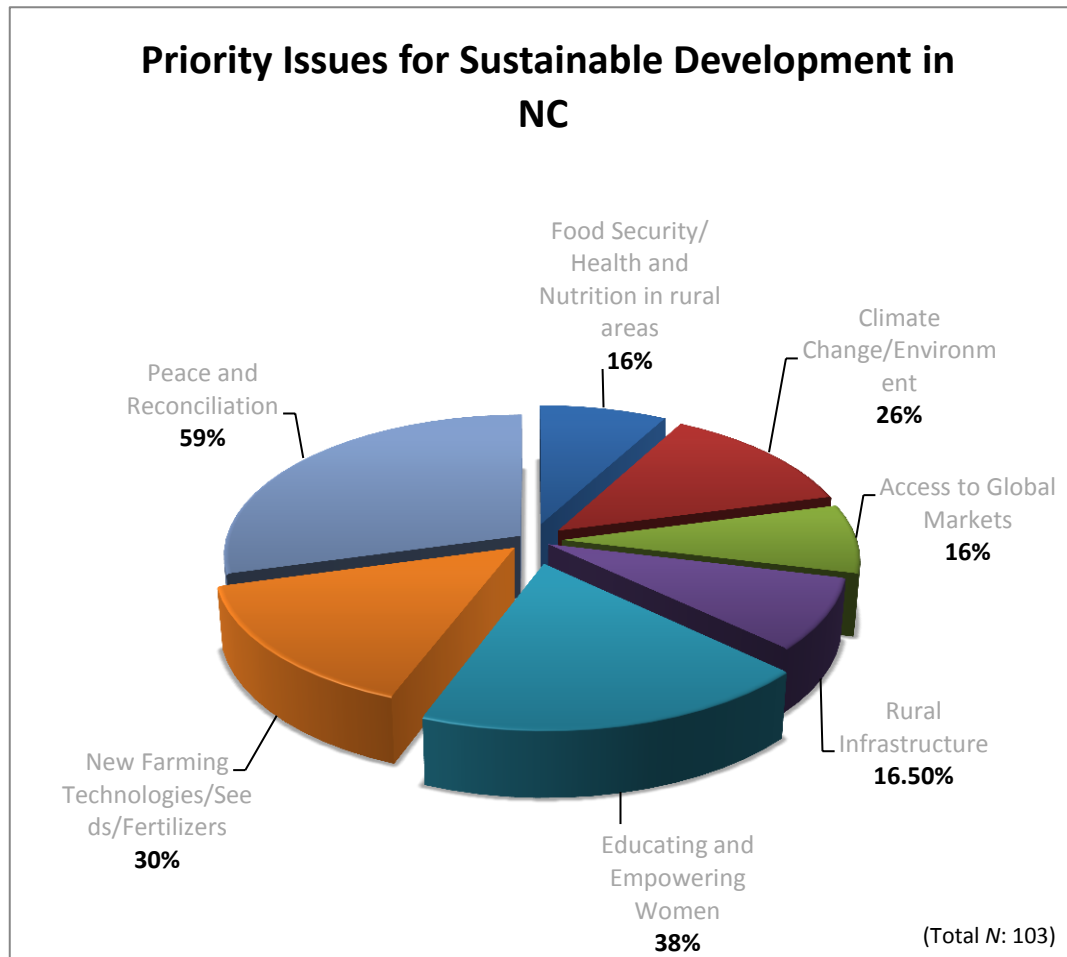


Figure 22. Priority Issues for Sustainable Development in Northern Cyprus

Figure 22 indicates that majority of the respondents find Peace and Reconciliation (rated as `strongly agree` by 61 out of the 103 respondents – 59%) and right based issues (Education and Empowering Women - rated as `strongly agree` by 39 out of the 103 respondents – 38%) as the most important sustainable development issues in Northern Cyprus. On the other hand, a considerable number of respondents mentioned that New Farming Technologies/Seeds/Fertilizers (rated as `strongly agree` by 37 out of the 103 respondents – 36%) should also be priority issues for

sustainable development in Northern Cyprus. The issues about Rural/Infrastructural Development, Access to Global Markets and Food Security in Rural Areas were rated as lower than others.

5.2.3.8 Society` Expectations and Turkish Cypriot NGOs

The rating question was: “Which of the following Turkish Cypriot NGOs better meet your expectations from a NGO?”

10 out of the 10 selected NGOs` names listed and respondents rated them in order of the most and the least (where 1= most and 5= least).

Figure 23 illustrates the results of this question.

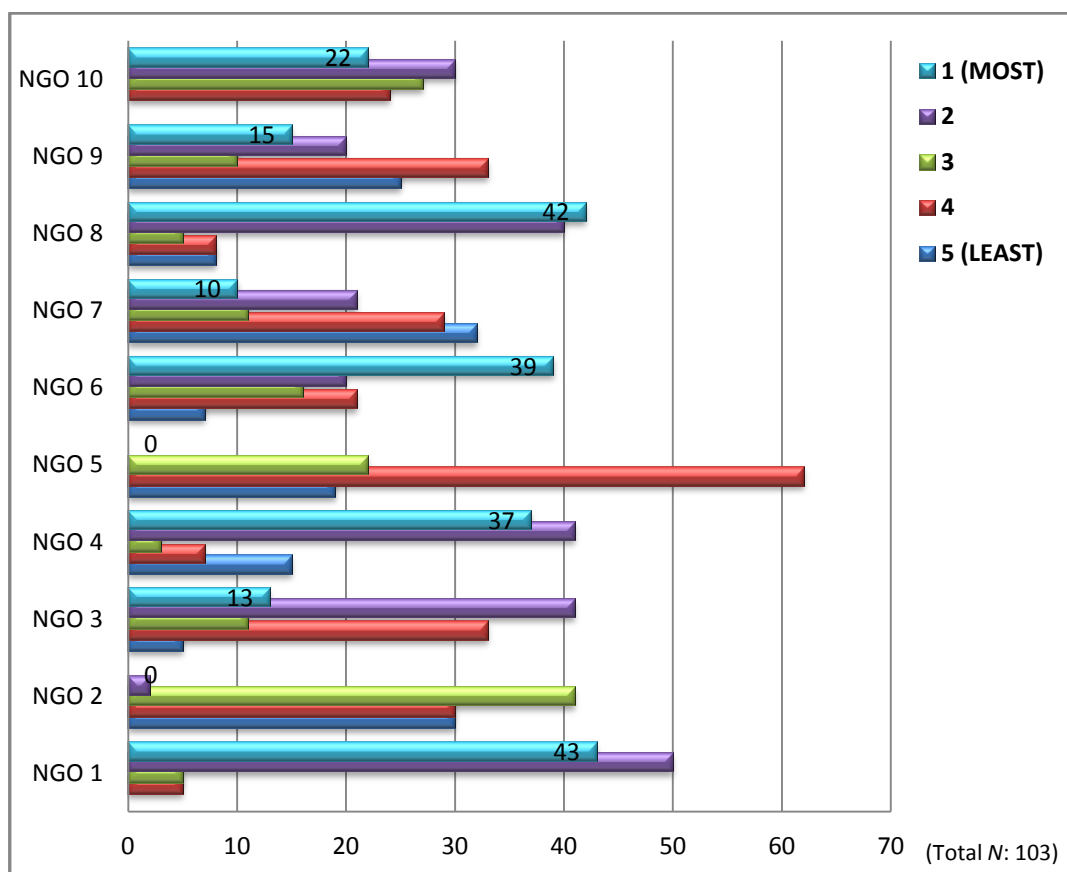


Figure 23. Respondents` Expectations and TC NGOs

Figure 23 indicates that 4 out of the 10 sample NGOs (these are NGO1, NGO4, NGO6 and NGO8) highly meet the expectations of the majority. Also it can be said that, 1 out of the 10 NGOs (NGO10) is in the middle. On the other hand, 5 out of the 10 NGOs (these are NGO2, NGO3, NGO5, NGO7 and NGO9) were rated as considerably low by the respondents (especially NGO2 and NGO5).

Therefore, Figure 23 shows that;

- 42% of respondents mentioned that *NGO1* meets their expectations
- 0% of respondent mentioned that *NGO2* meets their expectations
- 13% of respondents mentioned that *NGO3* meets their expectations
- 36% of respondents mentioned that *NGO4* meets their expectations
- 0% of respondent mentioned that *NGO5* meets their expectations
- 38% of respondents mentioned that *NGO6* meets their expectations
- 10% of respondents mentioned that *NGO7* meets their expectations
- 41% of respondents mentioned that *NGO8* meets their expectations
- 14.5% of respondents mentioned that *NGO9* meets their expectations
- 21% of respondents mentioned that *NGO10* meets their expectations

As stated previously in this chapter, the highest rated 4 NGOs operate mainly as advocacy based but 3 out of them also maintaining some operational activities as well. As the highest rated organization of this question, NGO1 operate as both advocacy and operational based. Moreover, it provides management and development services (such as training, consultancy, and research) to organizations in non-profit, private and public sectors. Capacity building, peace building and reconciliation are its some main activities.

NGO8 as the second highest rated NGO is a charity based organization which helps to children in need. As the third highest rated organization NGO6 is a research and development based advocacy and operational organization, mainly focuses on the issues of peace education and reconciliation. Besides, NGO4 is a rights based policy making NGO and operates as both operational and advocacy based on human rights and individual and communal rights of the TCs. Majority of these highest rated NGOs operate as both advocacy and operation NGO.

Also, majority of these above mentioned highest rated 4 NGOs are mainly working on peace building and reconciliation issues which were rated by the survey respondents as prior issues for sustainable development in Northern Cyprus (See Figure 22).

On the other hand, the lowest rated NGO in the Figure 23 (NGO5) operates mainly as an operational NGO and targets to encourage and support the use of renewable energy sources and environmental issues. This NGO is the youngest NGO in the sample.

The NGO2, as the second lowest rated NGO, operates as both advocacy and operational. This NGO is the oldest NGO in the sample. The main objective of this organization is to create platforms and training sessions and support capacity building of Cypriot managers. This NGO also supports the peace building and reconciliation activities. On the other hand, NGO3 and NGO7 are advocacy women organizations mainly work in the field of community development, and NGO9 is an environment research and protection based advocacy and operational NGO.

Although the Climate Change and Environmental Protection were highly rated by the respondents in the previous question as one of the main issues for sustainable development in Northern Cyprus (See Figure 22), two of the sample NGOs (NGO5 and NGO9), which directly work on these

issues, are far from to meet the expectations of the respondents. NGO3 and NGO7 also operate in these mentioned areas that were rated by the respondents as one of the main issues for sustainable development.

To sum up, 4 (40%) out of the sample 10 NGOs are meet the expectations of the respondents in some level, and they operate in the areas that was rated by the respondents are the most important issues for sustainable development in Northern Cyprus (See Figure 22). These areas include peace building, right based awareness raising, research and development and consultancy.

On the other hand, 5 (50%) out of the sample 10 NGOs do not meet the expectations according to the survey results. Although 2 of these NGOs operate in women empowerment within the scope of the right based awareness raising (second highest rated issue for sustainable development), 2 of them operate in environmental rehabilitation (forth highest rated issue for sustainable development) and 1 of them operates in the area of capacity building.

These aforementioned highest and lowest (as ordered) rated NGOs` DLOQ survey scores are illustrated in Table 23 in order to make comparison.

		LO SCORE (mean)			
HIGHEST RATED NGOs	NGO1(highest)	4.63	3.52	NGO5(lowest)	LOWEST RATED NGOs
	NGO4	4.37	3.91	NGO2	
	NGO8	4.20	3.27	NGO7	
	NGO6	3.95	4.19	NGO9	

Table 23. Comparison between LO score averages of highest rated and lowest rated NGOs

From the table above it can be seen that except NGO6, all highest rated NGOs' LO score averages are generally higher than lowest rated NGOs' LO score averages. However, the fourth lowest rated NGO's (NGO9) LO scores are considerably high.

On the other hand, there is a significant difference between the highest rated NGO's (NGO1) LO score average and the lowest rated NGO's (NGO5) LO score average. NGO1 also received the second highest scores from the DLOQ survey (See Table 22) (The highest DLOQ scores received by the NGO10 which received middle rates from the beneficiary survey). Therefore it can be said that there is a casual relationship (randomly-determined) between LO scores and to be a NGO that meets the expectations of the society.

Although NGO6' LO level is lower than other highest rated 3 NGOs, it highly meets the expectation of the society. Besides, although NGO9' LO level is higher than the other lower rated NGOs, it does not meet the expectations of the society.

The NGO7 (lowest DLOQ survey score) and NGO10's (highest DLOQ survey score) level of correspond to the expectations is in the middle (not high or not low) (See Figure 23). Therefore, it can be said that they meet the expectations of the society mainly because they operate in the areas which identified by the respondents as one of the most important sustainable development issues for Northern Cyprus (Peace, Reconciliation and Social Support) (See Figure 22). However, findings indicate that NGO7 needs to improve its OL processes, and NGO10 needs to improve its relationship with the beneficiaries and its strategies for environmental adaptation.

CHAPTER 6.

6. SUMMARY OF THE FINDINGS AND DISCUSSIONS

“The aim of argument, or of discussion, should not be victory,
but progress.”

(Joseph Joubert, 1754-1824)

Within the scope of the overall and sub-research questions of this study and its main objective, three sub-objectives were identified in order to create a clear way of understanding for the main research aim as discussed previously.

Based on main objectives, sub-objectives and questions varied as follows:

- i. To develop an understanding on NGOs in the social context.

Following question was attempted to be answered in order to reach the sub-objective above:

- What are the characteristic features and social context of the process through which they operate?

Another sub-objective of this study was:

- ii. Explore to what extent NGOs use individual and organizational learning to guide the organization's practice in Northern Cyprus.

Following questions were tried to be answered in order to reach above sub-objective:

- Do they have clear shared vision?
- What is the role of leadership?
- Do they create opportunities for learning?
- Do they perform KM applications?
- What are the similarities between the LOs?

Further objective of the study was:

- iii. Explore to what extent NGOs have an image that they create shared value for community development in Northern Cyprus.

Following questions were tried to be answered in order to reach this sub-objective:

- What is their featured role as catalyst to political, economic and civil development?
- To what extent TC NGOs contribute to the sustainable development of society?
- What are their perceived images by the society?
- Are they addressing societal problems?
- Is there any relevance between the organizations that are carrying the most LO features and the organizations which are perceived as CSV organization?

Literature Review provided the necessary theoretical background for the research in order to create a deeper understanding about the concepts related with the OL, LOs, NGOs and CSV. Various perspectives were elaborated and criticized through the literature review. In addition to the literature review about the theoretical underpinnings; the Social Context chapter of this research basically highlighted the fact that OL has been developed in response to the local context of Northern Cyprus and formed according to social context. Britton (2005) claims that, OL in NGOs evolves with the context of the environment. It is clear that, in Northern Cyprus, social and historical contexts are highly influential on NGOs.

On the other hand, the empirical study explored (i) to what extend NGOs carrying the seven dimensions (action imperatives) of LO, and (ii) besides

if there is a relationship between to carrying LO features and being perceived by the society as efficient and effective organization.

As argued by Garvin (1993), the LO should be meaningful, manageable and measurable. Although many definitions have attempted to capture the essence of the LO as discussed in the literature review, it remains difficult to move from theory to reality without effective measurement (Kerka, 1995; Jamali et al., 2009). Hence, measurement is important to offer guidance to Directors and Managers in their efforts at diagnosing their organizations and providing a concrete framework for action (Garvin, 1993). This study attempted to take a preliminary step in the way of more systematic measurement at NGOs, using the DLOQ as developed by Watkins and Marsick (1997). Analysis of the DLOQ results allowed comparison of the results obtained by international surveys and comparison of the each sample NGO.

Therefore, the initial aim of this research was to investigate the characteristics of a LO in NGOs which operate in a developing community context. The findings seek to evaluate NGOs as a LO and to investigate which of the LO's potentials they might have using the opinions and perceptions expressed by the employees via DLOQ and Executive Directors' approaches via semi-structured interviews. Whether being a LO gives them an advantage to support societal development by CSV was investigated by using the beneficiaries survey.

6.1 Understanding Turkish Cypriot NGOs in Social Context

6.1.1 Findings and Discussion

Social context was elaborated within the framework of the question below:

- “What are the characteristic features and social context of the process through which Turkish Cypriot NGOs operate?”

Through the literature review, it was found that CSOs in Northern Cyprus experienced some rigid transformation processes especially in last 5 decades. Currently there is a communal and geographical division on the Island and because of the embargoes due to the political status quo and economic dependency on the guarantor country, TCC's economic and social development processes slowed down. On the other hand, despite the necessity of CSOs' involvement into the development process, survey results indicate that policy making and lobbying impacts of the NGOs have remained low although Federations, Unions and Right Based NGOs are the main characteristics of last several decades (CIVICUS Report for Cyprus, 2010).

Especially, after the critical Post Annan Plan period -where this research initially seeks to explore- international support and grant opportunities for CSOs have significantly been increased. It is found through the literature review that in this period, CSOs in Northern Cyprus showed tendency to make 'the division of the communities' as the top problem of their agendas due to the possibility of re-unification of the two communities which can change the economic and social status quo of the TCC.

Although the restricted law of associations is still challenging the NGOs' independency from the government, CIVICUS (2010) report indicates that considerable CSOs' capacity development efforts, especially in the level of organisation and institutionalisation, were implemented in Post Annan Plan period (it can be seen when 2010 report compared with the 2005 report).

Hence, the present social context of Northern Cyprus created an atmosphere for TC NGOs where they need to show more effort on creating sustainable reconciliation, sustainable social empowerment and effective networking among the two divided communities rather than to show more effort on other sustainable development issues such as rural

infrastructure and environmental development. Since the 2009 Eurobarometer Survey showed economic issues (i.e. the economic situation and unemployment) to be the top priority concern of the TCC, social development, societal reconciliation and empowerment activities are primarily a great concern of the TC NGOs.

Increasing peace constructions and reconciliation efforts of the NGOs are followed by the empowerment of the various social groups (right based). On the other hand, in order to have economic sustainability, sustainability of the organizational development is also imperative and NGOs` activities are currently starting to highlight organizational capacity building issues.

Therefore, the main visionary and missionary characteristic of NGOs in the present social context is identified by the author as advocacy based development. Capacity building, peace building, societal reconciliation and empowerment of social groups are their main activities in the current social context of Northern Cyprus followed by sustainable economic development through organizational development and environmental issues.

Due to the dominant political conflict, Cyprus `problem` is of vital importance for TCC and society`s perception initially associates peace and reconciliation issues with sustainable development of Northern Cyprus, as beneficiaries survey results indicate. Literature also indicates that Cyprus conflict as `Cyprus problem` is considered by the society as more important than the economic issues of the community.

Typically in rural areas majority of the land is devoted to agriculture. However, the concept `rural` is not perceived as expected in TCC. In Northern Cyprus, due to the small size of the population and the smallness of the quantitative measure of the country, boundary between `rural` and `urban` is not strong. Relatively it is observed through the survey that,

relationship with the societal sustainable development and rural development concepts are not strong in the respondents mind. They associate societal empowerment and reconciliation with sustainable development rather than rural development. Therefore, it was challenging to generalize CSV concept in Northern Cyprus. The relationship between shared value and is different in TC context. According to the majority of beneficiary survey respondents, for sustainable development of Northern Cyprus, they initially want to solve societal reconciliation problems rather (social factors) that to improve rural infrastructure, rural development or environmental issues.

One of the respondents of beneficiaries' survey noted:

"I think bi-communal activities are very impressive, especially when these activities show common culture on the island. I think this way because I believe we can live together on the same island with Greek Cypriots. These bi-communal activities show us that we were one once so why not now!?"

(Anonymous Survey Respondent, 2011)

6.2 Individual and Organizational Learning and Organization's Practice

6.2.1 Findings and Discussion

Relevant research questions for this sub-objective were identified and answered as below:

- "What is the role of *leadership*?" and "Do they have clear *shared vision*?"

It is very crucial to understand the leadership role in a LO. Various authors (Senge, 1990; Senge et al., 1994; Wheatley, 1994; Watkins and Marsick, 1997) agree that leaders in organizations must frequently perform roles

involving both transformational and transactional leadership as discussed in the literature review of this research.

According to the interview results, in general all Executive Directors are highly aware of their transformational and transactional leadership roles. Moreover, they are partly practising their leaderships in both ways. However, although they are generally thinking in a more transformation leadership approach, majority of them are managing their organizations with transactional leadership approaches. The directors are highly task, work schedules, action plan and job description oriented and there are routine and structured meeting sessions which they mainly use to reach out to their employees. Meeting sessions and one-to-one discussions creates an atmosphere for direct verbal communication among the employees and between employees and the Executive Directors. This means, Executive Directors have both transactional and transformational leadership perceptions in theory as interview results indicate; however majority of them lack ability to apply transformational leadership approaches in practice. There can be various reasons for this. For instance, to be a more transactional leader requires having more tangible organizational-operational systems in order to coordinate, follow and evaluate the employees and to organize fair and motivating feedback and reward systems. Therefore, the most important reason to be a more transformational leader might be the budget related impossibilities due to the NGOs` not for profit nature.

In the DLOQ, “Strategic Leadership for Learning” (score average of NGOs in general is 4.36), and “Empowering People Toward a Collective Vision” (score average of NGOs in general is 4.37) dimensions are directly relevant with this sub-objective. “Empowering People Toward a Collective Vision” is the second highest rated dimension in general besides this dimension received much higher scores form TC NGO than the international scores. “Strategic Leadership for Learning” is the third

highest in general and this dimension received almost similar scores with the international scores. Strategic leadership for learning moderates people variables and systems variables in the organization as Marsick and Watkins (2003) argue.

Therefore it might be said that majority of the employees appreciate their Executive Director's strategic leadership approaches and their motivating and inspirational roles on learning and employees' personal growth. Likewise, respondents strongly believe that their organization encourage them to take responsibility and initiative, moreover majority of them are satisfied about their level of involvement in the organization's shared vision building. Interview results also indicate that Executive Directors have proper approaches about how to involve employees in the process of creating organization's shared vision.

➤ “Do Turkish Cypriot NGOs create opportunities for *learning*?”

First of all, they are very small organizations in a small society; the number of employees is between 3 and 27. This organizational characteristic provides a constructive atmosphere for a flatter structure where it is easier to create closer communication within. Therefore, naturally flatter structures of the TC NGOs give opportunity to the Executive Directors to easily communicate with their employees and improve their leadership skills especially in a more transactional perspective, although operational systems are not efficient.

However in contrary, “Provide Continuous Learning Opportunities” (score average of NGOs in general is 3.58) dimension received the lowest scores from the respondents in general. This result indicates organizations' inability to use money and other resources to support employees' learning. Rewarding issues are covered by this dimension of DLOQ. This dimension also received much lower scores than the international

associations` DLOQ scores. It might be said that, although strategic leadership for learning (which is the highest scored stage in the DLOQ) moderates people variables in the organization -as Marsick and Watkins (2003) argue-, without transformational approaches it is difficult to provide continuous learning opportunities.

Consequently, specifically the role of visionary transformational leadership can also be criticized according to the result of this dimension` items which are related with organization`s learning opportunities. The result of the items indicates that resources and money are not used constantly and effectively in order to create continuous learning opportunities for employees. For instance, CIVICUS (2010) reports indicates that although the majority of CSOs have publicly available policies on labour standards, 40% provide training on labour rights to their new staff, and only 35% have written policies on equal opportunity or `equal pay for equal work` for women.

On the other hand, according to interview results, a considerable number of Executive Directors state that they use capable systems to evaluate the employee performance, encourage for learning and implementing performance management. However, DLOQ results indicate that these efforts are not enough for the majority of the employees.

➤ “Do they perform effective *KM*?”

According to the interview results, transparent communication is of vital importance for Executive Directors. However, although there are strong interpersonal communication atmospheres in the NGOs between Executive Directors and employees, similar with the small family businesses, learning atmosphere and learning connections among employees are not efficient according to the DLOQ results. Therefore, it might be said that some operational-practical systems should be

developed in order to share knowledge and information because knowledge dissemination – as an important process for a LO- results from internal learning connections. Jemali et al. (2009) highlight that effective communication is in turn essential for meaningful interaction and healthy collaboration.

As discussed in the literature review of this research, the combination of actions, reactions, skills, communication and dialoguing of everyday experiences becomes a contribution to the overall learning experience and the knowledge base of the organization. Thus, various authors (Senge, 1990; Senge et al., 1994; Marsick and Watkins, 2003) promote the idea of LO as a way of capitalizing on the knowledge and skills of all members of an organization.

As discussed before, McHargue (2003) found out that system to capture learning, which identified by Watkins and Marsick as an embedded system, established the strongest relationship with knowledge performance in the organizations. Therefore, “Create Systems to Capture and Share Knowledge” (Embedded Systems) (score average of NGOs in general is 3.71) dimension highlights the way of understanding of KM practices of the organization. However, this dimension is the second lowest rated dimension in general, right before the “Provide Continuous Learning Opportunities” dimension; hence it might be said that there is a relationship between continuous learning opportunities in the organizations and effective KM. However, it should be kept in mind that, although this dimension received low scores from TC NGO staff, it also received much higher scores than the international averages. This means not-for profit small organizations are dealing with similar problems about the KM systems. Nevertheless, the reason for low scores of this dimension is worth to investigate; because the key process that supports exploitation of institutionalized information and learning in the organization is KM.

Marsick and Watkins (2003, p. 140) say, “A learning organization is one that has embedded the capacity to adapt or to respond quickly and in novel ways while working to remove barriers to learning”. In order to institutionalize learning, a transferable mechanism has to be established through which the information and knowledge derived from evaluative activities is transferred into the organization so that systematic learning can be achieved.

Moreover, Marsick and Watkins (2003) clearly claim that “Embedded Systems” is considered as the most important action imperative for their model. Authors (2003, p. 140) argue that “the only direct predictor of knowledge performance is whether the organization has created systems to capture and share knowledge”. This model especially supports Senge’s (1990) argument about the fifth discipline—systems thinking. ‘System thinking’ is defined by Marsick and Watkins (2003, p. 140) as: “making systemic connections and creating embedded systems to capture and share knowledge—is the glue that makes the other disciplines work”.

According to the embedded systems related items` results, availability of the effective performance management systems are problematic in TC NGOs. However, two way communication and organization’s ability to provide needed information at any time quickly and easily were rated considerably high by the staff. This means, organizations` technology based information sharing system usage is effective. Web-site analyses also indicate that the majority of the NGOs are using effective web-sites and intranets for internal communication; moreover some of them have really high standards in terms of technologically richness and availability. This means, according to the DLOQ survey results, systems for communication and information sharing could be considered as effective however, systems that are related to the capture information and create organizational knowledge for employee use and the systems that are

related to the employee performance and evaluation are ineffective among the sample NGOs.

According to Marsick and Watkins (2003) the absence of an up-to-date data base for employee skills is a missed opportunity for acquiring information in the organization. Interpreting information and applying information are also reflections of this dimension (Embedded Systems). Especially, the item about sharing the `results` (lessons learned) for others to learn or to use as data for continued learning received considerably low scores from the majority.

To sum up, the role of sufficient technological resources on institutionalized learning and KM is of vital importance. Therefore, it might be said TC NGOs are partly performing KM. As mentioned before, Marsick and Watkins (2003) argue strategic leadership for learning moderates systems variables in the organization; however -again- without transformational and without more practical solutions, it is difficult to moderate systems to capture and share organizational knowledge.

➤ “What are their similarities between the LOs?”

In the literature review of this research, LOs` imperative principles were grounded in 6 integrated foundations: (i) Breaking and Building Mental Models Through KM, (ii) Effective Communication and Information Systems, (iii) Strategic Leadership and Shared Vision, (iv) Learning Culture and Personal Mastery, (v) Team Learning Through Dialogue and (vi) Systems Thinking and Learning Organizations as Open Systems. Senge`s (1990) LO approaches and Watkins and Marsick`s (1996, 1997) integrated DLOQ helped to identify these principles in the TC NGOs and interview results supported the findings.

(i) *Breaking and Building Mental Models* as a part of effective KM is related with making learning models of people and making organizational knowledge visible, discussible and tangible as discussed in the literature review. Such shared understanding supports learning in the organization. Cognitive scientists describe mental model as the ideas, norms, values and goals in the minds of people. Therefore, it might be said that, before making OL tangible with effective KM systems, learning should be discussed at individual and collective (team) levels and should be accepted collectively.

In the DLOQ, “Promote Inquire and Dialogue” (score average of NGOs in general is 4.19) dimension includes important indicators for this learning behaviour in the organization. However, this action imperative received lower scores from TC NGOs than the international scores in general (4.19-4.35). Only 3 out of the 10 organizations’ score averages of all DLOQ items are 4 or higher than 4 and, 3 out of the 10 organizations gave considerably low scores to items 8, 9, 11 and 13 (averages are 3 or lower than 3). These items are related to giving open and honest feedback to each other (item 8), listening to others’ views before expressing idea (item 9) and spending time building trust with each other (item 13).

Especially item 13, which is about trust, received lowest score from the majority. On the other hand items 10 and 12 received 4 or higher scores from all NGOs. These items are “In my organization, people are encouraged to ask why regardless of rank” (item 10) and “In my organization, people treat each other with respect” (item 12).

To sum up, “Promotion of Inquiry and Dialogue” results are evident to employees in terms of treating each other with respect and listening to each other’s views. It is about the creating environment where employees feel “safe” in expressing their views and discuss other views. The encouragement to ask “why” regardless of rank helps provide a

contributive environment for dialogue, inquiry and shared understanding. Although, employees feel free to express their opinions regardless of their positions and disrespectful feedback, there are some issues about the trust among them. It might be said that, such an environment makes it difficult to break mental models and create new ones as shared and accepted.

In terms of (ii) *Effective Communication and Information Systems*, as discussed previously, in despite of budget related impossibilities, TC NGOs are effectively using ICT for internal communication. However, systems that related with the capture information and create organizational knowledge for employee use and the systems that related with the employee performance and evaluation need to be improved according to the DLOQ results since the relevance items in the “Embedded Systems” dimension received lower scores than the other items.

In terms of (iii) *Strategic Leadership and Shared Vision*, TC NGO presents a high profile. Conscious approaches were observed during the interviews as discussed previously and results of the survey supported the properness of the implementation of Executive Directors` approaches.

In terms of (iv) *Learning Culture*, various levels require to be covered, such as; individual cultures, individual learning, cross-functional learning, operational-organisational learning, strategic organisational learning as strategic internal drivers in order to build a continuous learning culture in the organization as discussed in the literature review. Learning culture is a culture that encourages continuous learning with its all aspects; provides continuous learning opportunities through open communication and dialogue. Therefore, it might be said that, “Provide Continuous Learning Opportunities” and “Promote Inquire and Dialogue” dimensions are directly related with organization`s learning culture.

However, according to the DLOQ results, these dimensions are 2 of the 3 most problematic dimensions as discussed before in this section. On this basis, it might be said that, problems on the Individual and Team Level Learning Behaviours of the TC NGOs build barriers to their LO applications although they represent strong LO features on the Organizational Level Learning Behaviour.

Healy (2005) claims LO with an adopted learning culture encourage personal mastery, thus learning culture results in personal mastery in organization. Personal mastery lives in a continual learning and growth mode as Senge (1990) claims, and in turn might bring competency and specialists to organization. Therefore personal mastery associates with personal growth. As discussed in the literature review, employees with high levels of personal mastery are more committed, take more initiative and they have a deeper sense of responsibility for their work (Senge, 1990). However, as previously discussed, the level of investment on personal growth among the TC NGOs is considerably low according to the DLOQ and interview results.

In order to create a Learning Culture, learning should be a part of their daily routine in the organization. As it can be said from the hierarchy model of Maslow (cited in Hellriegel and Slocum, 2004), continuous growth through learning means to satisfy self-actualization needs. Therefore, it might be concluded that TC NGOs are not yet able to satisfy the learning needs or the self-actualization needs (as derived from Maslow's Hierarchy of Needs) of their employees.

In terms of (vi) *Team Learning Through Dialogue*, it can be seen that relevant "Encourage Collaboration and Team Learning" (score average of NGOs in general is 4.09) stage received lower scores than the international scores.

Interview results indicate that team meetings are commonly used as a forum for sharing problems and solutions to projects. It is an effective forum to share knowledge. These meetings offer an opportunity for informal learning and exchange of understanding and ideas. However the perception still seems to be low regarding rewards for team performances and organizational performance. Especially item 18's (In my organization, teams/groups are rewarded for their achievements as a team/group) score averages are 3 or lower in general (9 of the 10 NGOs). Besides, item 19 received lower scores at this stage. 3 of the 10 organizations gave 3 or lower in average to this dimension` items. Item 19 is "In my organization, teams/groups are confident that the organization will act on their recommendations". However, in a LO, individuals and groups organize their work a way to share knowledge and skills that they perform on a daily basis in the organization.

(vii) *System Thinking* shows how each part of the organization interacts with the rest and how organization fits into the larger system of which it is a part (Kofman and Senge, 1994, p. 27). In the organizational theory perspective, the characteristics of open systems are in relation to and in interaction with the environment as well as the ability to scan and discover changes in that environment. Thus, their ability to learn from the environment represents organizations open system approach.

Through the open systems perspective, the results of "System Connection" dimension might help to criticise organization if it adopts open system thinking by connecting itself to its internal and external environment. Moreover, organization's level of corresponding the expectations of the society might provide evidence to its ability to scan environment, learn from it and adapt itself to environment`s needs and demands. On the other hand, to evaluate the level of system thinking in the organization in a wider perspective might be possible through the observation of the balance between the score of the items.

According to the DLOQ survey results, items in the “System Connection” stage received higher scores. This stage also received much higher scores in general than the international surveys. Majority of the respondents gave 4 or higher in average to all items in this stage. Especially, items 33 (My organization encourages people to think from a global perspective), 35 (My organization considers the impact of decisions on employee morale), 36 (My organization works together with the outside community to meet mutual needs) and 37 (My organization encourages people to get answers from across the organization when solving problems) received 5 and higher. Moreover, item 33 and 36 are the items that most frequently received higher than 5 in average.

Therefore, DLOQ survey results indicate that, TC NGOs have strong open system characteristics. Moreover, according to beneficiary survey results, in general, NGOs in Northern Cyprus are working on sustainable social development issues such as societal reconciliation and peace building. However, results also indicate those sample NGOs are not enough efficient in meeting with the expectations of the society and leading the way in tackling sustainable development issues (See Figures 13, 14, 23).

Consequently, TC NGOs exhibit characteristics of a LO in many aspects. DLOQ results indicate that TC NGOs have strong LO characteristics as they practise all seven LO dimensions. The organizations are most like learning companies in terms of its degree of Organizational Level Learning Behaviours. However, in terms of Individual and Team Level Learning Behaviours, TC NGOs present some weak structures.

According to Britton (2005, pp. 15-16), developing a motive for OL can be supported by developing a strategy which pays attention preliminary to the following factors:

- i. Ensuring supportive leadership;
- ii. Developing and sustaining a culture supportive of learning

Supportive leadership level is high among the TC NGOs in terms of their stimulating, encouraging and demonstrating role. However the leaders do not balance 'sustainable learning culture' by demonstrating practical and tangible solutions at the individual level and team level. Nonaka (1991) supports the idea that knowledge begins with individuals.

Moreover, Britton (2005, p. 16) says;

“Mechanisms for rewarding, valuing and acknowledging organisational learning act as a significant incentive for staff to invest time and resources in learning at both organisational and individual levels.”

(Britton, 2005, p. 16)

Watkins and Marsick (1996) argue that an active LO should have at its heart the concept of continuous learning. Then, it should always improve its techniques, methods and technology. Thus, individual and team learning level learning behaviours which stand at the heart of continuous learning practises that are critical among the TC NGOs and need to be improved.

6.2.2 To What Extent TC NGOs Have an Image that They Create Shared Value

6.2.3 Findings and Discussion

In order to explore TC NGOs` role in sustainable societal development, this research asked the following questions below:

- What is their featured *role as catalyst* to political, economic and civil development?

It is clear that NGOs` role in Northern Cyprus as catalyst to political and civil development is of vital importance for them and for the beneficiaries

(society) since they are mostly operating in societal reconciliation, peace building and social empowerment as expected according to the beneficiary survey results of this research.

NGOs` role especially in political decision making is also vital, since their voice is important for TCC in the international areas as discussed in the literature review of this research. Hence, beneficiary survey results also indicate that majority of the respondents are aware of NGOs` crucial role in societal reconciliation and island wide peace building politics.

Since the most prior issues for sustainable societal development in Northern Cyprus were identified by the survey respondents as societal reconciliation and island wide peace building, it can be said that NGOs are showing efforts on society's needs for development within the framework of political and civil development.

Moreover, empowerment of social groups is rated as second most important issues for sustainable development in Northern Cyprus by the respondents of the beneficiary survey and this area is also in the primary activities of selected NGOs.

In terms of economic development, NGOs` role as catalyst is discussible. NGOs` direct relations with the economic development are rare in Northern Cyprus. NGOs` role as catalyst to bring people together across sectors for collaboration and mutual action is not efficient not only for civil and political but also for economic development. For instance, although the literature and survey results indicate that New Farming Technologies and Environmental Issues are two of the critical areas of economic and social value creation and sustainable development and also should be important for TC NGOs, the level of working on these issues among selected NGOs is considerably low. Moreover, a few NGOs which work

directly for these issues were found considerably ineffective by the survey respondents.

Nevertheless, it should be highlighted that according to Cyprus 2015 Initiative's (2011) survey results, only 23% of the TCs think that economic issues should be the prior issue to discuss and solve during the current negotiations of TC and GC leaders.

- To what extent TC NGOs contribute to the *sustainable development* of society?

Sustainable development requires thinking in a system perspective, sees the world as a system where everything is linked to each other. Sustainability in development occurs if societies focus on solving current problems for future.

Sustainable development has been defined the Brundtland Report (1987) as below:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of needs, in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.”

(Brundtland Report, cited in International Institute for Sustainable Development, 2012)

Therefore, environmental rehabilitation, climate changes, farming technologies, nutrition and food security, education and empowering women are some of the prior issues for sustainable development in

developing countries. Sustainable development issues vary and differ according to the social context of the countries. In Northern Cyprus, according to the literature and the beneficiary survey results current top four issues for sustainable development are Peace and Societal Reconciliation (1st with 59%), Education and Empowering Women (2nd with 38%), Farming (3rd with 30%) and Climate Change and Environment (4th with 26%). Beneficiary survey results also show that NGOs are initially working on societal reconciliation and empowering social groups rather than rural development, farming, natural energy resources or environment and these NGOs better meet the expectations.

Consequently, in Northern Cyprus, it is clear that in order to build a sustainable development atmosphere where it will result in benefit in long turn, initially societal empowerment and peace and reconciliation issues need to be solved. Therefore it might be said that with their visible and improving efforts (since Annan Plan) on these mentioned prior issues, TC NGOs are contributing to sustainable development in their social context as literature also indicates.

- What are their perceived images by the society? Are they addressing societal problems?

According to the beneficiary survey results, 59% respondents strongly agreed that Peace and Reconciliation should be the prior issues for sustainable development in Northern Cyprus context. Consequently, it might be said that TC NGOs are addressing societal problems initially. Cyprus 2015 Initiative's (2011) survey results also indicates that 65% of TCs want and desire an island wide peace and societal reconciliation.

However, although beneficiary survey results of this research indicate that TC NGOs are operating in most needed and prior areas in general, they partly meet the expectations of the respondents. Top 5 NGOs which

received frequently `most` from the question “Which of the following Turkish Cypriot NGOs better meet your expectations from a NGO?” as below:

- NGO1 – operating areas are capacity building, organizational development, reconciliation and peace building (rated as `most` by the 42% of respondents)
- NGO8 – operating as a charity based helping organization (rated as `most` by the 41% of respondents)
- NGO6 – research and development based organization (rated as `most` by the 38% of respondents)
- NGO4 – right based policy making organization (rated as `most` by the 36% of respondents)
- NGO10 – art and culture based organization (rated as `most` by the 21% of respondents)

From the data above, it can be seen that only 2 NGOs rated as `most` by minimum 40% of respondents, and only 4 NGOs rated as `most` by minimum 30% of respondents. Therefore, in order to clarify their perceived image, it might be said that although TC NGOs bridge the gap between politics, government and society, majority of the respondents are not satisfied with the impact and efficiency of them.

In terms of employee perception, “Connect the Organization to its Environment” dimension of the DLOQ is relevant with NGOs` relations with their environment. This dimension received highest scores from employees and it is also received much higher scores than the international averages as discussed previously. Especially item 36, which is “My organization works together with the outside community to meet mutual needs” received 4 or higher from 60 (92%) employees in general. Besides, this item received 6 from 29 out of the 65 (45%) employees in general. Moreover, this item received 4 or higher from NGO1, NGO3, NGO4, NGO8 and NGO10`s (50% of the 10 NGOs) employees.

- Is there any relevance between the organizations which most carrying LO features and the organizations which perceived as CSV organization?

Since creating shared value is, by its traditional definition, result of social, economic or cultural interaction within the scope of mutual needs and desired goals in a sustainable manner, beneficiary survey results and literature review indicate that TC NGOs works for social empowerment based sustainable development which will results mutual benefits in long run.

As aforementioned, in general NGO1, NGO6, NGO8 and NGO10 received highest scores from the DLOQ survey. In order to elaborate the parallelization between variables, it should be kept in mind that; 42% of the respondents think *NGO1* meets their expectations, 38% of the respondents think *NGO6* meets their expectations, 41% of the respondents think *NGO8* meets their expectations and 21% of the respondents think *NGO10* meets their expectations. These findings indicate that the highest rated NGOs in this DLOQ dimension are the NGOs that better meets the survey respondents` expectations (highest rated 4 NGOs in the beneficiary survey`s relevance question). Tables 24 and 25 illustrate the rates order of each survey in order to clarify the relationship between variables.

Most Appreciated 5 NGOs According to the Beneficiary Survey Results	5 NGOs Which are Presenting Strongest LO Features According to the DLOQ Survey Results
NGO1 (1 ST)	NGO10 (1 ST)
NGO8 (2 ND)	NGO1 (2 ND)
NGO6 (3 RD)	NGO3 (3 RD)
NGO4 (4 TH)	NGO4 (4 TH)
NGO10 (5 TH)	NGO8 (5 TH)

Table 24. Relationship between the most appreciated NGOs and the most LO NGOs

From the Table 24, it can be seen that 4 of the 5 NGOs in the left column of the table (first column) are also in the right side of the column (second column). This means, the most appreciated NGOs are at the same time present strong LO features.

Least Appreciated 5 NGOs According to the Beneficiary Survey Results	5 NGOs Which are Presenting Weakest LO Features According to the DLOQ Survey Results
NGO5 (1 ST)	NGO7 (1 ST)
NGO2 (2 ND)	NGO5 (2 ND)
NGO7 (3 RD)	NGO2 (3 RD)
NGO3 (4 TH)	NGO3 (4 TH)
NGO9 (5 TH)	NGO9 (5 TH)

Table 25. Relationship between the least appreciated NGOs and less-LO NGOs

From the Table 25, it can be seen that all 5 NGOs in the left column of the table (first column) are also in the right column of the table (second column). This means, the least appreciated NGOs are at the same time present weak LO features.

CHAPTER 7.

7. CONCLUSION AND RECOMMENDATIONS

This research initially sought to explore what LO strategies were available and which ones were practical for a NGO in developing community context. Thus, the central point of this research was the LOs and learning management behaviours of NGOs. The extent to which small NGOs display the characteristics of a LO was investigated and used as a basis to reflect up the challenges faced by similar organizations trying to increasingly become a LO. Within the theoretical framework of positivism and constructivism, different concepts about OL, LO, NGOs and learning in the NGOs were elaborated.

The research also aimed to explore and discuss the roles of NGOs in sustainable societal development and aimed to explore if there was a relationship between organization's level of ability to function as a LO, and organization's constructive relationship with the society. Therefore, NGOs' role on sustainable societal development was evaluated within the framework of CSV concept.

As discussed in the Literature Review chapter of this research, CSV concept suggests organizations to embed social responsibility in their strategies; thus organizations can support both their own and societies' development (Porter and Kramer, 2011). For Northern Cyprus, as a developing community, various organizations' CSV levels are of vital importance; because organizations are responsible to create healthy operation ecosystems for their own sustainability and relatively these efforts need to support society's development in the long run, as discussed previously in this research.

In this thesis, a mixed-method research strategy including qualitative and quantitative research approaches and case study were used. Data was collected in qualitative form through secondary sources and, based on the research issues primary data was collected in the form of quantitative data through two questionnaire surveys.

The findings initially provide evidence on to what extent a NGO applies the LO practices which could also be used as a source of information for a better understanding of what a LO is and by doing so developing a sustainable OL strategy. Therefore, the research presents a picture of LO and the processes for dealing with learning in the NGOs in a developing society context, which can then be compared to how LO practices works in a NGO. Such a study is important as it is rare to examine NGOs in LO and CSV perspectives.

7.1 Main Findings

Through the previous analysis on the literature of NGO management, four influential management issues have been identified that effect the management and learning behaviours of NGO. These issues are:

- i. Human resource and staff career development
- ii. Decision-making process
- iii. Lack of accountability
- iv. Internal monitoring and evaluation (M&E)

Literature indicates that in order to be effective and sustainable, development approaches of NGOs especially in the developing societies should be knowledge based as discussed in the Literature Review. Thus, literature on NGOs supports the idea that they need a practical system to manage creating, accessing and disseminating information within the NGOs themselves and, between NGOs and society as a whole in order to deal with management and sustainability issues which were listed above

(Vasconcelos et al., 2005). Therefore, practising effective OL is widely recognised as an essential requirement for enabling NGOs to respond to the new and often unpredictable challenges that face them in a complex environment.

Britton (2005, p. 12) says;

“A healthy NGO is more likely to be an effective and adaptable NGO. Importantly it is also more likely to be an organisation where people want to work and are motivated to stay longer and contribute more.”

(Britton, 2005, p. 12)

Thus, it might be concluded that effective OL practises improve organizational health. From the non-governmental development organizations point of view, as discussed previously, NGOs and associations are already learning; therefore they can be LOs and this in return will facilitate them to better serve their communities.

Learning and NGO management phenomenon indicate that, NGOs, the organizations that continually experience and learn, in order to clarify their identity and purpose for organizational sustainability beside finding successful adaptation strategies that will enable them to survive in the external environment and support societal development, might need to become a LO. In this way they could contribute meaningfully to the internal development approach needed in addressing community development.

In conclusion it can be stated that main Research Question as central objective of this research has been addressed, as follows:

- To what extent are TC NGOs LO?

This main question can be answered with the scope of DLOQ survey. It was concluded from the questionnaire survey that TC NGOs scored

between 3.27 (79%) and 4.79 (50%) (See Table 21 and Table 22). When the results were compared with the international DLOQ survey results (See Table 22) it is clear that TC NGOs' scores were mostly (60%) higher or similar (20%) to international scores, which can be seen as a more reliable indication of how much TC NGOs are LOs.

Therefore it might be concluded that in general, the employee participants of sample NGOs of this research are optimistic about learning within the NGOs. Learning helps people to create and manage knowledge that builds a system's intellectual capital. That is why employee perception is important for this research in order to develop a clear understanding of the learning behaviour of the organization. Interview results also indicate that leadership approaches of the Executive Directors' were mainly based on the transparent communication and information sharing in the organization, and the flatter governance. Thus, there is learning supportive atmosphere in the organizations.

Only 2 out of the 10 sample NGOs are scored as considerably lower than the international results (See Table 22). Generally the largest gap between TC NGOs scores and the maximum possible score that can be expected was to *create system that capture and transform learning and provide continuous learning opportunities*. These findings indicate that employees do not believe organization had sufficient sustainable systems and approaches to encourage and support employees for continuous, systematic and group learning. Therefore, employees mostly do learn individually and informally, and mainly by their own efforts in the organization rather than collectively and systematically. However LO is where people continually and systematically learn to see the whole together (Senge et al., 1990, p. 3). On the other hand, the employee participants stressed that their organizations needed to devote attention to establishing systems which enables employees to learn from past mistakes. This can be explained as learning is generally dependent on

the memory of individuals; therefore the systematic documentation of learning was poor in the organizations. Thus, it can be said that learning depends on a single person's efforts rather than a coherent system that transfers the information into knowledge.

Kofman and Senge (1994, p. 27) say;

“We conceive a learning organization grounded in 3 foundations: i. a culture based on values of love, humility, wonder, empathy and compassion; ii. a set of practices for generative conversation and coordinated action; iii. a capacity to see and work with the flow of life as a system.”

(Kofman and Senge, 1994, p. 27)

It can also be said that, these mentioned foundations above were naturally observed in the TC NGOs. These NGOs carry strong LO potentials at individual level. There are strong relationships among people. To believe in similar ideologies and to work for welfare and goodwill empower employees and Executive Directors' values of love, humility, wonder, empathy and compassion. Relatively, *systems connection* dimension was the highest rated dimension in the DLOQ survey. This result indicates that according to employee's perception, NGOs in Northern Cyprus present a strong organizational capacity in global (systems) thinking and actions to connect the organization to its internal and external environment. It can be observed from the DLOQ survey results that there is strong beneficiary, employee and environment focus in all the decisions that are made in the organizations. Thus it can be concluded that these organizations show respect to employees' personal life and their environment. Supportive and helpful nature of NGOs empowers these characteristics. However, there are serious systematic gaps in the organizational level (continuous learning and embedded systems) as aforementioned and this level includes the basement blocks of a LO. As discussed in the Literature Review chapter, learning should be systematic and continuous in the

organizations and in order to institutionalise learning, a transferable mechanism should be established through which the information and knowledge derived from evaluative activities.

Another interesting finding of this study was the results did not show any significant relationship between organizations' years of the establishment and their DLOQ scores. For instance, the highest rated 3 NGOs established in 2003, 1997 and 2002, and the lowest rated 3 NGOs established in 1998, 2008 and 1999.

On the other hand, the Sub-Research Question as second main objective of this research has been addressed, as follows:

- To what extent are NGOs creating shared value in order to support the sustainable development of the community as LOs?

From the beneficiary survey, it can be seen that 59% (See Figure 22) of the respondents believe that societal reconciliation (including peace building) and social empowerment of groups (social development factors) are the main issues for sustainable development in Cyprus, and according to the results NGOs in Northern Cyprus are initially operating in these areas. It is also observable that NGOs which were supported/granted by the EC within the 2006-2009 contracting period were implemented their funded activities and projects in mainly these areas (societal reconciliation and social empowerment) as well. Therefore it can be said that there is a healthy process where NGOs provide services to society's needs and demands for sustainable social development within the framework of social context.

Conversely, it was also found that NGOs meet the respondents' expectations between 0% and 42% (maximum), which is disappointing. Accordingly, it can be said that TC NGOs could not sufficiently meet the expectations of the society with their effectiveness and impact.

On the other hand, findings of this research also indicate that the highest rated NGOs in DLOQ survey are the NGOs that better meet the survey respondents' expectations. Thus, it can be concluded that NGOs with LO characteristics and approaches have much higher potential for corresponding the societal expectations by creating value.

7.2 Further Recommendation for the TC NGOs

Literature indicates that external environment (includes donors, stakeholders, etc.) in Northern Cyprus is suitable for further development of CSO as CIVICUS (2010) report also suggests. Although the government tries to control NGOs, there are also initiatives of the donors to improve the capacity of NGOs. For instance, sample NGOs of this research are the main beneficiaries of EC funds within the 2006-2011 contracting period and they were implemented effective grant programmes. It can be said that, they need to be more focused on developing a system that provides the capability for OL and growth; a system for systematic learning in the organization by effective investment on personal growth and continuous learning.

Although it can be claimed advocates of the LO are actually keen to shift emphasis away from 'training' and 'development' towards more direct engagement with learning itself, it is widely accepted that ethic codes, career development and training programmes and other communication programmes are important tools for continuous learning (Senge, 1990; Senge et al., 1994). These tools help to create a long-lasting, trustful shared organizational vision as they support a sustainable learning culture whence fosters dialogue, team learning and relatively personal mastery as well. They may also help create a team learning atmosphere through dialogue in the organization in some cases. Furthermore, according to the interview results, it can also be said that leadership skills need to be

developed in a more practical approach in TC NGOs in order to create sustainable and constant opportunities for learning by effective managing of limited budget and resources. Most importantly, TC NGOs should identify what kind of knowledge is held in the organization and identify systems to capture and disseminate the knowledge within the organization in addition to the internal newsletters and electronic mail communications.

On the other hand, there are few direct relations between NGOs and the economic shared value creation activities. As discussed previously, literature on CSV indicates that not just the NGOs, community and the government, but business as well need to work together to find new solutions to social problems. For instance, a considerable number of respondents think that, issues like new farming technologies and various developments in rural areas should be in the privilege issues for sustainable development. However, visible collaboration with the private sector could not be observed among the sample NGOs. Furthermore, there are no directly relevant granted projects or activities with those issues in the 2006-2011 EC contracting period (EC Enlargement, 2010).

UN (2004, p. 1) report states, “Economic development, social development and environmental protection” as “interdependent and mutually reinforcing pillars”. From the findings of this research, it can be seen that currently TCC focuses dominantly on social development. From this point of view, it can be said that NGOs in Northern Cyprus shall need to develop more balanced and integrated sustainable community development approaches and strategies.

7.3 Recommendations for Future Research

Future studies on the current topic are recommended in order to investigate NGOs as LOs in developing societies. Also, further research should be done in order to investigate which ‘model’ or ‘combination of

model' is appropriate for development NGOs in their process of becoming LOs. Moreover, a further study with more focus on the relationship with LOs and CSV is also suggested.

In order to develop a clearer understanding on LO approaches, a comparative research on private sector organizations and NGOs is also recommended. This kind of research might also provide deeper findings on which sector organizations are more LOs.

On the other hand, when current political situation and the relationship between TCC and GCC are considered, it would be appropriate to conduct a research that compares TC and GC NGOs in terms of their learning behaviours and their roles in the development.

It can be said that a cross-cultural validation of DLOQ instrument is also necessary. This is an important issue for the future use of this instrument in Northern Cyprus. Cross-cultural problems due to the cultural differences might influence the validity of the survey therefore instrument should be validated in TC contexts and culture in the future.

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APPENDICES

APPENDIX A: Interview Questions

May I have your name?

How long have you been working as Executive Director for this organization?

How many employees do you have currently?

Could you please answer below questions as detailed with some sentences?

1. What do you understand by “Motivation”?
2. According to you, what should be the most important values and ethics you demonstrate as a leader?
3. What role does **leadership** play for a manager? How have you demonstrated this with your managers?
4. What methods have you used to gain **commitment** from your team?
5. How do you rally the staff and build morale during difficult times?
6. How have you influenced employees to follow your **strategic vision** for the organization?
7. How have you encouraged **learning** and **development** of employees?
8. How would you describe the best way to **evaluate**

APPENDIX B: DLOQ – English and Turkish

English

NGOs as Learning Organizations: To what extent are NGOs Learning Organizations in northern Cyprus? SURVEY ON EMPLOYEE PERCEPTION

Dear Participant,

I would like to ask you to participate on my survey as it is important for my dissertation. Please do not forget that there are no right or wrong answers. I am interested in your perception of where things are at this time. Please do not leave this page until you have completed all items and clicked the Submit button.

Thank you!

Münise A.

Name(Optional)

Gender(Compulsory)

Organization(Compulsory)

Role in the Organization/Position(Compulsory)

Please answer the following questions of SECTIONS A, B and C by using numbers 1, 2, 3, 4, 5, or 6, whereby 6 suggests that you strongly agree with the stated, while 1 signifies a strong disagreement with the stated. Click in one circle for each item. If you change your mind about an item, simply click in a different circle for that item.

SECTION A: INDIVIDUAL LEVEL

1. In my organization, people openly discuss mistakes in order to learn from them

1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

2. In my organization, people identify skills they need for future work tasks

1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

3. In my organization, people help each other learn

1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

4. In my organization, people can get money and other resources to support their learning

1	2	3	4	5	6
---	---	---	---	---	---

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

5. In my organization, people are given time to support learning

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

6. In my organization, people view problems in their work as an opportunity to learn

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

7. In my organization, people are rewarded for learning

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

8. In my organization, people give open and honest feedback to each other

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

9. In my organisation, people listen to others' views before speaking

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

10. In my organisation, people are encouraged to ask "why" regardless of rank

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

11. In my organization, whenever people state their view, they also ask what others think

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

12. In my organization, people treat each other with respect

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

13. In my organization, people spend time to communicate and building trust with each other

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

SECTION B: TEAM LEVEL

14. In my organization, teams/groups have the freedom to adapt their goals as needed.

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

15. In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

16. In my organization, teams/groups focus both on the group's task and on how well the group is working

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

17. In my organization, teams/groups revise their thinking as a result of group discussions or information collected

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

18. In my organization, teams/groups are rewarded for their achievements as a team/group

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

19. In my organization, teams/groups are confident that the organization will act on their recommendations

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

SECTION C: ORGANIZATIONAL LEVEL

20. My organization uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

21. My organization enables people to get needed information at any time quickly and easily

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

22. My organization maintains an up-to-date data base of employee skills

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

23. My organization creates systems to measure gaps between current and expected performance

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

24. My organization makes its lessons learned available to all employees

1	2	3	4	5	6
---	---	---	---	---	---

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

25. My organization measures the results of the time and resources spent on training

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

26. My organization recognizes people for taking initiative

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

27. My organization gives people choices in their work assignments

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

28. My organization invites people to contribute to the organization's vision

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

29. My organization gives people control over the resources they need to accomplish their work

1 2 3 4 5 6

(Almost Never) ☐ ☐ ☐ ☐ ☐ ☐ (Almost Always)

30. My organization supports employees who take calculated risks

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

31. My organization builds alignment of visions across different levels and work groups

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

32. My organization helps employees balance work and family

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

33. My organization encourages people to think from a global perspective

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

34. My organization encourages everyone to bring the customers' views into the decision making process

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

35. My organization considers the impact of decisions on employee moral

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

36. My organization works together with the outside community/society to meet mutual needs

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

37. My organization encourages people to get answers from across the organization when solving problem

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

38. In my organization, executive director generally support requests for learning opportunities and training

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

39. In my organization, leaders share up to date information with employees about environmental factors, industry trends, and organizational directions

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

40. In my organization, leaders empower others to help carry out the organization's vision.

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

41. In my organization, executive director mentors and coach those they lead

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

42. In my organization, executive director continually looks for opportunities to learn

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

43. In my organization, executive director ensures that the organization's actions are consistent with its value

	1	2	3	4	5	6	
(Almost Never)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Almost Always)

(This questionnaire is important part of master dissertation. Since this research is for European university, researcher is committed to respect Data Protection Directive of European Union (Directive 95/46/EC) on the protection of personal data of individuals. All data collected will be treated as confidential, used only for academic purpose and will not be given to any third party.)

THANK YOU!

Turkish

KIBRISLI TÜRK KAR AMACI GÜTMİYEN ve DEVLETE BAĞIMSIZ ORGANİZASYONLARDA (NGO) ÖĞRENEN ORGANİZASYON ÖZELLİKLERİ: ÇALIŞANLARA YÖNELİK ANKET

Değerli Katılımcı,

Aşağıdaki sorular organizasyon içerisindeki öğrenme faaliyetleri ile sürekli öğrenmeye ve deneyime verilen önemi ölçümlemek üzere siz çalışanların bakış açisini ve bu konudaki fikirlerini alabilmek adına düzenlenmiştir. Bu anket master çalışmam için önemlidir. Unutmamalısınız ki doğru veya yanlış cevap yoktur. Benim için tek önemli olan sizin algılayışınız ve bakış açınız hakkında bilgi edinebilmektir. Lütfen yanıtlarınızı kaydetmeden (SUBMIT) sayfadan ayrılmayınız.

Teşekkürler!

Münise A.

İsim(İsteğe Bağlı)

Organizasyon ismi(Zorunlu)

Cinsiyet(Zorunlu)

Organizasyon İçerisindeki Rolü/Pozisyon(Zorunlu)

Kısım A, B ve C'de yer alan soruları 1, 2, 3, 4, 5 ve 6 numaralarında birini seçerek yanıtlamanızı rica ederim. 6 Numara, belirtilen ifade ile güçlü bir şekilde hem fikir olduğunuz anlamını taşıırken, 1 numara belirlilen ifade ile güçlü bir anlaşmazlık olduğu anlamını taşımaktadır. Verdiğiniz yanıt ile ilgili fikrinizi değiştirirseniz basit bir şekilde başka bir numarayı işaretleyebilirsiniz.

KISIM A: BİREYSEL DÜZEYE YÖNELİK BAKIŞ AÇISI

1. Benim çalıştığım organizasyonda, kişiler meydana gelen hatalar ve sorunlar ile ilgili öğrenmek ve ders çıkarmak adına adına açıkca tartışılır.

	1	2	3	4	5	6		
(Neredeyse Zaman)							(Neredeyse Zaman)	Her
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

2. Benim çalıştığım organizasyonda, kişilerin gelecekte çalışırken ihtiyaç duyacakları becerileri belirlenir.

	1	2	3	4	5	6		
(Neredeyse Zaman)							(Neredeyse Zaman)	Her
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

3. Benim çalıştığım organizasyonda, kişiler birbirlerine öğrenmek için yardımcı olurlar.

	1	2	3	4	5	6		
(Neredeyse Zaman)							(Neredeyse Zaman)	Her
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

4. Benim çalıştığım organizasyonda, kişiler öğrenmelerin desteklemek için para vs. gibi destekler alırlar.

	1	2	3	4	5	6		
(Neredeyse Zaman)							(Neredeyse Zaman)	Her
Hiç	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Bir								

5. Benim çalıştığım organizasyonda, kişiler öğrenmeye zaman ayırırlar.

	1	2	3	4	5	6		
(Neredeyse Zaman)							(Neredeyse Zaman)	Her
Hiç	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Bir								

6. Benim çalıştığım organizasyonda, kişiler iş yaşamlarında karşılaştıkları problemleri öğrenme süreçlerine katkı olarak görürler ve ele alırlar.

	1	2	3	4	5	6		
(Neredeyse Zaman)							(Neredeyse Zaman)	Her
Hiç	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Bir								

7. Benim çalıştığım organizasyonda, kişiler öğrendikleri dolayısıyla ödüllendirilirler.

	1	2	3	4	5	6		
(Neredeyse Zaman)							(Neredeyse Zaman)	Her
Hiç	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Bir								

8. Benim çalıştığım organizasyonda, kişiler bir birlerine açık ve dürüst geribildirimlerde bulunurlar.

			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

9. Benim çalıştığım organizasyonda, kişiler konuşmadan önce karşı tarafın (diğerlerinin) fikirlerini dinlerler.

			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

10. Benim çalıştığım organizasyonda, kişiler rütbelerinin ne olduğu farketmeksizin soru sormaya cesaretlendirilirler.

			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

11. Benim çalıştığım organizasyonda, kişiler bir konu hakkındaki kendi görüşlerini ortaya koydukları zaman başkalarının ne düşündüğünü de sorarlar.

			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

12. Benim çalıştığım organizasyonda, kişiler bir birlerine saygılı davranırlar.

17. Benim çalıştığım organizasyonda, takımlar/gruplar düşünce ve kararlarını grup tartışmaları veya kollektif toplanan bilgiler doğrultusunda revize ederler.

18. Benim çalıştığım organizasyonda, takımlar/gruplar başarılarına karşılık takım/grup olarak ödüllendirilirler.

19. Benim çalıştığım organizasyonda, takımlar/gruplar organizasyonumun onların fikir veya önerilerini dikkate alarak hareket edeceğine karşı güven duyarlar.

KISIM C: ORGANİZASYONEL BAKIŞ AÇISI

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			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

21. Benim organizasyonum, çalışanların ihtiyaç duydukların her hangi bir anda bilgiye kolay ve hızlı bir şekilde ulaşmalarına olanak sağlar.

			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

22. Benim organizasyonumda, çalışanların yetenek ve becerileri hakkında güncel bir veri tabanı bulunur.

			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

23. Benim organizasyonum, mevcut ve beklenen performans arasındaki boşlukları ölçecek sistemler yaratır.

			1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her	

24. Benim organizasyonumda, ders çıkartılan konulara/sonuçlara (lessons learned) herkes ulaşabilir; bu bilgilerden herkes yararlanabilir.

1	2	3	4	5	6
---	---	---	---	---	---

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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25. Benim organizasyonumda, eğitime harcanan zaman ve kaynaklar ölçülür; takip edilir.

			1	2	3	4	5	6		
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(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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26. Benim organizasyonum, çalışanlarını inisiyatif almaya teşvik eder.

			1	2	3	4	5	6		
--	--	--	---	---	---	---	---	---	--	--

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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27. Benim organizasyonumda, iş/görev atamalarında kişilere seçenekler sunulur.

			1	2	3	4	5	6		
--	--	--	---	---	---	---	---	---	--	--

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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28. Benim organizasyonum, çalışanlarını organizasyon vizyonuna katkı koymaya davet eder.

			1	2	3	4	5	6		
--	--	--	---	---	---	---	---	---	--	--

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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Zaman)

Zaman)

29. Benim organizasyonum, çalışanların işlerini yapabilmeleri için ihtiyaç duydukları kaynaklar üzerinde kontrol kurmalarını sağlar.

	1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her

30. Benim organizasyonum, çalışanlarını hesaplanmış riskleri almaları için destekler.

	1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her

31. Benim organizasyonum, vizyonları farklı çalışma düzeyleri ve çalışma grupları arasında uyum/hiza oluşturur.

	1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her

32. Benim organizasyonum, çalışanlarına özel hayatları ile iş hayatları arasında denge kurabilmeleri için yardım eder.

	1	2	3	4	5	6			
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her

Zaman)

Zaman)

33. Benim organizasyonum, çalışanlarını global bir bakış açısıyla düşünebilmeye teşvik eder.

1 2 3 4 5 6

(Neredeyse
Zaman)

Hiç

Bir



(Neredeyse
Zaman)

Her

34. Benim organizasyonumda çalışanlar, hedef kitlenin görüş ve ihtiyaçlarını karar verme süreçleri içerisine katmaya teşvik edilir.

1 2 3 4 5 6

(Neredeyse
Zaman)

Hiç

Bir



(Neredeyse
Zaman)

Her

35. Benim organizasyonumda kararlar alınırken, bu kararların çalışanların ahlaki değerleri üzerinde meydana getirebileceği etkileri göz önünde tutulur.

1 2 3 4 5 6

(Neredeyse
Zaman)

Hiç

Bir



(Neredeyse
Zaman)

Her

36. Benim organizasyonum, ortak toplumsal amaç ve ihtiyaçlara hitap edebilmek adına toplum ve çevreyle işbirliği içerisinde çalışır.

1 2 3 4 5 6

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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37. Benim organizasyonum, problem çözerken çalışanları organizasyon genelinde cevap aramaya teşvik eder.

			1	2	3	4	5	6		
--	--	--	---	---	---	---	---	---	--	--

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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38. Benim organizasyonumda, yönetici/direktör çalışanların öğrenme fırsatlarını ve taleplerini çoğunlukla destekler.

			1	2	3	4	5	6		
--	--	--	---	---	---	---	---	---	--	--

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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39. Benim organizasyonumda yönetici/direktör, sektörel trendler, çevresel faktörler ve orgaizasyonel yönelimler hakkındaki en güncel bilgileri çalışanlar ile paylaşır.

			1	2	3	4	5	6		
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(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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40. Benim organizasyonumda yönetici/direktör, çalışanlarını organizasyonun vizyonuna ulaşmada yardımcı olmaları için destekler.

			1	2	3	4	5	6		
--	--	--	---	---	---	---	---	---	--	--

(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her
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41. Benim organizasyonumda yönetici/direktör, bölüm veya birim yöneticilerine yönetim yaklaşımları konusunda koçluk yapar; yön gösterir.

			1	2	3	4	5	6		
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her

42. Benim organizasyonumda yönetici/direktör, sürekli olarak öğrenim/eğitim fırsatları arar ve çalışanlarını bilgilendirir.

			1	2	3	4	5	6		
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her

43. Benim organizasyonumda yönetici/direktör, organizasyonun eylemleri/aktiviteleri ile organizasyonun değerlerinin birbirleriyle tutarlı olmasını sağlar.

			1	2	3	4	5	6		
(Neredeyse Zaman)	Hiç	Bir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Neredeyse Zaman)	Her

(This questionnaire is important part of master dissertation. Since this research is for European university, researcher in committed to respect Data Protection Directive of European Union (Directive 95/46/EC) on the

protection of personal data of individuals. All data collected will be treated as confidential, used only for academic purpose and will not be given to any third party.)

TEŞEKKÜRLER!

APPENDIX C: Beneficiary Survey Questions

TURKISH CYPRIOT NGOs and CREATING SHARED VALUE FOR THE SOCIETY: SURVEY ON SOCIETAL-VALUE LEVEL

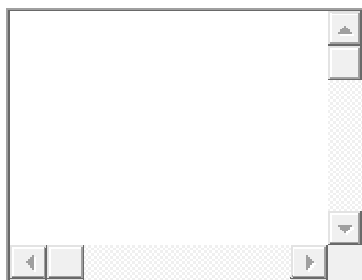
Name?

Age?

1. Which of the below best describes your profession?

- ☐ a. Academia/think tank
- ☐ b. Business
- ☐ c. Government/policy maker
- ☐ d. Media
- ☐ e. NGO/civil society
- ☐ f. Other

2. What kind of service you have most taken from Turkish Cypriot NGOs?
(You may answer in Turkish)



3. Which service/activity of Turkish Cypriot NGOs was most impressive for you and why? (You may answer in Turkish)



Please answer the questions 4 and 5 by using numbers 1, 2, 3, 4 or 5, whereby 1 suggests that you strongly agree with the stated, while 5 signifies a strong disagreement with the stated. Click in one circle for each item.

4. Tackling sustainable development issues such as nutrition, health, peace and reconciliation, environment and food security are the responsibility of all society - NGOs are leading the way in North Cyprus.

1 2 3 4 5
(Strongly Agree) ☐ ☐ ☐ ☐ ☐ (Strongly Disagree)

5. NGOs in North Cyprus are generally focusing on priority issues for sustainable development

1 2 3 4 5
(Strongly Agree) ☐ ☐ ☐ ☐ ☐ (Strongly Disagree)

6. What should be the priority issues for sustainable development in Northern Cyprus? Please place the following in order of importance (where 1 = highest and 5 = lowest)

	1	2	3	4	5
Food Security/ Health and Nutrition in rural areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
Climate Change/Environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Global Markets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rural Infrastructure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educating and empowering women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New farming technologies/seeds/fertilizers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peace, Reconciliation and Social Support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Which of the following Turkish Cypriot NGOs better meet your expectations from a NGO? Please place the following in order of most and least (where 1= most and 5= least) (NGOs selected randomly from researcher`s sampling list)

	1	2	3	4	5
The Managemet Centre (Yöneticilik Derneği)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Association of Managers (Kıbrıs Türk Yöneticiler Derneği)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		1	2	3	4	5
Turkish Cypriot Human Rights Foundation (Kıbrıslı Türk İnsan Hakları Vakfı)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Centre, Association of Women to Support Living (KAYAD)	of to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
POST Research Institute (POST-RI)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy Professional Association (Enerji Profeyonelleri Derneği)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOS Children's Village Association (SOS Çocuk Köyü Derneği)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turkish Cypriot		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
University					
Women					
Association					
(Kıbrıs Türk					
Universitesi					
Kadınlar Derneği)					
Akdeniz Avrupa					
Sanat Derneği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(EMAA)					
Cyprus Turkish					
Biologists					
Environment					
Research and					
Protection					
Association (BİO-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DER Kıbrıs Türk					
Biyologlar,					
Doğayı Araştırma					
ve Koruma					
Derneği)					

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By answering the questions, the responder agrees on the use of these data for the purpose of the MSc Dissertation. The respondent also indicates that all information contained within is complete and honestly presented. THANK YOU!

APENDIX D: Sample Interview Transcript

May I have your name?

Bülent Kanol

How long have you been working as Executive Director for this organization?

I am the founding Executive Director so I have been here since its first day which started in November 2001.

How many employees do you have currently?

Currently we have 25 employees.

1. What do you understand by “**Motivation**”?

Motivation is mobilizing energy for a purpose. For organization like ours it is very important to have motivated staff working towards a common mission.

2. According to you, what should be the most important **values** and **ethics** you demonstrate as a leader?

Justice, fairness, common good, making a difference are the main values I try to demonstrate as a leader.

3. What role does **leadership** play for a manager? How have you demonstrated this with your managers?

There is a difference between being a leader and being a manager. A leader needs to be a visionary and inspire the people to make a change for the common good. Managers are more involved in setting up systems and managing those systems. So while leaders are more progressive and

change oriented the managers can be more conservative protecting their systems they establish. So a good leader should be able to convince and lead the managers to adapt continuously changing environment while managing their systems. As long as a leader can carry this function and give the managers and other staff the necessary guidance and motivation to continue managing change as well as systems that organization cannot fail.

4. What methods have you used to gain **commitment** from your team?

Performance management based on objectivity and justice is most important to gain commitment. This coupled with the feeling that people are working for a good mission will guarantee commitment

5. How do you rally the staff and build **morale** during difficult times?

At difficult times being open and transparent always helps. A leader needs to stand up and face challenges bravely and show strong will and belief. This is how morale can be built.

6. How have you influenced employees to follow your **strategic vision** for the organization?

Strategic Vision will be shared if it is built collectively. A leader needs to declare his/her vision to start the journey...Once the journey starts the vision needs to be revisited collectively...Only then it can build up followers.

7. How have you encouraged **learning** and **development** of employees?

Our organization is a learning organization and staff is always encouraged to participate in trainings that are available and are also in line with the annual training programme designed separately for each staff. There is a possibility also internally for staff to transfer knowledge they gained outside the organization with the colleagues in weekly “learning hours”.

8. How would you describe the best way to **evaluate** your employees?

We use a 360 degree evaluation system which means that everyone in the organization evaluates the other with differing weights attached. The staff is also evaluated by their personal annual objectives which they design with their managers in line with the Strategic plan of the organization which states the overall strategic goals of the organization.