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MASTERS IN BUSINESS LEADERSHIP

**AN ASSESSMENT OF THE ROLE OF STRATEGIC LEADERSHIP IN THE
PROMOTION OF ORGANISATIONAL LEARNING IN NON-GOVERNMENTAL
ORGANISATIONS. A CASE OF CARE ZIMBABWE**

BY

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DECLARATION

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DEDICATION

This research is dedicated to my husband, Cresswell, and my children Nyasha and Anika for their support and sacrificing their time with me, for me to concentrate on this research. Thank you so much family for your unwavering support.

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ABSTRACT

This research aimed to evaluate the role of strategic leadership in the promotion of organizational learning in Non- Governmental Organizations, with CARE Zimbabwe as a case study. The key objective of the research was to assess the role of strategic leadership in the promotion of organizational learning within CARE Zimbabwe. The secondary objectives that guided the research were : to assess how organizational culture affects the promotion of organizational learning at CARE Zimbabwe, to assess how management of change in the influences promotion of organizational learning within CARE Zimbabwe, to design a strategic leadership model to promote organisational learning in Non-Governmental Organisations. Literature review showed that strategic leaders are the focal points in organisational learning. Empirical studies done in Asia, Kenya, South Africa, and Zimbabwe demonstrated a positive impact that leadership and organizational culture have in the development of learning organization. The empirical studies also discovered that strategic thinking, management of change and strategic direction has a positive and significant effect on the performance of the non-governmental organizations. The study adopted the interpretivism philosophy which enabled use of qualitative methods. A case study design was adopted for the study and a sample of 30 employees was drawn from the study population which consisted of employees of CARE Zimbabwe, including those in leadership positions who worked in Harare, Mutare, Bulawayo and Buhera using convenience sampling. Questionnaires were distributed to 5 employees in the executive leadership, 5 employees in the senior leadership, 5 employees in the extended leadership team and 15 employees with no leadership positions. 19 questionnaires were returned translating to a response rate of (76%). Qualitative data was analyzed using thematic analysis. Results showed that strategic leadership has a role to play in the promotion of organizational learning in Non- Governmental Organizations. The study revealed that CARE Zimbabwe employees were failing to interact with learning platforms availed by the organization due to various reasons including network challenges in the remote areas that they operate in as well as time constraints. The study recommended provision of offline CARE Academy learning material so that employees in hard-to-reach network deprived areas can access and learn. The research also recommended the creation and sanctioning of specific times which are set aside for learning to ensure that all employees can learn without the fear of missing targets. Another recommendation from the research was the creation and strengthening of a Country Office knowledge management system that facilitates learning of new projects from recommendations of past ones.

TABLE OF CONTENTS

APPROVAL FORM	i
RELEASE FORM	ii
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
CHAPTER ONE: INTRODUCTION	10
1.0 Introduction	10
1.1 Background of the study	10
1.2 Statement of the Research Problem	12
1.3 Research Objectives	13
1.3.1 Main Objective	13
1.3.2 Secondary Objectives	13
1.4 Research Questions	13
1.5 Research assumptions	14
1.6 Justification of the research	14
1.7 Purpose of the study	15
1.8 Significance/ Importance of the study	15
1.9 Delimitations	16
1.10 Limitations	16
1.11 Chapter Summary	17
CHAPTER TWO: LITERATURE REVIEW	18
2.0 Introduction	18
2.1 Definitions	18
2.1.1 Strategic leadership	18
2.1.2 Organizational learning	19
2.1.3 Organizational culture	19
2.2 Objectives of the study	20
2.2.1 To assess the role of organizational culture in the promotion of organizational learning at CARE Zimbabwe	20
2.2.2 To assess the influence of management of change in the promotion of organizational learning within CARE Zimbabwe	22

2.2.3. To design a strategic leadership model to promote organisational learning in Non-Governmental Organisations.....	23
2.3 Theoretical Framework.....	25
2.3.1 The Human Capital Theory	25
2.3.2 The Assimilation Learning Theory	25
2.4 Empirical Studies.....	26
2.4.1 Global Perspective Asia	26
2.4.2 Regional Perspective	27
2.4.3 Local Perspective.....	28
2.5 Conceptual Framework.....	29
2.6 Chapter Summary	30
3.0 Introduction.....	31
3.1 Research philosophy	31
3.2 Research approach	31
3.3 Research Design	32
3.4 Sources of Data.....	32
3.4.1 Primary data	32
3.4.2 Secondary data.....	33
3.5 Population.....	33
3.6 Sampling techniques	33
3.7 Sample Size.....	34
3.8 Research Instruments.....	34
3.8.1 Questionnaire	34
3.9 Data collection process	35
3.10 Data Analysis.....	36
3.11 Ethics.....	36
3.12 Chapter Summary.....	37
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION.....	38
4.0 Introduction.....	38
4.1 Demographic characteristics of the research respondents	38
4.1.1 Sex of the respondents	38
4.1.2 Position and level of level of leadership of the respondents.....	39
4.1.3 The Fisher's exact test statistic	39
4.2 Organisational learning understanding, participation, and challenges.....	40

4.2.1 Participant’s understanding of organisational learning.....	40
4.2.2 The role that leaders play in the promotion of organisational learning.....	41
4.2.3 Leadership skills that are important for the promotion of organisational learning ...	41
4.2.4 Participation in learning initiatives and challenges	42
4.3.2 Role of organisational culture in the promotion of organisational learning	46
4.3.3 Influence of management of change in the promotion of organisational learning.....	48
4.4 Discussion of findings	50
4.4.1 The role of strategic leadership in the promotion of organizational learning within CARE Zimbabwe.....	50
4.4.2 The role of organizational culture in the promotion of organizational learning at CARE Zimbabwe.....	51
4.4.2 The influence of management of change in the promotion of organizational learning within CARE Zimbabwe.....	51
4.4.3 Strategic leadership model to promote organisational learning in Non-Governmental Organisations.....	52
4.4 Chapter Summary	53
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	54
5.0 Introduction.....	54
5.1 Conclusion	54
5.2 Recommendations	55
5.4 Chapter Summary	57
REFERENCES.....	58
APPENDIX ONE: QUESTIONNAIRE	61

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter discusses the background of the study, statement of the research as well as research objectives and research questions. The chapter also highlights assumptions made as well as the justification and purpose of the study. The significance of the study to various stakeholders is explored herein and so are delimitations and limitations.

1.1 Background of the study

It is essential for Non-Governmental Organisations (NGOs) to learn from their previous knowledge gained and keep up with new practices for them to remain relevant and effective (Britton, 2005). If an organisation is effective, it meets its goals and objectiveness and therefore performs well. Performance is a product of learning from experience and keeping up with new practices. Britton (2005) further posits that learning organisations need to strategically approach organisational learning while recognising that learning is also an individual process that goes on in the minds of separate persons (Britton, 2005). Over the years, various research has been conducted on strategic leadership, performance as well as learning in organisations as discussed below.

Research conducted by Rijal in 2016 to get an understanding of the impact that transformational leadership and organizational culture have on the development of learning organization indicated that transformational leadership and organizational culture positively influence the development of learning organization (Rijal, 2016). Although the research showed that transformational leadership influences the development of a learning organisation, it did not address the role that strategic leadership has on the promotion of organisational learning.

Kitonga in 2017 studied the influence of strategic leadership practices on performance in non-profit organizations in Nairobi County, Kenya (Jaleha & Machuki, 2018). The study displayed

substantial positive association between strategic leadership practices and performance (Jaleha & Machuki, 2018). The research was engrossed on the direct association between strategic leadership practices and performance and was short of integrating the influence of strategic leadership on learning within the organization which this research investigated.

Asif in 2019 conducted a study on the importance of exploration/exploitation in organizational learning (Asif, 2019). In his paper, Asif discussed organizational learning at three levels, which are individual, group and organizational, which furnished amusing understanding into organizational learning dynamics (Asif, 2019). The study found out using transformational and transactional leadership styles alternatively facilitates organizational learning at a number of levels (Asif, 2019).

In 2021, Adaileh & Adaileh conducted research to find out the effect of strategic leadership practices on organisational learning capabilities in public universities (Adaileh & Adaileh, 2021). The research showed that strategic leadership has a statistically noteworthy impact on learning capabilities of a public university (Adaileh & Adaileh, 2021). The research only focussed on private universities and did not address how strategic leadership impacts learning capabilities in a Non-Governmental Organisation, which this research seeks to assess.

In the year 2022, Mailu and Kariuki conducted a research to study the effect of strategic leadership on how Non- Governmental Organisations perform (Mailu & Kariuki, 2022). The study found out that strategic thinking, management of change and strategic direction have positive and significant effects on the performance of NGOs (Mailu & Kariuki, 2022). Although the study by Mailu & Kariuku went a step further from the 2021 research by Adaileh & Adaileh through researching on the study of the effect of strategic leadership in NGOs, the research concentrated on the performance of NGOs in general rather than organisational learning, which this research seeks to accomplish.

The development of a learning organisation is influenced by the type of leadership and organisational culture (Rijal, 2016). It is also shown that strategic leadership practices have a

significant effect on organisational learning capabilities (Adaileh & Adaileh, 2021). Research also shows that strategic leadership components have positive effects on the performance of NGOs (Mailu & Kariuki, 2022). This research will assess the role that strategic leadership has in the promotion of organisational learning in Non- Governmental Organisations. The research also intends to come up with a strategic leadership model for the promotion of organisational learning.

1.2 Statement of the Research Problem

An ideal organisation that puts learning at the centre produces, obtains, transfers knowledge, and changes its behaviour to show newly acquired knowledge and perceptions (Tran & Choi, 2019). CARE Zimbabwe is characterised by a poor learning culture, which has negatively affected the writing of winning proposals due to lack of innovative ideas that attract donors. If this situation is not attended to, the organisation's portfolio will continuously diminish, causing loss of employment.

Fowler (2007) as cited by Vushe (2018) stated that a weakness that is common in almost all Non-Governmental Organizations (NGOs) is inadequate ability to learn, adapt and continuously improve, due to lack of internal and external support, poor learning culture and resistance to learning (Vushe, 2018).. Winkler and Fyffe (2016) posit that an organisation that values organisational learning needs to ensure that employees access skills, information, and technology for them to participate, through the provision of resources (Winkler & Fyffe, 2016).

NGOs hardly find opportunities for reflection and inquiry due to work commitments and a culture that values action and results more (Vushe, 2018). CARE Zimbabwe has a lessons learnt initiative which is a platform for projects to reflect after putting in the work, to check if there are any lessons to pick from the running of the project. Unfortunately, this initiative is not fully functional as very few teams put aside time for this reflection, and those that do hardly put the recommendations to use. Work pressure is also making it difficult for CARE Zimbabwe employees to interact with learning initiatives such as the CARE Academy platform. Failure to reflect or failure to put

recommendations to use causes a vicious cycle of repeating the same mistakes that would not have worked from previous projects, while failure to learn reduces the capability of the organisation to acclimatise to external changes.

The study therefore seeks to assess the role of strategic leadership in the promotion of organisational learning in Non- Governmental Organisations, with CARE Zimbabwe as a case study.

1.3 Research Objectives

1.3.1 Main Objective

To assess the role of strategic leadership in the promotion of organizational learning within CARE Zimbabwe

1.3.2 Secondary Objectives

1. To assess the role of organizational culture in the promotion of organizational learning at CARE Zimbabwe.
2. To assess the influence of management of change in the promotion of organizational learning within CARE Zimbabwe.
3. To design a strategic leadership model to promote organisational learning in Non-Governmental Organisations.

1.4 Research Questions

1. What is the role of organisational culture in the promotion of organisational learning?
2. What is the influence of management of change in the promotion of organisational learning?

3. Which strategic leadership model can be adopted to promote organisational learning in Non-Governmental Organisations?

1.5 Research assumptions

1. There will be easy access to information and participants will respond clearly and honestly.
2. The researcher will have access to CARE Zimbabwe employees until the date of questionnaire administration.
3. The operational environment will remain constant and conducive to conduct research.

1.6 Research Gap

There is a knowledge gap of the role of strategic leadership in the promotion of organisational learning in non- governmental organisations in the Zimbabwean context. Available literature focuses on the role of strategic leadership and organisational learning capabilities and performance of NGOS in Jordan and Nairobi. Existing literature also focussed on the identification of unique learning challenges of NGOs in South Africa and not in Zimbabwe.

The research therefore seeks to assess how leadership can promote organisational learning within CARE Zimbabwe, while addressing the challenges that employees may be facing in accessing the various organisational learning platforms. The research also seeks to come up with a strategic leadership model that organisations can use for the promotion of learning.

1.6 Justification of the research

In a bid to improve the organisation's capability, performance and effectiveness, CARE Zimbabwe is in a drive to developing, improving, and reinforcing organizational strategies, structures, systems, and processes (CARE Zimbabwe, 2022). One of the focus areas for CARE Zimbabwe's organizational development is people, where the organization seeks to build trust and positive

work culture, ensure that the business case (vision, mission, core values) is understood by all, promote dialogue and transparency as well as to carry out capacity development through learning. The research will bring insight into the ways in which leadership can ensure that learning is promoted for capacity development within the organization. No prior research has been carried out on the role of strategic leadership in the promotion of organisational learning in NGOs. Prior research was made on the role that strategic leadership plays in cooperate firms as well as universities but not in NGOs.

1.7 Purpose of the study

The study aims to assess the role of strategic leadership in promoting organisational learning in NGOs. The research is based on a single case study that explores CARE Zimbabwe which is an international NGO with operations in Zimbabwe. A study in organisational learning is crucial as performance of an organisation is a product of learning both from experience and uptake of new practices. The research assessed how strategic leadership can promote the organisational learning.

1.8 Significance/ Importance of the study

By way of this study, the researcher anticipates that CARE Zimbabwe and other development partners will improve strategies, systems, and processes for the organisations to transform into a learning organisations by learning from their experiences and keeping in touch with new practices and advances in the field for them to maintain relevance. The research may aid present and future strategic leaders to build, advance, and run learning organizations. Stakeholders which include Government line ministries and local authorities will benefit from the study through the examination of learning in a new environment. The research will assist CARE Zimbabwe and donors to demonstrate that funds being provided are making sustainable impact not only to communities served, but also to the development workers through learning. With funds for NGOs becoming increasingly scarce, the research will help CARE Zimbabwe to be competitive and be able to acclimatise and respond to the shifting environment and improve financial sustainability. The research is important as it explores ways through which leadership can promote organisational

learning in CARE Zimbabwe in a bid to reach full potential of workers and achieve their aims and objectives.

1.9 Delimitations

The research was conducted in CARE Zimbabwe because the researcher is an employee of CARE Zimbabwe and therefore gathering information within the organisation was less time consuming and convenient. Data was collected from leaders and employees in non-leadership positions because leaders gave insight into the uptake of systems put in place while employees provided information on why some initiatives are not being up taken and ways in which they think uptake can be improved. The research focussed on the one-year period between 2022 and 2023 during which the researcher took note of the problem.

1.10 Limitations

Employees in strategic leadership positions may be biased towards acknowledging the positive uptake and usage of learning platforms due to the nature of their jobs. This was overcome by striking a balance and ensuring that information was gathered from employees across all levels within the organisational structure. Another limitation to the research was that CARE Zimbabwe is found in various regions of the country that are geographically apart and administering questionnaires to represent all employees from different locations was difficult. This limitation was overcome by making use of online platforms to administer the questionnaires. Another limitation was that some participants may give misdirecting responses for fear of victimisation. The researcher overcame this limitation by assuring and making sure that responses were kept in confidence and questionnaires were not traced back to the respondent.

1.11 Chapter Summary

This chapter presented the background of the study, statement of the research as well as research objectives and research questions. The chapter also highlighted assumptions made as well as the justification and purpose of the study. The significance that the study has to various stakeholders was explored in this chapter and so were delimitations and limitations.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The key aim of the research was to assess the role of strategic leadership in the promotion of organisational learning at CARE Zimbabwe. The secondary objectives being an assessment of the role of organisational culture and the influence of management of change in the promotion of organisational learning. The research also sought to come up with a strategic leadership model to promote organisational learning in Non-Governmental Organisations. An examination of academic literature was conducted to improve the understanding of strategic leadership and organisational learning, the role of strategic leadership in promotion of learning in organisations and to determine the strategies leaders need to ensure organisational learning. The research also intended to review the effect of organisational culture and management of change on learning in organisations.

2.1 Definitions

2.1.1 Strategic leadership.

Strategic leadership is a exercise in which managers use diverse styles of management to develop a vision for their organisation that allows it to acclimatise to remain viable in a shifting economic and technical environments (Bilginoglu & Yozgat, 2018). For the success of any organisation or entity, there is need for strategic leadership that uses vision to empower workers by implanting a sense of unity and resolve and permitting the implementation of change within the organisation (Bilginoglu & Yozgat, 2018).The authors show that the core components of strategic leadership in an organization comprise strategic direction, strategic thinking and management of change (Bilginoglu & Yozgat, 2018). According to Kitonga (2016) as cited in Adaileh & Adaileh (2021), strategic leadership is a method used by leaders in an organisation to achieve organisational objectives (Adaileh & Adaileh, 2021). The author further explains that it is the clear understanding of the vision of the organisation through affecting the organisational culture, allocating resources, and guiding the resources through guidelines and principles, and coming up with decisions in changing environments (Adaileh & Adaileh, 2021).

2.1.2 Organizational learning.

Organisational learning is the progression of an organisation towards improving itself through gaining experience and making use of that experience to generate knowledge, which is then transferred within the organisation (Ellstrom, 2010). It is finding appropriate innovative information, dissemination of this information to relevant individuals within the organisation, application of the knowledge to improve internal processes and external adaptations (Vushe, 2018). Azharddin (2013), as cited in Adaileh & Adaileh (2021) explains that organisational learning is a blend between individual learning and the organizational ability to the continuous application of the group abilities of thought (Adaileh & Adaileh, 2021). Schnitter & Alwaeli (2019) perceive organisational learning as an unending process for obtaining skills relevant to the organisation's aims and a gateway for organizational renewal and change. A learning organisation is where there is creation of opportunities to step aside, do stock-taking and reflect (Rijal, 2016). A learning organisation refers to an organisation that is skilled at creating, acquiring, and transferring knowledge and modifies its behaviour to reflect new knowledge and insights (Tran & Choi, 2019). The authors added that organisational learning culture involves unceasing education, analysis and conversation, team learning, empowerment, an rooted system, system linkages and strategic leadership (Tran & Choi, 2019). These definitions highlight that organisational learning is not an event, rather it is a continuous process which improves abilities of individuals in an organisation through interaction.

2.1.3 Organizational culture.

Winkler & Fyffe (2016) posit that organizational culture denotes to how things are done, dominant manners, forms of acknowledged and anticipated conduct as well as the habits that develop into the organization's values (Winkler & Fyffe, 2016). Adaileh & Adaileh (2021) asserted that organizational culture are the ideals and actions directing the views and notions of organizational members, which are also transmitted to new members (Adaileh & Adaileh, 2021). The authors further explain that strategic leaders are responsible for establishing the pillars of organizational culture in the senior management (Adaileh & Adaileh, 2021). Barney (2014) as cited in Adaileh & Adaileh (2021) proposed that the principles of organizational culture give rise to vision, aims, productivity and accountability among organizations as well as adjustment between the

organization's culture and employee objectives (Adaileh & Adaileh, 2021). Organizational culture influences the behavior and performance of employees and there is need for organizations to contemplate culture during change management or the implementation of new procedures or practices (Winkler & Fyffe, 2016).

2.2 Objectives of the study

2.2.1 To assess the role of organizational culture in the promotion of organizational learning at CARE Zimbabwe.

2.2.1.1 Effects of culture on learning in organisations.

Organizations that adopt learning as a culture have employees with an interest in learning and make use of what they have learned to advance their performance at organizational, program, or individual level (Winkler & Fyffe, 2016). Winkler & Fyffe (2016) further explain that a learning culture encourages organisations to come up with self-altering mechanisms and inner processes that make use of data to observe let-downs and flaws to make necessary alterations, reduces impediments to data and knowledge and rewards and inspires data-driven practices, making learning and continuous improvement the rule. An organizational culture that values learning ensures that the whole team understands that continuous learning through collecting and using data is important in guaranteeing substantial, quantifiable and maintainable good for the society that is served towards attaining the mission and vision (Winkler & Fyffe, 2016). Strategic leadership encourages employees to be respectfully challenging in high performance cultures which are innovative and create conducive environments for the acknowledgement of problems. In competitive environments, flexibility, adaptability, and innovation are important attributes that will ensure survival of organisations and these characteristics fall within the domain of organisational culture (Rijal, 2016).

2.2.1.2 Compliance culture vs transformational culture

Winkler & Fyffe (2016) highlight that traditionally, non-profit organisations have a compliance culture which directs their efforts towards compliance and have modified their internal environments to respond to external pressures (Winkler & Fyffe, 2016). This leads to the minimum use of data to reflect and acquire knowledge on the meaning of the data and make informed decisions about program and operational enhancements (Winkler & Fyffe, 2016). Transformational culture which is supportive of innovation, transformation and change inspires high levels of commitment and motivation in employees. An in depth understanding of cultural issues in an organisation is necessary for the identification of priority issues for leadership. On the other hand, organisational culture may present barriers when organisations attempt to implement strategies to encourage learning and it is the role of leadership to identify factors that can hinder or support these efforts (Winkler & Fyffe, 2016). Identification of these factors enables strategic leaders to employ strategies that align to culture, and this may be more effective increasing the probability of channelling employee behaviours towards desired data use practices.

2.2.1.3 Pillars of organisational learning.

Adaileh & Adaileh, (2021) cite Gavin & Edmonson (2008) who proposed that organizational learning includes three basic pillars (Adaileh & Adaileh, 2021). The pillars are a supportive educational environment, concrete learning practices through the conveyance of new practices and skills to the workforce and leadership capable of integrating innovation and practices regularly, facilitating dialogue and conveying a common vision (Adaileh & Adaileh, 2021). Winkler and Fyffe (2016) posit that an organisation that values organisational learning needs to ensure that employees have access to skills, information, and technology for them to participate, through the provision of resources (Winkler & Fyffe, 2016).

2.2.1.4 Fundamentals of organisational learning.

The uptake of data use and learning requires change and if a novel organisational culture varies from a previous culture, leadership needs to initiate and support this change (Tran & Choi, 2019). Leaders have a mandate of establishing a learning culture by coming up with ways to entrench data use into systematic organisational routines and behaviours (Tran & Choi, 2019). Winkler and Fyffe (2016) further highlight that the cultivation of a learning culture calls for leaders to change approaches and actions to back up sharing of information, problem identification and resolution and novelty (Winkler & Fyffe, 2016). The author postulates that the willingness of leaders to use data for decision making and changes enables employees to embrace and model the same behaviours (Winkler & Fyffe, 2016). Wallo et al. (2022) as cited in Lundqvist (2022) suggest that leaders enable workplace learning indirectly through mechanisms such as the organizational structure or culture, or directly through their leadership behaviours such as the provision of coaching (Lundqvist, Wallo, Coetzer, & Kock, 2022).

2.2.2 To assess the influence of management of change in the promotion of organizational learning within CARE Zimbabwe.

2.2.2.1 The influence of management of change on the promotion of organizational learning

In many modern organizations, management is linked with enhancement of the current model and leadership is linked with change (Lundqvist et al., 2022). Change is a continuous realignment in anticipation of or in response to changing environments (Wells, 2021). The author Kurt Lewin developed a three-step model for organisational change whose idea is to look for the problem first before it can be unlearned and adaptation be done (Scholin et al., 2022). The model steps include ‘unfreezing’, where unlearning of behaviours is done; ‘moving’ where the new direction is taken and ‘refreezing’ where the new behaviour is put as a standard (Scholin et al., 2022).

Successful change towards a learning organisation can be accomplished through the development of suitable and accepted vision with quantifiable objectives that lead the organisation to the realisation of anticipated benefits (Errida & Lotfi, 2021). The authors mention that for any successful change process, there should be readiness and capacity for change both at individual and organisational level (Errida & Lotfi, 2021). Individual readiness is about the skills, abilities,

inspiration, insights, and actions towards change, while organisational readiness focusses on keenness of the organisational atmosphere (Errida & Lotfi, 2021). The leader's role in planned change is to facilitate crucial learning and to accentuate iterative reflection to make impactful interactions cultured through organisational learning (Wells, 2021). Vanessa de Fatima et al (2019) as cited in Scholin et al (2022) emphasize the importance of communication and functional internal processes when organisations are faced with change (Scholin, Jarplind, & Norrman, 2022). Communication plays an important role in creating change enthusiasm, reducing resistance to change, and winning employee buy in (Errida & Lotfi, 2021).

2.2.3. To design a strategic leadership model to promote organisational learning in Non-Governmental Organisations.

2.2.3.1 The role of strategic leadership in organisations.

Bilginoğlu and Yozgat (2018) assert that the success of a company is determined by its leadership (Bilginoglu & Yozgat, 2018). Organizations do well if the leadership can encourage its employees to stand to its vision and embrace change. Strategic leaders are the pivotal to organisational learning as they promote a culture of analysis and pursuit lessons in outcomes and study failure in open and constructive ways (Bilginoglu & Yozgat, 2018). Strategic leadership plays a role in the creation of strategic decisions, coming up with organisational structures, and facing environmental difficulties through shaping direction, setting the strategy in application, empowering workers, defining the effective points, and developing strategic ability (Adaileh & Adaileh, 2021). Strategic leaders in public and private organisations are responsible for encouraging flexibility and innovation, as well as practicing ethical leadership (Adaileh & Adaileh, 2021).

2.2.3.2 Characteristics of strategic leaders who place learning at the centre.

The competitive pressure in the contemporary environment obliges organisations to be risk taking and creative and oversee the development of new competencies and capabilities, and thus placing learning at the centre (Rijal, 2016). The learning of individuals enables organisations to become adaptive and flexible, leading to an improvement in organisational performance and enhancement of organisational learning. Strategic leadership is about the level to which the leaders' model supports learning at individual, team, and organisational level (Tran & Choi, 2019). For learning

to occur in organisations, there is need for leaders to make their followers exude their best and Rijal (2016) highlighted that Peter Senge, an American systems analyst identified leaders in learning organisations as designers, teachers, and stewards (Rijal, 2016). According to Rijal (2016) Marquardt (1996) also identified a leader as someone who instructs, coaches, mentors, manages knowledge, co-learns, is a learning model, architects, designs, and coordinates. The author further quoted Johnson (2002) who considered visioning, empowerment, and leaders' role in learning as crucial skills for leaders in learning organisations to have. Hristov and Zehrer (2015) cited in Owusu- Boadi (2019) post that for the success of the organisation, strategic leaders need to be able to determine strategic direction, knowledge on how to exploit and uphold unique capabilities, the capacity to choose and advance human capital, ability to build and sustain organizational culture, accentuate ethical practices, and create strategic controls (Owusu-Boadi, 2019). The willingness of leadership to identify and commit resources, enables the building of a culture that supports continuous learning and improvement. (Winkler & Fyffe, 2016).

2.2.3.3 Organizational learning strategy

An organizational learning strategy is essential to the success of an organization as it provides a solid framework to assist the employees in contributing to the general aims of the organisation. An organization learning strategy also comprises knowledge preservation and transmission which may assist satisfy the employees' desires as well as those of the stakeholders, associates, and customers (Cosentino, 2023). The author points out that an organisational learning strategy will ensure the organisation remains competitive in changing business environments through the constant creation, retention and transferring of knowledge that enables innovativeness (Cosentino, 2023). An organisational learning strategy makes an organisation adaptable which is an essential attribute for survival. Learning organisations are productive and promote innovation, which enables the organisation to attain full potential by creating a work environment in which employees are exposed to diverse ideas, network productively, research, and have the chance to re-look at the data (Cosentino, 2023).

2.3 Theoretical Framework

2.3.1 The Human Capital Theory

This research was based upon the human capital theory which was established by Schultz and Becker around 1960. In his writings, Becker, who had the greater contribution to the theory considers that human capital is formed because of investing in a person through giving them an opportunity to gain special knowledge which is accumulated at work (Mayilyan & Yedigaryan, 2022). The human capital theory shows that training in an establishment advances the capabilities of employees (Mailu & Kariuki, 2022). The authors suggest that specific guidance given to employees gives them supporting and pertinent skills in conducting day to day within their organizations. The basic elements in the human capital theory include advancement opportunities, favourable working conditions, and investment in training (Mailu & Kariuki, 2022). The founders of the theory emphasised how trainings influence the intentions of employees to either leave or stay in an organization.

According to Schnitter & Alwaeli (2019), supervision of the human resources is about developing the human capital, contributing to the establishment of strategic direction, adoption of an effective culture as well as making use of core capabilities. Mutia (2019) as cited in Adaileh & Adaileh (2021) posits that developing the human capital is an essential variable for practicing strategic leadership as performance of activities relies upon skilful employees. Knowledge and employee capabilities which make up human capital are vital elements in improving the company's productivity leading to competitive advantage.

2.3.2 The Assimilation Learning Theory

The research was also based upon the assimilation learning theory propounded by Nevis, DiBella and Goulds (1995). The assimilation theory presents that the learning process has three stages which constitute of acquisition, sharing and utilisation of knowledge (Njoroge & Muathe, 2018). Knowledge acquisition has to do with the creation of skills, insights, and relationships.

Dissemination of what has been learnt follows and this is known as knowledge sharing (Njoroge & Muathe, 2018). Knowledge utilisation is made up of incorporation of learning to make it widely available and widespread to novel situations (Leavit, 2011). Nevis et al, according to Njoroge & Muathe (2018) also proposed seven learning angles describing the approaches and personal characteristics that govern the learning process. These are knowledge source describing whether knowledge is created internally or acquired externally; product-process focus which focuses on the organisation's products and processes; documentation mode focusing on the knowledge stock repository; dissemination mode comprising of knowledge sharing methods; learning focus entailing the incremental or transformational objective of learning; value chain focus constituting decisions whether to invest in designing and developing or marketing and delivering; and skill development of employees (Njoroge & Muathe, 2018).

2.4 Empirical Studies

This section focuses on studies that were carried out by other researchers in strategic leadership practices including transformational leadership on organisational learning and performance of Non-Governmental Organisations. The studies explored will assist in creating a better understanding on the subject. The studies are grouped into the global, African, and local perspectives.

2.4.1 Global Perspective Asia

The Impact of Strategic Leadership Practices on Organisational Learning Capabilities in Public Universities in Southern Region Jordan (Adaileh & Adaileh, 2021)

Adaileh & Adaileh (2021) conducted a study that was aimed at identifying the effect of strategic leadership practices on organizational learning abilities in the public universities in the southern region of Jordan. The study population consisted of academic leaders and findings showed that there is a statistically important influence of strategic leadership practices on organizational learning capabilities in public universities in the south of Jordan (Adaileh & Adaileh, 2021). The level of strategic leadership practicing dimensions and learning capabilities was found to be moderate (Adaileh & Adaileh, 2021). The researchers suggested that it was necessary to focus on

raising the level of strategic leadership practice in universities in the scopes of the strategic direction, preserving human resources, and preserving an effective organizational culture. It was also recommended that activating principles and directives, mounting enticements to inspire academic leaders to implement and develop the organizational learning capabilities represented by dialogue, practice of participatory decision-making, in addition to encouraging workers to acquire the skills of listening to different perspectives and the skills of expressing their opinions were essential (Adaileh & Adaileh, 2021)

Leadership Style and Organisational Culture in Learning Organisations: A Comparative Study (Rijal, 2016)

Rajal (2016) conducted a study to appreciate the effect of transformational leadership and organizational culture on the development of learning organization (Rijal, 2016). Data was collected from the pharmaceutical sector and a comparison was drawn between India and Nepal (Rijal, 2016). Findings showed that transformational leadership and organizational culture have a positive impact in the advancement to a learning organization (Rijal, 2016).

2.4.2 Regional Perspective

Influence of Strategic Leadership on Performance in Non- Governmental Organisations in Nairobi County (Mailu & Kariuki, 2022)

Mailu & Kariuki (2022) steered a study on the influence of strategic leadership on performance of Non-Governmental Organisations (NGOs) in Nairobi County. The research was done to observe the effect of strategic leadership on performance in NGOs located in Nairobi County. The research revealed that strategic thinking, change management and strategic direction have a positive and substantial influence on the performance of the non-governmental organizations in Nairobi County (Mailu & Kariuki, 2022). Mailu & Kariuki (2022) recommended that NGOs need to adopt change management to assist the leaders and managers to assign roles to workgroups, departments and employees while also improving their knowledge of the ever-changing tasks and positions that they will face in the workplace. The study also recommended that there is need for administration to back up innovation among the

employees to allow improvement of the organizations' productivity, advance effectiveness in service delivery, create new partnerships and relationships and improve customer satisfaction (Mailu & Kariuki, 2022). Furthermore, the study recommended that NGOs should develop a vision statement to guide the organizations in making decisions that are consistent with its philosophy and stated objectives (Mailu & Kariuki, 2022).

Organisational Learning in Non-Governmental Organisations (Vushe, 2018)

Vushe in 2018 conducted a conceptual research on organisational learning in Non- Governmental Organisations. The main objective of the study was to identify the unique learning challenges that NGOs face as compared to corporate entities. The research sought to investigate some organisational learning theories and debates, with the intention of determining a set of factors that if present lead towards more productive learning in NGOs. The study showed that learning is an individual process and there is need for a balanced approach towards being a learning organisation and taking a strategic approach to organisational learning. (Vushe, 2018). It is impossible for an organisation to sustain competitive advantage without continually learning and developing new knowledge (Vushe, 2018). Organisational culture, attitudes, incentives, systems, and priorities were challenges to organisational learning revealed by the research (Vushe, 2018). The study also revealed the need for a balance between the different kinds of learning or learning for different purposes (Vushe, 2018).

2.4.3 Local Perspective

Establishing the Effects of Organizational Learning on Company Performance in the Road Haulage Business in Zimbabwe (Sibiya, 2015)

Sibiya conducted this research in 2015 and the thrust was to study the nature of the relationship between organizational learning and organizational performance of Zimbabwe's Road haulage businesses. Sibiya reviewed literature on organizational learning and organizational performance and formulated a conceptual framework for the purpose of the study (Sibiya, 2015). The study

concluded that organizational learning is a partial forecaster of company performance in Zimbabwe's haulage sector and recommended that managers in the haulage business in Zimbabwe focus organizational learning practises to enhance business performance (Sibiya, 2015).

2.5 Conceptual Framework

The conceptual framework in figure 1 below illustrates the association between the independent variables of strategic leadership and organisational culture with organisational learning (dependant variable).



*Figure 1*The relationship between strategic leadership, organisational culture, and organisational learning.

Under the strategic leadership variable, a learning organisation can be accomplished through the development of suitable and accepted vision with calculable objectives that lead the organisation to attaining expected benefits (Errida & Lotfi, 2021). The strategic leader is responsible for ensuring the organisation creates a clear vision and mission. During the change process, the role of the strategic leader is to facilitate learning and to accentuate iterative reflection to create impactful interactions cultured through organisational learning (Wells, 2021). Strategic leaders whose organisations are faced with change need to prioritise communication and it is this communication that will also build up to a successful learning organisation as it reduces resistance to change and increases buy in from employees (Errida & Lotfi, 2021).

Under organizational culture, it is important to note that strategic leaders are responsible for establishing the pillars of organizational culture in the senior management. If an organization's environment is supportive of learning, then its journey to becoming a learning organization will be flawless as employees will have no barriers to learning. The ethos of an organization should be such that there are platforms of transmission of new experience and skills to employees if the organization is to become a learning organization. An organization culture which speaks to an open-door policy, which facilitates dialogue makes it easy for employees not to shy away from innovation and making mistakes. This open dialogue creates safe spaces for employee's innovative ideas to come out and be shared. This in turn opens doors for organisational learning to take place.

2.6 Chapter Summary

This chapter described strategic leadership, including the role and characteristics of a strategic leader in an organisation. Organisational learning was also defined as alluded to in different literature, and its pillars and fundamentals were discussed. The chapter deliberated on the roles and effects of organisational culture in the promotion of organisational learning. The influence of management of change was also conversed within the chapter. The chapter highlighted that the human capital theory and the assimilation theory were the basis of this research. A conceptual framework was come up with which showed the association between the independent variables of strategic leadership and organisational culture with organisational learning as the dependant variable. A breakdown of some empirical studies related to the research concluded the chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter focusses on the research methodology and offers data enquiry methodologies. The research employed qualitative approaches where data was gathered through questionnaires. The chapter also provides an in-depth overview of the research ethics considered during the research period.

3.1 Research philosophy

Blackwell (2018) describes research philosophy as the beliefs and principles that guide design, collection of data and research analysis. It is what the researcher perceives to believe to be the truth, reality, and knowledge. A research philosophy are the core values that contribute to the fundamentals of the research procedure (Blackwell, 2018). The research philosophy in the study was interpretivism which is subjective, and data gathered could be influenced by background, culture, and experience. The nature of the study is shaped by the study participants and this relationship between individuals and external factors enables the study to reach multiple realities of the truth (Blackwell, 2018). Since this study assessed the role of strategic leadership in the promotion of learning, there were already experiences as well as individual opinions and viewpoints of this and that is why a subjective perspective is an approach used.

3.2 Research approach

A research approach gives an outline of the stages and measures the researcher plans to execute in the collection and analysis of data as well as interpretation of research outputs (Grover, 2015). The research used a qualitative research approach where an in depth understanding of the subject was attained through the administering of a questionnaire to employees of CARE Zimbabwe. After data collection, there was coding of the results which led to various themes emerging from the responses of the research participants. Data was analysed through thematic analysis where like

themes were grouped together and discussed. Thematic analysis was used in a bid to explore various perspectives as well as to identify similarities and differences among participants' perceptions on the role that strategic leadership plays in the promotion of organisational learning. Conclusions were drawn and a strategic leadership model to promote organisational learning was subsequently developed.

3.3 Research Design

The research was conducted through a case study where the researcher assessed the situation of CARE Zimbabwe. Case studies are a time and activity bound qualitative design where the investigator explores in depth a program, event, activity, process, or one or more individuals (Priya, 2020). The researcher explored the various factors that acted as barriers and promoters of organisational learning by conducting a case study of CARE Zimbabwe. A questionnaire was used as it allowed for the participants to openly share out their views that gave the researcher insights on the role of organisational culture and the influence of management of change in the promotion of organisational learning. This research collected data through administering questionnaires to a group of 30 employees within CARE Zimbabwe. The researcher used a qualitative approach to discover different assumptions, values, and beliefs on the use of learning platforms within the organisation. This open-ended questions that were in the questionnaire allowed the participants to discuss and elaborate on their deepest thoughts and feelings more freely (Azungah, 2018). Data collection was carried out between October and November 2023.

3.4 Sources of Data

3.4.1 Primary data

Collis & Hussey (2014) describe primary data collection as data collected from sources such as personal observations, interviews, or focus groups. The research was based on questionnaires which were transcribed and analysed through a thematic data analysis approach to answering the research questions regarding the role of strategic leadership in the promotion of organisational

learning. Questionnaires were used as the basis for the research because due to the varied geographic locations of the participants, interviews and focus group discussions could not be done.

3.4.2 Secondary data

Secondary data on which the research was based was obtained from internal organisational records and journal articles. Internal organisational records such as reports on the usage of the learning platforms gave the researcher an understanding of the trends of organisational learning within CARE Zimbabwe and helped in the assessment of the role of strategic leadership, organisational culture, and management of change in the promotion of organisational learning within CARE Zimbabwe.

3.5 Population

The population comprised of 30 CARE Zimbabwe employees, 15 of which were female and 15 were male. The population was drawn from CARE Zimbabwe employees in Buhera, Mutare and Bulawayo offices. The population included five members of the executive leadership team, five senior leaders, five extended senior leadership team members, 15 employees with non-leadership positions including three project secretaries, and 12 field officers. Employees of the organisation including its leadership were a relevant population of the study as they are involved in learning initiatives of the organisation and could give their perspectives on the role of strategic leadership in the promotion of organisational learning.

3.6 Sampling techniques

The unit of analysis is the actual data source, consisting of an organization, group, or an individual (Bhardwaj, 2019). The unit of analysis in the study were individual members from the executive leadership, senior leadership and extended senior leadership as well as employees not holding any leadership positions. Sampling is a way of selecting a sample from individual or from a large group of population for a of research purpose (Bhardwaj, 2019). A sample is a smaller set of data that a

researcher chooses or selects from a larger population using a pre-defined selection bias method (Bhardwaj, 2019)b. Sampling saves time and money, giving quicker results as the sample size is smaller than the whole population. In this study convenience sampling was used, where members of the sample are selected based on their convenient accessibility (Bhardwaj, 2019).

3.7 Sample Size

According to Cresswell & Cresswell (2018) participants ranging from 10 to 50 are sufficient for a qualitative research (Creswell & Creswell, 2018). In this research, a sample size of 30 was drawn from a population of 32 employees working in Buhera, Mutare and Bulawayo as calculated using Raosoft sample size calculator. The 30 participants on whom the study administered questionnaires comprised of 5 employees from the executive leadership, 5 employees from the senior leadership, 5 employees from the extended leadership team and 15 employees with no leadership positions. This sample size sought adequate representation of all groups of employees within CARE Zimbabwe.

3.8 Research Instruments

A research instrument is a tool used for the collection, measuring, and analysis of data linked to the research (Manoranjitham, 2015). Manorajitham (2015) highlights that different types of instruments are available based on the structure, purpose, nature, and availability (Manoranjitham, 2015).

3.8.1 Questionnaire

The researcher made use of a structured, self-administered questionnaire as the instrument for data collection. The questionnaire comprised of section A which solicited the demographic information relating to the respondents and their leadership status. In this section, participants were required to tick whether they were male or female and show by ticking if they were in any leadership position, and which one if they were.

Section B comprised of open and closed ended questions. The closed questions were requiring participants to select from the given options the number of learning courses, meetings, and platforms they have participated in. These questions had follow up open ended questions which required participants to state any challenges that they may have faced in the participation in the mentioned organisational learning initiatives.

Section C of the questionnaire was a 5-point Likert scale which was looking at the perceived role of strategic leadership in organisational learning, the perceived role of organisational culture in the promotion of organisational learning and the perceived influence of management of change in the promotion of organisational learning. The participants were provided with statements on strategic leadership, organisational culture, and management of change. The requirement was for the participants to rate the statements using the Likert scale, choosing from strongly disagree, disagree, neither agree nor disagree, agree and strongly agree according to how they perceived the particular statement. The questionnaire was administered to 30 employees of CARE Zimbabwe physically and via email.

3.9 Data collection process

The data was collected through administration of the questionnaire. Questionnaires were administered electronically and physically to members of the executive leadership team, senior leadership team, extended senior leadership team as well as employees with no leadership positions, who upon consenting to participating completed the questionnaire. Section A of the questionnaire contained demographics of the respondents which included their sex, and leadership positions if any. Section B collected information on the participants understanding of organisational learning as well as their interaction with the three learning platforms that CARE Zimbabwe offers, including any challenges that research participants may be facing in utilising these platforms. Section C contained the perceptions of the respondents on the role of strategic leadership and organisational culture as well as the influence of management of change on the promotion of organisational change. A five-point Likert scale was developed to measure the extent to which the respondents agreed or disagrees with the statements posed. The researcher then collected the completed questionnaires for data analysis.

3.10 Data Analysis

Data was collected through questionnaires which were scanned, and data was coded. An online Fisher's exact test statistic was used to measure of the strength of association between gender of participants and leadership position within the organisation. An inductive within case analysis of data which allowed theoretical constructs to emerge was conducted. Significant statements were grouped to form themes for the thematic analysis for qualitative which was used to analyze the qualitative data. To kick start analysis, the researcher used Microsoft excel for the storage, organisation, and retrieval of data. Horizontalization was used to categorise and develop data, where responses were clustered together to create themes. Grouping of themes into larger units based on occurrences helped in establishing the main themes for the research and allowed for noting down of the participants' experiences through interaction with organisational learning platforms. The most prevailing themes aided in endorsing the role of strategic leadership in the promotion of organisational learning. The various themes that emerged from the data allowed for the coding of open ended questions and Likert scale responses. The coding of the questionnaires in this research was based on multiple codes to give the findings a more precise presentation of the data. The codes were summarised and grouped into categories that revealed patterns that facilitated the analysis of similarities and differences and provided the research with a diverse and valid analysis (Collis & Hussey, 2014).

3.11 Ethics

Research participants reserved the right to decide whether to participate in the research project. Consent was sought from the participants who were given information on the objective and purpose of study before they could decide whether to participate or not. Participants were informed on their right to decline to answer any questions they did not feel comfortable in responding to and their right to withdraw from the study at any given time. Integrity and professionalism were upheld to prevent any possible leakage of information on data records, which were kept safely.

3.12 Chapter Summary

This chapter focussed on the research methodology and provided data enquiry methodologies. The chapter discussed the research philosophy, research approach and the research design. Primary and secondary data sources were discussed as well as the population and sampling technique used. The chapter also discussed the research instruments used, methods of data collection and data analysis. The chapter concluded by discussing ethical considerations made during the research.

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents and deliberates on the findings that have been discovered, looking closely at the key study questions. This chapter has three parts where it discusses the demographics of respondents, organisational learning; and roles of strategic leadership, organisational culture, and influence of management of change in the promotion of organisational learning as identified through the research.

4.1 Demographic characteristics of the research respondents

4.1.1 Sex of the respondents

Figure 2 shows the sex of the respondents. 35% of respondents were female, while 65% of the respondents were male.

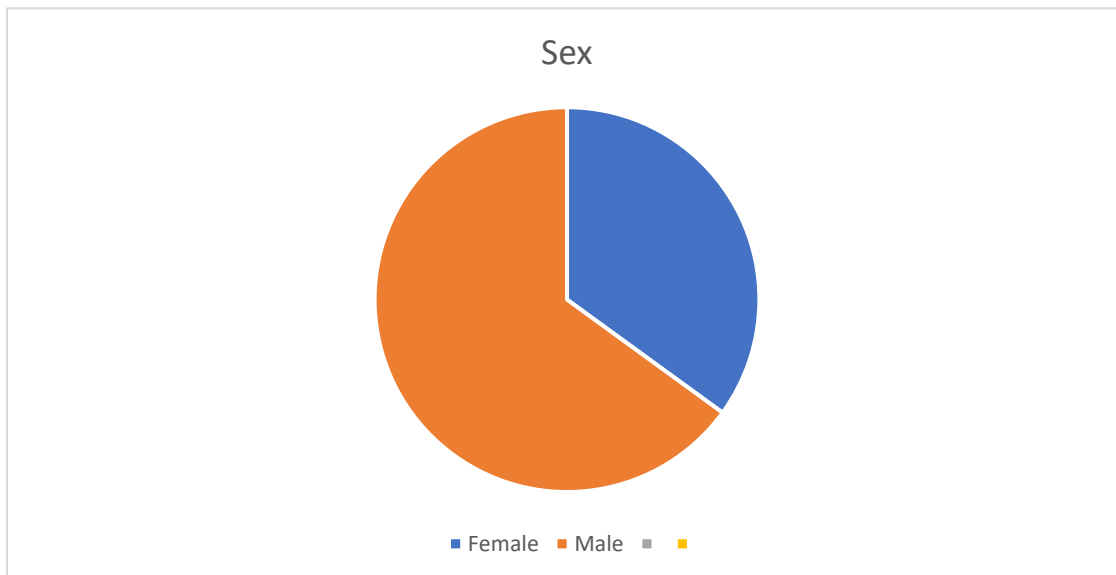


Figure 2 Sex disaggregation of the respondents.

4.1.2 Position and level of level of leadership of the respondents

A total of 45% of the respondents did not hold any leadership positions within the organisation, while 55% were in positions of leadership. This breakdown showed a relatively balanced distribution, with a slight majority holding leadership positions, and subsequently allowed for a balanced view of the research. Of the 55% employees holding leadership positions, 30% were from the extended leadership team, which is the highest leading body of the organisation. 40% of the respondents that were in leadership positions were in the senior leadership team and another 30% were in the extended senior leadership team. This representation of participants across the whole organisation allowed for a balanced view of the research. Table 1 below shows the distribution of participants holding leadership positions against those not holding leadership positions disaggregated by their sex.

Sex	Holds a leadership position	Does not hold a leadership position
Male	5	7
Female	4	3
Total	9	10

Table 1 Participants holding and not holding leadership positions by sex.

4.1.3 The Fisher's exact test statistic

The Fisher's exact test statistic was used to determine the strength of association between sex and leadership position. A test statistic value of 0.06499 was obtained and this indicated a weak association between the variables and the variables are independent. The extract below shows the results from an online Fisher's exact test conducted.

Results			
	yes	no	Marginal Row Totals
male	5	7	12
female	4	3	7
Marginal Column Totals	9	10	19 (Grand Total)

Table 1 Extract from Fischer test on the association between sex and participants that hold and do not hold leadership positions. The Fischer exact test statistic value is 0.6499 and the result is not significant at $p < 0.05$.

4.2 Organisational learning understanding, participation, and challenges.

4.2.1 Participant's understanding of organisational learning.

The research revealed that 95% of the participants understood what organisational learning is, with the main theme coming for the definitions being knowledge creation and experience. Only one participant, representing 5% of the respondents did not feel they had an understanding. Under this theme, 41% participants highlighted that organisational learning is when the organisation gains experience through the creation, retaining and imparting of knowledge. A participant under this theme posited that this can be achieved by ensuring that the organisation deliberately supports learning through provision of a conducive environment, through staff development, allowing staff to learn and employing knowledgeable and experienced staff who can impart their knowledge across the organisation. A total of 36% of the participants postulated that organisational learning has to do with the learning of organisational goals, understanding of organisational objectives, creating value and the creation of a learning environment within the organisation. 11% of the participants defined organisational learning as critical processes that help organisations build their capacity and increase organisation effectiveness. 6% of the participants highlighted that organisational learning has to do with improvement and growth within the organisation. There was no response from 6% of the participants. The respondents also highlighted that organisational learning is essential for organisations to adapt to the changing contextual environments they operate in.

4.2.2 The role that leaders play in the promotion of organisational learning.

The consistent response 'yes' to the question whether participants thought leaders have a role in the promotion of organisational learning suggests unanimous agreement among the respondents. All participants agreed that leaders do indeed play a significant role in fostering and promoting organisational learning within the context of the survey. According to the research, the main role of leaders in promoting organisational learning is creating a learning environment and fostering a learning culture. The research also revealed that leaders need to encourage employees to learn through attaching rewards to learning, which include internal promotions to challenge employees to continually improve themselves, as well as promoting innovators. Leaders, according to the research are role models who need to lead their subordinates from the front and be exemplary in taking up learning initiatives. Other themes that emerged from the respondents were communication and provision of resources to support learning. In addition to the establishment of learning platforms for knowledge sharing, the research also revealed that leaders need to take a role in setting aside time for employees to interact with these platforms.

4.2.3 Leadership skills that are important for the promotion of organisational learning.

The research revealed that the top leadership skills required for the promotion of organisational learning is communication as it appeared in 53% of the responses. This suggests that communication is widely perceived as a crucial leadership skill for promoting organizational learning. Problem solving was also perceived to be important by the respondents as 16% of the participants alluded to it. According to the research, assertiveness, planning and organising are also important leadership qualities that leaders need to exhibit for the promotion of learning. Other qualities that the research revealed are strategic thinking and motivational skills.

4.2.4 Participation in learning initiatives and challenges

4.2.4.1 CARE Academy

The graph below depicts the attendance of the CARE Academy courses by the respondents. CARE Academy is a learning platform that supports the academic advancement of staff and is available to CARE Zimbabwe employees, offering courses in management, leadership, information and technology, personal development, financial management among others. According to the survey, 47% of the respondents have completed one to five courses within the last 12 months. 32% of the respondents completed six to ten courses, while 21% did eleven courses and more. This information that the survey revealed provides insights into the engagement level of participants with the CARE Academy platform, offering a glimpse into the extent of commitment to continuous learning within the organisation. The major challenge that respondents cited for the failure to complete courses was internet challenges (30%) and the fact that several of the modules were lengthy. The length of the modules made it difficult for respondents who also highlighted time poverty (20%) as the second biggest challenge, as they are mostly engaged in meeting donor targets and deadlines. Other challenges that the participants highlighted were limited course content (30%), lack of motivation (15%) and lack of motivation (15%). 25% of the participants revealed that they do not have any challenges in conducting courses on CARE Academy.

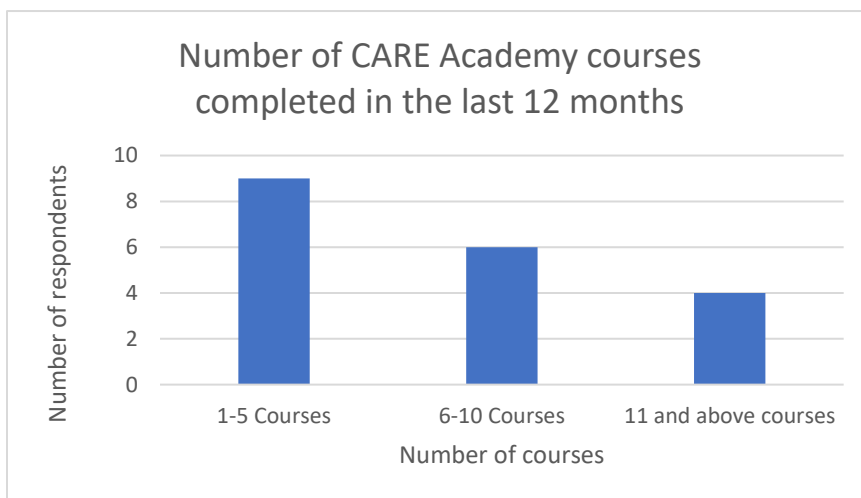


Figure 3 Attendance of CARE Academy courses

4.2.4.2. The Learning and Innovation Platform

The Learning and Innovation Platform (LIP) is a monthly interactive platform where CARE Zimbabwe employees meet and share innovations that they are making in their respective departments. Twenty one percent of the respondents did not attend any LIP meeting within the last 12 months, while 16% attended one meeting. Twenty one percent attended two meetings, 21% attended 3 meetings and another 21% attended more than three meetings. This information suggests that there is a mix of individuals who have and have not been involved in these learning workshops, which may impact the diversity of perspectives and experiences in subsequent questions related to the adoption of recommendations and the effectiveness of the workshop outcomes. The major challenge that hinders employees according to the research is time poverty as the meetings often clash with field activities. Twenty-one percent of the respondents highlighted that they are not sure who should attend the meetings and find the meetings complex. The rest of the respondents did not find any challenges in attending the meetings. Figure 4 below is a graphical representation of the attendance of LIP meetings by respondents to the survey.

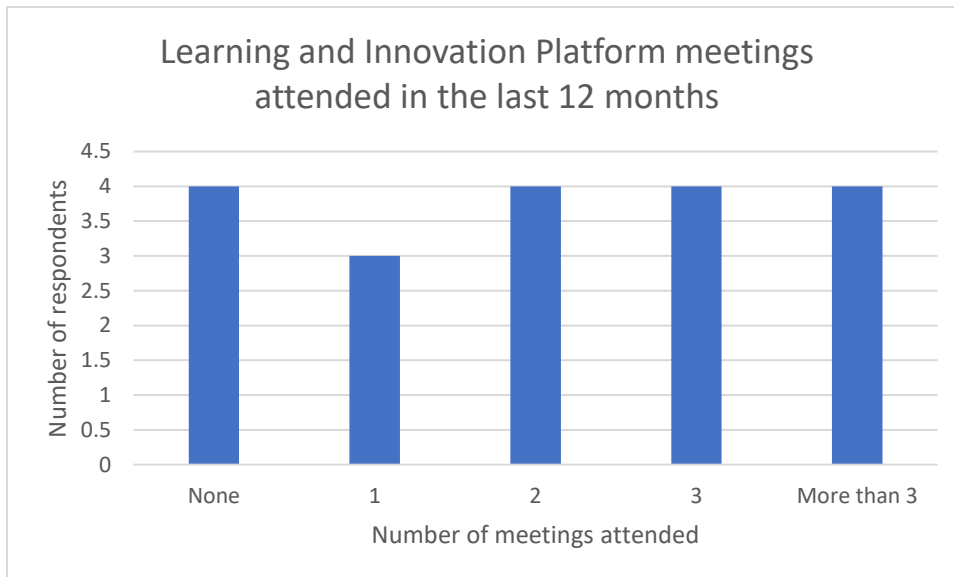


Figure 3 Attendance of Learning and Innovation Platform Meetings

4.2.4.3 Lessons Learnt Workshops and adoption of recommendations from them.

Forty seven percent of the respondents have attended a lessons learnt workshop before, while 53% highlighted that they have never attended a lessons learnt workshop, as shown in figure 5 below. A total of 37% of respondents attested that recommendations from lessons learnt workshops are being used for decision making in current programming within the organisation. The respondents highlighted that recommendations from ENSURE project to adequately prepare project participants and to conduct community-based planning so as not to impose projects on participants were up taken and adopted with the TAKUNDA project. 63% of the respondents were uncertain whether recommendations from lessons learned are adopted and this uncertainty may suggest a lack of clarity or communication regarding the adoption of recommendations within the organization. On the other hand, the study revealed that usually these recommendations from lessons learnt workshops do not have time limits and are therefore difficult to track. Other respondents highlighted the absence of a Country Office (CO) knowledge management system that facilitates learning of new projects from recommendations of past ones. Another respondent posited that leadership lacked commitment and involvement in lessons learnt and thus the failure of the organisation to uptake recommendations. The study revealed that lessons learnt will help the organisation to take stock of what needs to be done and remain on track, which also assists in donor accountability through fidelity of implementation.

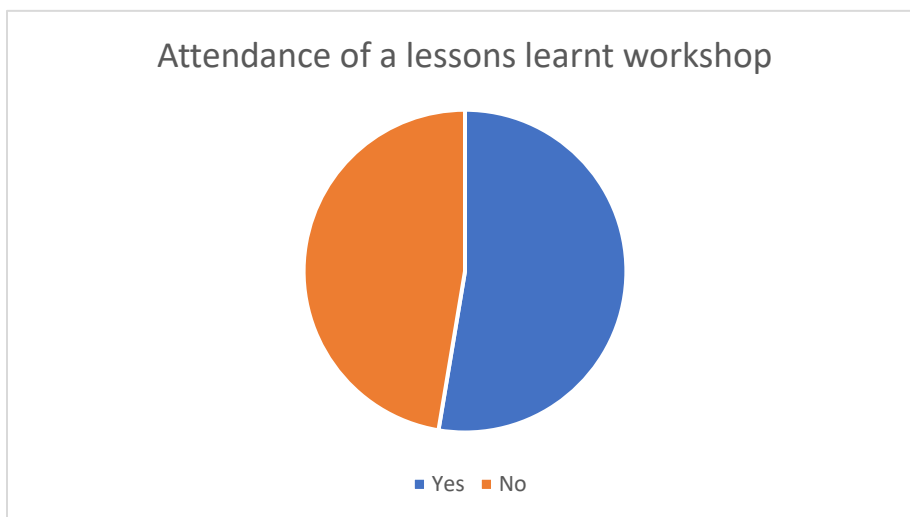


Figure 4 Attendance of the lessons learnt workshop by respondents.

4.3 Role of strategic leadership, organisational culture and influence of management of change in the promotion of learning in organisations

4.3.1 Role of strategic leadership in the promotion of learning in organizations

Table 1 below shows the sentiments of research respondents on the role of strategic leadership in the promotion of organisational learning. No participant disagreed with any of the statements, but two participants totally disagreed that strategic leaders are knowledge managers, co-learners and learning models. Most of the participants (10) strongly agreed that strategic leadership is a method that organisations use to achieve organisational objectives.

	Number of respondents					Mean	Mode	Median
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			
Strategic leadership is a method that leaders in an organisation use achieve organisational objectives.	0	0	4	5	10	4.3	5	5
The success of learning initiatives in an organisation is determined by its leaders.	0	0	3	9	7	4.2	4	4
Strategic leadership is about the extent to which leaders supports learning at individual, team, and organisational level.	0	0	2	10	7	4.3	4	4
Strategic leaders are knowledge managers, co-learners and learning models	2	0	2	12	3	3.7	4	4

Table 2 Respondents' sentiments on the role of strategic leadership in the promotion of organizational learning

Most respondents agreed that strategic leadership is a method that leaders in an organisation use to achieve organisational objectives, the success of learning initiatives in an organisation is determined by its leaders and the extent to which leaders support learning at individual, team, and

organisational level, as shown by the mean of the data ranging between 4.2 and 4.3 for these responses. The most frequent response on the statement that strategic leadership is a method that leaders in an organisation use to achieve organisational objectives was strongly agree, while the most frequent response for the other three statements were agree. The data followed a normal distribution as the mode and median was also around 4. The research therefore showed that strategic leadership is used to achieve organisational objectives and it is the extent to which leaders support learning at individual, team, and organisational level. Most respondents agreed that leaders in an organisation are knowledge managers, co-learners and learning models who determine the success of learning initiatives in an organisation.

4.3.2 Role of organisational culture in the promotion of organisational learning

Table 2 below shows the responses for the research respondents on different statements on the role of organisational culture in the promotion of organisational learning. Eleven respondents strongly agreed that organisations should put value to learning through the creation of an environment that stimulates learning through rewards. Nine respondents each agreed that the responsibility for learning should be shared by all employees according to the organisation's objectives and that organisational culture must allow and encourage experimentation and employee autonomous decision making while leaders give feedback. A total of nine respondents agreed that organisations need to financially commit to staff training and development.

	Number of respondents							
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	Mode	Median
Organisations should put value to learning through the creation of an environment that stimulates learning through rewards.	0	0	2	6	11	4.5	5	5
The responsibility for learning should be shared by all employees according to the organisation's objectives.	0	0	2	9	8	4.3	5	4
The organisational culture must allow and encourage experimentation and employee autonomous decision making while leaders give feedback.	1	0	2	9	7	4.1	4	4
For organisational learning to be successful, there is need for the organisation to commit financially to staff training and development.	0	0	3	7	9	4.3	5	4.3

Table 3 Respondent's sentiments on the role of organizational culture in the promotion of organizational learning

Strongly agree was the most frequent response for the statements, while the mean of the data is between 4.1 and 4.5 showing that respondents agreed to the statements that they were asked to comment on.

4.3.3 Influence of management of change in the promotion of organisational learning

Table 3 displays the sentiments of the research respondents on the influence of management of change in the promotion of organisational learning. All of the respondents either agreed or strongly agreed to the assertions that changes towards organisational learning requires leaders who develop clear visions, with quantifiable objectives and an action plan that leads the organisation to the realisation of anticipated benefits; to have a successful change process, there should be readiness and capacity for change both at individual and organisational level; and effective and constant communication play an important role in creating change preparedness, reducing resistance to change, and winning employee buy in. Three respondents were neutral about the assertion that the leader's role in planned change is to facilitate learning and to emphasize reflection to create impactful interactions amongst employees while the other respondents either agreed or strongly agreed.

	Number of respondents					Mean	Mode	Median
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			
Successful changes towards organisational learning requires leaders to develop a clear vision with measurable objectives and a strategy that guides the organisation to the realisation of expected benefits.	0	0	0	13	6	4.3	4	4
To have a successful change process, there should be readiness and capacity for change both at individual and organisational level.	0	0	0	10	9	4.5	4	4
The leader's role in planned change is to facilitate learning and to emphasize reflection to create impactful interactions amongst employees.	0	0	3	9	7	4.2	4	4
Effective and constant communication play an important role in creating change readiness, reducing resistance to change, and obtaining employee buy in.	0	0	0	11	8	4.4	4	4

Table 4 Respondent's sentiments on the role of management of change in the promotion of organizational learning.

The most common value for the data was between 4.2 and 4.5, while the mode and median for the data was 4. This analysis shows that the research revealed that change management has a positive influence in the promotion of organisational learning through individual, leadership, and organisational levels.

4.4 Discussion of findings

This section discusses the major findings relating to the objectives of the research. The purpose of the study was to assess the role of strategic leadership in the promotion of organizational learning within CARE Zimbabwe. The study was determined by a conceptual framework constituting strategic leadership and organizational culture as independent variables while organizational learning was the dependent variable.

4.4.1 The role of strategic leadership in the promotion of organizational learning within CARE Zimbabwe

The main objective of the research was to assess the role of strategic leadership in the promotion of organizational learning within CARE Zimbabwe. The research revealed that strategic leadership is a method that leaders in an organization use to achieve organizational objectives. Findings from the study were also that leaders need to take multiple roles as knowledge managers, co-learners and learning models within the organization. Several respondents highlighted that leaders are role models when it comes to learning and thus CARE Zimbabwe leadership need to lead from the front when it comes to taking learning initiatives. This will also help them to understand the challenges that employees face when interacting with these platforms and help leaders to better serve the employees and make learning bearable.

4.4.2 The role of organizational culture in the promotion of organizational learning at CARE Zimbabwe.

The objective sought to assess the role of organizational culture in the promotion of organizational learning at CARE Zimbabwe. Findings from the study showed that CARE Zimbabwe needs to attach value to learning through the creating an environment that stimulates learning through rewards. The reward system according to the study works both ways, through rewarding employees that engage in learning platforms availed by the organization, as well as promotion of employees who personally learn and improve themselves, as their learning will also benefit the organization. The study revealed that all CARE Zimbabwe employees should be responsible for learning in line with the organization's objectives, although there was a revelation that the learning and innovation platform is misunderstood by some employees. It is therefore imperative for CARE Zimbabwe leadership to make sure that in the same manner they are sharing and clarifying the organization's strategy documents and objectives, they also share vital information to do with learning and ensure that it is understood by all, lest some employees sight complexity as a reason for them not engaging. It also came out in the study that there is need for financial commitment from CARE to support in staff development and training. The study revealed that the lessons learnt workshops within CARE Zimbabwe are not carried out for all projects, and when they are held, there is lack of a knowledge management system that ensures documentation and follow up of recommendations. This revelation also speaks to the lack of financial commitment to support these initiatives by the leadership of CARE Zimbabwe.

4.4.2 The influence of management of change in the promotion of organizational learning within CARE Zimbabwe.

The objective pursued to assess the influence of management of change in the promotion of organizational learning within CARE Zimbabwe. The study showed that if CARE Zimbabwe is to change towards being a learning organization, it is the role of its leaders to facilitate learning and

to emphasize reflection to create impactful interactions amongst employees. Reflection according to the study is about ensuring that lessons are well documented and acted upon in succeeding projects. One of the most common characteristics of a strategic leader according to the study was that of being an effective communicator. The study revealed that effective and constant communication create readiness for change within employees and therefore ensures that the organization's efforts are bought in by employees, lessening resistance and ensuring the endeavor moves forward. The study revealed that the main challenge for employees in accessing learning platforms offered by the organization was that of internet connectivity. For CARE Zimbabwe to change towards becoming a learning organization, it needs to ensure that all its employees are capacitated to be able to move towards the common goal. This requires that the organization looks into ensuring that there is reliable internet at all offices for employees to access learning platforms, which are only available online, currently.

4.4.3 Strategic leadership model to promote organisational learning in Non-Governmental Organisations.

Findings from the study revealed that for strategic leaders to succeed in their endeavour to create a learning organisation, they must take into consideration that the vision and mission of the organisation is well understood. Systems within CARE Zimbabwe also must be altered to cater for organisational learning. This includes the fact that leadership need to consider giving employees time to learn, as well as ensuring the commitment of resources to organisational learning. The study revealed that CARE Zimbabwe leadership needs to ensure that employees are ready for change towards becoming a learning organisation. Change is a gradual process and therefore leadership needs to be patient enough to let the organisation's employees go through it.

4.4 Chapter Summary

This chapter presented the research findings looking closely at the key study questions. This chapter walked through the demographics of respondents, organisational learning; and roles of strategic leadership, organisational culture, and influence of management of change in the promotion of organisational learning as identified through the research.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a conclusion on the role of strategic leadership in a learning organisation. The chapter also discusses the roles of organisational culture and planned change on the promotion of organisational learning. The chapter shares recommendations for strategic leaders to take for their organisations to be learning organisations. A strategic leadership model for organisation's strategic leaders to adopt was designed to promote organisational learning.

5.1 Conclusion

The study revealed that strategic leadership is about the extent to which leaders support learning within the organisation. The research revealed that leaders in an organisation are knowledge managers, co learners and learning models (leading from the front and exemplary), on which the success of learning initiatives hinge on. According to the research, the main role of leaders in promoting organisational learning is creating a learning environment and fostering a learning culture. The research also revealed that leaders need to attach rewards to learning to encourage employees to learn. The research also revealed that strategic leaders have a role of communication and provision of funds and resources to support learning, as well as ensuring that they set aside times for employees to be able to interact and gain from learning platforms.

The study showed that organisational culture must allow and encourage innovation if organisational learning is to be achieved. The organisational culture should be such the responsibility of learning is shared by all employees for it to be successful. It was revealed in the research that organisations need to create environments that stimulate learning as well as to financially commit to staff development and training for organisational learning to be successful.

The research indicated that in planned change, leaders need to facilitate learning and to accentuate reflection to create impactful exchanges among employees. Effective and constant communication

play an important role in ensuring employees are ready for change, decreasing resistance to change and creation of impactful interactions among employees. Readiness and capacity for change at individual and organisational change have a positive effect on the process of change towards organisational learning.

5.2 Recommendations

The role of organizational culture in the promotion of organizational learning at CARE Zimbabwe.

- Provision of offline CARE Academy learning material so that employees in hard-to-reach network deprived areas can access and learn. The research showed that the major challenge that employees were facing in participating in CARE Academy courses was network challenges. It would be prudent for leadership to introduce offline learning material that will make accessibility easier for employees in hard-to-reach areas.
- Leadership needs to create and sanction specific times which are set aside for learning. As employees are engaged in their daily work to meet set targets, the research shows that time constraints are limiting employees from learning. It is recommended that leadership deliberately sets aside time for employees to learn during working hours. This ensures that all employees can learn without the fear of missing targets.

The influence of management of change in the promotion of organizational learning within CARE Zimbabwe.

- Creation and strengthening of a CO knowledge management system that facilitates learning of new projects from recommendations of past ones. A knowledge management system at country office will ensure that capturing of lessons from previous projects is done, and that there follow up on any recommendations. A knowledge management system will also ensure proper documentation and archiving such that even staff turnover will not affect the gains from the lessons learnt.
- To design a strategic leadership model to promote organisational learning in Non-Governmental Organisations.
- To adopt the strategic leadership model shown below.

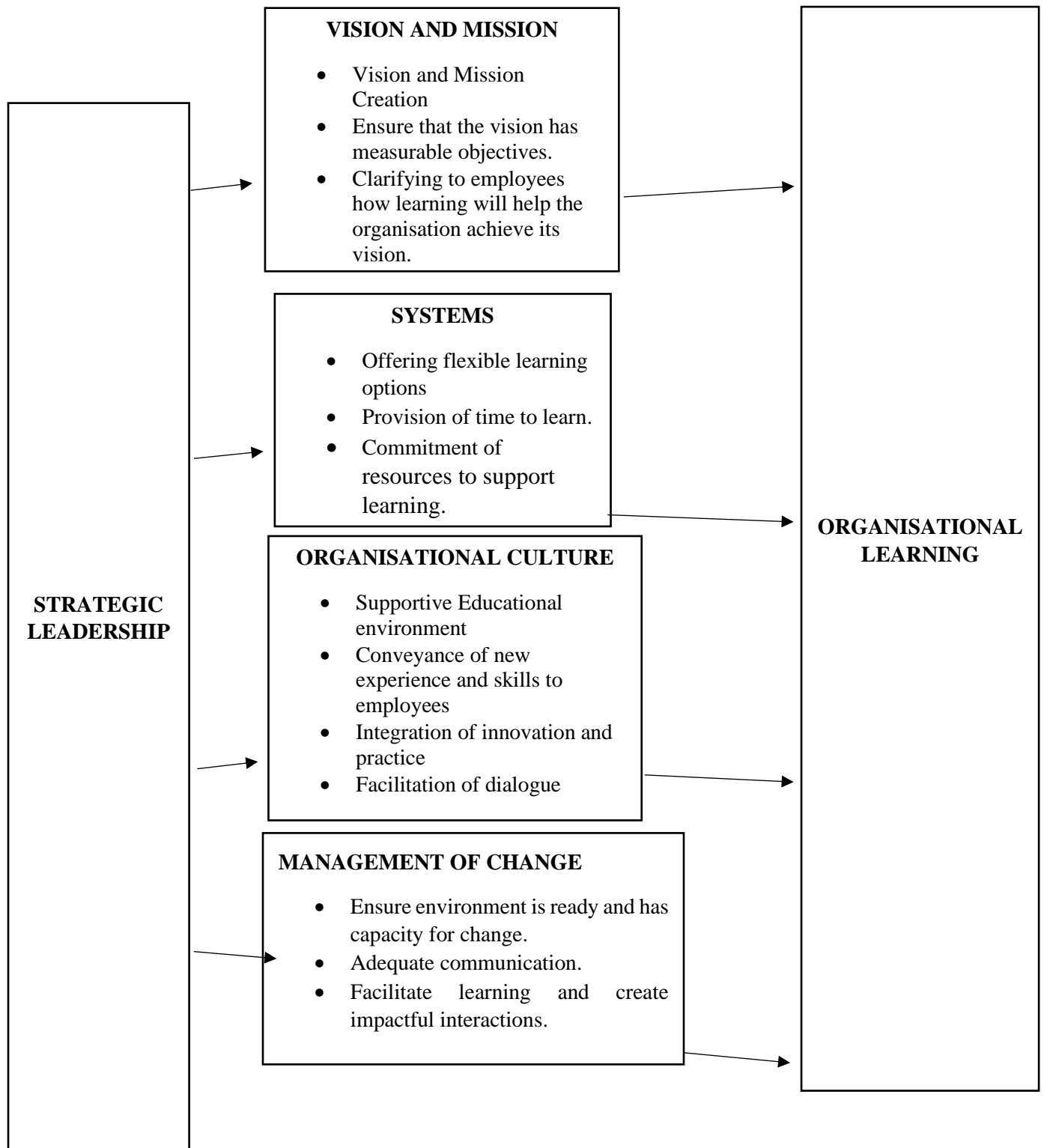


Figure 6 Strategic leadership model

5.4 Chapter Summary

This chapter concluded the research on the role of strategic leadership in the promotion of organisational learning in non-governmental organisations. Recommendations for leadership in organisations to uptake for the promotion of organisational learning were discussed. Drawing from the conclusions and recommendations of the research, a strategic leadership model was designed whose main components were vision and mission, systems, organisational culture, and management of change. Under the vision and mission component, it is prudent to make sure that there is creation of a clear vision and mission, the vision has measurable objectives, clarifying to employees how learning will help the organisation achieve its vision and to come up with strategies that guide the organisation to achieve vision. The systems department needs to offer flexible learning options, provide time to learn and commit resources to support learning within the organisation. The strategic leadership model also speaks to an organisational culture that is supportive to an educational environment, ensures conveyance of new experience and skills to employees and integration of innovation and practice as well as facilitation of dialogue. Strategic leaders according to the model should ensure proper management of change through ensuring that the environment is ready and has capacity for change, adequate communication, and facilitation of learning to create impactful interactions.

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APPENDIX ONE: QUESTIONNAIRE

My name is Alison Nyoni, a master's in business leadership student with the Bindura University of Science Education (BUSE). I am conducting research to assess the role of strategic leadership in the promotion of organizational learning in Non-Governmental Organizations (NGOs), a case study of CARE Zimbabwe. Through this research, CARE Zimbabwe and other development partners will improve strategies, systems, and processes for the organizations to transform into a learning organization which learn from their experiences and keep abreast with new practices and developments in the field. The research will also enable present and future strategic leaders to build, develop, and operate learning organizations which reach the full potential of employees and achieve their aims and objectives. I kindly request for your assistance in providing the data requested to the best of your knowledge for your input will be useful in drawing conclusions for the research. Please be assured that this is for academic purposes only, the responses obtained in the questionnaire shall be kept confidential and as such, no personal details shall be requested in the document.

Supervisor: Prof Martin Dandira.

For any queries please contact:

Researcher: Alison Nyoni +263 772 313 823; alisonnyoni@gmail.com.

Instructions

- Do not write your name.
- Respond by ticking the space provided or by writing in the space provided.

Section A

Demographic information

This section refers to your demographic information. Please indicate your response by ticking where relevant.

Question	Response			
Gender (tick applicable)	Male	Female		
Holder of leadership position (tick applicable)	Yes	No		
Leadership Level (tick applicable)	Extended Leadership Team	Senior Leadership Team	Extended Senior Leadership Team	

1. Please indicate your sex

Male	
Female	

2. Do you hold a leadership position in the organisation?

Yes	
No	

3. If the answer to 2 above is yes, please indicate which level of leadership you are in

Executive Leadership Team	
Senior Leadership Team	
Extended Senior Leadership Team	

SECTION B

4. What is your understanding of organisational learning?

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.....
.....

5. Do you think leaders have a role to play in the promotion of organisational learning?

Yes	
No	

6. If your answer to 6 above is yes, what role do you think leaders play in the promotion of organisational learning?

.....
.....
.....
.....
.....

7. Which leadership skills do you think are important for the promotion of organisational learning?

.....
.....
.....
.....
.....

8. How many CARE Academy courses have you completed within the last 12months?

None	
1-5	
6-10	
10 and above	

9. State any challenges (if any) you face in participating in CARE Academy?

.....
.....
.....
.....
.....

10. How many Learning and Innovation Platform meetings did you attend within the last 12 months?

None	
1	
2	
3	
More than 3	

11. State any challenges (if any) you face in participating in the Learning and Innovation Platform?

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.....
.....
.....

12. Have you ever attended a Lessons Learnt Workshop for a project within CARE Zimbabwe?

Yes	
No	

13. If the answer to 12 above is yes, please indicate if you have seen the recommendations from the lessons learnt workshop being adopted. If not, please indicate what you think could be the reason and what you think should be done to ensure uptake of recommendations.

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SECTION C

12. Indicate your level of agreement or disagreement with the following statements.

(SD- Strongly Disagree; D- Disagree; N- Neutral; A- Agree; SA- Strongly Agree)

a) Role of strategic leadership in the promotion of learning in organizations

	SD	D	N	A	SA
Strategic leadership is a method that leaders in an organisation use achieve organisational objectives.					
The success of learning initiatives in an organisation is determined by its leaders					
Strategic leadership is about the extent to which leaders supports learning at individual, team, and organisational level					
Strategic leaders are knowledge managers, co-learners and learning models					

b) Role of organisational culture in the promotion of organisational learning

	SD	D	N	A	SA
Organisations should put value to learning through the creation of an environment that stimulates learning through rewards					
The responsibility for learning should be shared by all employees according to the organisation's objectives					
The organisational culture must allow and encourage experimentation and employee autonomous decision making while leaders give feedback					
For organisational learning to be successful, there is need for the organisation to commit financially to staff training and development					

c.) Influence of management of change in the promotion of organisational learning

	SD	D	N	A	SA
Successful changes towards organisational learning requires leaders to develop a clear vision with measurable objectives and a strategy that guides the organisation to the realisation of expected benefits					
To have a successful change process, there should be readiness and capacity for change both at individual and organisational level					
The leader's role in planned change is to facilitate learning and to emphasize reflection to create impactful interactions amongst employees					
Effective and constant communication play an important role in creating change readiness, reducing resistance to change, and obtaining employee buy in.					

Thank you for participating in the completion of this questionnaire.