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Status of the learning organization practices in the pharmaceutical industries of Nepal

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Abstract: A learning organization is a place where people learn how they shape reality and how they can change it on a regular basis. As a result, businesses must learn to adapt their actions in order to achieve unexpected results. Employee learning is a pre-requisite for organizational learning because an organization's learning ability is buried in its people. From a practical perspective, the findings of this study will be useful to top management, functional and HRM managers to design their learning organization practices within a strategic condition at the micro or macro organizational level in order to improve future organizational performance. The study is follow quantitative methods; Quantitative research involves the use of methodological techniques that represent the human experience in alpha-numerical categories and qualitative research provides detailed description and analysis of the quality, or the substance, of the human experience. This article begins by seeing at the state of learning organization methods in Nepal's pharmaceutical industry

Introduction

Employees are set free by learning organizations. Employees are no longer required to be passive participants in the process. They learn to express themselves and challenge themselves to contribute to the creation of a better work environment by taking part in a paradigm shift from old authoritarian workplace philosophy to one in which hierarchy is broken down and human potential is boosted. Learning organizations promote an environment in which individuals may "produce the results they actually seek" and learn to learn together for the greater good.

A learning organization is one that encourages all of its members to learn and has particular qualities in order to fulfill the ever-changing needs of the environment. It is becoming increasingly vital for businesses to embrace a learning orientation since it has the potential to contribute to their success (Hussein, 2014). Some claim that organizational learning is the sum of what people learn in companies, while others argue that organizational learning encompasses more than individual learning inside a company (Easterby-Smith,

Crossan, & Nicolini, 2000). A learning organization is capable of changing behavior to reflect new information, insights, commitment, and effectiveness (Garvin, 1993). (Woodall, 2005). As a result, organizational effectiveness and employee commitment are influenced by the concept of learning organizations.

Given that one of the key obstacles in meeting customer needs is creativity and adaptability, learning has become one of the strategic concerns in businesses today. Learning organizations and knowledge management are two theories that highlight the growing relevance of learning in business.

Furthermore, given the quick pace of environmental change and the decline in permanent employment, employees must develop relative adaptability to changes and preserve employer satisfaction through participating in learning and teaching experiences throughout their lives.

As a result, gaining knowledge can be viewed as a competitive advantage, and employee training entails more than just paying attention to basic staff skills. A learning organization is one that has a greater capacity to learn and change, as well as one that promotes a culture of lifelong learning, allowing all employees to acquire and exchange information on a continuous basis (Gephart et al 1996;Solomon1994;Thornburg1994).

A learning organization's key effort in enhancing learning abilities at various levels is a quick and appropriate response to potential changes (Ansoff, 1987).Individuals' cognitive systems are linked to the five fundamental criteria of Personal Mastery, Mental Models, Shared Vision, Team Learning, and System Thinking, according to various studies. It is not an exaggeration to suggest that the first step toward realizing the goal of learning business knowledge takes place in people's heads.

The institutionalizing of learning and information sharing is at the heart of all five techniques of gaining knowledge of the employer. This bolsters the fact that Learning Organizations thrive on constant learning and distribution of information.

The other most commonly mentioned aspects of gaining knowledge of business can be summarized as a horizontal career of data flow to assist in the transmission of understanding as well as links with the outside world; and, a career to comprehend, analyze, and use the dynamic device within which they are operating; two coordinated group efforts towards in many cases shared goals; and, an energetic commitment to continuous improvement and the dissemination of high-quality practices (Keating, 1995 as a noted in Silins, Zarins and Mulford, 2002). Organizational knowledge has improved as a result of the necessity for organizations to survive in a changing environment. A learning employer is one that allows all of its employees to study and thereby transforms itself over time (Rowley, 1998).

In today's competitive environment, the mastering corporation is regarded as a valuable asset (Zare, Jajarmizadeh, & Abbasi,2010). Organizations cannot exist and improve solely on the basis of prior knowledge. They seek to investigate and experiment in order to overcome the chaotic and changing conditions (Hannah & Lester, 2009). According to Watkins and Marsick (1993), if a group wants to become a research organization, it must employ compelling forces such as changing the nature of labor, changing the ways human people can use to research, and so on. As a result, in a learning organization,

learning must be collected and integrated in systems so that it may be saved in the organization's memory. Managers in this particular type of company are frequently looking for strategies and methods to keep track of what has been accomplished and how it may be shared across staff. Businesses must focus on ongoing mastering and application of knowledge to boost their performance. This can be a profitable vital issue in expanding individual, team, and organizational knowledge, which leads to enchantment and innovation in total group performance (Harrim, 2008; Watkins & Marsick, 1996; Weldy, 2009).

Companies must possess traits of getting to know organization in order to achieve these goals. The mastering company can be viewed as a system, i.e. seeing parts in relation to the whole, (Bui & Baruch, 2010) that provides principles for establishing an organizational lifestyle capable of adapting to trade and continuously examining on multiple levels in order to promote the enterprise by developing preferred possibilities (Senge, 1990; Watkins & Marsick, 1993, 1996). Furthermore, getting to know agencies have inherent systems for capturing and sharing knowledge so that the company can continue to improve and advance competitively (Calantone, Cavusgil, & Zhao, 2002; Gonzalez, 2010).

Through an organizational mechanism that encourages continual self-development and employability, learning businesses constantly encourage, support, accelerate, and reward individual mastery (Marquardt, 2002). Building research companies necessitates a paradigm shift in how we think and interact (Gonzalez, 2010). Learning agencies are, after all, live organisms, not machinery. They, like humans, require a sense of integrity and a primary reason (Marquardt, 2002).

Traditional silos are broken down in a learning company, allowing all areas to collaborate toward a common goal. Start by doing a self-audit or evaluation of your organization to determine where you are now. This will help you understand what sort of learning culture you presently have, identify gaps, and determine your business's preparedness for change.

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As a company, you should consider where you want to go and how you want to get there. Make learning and development a priority for your organization's success by incorporating it into your strategy and culture, and making it extremely visible and transparent. Develop a shared learning culture plan that includes shared accountability across the organization. Make learning a habit (rather than an option) for all employees at all levels.

Ascertain that learning values and behavior are consistent and aligned.Encourage cross-organizational learning, skills, and knowledge exchange, as well as coaching and mentorship. Allow employees enough time to learn in both formal and informal settings. Develop and implement major learning events that are directly related to the organization's strategic goals.

Allow for individual and team learning to be recognized, and remember to celebrate triumphs.Make sure you learn from your mistakes. Rather than assigning blame, consider what occurred, why it occurred, and how it could be done better and/or differently in the future, then share what you've learned. Debrief projects, identify essential takeaways, and distribute them to the entire team.

Organizational learning is a continuous, dynamic activity that should become ingrained in the company's DNA. As a whole organization, a learning culture fosters a community of learners in which everyone teaches, learns, and shares information. Individual and group learning is rewarded and encouraged. Companies that embrace these ideals will prosper.

This research and its findings are considered important to provide insight into the various learning organization needed to successfully perform in the pharmaceutical industry of Nepal. In terms of theoretical significance, this study proposes to fill the gap in the body of knowledge in the practices of learning organization in Nepalese pharmaceutical companies by addressing these issues: first, the present study intends to investigate the role of learning organization practices associated with organizational performance, namely financial performance (such as ROA, profitability) and non-financial performance (such as product leadership, and customer intimacy).Secondly, More specifically, the research and its findings provided an insight into the pharmaceutical companies on what is the status of learning organization in the companies.

Finally, relevant to the issues above, this study intends to generate a new framework for further research about learning organization

From a practical perspective, the findings of this study will be useful to top management, functional and HRM managers to design their learning organization practices within a strategic condition at the micro or macro organizational level in order to improve future organizational performance.

The present study focuses on assessing learning organization practices in the pharmaceutical industries in Nepal.. In this context, this study attempts to achieve the following objectives

To explore the status of learning organization practices of the pharmaceutical industries of Nepal

In this study, the following research questions have been formulated to assess the learning organization practices for organizational performance in the manufacturing sector industries in Nepal:

RQ_1 What is the status of the learning organization practices in the pharmaceutical industries of Nepal ?

Literature Review

Definition of learning organizations

The phrase "learning organization" is now commonly used in a wide range of businesses. Because most businesses have moved away from traditional operations and toward more complicated and adaptable ones.

According to Marsick and Watkines (1994), a "learning organization" is one that is always learning and capable of transformation. It empowers people, stimulates collaboration and team learning, supports open communication, and recognizes the interdependence of individuals, organizations, and communities. According to McCutchan (1997), today's firms' primary source of competitive advantage is shifting from resources to knowledge, and from relatively stable sources of technological and market advantage to the ability to create such advantages. "Learning organizations," according to Sphr (1999), "are businesses that acknowledge the fundamental need of continual performance-related training and development and take proper steps to supply it." As a result, an organization's ability to learn is a critical factor in its success. A learning organization is one that understands that nothing remains the same indefinitely (Pedler; Burgoyne; Boydell; 1991). Although this issue may not appear to be extremely critical at first glance, the majority of companies assume that fundamental changes in the environment will not occur, and that when they do, these changes will not be unexpected by organizations. Accepting that changes are a daily organizational reality is the first step toward accepting a strategic point of view. This viewpoint, however, is vastly different from typical organizational principles.

By adopting these adjustments, a learning organization has a clear and specific objective (also known as the organization's mission) that serves as the primary guide for organizational function. The technique of achieving objectives is not determined by the corporate mission. In other words, a learning organization, according to Fedler's thesis, understands where it needs to go but is unsure of the road it will take to get there. In the 1980s, the term "learning organization" was used to characterize businesses that experimented with new ways of doing business in order to survive in volatile, highly competitive marketplaces (Senge,1990). There are five disciplines, according to Peter M. Senge's basic theory of the "Learning Organization" proposed in 1990. There are five disciplines, according to Peter M. Senge's basic thesis of the "Learning organization" proposed in 1990: "Personal mastery," "Mental models," "Building shared vision," "Team learning," and "System thinking."

Personal Abilities: One of the major components required for developing a learning organization, according to Peter Senge, is personal ability. Individual skills leave a trail of individual learning, and organizations cannot learn until their members begin to learn. To begin, organizations must explicitly state what individuals are striving to accomplish (establish the mission of the organization). Individual goal-setting leads to the development of capacities to achieve those goals. Personal talents, in other words, are a mechanism by which an individual consistently clarifies and deepens his personal ideas while focusing his energy and power to achieve organizational goals. Individual learning, in Cutchan's (Cutchan, 1997) opinion, develops a common understanding between individuals' mutual commitment and an organization with a strong learning propensity.

Mental models : Mental models are a way of looking at the world (Kine; Sunders, 1993) and a framework that determines our mind's cognitive processes. A cognitive model, in other words, determines how we think and act. Mind models are deep assumptions or ideas and shapes that influence our understanding and behavior in the world around us (Senge; 1990). We are often unaware of our mental models and how they affect our performance. Many good ideas are never implemented simply because they contradict deep mental models. As a result, in a classroom setting, Individuals must therefore aim to brush off dust from their mental models and subject them to extensive searches in a learning environment, with these searches covering both informational and learning results.

Building shared vision: A personal vision is the starting point for a shared vision. Personal visions are things a person believes in his or her own mind. Systemic thinking, which is primarily focused on long-term objectives, can serve as beacons for personal visions (Garvin; 1993). Creating a common vision is challenging, however, because it is nearly impossible for everyone in an organization to have the same aims; they interpret the goals differently, but a common vision that is shared by the majority of people can be formed. Individuals seek to learn when they have a true vision, according to Senge, not because it is expected of them, but because they want to. However, many leaders' personal visions are never translated into a communal vision that includes the organization. What we lack is a discipline for transforming personal vision into group vision, as well as principles capable of bringing people together.

Team learning: Learning in groups begins with "conversation." A capability that allows team members to share their perspectives and work together to implement the best ideas (Wang, 2006). Team learning is critical because, in modern businesses, teams, not individuals, comprise the learning foundation. If teams are learning, the company will have the ability to learn (Senge, 1990).

System thinking: Using an analytical approach known as systemic thought, humans can successfully develop their knowledge. Individuals construct a problem within a shape, according to this paradigm. The problem is broken down into its constituent parts, with each section being separated before the final product is designed as a whole (Wang, 2006).

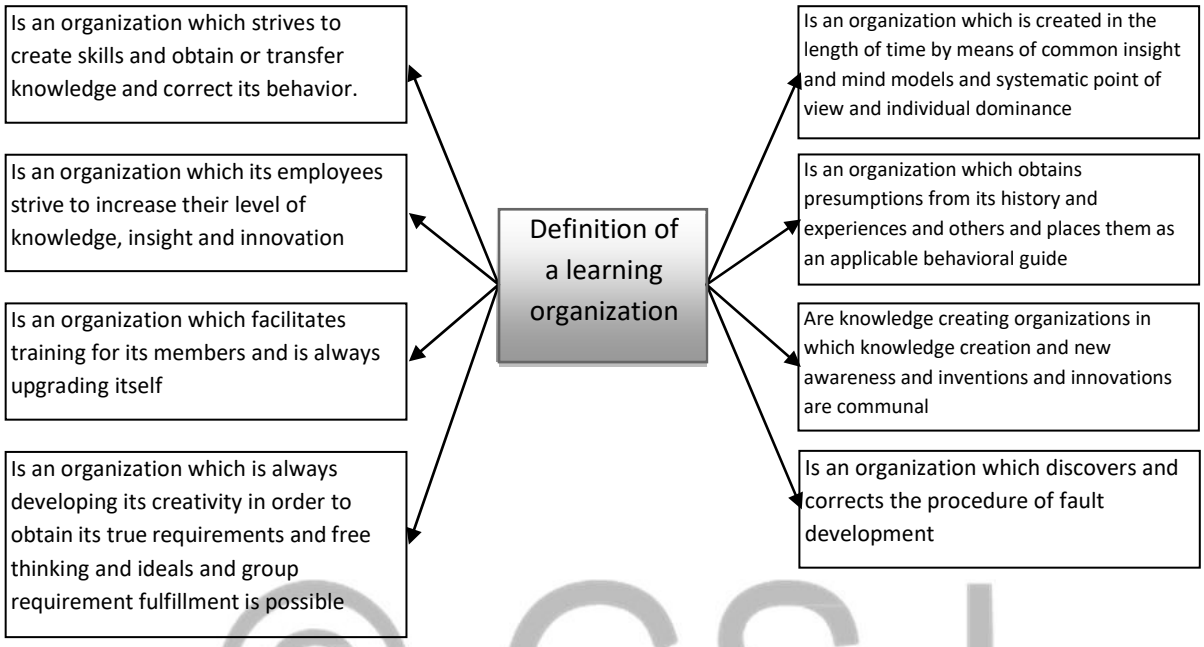
The most delicate part of a learning organization (Senge; Kofman; 2000) is system thinking, which describes a new method for people to understand the environment. Every learning organization is built on a shift in thinking. A shift in how we relate to the world as opposed to being alienated from it. We understand how our actions cause concerns and problems, as well as why we should not attribute events to other objects or people. A school of thought A learning organization is a place where people are always aware of how they shape reality and how they might influence it.

Scholars presented many definitions of learning environments, and Senge analyzed the components of such an organization. The summary of all definitions relevant to learning environments is depicted in Figure 1.

This study and its conclusions are significant because they provide light on the many learning organizations required to succeed in Nepal's pharmaceutical sector. In terms of theoretical significance, this study intends to address the following topics in order to fill a gap in the body of knowledge in the practices of learning organization in Nepalese pharmaceutical companies: To begin, the current study will look into the role of learning organization practices Second, the research and its conclusions gave insight into the state of learning organizations in pharmaceutical businesses.

Finally, in light of the concerns raised above, this research aims to develop a new framework for future learning organization research.

Top management, functional, and HRM managers will benefit from the findings of this study in terms of designing their learning organization within a strategic condition at the micro or macro organizational level in order to improve future organizational performance.



THE METHODOLOGY

This study is based on the opinions collected from the employees working in the manufacturing sector (mainly pharmaceutical companies) of Nepal. The major objective of the study is to status of the learning organization practices in the pharmaceutical industries of Nepal . So, a descriptive research design is used as explained in Krishnaswamy, Sivakumar, and Mathirajan (2010).

This research covers at 37 GMPs in the pharmaceutical industry in the United States (pharmaceutical companies). Employee attitudes of allopathic pharmaceutical firms and herbal pharmaceutical companies were compared in this study. As a result, the current study tries to incorporate some of the characteristics of the comparative research design as described by May (2001) and Heinn et al (2006).

For HRM practices, Robbins and Coulter (2005), Armstrong (2008), Guest (2002), Singh (2004), Masood (2010), Qureshi and Ramay (2006), McKeen, Zack, and Singh (2006) for knowledge management, and Senge (1990), Watkins and Marsick (1992), and Harrim (2010) for organizational learning, the instruments used in this study are based on Robbins and Coulter (2005), Armstrong (2008), Guest (2002), Singh (2004), Masood (2010), Qu These are the most prominent researchers in the western countries' sampling. This study uses the same measures to assess the state of learning organization practices in the pharmaceutical industry in the context of the Nepalese setting. It's likely that the findings on pharmaceuticals were comparable to those discovered by Western experts.To find the essential information and data, the study employs a structured questionnaire survey. The researchers used statistical tools to investigate learning organization pratices.

Quantitative research entails the application of methodological approaches to describe the human experience in alpha-numerical categories, whereas qualitative research entails the extensive description and analysis of the quality, or substance, of the human experience.

The sampling procedure is concerned with selecting the appropriate people, items, or events for the research study (Sekaran, 2000). "A sample design is a specific plan for getting a sample from a certain population," says another definition. The term "population" or "universe" refers to the entire scope of the investigation. "All the objects of the inquiry or investigation made are entirely enumerated in the inquiry," according to the definition of population or universe (Upagade & Shende, 2012, p. 36). This procedure entails a number of stages that a researcher must complete before beginning to gather data on the study problem. For this investigation, primary data was used. The key data came from Nepalese pharmaceutical businesses' perspectives on the state of learning organization techniques. Four stages were used to obtain primary data:

a. In the first stage, manufacturing sectors were selected.
b. In the second stage, 120 pharmaceutical companies were selected.
c. In the third stage, 37 GMP of Domestic Pharmaceutical companies were selected for research purposes.

1. **RESULTS AND DISCUSSION**

4.1 Learning Organizational

Learning Organizational is one important factor to measure organizational performances. The study had measured the organizational learning by measuring the three important indicators: system thinking, shared vision and team work and collaboration.

Frequency distribution – System Thinking

The data presented in the Table No. shows the frequency distribution of question asked to measure the system thinking of surveyed companies. There were eight questions asked to measure the system thinking. In general, the mean value of response found minimum 3.36 to maximum 3.65. It looks that the values were closer to the average and agree which indicates that the practice of system thinking in surveyed companies was in moderate level. Many responses was fall in average response, it means respondents were neither very agreed nor disagree on the practice of system thinking.

Table Frequency distribution – System Thinking

		Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Total	Mean
The company focuses on trends, change force	%		8.7	42.4	39.9	9.0	100.0	3.49

The company regularly examines its market position	%	.3	5.6	34.9	47.0	12.2	100.0	3.65
Employee recognizes that the company is part of a larger system	%	.2	3.5	36.8	52.8	6.8	100.0	3.63
Employees are aware that company's performance is largely determined by the nature of relationships and interactions among individuals and units	%	.2	11.5	38.7	45.3	4.3	100.0	3.42
The individual is concerned with the effect his/ her actions on others	%		6.1	54.7	36.5	2.8	100.0	3.36
The company regularly compares its performance (benchmark) with other high performers	%	.2	6.8	47.9	41.1	4.0	100.0	3.42
The company reviews and learns from its successes and failures	%	.7	8.0	36.6	45.1	9.5	100.0	3.55
The Company continuously contacts various stakeholders	%		6.1	36.1	48.6	9.2	100.0	3.61

Source: Field Survey, 2017

Frequency distribution – Shared vision

The frequency distribution of shared vision presented in the Table No. shows that the average response was minimum 43% to maximum 49%. It clearly indicates that the respondents were not very sure about the practice of sharing the common vision, acceptance of vision, identify the gap between the shared vision and current situation, employees' motivation to achieve the shared vision and orient the employees about the core values of company's vision mission.

Table Frequency distribution – Shared vision

		Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Total	Mean
Employees share clear vision, mission and goals	%	.3	7.1	49.1	38.0	5.4	100.0	3.41
Company's mission and vision have wide acceptance	%	.9	7.6	46.4	39.9	5.2	100.0	3.41
Individuals participate in developing company's shared vision and goals	%	.7	13.2	43.4	37.3	5.4	100.0	3.34
Employees recognize the gap between company's shared vision and current situation	%	.3	14.2	48.4	34.2	2.8	100.0	3.25
Employees are motivated and determined to achieve the common vision and goals	%	.2	13.9	39.2	41.8	4.9	100.0	3.37
Company's mission defines the core values that employees must comply with	%	.7	8.9	49.8	37.7	3.0	100.0	3.33

Source: Field Survey, 2017

The average mean of all questions found minimum 3.25 to 3.41 only which is close to the average response. So, it was not satisfactory situation among the surveyed companies. The company should be clear about their shared vision and need to share with all employees to make them accountable to achieve it. Vision is the future road map of companies which guides the current activities and future plan

Frequency distribution – Team work and collaboration

The data presented in the Table No. shows the frequency distribution of teamwork and collaboration practices of pharmaceutical companies. The data shows that the mean value of all questions was ranged from minimum 3.15 to maximum 3.53 which were closer to the average response as well as some were with close to the agree point. But in general, the average response was minimum 43% to 56% so there were no very effective teamwork and collaboration practices in surveyed companies.

Table Frequency distribution – Team work and collaboration

		Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Total	Mean
Product development programs/ projects are assigned to teams	%	1.9	7.6	43.6	36.1	10.8	100.0	3.46
Teams are widely used across different units and levels	%	1.9	6.9	46.7	39.8	4.7	100.0	3.38
Current practices encourage employees to solve problems before discussing them with their managers	%	2.6	11.6	56.1	27.4	2.3	100.0	3.15
Team members consider themselves collectively and jointly responsible for results	%	1.7	8.3	49.8	35.1	5.0	100.0	3.33
Interaction and intense communication and collaboration prevail among members	%	1.7	5.7	47.2	39.6	5.7	100.0	3.42
Individuals feel safe when expressing their opinions and/ or criticizing others' opinions	%	.7	6.9	43.6	41.8	6.9	100.0	3.47
Every individual is committed to constructive dialogue to promote common understanding, not to win	%	.3	7.6	54.2	34.9	3.0	100.0	3.32
Mutual trust prevails among individuals	%	1.4	5.7	43.4	37.7	11.8	100.0	3.53

Source: Field Survey, 2017

Teamwork and collaboration is very important quality of any companies for their better success and performances so it should be strengthen and need to improve in their practices. The concerned company should organize the training and orientation program to motivate the employees to work in team and support each other. Internal conflict or dissatisfaction may not be good for the performance of organization.

Nature of Learning organization in Nepal

Based on above calculation Table 4.2 shows the general descriptive of three-component learning organization in Nepalese organizations.

Table 4.2. Learning Organizational (Total Average %)

	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Mean	Std. Deviation
System Thinking	0.2	7.0375	41.013	44.538	7.225	3.51606	0.73262
Shared vision	0.51	10.81	46.05	38.15	4.45	3.35156	0.74972
Team work and collaboration	1.52	7.53	48.07	36.55	6.27	3.38433	0.77134

Source: Field Survey, 2017

Organizational learning is one important factor of this studies. The study had measured the organizational learning by measuring the three important indicators: system thinking, shared vision and team work and collaboration

Above the Table shows the average mean and Std. Deviation of different indicators of learning organization, found 1.323 and 0.27815 in System Thinking. The data shows that 41.13 gave the neutral answer, only 44.53 agreed and 7.22 strongly agreed. Similarly, in the response on 'Shared Vision'46.05 gave the neutral answer, only 38.15 agreed and 4.45 strongly agreed. In the Team work and collaboration, 48.07 gave the neutral answer 36.55.agreed and 6.27.strongly agreed having with 3.383 and 0.77009 mean and Std. Deviation values Present data structure shows high level of System Thinking, moderate level of Team work and collaboration and low level of Shared vision among Nepalese subjects.

Demographic Characteristics and Learning organization

The opinion can be different based on several demographic characteristics such as pattern of organization, nature of job, gender, marital status, education, age, job level (designation) and work experience. The effect of such demographic characteristics on learning organization has been tested through ANOVA.

Following table shows the relationship among pattern of organization, nature of job, gender, marital status, education, age, job level (designation) and work experience with learning organization.

Table ANOVA Test of Perception on learning organizational Expressed by Demographic Characteristics

Demographic Variables	Groups	Sum of	Df	Mean	F	Sig.

		Squares		Square		
Nature of job	Between Groups	10.088	50	0.202	1.093	0.313
	Within Groups	96.905	525	0.185		
	Total	106.993	575			
Sex	Between Groups	14.97	50	0.299	1.46	0.025
	Within Groups	107.639	525	0.205		
	Total	122.609	575			
Marital status	Between Groups	73.71	50	1.474	1.628	0.005
	Within Groups	475.497	525	0.906		
	Total	549.207	575			
Education	Between Groups	3755.763	50	75.115	1.489	0.019
	Within Groups	26478.56	525	50.435		
	Total	30234.33	575			
Age	Between Groups	36.762	50	0.735	1.692	0.003
	Within Groups	228.175	525	0.435		
	Total	264.938	575			
Job level	Between Groups	618.218	50	12.364	0.782	0.859
	Within Groups	8297.642	525	15.805		
	Total	8915.859	575			
work experience in year	Between Groups	12.578	50	0.252	1.135	0.251
	Within Groups	116.407	525	0.222		
	Total	128.984	575			

Significant at *p<0.05, **p<0.01

The above table shows that the variance of the view of the employees based on their demographic characteristics. Results show that the p-value of learning organization based on all the demographic characteristics (except sex, marital status, education and age) is more than 0.00. It means that there is no significant difference in the perception of employees based on these characteristics (except sex, marital status, education and age).

Conclusion

The present research was based on the opinions collected from the employees working in the manufacturing sector (mainly from pharmaceutical companies). The pharmaceutical sector is one of the important areas of the Nepalese economy. This sector is perhaps the most regulated sector of the economy. The product of this sector is directly concerned with human life. So, employees of this sector need to play a major role in the success of their respective organizations.

Learning Organization: The study had measured the learning organization by measuring the three important indicators: system thinking, shared vision and team work and collaboration.

System Thinking: Results indicate looks that the values were closer to the average and agree which indicates that the practice of system thinking in surveyed companies was in moderate level. Many responses was fall in average response, it means respondents were neither very agreed nor disagree on the practice of system thinking.

Shared vision: Results show clearly indicates that the respondents were not very sure about the practice of sharing the common vision, acceptance of vision, identify the gap between the shared vision and current situation, employees' motivation to achieve the shared vision and orient the employees about the core values of company's vision mission.

- **Team work and collaboration**: Results show shows the perception of teamwork and collaboration practices of pharmaceutical companies. There were no very effective teamwork and collaboration practices in surveyed companies. It shows the average level of teamwork and collaboration practices in surveyed companies.
- **Nature of Learning organization in Nepal**: Results show high level of System Thinking, moderate level of Team work and collaboration and low level of Shared vision among Nepalese subjects

  Based on obtained results, the concept of learning organizations is vastly used by many companies around the world. Many of today's firms can benefit from the features of learning organizations in order to solve their difficulties. According to Peter Senge, the most crucial concept in learning organizations is that "every goal is fulfilled depending on what we believe, what we actually want, how we interact with others, and how we learn from them" (Senge, 1990). As critical characteristics of learning organizations, the study used systems thinking, shared/common vision, and teamwork & cooperation. According to the findings of the survey, Nepalese businesses have placed a greater emphasis on system thinking, taking into account aspects such as trends, change forces, market position, employee awareness, benchmarking, reviewing & learning, contacting stakeholders, and so on. Collaboration and teamwork are also essential variables in industrial development. These manufacturing industries had given some level of emphasis on factors such as product development programs, multi-unit,and levels, problem-solving, collective efforts, communication, and expression of opinions, commitment, and mutual trust. The industries had given less focus on shared vision in

terms of vision, mission & goals, acceptance, individual participation, recognition of gap, employee motivation, and core values.

2. PRACTICAL IMPLICATIONS

In terms of knowledge management and learning, organizations are still in their infancy.

• Intra- and inter-departmental teamwork and coordination can promote a learning attitude by encouraging timely transmission of information for proper decision-making.

• The need for a conducive learning environment.

• Establish a proper R&D wing to foster an innovative culture, as well as a solid HR system to recruit, develop, and retain officials with higher skills, expertise, and attitudes to foster innovation.

• Officials must be educated in their fields of expertise.

• QOS (Quality of Service) and the utilization of SOPs (Standard Operating Procedures) and doctrine documents are required.

In terms of knowledge management and learning, organizations are still in their infancy.

• In order to enhance learning, coordination and networking across think tanks from various industries is critical.

• Learn from and share knowledge using IT tools and technologies.

• Only a small percentage of employees have a positive learning attitude and are enthusiastic about expressing and implementing new ideas.

• The protracted work procedure, according to the officials, has discouraged initiative and innovation.

• Organizations are changing, and newer ideas, as well as teamwork, are being fostered.

• Nepalese industries are in the early phases of applying learning methods and understand the need to fully transition into learning organizations in order to respond to system changes, deliver effective and efficient service, and maintain long-term viability. In terms of knowledge management and learning, businesses are still in the early stages.

• In order to enhance learning, coordination and networking across think tanks from different industries is critical.

• Learn and share knowledge using IT tools and technologies.

• Only a small percentage of employees have a positive attitude toward learning and are enthusiastic about expressing and implementing new ideas.

• The lengthy work procedure, according to officials, has discouraged initiative and innovation.

• Organizations are changing, and innovative ideas, as well as teamwork, are welcomed.

• Nepalese industries are in the early phases of applying learning methods and understand the need to fully transition into learning organizations in order to respond to system changes, deliver effective and efficient service, and ensure long-term sustainability.

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