CRITICAL FACTORS INFLUENCING LEARNING EFFECTIVENESS IN INTERNATIONAL CONSTRUCTION JOINT VENTURES

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Abstract
This paper provides a detailed study focusing on learning effectiveness in international construction joint ventures (ICJVs). A comprehensive questionnaire survey was carried out based on a conceptual model, and 96 accredited samples were gathered. The inter-relationships between learning effectiveness and situational factors during different joint venture (JV) development stages were examined using factor and multiple regression analysis. The study analyses and discusses significant correlations between four constructs of the model; learning conditions inherent in a JV’s environmental and partner characteristics, successful ICJV learning factors, learning actions, and learning effectiveness. Seven critical factors influencing learning effectiveness are identified; (1) development feasibility; (2) absorptive capability; (3) learning intent; (4) operational characteristics of the JV; (5) interactions and relationships among JVs; (6) cognitive learning actions in JVs; and (7) behavioral learning actions in JVs.

Keywords

INTRODUCTION
Joint Venture (JV) is a legal entity formed between two or more parties to undertake economic activity together. An international joint venture (IJV) is a subset of JV where the partners, or parents, are from two or more countries. The international construction JV (ICJV) is an IJV alliance applied in the construction field.

The importance of learning within organizations has long been recognized, as learning effectiveness in ICJVs would assist partners to achieve core technological advantage and enhance their overall competitiveness. However, its value for learning among organizations as provided by a JV has not been fully recognized and the JV’s performance is generally regarded by the construction industry as unsatisfactory, with little attention devoted to learning within ICJVs. Although some construction companies do recognize the importance of learning during a JV, learning has not been systematically organized in practice. Therefore, the full benefits of learning are yet to be realised. These phenomena can largely be attributed to the lack of systematic guidelines as a result of the lack of research undertaken in this field. Research into the improvement of learning effectiveness in ICJVs is therefore both timely and significant, as there is much benefit to be derived from conducting comprehensive research in this area.