

Organizational Learning as a Fundamental Factor to Achieve Global Competitiveness (Employees' Engagement, Satisfaction, and Positive Attitudes): A Conceptual Model

Achmad Sudiro¹, Sudjatno²

¹Professor in Organizational Behavior Management Department, Faculty of Economics and Business, University of Brawijaya, Indonesia,

²Management Department, Faculty of Economics and Business, University of Brawijaya, Indonesia

ABSTRACT

Introduction: This study will explore organizational learning as the key concept to win the business competition. Thus, business competition trend has been decided in how the firm maintained their employees' engagement, their attitudes, and their satisfaction. Those three kinds of indicators are needed as key solutions to achieve high organizational performance, and that key is organizational learning. And, they have been correlated to each other within organizational learning, employees' engagement, satisfaction, and positive attitudes. **Research Method:** Analytical method (literature study). **Findings:** Based on many literature studies, we found some relationships both directly and indirectly among organizational learning to employees' engagement, satisfaction, positive attitudes. Even they are not mentioned explicitly. The result from our findings is organization learning has relationship (as cause) to satisfaction and satisfaction impact to employees' engagement, organizational learning (as main cause) to satisfaction and satisfaction (as the main causes) to positive attitudes, organizational learning (as the main causes) to positive attitudes and positive attitudes has cause and effect to organizational learning. **Limitation:** This study is only a conceptual development and it is needed to be tested in the field, thus, it tries to find out variables influenced directly or indirectly and to find out other variables related which are necessary.

Keywords: Organizational Learning, Employees' Engagement, Positive Attitudes, Employees' Satisfaction, Global Competitiveness

INTRODUCTION

Global competitiveness is about how to create or to improve employees' engagement (Farndale et al., 2014)(Merry, 2014), employees' satisfaction (Gallardo et al., 2010), and employees' positive attitudes (Simon, 1991) in the organization. Evidence about how to improve the employees as the global competitiveness through employees' engagement (Merry, 2014), employees' satisfaction (Burke et al., 2005), and employees' positive attitude (Bartel et al., 2011). Employees' engagement, as a first global competitiveness, participate greater economic growth in USA comparing to China, India, and Brazil (Merry, 2014). Moreover, Merry (2014) explains that employees' engagement influence sales revenue during 2008 until 2012 in 94 global companies as much as 0.6 per cent growth in sales (Merry, 2014). As much as \$20 million increased in operation margin is caused by employees' engagement (Merry, 2014). Besides employees' engagement, as the second global competitiveness is employees' satisfaction which played important role to boost organization productivity indirectly. Employees' satisfaction itself influenced customers' satisfaction than it will be cause to produce organization productivity (Burke et al., 2005) and normally, organization productivity leads to organization high competitiveness. Moreover, the relationship between employees' satisfaction and customers' satisfaction which leads to organization competitiveness was proven (Jeon and Choi, 2012). Next global competitiveness is employees' attitudes. It is the indicator for the successfulness of organization performance (Bartel, Freeman, Ichinowski, and Kleiner, 2011). Thus, Bartel et al. (2011) said that measuring employees performance through sales performance is related to employees' attitudes directly. Furthermore, sales performance related to how the employees' attitudes perform (Bartel et al., 2011). In summary, it can be concluded that employees' engagement, their satisfaction, and their positive attitudes are the key to win global competitiveness.

Achieving global competitiveness such as, employees' engagement, their satisfaction, and their attitudes related to how the organization built their organization workplace through organizational learning concept. The indirectly relationship

between engagement and organizational learning was explored (Banihani et al., 2013). First, Banihani etc revealed that the work engagement (employees' engagement) is mediated by gendered organization (Banihani et al., 2013) in purpose to get perfect engagement. Moreover, the employees' engagement is not only about how the employee internal control included emotion, physic, and cognitive (Banihani et al., 2013) but how the organization provides them. In summary, it can be concluded that employees' engagement, their satisfaction, and their positive attitudes are the keys to win global competitiveness.

Common knowledge understanding is based on gendered organization. In other words, the transition phase before gendered organization happened needs learning process to realize it. Second evidence from the evidence relationship between engagement and learning process is how the work engagement has significant positive relationship to customer delight (Barnes, et al., 2014). Thus, engagement indicators (such as vigor, dedication, and absorption) efficacy, hope, resilience, and difficulty are the main indicators of work engagement (Barnes et al., 2014). Efficacy, hope, resilience, and difficulty describe how the learning process should begin first, for example "I feel confident in representing my work area in meetings with management"—efficacy part (Barnes et al., 2014). It means that the organization already provides right facilities to their employees as part of learning process because they are based on the question, good workplace can't be achieved without organizational learning. Another question example is shown as "I can think of many ways to reach my current work goals"—hope (Barnes et al., 2014). It means that every employee could reach the work goals and it will never happen if the organization does not provide good organization climate at workplace, thus, it is proven that organization already plays learning process in their workplace. From many evidence, it can be concluded that learning process is the mediation to build engagement. And, the learning process is about how the organization creates organizational learning in the organization.

Second global competitiveness related to organizational learning is employee satisfaction. Based on Burke et al., 2005, there has been a relationship between employees; satisfaction and customers' satisfaction through reengineering process (total quality management). Moreover, Burke concludes that the satisfied employee will improve the quality of product thus high quality product itself will create customers' satisfaction after using the product (Burke et al., 2005). In other words, in purpose to get customer satisfaction the organization needs organizational learning as the mediation of improving employees' satisfaction through total quality management (Burke et al., 2005). It relates to how the management creates learning process in their organization for employees' satisfaction and customers' satisfaction. Strengthen Burke etc. who employees' satisfaction and the learning process, Gallardo et al. (2014) tries to explore how the employees' satisfaction could be built from remuneration systems, promotion possibilities, and the perception of their profession's prestige (Gallardo et al., 2010). Thus, building remuneration systems, promotion possibilities, and the perception of their profession's prestige as the facilities to achieve learning process in the organization and the learning process itself proved to lead to organizational learning. From the evidence shown above we could predict that learning process provides employees' satisfaction in the organization. The learning process itself leads to how the organization creates organizational learning.

Third global competitiveness estimating relationship with organizational learning is employees' positive attitudes. Positive attitudes come out from how the organization supports and how the positive attitudes lead to organization performance especially in profit returns (Bartel et al., 2011). The previous research did not investigate the relationship between positive attitudes and the learning process which lead to organizational learning. Even though, the prior research mentions organization support as the main tool to achieve positive attitudes which lead to organization profit. Employee positive attitude is China's tourism profit boosting nowadays (King et al., 2013). Positive attitudes through understanding in brand orientation become important factor in purpose to improve quality of service which is leading to high return in China's hotel companies (King, Fung so, and Grace, 2013). Even, this research mentions the brand orientation as the antecedent but in other side previous research ignores what causes employees to concentrate on brand orientation.

Based on the many evidence that had been shown, this study purpose is how to predict the relationship between employees' engagement, their satisfaction, and their positive attitudes towards organizational learning. This study is focused on finding the relationship between those factors through deep analysis on many literature reviews.

Definition Organizational Learning as a Mediation to Achieve Global Competitiveness which is Related with Others

Organizational learning is an organization in which "everyone is engaging in identifying, and solving problems, enabling the organization to continuously experiment, improve, and increase its capability" (Werner and DeSimone, 2009). Organizational learning could be achieved into three kinds of different levels, they are "(1) single-loop means learning emphasizes the identification of problems and then taking, corrective action (2) double loop learning emphasizes understanding and changing the basic assumptions and core values that lead to particular problem (3) Deutero learning is directed at the learning process by improving how the organization perform single and double loop learning" (Werner and DeSimone, 2009). Nevertheless,

(Werner and DeSimone, 2009) said that organization learning should be fulfilled into some dimensions: they are, first is organization structure, second is information sharing, third is HRM practices, fourth is organization culture, fifth is leadership.

Organizational learning is about how to make member of organization learning at the individual, group, inter-group, and organizational levels active (Argyris, 1995). Moreover, (Argyris, 1995) explains that “learning occurs when-ever errors are detected and corrected or when a match between intentions and consequences is produced for the first time”. It means that organization learning can be achieved if every individual in the organization could be identify every error appeared and how to solve it. Thus, beside how the employee or members or organization cover the situation and problem, (Argyris, 1995) found and more focused on how the in-use theory is more exposed in the reality than the first theory. In-use theory explored how the members do (1) achieving their intended purpose (2) maximizing winning and minimize losing (3) suppressing negative feeling in themselves (4) behaving according to what their consider more rational (Argyris, 1995).

From the passage above, it can be concluded that organizational learning is about how the members identified the problem and solved it, also, how they could achieve intended purpose, winning the situation and minimalizing losing, down grading their negative feelings, and being more rational. So, organizational learning is related to positive value of their members.

Organizational learning capability is a bridge to create innovation and boost the firm’s performance. Organizational learning is defined “as organizational and administrative characteristics of the elements which provide an organizational to learn or for encouraging learning processes; and it is important variable for developing organizational performance in order to gain sustainable competitive advantages” and “innovation” (Kalmuk and Acar, 2015). Furthermore, (Kalmuk and Acar, 2015) explain from that statement that learning process as the prominent causes to improve organizational performance and learning process as the innovation driver because innovation can’t be achieved without obtaining outer information and document in other words absorbing new ideas.

From above passage, we can conclude that organizational learning is about how the members of the organization learn about their environment and how they absorb the new ideas to create organization performance and innovation. Organizational learning is related to absorpion (engagement).

Organizational learning is about how to raise contemporary cognitive psychology for describing human learning and problem solving processes, and human expertise (Simon, 1991). Through rationality, (Simon, 1991) tried to define organizational learning as the solutions from effects of turnover, an experiment on stability, organizational memory. For example, Effects of turnover should be a chance to regenerate organization members, an experiment on stability is categorized as lower turnover, a chance to create stability in the organization or to make stronger organizational culture or value and beliefs. It can be concluded that organizational learning is how the members, as psychology condition, to find out the problem solution or, in other words, positive attitudes at workplace.

Organizational learning is how to firm’s investigate expeditious way to market opportunities through innovation, high performance, and sustainable ways (Vargas, 2015). In purpose to get competitive advantage, the firm should have many competitive values such as, innovation, effective (on process), experimentation, risk taking, interaction (with environment), dialogue, participate decision, commitment to learn, open mind, shared vision, and inter-organizational knowledge sharing. Moreover, those organizational learning values could not be established without supporting system and that supporting system should come from leadership especially transformational leadership (Vargas, 2015). Transformational leadership is the type of leadership which motivates their followers more than they could do, improve sense of importance and value of the tasks, stimulate their own interest, team interest, organization, and raise their abilities to higher level (Vargas, 2015). Transformational leadership as simultaneous with organizational learning will build competitive advantage by means of inspirational motivation, intellectual stimulation, individualized-consideration. The transformational leadership value is related to employees’ satisfaction such as stimulating their own interests and raising their abilities having relationship with the need of achievement (McClelland theory of needs in (Robbins and Judge, Organizational Behavior, 2011)). Also, organizational learning values for example high performance is the output of the satisfaction indicator which is related to each other.

Managing innovation and organizational learning is the dynamic process to achieve the firm’s performance (Giniuniene and Jurksiene, 2015). Organizational learning is defined as the “operational process of obtaining information and converting it into knowledge, it is a detection and correction of error” (Giniuniene and Jurksiene, 2015). Thus, (Giniuniene and Jurksiene, 2015) explain how the organizational learning and firm’s performance relationship is not about process and outcome. But, more than that, organizational learning as the antecedent and innovation as the result of learning process to achieve the firm’s performance (Giniuniene and Jurksiene, 2015). So, it can be concluded that organizational learning is the beginning process or

antecedent and innovation as the result of learning process. Innovation itself should contain some activities such as, responding to dynamic changes, improving existing products, services, competencies, business models, responding to high competition, developing new products, services, technologies, creating new business models, market (Giniuniene and Jurksiene, 2015). From the passage above, we can conclude that organizational learning as the key factors to decide successfulness of innovation attitudes (positive attitudes) in the organization to achieve main goal of firm's performance.

Organizational learning is as the fundamental sources for strategic management to achieve business advantage (Lopez et al., 2005). Thus, organizational learning is about how to develop resources and capabilities, or how the process whose goal is firm's development, and divided into four different dimensions, they are (1) knowledge acquisition, through external sources or internal development (2) distribution (through spreading knowledge among members (3) interpretation (which individual share and incorporate aspects of their knowledge to achieve as well as coordination in decision making), (4) organizational memory (which has aim to achieve knowledge for future use) (Lopez et al., 2005). This study investigated 217 respondents from 195 Spanish firms (Lopez et al., 2005). Using Structure Equation Modelling (SEM), this study has a purpose to find out relationship between organizational learning and the result is there is a positive relationship between organizational learning and both innovation and competitiveness and economic/financial results, and there is a positive correlation between innovation and competitiveness and economic/financial results (Lopez et al., 2005). From the passage, we can conclude that organizational learning is about how to develop individual capability, knowledge sharing, distribution, smart interpretation, and having organizational memory on him/herself. It is related indirectly to satisfaction especially how the individual perception among sharing their vision or knowledge and positive attitudes about how individual having good willingness to share their vision in the organization.

Organizational learning is about how to create improvement process about patients' safety through individual perceptions and organizational facilities such as, information and learning facilities (Sujan, 2015). As one of many important organizations in every country, Hospitals play important role to raise society's health especially in the English National Health Services (NHS) which during 2005 until 2009 as many as 1200 patients died needlessly and many patients were unnecessary suffering (Sujan, 2015). This case emphasizes the important of organizational learning in the services organization. Thus, organizational learning in this perspective is divided into a sustainable cycle of action and reflection, in other words, "organizations might be more successful at learning from past experience if they create and foster the capacity for deep reflection on whole system dynamics which can lead to fundamental change" (Sujan, 2015). Through that perspective, (Sujan, 2015) explains more about the importance of organizational learning to guarantee that case never happens again in the future through stressing to individual perspective (NHS staff). This study is conducted in 35 NHS hospital staff from Radiology department and surgical emergency admissions unit (SEAU) (Sujan, 2015). The result from this study discussed about how to improve continuing learning and improvement for patients' safety, organization should find out alternatives approaches to fulfill established process for reporting and organizational learning, and the organization should create process to enable staff to raise the level of concerns and contribution about patient safety improvements (Kanten et al., 2015) (Sujan, 2015). It can be concluded from the passage that organizational learning is about how an individual or organization members study about the past condition and current condition. Learning the past condition and current condition in purpose to serve patients carefully could be categorized as the positive value and output from satisfaction symptom.

Organizational learning is the main factor of how to make organization run on sustainable innovation to gain competitive advantage. Organization learning process is "the organizational change in knowledge, presence supplement the information in question, the transformation, or detract" (Cinar and Eren, 2015). Nevertheless, organizational learning outcome is innovation, and innovation itself is categorized into, innovation of product (creating a new product or service which is suitable to the market condition), innovation of service (creating a new service, innovation and difference in the system of presentation and distribution of the service), innovation of process (creating new method of production or distribution in the firms), innovation of organization (creating business application in internal and external relations within the frame of a new organizational method), innovation of marketing (creating and using newest marketing method including product design, packaging, and distribution) (Cinar and Eren, 2015). This research is present in Research and Development activities in the health sector which is led by Ministry of Health, Refik Saydam Hygiene Center Presidency, Turkey and gathering information from 364 employees (147 managers and 217 workers) (Cinar and Eren, 2015). Based on (Cinar and Eren, 2015) research, Innovation is the organizational learning output that could be categorized as the positive value in the organization because it boosts the firm performance and GDP as a whole context. Innovation itself leads to trait improvement from engagement and satisfaction.

Organizational learning and organizational structure are related to job embeddedness and individual adaptive performance. Organizational structure is defined as "a mechanism which links and co-ordinates individuals within the framework of their roles, authority and power and as a useful tools to share value, norms, and goals (Kanten, and Gurlek, 2015), organizational

learning is defined as “a crucial component in its value, visions, and goals, as well as of its functions”, job embeddedness refers to “the combination of force which keep individual from leaving their job” (Kanten, and Gurlek, 2015). Furthermore, (Kanten, and Gurlek, 2015) said organizational structure, which is divided into mechanistic and organic organizations, organizational learning could provide job embeddedness and adaptive performance positively if the management manages them correctly. It can be concluded that adaptive performance is positively connected to organizational learning, adaptive performance as the positive attitude appearing in the organization is related to organizational learning, also adaptive performance could be categorized as the absorption (how the employees adopt positive value in the organization) in engagement.

Evidence of Organizational Learning as the Fundamental Factors to Achieve Global Competitiveness (Employees’ Engagement, Satisfaction, and Positive Attitudes)

Organizational learning with employees’ engagement

Engagement is “one’s physical, cognitive, and emotional conditions during role performance and it has received much attention recently as practitioners and academicians claim to have positive consequences for employees and organization” (Banihani et al., 2013). The trait of engaged employees is about how much the employee came out to positive emotional outcomes, improving organizational performance, meaningfulness, safety, and availability (Banihani et al., 2013). But, how about the woman herself, Could she manage that feelings properly during her role performance as the woman? That’s the questions why (Banihani et al. 2013) said that engagement role model should be a man than woman. Through social identity theories, it is mentioned that women have to work-to-family conflict, gender stereotype as barriers for them to be engaged. Moreover, (Banihani et al., 2013) said that gendered organization which is more focused on masculinity than femininity made it worst.

From the above passage, it can be concluded that organizational learning is the process place for the employees to get better attitude and perception to achieve the firm performance (Vargas, 2015). If the organizational learning did not conduct properly such as, gendered organization (Banihani et al., 2013) become focus oriented in the organization the engagement never happened. So, there has been a relationship between engagement and organizational learning as the process and the result in the organization (Figure 1).

Work engagement is about being positive, fulfilling, work-related state of mind, vigor, dedication, absorption which related with customer satisfaction, loyalty, profitability, employee turnover, productivity (Barnes et al., 2014). Barnes et al. (2014) said that being positive, fulfilling, work-related state of mind, vigor, dedication, absorption is a trait which related and categorized as work engagement. Work engagement always lead to customers’ satisfaction, and customers’ satisfaction itself has been defined as “profoundly positive emotional state generally resulting from having one’s expectations exceeded” (Barnes et al., 2014). But, engagement itself can be constructed through employees’ perceptions of customer delight leading directly to customer service based on role conflict that leads directly to work engagement, and psychological capital. Figure 2 shown below describing the relationship between them.

The (Barnes et al., 2014) research result is employees’ perception of delight had a strong and significant relationship to work engagement (H1), customer service-based role conflict had a negative relationship with work engagement, and work engagement had a strong and positive relationship with employees’ psychological capital (Barnes et al., 2014). Also, this research is conducted on 252 frontline service employees, and 160 student recruiters participated using Confirmatory factor analysis (AMOS 21).

Work engagement came out from employees’ perception about customer delight (Barnes et al., 2014). But, how to make employees feel and having perception about customers; delight was never discussed in this research and it should be there because the process always there before the results came. As a process, organizational learning is a tool to make it happened. So, we can conclude that organizational learning is the first based on (Argyris, 1995) research “learning occurs when-ever errors are detected and corrected or when a match between intentions and consequences is produced for the first time” (Figure 3).

Work or employees’ engagement is defined as a positive feeling, feeling fulfilling and characterizing vigor, dedication, and absorption, all of those things having work outcome are affective commitment, continuance, commitment, organizational citizenship behavior (OCB), active learning, initiative, jobs satisfaction and organizational performance (Farndale et al., 2014)

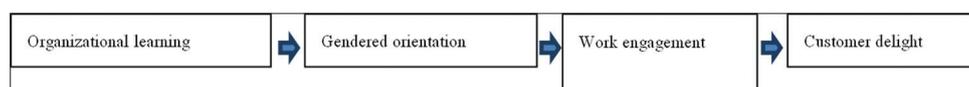


Figure 1: The relationship organizational learning through gendered orientation and work engagement to customer delight

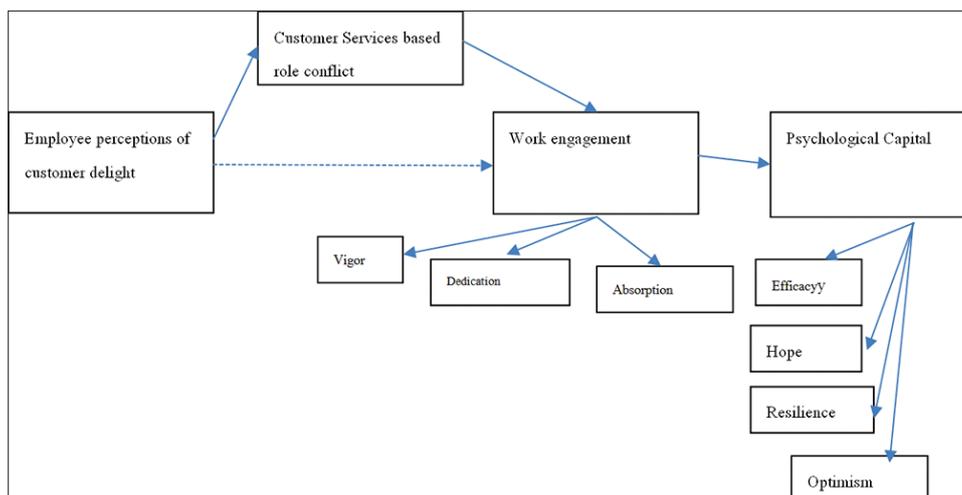


Figure 2: Relationship between Work Engagement with Customer Satisfaction (Barnes et al., 2014)

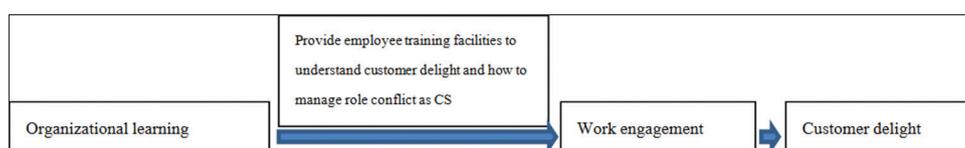


Figure 3: The conclusion about the relationship organizational learning (training employee perceptions about customer delight and role conflict) and work engagement combine with psychological capital to achieve customer delight

and being fully concentrated and deeply engrossed in one's work, whereby time passes quickly and one has difficulties detaching himself or herself (Schaufeli et al. 2002 in (Farndale et al., 2014)). Work and organization can be related to each other or they can correlate between work and organization engagement if every organization member engaged in organization increases his or her productivity. And, (Farndale et al., 2014) explores their research into hypotheses (1) Work and Organization engagement are positively associated with affective commitment (2) work engagement and organization engagement are negatively associated with continuance commitment (3) Work and organization engagement are positively associated with active learning (4) work and organization engagement are positively associated with initiative (5) work and organization engagement are positively associated with job satisfaction (Farndale et al., 2014). From this research, there has been a relationship between engagement and organizational learning through hypotheses described clearly above.

Work engagement is related to how the employee feeling happier if they know the organization paid CSR than if they get paid on holiday allowance (Ferreira and DeOliveira, 2014). Corporate Social Responsibility (CSR), is the main tools to engage employee, explored from Social Identity Theory and Stakeholders Theory which mentioned "an individual need to classify oneself and others into social groups, thus deriving part of their identity from the group(s) to which they belong" (Ferreira and de Oliveira, 2014). And, CSR defined the firm policy and feedback about economic issue, technical, and legal requirement to accomplish social benefits (Ferreira and DeOliveira, 2014). Moreover, Work engagement itself is defined as positive, fulfilling, affective-motivational state of work-related well-being (Ferreira and DeOliveira, 2014). They conducted his research with 236 questionnaires but only 193 returned. From the result of study, there is not any significant different form about internal and external CSRs and CSRs will significantly give impact to engagement if the CSRs themselves are connected with three indicators of engagement (vigor, dedication, and absorption) (Ferreira and DeOliveira, 2014).

The conclusion of the above passage is CSRs give impact to work engagement (employees' engagement) even it is related to internal CSR (Ferreira and DeOliveira, 2014). But, positive attitude is related to CSR where employees have been connected to organizational learning indirectly. Why? Because reference to definition of organizational learning itself is always said that organizational learning is the process and feeling positive is a result. So, the positive attitudes in Ferreira and DeOliveira (2014) are the evidence of the relationship between engagement and organizational learning.

Customer engagement is about how to understand customers and its relations which are connected to the firms. Starting with arguing that understanding customer characteristics is a key success, customers' engagement should be an organization demanding to win business competition (Kaltcheva et al., 2014). Customer engagement is "the customer behavior transactions, and is especially aimed towards a brand or firm, beyond purchase, resulting from motivational drivers or a psychological

state occurred by virtue both interactive, co-creative customer experiences with a focal agent/object” (Kaltcheva et al., 2014). Understanding customers’ engagement through their characteristics, the organization should pay attention on (1) customers’ engagement value such as, customers’ purchasing behavior, incentive program, influence to other customers (intrinsic motivation), the company’s brand (2) Fiske’s relational models framework is about authority ranking, communal sharing, equality matching, market pricing, asocial (Kaltcheva et al., 2014).

It can be concluded that the customer engagement is how to make customers loyal or showing positive attitudes to the organization through service. Moreover, employees’ positive attitude to engage customers came from the company’s program serving the customers direct or indirectly. So, it has a relationship of “the process” service to customer engagement. Well service leading to customers’ engagement never happened without employees’ engagement. Thus, employees’ process becomes the engagement’s need learning process. The organizational learning is the main tool to do that process (Argyris, 1995)(Kalmuk and Acar, 2015) (Simon, 1991) for example, how to make employee services customer well. It can be concluded that there have been an indirect relationship between engagement and organizational learning (Figure 4).

Engagement is the key driver for high performance business through investigation of engagement drivers and employees outcome (Merry, 2014). Engagement drivers are divided into (1) quality of life such as, job security, safety, work/life balance, (2) workplace situation such as, empowerment, sense of accomplishment, work tasks, (3) company practices such as, communication, diversity and inclusion, enabling, infrastructure, performance management, customer focus, innovation, talent and staffing, (4) people such as, senior leadership, bottom up leadership, supervision, collaboration, (5) total rewards such as, brand reputation, pay, benefits, recognition, (6) opportunities such as, career opportunities, learning and development (Merry, 2014). Moreover, engagement driver, said (Merry, 2014), will lead to engagement outcomes such as, (1) saying is speaking positively about the organization culture, condition etc to their colleagues and customer (2) staying is feeling a part of organization have sense of organization belonging (3) striving is being positive and motivated also establish high effort to be successful in their job and for the company (Merry, 2014).

From the above passage it can be concluded that engagement drivers, especially quality of work life, will provide engagement outcomes (Merry, 2014). Quality of work life itself is related to the organizational learning as the process in the organization and engagement outcome as the value result from it then all of those things will provide positive value, high performance, and sustainable ways (Vargas, 2015). The correlation supports (Giniuniene and Jurksiene, 2015) the research about organizational learning. So, there has been a positive relationship between engagement and organizational learning based on this evidence (Figure 5).

Similar with previous research but with different context, (Parry and Solidoro, 2013) said that Social media are the engagement booster. Before analyzing the engagement, (Parry and Solidoro, 2013) said that engagement as the being attentive, emotionally connected, integrated, is focused on their performance. The engagement could be reached through social media because the social media or technology facilitate and encourage knowledge sharing between one group to another in the organization (Parry and Solidoro, 2013). Through many kinds of technologies facilitates, the employee whom allowed by their organization to access these devices could share their knowledge and value to others. Besides those manners, social media can be used to attract the new candidates such as, Linked-In, twitter by HR manages. Through these media, both the candidates and employers feel comfortable because they are familiar with the social media and it will increase the engagement directly. Moreover, social media provided by the organization could be used as a bridge between employee and the organization, they could share their vision, opinion, knowledge, value etc about the organization or social context.



Figure 4: The conclusion about the relationship organizational learning, work engagement, well-service and customer engagement

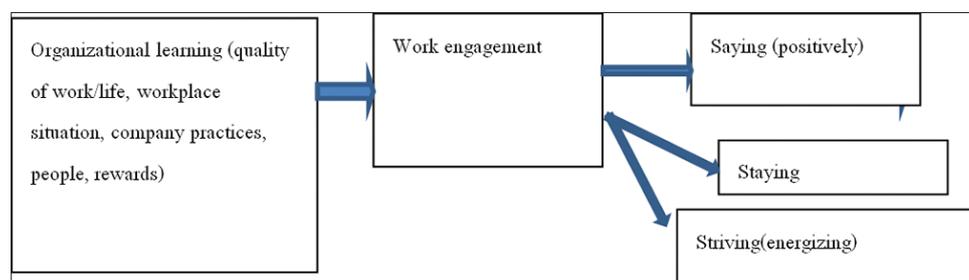


Figure 5: Learning process (organizational learning), Work engagement, the Work engagement outcome trait (Merry, 2014)

From the above passage, knowledge sharing (Parry and Solidoro, 2013) as the result of the organizational learning is knowledge acquisition (Lopez et al., 2005) related to the engagement trait is knowledge shared through social media (Parry and Solidoro, 2013). So, it can be concluded that engagement, using social media to engage, has relationship and correlated with organizational learning (Figure 6).

Employees' engagement has relationship with organizational trust, psychological empowerment (Ugwu et al., 2014). Organizational trust can be defined as employees' full faith or totally believe about their partners (organization) about three kinds of things, competent, reliable, open, and concerned in every situation (Ugwu et al., 2014). Thus, organization empowerment is about how the organization controls employees' behavior to well perform their job, high determination at workplace (Ugwu et al., 2014). This study is conducted through 715 employees in Nigeria especially in Bank sectors. The result from this study is organizational trust and empowerment are related and having significant influence to employees' engagement.

From the above passage, (Ugwu et al., 2014) had told us how to organize trust and organization empowerment related to engagement where organization trust and empowerment having similar "process" with organizational learning to achieve high performance (Kalmuk and Acar, 2015) itself. So, we could concluded that organizational learning related implicitly with engagement implicitly (Figure 7).

Organizational learning with satisfaction

Job satisfaction is the agreement on the meaning of the construct, common attitude about job and the feelings of every individual about their job, positively on income (Gallardo, Sanchez-Canizares, Lopez-Guzman, and Nascimento Jesus, 2010). Moreover, (Gallardo et al., 2010) mentioned that job satisfaction influences to two kind things, they are (1) demographic characteristics such as, age, gender and educational level, maturity, work experiences, and tenure advantages (2) job aspects such as, wages, employment contracts, number of hours worked, tenure, and job status (Gallardo et al., 2010). The study respondent is 2.064 employees who were working at one-star hotels as many as 87, working at two-star hotels as many as 186, working at three-star hotels as many as 1.090, and working at five-star hotels as many as 111 and 730 respondents from Algarve region (Gallardo et al., 2010). The result showing both regions and showing an acceptable level of job satisfaction is the relationship with colleagues, relationship with supervisor, autonomy, hotel's organization, working conditions, health care, recognition, prestige of the profession, possibilities of promotion (Gallardo et al., 2010). Others, the result of usefulness of the work, work itself, professional development, received training showing an acceptable level of satisfaction but there are not significant or in other words, the probabilities of less than 95% believes. Thus, remuneration is showing unsatisfiedness but it is not significant or the probability of truth is less than 95% believes.

From the above passage it can be concluded that satisfaction factors such as, wages, tenure advantages, number of hours worked, tenure, and job status are related to how the organizational conducted their activities to support their purpose (Gallardo et al., 2010), in other words, how the organization creates organizational learning in their organization. Gender, age, educational level, work experience influenced how the person study, as more mature, about their job and share their knowledge

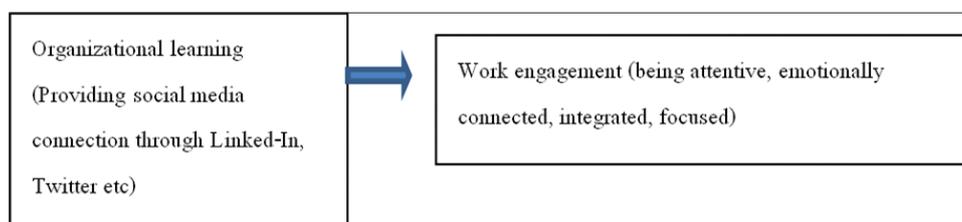


Figure 6: The organizational learning through Social Media to Work engagement (attentive, emotionally, connected, integrated, focused) (Parry and Solidoro, 2013)

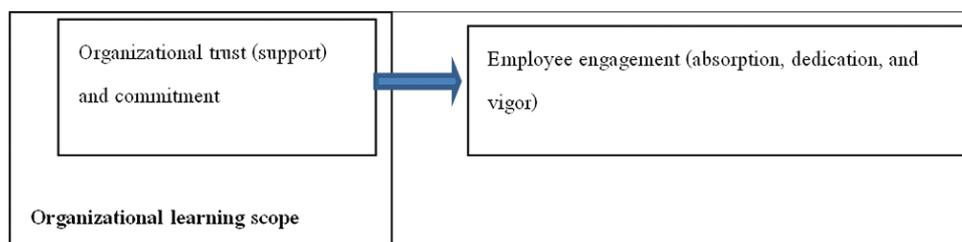


Figure 7: The relationship between learning process (organizational learning) and employee engagement (Ugwu et al., 2014)

at workplace. Thus, it has relationship explicitly between satisfaction as the result and organizational learning as the process such as, continuing learning and improvement for patients' safety (Sujan, 2015). More evidence is shown by (Vargas, 2015), he mentioned that organizational learning and leadership as the process to achieve high performance as the result, the middle between process and the consequences is satisfaction because (Vargas, 2015) mentioned about feeling task importance and it has something missing between organizational learning and high performance (Figure 8).

Job satisfaction is about deep feeling about how the management decided to do their management.

Style in quality perception, especially in quality management, and facilities (Burke et al., 2005). In purpose to find out the relationship between job satisfaction and quality management this research considered customer satisfaction as the measurement tool. Moreover, this research was conducted in 130 Canadian branch offices (Burke et al., 2005). The result of this study is leadership and direction, work appeal, work demands, physical surroundings, financial rewards, and organizational commitment (as the TQM indicator and employee satisfaction) play significant roles to customers' satisfaction (Burke et al., 2005). It means that both employees' satisfaction and TQM have impact to customers' satisfaction.

The relationship of work appeal, work demands is related to the consequences of organizational learning or it is the result of process organizational learning. Sujan (2015) explains that organizational learning as the process and the result is positive attitudes among organization member. So, we can conclude that job satisfaction is related to organizational learning and positive attitudes (Figure 9).

Job satisfaction is join and combination of feelings towards the condition of work (Abdulla and Djebarni, 2011). Satisfaction itself is associated with high productivity, high commitment, lower absenteeism and lower turnover, high effectiveness (Abdulla and Djebarni, 2011). Moreover, unsatisfied employees lead to withdrawal behavior, increasing costs, decreasing profits, customer dissatisfaction (Abdulla and Djebarni, 2011). Those both positive and outcome from job satisfaction are because of the effect of organization facilities (implicit lead to learning (Giniuniene and Jurksiene, 2015)) such as salary, promotion, and supervision (Abdulla and Djebarni, 2011). So, we can conclude that satisfaction and organizational "learning" have relationship to each other (Figure 10).

Job satisfaction always leads to customers' satisfaction. This opinion from the basic statement mentioned if the employees are satisfied, they will work hard and from it will give impact directly to services excellent, thus, the service excellent will

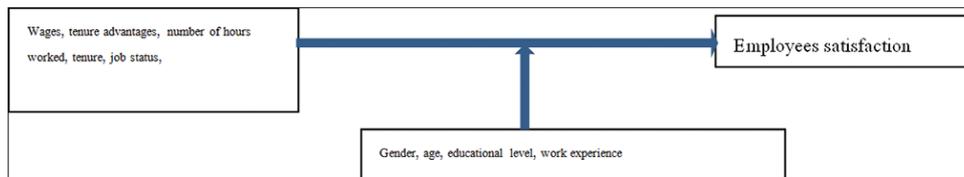


Figure 8: The relationship between wages, tenure, advantages, number of hours worked, tenure, and job status (organizational learning) and employee satisfaction (Gallardo et al., 2010)

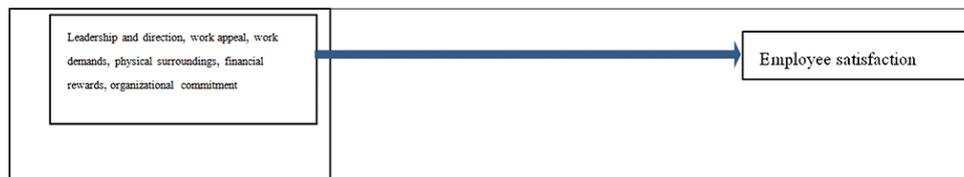


Figure 9: The relationship between leadership and direction, work appeal, work demands, physical surroundings, financial rewards, organizational commitment (organizational learning scope) and employee satisfaction (Burke et al., 2005)



Figure 10: The relationship between salary, promotion, and supervision (organizational learning) and employee satisfaction (Abdulla and Djebarni, 2011)

lead to customers' satisfaction as the main purpose (Jeon and Choi, 2012). Besides that, two kinds of model conducted are, (1) employee model (role ambiguity, role conflict, commitment, customer and job satisfaction, and intent to stay) (2) customer model (interaction quality, outcome quality, trust, loyalty, and customer satisfaction) (Jeon and Choi, 2012). The research respondents were 372 customer and 227 employees in South Korea and the result from first model (employee model) was there are role ambiguity and job satisfaction was significant, role conflict and job satisfaction were significant, job satisfaction and commitment were significant, job satisfaction and customer satisfaction were significant, commitment and intent to stay were significant (Jeon and Choi, 2012). Second model result was interaction quality and customer satisfaction were significant, outcome quality and customer satisfaction were significant, customer satisfaction and trust were significant, trust and loyalty were significant and only customer satisfaction and job satisfaction were not significant (Jeon and Choi, 2012). From the passage, we can conclude that job satisfaction and customer satisfaction are related and significant so if the company should have to provide high facilities in purpose to achieve customer satisfaction and finally bring in high sales revenue to the company. Role conflict and ambiguity (Jeon and Choi, 2012), derived from employee model, is external factors from employees that could be categorized as the element of organizational learning (Sujan, 2015). Thus, it can be concluded that they have correlated to each other and there is a relation between employees' satisfaction and organization learning.

Organizational learning with positive attitudes

Attitudes are defined as "evaluative statements or judgments concerning objects, people, or events" (Robbins and Judge, 2011). (Robbins and Judge, 2011) said attitude has three components, they are, "cognitive (opinion belief segment of an attitude), affective (the emotional or feeling segment of an attitude), and behavior (an intention to behave in a certain way toward someone or something)". Nevertheless, the major job attitude is job satisfaction, job involvement, organizational commitment, perceived organizational support, employee engagement (Robbins and Judge, 2011). It can be concluded that employees having positive attitude in their organization were always related to job satisfaction, job involvement, organizational commitment, perceived organizational support, employees' engagement. The organizational learning as the organization process depends on how the organization fulfilled education in the organization environment or in other words is how the organization has commitment to do the learning process. From the statement we could conclude that organizational learning is related with positive attitudes (Figure 11).

Positive attitudes are defined as outcome behaviors which depend on how the organization do in their workplace and it will reflect to organizational performance. Based on two kind of study about employees' attitudes, the outcome attitudes at workplace differently appear and they are decided by perceived organizational support, employee satisfaction (Bartel et al., 2011). This research was done in 193 branches in major US banks and the result is the employees' attitudes are related to organizational facilities and it will lead to organizational performance.

Form the above passage, we can conclude that employee attitudes are created from organizational facilities and organization support or useful tools (Kanten et al., 2015). It means that if the organization wants to get employees positive attitudes they should provide good process. So it can be concluded that in the organization there has been a direct relationship between organization learning and employee attitudes (Figure 12).

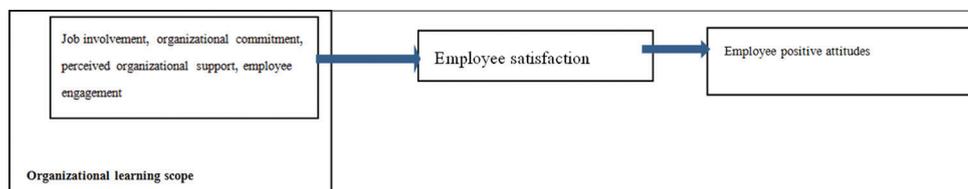


Figure 11: The relationship between job involvement, organizational commitment, perceived organizational support, employee engagement (organizational learning) and employee satisfaction, employee positive attitudes (Robbins and Judge, 2011)

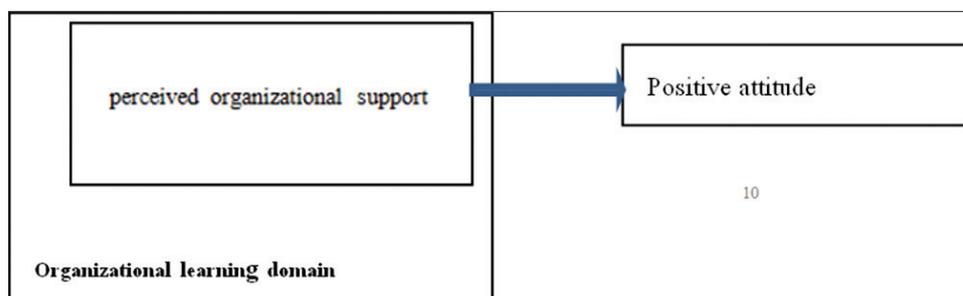


Figure 12: The relationship between perceived organizational support and employee positive attitudes (Bartel et al., 2011)

Employees attitudes and behavior have been influenced by service brand orientation (King et al., 2013). Employees attitude and behavior can be defined as the behavior, characteristics, nature outcome which were influenced family, reference groups, and organization value. Moreover, Employee attitudes could be built from employees' customer orientation, service orientation, brand orientation (King, 2013) through organization facilities. Conducted from 400 hotel guest and almost 600 hotel staff, this research revealed Service brand orientation has significant impact to employees' customer orientation, service brand orientation has significant impact to employee brand oriented behavior, and employee customer orientation has significant impact to employee customer oriented behavior (King et al., 2013).

From the above passage, it can be summarized that in order to achieve high performance through customer orientation. The organization should pay attention on service brand orientation first and service brand orientation should bring in from organizational education or learning. Thus, it can be concluded that organizational learning has positive relationship with employees' attitude (behavior) (Figure 13).

Employees' attitude were influenced by coworker support and customer cooperation. Employees' attitude at workplace were influenced by coworker' support and customer cooperation and it will lead to social exchange citizenship behavior (Limpanitgul et al., 2013). The organization desired to achieve positive attitudes should provide supporting coworker and customer cooperation. But, the last requirement is difficult to achieve because customer attitudes could not be controlled by firm directly. Thus, to achieve cooperative customer attitudes, organization should provide good service in organization firstly. Conducted in an airline industry, this research revealed the evidence about the important of organization facilities in purpose to create employees' positive value even the research did not mentioned directly but the missing link how to achieve social exchange citizenship behavior revealed that organization learning process is as the antecedent. From the passage, it can be concluded that organization as process place supports to create positive attitudes at workplace (Kanten et al., 2015). So, there has been a relationship between organizational learning and positive attitudes (Figure 14).

Employees attitudes were reflected from CEO leadership behaviors and it will lead to organizational performance as a final context. Based on the leadership based perception that the concept was just focused only on employees as the objects of organization performance is not relevant anymore. Thus, CEO leadership style plays an important role to create positive attitudes in the firm (Wang et al., 2011). Moreover, the assumption of leadership style influenced organizational performance and employees' attitude discussed in this research. This research was conducted through 739 middle managers in 125 firms in China (Wang et al., 2011). Even, the positive attitudes in this research were defined unclearly, the relationship between organizational learning as the process detected bad process early (Giniuniene and Jurksiene, 2015) through leadership style (Vargas, 2015) and there have been positive attitudes (as the result) in purpose to gain competitive advantage in the business (Figure 15).

Employees' satisfaction and positive attitudes

Employees' satisfaction could be described from the employees' attitudes (Saari and Judge, 2004). To explain Saari and Judge (2014) statement, it should be started from how to explain from this area related to (1) the causes of employees' attitudes

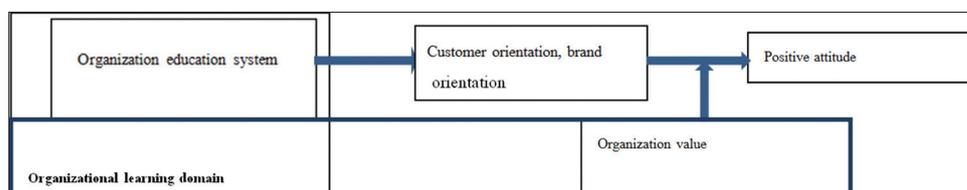


Figure 13: The organizational learning process influence to customer orientation, brand orientation, and employee positive attitudes (King et al., 2013)

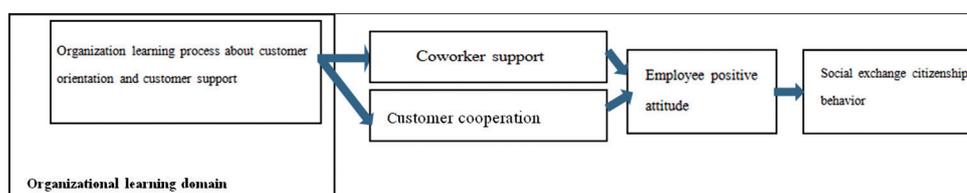


Figure 14: The relationship between organizational learning, co-worker support, customer cooperation, employee positive attitude and social exchange citizenship behavior

(2) the results of positive or negative job satisfaction (3) how to measure and influence employees' attitudes (Saari and Judge, 2004). Job satisfaction is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (Saari and Judge, 2004). First manner, the causes of employees' attitudes contained (1) dispositional influences (it discussed about how the satisfaction and attitudes came up first) (2) Cultural influences (it discussed about how the satisfaction and positive relationship through many cultures differentiation such as Hofstede Theory) (3) Work situation influences (it discussed the condition of employee external factors influence to positive attitudes) (Saari and Judge, 2004). Second manner, the results of positive or negative job satisfaction related with (1) job satisfaction and job performance (2) job satisfaction and life satisfaction (3) job satisfaction and withdrawal behavior (Saari and Judge, 2004). Third manner, how to measure and influence employee attitudes is about how to do employee attitude surveys, analyzing and interpreting survey results for action, survey feedback and action (Saari and Judge, 2004). It can be concluded that the satisfaction is related to positive attitudes and it could happen without organizational learning as key factor to create work situation, measurement etc.

The employee positive attitudes create high performance company and employees' positive attitude came from good leadership. CEO leadership plays important roles to create employees' positive attitude thus it will lead to company high performance (Giniuniene and Jurksiene, 2015). But, the relationship between leadership and positive attitude leading to organizational performance has gap. The gap is good leader causes good positive attitudes. Moreover, good leadership should provide satisfaction first (Abdulla and Djebarni, 2011) then employee satisfaction will causes employees positive attitudes (Jeon and Choi, 2012) (Saari and Judge, 2004). Thus, employees' positive attitude lead to company high performance (Wang et al., 2011) (Bartel et al., 2011).

CONCLUSION

The final conclusion from the discussion has shown that organizational learning as the antecedent of employees' engagement, satisfaction, and positive attitudes (Figure 16).

Organizational Learning and Employee Engagement

The factors indicating the organizational learning manner to employees' engagement categorized Gendered orientation (man could be engaged than woman because of family and job role conflict), employees' training program based on customer services role conflict and employees' perceptions of customer delight, providing CSR, quality of life, workplace situation, company practice, people, total rewards, social media, organizational trust and organizational commitment, as the organizational learning scope and domain process concern to employee engagement.

Organizational learning and employee satisfaction

Wages, tenure advantages, number of hours worked, tenure, leadership and direction, work appeal, work demands, physical surroundings, financial rewards, organizational commitment, salary, promotion, supervision, and job status (organizational

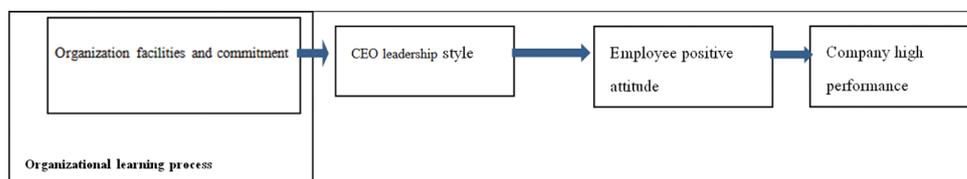


Figure 15: Organizational domain as the key important to create good corporate leadership to provide employee positive attitude (Giniuniene and Jurksiene, 2015)(Vargas, 2015)

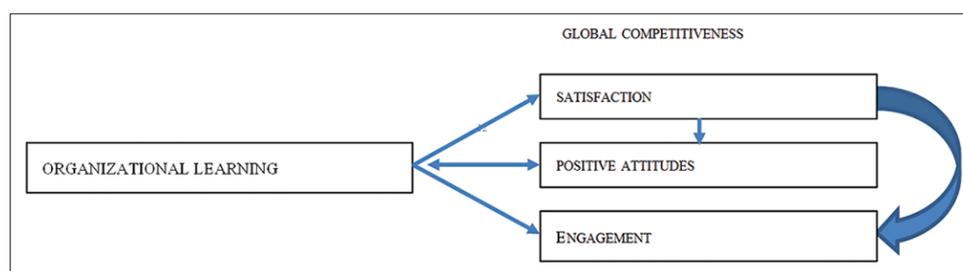


Figure 16: Organizational Learning Conceptual Model Relationship with competitive advantage (satisfaction, engagement, and Positive attitudes)

learning manners/relation) which were influenced by gender, age, educational level, work experience to achieve and improve employee satisfaction.

Organizational learning and positive attitudes

The organizational learning scope collateral and causes employees' positive attitudes were job involvement, organizational commitment, organizational support system, employee engagement, organization education system related to customer orientation and brand orientation, coworker support, customer cooperation, CEO leadership.

Employee satisfaction and positive attitudes

How the employee satisfied with their workplace could be described as dispositional influences, cultural differences, work situation influences as the behavior will come up if the employee satisfied or not. Moreover, the relationship between satisfied employee and appearing behavior were job satisfaction and life satisfaction, job satisfaction and performance level, job satisfaction and intention to quit (withdrawal behavior). Thus, good leadership improves employee satisfaction then employee positive attitude emerge after the employee satisfied.

Limitation

This study is a conceptual development from many literatures which come from many countries with many cultural backgrounds. The consequences from this, it is needed to test to any field in purpose to make sure this conceptual development theory works. Then, finding other variables is necessary which is related to human resource development such as psychology, sociology, anthropology could help engagement conceptual model more accurate and comprehensive.

REFERENCES

- Abdulla, J., and Djebarni, R. (2011). Determinants of Job Satisfaction in the UAE (A case study of the Dubai Police). *Personnel Review: Emerald Limited Publishing*, 128-146.
- Antoncic, J. A. (2010). Employee Satisfaction, intrapreneurship and firm growth: A model. *Emerald*, 1-17.
- Argyris, C. (1995). Action Science and Organizational Learning. *MCB University Press: Journal of Managerial Psychology*, 20-26.
- Banihani, M., Lewis, P., and Syed, J. (2013). Is Work Engagement Gendered? *Emerald: Gender in Management: An International Journal*, 400-423.
- Barnes, D. C., Collier, J. E., and Robinson, S. (2014). Customer Delight and Work Engagement. *Emerald: Journal of Services Marketing*, 380-390.
- Bartel, A. P., Freeman, R. B., Ichinowski, C., and Kleiner, M. M. (2011). Can a workplace have an attitude problem? Workplace effects on employee attitudes and organizational performance. *Elsevier: Labour Economics*, 411-423.
- Burke, R. J., Graham, J., and Smith, F. (2005). Effects of reengineering on the employee satisfaction-customer satisfaction relationship. *Emerald: The TQM Magazine*, 358-363.
- Cinar, F., and Eren, E. (2015). Organizational Learning Capacity Impact on Sustainable Innovation: The Case of Public Hospitals. *Elsevier: Procedia - Social and Behavioral Sciences*, 251-260.
- Farndale, E., Kelliher, C., and Hope-Hailey, V. (2014). Work and organisation engagement: aligning research and practice. *Emerald: Journal of Organizational Effectiveness: People and Performance*, 157-176.
- Ferreira, P., and de Oliveira, E. R. (2014). Does corporate social responsibility impact on employee engagement ? *Emerald: Journal of Workplace Learning*, 232-248.
- Gallardo, E., Sanchez-Canizares, S.-M., Lopez-Guzman, T., and Nascimento Jesus, M. M. (2010). Employee satisfaction in the Iberian hotel industry. *Elsevier: International Journal of Contemporary Hospitality Management*, 321-334.
- Giniuniene, J., and Jurksiene, L. (2015). Dynamic Capabilities, Innovation and Organizational Learning, Interrelations and Impact on Firm Performance. *Elsevier: Procedia - Social and Behavioral Sciences*, 985-991.
- Jeon, H., and Choi, B. (2012). The Relationship between Employee Satisfaction and Customer Satisfaction. *Emerald: Journal of Services Marketing*, 332-341.
- Kalmuk, G., and Acar, A. Z. (2015). The Mediating Role of Organizational Learning Capability On The Relationship Between Innovation and Firm's Performance: A Conceptual Framework. *Elsevier: Procedia - Social and Behavioral Sciences*, 164-169.
- Kaltcheva, V. D., Patino, A., Laric, M. V., Pitta, D. A., and Imperato, N. (2014). Customers' relational models as determinants of customer engagement value. *Emerald Journal of Product and Brand Management*, 55-61.
- Kanten, P., Kanten, S., and Gurlek, M. (2015). The Effects of Organizational Structures and Learning Organization on Job Embeddedness and Individual Adaptive Performance. *Elsevier: Procedia Economics and Finance*, 1358-1366.
- King, C., Fung so, K. K., and Grace, D. (2013). The influence of service brand orientation on hotel employees attitude and behaviors in China. *Elsevier: International Journal of Hospitality Management*, 172-1803.
- Limpanitgul, T., Robson, M. J., Gould-Williams, J., and Lerthaitrakul, W. (2013). Effects of co-worker support and customer cooperation on

- service employee attitudes and behaviour: Empirical evidence from the airline industry. *Elsevier Journal of Hospitality and Tourism Management*, 23-33.
- Lopez, S. P., Peon, J. M., and Ordas, C. J. (2005). Organizational learning as a determining factor in business performance. *Emerald: The Learning Organization*, 227-245.
- Werner, J. M, and DeSimone, R. L. (2009). Human Resource Development. In Werner. J. M, and DeSimone R. L., *Human Resource Development* (p. 489). USA: South-Western Cengage Learning.
- Merry, J. (2014). Aon Hewitt's 2013 trends in global engagement: where do organizations need to focus attention. *Emerald Strategic HR Review*, 24-31.
- Parry, E., and Solidoro, A. (2013). Social Media as a Mechanism for Engagement?. *Emerald Advanced Series in Management*, 121-141.
- Robbins, S. P., and Judge, T. A. (2011). Job Attitudes and Satisfaction. In S. P. Robbins, and T. A. Judge, *Organizational Behavior* (pp. 106-123). New Jersey: Pearson.
- Robbins, S. P., and Judge, T. A. (2011). *Organizational Behavior*. New Jersey: Pearson.
- Saari, L. M., and Judge, T. (2004). Employee Attitudes and Job Satisfaction. *Wiley: Human Resource Management*, 395-407.
- Simon, H. A. (1991). Bounded Rationality and Organizational Learning. *Inform: Organization Science*, 1047-7039.
- Sujan, M. (2015). An organisation without a memory: A qualitative study of hospital staff perceptions on reporting and organisational learning for patient safety. *Elsevier: Reliability Engineering and System Safety*, 45-52.
- Ugwu, F. O., Onyishi, I. E., and Rodriguez-Sanchez, A. M. (2014). Linking organizational trust with memployee engagement: the role of psychological empowerment. *Emerald Personnel Review*, 377-400.
- Vargas, M. I. (2015). Determinant Factors for Small Business to Achieve Innovation, High Performance and Competitiveness: Organizational Learning and Leadership Style. *Elsevier: Procedia - Social and Behavioral Sciences*, 43-52.
- Wang, H., Tsui, A. S., and Xin, K. R. (2011). CEO Leadershi behaviors, organizational performance, and employee attitudes. *Elsevier The Leadership Quarterly*, 92-105.