



27<sup>th</sup> International Scientific Conference  
**Strategic Management**  
 and Decision Support Systems  
 in Strategic Management  
**SM2022**

Subotica (Serbia), 20th May, 2022

**Inezia Aurelia**

Swiss German University  
 Tangerang, Indonesia  
 Inezia.aurelia@gmail.com

**Soebowo Musa**

Swiss German University  
 Tangerang, Indonesia  
 soebowomusa@gmail.com

## **THE ROLES OF ORGANIZATIONAL CULTURE, PARTICIPATIVE LEADERSHIP, EMPLOYEE SATISFACTION & WORK MOTIVATION TOWARDS ORGANIZATIONAL CAPABILITIES**

**Abstract:** Many firms still fail to develop organizational agility. There are more than 40% of organizations think that they are low/not agile in facing market change. Organizational culture plays an important role in developing the organizations to be adaptive in order to manage the VUCA effectively. This study examines the relationships of organizational culture towards participative leadership, employee satisfaction, employee work motivation, organizational learning, and absorptive capacity in developing organizational agility in managing VUCA environment. 263 employees located from an international chemical-based company offices across the globe, who have worked more than three years were the respondents in this study. This study showed that organizational clan culture promotes the development of participative leadership, which it has an empowering effect towards people in the organization resulting in employee satisfaction. The study also confirms the role of organizational culture in creating organizational behavior within the organization that foster the organizational learning, absorptive capacity, and organizational agility; while the study also found that the relationship between participative leadership and employee work motivation is not significant.

**Keywords:** Absorptive Capacity, Employee Satisfaction, Employee Work Motivation, Organizational Agility, Organizational Culture, Organizational Learning, Participative Leadership

### **1. INTRODUCTION**

Many industries are hit by pandemic Covid-19 in varying degrees of severity (Ghabour, 2020; Lora Jones, 2021). Some industries have stronger defenses, while other industries struggle facing such disruptive environment. It is also true in chemical industry. Despite the pressing need for firms to be agile to deal with disruptive VUCA environment, many firms failed to develop such agility. Prats et al. (2018) indicated more than 40% of organizations think that they are low/not agile in facing market change while more than 50% market condition is volatile/unpredictable (Accenture, 2020). This situation is indicating a challenge for an organization to be agile.

Fewell (2020) indicated some barriers of an organization to be agile, for instance are organizational culture that promotes culture of command, control, and lack of trust and collaboration, inadequate leadership support, inconsistent organizational processes and practices across teams, etc., which all of these could dampen organizational agility in adapting to the environment. Nevertheless, Dewar & Doucette (2018) indicated organizational culture enables organizations to adapt. These contradicting views of organizational culture on the adaptability and agility of the organization merits further examination. Jdetawy (2018) described in an organization, one of the most effective leaderships to enhance productivity and better contributions from group members is a participative leadership. It provides empowerment and giving responsibility to the employees (Kirkman & Rosen, 1999). Deci et al. (1989) indicated that empowerment provides motivation and the feelings of self-worth. Whereas Tremblay & Roussel (2001) indicated empowerment may foster trust between leaders and employees. However, Huang et al. (2010) indicated that the empowerment's impacts from participative leadership are not fully consistent when they are applied within different position of people within the organization. Thus, this research wants to examine at the broader organization level which

of these two impacts will play role in developing organizational agility. The gaps also showed that there are needs to clarify the different of viewpoints on the employee satisfaction between (Mafini & Pooc, 2013) and (Duncan, 2014) on perspective whether employee satisfaction always play a key role in making an organization to be a successful one. Moreover, there is a contradict finding on the role of employee work motivation to develop the performance of organization between (Urošević & Milijić, 2012) and (Langi et al., 2015). Urošević & Milijić (2012) said that employee work motivation is an important component for company's success because highly motivated employees understand what they have to do and how to reach the predefined goal in the efficient manner, thus to fulfil organizational goals. However, in contrary, according to Langi et al. (2015), employee work motivation has no significant relationship to organizational performance as it depends to intrinsic (e.g. sense of being meaningfulness, sense of competence, etc.) or extrinsic (e.g. rewards, job promotion, money compensation, etc.) factors.

Organizational learning is a key concept for organizations to develop their performance and competitiveness, however, organizations still struggle to implement organizational learning due to complex of the concept with little practical in the organization (Taylor et al., 2010) and confusion about the organizational learning concept (Wu & Chen, 2014). The capability of acquiring, assimilating, transforming, and exploiting knowledge through organizational learning are known as absorptive capacity (Zahra & George, 2002). Capability to acquire in order to achieve and explore the competitive advantage is a must for an organization's success. However, it is argued that absorptive capacity may lead to poor performance in certain condition (Wales et al., 2012). Moreover, it may lead to not appropriate knowledge to be acquired (Bouguerra et al., 2021) when external knowledge is changing fast in dynamics environment. These contradicting views trigger for this study to clarify the roles of absorptive capacity on the capabilities in relation to the development of the organizational agility.

Overall, this study would like to examine, confirm, and or clarify by presenting newer data about relationship among organizational culture, participative leadership, employee satisfaction and work motivation to organizational learning and absorptive capacities at the end to achieve organizational agility, specifically in the context of VUCA environment.

## **2. THEORETICAL FRAMEWORK AND HYPOTHESES**

Organizational Culture (OC) is the distinct and tangible personality that emerges from within any organization (Morcos, 2018). Cameron & Quinn (2011) described organizational culture into four (4): Clan (OCC), Adhocracy (OCA), Market (OCM), and Hierarchy (OCH). OCC emphasizes flexibility and internal focus where people can participate to the discussion and decision-making process, create consensus, do as teamwork, having open communication, and team involvement. The outcomes of having OCC are having collaboration in work, increasing of team commitment, increasing cohesion among people who are working in the organization, and develop people experience and skills by participating and contributing to the teamwork. OCA emphasizes flexibility and external focus that has a dynamic workplace with creative environment. Determinants factors of adhocracy culture are initiative, adaptation, innovation, commitment to experimentation, open communication and new knowledge, dynamic environment and risk-taking. The outcomes of OCA are having innovative output, creativity, and transformation. OCM emphasizes stability and control and external focus. In organizational culture market, having clear planning, direction, competition, customer focus, and achievement of measurable goals are as determinant factors. The outcomes of OCM are productivity and effectiveness. Hierarchy culture emphasizes stability and control and internal focus, in which formal rules are dominating. The determinants of OCH are rules and regulations, control, and monitor. In OCH, stability, efficiency, timeliness, and consistency are expected as the outcomes (Cameron & Quinn, 2011; Felipe et al., 2017).

Participative Leadership (PL) is described as the actions that empower employees and offer them to be involved in the decision-making process (Usman et al., 2021). Factors to build a participative leadership are facilitating conversation, encouraging idea for collaboration, two ways communication, coaching, encourage to share idea, sharing information and knowledge, and people involvement (Arnold et al., 2000; Gastil, 1994; Gill, 1996; Thamer Alsubaie, 2021). Collaboration promotes two ways of communication and involvement of people. Further, people involvement would be needed to increase team commitment and cohesiveness in the team. Moreover, people development will be promoted by coaching and sharing information and knowledge within the team in the organization. The outcome of transformation from adhocracy culture develops people involvement and encourage people to share idea. Creativity may encourage idea for collaboration and people to share the idea within the organization. In strong market culture organization, leadership is involving employees who are expected to provide leadership in creating customer value. Having employee to be part/involved in organization process is a factor to develop participative leadership. Contrary, in hierarchy culture, stability in an organization will inhibit people to share idea as there is almost nothing will change. Moreover, participation of the decision-making process from employee is not necessary in hierarchy culture, because the line of command and power is clear. Therefore, this study advances with the following hypotheses:

- Hypothesis 1a: OCC has a positive relationship with PL
- Hypothesis 1b: OCA has a positive relationship with PL
- Hypothesis 1c: OCM has a positive relationship with PL
- Hypothesis 1d: OCH has a negative relationship with PL

Employee Satisfaction (ES) is defined as how happy an employee is with his or her position of work (Moyes et al., 2011). Mafini & Pooc (2013) described that employee satisfaction was developed through five factors, namely working

conditions, ability utilization, teamwork, creativity and autonomy. These factors are also being characterized in participative leadership. A satisfied employee is likely to provide better performance (Chi & Gursoy, 2009), eager to learn more, tend to handle pressure, and would have work motivation and thus more productive.

Employee Work Motivation (EM) is a condition which influence the physiological and psychological, direction, and maintenance of relevant behaviours in work setting (McCormick, 1985). Determinant factors of employee work motivation are training and development, personal interest, enjoyment, individual satisfaction, reward and punishment, appreciation, job development, work environment, compensation, empowerment, and trustworthy leadership (Ryan & Deci, 2000). In addition, people empowerment that is characterized in participative leadership may increase employee work motivation and developing organizational performance (Urošević & Milijić, 2012). The outcomes of employee work motivation are work commitment, employee engagement, employee performance, like to promote knowledge transfer and commitment to learning (Naile & Selesho, 2014).

Organizational Learning (OL) is a capability of organization to discover need for change and adaptation, therefore organizations must be flexible to find new knowledge and skills to be success and survived (Khorasani & Zamanimanesh, 2017). Commitment to learning, share system perspective, open for new idea, get experience, learning infrastructure, and knowledge transfer are determinants as described by Jerez-Gómez et al. (2005) and as the outcomes, organizational learning is to create, use knowledge, and transforms an organization into learning organization to increase competitive advantage and increase organizational performance (Finger & Brand, 1999). Del Río-Rama et al. (2016) indicated one of the indicators for employees to be satisfied is they have opportunity to be involved in improvement process in an organization. To do improvement, the employees need to equip themselves in the learning system in the organization. Moreover, employees with high intrinsic motivation are likely to engage with exploration activities in the organizational learning (Kauppila, 2018). From above synthesis, the following hypotheses were made:

- Hypothesis 2: PL has a positive relationship with ES
- Hypothesis 3: PL has a positive relationship with EM
- Hypothesis 4: ES has a positive relationship with EM
- Hypothesis 5: ES has a positive relationship with OL
- Hypothesis 6: EM has a positive relationship with OL

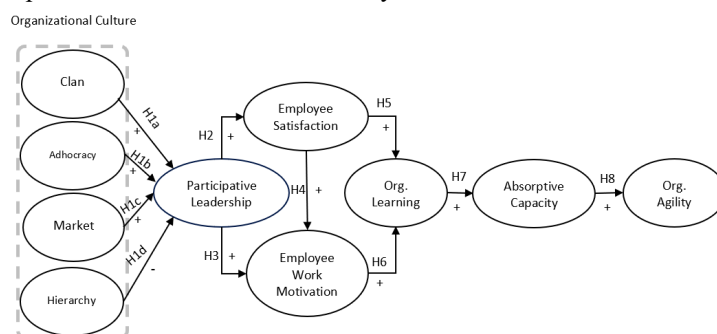
Absorptive Capacity (AC) is firstly introduced by Cohen & Levinthal (1990) as the ability of an organization to recognise the value of new external information, assimilate it, and apply it to commercial ends. Zahra & George (2002) defined absorptive capacity is as a set of strategic organizational process that make an organization possible to acquire, assimilate, transform, and exploit knowledge to create dynamic capabilities. Organizational knowledge, job rotation, and organizational structure are believed as determinant of absorptive capacity based on previous studies (Lane et al., 2006). The outcomes are competitive advantage, innovation, and firm performance (Stelmaszczyk, 2020). Knowledge acquisition, storage, sharing, and application as the outcome of organizational learning may develop organizational knowledge which is a factor to develop absorptive capacity. In addition, knowledge sharing may be developed by job rotation. Hence, based on this synthesis, the following hypothesis was made.

- Hypothesis 7: OL has a positive relationship with AC

Organizational Agility (OA) refers to the capability of a company to rapidly change or adapt in response to changes (Darwish et al., 2020). When an organization could acquire new knowledge, assimilate, transform, and exploit their knowledge, it improves collaboration, capacity to adapt change, and respond to the new demand. Ability to adapt the environment change and respond to new demand are part of factors to build organizational agility (Crocitto & Youssef, 2003). Thus, it is suggested absorptive capacity has positively relationship to organizational agility.

- Hypothesis 8: AC has a positive relationship with OA

Figure 2.1 illustrates the proposed research model in this study.



**Figure 2.1: The Proposed Research Model**

Source: Author, 2022

### **3. DATA AND METHODS**

#### **3.1. Sample and Data Collection**

Data was collected from respondents who are working in an organization from chemical industry. Questionnaires were distributed to 427 respondents who are the employees of an organization representing their top, middle, and staff level. Total respondents that answered the questionnaire were 285 respondents making the response rate at 66.75%. Since we need data from respondents who have worked at least 3 years, thus, data from not eligible respondents were eliminated. The tenure condition is needed to ensure respondents can identify the characteristic of company's organizational culture and to avoid bias of perceived about organizational culture in the company (Chao et al., 1994; Ferguson, 2021). Further, after removing possible outlier respondents based on the multivariate outlier screening, the final data sample to be used in the analysis is from 263 respondents.

#### **3.2. Measures**

Questionnaire is developed from validated measurements which is originally in English. Since target respondents will be employees from a multinational company where English is used as common language, thus it is not translated into certain language. Individuals in the targeted population are asked to fill out the online questionnaire by using Likert scale 5-points (1: strongly disagree, 2: somewhat disagree, 3: neutral, 4: somewhat agree, 5: strongly agree).

##### **3.2.1. Independent Variables**

OC, PL, ES, EM, OL, and AC are the independent variables in this study. OC has four dimensions and each of the variables has six indicators. The measurement of organizational culture is being measured using questionnaires taken from Wudarczywski (2018), a validation of Cameron and Quinn's Organizational Culture Assessment Instrument (OCAI). Construct of PL is being measured using six indicators without dimension, taken from Arnold et al. (2000). ES is being measured using four indicators without dimension, taken from Chi & Gursoy (2009). EM is measured using four dimensions where each of the dimensions has three indicators, which is taken from (Gagné et al. (2010). Measurement of OL is taken from Jerez-Gómez et al. (2005). It has four dimensions, i.e., commitment to learning, system perspective, openness and experimentation, and knowledge transfer with total 16 indicators are used. AC has four dimensions, i.e., acquisition, assimilation, transformation, exploitation with total 14 indicators are used. The measurement of AC is being measured using questionnaires taken from Flatten et al. (2011), which adopted the measurement items from Zahra & George (2002)

##### **3.2.2. Dependent Variables**

Organizational agility is the dependent variable used in this study, which is being measured using questionnaires taken from Kantén et al. (2017). The measurement consists of 3 dimensions with total ten indicators.

##### **3.2.3. Control Variables**

The study employs six control variables (i.e., gender, age, education, job tenure, job position, and work location that might affect the independent and dependent variables).

#### **3.3. Data Analysis**

SPSS version 25 was used to perform the descriptive statistic and Lisrel 8.8 was used for Structural Equation Modelling.

### **4. RESULTS**

#### **4.1. Descriptive Statistics and Correlations**

Spearman's Correlation test results as described in Table 4.1 below showed all the correlation coefficients are below than 0.9, thus multi-collinearity among the constructs does not exist. In addition, the variance inflation factor (VIF) analysis (all VIFs  $\leq 2.5$ , Tolerance  $\geq 0.20$ ) on the independent variables also suggests the absence of multicollinearity.

**Table 4.1: Descriptive Statistics and Correlations**

Variable	Mean	OCC	OCA	OCM	OCH	PL	ES	EM	OL	AC	OA
OCC	3.483	1									
OCA	3.340	0.532**	1								
OCM	3.702	0.213**	0.378**	1							
OCH	3.645	-0,066	-0,005	0.284**	1						
PL	3.835	0.182**	0.163**	0.019	-0,12	1					
ES	4.000	0.241**	0.163**	0.155*	-0,003	0.382**	1				
EM	3.416	0.202**	0.288**	0.171**	0.189**	0,011	0.185**	1			
OL	3.551	0.350**	0.375**	0.201**	0,012	0.222**	0.204**	0.137*	1		
AC	3.719	0.239**	0.256**	0.336**	0,103	0.124*	0.185**	0,056	0.224**	1	
OA	3.190	0.465**	0.553**	0.316**	-0,08	0,104	0.194**	0.203**	0.447**	0.388**	1

\*\*correlation is significant at the 0.01 level (2-tailed); \* correlation is significant at the 0.05 level (2-tailed); N: 263

Source: Author, 2022.

### 4.2. Measurement Model Analysis

The measurement model analysis was done to make sure that the reliability and validity of the constructs in the research model are acceptable by examining their composite reliability (CR) and the average variance extracted (AVE) of each construct. For constructs that have dimensions, higher order model as prescribed by Crede & Harms (2015) was used. Table 4.2 describes measurement model analysis of each construct that suggesting all the constructs’ measurement are reliable, valid, and fit based on absolute fit indices (RMSEA, GFI, SRMR) and incremental fit indices (CFI, NFI, NNFI, IFI). All GFIs, NNFI, CFIs, and IFIs are above 0.9 as cut of limit (Hu & Bentler, 1999), thus suggest as good fit of the measures.

**Table 4.2: Measurement Model Analysis**

Items			CR	AVE	$\chi^2/df$	P-value of $\chi^2$	RMSEA	GFI	SRMR	CFI	NFI	NNFI	IFI
Threshold			$\geq 0.7$	$\geq 0.5$	$\leq 3$	$\geq 0.05$	$\leq 0.08$	$\geq 0.9$	$\leq 0.1$	$\geq 0.9$	$\geq 0.9$	$\geq 0.9$	$\geq 0.9$
Organizational Culture (OC)	Dimension	Higher Order Model (HOM)	0,86	0,62	0,61	0,43	0,00	1,00	0,01	1,00	1,00	1,01	1,00
	SFL	OCC, OCA, OCM, OCH											
	t-value	0.41-1.00 5.51-22.89											
Participative Leadership (PL)	Dimension	Single Factor Model	0,86	0,52	1,06	0,37	0,02	0,99	0,01	1,00	1,00	1,00	1,00
	SFL	PL1-PL6											
	t-value	0.42-0.96 6.50-12.82											
Employee Satisfaction (ES)	Dimension	Single Factor Model	0,82	0,54	0,03	0,86	0,00	1,00	0,00	1,00	1,00	1,01	1,00
	SFL	ES1-ES4											
	t-value	0.62-0.84 10.09-14.72											
Employee Work Motivation (EM)	Dimension	Higher Order Model (HOM)	0,83	0,59	0,00	1,00	0,00	Perfect fit	Perfect fit	Perfect fit	Perfect fit	Perfect fit	Perfect fit
	SFL	EMINT, EMIDR, EMITR, EMEXT											
	t-value	0.33-1.00 2.28-22.89											
Organizational Learning (OL)	Dimension	Higher Order Model (HOM)	0,97	0,89	0,00	1,00	0,00	Perfect fit	Perfect fit	Perfect fit	Perfect fit	Perfect fit	Perfect fit
	SFL	OLCL, OLSP, OLOE, OLKT											
	t-value	0.84-1.00 16.92-22.89											
Absorptive Capacity (AC)	Dimension	Higher Order Model (HOM)	0,86	0,62	0,93	0,42	0,00	0,99	0,02	1,00	1,00	1,00	1,00
	SFL	ACA, ACS, ACT, ACE											
	t-value	0.53-1.00 9.25-22.89											
Organizational Agility (OA)	Dimension	Higher Order Model (HOM)	0,92	0,79	0,00	1,00	0,00	Perfect fit	Perfect fit	Perfect fit	Perfect fit	Perfect fit	Perfect fit
	SFL	OAS, OAC, OAFR											
	t-value	0.7-1.0 12.87-22.02											
Assessment			Valid	Reliable	Valid	Fit	Fit	Fit	Fit	Fit	Fit	Fit	Fit

Source: Author, 2022.

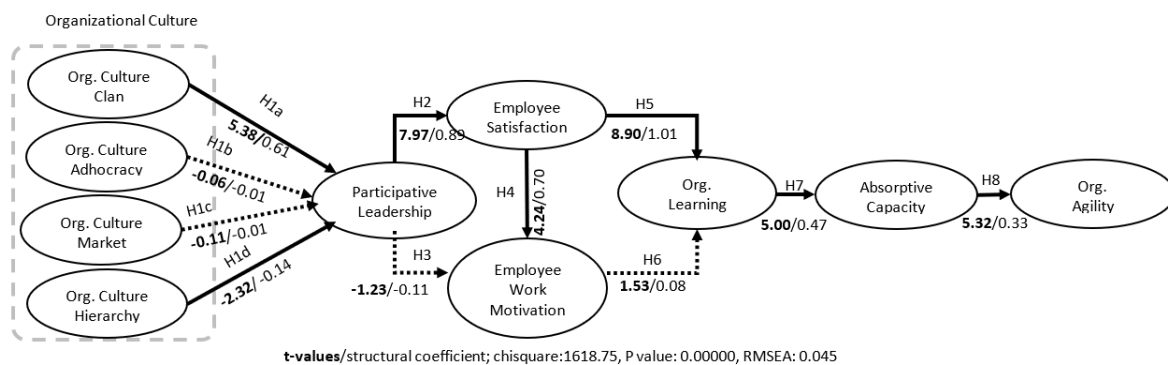
### 4.3. Structural Model Analysis

Table 4.3 presented hypotheses testing results. T-value of supported hypotheses is between range -2.32 to 8.90. As overall model measurement, six out of eight indices, i.e.,  $\chi^2/df=1.54$ , RMSEA=0.045, CFI=0.97, NFI=0.92, NNFI=0.96, IFI=0.97 are within the cut-off points of the respective indices, suggesting that the structural model of the study and the data is statistically fit. One with marginal fit (GFI=0.8), and the other one is poor fit (SRMR=0.11). However, since the threshold is basically just a rule of thumb, and the fit indices can't be seen from only single cut off value of single indices, and they are affected by various aspects, such as sample size, model complexity, or type of misspecifications, hence, it does not mean the overall model of this study is wrong or not fit only because of one indices is poor fit (Hair et al., 2018; Hu & Bentler, 1999). Hence, the overall model in this study is considered relatively good fit. Hypothesis testing results using SEM is illustrated in Figure 4.1.

**Table 4.3: Hypotheses Testing Results**

No	Hypotheses Relationships	Structural Coefficient	t-value	Hypotheses Test Result
H1a	OCC has a positive relationship with PL	0.61	5.38	Supported (Significant positive)
H1b	OCA has a positive relationship with PL	-0.01	-0.06	Not supported
H1c	OCM has a positive relationship with PL	-0.01	-0.11	Not supported
H1d	OCH has a negative relationship with PL	-0.14	-2.32	Supported (Significant negative)
H2	PL has a positive relationship with ES	0.89	7.97	Supported (Significant positive)
H3	PL has a positive relationship with EM	-0.11	-1.23	Not supported
H4	ES has a positive relationship with EM	0.70	4.24	Supported (Significant positive)
H5	ES has a positive relationship with OL	1.01	8.90	Supported (Significant positive)
H6	EM has a positive relationship with OL	0.08	1.53	Not supported
H7	OL has a positive relationship with AC	0.47	5.00	Supported (Significant positive)
H8	AC has a positive relationship with OA	0.33	5.32	Supported (Significant positive)

Source: Author, 2022.



**Figure 4.1: Hypotheses Testing Results**

Source: Author, 2022

## 5. DISCUSSION

Four hypotheses are not supported based on the hypothesis testing (i.e., H1b, H1c, H3, and H6). Other than these, all hypotheses are supported. It is found there is no significant relationship between OCA and PL (H1b) due to in innovative, creative, and dynamic culture, the focus of the culture is how to transform traditional/normal situation to the new situation. Since adhocracy culture focus to the external and differentiation while participative leadership focus on the internal organization structure (e.g., how to empower people), so, there is no relationship between OCA and PL. The

market culture focus on job completion, achieving target or goal, and stability in the company and not defining how is relationship within the people in organization, thus it will develop demanding leadership which not necessary to listen people opinion. This explained no significant relationship between OCM and PL (H1c). There is mismatched between PL and EM resulted hypothesis H3 is not supported. In working place where the empowerment has been established, motivation of work may be at different level and no longer exist to gain a trust or involvement from leaders. The empowering, delegating task, and asking for input are not always necessary would increase motivation of work when the employee expectation is different than empowerment (Lee et al., 2018). Moreover, hypothesis H6 is not supported because when people have been fully motivated, they felt, they know what they need to do as they do actions according to what provide high interest and enjoyment to them (Remedios & Boreham, 2004), thus, it may influence to abandon of having new tasks that can develop them within the learning process.

## 5.1. Theoretical Contributions

The study provides theoretical contribution about the concepts and relationships among the constructs of organizational culture, participative leadership, and the employee satisfaction and work motivation in developing organizational learning and organizational capabilities such as absorptive capacity and organizational agility. There is a unique finding enriches the existing literature that participative leadership has no significant relationship in developing employee work motivation and employee work motivation has no significant relationship towards organizational learning in an organization with clan culture.

## 5.2. Practical Implications

To be agile, an organization needs to have capabilities to do organizational learning and absorptive capacity. An organization needs people who satisfied in doing their work to do these capabilities. Participative leadership will increase employee satisfaction, in the way the leaders provide empowerment, trust and involvement to their employees, hence employee feel they are valuable to the company. The company must pay attention when hierarchy culture is becoming dominant in the company, such as the development of one-way communication. It will reduce the development participative leadership who can empower people so that they are not satisfied in doing the job. This will be hindrance the organization to foster their capability, and at the end the agility can't be developed to deal in the changing environment. Contrary, an organization must develop their clan culture to develop the participative leadership that able to satisfy the people in the organization by empowering them, so they feel they are valued, and thus able to have strong organizational learning system to absorb, process, and exploit the new knowledge. Organization with the strong system of the learning process can adapt, flexible and response fast to the VUCA environment. To develop a clan culture, an organization needs to be open for the feedback from employees, take the idea from the employees into account and put them into actions. In addition, foster working in collaboration as a team may also develop the clan culture in a firm.

## 6. LIMITATIONS AND FUTURE RESEARCH OPPORTUNITIES

This study is done within the context of a European multinational company from chemical industry. It is conducted based on cross sectional during pandemic Covid-19. Thus, it will represent the condition at the time of this research is conducted, and thus, causality between constructs could not be fully identified. Further, although it is a multinational company where it is assumed that organizational culture within the company over the world will be similar, but the study did not specifically look in to detail the possibility of national culture that could interfere or shape differently on how the respondents who are working in different locations measure at each construct. Future research may be done in the different context other than chemical industry to generalize the study findings. In addition, future research also may be done in longitudinal time to see causality effect among the constructs. Moreover, future study should incorporate national culture as part of the construct to see if there is relationship toward the organizational culture.

## REFERENCES

- Accenture. (2020). The Business Agility Report: Responding to Disruption (pp. 1–30). <https://www.solutionsiq.com/wp-content/uploads/2019/03/2018-Business-Agility-Report.pdf>
- Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *Journal of Organizational Behavior*, 21(3), 249–269. [https://doi.org/10.1002/\(sici\)1099-1379\(200005\)21:3<249::aid-job10>3.0.co;2-%23](https://doi.org/10.1002/(sici)1099-1379(200005)21:3<249::aid-job10>3.0.co;2-%23)
- Bouguerra, A., Mellahi, K., Glaister, K., Hughes, M., & Tatoglu, E. (2021). Revisiting the Concept of Absorptive Capacity: The Moderating Effects of Market Sensing and Responsiveness. *British Journal of Management*, 32(2), 342–362. <https://doi.org/10.1111/1467-8551.12398>

- Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and Changing Organizational Culture Based on Competing Values Framework.
- Chao, G. T., Leary-Kelly, O. A. M., Wolf, S., Klein, H. J., & Gardner, P. D. (1994). Organizational socialization: its contents and consequences. *Journal of Applied Psychology*, 79(5), 730–743.
- Chi, C. G., & Gursoy, D. (2009). Employee satisfaction, customer satisfaction, and financial performance: An empirical examination. *International Journal of Hospitality Management*, 28(2), 245–253. <https://doi.org/10.1016/j.ijhm.2008.08.003>
- Cohen, W. M., & Levinthal, D. A. (1990). Absorptive Capacity: A New Perspective on Learning and Innovation. *Administrative Science Quarterly*, 128–152. <https://doi.org/10.1016/b978-0-7506-7223-8.50004-6>
- Crede, M., & Harms, P. D. (2015). 25 years of higher-order confirmatory factor analysis in the organizational sciences: A critical review and development of reporting recommendations. *Journal of Organizational Behavior*, 36, 845–872. <https://doi.org/10.1002/job>
- Crocitto, M., & Youssef, M. (2003). The human side of organizational agility. *Industrial Management and Data Systems*, 103(5–6), 388–397. <https://doi.org/10.1108/02635570310479963>
- Darwish, T. K., Zeng, J., Rezaei Zadeh, M., & Haak-Saheem, W. (2020). Organizational Learning of Absorptive Capacity and Innovation: Does Leadership Matter? *European Management Review*, 17(1), 83–100. <https://doi.org/10.1111/emre.12320>
- Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organization. *Journal of Applied Psychology*, 74, 580–590.
- Del Río-Rama, M. C., Álvarez-García, J., & Bredis, K. (2016). Employees Satisfaction and Quality Management in Human Resources : a Study in Spanish Thermal Centre Employees ´ Satisfaction and Quality Management in Human Resources : a Study in Spanish Thermal Centre. October.
- Dewar, C., & Doucette, R. (2018). Culture: 4 keys to why it matters. <https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/the-organization-blog/culture-4-keys-to-why-it-matters>
- Duncan, R. D. (2014). Why “Employee Satisfaction” is the Wrong Metric. <https://www.forbes.com/sites/rodgerdeanduncan/2014/08/02/why-employee-satisfaction-is-the-wrong-metric/?sh=b1dd736c0531>
- Felipe, C. M., Roldán, J. L., & Leal-Rodríguez, A. L. (2017). Impact of organizational culture values on organizational agility. *Sustainability (Switzerland)*, 9(12). <https://doi.org/10.3390/su9122354>
- Ferguson, G. (2021). Why Are Long-Term Employees Important? <https://smallbusiness.chron.com/longterm-employees-important-40711.html>
- Fewell, J. (2020). Untapped Agility. <https://doi.org/10.5465/ambpp.2015.12735symposium>
- Finger, M., & Brand, S. B. (1999). The concept of the learning organization applied to the transformation of the public sector: Conceptual contributions for theory development. *Organizational Learning and the Learning Organization: Developments in Theory and Practice*, 130–156.
- Flatten, T. C., Engelen, A., Zahra, S. A., & Brettel, M. (2011). A measure of absorptive capacity: Scale development and validation. *European Management Journal*, 29(2), 98–116. <https://doi.org/10.1016/j.emj.2010.11.002>
- Gagné, M., Forest, J., Gilbert, M. H., Aubé, C., Morin, E., & Malorni, A. (2010). The motivation at work scale: Validation evidence in two languages. *Educational and Psychological Measurement*, 70(4), 628–646. <https://doi.org/10.1177/0013164409355698>
- Gastil, J. (1994). A Definition and Illustration of Democratic Leadership. *Human Relations*, 47(8), 953–975. <https://doi.org/10.1177/001872679404700805>
- Ghabour, E. (2020). A New VUCA Model to Train Leaders to Manage Through COVID-19 and Beyond. <https://trainingindustry.com/articles/leadership/a-new-vuca-model-to-train-leaders-to-manage-through-covid-19-and-beyond/>
- Gill, J. (1996). Leadership and Ethics. *Business Ethics and Business Behavior*.
- Hair, Black, W. C., Babin, B. J., Anderson, R. E., Black, W. C., & Anderson, R. E. (2018). *Multivariate Data Analysis*. <https://doi.org/10.1002/9781119409137.ch4>
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6(1), 1–55. <https://doi.org/10.1080/10705519909540118>



- Huang, X., Lun, J., Liu, A., & Gong, Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. *Journal of Organizational Behavior*, 31, 122–143. <https://doi.org/10.1002/job>
- Jdetawy, L. F. (2018). The prominent leadership Style(s) adopted by Jordanian firms managers : A case study of the Jordanian private firms. *International Journal of Development Research*, 8(11), 24343–24367.
- Jerez-Gómez, P., Céspedes-Lorente, J., & Valle-Cabrera, R. (2005). Organizational learning and compensation strategies: Evidence from the Spanish chemical industry. *Human Resource Management*, 44(3), 279–299. <https://doi.org/10.1002/hrm.20071>
- Kanten, S., Keceli, M., Zaimoglu, Z., & Kanten, P. (2017). The antecedents of organizational agility: organizational structure, dynamic capabilities and customer orientation. *Pressacademia*, 3(1), 697–706. <https://doi.org/10.17261/pressacademia.2017.646>
- Kauppila, O. P. (2018). How does it feel and how does it look? The role of employee motivation in organizational learning type. *Journal of Organizational Behavior*, 39(8), 941–955. <https://doi.org/10.1002/job.2270>
- Khorasani, A., & Zamanimanesh, H. (2017). The Role of Job Motivation on Organizational Learning and Empowerment of Municipal Staffs to Increase Economic Performance of Municipal Employees. *Journal of Urban Economics and Management*, 5(19), 97–111. <https://doi.org/10.18869/acadpub.iueam.5.19.97>
- Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42(1), 58–74. <https://doi.org/10.2307/256874>
- Lane, P. J., Koka, B. R., & Pathak, S. (2006). The reification of absorptive capacity: A critical review and rejuvenation of the construct. *Academy of Management Review*, 31(4), 833–863. <https://doi.org/10.5465/AMR.2006.22527456>
- Langi, S. R., Saerang, D. P. E., & Worang, F. G. (2015). the Impact of Leadership Style , Work Motivation , and Job Satisfaction on Employee Performance ( Bank Bni Kawangkoan Branch ). *Jurnal Berkala Ilmiah Efisiensi*, 15(05), 473–484.
- Lee, A., Willis, S., & Tian, A. W. (2018). When Empowering Employees Works, and When It Doesn't. <https://hbr.org/2018/03/when-empowering-employees-works-and-when-it-doesnt>
- Lora Jones, D. P. & D. B. (2021). BBC: Coronavirus: How the pandemic has changed the world economy. BBC News. <https://www.bbc.com/news/business-51706225>
- Mafini, C., & Pooe, D. R. I. (2013). The relationship between employee satisfaction and organisational performance: Evidence from a South African government department. *SA Journal of Industrial Psychology*, 39(1), 1–10. <https://doi.org/10.4102/sajip.v39i1.1090>
- McCormick, E. J. (1985). *Industrial and Organizational Psychology*. In Prentice Hall, New York.
- Morcos, M. (2018). Organizational culture: Definitions and trends. Research Gate, November, 1–8.
- Moyes, G. D., Shao, L. P., & Newsome, M. (2011). Comparative Analysis Of Employee Job Satisfaction In The Accounting Profession. *Journal of Business & Economics Research (JBER)*, 6(2), 65–82. <https://doi.org/10.19030/jber.v6i2.2392>
- Naile, I., & Selesho, J. M. (2014). The role of leadership in employee motivation. *Mediterranean Journal of Social Sciences*, 5(3), 175–182. <https://doi.org/10.5901/mjss.2014.v5n3p175>
- Prats, J., Siota, J., Gillespie, D., & Singleton, N. (2018). Organizational Agility. IESE Business School University of Navarra.
- Remedios, R., & Boreham, N. (2004). Organisational learning and employees' intrinsic motivation. *Journal of Education and Work*, 17(2), 219–235. <https://doi.org/10.1080/13639080410001677419>
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *University of Rochester*, 55(1), 68–78.
- Stelmasczyk, M. (2020). How absorptive capacity and organisational learning orientation interact to enable innovation capability? An empirical examination. *Entrepreneurial Business and Economics Review*, 8(1), 7–32. <https://doi.org/10.15678/EBER.2020.080101>
- Taylor, G. S., Templeton, G. F., & Baker, L. T. (2010). Factors influencing the success of organizational learning implementation: A policy facet perspective. *International Journal of Management Reviews*, 12, 353–364. <https://doi.org/doi10.1111/j.1468-2370.2009.00268.x>
- Thamer Alsubaie. (2021). The Influence of Participative Leadership on Employee Performance: a case study of the public sector in Saudi Arabia.

- Tremblay, M., & Roussel, P. (2001). Modelling the role of organizational justice: Effects on satisfaction and unionization propensity of Canadian managers. *International Journal of Human Resource Management*, 12, 717–737.
- Urošević, S., & Milijić, N. (2012). Influence of Demographic Factors on Employee Satisfaction and Motivation. *Organizacija*, 45(4), 174–182. <https://doi.org/10.2478/v10051-012-0019-z>
- Usman, M., Ghani, U., Cheng, J., Farid, T., & Iqbal, S. (2021). Does Participative Leadership Matters in Employees' Outcomes During COVID-19? Role of Leader Behavioral Integrity. *Frontiers in Psychology*, 12(May). <https://doi.org/10.3389/fpsyg.2021.646442>
- Wales, W. J., Parida, V., & Patel, P. C. (2012). Too much of a good thing? Absorptive capacity, firm performance, and the moderating role of entrepreneurial orientation. *Strategic Management Journal*, 34(October), 622–633. <https://doi.org/10.1002/smj.2026>
- Wu, I.-L., & Chen, J.-L. (2014). Knowledge management driven firm performance: The roles of business process capabilities and organizational learning. *Journal of Knowledge Management*, 18, 1141–1164.
- Wudarszewski, G. (2018). Validation of Cameron and Quinn's Organizational Culture Assessment Instrument (OCAI) in Polish conditions. *European Journal of Management and Economics*, 6(1), 79–105. [www.ceejme.eu](http://www.ceejme.eu)[www.wsb.pl/wroclaw/ceejme](http://www.wsb.pl/wroclaw/ceejme)<http://dx.doi.org/10.29015/ceejme.618>
- Zahra, S. A., & George, G. (2002). Absorptive capacity: A review, reconceptualization, and extension. *Academy of Management Review*, 27(2), 185–203. <https://doi.org/10.5465/AMR.2002.6587995>