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Ana Pinto Borges, PhD and Elvira Vieira, PhD

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The learning organization and its effects on attitudes, organizational climate, and behaviors

Maria Leonor Pires. *IPS/ESTSetúbal, Portugal.* leonor.pires@estsetubal.ips.pt

Abstract

Purpose: The debate on organizational learning and learning organizations emerged on the late 20th century organizational and management literature, associated with a dynamic of change within organizations that were subject to increasingly turbulent environments. The concept of learning organization is distinct from organizational learning. In a work of synthesis on the concept of learning organization Ellinger, Ellinger, Yang e Howton (2002) highlight some of its main features according to literature, such as the importance of acquiring, continuously improve and transfer of knowledge, thus facilitating individual and collective learning, as well as the integration and changes in the behaviors and practices of the organizations and its members, in result of learning. To Watkins & Marsick (1993, 1996) a learning organization is characterized by continuous learning and improvement and its ability to transform.

Although the literature gives relevance to dimensions that in most cases have individuals as reference there has been a neglect of the explanations about the internal processes, at the individual level and of the collective perceptions that can be part of the process by which the learning organization leads to better organizational performance. Our objective with this research is precisely to try to clarify these processes, by analyzing the consequences of the perceptions of the learning organization at the individual, attitudinal and behavioral levels, and on the organizational climate.

Thus, we analyzed the perceptions of learning organization and its effects on affective organizational commitment (Meyer & Allen, 1991), on the service climate (Schneider, 1998) and on organizational citizenship behaviors (Bettencourt, Gwinner e Meuter, 2001; Van Dyne, Graham, Dienesh 1994), as well as the relationships that are established between these constructs.

Methodology: The research was carried out using a sample of 93 individuals, surveyed through a self-administered questionnaire. The perceptions of learning organization were measured through Marsick & Watkins (2003) DLOQ, organizational affective commitment was measured with the scale developed by Nascimento, Lopes e Salgueiro (2008), the service climate scale used was from Schneider, White e Paul (1998) and

organizational citizenship behaviors was based on Bettencourt, Gwinner e Meuter, (2001). We used confirmatory factor analysis to assess construct validity, and later, alpha's Cronbach to measure the scales' reliability. The study of the relationships between the variables, as hypothesized in our model, was carried out using structural equations systems analysis.

Results: This research showed the relationships between organizational learning and affective organizational commitment, service climate as well as with organizational citizenship behaviors. The analysis disclosed the existence of a direct, positive, and statistically significant effect between the perceptions of organizational learning and affective organizational commitment, as well as with service climate; the relationship between organizational learning and organizational citizenship behaviors is fully mediated by affective organizational commitment.

Research limitations: A convenience sample was used, given its a small size, and composed mostly of men, it cannot be considered representative. Another limitation is the fact that this is a cross-sectional study, which does not allow the inference of causal relationships between the variables, which are established in accordance with the literature.

Originality: Little attention has been paid to the internal effects of organizational learning perceptions, the existing literature mostly focuses on the processes that will lead the company to become a learning organization to adapt to changes in its environment and achieve better performance. Our research focuses on internal factors that, when affected by organizational learning, could potentially explain better the adaptation to changes and thus induce better performance.

Keywords: Learning Organization; Organizational Commitment; Service Climate; Organizational Citizenship Behavior.

A organização aprendente e os seus efeitos nas atitudes, comportamentos e clima organizacional

Resumo

Objetivo: A problemática em torno da aprendizagem organizacional e das organizações aprendentes surge no final do século XX associada a uma dinâmica de mudança nas organizações sujeitas a ambientes cada vez mais turbulentos. O conceito de

organização aprendente é distinto do de aprendizagem organizacional, embora decorrente deste. Numa síntese sobre o conceito de organização aprendente Ellinger, Ellinger, Yang e Howton (2002) realçam algumas das características que são focadas pela literatura, tais como a importância da aquisição, melhoria e transferência de conhecimentos, facilitando a aprendizagem individual e coletiva, e integração e mudança de comportamentos e práticas da organização e dos seus membros, como resultado da aprendizagem. Para Watkins & Marsick (1993) e Marsick & Watkins (1996) a organização aprendente é aquela que é caracterizada pela aprendizagem contínua, a melhoria contínua e pela sua capacidade de se transformar.

Apesar da relevância dada a dimensões que em muitos casos têm como referente os indivíduos, a literatura tem descuidado as explicações sobre os processos internos, ao nível individual e das perceções coletivas, que poderão entrar em ação para que a organização aprendente dê origem a um melhor desempenho organizacional. O nosso objetivo com esta pesquisa é justamente tentar clarificar esses processos, ao analisar os consequentes das perceções de organização aprendente ao nível individual, atitudinal e comportamental, e do clima organizacional.

Assim, analisámos as perceções de organização aprendente e os seus efeitos no comprometimento organizacional afetivo (Meyer & Allen, 1991), no clima de serviço (Schneider, 1998) e nos comportamentos de cidadania organizacional (Bettencourt, Gwinner & Meuter, 2001; Van Dyne, Graham, Dienesch 1994), assim como as relações que se estabelecem entre estes constructos.

Metodologia: A pesquisa foi realizada recorrendo a uma amostra de 93 indivíduos, inquiridos através de questionário autoadministrado. As perceções de organização aprendente foram medidas através da escala proposta por Marsick & Watkins (2003) o comprometimento organizacional afetivo foi medido através da escala desenvolvida por Nascimento, Lopes e Salgueiro (2008), foi utilizada a escala de clima de serviço de Schneider, White e Paul (1998) e para medir as perceções dos comportamentos de cidadania organizacional recorreu-se à escala de Bettencourt, Gwinner & Meuter, (2001). Utilizou-se a análise fatorial confirmatória para aferir da validade dos construtos, e recorreu-se ainda ao alfa de Cronbach para avaliar a confiabilidade das escalas. O estudo das relações entre as variáveis, tal como representadas através das hipóteses sintetizadas no modelo de pesquisa, foi efetuado com recurso à análise de equações estruturais.

Resultados: Esta pesquisa mostrou as relações que se estabelecem entre a aprendizagem organizacional e o comprometimento organizacional afetivo e o clima de

serviço assim como com os comportamentos de cidadania organizacional. A análise mostrou a existência de um efeito direto, positivo e estatisticamente significativo entre as percepções de aprendizagem organizacional e o comprometimento organizacional afetivo, assim como com o clima de serviço; a relação entre a aprendizagem organizacional e os comportamentos de cidadania organizacional é totalmente mediada pelo comprometimento organizacional afetivo.

Limitações: Foi utilizada uma amostra de conveniência, com uma reduzida dimensão e composta maioritariamente por homens o que não permite considerá-la como representativa. Outra limitação é o facto de ser um estudo transversal, que não permite a inferência de relações causais entre as variáveis, sendo estas estabelecidas de acordo com a literatura.

Originalidade: Pouca atenção tem sido prestada aos efeitos internos das percepções de aprendizagem organizacional, a literatura existente centra-se, na sua maioria, nos processos que conduzirão a empresa a tornar-se numa organização aprendente de forma a se adaptar às mudanças no seu meio ambiente e conseguir um melhor desempenho. A nossa pesquisa centra-se nos fatores internos que ao serem afetados pela aprendizagem organizacional poderão potencialmente explicar uma melhor adaptação às mudanças e assim induzir um melhor desempenho.

Palavras-Chave: Organização aprendente, comprometimento organizacional, clima de serviço, comportamentos de cidadania organizacional.

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