

Chapter 5.3

Causal Relationship among Perceived Organizational Environment, Leadership and Organizational Learning in Industrial Workers

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ABSTRACT

It does not seem that recent social events occur simply due to the inappropriateness of a particular individual human action or a particular technological system. Most social events are caused largely by insufficient organizational management and inappropriate organizational climate in which the participants are scarcely motivated to develop them and to continue their work in a discretionary manner. Organizational performance is improved by designing the organizational environment where the participants are inspired to work in a recursive learning process underpinned by innovative operations management on the basis of systemic thinking. The purpose of this chapter is

to present empirical evidence on organizational learning type shaped by strategic business unit (SBU) in industry and to compare organizational performance representing self-discretion, team reciprocity by learning type, and also to identify multiple causations among the structural variables of predictors, such as work environment, leadership and organizational learning, and criteria of organizational performance. Characteristic causation was identified among the predictors of work environment and the criteria of organizational performance with the mediators of leadership and organizational learning. The study results in this chapter suggest that organizational learning type is formed by depending on the goals and visions in the SBU or in the logical level of management, and that the recursive process of organizational learning and leadership play

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mediating roles of leverage in developing the participants' job capabilities and in improving organizational performances. Empirical evidence on the linkage of participants' perceptions and organizational performance described in this chapter may be meaningful in redesigning service delivery operation in healthcare sector as well as in the industrial area.

INTRODUCTION

It is most important to foster the participants of organization in which they are inspired to act and respond more effectively to the organizational visions and goals in a discretionary manner than merely to work in accordance with the manual provided in a particular discipline. In an innovative organization underpinned by knowledge management, organizational learning and communication among leaders and followers or heterogeneous participants are a powerful means to enhance team coherence, team member reciprocity or dynamic stability of the organization (Saito, Inoue and Seki, 2002, Saito, Murakami, and Karashima, 2007) and to leverage the organization into being a more effective and intelligent organization which enables to cope with a changing society.

In this chapter, organizational learning, as one of the mediators between perceived work environment and perceived performance, is focused on as one of the effective means or catalysts in redesigning current workplace into an innovative organization. The following four points, namely, classification of organizational learning, organizational performances by cluster, causal relationship by learning type, and mediating roles of leadership and organizational learning, are discussed for improving organizational performance. Empirical evidence provided in this chapter suggests that organizational learning type depends upon organizational goals and business strategies, and that causal relationship among structural variables representing organizational environment, leader-

ship and organizational learning differs depending upon organizational learning type, and also suggested that organizational learning and leadership play important mediating roles to determine the criteria of organizational performance

THEORETICAL BACKGROUNDS ON ORGANIZATIONAL LEARNING

In order to improve organizational performance, job ability of the participants has to be developed in the process of organizational learning. Organizational learning is developed in a recursive process constrained by the antecedents of the enterprise, such as organizational strategies, structure, and climate. In the recursive learning processes, the participants are able to acquire knowledge and skills, and interpret input information so as to transfer it and then implement it in the field. In the course of recursive learning in the organization, the participants consisted of heterogeneous disciplinary members, develop their skills through collaboration in order to enable them to overcome difficulties and disruptions which may happen in the course of doing daily work. Innovative ideas emerge through collaboration with a multi-disciplinary staff..

Improvement of organizational performance is leveraged by organizational learning which has been reported in the theories relevant to systemic thinking (Senge, 1990, Flood, 1998), and also by diversity management structured by three logical levels of management embraced with three types of organizational learning, such as single loop learning in operational management, double loop learning in strategic management and triple loop learning in legitimate management (Flood and Romm, 1996, Espejo, Schuhman, Schwaninger and Bilello, 1996, Schwaninger, 1997, 2000).

In the relation of information processing with organizational learning, knowledge acquisition and knowledge transfer are mainly dealt with predetermined or extrinsic knowledge information

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