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**The relationship of learning culture with contextual performance  
and negative emotions at work: the mediator role of job  
satisfaction and P-O fit**

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## 1. Abstract

The world of work is characterized by uncertainty, dynamism and rapid changes. To deal with that, a culture oriented towards learning is crucial. Nowadays learning in organizations is recognized as an essential strategy for achieving success. The aim of this study is to analyse the relationships of learning culture with contextual performance and the decrease of negative emotions concerning the work. In addition, it is also our aim to analyse the mediating role, not only of Person-Organization Fit, but also of job satisfaction in these relationships. As the main research strategy, we have chosen the survey based on a questionnaire with a data sample of 358 employees from nine Portuguese private companies. We used Structural Equation Modelling (SEM) for data analysis.

The results suggest that both direct effects between learning culture and negative emotions and contextual performance are statistically significant. Furthermore, the mediation by job satisfaction in relationships between learning culture and contextual performance and the mediation by P-O Fit in the relationship between learning culture and negative emotions was not supported. The other hypotheses of mediation found empirical support.

**Key-words:** learning culture; contextual performance; negative emotions; job satisfaction; P-O Fit.

## 2. Introduction

Our aim is to expand the research of Ferreira (2013). His study focuses on the effects of a learning culture on task performance, job satisfaction, affective well-being, innovation and organizational commitment, as well as the mediation role of P-O fit in these relationships. Thus, specifically the aim of this research is to analyse the relationships of a learning culture with contextual performance and with negative emotions concerning the work. Furthermore, this research also intended to analyse the mediator role of the P-O fit and job satisfaction, in these relationships.

In this research the focus is on the world of work, which is also characterized by uncertainty, dynamism and rapid changes. To cope with these changes it is essential for an organization to have a culture focused on learning and adaptability (Ferreira, 2013; Rebelo & Gomes, 2011). Nowadays learning is recognized by organizations as an essential topic for achieving success. Through learning we recreate ourselves, we become able to do something we never were able to do, we re-perceive the world and our

relationship to it and we extend our capacity to create and to be part of the generative process of life (Senge, 1990). Because of that, nowadays managers have started to consider learning as a way to develop their organization, and maintain and improve performance (Rebelo & Gomes, 2008).

Therefore, understanding the factors that contribute to organizational learning and its consequences becomes important for success and survival at work. So it is important to know the relationship of learning culture with some variables, in this case, job satisfaction, well-being, P-O Fit, and performance.

Thus, the present investigation is relevant and its potential contribution is not only understand the impact of organizational learning-oriented practices of organizations and on their employees, but also reaffirm the importance of contextual performance and well-being (specially the decrease of negative emotions) on work context and their dependent relationship with learning culture. Contextual performance is important for an organization because underlies teamwork (Le Pine, Hanson, Borman, & Motowidlo, 2000) and is a predictor of turnover over and above task performance (Van Scotter, 2000). On the other hand, negative emotions, together with positive emotions, are an important component of well-being. A high level of negative emotions can cause depression and anxiety (Watson, Clark, & Tellegen, 1988) and, in consequence, decrease productivity and performance of the employee (Simon et al., 2001). Thus, is relevant to understand if learning culture can contribute to diminish negative emotions.

### **3. Literature Review**

The organizational culture is a complex construct. Consequently, different authors define it in several ways. Schein (1990), one of the most widely read theorists dealing with organizational culture, says that organizational culture is a pattern of shared basic assumptions that the group learned as it solved its problems, that has worked well enough to be considered valid and is passed on to new members as the correct way to perceive, think, and feel in relation to those problems. With this definition we can see that the organizational culture has an impact on the way an employee behaves. Furthermore, organizational culture can be considered as a critical factor fostering knowledge sharing (Shao, Feng, & Liu, 2012). In fact, organizational culture is mainly conceived as an essential condition to promote and support learning in organizations (Rebelo & Gomes, 2011).

This research is focused on learning culture. As this concept is derived from “organizational learning” and “learning organization” it is important to clarify these terms for a better understanding. Organizational learning consists of the process of improving actions through better knowledge (Fiol & Lyles, 1985). On the other hand, in learning organizations, people continually expand their capacity to create the results they truly desire, new and expansive patterns of thinking are nurtured, collective aspiration is set free, and people continually learn how to learn together (Senge, 1990).

### **3.1 Learning Culture**

This construct can be derived from either theory or observation (Yang, 2003). Learning culture refers to a mindset in which learning is recognised by the organization as absolutely critical for business success (Wang, Yang, & McLean, 2007). Learning in an organization is concerned with the acquisition, development, and sharing of individuals’ knowledge and with an effort to make information available and accessible to everyone (Kumar, 2005).

Learning culture is proposed and defined as a “set of norms and values about the functioning of an organization” (Skerlavaj, Stemberger, Skrinjar, & Dimovski, 2007) established to facilitate acquisition of information and sharing of learning. Taking into account the dynamism associated with the world of work, learning proves to be very important and a competitive advantage that some organizations have over others (Senge, 1990; Skerlavaj et al., 2007). Schein (1995) emphasizes the relationship between culture and learning as important since it considers that the difficulty of learning in some organizations and groups is due to the culture.

According to Rebelo and Gomes (2009), learning culture can be defined as an organizational culture oriented towards the promotion and facilitation of workers’ learning, its sharing and its dissemination, in order to contribute to organizational development and performance. According to Huber (1991) and Garvin (1993) a strong learning culture is good for creating, acquiring and transferring knowledge, and also modifying behaviour to reflect new knowledge and insights (Skerlavaj et al., 2007). The development of a learning culture creates opportunities for accessing the right knowledge at the right time and in the right location to stay competitive (Kumar, 2005).

For a better understanding of learning culture, some authors have created models that listed the main characteristics of this construct. For instance, Schein (1995, p. 12) considers eight elements that characterize a culture conducive to learning: 1) an “equal

concern for all of their stakeholders” such as customers, employees, suppliers, the community and stockholders; 2) conviction that “people can and will learn, and value learning and change in its own right”; 3) belief in a flexible world allowing a proactive and pragmatic vision; 4) allocation of time for learning and practice; 5) “enough diversity in the people”; 6) “shared commitment to open and extensive communication”; 7) “thinking systemically”; 8) teamwork.

In turn, Marsick and Watkins (2003) developed a model of learning culture as well as a measuring instrument: the DLOQ (Dimensions of the Learning Organization Questionnaire). This instrument analyses the dimensions of a learning organization, not specifically a learning culture. However, an organization can only be a learning organization if there is an effort towards the creation and development of a learning culture (Rebelo, 2006). In other words, an organization that promotes the acquisition, sharing and promotion of knowledge (learning culture) consistent with the values and beliefs of the organization results in an organization where people continuously expand knowledge striving to achieve the desired results. So, a learning organization is an organization that follows a learning culture. Several investigations have used the theoretical model and its instrument and shown the relationship of learning culture with other organizational factors (Egan, Yang, & Bartlett, 2004; Lim, 2010). So, this model was used as the theoretical basis of this research.

This model is based on three levels, namely, the individual, the team and the organizational level, and involves also seven dimensions that form the basis of the DLOQ instrument. The individual level is composed by two dimensions, referred to as “continuous learning”, and “inquiry and dialogue”. The team learning level comprises only one dimension, namely “cooperation and learning in group”. Finally, the organization level comprises four dimensions (embedded systems, empowerment, systems connection, and providing leadership for learning). Learning by individuals is important for organizational change but it is not enough, so it is essential to take into account the other levels (Marsick & Watkins, 2003).

### **3.2 Relationship of learning culture with the other variables under study**

#### **Learning Culture and Contextual Performance**

For organizations the performance of employees and organizational success are very important variables. McCloy, Campbell and Cudeck (1994) define job performance as behaviours or actions that are relevant to the objectives of the organization. In

organizations, the nature of work performance depends on the goals, the mission, the requirements of function and organization beliefs about the behaviours that are valued (Befort & Hatstrup, 2003; Skerlavaj et al., 2007).

It is predictable that in an organization that promotes learning, exchange of knowledge and the evolution of workers, a consequent increase in performance will occur (Befort & Hatstrup, 2003). In addition, several studies suggest that learning culture has a positive effect on organizational performance (Kumar, 2005; Skerlavaj et al., 2007).

Job Performance is a multidimensional construct that can be split into two dimensions: task performance and contextual performance (Befort & Hatstrup, 2003; Reio & Wiswell, 2000). However, most of the research on the link between learning culture and performance failed in the distinction between task and contextual performance, or in other words, they consider only general performance (Edwards, Bell, Arthur, & Decuir, 2008).

Task performance consists of behaviours that contribute to the organization's core activities, such as production, sales, management of employees or providing services. On the other hand, contextual performance consists of behaviours that support the broader organizational, psychological, and social environment in which the technical core operates (Borman & Motowidlo, 1993). In other words, contextual performance refers to behaviours that contribute to the climate of the organization, for example, doing extra work, collaborating with others and defending the organization. These behaviours are voluntary and not formally part of the job. Despite this, they contribute to augmenting the organization's effectiveness (Goodman & Svyantek, 1999).

In this research, the focus will be on contextual performance because the relationship between learning culture and task performance has been studied in the previous research of Ferreira (2013). His findings suggest that learning culture is useful for explaining the variance of the task performance (which in his study constituted an indicator of individual performance) replicating the results obtained by Ribeiro (2012).

Within contextual performance we can distinguish two different factors, namely compliance and extra effort (Befort & Hatstrup, 2003). The first is related to following organizational rules and procedures, and defending and presenting the organization favourably to others. The second is related to volunteer behaviours to do non-compulsory tasks (Befort & Hatstrup, 2003). The results of Ribeiro (2012) suggest that with regard to extra effort, only the individual dimension of learning culture helps explain the observed variability.

In this study, we aim to assess if there is a positive relationship between learning culture and contextual performance. We have seen above that several studies show the relationship between culture and overall performance. Thus, it is expected that there is a statistically significant relationship between culture and contextual performance. Moreover, in an organization that promotes continuous learning, knowledge sharing, inquiry and dialogue and cooperation among the members, it is more probable that the employees will show more behaviours like volunteering for extra work, persisting with enthusiasm, helping and cooperating with others, following rules and procedures, and supporting or defending the organization, i.e., behaviours subjacent to contextual performance.

*Hypothesis 1:* Learning culture has a positive relationship with contextual performance.

#### Learning Culture and Negative Emotions

Well-being is a concept that has been extensively studied. However, more research is necessary in regard to well-being at work (Paschoal & Tamayo, 2008). Increasingly, organizations are concerned about the well-being of workers, which results from the valuation of the person as an asset for the organization. Consequently, related studies have been developed exploring stress, quality of life at work, positive or negative emotions and their repercussions at work (Gouveia, Fonsêca, Lins, Lima, & Gouveia, 2008; Paschoal & Tamayo, 2008).

Well-being at work is a complex phenomenon and it is difficult to understand as it depends on the worker. This concept comprises an affective dimension: emotions and moods at work, and a cognitive dimension: perception of expressiveness and personal accomplishment (Paschoal & Tamayo, 2008). Individuals exhibit different cognitive and emotional reactions to seemingly similar environments (Campbell, Chew, & Scratchley, 1991).

The object of analysis in our study is affective well-being. Affective well-being is a multidimensional concept that can be explained through two dimensions, positive emotions (joy, happiness, enthusiasm) and negative emotions (sadness, stress, anxiety, anger) (Daniels, 2000; Ferreira, 2013; Gouveia, et al., 2008; Katwyk, Fox, Spector, & Kelloway, 2000). Emotional well-being requires frequent positive experiences and infrequent negative experiences (Diener & Larsen, 1993). The results of Ferreira (2013) suggest that a learning culture provides positive emotions. Some literature expected that



positive emotions and negative emotions were strongly negatively correlated, but these concepts emerged as highly distinctive dimensions that can be meaningfully represented as orthogonal dimensions in factor analytic studies of emotions (Watson, Clark, & Tellegen, 1988). However, Ribeiro (2012) found a negative relationship in her study between learning culture and negative emotions. This indicates that learning culture has a potential inhibitory influence on the existence of negative emotions in the workplace. In this study, we intend to obtain further evidence to support this finding - a negative relationship between learning culture and negative emotions.

***Hypothesis 2:*** Learning culture has a negative relationship with negative emotions.

#### Job satisfaction as a mediator variable

The interest in job satisfaction is based on the belief that the feeling or internal experience underlying this concept affects functioning and organizational performance (Chiva & Alegre, 2008). Job satisfaction is an evaluative judgment of the degree to which people like their work. Cranny, Smith and Stone (1992) defined job satisfaction as an employee's affective reactions regarding a job based on comparing desired outcomes with actual outcomes. According to Pushpakumar (2008), job satisfaction is an affective or emotional response toward various facets of one's job (such as, work itself, relationships with supervisor and peers, career prospects and payment) that affect the behaviour of employees.

According to Ferreira (2013), learning culture contributes significantly and positively to explaining the variance of job satisfaction. Egan et al. (2004) advocate that learning culture is a valid construct in predicting job satisfaction. Additionally, several research suggested that the promotion of learning organization can help to improve job satisfaction (Chang & Lee, 2007; Erdem, İlğan, & Uçar, 2014). More precisely, the encouragement of continuous learning, extensive learning culture, and system thinking, can change employees' attitudes and opinions toward jobs and enhance the internal satisfaction mentally (Erdem, İlğan, & Uçar, 2014).

Pushpakumar (2008) revealed a moderate and positive correlation between job satisfaction and performance of non managers and a high and positive correlation between job satisfaction and performance of managers. Also, according to the results of Lim (2010), in a private organization, the inter-correlations between learning organization culture and job satisfaction were moderate and positive.

Many studies have been developed on job satisfaction and the studies show a positive relationship between this variable and job performance (Edwards, et al., 2008; Pushpakumar, 2008). In fact, since the early days of industrial/organizational psychology the speculation has existed that job satisfaction predicts performance (Kornhauser & Sharp, 1932). According to Pushpakumar (2008), a satisfied employee is prone to extend more effort to job performance and so works harder, and better and is more motivated. However, only a few studies have investigated the relationships between job satisfaction and contextual performance compared with the relatively large number of empirical research that have studied job satisfaction and its relationship with task performance (Edwards, et al., 2008). Edwards and his colleagues' (2008) results suggest that there is a relationship between job-satisfaction and performance (both task and contextual).

Nevertheless, job satisfaction is a multidimensional concept with several facets and because of that the relationships between job satisfaction and task and contextual performance can be different depending on the aspects considered in the various studies. However, in this research, we will study overall satisfaction. It is expected that a satisfied employee will show more positive behaviours like helping others, performing extra activities, endorsing, supporting, or defending the organization. In other words, he or she exhibits more contextual behaviours.

In the literature, Organizational Citizenship Behaviours (OCB) frequently appears as a synonym of contextual performance (Organ, 1997). In consequence, some authors have studied the relationship between this concept with other variables instead of contextual performance. OCB can be described as a discretionary behaviour of an employee not directly or explicitly recognized by the formal reward system (Sharma, Bajpai, & Holani, 2011). In addition, Organ (1997) refer that organizational citizenship behaviours can or not be rewarded by the organization. According to Sharma et al. (2011) job satisfaction can be considered as a strong predictor of organizational citizenship behaviour.

On the other hand, Edwards et al. (2008), claim that well-being is important for job satisfaction. Clegg and Wall (1981) also considered job satisfaction as an indicator of well-being at work (Paschoal & Tamayo, 2008). Judge and Klinger (2007) noted that job satisfaction is strongly and consistently related to subjective well-being. Furthermore, the results of Lin and Yuan-Yuan (2009) suggest the same relationship between job satisfaction and well-being. So, a person that evaluates his or her job as good and satisfactory according to the articles above mentioned will have a high degree of well-

being. In that case less negative emotions are expected. Thus, it is understandable that a satisfied employee in an organization has more positive emotions and fewer negative ones compared to an employee with less job satisfaction.

Due to all these findings, in this research, we mean to study if job satisfaction assumes a mediator effect on the relationship between the learning culture and contextual performance and negative emotions.

***Hypothesis 3a:*** Job satisfaction partially mediates the relationship between learning culture and contextual performance.

***Hypothesis 3b:*** Job satisfaction partially mediates the relationship between learning culture and negative emotions.

#### Person-Organization Fit as a mediator variable

Person-Organization Fit represents the compatibility between people and the organizations in which they work and occurs when one entity at least satisfies the need for the other, when they share similar fundamental characteristics, or both (Kristof, 1996). The P-O Fit is measured according to the congruence between norms and organizational values with personal values (Cable & Judge, 1996). This congruence or non-congruence affects the way the employee behaves. In addition, it is expected that people that fit with an organization stay more motivated and for a longer time in the company. As consequence of this, organizations should taking into account in their recruitment and selection the congruence of values between the potential employee and the organization (Cable & Judge, 1995).

Good fit or high levels of P-O Fit exist when there is a congruence between people's norms and values with those of the organization (Sutarjo, 2011). Values are the criteria or principles that should guide the actions of individuals. So, it is expected that the consistency or not of the organizational values with the values of the employee affects the behaviour of the employee.

The importance of P-O Fit for the organization is shown by significant relationships between P-O Fit and turnover (Sutarjo, 2011). In the other words, a person with low levels of P-O Fit probably will quit the job faster than one with high levels. Also the Silverthorne (2004) investigation suggested P-O Fit as an important variable within organizations. In addition, Goodman and Svyantek (1999) present that fit between individual and organization has important consequences for the organization.

On the other hand, some studies have found a mediating capacity of P-O Fit in the relation between organizational culture and other workplace outcomes, for instance, job satisfaction (Ahmad & Weerapandian, 2012). So it is important to know which organizational indicators are mediated by P-O Fit.

Furthermore, P-O Fit has a direct effect on performance (Kieffer, Schinka, & Curtis, 2004) and job satisfaction (Cable & Judge, 1994). According to the study of Goodman and Svyantek (1999) the P-O Fit can increase the behaviours of contextual performance of employees. The same authors suggest that contextual performance derives from the psychological contract between individual and organization. It is understandable that the psychological contract may be affected by the P-O Fit, explaining the possible relationship between P-O Fit and contextual performance. In support, and taking into account that contextual performance is a synonym of Organizational Citizenship Behaviors, Lamm, Shaw and Kuyumcu (2010) present that employees who fit well in their organization are more likely to exhibit organizational citizenship behaviours. More specifically, workers who feel integrated within their organization probably present more voluntary citizenship behaviours, such as making extra effort, defending the organization and attending optional work-related functions.

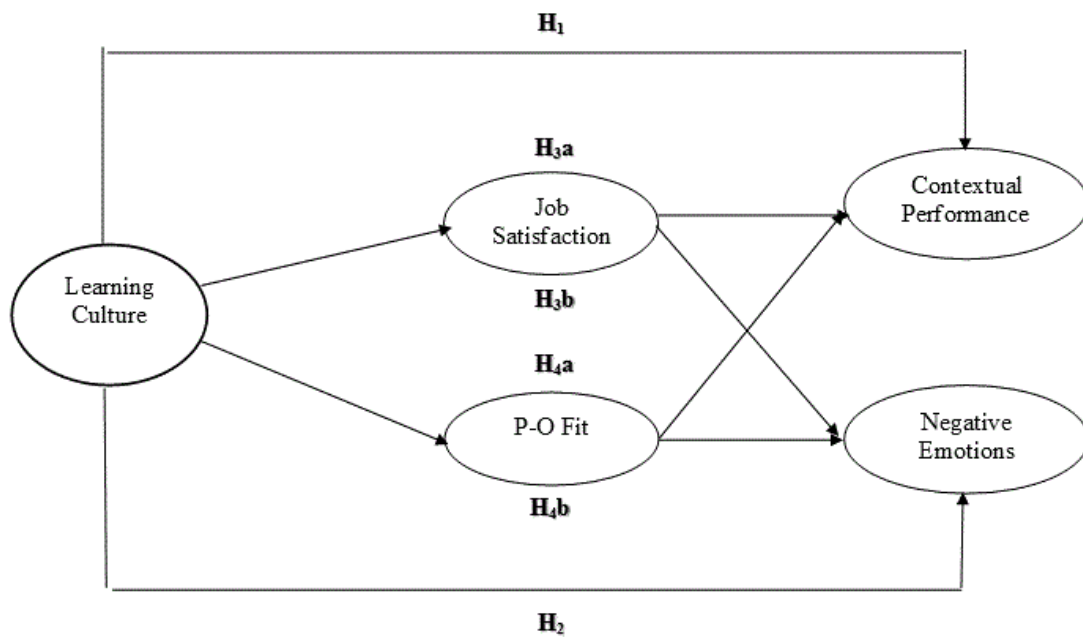
On the other hand, Cable and Judge's (1996) results suggest that job seekers who focused on P-O Fit experienced more positive work attitudes than job seekers not placing importance on P-O Fit.

In this research, we aim to study if P-O Fit mediates the relationship between learning culture and contextual performance and between learning culture and negative emotions. The findings of Ferreira (2013) suggest that learning culture has a direct influence on the considered variables (including performance and affective well-being) and that P-O Fit has a mediating effect on these relations.

***Hypothesis 4a:*** Person-Organization Fit partially mediates the relationship between learning culture and contextual performance.

***Hypothesis 4b:*** Person-Organization Fit partially mediates the relationship between learning culture and negative emotions.

Taking into account the above arguments and the hypotheses we want to test, we present schematically in Figure 1 the model that this research aims to test:



*Figura 1: Conceptualized model*

## 4. Method

### 4.1 Sample

As already mentioned, this investigation is based on Ferreira (2013) research, so all the scales procedures and survey application were done by this author. As research strategy, the study is based on a survey completed by 358 employees from nine Portuguese private companies. Four companies operate in the industrial sector (two in the car business, one in production of materials and another in pharmaceutical production), three in the provision of services (a consultancy agency, a computer company and a lawyer's office), one from the transport sector and finally one from product distribution.

In paper format, 340 questionnaires were distributed and we received responses from 198 employees. In addition to these we received responses from 160 online questionnaires.

The information gathered shows that 174 out of the 358 participants are male (48.5%), 110 are female (30.6%) and the remaining 74 didn't indicate this information (20.9%). The period of service in the organization ranges from 2 months to 40 years ( $M = 11.33$ ;  $SD = 8.12$ ) most of which are working in the organization up to a maximum of 10 years (52.5%).

Regarding the level of education of the participants: 71 attended, at most, the ninth grade (19.8%), i.e. basic education; 107 have a level between the 9th and 12th grade (29.8%), i.e. secondary school; 138 obtained a degree in higher education equivalent to a Bachelor's or higher degree (38.4%); 42 didn't indicate that information (12%).

#### **4.2 Procedures:**

To access the participants, contacts were established with organizations with different types of activities and sectors. The collection of data was subsequently made in organizations that agreed to collaborate through questionnaires in paper format or online. The sample was collected by Ferreira (2013).

We mainly used Structural Equation Modeling (SEM) for data analysis, using the programs R.

#### **4.3 Instruments:**

As mentioned previously, the data collection technique adopted was the survey. Each construct was measured through a scale translated and adapted to the Portuguese context.

For this research five adaptations of scales were used to collect the data. For assessing learning culture the DLOQ was used (Yang, 2003; Watkins & Marsick, 1997). The other variables were assessed by the following instruments: the Overall Job Satisfaction scale (Cammann, Fichman, Jenkins, & Klesh, 1983); the P-O Fit – Person-Organization Fit (Cable & Judge, 1996); the Job-Related Affective Well-Being Scale – JAWS (Katwik, Fox, Spector, & Kelloway, 2000); and the task and contextual performance scale (Beffort & Hatrup, 2003).

In order to clarify the questionnaire and prevent any failure in its elaboration a pilot study was carried out with 10 participants to assess face validity. After answering the questionnaire the participants not only indicated their opinion regarding clarity and duration but they also suggested changes to improve understanding. Furthermore, adaptations and / or translations were previously evaluated by an expert in the field, in order to ensure the content validity.

The tests of construct validity of the measuring instruments used in this research, in terms of dimensionality, were carried out by Ferreira (2013) through a Confirmatory Factor Analysis (CFA), using the program AMOS. CFAs supported the dimensionality of all measures suggested by the literature.

For the missing data, the participants whose rate of omissions was higher than 10% were removed from the analysis (Bryman & Cramer, 1993). It is described in each scale what was done to replace the missing data. For the reliability of each construct the internal consistency was assessed using Cronbach's alpha, and these results are also presented in the description of the instruments.

Next we lay out the instruments used for defining each variable operatively. The applied questionnaire in English and Portuguese versions is available in Appendix I and II.

#### **4.4.**

##### **4.4.1. DLOQ – Dimensions of Learning Organization Questionnaire (Yang, 2003; Watkins & Marsick, 1997)**

In order to measure learning culture we used a reduced version of DLOQ (Yang, 2003; Watkins & Marsick, 1997) associated with the theoretical model of learning culture developed by Watkins and Marsick (2003). As mentioned above, DLOQ is composed of three levels, namely, individual, group and organizational. This measure is composed of 43 items where the respondents indicate on a six-point Likert scale (from 1 – almost never to 6 – almost always). This questionnaire aims to assess how the organization supports and uses learning at an individual, group, and organizational level. Thereby, it is possible to identify “the strengths you can continue to build on and the areas of greatest strategic leverage for development toward becoming a learning organization” (Watkins & Marsick, 2003, p.143).

Taking into account that a range of 43 items could be too extensive for the participants, we have chosen to use the reduced version of 21 items suggested and validated by Yang (2003), in a non-random sample of 836 subjects of various organizations - the DLOQ-A. The changes in scale reduction have been found to form an adequate measurement model and the evidence of construct validity for the abbreviated version of the instrument has been provided (Yang, 2003). Thus, Ferreira (2013) proceeded to the translation of the instrument and the pilot study to examine its clarity. This pilot study led to the conclusion that the use of a filter question to assess whether the participant worked in a team would be helpful. Using this filter question allowed that only the employees who worked in teams answered the questions regarding group level. So, this question was subsequently included in the final version of the instrument. The respondent indicates his level of agreement with statements according to a Likert scale 6 points (1 – almost never to 6 – almost always). Here are a few examples of itens used in

this scale, item 1 “people help each other learn”, item 8 “teams/groups revise their thinking as a result of group discussions or information collected and item 16 “my organization encourages people to think from a global perspective”.

Ferreira (2013) replaced the missing data by the Expected Maximization method because the test Little MCAR was significant ( $\chi^2 [217] = 271.08, p = .007$ ). Furthermore, as item 13 (“My organization recognizes people for taking initiative”) and item 3 (“People are rewarded for learning”) measured facets too similar of the construct, Ferreira (2013) chose to exclude item 13 from analysis. The correlation between item 13 and item 3 was high, more precisely .69 (Cohen, 1988). Removing item 13 was preferred as it belongs to the organizational dimension of the scale which contains a larger number of items.

For a better fit of the model, Ferreira (2013) opted to create a second-order factor (learning culture). Thus he reached a good fit of the model ( $\chi^2 [20] = 507.87, p < .001$ , Comparative Fit Indices (CFI) = .94, Tucker-Lewis Index (TLI) = .93 and Root Mean Squared Error of Approximation (RMSEA) = .08). The factorial loadings are between .60 and .96. Finally, the Cronbach’s alpha for learning culture is .91 (individual level  $\alpha = .89$ ; group level  $\alpha = .86$ ; organizational level  $\alpha = .95$ ) (Hooper, Coughlan, & Mullen, 2008).

#### **4.4.2 The task and contextual performance scale (Beffort & Hatstrup, 2003)**

Ferreira (2013) proceeded to the translation of the task and contextual performance scale by Beffort and Hatstrup (2003). The pilot study indicated that the translation was clear and easily understandable. This scale is composed by 17 items, in which 8 evaluate task performance (factor task performance) and 9 evaluate the contextual performance (which is split into two factors, namely compliance with rules and procedures and extra effort). Although three factors were identified in the principle factors analysis, communication was added as a fourth a priori factor (Beffort & Hatstrup, 2003). In this research, participants were asked to rate their opinion about the 17 behaviours in their organization (e.g. The employees in my company completes job duties according to procedures or completes job duties with extra enthusiasm) using a 5-point Likert scale with anchors, ranging from “Strongly disagree” to “Strongly agree” (Ferreira, 2013).

Given that the Little MCAR test was not statistically significant ( $\chi^2 [91] = 107.23, p = .12$ ), the missing data were replaced by the regression method. The CFA showed that the adoption of four factors (task performance, compliance, extra effort e communication) proposed by the authors of the scale, is in fact the best fit. Additionally, item 2 (“Adheres



to organizational values even when inconvenient”) was withdrawn from the analysis, because it highly correlates with other items. So we reached a model with better fit ( $\chi^2 [98] = 330.47, p < .001, CFI = .93, TLI = .91, RMSEA = .08$ ) with loadings between .57 and .88.

For this study we used only the 9 items of the scale that comprise contextual performance. Within contextual performance we can distinguish compliance (a scale composed by five items) and extra effort (composed by four items). Cronbach’s alphas for contextual performance, compliance and extra effort are .89, .82 and .88, respectively.

#### **4.4.3. JAWS – Job-Related Affective Well-Being Scale (Katwyk, Fox, Spector & Kelloway, 2000)**

The Job-related Affective Well-being Scale (JAWS) was initially proposed by Katwyk et al. (2000) comprising a variety of emotions identified as positive or negative in the workplace (Gouveia, et al., 2008). This study uses the adaptation made by the research group of FPCEUC coordinated by Dr. Carla Carvalho of the Job-Related Affective Well-Being Scale (JAWS) from Katwyk, et al. (2000). With this scale we intend to evaluate affective well-being in relation to work and the positive and negative emotions that are inherent therein. This scale is composed by 30 items and respondents indicate how often they feel the emotions (positive and negative) in accordance with a five-point Likert scale (from 1 - Never to 5 - Always). However, Ferreira (2013) used the model tested by Ribeiro (2012) with only 9 factors, 5 positive emotions (items 5, 8,14, 15 and 23) and 4 negative emotions (items 6, 11, 20 and 28). As in the other scales, the pilot study indicated no constraint on the application of the adapted instrument.

On this scale, the Expectation Maximization method was used to replace the missing data present because the Little MCAR test was significant ( $\chi^2 [173] = 273.11, p < .001$ ). Thus, the missing data were not replaced by the regression method. The CFA demonstrates the following results:  $\chi^2 [26] = 65.83, p < .001, CFI = .97, TLI = .97, RMSEA = .07$  with factorial loadings between .45 and .92.

For this study we used the four items that comprise the negative emotions scale (item 6 “Disgusted”, item 11 “Gloomy”, item 20 “Depressed” and item 28 “Miserable” of the original scale). Cronbach’s alpha for negative emotions is .85.

#### **4.4.4. Overall Job Satisfaction scale (Cammann, Fichman, Jenkins, & Klesh, 1983)**

The adaptation of Overall Job Satisfaction, developed originally by Cammann, et al. (1983) as part of the Michigan Organizational Assessment Questionnaire (OAQ), is used to measure job satisfaction. The research group of FPCEUC, coordinated by Dr. Teresa Rebelo conducted an adaptation of this scale with three items. The respondents indicate their level of agreement with statements (e.g. “All in all, I am satisfied with my job” or “In general, I don't like my job”) according to a 7-point Likert scale (1 - totally disagree to 7 - totally agree), and thus we obtain an overall indicator of job satisfaction. The pilot study proved there were no problems with the application of this adaptation.

On this instrument, the number of parameters and the number of observations are equal, so the degrees of freedom are zero. However, for testing the validity of this construct it is sufficient to evaluate the measurement model of the hypotheses. Furthermore, Cronbach's alpha for job satisfaction is .75.

#### **4.4.5. P-O fit – Person-Organization fit (Cable & Judge, 1996)**

To measure the person-organization fit (P-O fit) we used the translation of the three items from Cable and Judge (1996) questionnaire, conducted by the research group of FPCEUC and coordinated by Dr. Teresa Rebelo. Responses were anchored on a 5-point Likert scale (ranging from 1 = not at all to 5 = completely) expressing the agreement of respondents with three statements (“To what degree do you feel your values “match” or fit this organization and the current employees in this organization?”, “My values match those of current employees in organization” and “Do you think the values and ‘personality’ of this organization reflect your own values and personality?”). Again, the pilot study verified the clarity of the items. Cable and Judge (1996) found an indicator of internal consistency of .87.

As with the job satisfaction instrument, the degrees of freedom are zero. So, it is necessary to consider the measurement model of the hypotheses test to evaluate its validity. On the other hand, Cronbach alpha for P-O Fit is .81.

## **5. Results**

Table 1 presents means, standard deviations, and correlations among the variables included in this study. All the correlation coefficients were statistically significant at the level of .01. The correlations between learning culture and contextual performance,

negative emotions, job satisfaction and P-O fit, were, respectively, .64, -.57, .48 and .64. On the other hand, the correlations between contextual performance and negative emotions, job satisfaction and P-O fit were, respectively, -.35, .32 and .55.

According to Cohen (1988) correlations between .10 and .29 should be considered small or weak, correlations between .30 and .49 moderate and .50 and above as high relationships.

*Table 1.* Descriptive statistics and correlations among indicator variables

	M	SD	1	2	3	4	5	6	7	8
1. Learning culture (individual level)	3.78	1.14	--							
2. Learning culture (team level)	4.05	1.20	.72**	--						
3. Learning culture (organizational level)	4.02	1.12	.79**	.81**	--					
4. Contextual performance (compliance)	3.90	.59	.55**	.51**	.56**	--				
5. Contextual performance (extra-effort)	3.46	.80	.56**	.50**	.50**	.64**	--			
6. Person-Organization Fit	3.65	.75	.59**	.55**	.63**	.54**	.46**	--		
7. Negative emotions	2.12	.78	-.54**	-.49**	-.55**	-.40**	-.24**	-.49**	--	
8. Job satisfaction	5.87	.91	.41**	.43**	.48**	.36**	.23**	.47**	-.55**	--

\*\* $p < .01$ .

For conducting the data analysis and test the hypothesized model we needed to use a comprehensive, two-step modelling approach that provides a basis for making meaningful inferences about theoretical constructs and their interrelations, as well as avoiding some specious inferences (Anderson & Gerbing, 1988). In two-step modelling we first do a confirmatory factor analysis (to test the measurement model) and then the analysis of the hypothesized structural model (Kline, 2005).

Thus, prior to testing the hypotheses, we tested the measurement model (Appendix III) for dimensionality and validity. The results indicated that the model fits the data reasonably well ( $\chi^2 [197] = 503.11, p = .000$ ; CFI = .92; TLI = .91; RMSEA = .07 [90% CI .06, .08]). Also, convergent validity was achieved as all items loaded significantly  $p < .001$  onto their respective constructs (loadings from .54 to .93) (Anderson & Gerbing 1988).

To test for discriminant validity the correlations between latent variables were individually constrained to 1 then tested using a chi-square difference test (as recommended by Anderson and Gerbing, 1988). Discriminant validity was achieved as

putting the latent variables together resulted in a significantly worse ( $p < .001$ ) fitting model.

As the results suggest that this measurement model has a good fit to the data, we can proceed to the second procedure of the two-step modelling. So, we move to the analysis of the hypothesized structural model. To test the hypotheses we ran a latent variable structural equation model in R using the Lavaan Package.

The results of fitting the structural model (Figure 2) to the data show a good fit as shown by the following fit indices:  $\chi^2 [81] = 164.63$ ,  $p < .001$ , CFI = .97, TLI = .96, RMSEA = .06. [90% CI .045, .07].

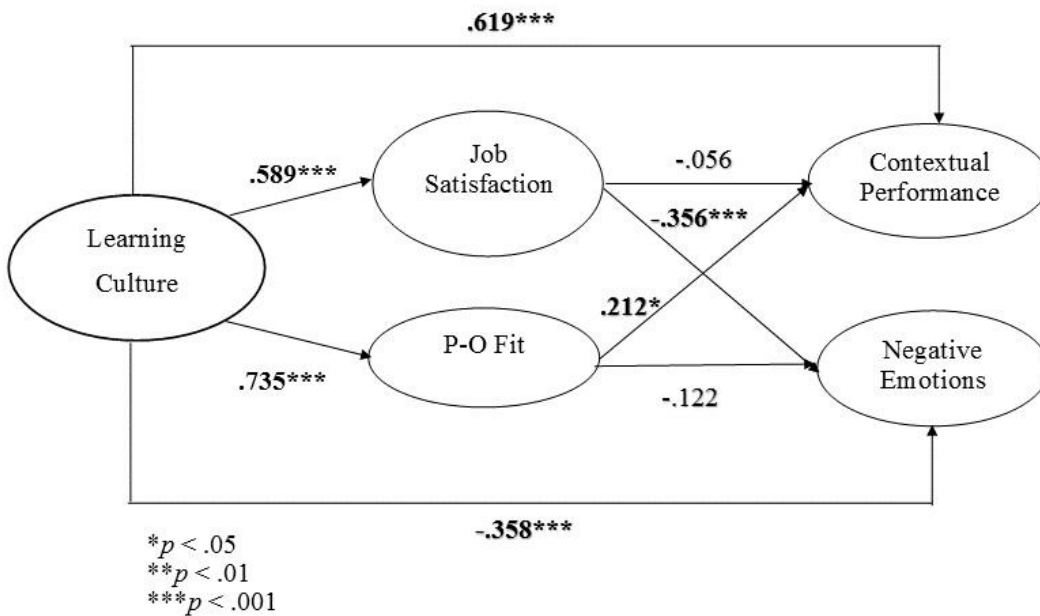


Figure 2: Coefficients obtained from the hypothesized structural model

After completing data analysis, we found that four of our six hypotheses were supported. The results show that the direct relationships are statistically significant. So, H1 and H2 are supported by the results, where, as expected, learning culture has a positive and significant relationship with contextual performance, while the relationship between learning culture and negative emotions is negative and significant.

For testing the statistical significance of the indirect effects of mediations, the bootstrapping method was used. Bootstrapping is a non-parametric method based on resampling with replacement which is done many times. In this study we did a two-side bias-corrected 95% confidence interval with 1000 samples that support the previous results.

On the other hand, Hypothesis H3a was not supported because no mediation effect of Job Satisfaction on the relationship between Learning Culture and Contextual Performance occurs. The indirect effect was  $-.03$  with  $p = .43$ . In contrast we detected a partial mediation by Job Satisfaction in Learning Culture and Negative Emotions (H3b) with an indirect effect of  $-.21$ ,  $p < .001$ .

Hypothesis H4a, which suggests that Person-Organization Fit partially mediates the relationship between learning culture and contextual performance was supported. The results suggest that learning culture is positively associated with contextual performance, and this relationship is mediated by P-O fit. So we observed a partial mediation and an indirect effect of  $.16$ ,  $p = .01$ .

Finally, as the relationship between P-O Fit and Negative Emotions has a low magnitude and is not significant, the mediator effect of this variable on the learning culture is not supported. So, H4b is not supported by our results (indirect effect  $-.09$ ,  $p = .14$ ).

Results of the hypothesized overall model can be consulted in Appendix IV.

## **6. Discussion**

The purpose of our study was to examine the consequences of learning culture in other variables.

Hypothesis H1, which suggested the positive contribution between learning culture and contextual performance found statistical support. Theoretically this hypothesis makes sense because the environments that promote and facilitate individual learning will consequently promote more voluntary and non-formal behaviours, such as extra effort and defending the organization. When organizations invest in the development and learning of their workers, the workers feel valued and involved in the work, increasing employee commitment to the organization. Thus, in return, workers report that they produce more voluntary behaviours towards the organization.

Hypothesis H2 suggests that there is a direct relationship between learning culture and negative emotions. According to the data analysis, these expectations were achieved with a statistically significant and negative relation between learning culture and negative emotions. This result supported the expectations of Ferreira (2013). This author studied the relationship between learning culture and positive emotions and suggested that if learning culture causes positive emotions, it should cause less negative emotions.

Thereby, was expectable that in an organization with a learning culture, workers express less negative emotions.

On the contrary, Hypothesis H3a presented a non-significant result, showing that overall job satisfaction doesn't mediate the relationship between learning culture and contextual performance. One potential explanation is that as job satisfaction is a multidimensional concept with several facets, the relationships between job satisfaction and contextual performance can be different depending on the aspects considered in the various studies. For example, according to Edwards, et al. (2008), satisfaction with work was more strongly related to task performance than contextual performance, while satisfaction with supervision was more strongly related to contextual than task performance. In this way, testing the mediator effect of different facets of job satisfaction can be a clue for future research.

On the other hand, even if contextual activities are common to many (or all) jobs (Goodman & Svyantek, 1999), the importance given to them by organizations can be different and may influence the answers of employees. In other words, in different kinds of jobs the value given to compliance or extra effort can change. For example, a lawyer should *complete job duties according to procedures* (item 4) in a court of law while a person from a marketing department should *represent the organization favourably to outsiders* (item 5). An assembly-line worker with more structured work may have less opportunities to exhibit contextual behaviours than a builder. Thus, the magnitude of the relationship between job satisfaction and contextual performance -as measured in this research - can differ across job titles (Edwards, et al., 2008).

Supporting Hypothesis H3b, we found that learning culture through job satisfaction has an impact in negative emotions. As we showed before, there is a statistically significant relationship between learning culture and negative emotions so, as we expected, the results support a partial mediation.

Regarding Hypothesis H4a we found empirical support. This result shows us that the expectations, ambitions and the values of the employees, when aligned with the organization culture, can function as a facilitator of learning and therefore increase the contextual performance.

Finally, Hypothesis H4b was not supported because no mediation effect occurs of P-O Fit on the relationship between learning culture and negative emotions. A potential explanation is that the failure to discard the null hypothesis of H4b is due to a statistic artifact. In fact the correlation between P-O Fit and negative emotion (as shown in Table

1) is significant and moderate ( $r = -.49$ ), at the same level as the correlation between learning culture and negative emotion ( $r = -.46$ ). As the correlation between P-O Fit and learning culture is high ( $r = .59$ ) multicollinearity can occur (Moroco, 2015). Multicollinearity augments the standard error of the coefficients making them more untrustworthy and increasing the risk of a type II error, so that there is the risk of not being able to reject the null hypothesis even if it is false (Hutcheson & Sofroniou, 1999).

Even without supporting all our hypotheses the importance of learning for organizations and employees is unquestionable. From the practical point of view the organization should focus increasingly in human potential with for example training, meetings where all the workers can participate, sharing knowledge through the promotion of socialization of the workers, free time to learn new things and a system of rewards when the employees work well.

Nevertheless the use of a Structural Equation Model can represent an advantage for this study because using multivariate analyses provided a parsimonious and accurate test of the hypothesised relationships (Edwards, et al., 2008). With this method we could simultaneously test all of the variables tested in one analysis.

## **7. Limitations and prospects for the future**

Recognizing the limitations and making suggestions for future research is always important to promote continuation studies and increase the possibility of bridging gaps of previous studies.

There are potential limitations in this study. First, the present study has a cross-sectional design. So, in future research, we think it could be interesting to make a longitudinal study in order to understand the evolution in a case of a learning-oriented intervention. The results of this investigation could be affected by the common source and common method bias. In that way it would be interesting observe the outcomes in one organization over time with the implementation of learning culture, although it must be recognized that this kind of design is costly.

Second, the convenience sample as well as the collection of information from different branches of activity may constitute another limitation because these factors may bring into question the generalization of results.

Finally, we couldn't consider a multilevel analysis because the number of organizations that we have is not big enough. Thus, in the future, to pursue the same objective with a bigger sample of organizations could represent a significant

improvement for the analysis of the relationships. With a larger sample we could use the organizational level of learning culture for statistical analysis. Moreover, could be interesting if a further investigation would use the effective or actual job performance measures.

## **8. Conclusion**

The present study provides information that supports that learning can be essential for the organization's success and achievement. The direct effects that we tested are significant, indicating that learning culture contributes significantly statistically and positively to the increase of behaviours of contextual performance and that learning culture contributes significantly and negatively to the presence of negative emotions. Thus the implementation of learning culture brings benefits for the organizations and employees. On the other hand, the indirect effect of organizational learning culture on contextual performance via job satisfaction and the indirect effect of organizational learning culture on negative emotions via P-O Fit were not supported by our results. Relative to the other hypotheses, the one that suggests that Person-Organization Fit partially mediates the relationship between learning culture and contextual performance and the other that suggests that job satisfaction partially mediates the relationship between learning culture and negative emotions were supported by our results.

Despite learning culture being fairly widely recognized in the literature, research is still necessary for a better understanding of the role and relationships that this type of culture could establish with other variables and to better define the practical implications related to this stream of research.



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## Appendix I: English version of the survey



### CONFIDENTIAL

In this questionnaire focus on the context of your organization. Answer according to your perception and opinion. Please answer all questions placing a circle around the number that represents your opinion in accordance with the following example:

In my organization we are all like a big group of friends.	1	2	3	4	5
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### Adaptation of Overall Job Satisfaction Instrument (Cammann, Fichman, Jenkins & Klesh, 1983)

Respond to the following items according to the following scale:

1 - Strongly disagree; 2 - Disagree; 3 - Slightly disagree; 4 - Neither agree nor disagree; 5 - Slightly agree; 6 - Agree; 7 - Strongly agree

	Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree
1. All in all, I am satisfied with my job	1	2	3	4	5	6	7
2. In general, I don't like my job	1	2	3	4	5	6	7
3. In general, I like working here	1	2	3	4	5	6	7





17. My organization works together with the outside community to meet mutual needs.	1	2	3	4	5	6
18. My organization encourages people to get answers from across the organization when solving problems	1	2	3	4	5	6
19. In my organization, leaders mentor and coach those they lead.	1	2	3	4	5	6
20. In my organization, leaders continually look for opportunities to learn.	1	2	3	4	5	6
21. In my organization, leaders ensure that the organization's actions are consistent with its values.	1	2	3	4	5	6

**Adaptation of JAWS - Job-Related Affective Well-Being Scale  
(Katwik, Fox, Spector & Kelloway, 2000)**

Please indicate, how often do you feel each of the following emotions in your workplace, according to the following scale: 1 - never; 2 - Rarely; 3 - Sometimes; 4 - Often; 5 - Almost Always

1. Disgusted	1	2	3	4	5
2. Gloomy	1	2	3	4	5
3. Depressed	1	2	3	4	5
4. Miserable	1	2	3	4	5

### **Adaptation of P-O Fit - Person-Organization Fit (Cable & Judge, 1996)**

Respond to the following statements, where 1 corresponds to "not at all" and 5 completely.

	Not at all	Slightly	Moderately	Mostly	Completely
1 - To what degree do you feel your values "match" or fit this organization and the current employees in this organization?	1	2	3	4	5
2- My values match those of current employees in organization	1	2	3	4	5
3 - Do you think the values and 'personality' of this organization reflect your own values and personality?	1	2	3	4	5

### **Adaptation of task and contextual performance scale (Beffort & Hatstrup, 2003)**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The employees in my company:					
1. Endorses organizational policies and procedures	1	2	3	4	5
2. Adheres to organizational values even when inconvenient.	1	2	3	4	5
3. Displays respect for authority	1	2	3	4	5
4. Completes job duties according to procedures	1	2	3	4	5
5. Represents the organization favorably to outsiders.	1	2	3	4	5
6. Volunteers to complete extra tasks.	1	2	3	4	5
7. Takes on extra projects that are not formally part of the job.	1	2	3	4	5
8. Displays extra effort in the completion of tasks.	1	2	3	4	5
9. Completes job duties with extra enthusiasm.	1	2	3	4	5

## Appendix II: Portuguese version of the survey



### CONFIDENCIAL

A recolha de dados através do presente questionário constitui uma das etapas essenciais para a realização da nossa tese de mestrado em Psicologia das Organizações.

A sua participação na presente investigação permitirá a recolha de dados para um estudo acerca dos efeitos de diferentes tipos de culturas das organizações. Estes efeitos serão avaliados através da sua percepção como colaborador da sua empresa.

Neste sentido, **solicitamos a sua colaboração** através do **preenchimento do questionário** que a seguir apresentamos.

Não há respostas certas ou erradas. Reflita cuidadosamente e responda a todas as questões de forma honesta, baseando-se apenas na experiência e no conhecimento que tem do **seu local de trabalho**.

Algumas das questões podem parecer semelhantes, no entanto, pedimos que responda a **todas** elas.

Este estudo destina-se exclusivamente a fins de investigação, pelo que garantimos a **confidencialidade e o anonimato** dos dados, bem como asseguramos que os mesmos não serão tratados individualmente.

Agradecemos, desde já, o tempo que vai disponibilizar para responder a este questionário.

**O investigador principal**

Luís Pedro Ferreira

**A orientadora da investigação**

Professora Doutora Teresa Rebelo

Neste questionário tenha presente e concentre-se no contexto da sua organização.

Responda de acordo com a sua percepção e opinião. Por favor, responda a todas as questões que se seguem colocando um círculo à volta do número que representa a sua opinião, de acordo com o seguinte exemplo:

Na minha organização somos todos como um grande grupo de amigos.	1	2	3	4	5
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### **Adaptação do *Overall Job Satisfaction* (Cammann, Fichman, Jenkins & Klesh, 1983)**

Responda aos seguintes itens de acordo com a seguinte escala:

**1 – Discordo totalmente; 2 – Discordo; 3 – Discordo ligeiramente; 4 – Nem discordo nem concordo; 5 – Concordo ligeiramente; 6 – Concordo; 7 – Concordo totalmente.**

	Discordo totalmente	Discordo	Discordo ligeiramente	Não concordo nem discordo	Concordo ligeiramente	Concordo	Concordo totalmente
1. Pesando todos os aspectos, estou satisfeito com o meu trabalho	1	2	3	4	5	6	7
2. Em geral, não gosto do meu trabalho.	1	2	3	4	5	6	7
3. Em geral, gosto de trabalhar aqui.	1	2	3	4	5	6	7

**Adaptação do DLOQ–A: Versão reduzida do *Dimensions of Learning Organizational Culture* (Yang, 2003; Watkins & Marsick, 1997)**

Para cada item determine o grau em que o mesmo se aplica à sua organização. Se o item se refere a uma prática que raramente ou nunca ocorre assinale com um (1). Se ocorre quase sempre assinale o item com seis (6).

Na minha organização ...

Quase nunca

Quase sempre

1. As pessoas ajudam-se umas às outras a aprender	1	2	3	4	5	6
2. As pessoas têm tempo para se dedicarem à aprendizagem	1	2	3	4	5	6
3. As pessoas são recompensadas pelas suas aprendizagens	1	2	3	4	5	6
4. As pessoas partilham feedback entre elas de forma honesta e aberta	1	2	3	4	5	6
5. Sempre que as pessoas dão a sua opinião, elas perguntam também o que os outros pensam	1	2	3	4	5	6
6. As pessoas constroem relações de confiança	1	2	3	4	5	6

Trabalha em equipa? Sim  Não

Se sim, continue o questionário. Caso contrário, passe para o item 10.

7. As equipas/grupos têm a liberdade para adaptar os seus objectivos, conforme as necessidades (p.e., prazos, recursos, etc.)	1	2	3	4	5	6
8. Os grupos de trabalho revêem as suas ideias através de discussões em grupo ou de informação recolhida.	1	2	3	4	5	6
9. As equipas/grupos de trabalho confiam que a organização age segundo as suas recomendações.	1	2	3	4	5	6
10. A minha organização cria sistemas para medir o desfasamento entre a performance actual e a performance esperada	1	2	3	4	5	6
11. Na minha organização, os benefícios adquiridos com a experiência são partilhados com os trabalhadores.	1	2	3	4	5	6
12. A minha organização avalia os resultados do tempo e recursos despendidos na formação.	1	2	3	4	5	6
13. Na minha organização, as pessoas que tomam a iniciativa são reconhecidas.	1	2	3	4	5	6

14. A minha organização dá às pessoas o controlo sobre os recursos que elas precisam para alcançarem o seu trabalho	1	2	3	4	5	6
15. A minha organização apoia as pessoas que tomam riscos calculados.	1	2	3	4	5	6
16. A minha organização encoraja as pessoas a pensarem de forma global.	1	2	3	4	5	6
17. A minha organização trabalha em parceria com a comunidade envolvente para satisfazer necessidades mútuas.	1	2	3	4	5	6
18. A minha organização encoraja as pessoas a obter respostas de toda a organização na resolução de problemas	1	2	3	4	5	6
19. Na minha organização, os líderes/gestores/superiores agem como mentores e coaches (ou seja, acompanham as pessoas com o objectivo de criarem condições para que o colaborador possa encontrar as suas soluções no sentido de atingir os seus objectivos).	1	2	3	4	5	6
20. Na minha organização, as chefias procuram oportunidades de aprendizagem contínua.	1	2	3	4	5	6
21. Na minha organização, os líderes asseguram-se que as acções da organização se adequam com os seus valores.	1	2	3	4	5	6

### **Adaptação do JAWS – *Job-Related Affective Well-Being Scale* (Katwik, Fox, Spector & Kelloway, 2000)**

Encontra, de seguida, um conjunto de adjectivos que descrevem diferentes emoções que uma pessoa pode sentir relativamente ao seu trabalho.

Indique, por favor, **com que frequência sente cada uma das seguintes emoções no seu local de trabalho**, de acordo com a seguinte escala: 1 – Nunca; 2 – Raramente; 3 – Algumas vezes; 4 – Muitas vezes; 5 – Quase sempre

1. Desgostoso	1	2	3	4	5
2. Tristonho	1	2	3	4	5
3. Deprimido	1	2	3	4	5
4. Infeliz	1	2	3	4	5

### Adaptação do P-O Fit – *Person-Organization Fit* (Cable & Judge, 1996)

Pedimos-lhe agora que **assinale a opção que corresponde à sua situação** em cada uma das seguintes afirmações, sendo que 1 corresponde a “de forma nenhuma” e 5 a “completamente”.

	De forma nenhuma	Pouco	Mais ou menos	Muito	Completamente
1 - Os meus valores combinam com os valores da empresa onde trabalho.	1	2	3	4	5
2- Os meus valores combinam com os valores da maioria dos colaboradores desta empresa	1	2	3	4	5
3 - Os valores e a “personalidade” desta empresa reflectem os meus próprios valores e personalidade.	1	2	3	4	5

### Adaptação da escala de desempenho de tarefa e de desempenho contextual de Beffort e Hatstrup (2003)

Interessa-nos também saber a sua opinião acerca do desempenho dos colaboradores da sua organização em relação aos seguintes itens. Para isso, utilize a escala:

**1 – Discordo muito; 2 – Discordo; 3 – Nem concordo nem discordo; 4 – Concordo; 5 – Concordo muito**

	Discordo muito	Discordo	Não concordo nem discordo	Concordo	Concordo muito
Os colaboradores da minha organização:					
1. Concordam com as regras e procedimentos da organização	1	2	3	4	5
2. Aderem aos valores da organização, mesmo quando estes lhes são inconvenientes.	1	2	3	4	5
3. Mostram respeito pela autoridade (superiores e órgãos de gestão)	1	2	3	4	5

4. Realizam as suas tarefas com base nos procedimentos e regras existentes.	1	2	3	4	5
5. Dão boa imagem desta ao exterior.	1	2	3	4	5
6. Voluntariam-se para realizar tarefas extra-função.	1	2	3	4	5
7. Envolvem-se em projectos que não fazem formalmente parte do seu trabalho.	1	2	3	4	5
8. Despendem esforço extra na realização das tarefas.	1	2	3	4	5
9. Realizam as tarefas com um grande entusiasmo	1	2	3	4	5

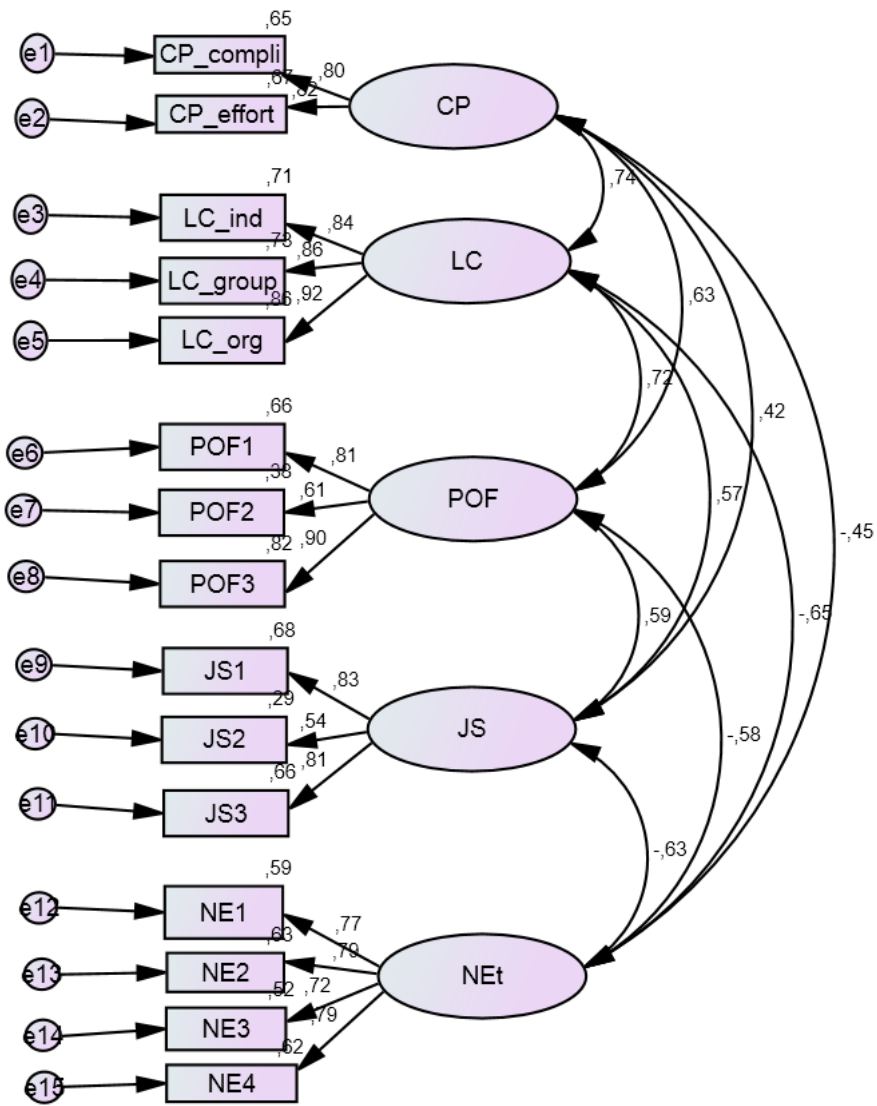
### Dados sócio-demográficos

Empresa:	
Função:	
Género:	
Escolaridade:	
Antiguidade na empresa (em anos):	

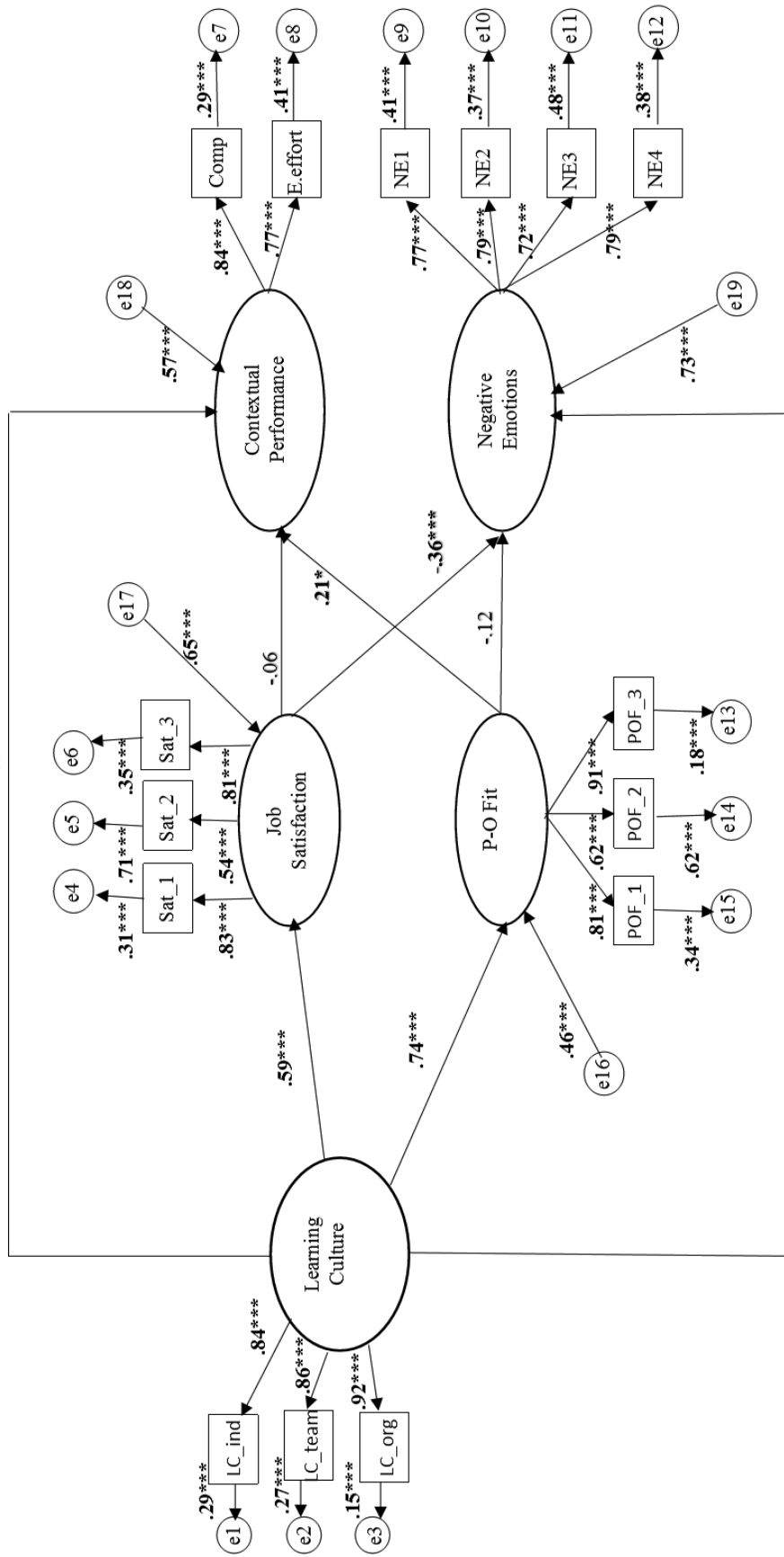
**Muito obrigado pela sua colaboração!**



### Appendix III: Measurement Model



**Appendix IV: Results of the hypothesized model**



\*p<.05  
 \*\*p<.01  
 \*\*\*p<.001