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## The Effects of Organizational Structures and Learning Organization on Job Embeddedness and Individual Adaptive Performance

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### Abstract

This study aims to investigate the effects of organizational structures and learning organization on job embeddedness and individual adaptive performance. In literature, studies suggest that learning organization and organizational structures bring about some desirable outputs for both individuals and organizations. Accordingly, within the scope of the study, job embeddedness and individual adaptive performance are considered as important consequences which have been thought to be affected by the organizational conditions. In this context, the data which were collected from 216 employees of hotel establishments by the survey method were analyzed using the structural equation modelling technique. The results of the study indicate that organic organization structure has been found to have no direct effect on job embeddedness and individual adaptive performance. In addition to this, mechanistic organization structure affects job embeddedness positively, while it has no direct effect on individual adaptive performance. However, learning organization affects both job embeddedness and individual adaptive performance positively and learning organization has a fully mediator role in the relationships between organic organization structure and job embeddedness. It also has a fully mediator role in the relationships between organic organization structure and individual adaptive performance. Moreover, learning organization has a fully mediator role between mechanistic organization structure and individual adaptive performance.

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### 1. Introduction

In today's variable working environment, organizational structure and learning organization occupy a central place in the management of organizations. Organizational structures are considered as important components of

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organizations due to their significance on the effectiveness of operations and performing of goals (Conner and Douglas, 2005; Armstrong and Rasheed, 2013). However, due to globalization, rapid changes and diverse workforce, learning organizations has become an important factor for organizations to gain competitive advantage. In other words, learning organizations are considered as a key process which contributes to organizational success (Wang and Ellinger, 2008; Curado, 2006). Therefore, both organizational structures and learning organizations are seen to be unique mechanisms that affect organizations and individual performance directly. Moreover, organizational structures and learning organizations have some effects on individuals' attitudes and behaviors such as job satisfaction, organizational commitment, motivation and stress levels, turnover intention etc. (Naoum, 2001; Garg and Krishnan, 2003; Egan et al., 2004; Tseng, 2010). Accordingly, it can be said that organizational structures and learning organization may lead to positive and negative consequences for both organizations and individuals. Therefore, some of the consequences of organizational structures and learning organizations are examined in this study. Consequently, job embeddedness and individual adaptive performance concepts are evaluated as scope of the consequences of these variables. In this context, this study aims to investigate the effects of organizational structures and learning organizations on job embeddedness and individual adaptive performance.

## 2. Literature Review

Organizational structure can be defined as a mechanism which links and co-ordinates individuals within the framework of their roles, authority and power. Organizational structure represents a useful tool that directs individuals' behaviors through shared values, norms, and goals (O'Neill et al., 2001; Liao et al., 2011). However, it has been characterized as a technique in which the organizations are differentiated and integrated themselves by the allocation of work roles and activities (Tran and Tian, 2013). In recent years, researchers have sought to determine which structure brings the most advantages for organizations and they have suggested that organizational structures should be responsive to a variety of individual needs in businesses (Conner and Douglas, 2005). One of these widely used structures is presented by Burns and Stalker (1961) labelled as a mechanistic and organic. Mechanistic organization structure is characterized by highly formalized, standardized and centralized functions. Accordingly, in mechanistic organizations individuals have a clear understanding about their job responsibilities and it is expected of them to follow certain guidelines specified by policies, practices, and procedures. On the other hand, organic organizations are more flat, flexible and adaptable to environmental conditions, so individuals' behaviors are guided by shared values and goals. Moreover, organic organizations have characteristics such as informal network of authority and informal network of communication and opportunities for participating in the decision process (Veisi et al., 2012; Danzfuss, 2012; Dust et al., 2013). Therefore, organizations need to design their structures in accordance with the organizational strategies, internal and external working environment conditions. Because organizational structure has numerous and significant effects on both individuals and organizations. In literature, researchers have suggested that types of organizational structures have considerable impacts on leadership styles, organizational performance, innovation, employees trust and job satisfaction levels, perceived fairness, individual job performance, job involvement and learning organization (Garg and Krishnan, 2003; Campbell et al., 2004; Jiang, 2011; Hao et al., 2012; Ađar et al., 2012; Mehrabi et al., 2013).

Learning organization can be defined as an organization that focuses on "learning" as a crucial component in its values, visions and goals, as well as all of its functions. It has been characterized by a type of organization which continuously and proactively emphasizes to facilitate learning activities and to develop strategies to encourage learning. Therefore, learning organization refers to a culture that promotes learning environment that embraces both individual and organizational learning. The concept of learning organization has been recognized by scholars since the early 1960s due to its vital importance for organizations to achieve and sustain competitive edge. However, in the last two decades, learning organizations have been considered as a key element which provides organizations with competitive advantage and make them different from their rivals in the future. (Van Grinsven and Visser, 2011; Maniam, 2013; Messarra and El-Kassar, 2013; Dahanayake and Gamlath, 2013). Moreover, learning organization has some positive effects on organizational performance and individuals' attitudes and behaviors. For example, researches have indicated that learning organization has a significant impact on individuals' commitment to organization, job satisfaction, turnover intention and work engagement levels and their innovative behaviors (Egan et al., 2004; Wang and Ellinger, 2008; Hashim, 2013; Wahyuningsih et al., 2013; Park et al., 2014). In addition to these, a few studies have asserted that individual performance and job involvement levels of employees are affected by the learning organization strategies (Cho, 2007; Rose et al., 2009; Malik and Danish, 2010). Accordingly, it is

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