

Leadership and Work Outcomes
in Learning Organization Context
An Empirical Study in Greek Advertising Industry

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EXECUTIVE SUMMARY

Vicious competition, fast-changing evolution of technology, economic uncertainty and ceaselessly shifting consumer trends, have brought about for global business world the outset of a new era where the main source of a company's competitive advantage lies in its ability to transform into a learning organization, an organization which constantly acquires, disseminates and integrates new knowledge. This assertion is even more crucial for advertising firms in which ideas and knowledge constitute the key production resources. The aim of this study consists in exploring whether learning organization, leadership and two critical work outcomes, job satisfaction and individual performance, relate with each other in the context of Greek advertising industry struggling with recession. More specifically, the present inquiry intends to examine whether learning organization is affected by transformational and transactional leadership, if learning organization impacts job satisfaction and performance, and whether transformational and transactional leadership influence both work outcomes.

For the conduction of the present quantitative research, a self-administered structured questionnaire was personally distributed to all 1256 staff members employed by 49 Greek advertising agencies. The collection of 251 questionnaires resulted in a response rate of 20%. Subscales composing the research instrument were examined for internal consistency, the research sample was portrayed with the aid of descriptive statistics, while the research hypotheses were tested with the use of multiple regression analysis. The results revealed that the operation of learning organization is significantly positively affected by transformational leadership, but inversely influenced by transactional leadership. Moreover, the extent to which a company has integrated the traits of a learning organization in its operation, was found to be favourably correlated with employee job satisfaction as well as with individual performance. Finally, both staff outcomes, work satisfaction and performance, are also positively impacted by transformational leadership, but are considerably discouraged by transactional leadership.

According to this study's findings, individuals at the helm of Greek advertising companies should focus on improving the potential of their human asset and are required to enact learning organization practices to a higher degree than they already do, in order to cope with current unfavourable economic conditions. Moreover, they should master transformational leadership style to a greater extent, with the aim of enhancing not only company's learning capacity, but also staff work satisfaction and performance. Future research could be extended to other types of communication companies, such as public relations and media firms, could identify possible mediators (e.g. organizational commitment and psychological empowerment) of the relationships indicated by this inquiry, or could be carried out in other countries with different economic development levels.

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1. INTRODUCTION

1.1 PROJECT BACKGROUND

Fierce global competition, rapid evolution of information technology, economic instability and incessantly diversified consumer needs and tastes, are continuously transforming contemporary business world (Davis and Daley, 2008; Dimovski and Škerlavaj, 2004; Dodgson, 1993; Otte and Schlegel, 1992; Tsang, 1997; Weldy, 2009). In order to fruitfully cope with the present-day fast-changing and volatile business environment, and to ensure their survival and long-term prosperity, organizations are required to seek new sources of sustainable competitiveness (Chiva and Alegre, 2005). Arie de Geus (1997) stresses that the critical success factor and major source of competitive advantage for the company of the 21st century lies in its ability to continuously collect, utilize and integrate knowledge as well as in its capacity to learn faster than competitors (Buhler, 2002; Korth, 2007; McGill and Slocum, 1993; Mu *et al*, 2008; Nevis *et al*, 1995; Politis, 2002). Therefore, organizations which are destined for excellence in today's knowledge-based marketplace, are those creating organizational conditions, adopting organizational structures and enacting practices that facilitate and promote regular knowledge acquisition, diffusion and application (Bucic *et al*, 2010; Easterby-Smith *et al*, 1999, Hong *et al*, 2006; Lavie, 2006; Wang and Ellinger, 2011); those that have integrated the notion of learning organization in their operation (Fang and Wang, 2006).

This significant organizational capacity to ceaselessly learn and exploit corporate knowledge, appears even more critical in case of Knowledge Intensive Firms (KIFs), where the integration of work and learning is paramount in the quest for competitiveness (Fox, 1997; Storey, 2005). In such firms, work is considered to be mainly of intellectual nature, knowledge constitutes the most important input, while the substantial part of workforce is composed of well-educated, expert and vigilant employees (Alvesson, 2000; Robertson and Swan, 2003; Starbuck, 1992). In KIFs, intellectual material –ideas, information, knowledge and experience- conveyed by staff members, are regarded as the key production resource (Stewart, 1997).

Hence, advertising companies that are typical examples of KIFs (Swart and Kinnie, 2003), are required to base their business activity and competitiveness on continuous creation,

transfer and effective application of knowledge as well as on the development of creative and innovative solutions to complex issues (Bontis, 1998; Sveiby, 1997).

Thus, exploring the concept of learning organization in advertising business context, which had never been attempted before this research at global level, can be considered worthwhile. Moreover, the fact that the profits of Greek advertising companies have been in ceaseless sharp decline, since the outset of the global financial crisis in September 2008 (Galanis, 2011; Polymeridou, 2010), rendered the conduction of such inquiry in Greek advertising industry even more challenging, given the notable impact of organization's learning orientation on two significant work outcomes, job satisfaction (Chang and Lee, 2007; Egan *et al*, 2004), and job performance (Christen *et al*, 2006; Davis and Daley, 2008; Judge *et al*, 2001; Marquardt, 1996).

The dramatic decline in advertising expenditure by 50% that took place the last three years in Greece, has brought about acute turnover decrement and inevitable innumerable massive dismissals for advertising agencies (EDEE 2011), which are struggling not to prosper but to survive. Therefore, although Sambrook and Stewart (2000) consider the insufficiency of financial resources as a fundamental factor inhibiting the construction of a learning-oriented company, advertising firms are required to substitute this inadequacy by promoting the regular creation of organizational knowledge and by improving the potential and expertise of their human asset (Englehardt and Simmons, 2002; Gardiner and Whiting, 1997; Porter, 1990; Senge, 1990). In order for advertising companies to deal with current pressures and unfavourable economic conditions, they need to promote knowledge-based work (de Jong and Den Hartog, 2007) and highly focus on their workforce's constant learning advancement as a prescription for enhanced both individual and organizational performance (Akbar, 2003; Chang and Lee, 2007; Grant, 1996; Gardiner *et al*, 2001; Megginson and Whittaker, 1996). In pursuit of improved work performance, Greek advertising firms are also required to maintain the level of their staff members' job satisfaction as elevated as possible, something which is significantly favoured by a company's learning orientation (Dirani, 2009; Goh, 2001).

However, work-based learning should not be regarded as an automatic process, since it should be triggered by certain enabling factors. A rather crucial factor facilitating the development of a learning organization constitutes the existence of a learning-oriented leadership (Cooksey, 2003; Ellinger and Bostrom, 1999) that reinforces not only

organization's learning capacity (Edmondson, 2002; Gilley and Maycunich, 2000), but also employee job satisfaction (Bass, 1990; Robbins, 2003; Yukl, 2008), and job performance (Judge and Piccolo, 2004; Liu *et al*, 2003).

1.2 RESEARCH OBJECTIVES

Against the above-outlined background, the aim of the present research project consists in inquiring whether learning organization, leadership and two work outcomes, job satisfaction and job performance, influence each other in the specific context of Greek advertising industry. Although research interest in the concept of learning organization and the literature devoted to it, are growing exponentially (Crossan and Guatto, 1996; Roth and Kleiner, 1995), no empirical research has been attempted to explore the notion of learning organization-particularly the so multi-applied integration perspective-as well as its relationship with leadership and work outcomes in the context of knowledge intensive firms, whose operation and competitiveness are based on regular pursuit of learning and innovation (Tenkasi and Boland, 1996).

Previous studies highlighted that leaders critically influence organizational operation and staff working behaviour, encourage employees to be highly involved in work-based learning and innovation generation, and orchestrate the conditions for the development of learning organization (Boerner, 2007; Brown and Posner, 2001; Ellinger and Bostrom, 1999; Harris, 2009; Kasper, 2002; Popper and Lipshitz, 2000; Waldersee, 1997; Yukl, 2002). Regarded as the primary guiding force behind the construction of a learning-oriented company, leader is expected to regularly provide staff members with learning opportunities and to foster open organization-wide communication and strong internal collaboration with the aim of facilitating both individual and organizational learning (Bates and Khasawneh, 2005; Edmonson, 2002; Gupta *et al*, 2000; Pool, 2000). Therefore, given the vital importance of organizational learning for the survival of malaised Greek advertising firms, the first objective of this inquiry is *to identify the potential association between leadership and learning organization in the context of Greek advertising industry.*

The crucial significance of learning orientation for an organization's well-being is indicated in learning orientation's substantial positive impact on two critical work outcomes, job satisfaction and job performance. The knowledge-creating environment dominating learning organization combined with the consequent organizational prosperity, render staff members proud of being part of their employer organization, strengthen their motivation and bring about increased levels of job satisfaction (Davis, 1951; Robbins 2003; Spreitzer, 1995). In addition, learning organization characteristics as well as job satisfaction, lead to the achievement of organizational goals by employees, and contribute

decisively to the enhancement of their individual performance (Biswas and Varma, 2012; Chang and Lee, 2007; Shore and Martin, 1989; Veloutsou and Panigyrakis, 2004; Weldy, 2009); this latter is rather important for advertising agencies struggling with the present-day economic recession. Thus, the second objective of this study is *to explore the potential impact of learning organization on job satisfaction and job performance in the context of Greek advertising industry.*

Leadership is described by some researchers as another critical factor favouring job satisfaction. Contrary to those limited authors who discovered no correlation between the two variables (Appelbaum *et al*, 2004; Downey *et al*, 1975; Greene, 1975; Hampton *et al*, 1986; Lowin *et al*, 1969), the substantial majority of studies admits leadership's positive association with job satisfaction (Bass, 1985; House *et al*, 1971; Medley and Larochelle, 1995; Osborn and Hunt, 1975; Savery, 1994; Vigoda-Gadot, 2007; Wang *et al*, 2005). However, leadership's relationship with job performance appears rather ambiguous, since certain empirical studies revealed a positive association between the two variables (Bass and Riggio, 2006; Dawson *et al*, 1972; Swanson and Johnson, 1975), some others highlighted a negative correlation (Pritchard and Karasick, 1973), while others reported no linkage at all (Weed *et al*, 1976). Hence, given the significance of work satisfaction and individual performance for effective organizational operation, the third objective of this study is *to investigate the potential influence of leadership on job satisfaction and job performance in the context of Greek advertising industry.*

1.3 STRUCTURE OF THE STUDY

The present study is comprised of eight chapters and is structured as follows:

Chapter 1 accounts for the context in which the idea for exploring the selected research topic originated, outlines the research problem that this project aspires to deal with and highlights the significance of the problem by underlining the knowledge intensive character of advertising companies. Moreover, after presenting the general standpoint of the existing theory and literature, this introductory section states the research aim and defines the research objectives.

Chapter 2 aims at reviewing relevant literature on the inquiry topic and describing the four research variables; learning organization, leadership, job satisfaction and job performance. Firstly, it explains the concept of learning organization, presents the main theories articulated about it and focuses on the integration perspective which the present study is based on. Moreover, this section addresses the notion of leadership, outlines the fundamental theory on transformational and transactional leadership and analyzes the Competing Values Framework. This section terminates with a brief description of work outcomes by emphasizing on job satisfaction and job performance.

Chapter 3 establishes the theoretical framework depicting the relationships between the four variables and culminates in the development of the research hypotheses.

Chapter 4 is devoted to the description of the research methodology used for conducting this inquiry and for achieving the research objectives defined in the first chapter. The research approach and strategy applied, the sources of data required and the data collection method utilized as well as the questionnaire design are described and discussed in this section.

Chapter 5 constitutes the critical section where the data collected are analyzed statistically and research findings are presented. The subscales composing the research instrument are examined for internal consistency, the research sample is portrayed with the aid of descriptive statistics, while the research hypotheses developed in the third section, are tested with the use of multiple regression analysis.

Chapter 6 critically discusses the main findings derived from this study in line with the literature reviewed and the research objectives.

Chapter 7 includes the articulation of the main conclusions deduced from this inquiry, the provision of recommendations and directions for future investigation as well as the description of research limitations.

Chapter 8 reflects on the personal and learning experience obtained from the conduction of the present inquiry.

2. LITERATURE REVIEW

2.1 LEARNING ORGANIZATION

The idea of organizations as learning systems has emerged in recent years due to the wide diffusion of the increasingly popularized concept of learning organization (Garvin, 1993; Jones and Hendry, 1992; Nevis *et al*, 1995; Senge, 1990), which has sparked both academics' and practitioners' interest in generating a proliferating number of textbooks and articles (Jamali *et al*, 2009). Over the last decades, the notion of learning organization has been indicated as a prescription for profitable organizational action (DiBella, 2003) and for achievement of sustainable competitive advantage (Davis and Daley, 2008; Ghosh, 2004; Korth, 2007) in contemporary highly turbulent business environment (Altman and Iles, 1998; Parry and Proctor-Thompson, 2003). Learning organization constitutes an organization which systematically creates and disseminates knowledge (DiBella, 2003; Lewis, 2002; Marquardt, 1996), transforms itself and modifies its action based on new knowledge and experience (Appelbaum and Reichart, 1998; Fang and Wang, 2006; Garvin, 1993; Real *et al*, 2006); it is an organization which favours individual and collective learning (Drew and Smith, 1995; Leitch, 1996), and constantly utilizes organizational knowledge to adapt itself to the incessant alterations of its dynamic and fiercely competitive environment (Argyris and Schön, 1978; DeGeus, 1998; Garvin, 2000; Kochan and Useem, 1992; Mathews, 1994; Redding, 1997; Watkins and Marsick, 1993; 1996b).

Learning organization proponents have focused their research efforts on the identification and in-depth analysis of the fundamental traits characterizing those organizations that continuously evolve through learning. This has brought about a significant number of different disciplines, theoretical perspectives and frameworks devoted to learning organization profile (Budhwar *et al*, 2002; Wang and Ahmed, 2003; Yang *et al*, 2004; Yeo, 2005). Table 2.1 presents some main definitions that have been articulated for learning organization.

Table 2.1: Main Definitions Articulated for Learning Organization

Author	Definition of Learning Organization
Senge (1990)	An organization where: i) individuals continuously develop their ability to achieve the desired results, ii) novel and expansive patterns of thinking are fostered, iii) collective aspiration is encouraged and iv) staff members are ceaselessly learning how to learn.
Nonaka (1991)	An organization which seeks innovation and constantly creates, disseminates and integrates new knowledge in order to initiate novel products and services.
Garvin (1993)	An organization equipped with the ability to constantly generate, obtain and disseminate knowledge, and to modify its action to reflect new knowledge and perceptions.
Marsick and Watkins (1993;1996)	An organization highly capable to unify individuals and structures in order to achieve its primary goal of continuous learning and transformation.
Nevis <i>et al</i> (1995)	An organization that continuously improves its capacity to learn, adapt and transform itself. Its values and principles, policies and practices, systems and structures facilitate and promote learning for all staff members.
Gephart <i>et al</i> (1996)	An organization where learning processes are developed, supervised, analyzed, managed and associated with enhancement and innovation objectives.
Marquardt (1996)	An organization which is engaged in regular powerful and collective learning, and continuously transforms itself with the aim of collecting, managing and utilizing knowledge more effectively in pursuit of organizational success.
Pedler <i>et al</i> (1997)	An organization which facilitates learning for all its members and incessantly transforms itself in order to achieve strategic organizational goals.
Dowd (1999)	An organization comprised of individuals dedicated to lifelong learning and self-improvement.
Griego <i>et al</i> (2000)	An organization which constantly enhances its results and strengthens its performance through gradual self-improvement and learning advancement.
Rowden (2001)	An organization where all individuals are highly involved in thinking and problem solving activities, and are in a constant state of readiness for any required change. Flexible action plans are developed and communicated to the entire organization, experimentation is encouraged, success is rewarded and action-based learning is promoted.

Author	Definition of Learning Organization
Lewis (2002)	An organization in which staff members regularly obtain and share new knowledge, and appear willing to utilize this knowledge in the accomplishment of their duties and in decision making process
Armstrong and Foley (2003)	An organization whose: i) cultural aspects (vision, values, principles and behaviour patterns) favour a learning environment, ii) processes promote individual learning and advancement through identification of personal learning needs and facilitation of learning, iii) structural aspects enable and foster workplace learning
Örtenblad (2004)	An organization which: i) focuses on knowledge storage and application, ii) fosters workplace learning, iii) facilitates learning advancement for all its members, and iv) adopts a flexible organic structure that allows free flow of information and knowledge
Moilanen (2005)	A consciously managed organization whose vision and goals, values and daily operations are learning-oriented

Source: Jamali and Sidani, 2008. p.60

Peter Senge (1990), the initiator of the learning organization notion, indicates the five indispensable disciplines that such an organization should possess; thus, he describes learning organization as an entity whose members: i) are equipped with systems thinking, mental models and personal mastery, ii) create the outcomes that they desire, iii) reach excellence and iv) achieve their common corporate vision through collective learning. Congruent with the need for a collective vision, Pedler, Burgoyne and Boydell (1997) portray learning organization as an entity which facilitates all its members' learning and continuously transforms itself in order to fulfill strategic organizational goals. Having identified eleven core traits characterizing the ideal learning company, they suggest that a contemporary organization should: i) adopt participative policy making as well as a learning approach to strategy, ii) utilize informing technology and formative accounting and control systems, iii) encourage internal exchange and inter-company learning, iv) adopt learning-oriented structures, and v) promote reward flexibility and environmental scanning by organizational members. In the same year, Nonaka (1991) outlines the "knowledge-creating company", which is innovation-oriented, regularly generates and diffuses new knowledge with the aim of integrating it in the initiation of novel products and services.

In an attempt to provide a thorough understanding of the strategic drivers of organizational learning capability, Garvin (1993) identifies three learning organization fundamental constructs, which constitute imperative preconditions for organizational learning and adaptability. According to his strategic approach, learning organization: i) necessitates a learning-oriented environment offering psychological safety and welcoming diversity and innovative ideas, ii) requires the establishment of learning processes and practices, and iii) demands a learning leadership that promotes dialogue and debate, inquiry and experimentation. By combining the three aforementioned theoretical frameworks developed by Senge, Pedler *et al.* and Garvin, Goh (1998) conceives a model according to which the strategic architecture of learning organization: i) is based on a clear and commonly accepted organizational vision, ii) calls for participative leadership and employee involvement in strategic processes, iii) necessitates organizational design and mechanisms favouring knowledge transfer, iv) requires an innovation-oriented organizational culture as well as a skilled staff, and v) encourages group work and collaboration.

2.1.1 Integration Perspective by Watkins and Marsick

Watkins and Marsick (1993;1996) suggest a model based on the integration of two major organizational components, people and structure (Davis and Daley, 2008), which are also regarded as interactive constituents of organizational change and development (Klein and Saunders, 1993; Marquardt and Reynolds, 1994; Yang *et al.*, 2004). Learning organization possesses a strong capability to unify individuals and structures with the aim of achieving its primary goal of continuous learning and transformation. Marsick and Watkins (2003) identify seven distinct and interrelated learning organization dimensions, which are actions or practices applied at individual, team and organizational level. These dimensions, which constitute the core of fundamental definitions articulated for companies that have successfully adopted learning organization model (Weldy and Gillis, 2010), are the following:

Continuous Learning: an organization continuously provides all its members with opportunities for ongoing education, self-growth and professional advancement. Individuals are enabled to learn on the job.

Inquiry and Dialogue: Individuals are encouraged to enhance their reasoning skills not only by articulating their opinion freely, but also by listening and inquiring into others' views. There is an imperative need for the establishment and maintenance of an organizational culture that promotes questioning, experimentation and regular provision of feedback.

Team Learning: Duty accomplishment is based on team work, and this allows the utilization of a wide variety of different knowledge, ideas and modes of thinking. Group members are expected to learn by working together towards the realization of group goals. Collaboration should be recognized and rewarded by organizational culture.

Embedded Systems: Both high- and low-technology systems for capturing and sharing learning are established, maintained and integrated in organizational work routine. Quick and easy access to these systems is provided to all staff members.

Empowerment: Employees are actively involved in the conceptualization and implementation of organizational vision. Responsibilities are distributed among all staff members, who are highly motivated to contribute to the attainment of organizational goals through learning.

System Connection: An organization is constantly connected to its internal and external environment, and exploits learning to adapt its action and working practices with the aim of meeting the needs of its environment. Individuals are allowed to see their work's impact on the whole organization.

Strategic Leadership: Leader utilizes learning strategically as a means to achieve the desired organizational results. S/he actively supports her/his subordinates' learning advancement, continuously looks for learning opportunities, and provides a model of efficient organizational learning behaviour.

2.2 LEADERSHIP

Leadership constitutes a notion that prevalently surrounds all facets of organizational life (Bethel, 1990). The structure of each organizational level and department is based on subordinate groups who act under direction and supervision provided, influence and power exerted by superordinates (Giritli and Topcu Oraz, 2004; Rauch and Behling, 1984); this entails a dynamic process in which followers are empowered to work and collaborate towards the implementation of a common organizational vision through the initiation of the required alterations (Astin and Leland, 1991). Bohn and Grafton (2002) identify leadership with the conceptualization of a clear vision as well as with subordinates' empowerment through the reinforcement of their self-confidence, which is achieved with the aid of coordination and ample communication.

2.2.1 Transformational and Transactional Leadership

Although the significant accumulated quantity of literature aiming at categorizing leadership, has resulted in numerous classifications of leadership styles, the most popular classification concerns the type of leader-follower exchange and refers to transformational–transactional leadership theory. This theory, which was firstly introduced by Burns (1978), differentiates transformational and transactional leadership based on what leader and subordinates offer one another (Conger and Kanungo, 1998). However, Bass (1985) dissents with Burns' view that transformational and transactional leadership represent two inverse end points of a continuum, and argues that effective leaders are both transformational and transactional.

First of all, transformational leader does not aim at just gaining subordinates' compliance, but through idealised influence s/he strives to stimulate them to perform beyond expectations by transforming their values, perceptions and behaviour (Bass, 1985; Martinsuo *et al*, 2006; Sivanathan and Fekken, 2002; Yukl, 1999b). S/he behaves in a charismatic way, and is so trusted, respected and admired by her/his followers that they identify with her/him (Bass and Riggio, 2006; Hater and Bass, 1988; Li and Hung, 2009); s/he displays highly ethical and moral conduct, transcends her/his self-interest for the sake of the collective one, pursues persistently organizational objectives, and talks with optimism and enthusiasm. Moreover, transformational leader formulates and communicates to her/his subordinates a compelling vision, and provides inspirational

motivation to them in order to entice them to achieve great performance and contribution to the attainment of organizational goals (Antonakis *et al*, 2003; Den Hartog *et al*, 1997; Dionne *et al*, 2004; Shamir *et al*, 1993; Yammarino and Bass, 1990).

Transformational leader gives individualized attention and consideration to her/his subordinates, treats them as separate entities and is aware of their personal needs and desires; based on mutual trust and respect, s/he mentors and coaches her/his followers, provides them with abundant learning opportunities and shows tolerance for mistakes made as learning occurs (Bass and Riggio, 2006; Piccolo and Colquitt, 2006). Finally, transformational leader questions and re-examines assumptions, suggests new points of view and seeks new ways of doing things (Judge and Piccolo, 2004); s/he is willing to take risk, but also intellectually stimulates her/his followers and encourages them to take initiative, experiment new approaches, generate creative ideas and novel solutions to problems (Bass *et al*, 2003; Coad and Perry, 1998; Nicholson, 2007; Yammarino and Bass, 1990).

On the other hand, although transformational model is based on a social exchange between leader and her/his followers, transactional style focuses on the contractual, both material and economic, exchange of a specified quality of work and level of performance for an adequate price (Den Hartog *et al*, 1997; Howell and Avolio, 2001; Wang *et al*, 2005). Transactional leader clarifies her/his expectations and performance criteria, defines roles, responsibilities and tasks to be accomplished, but also establishes the rewards for carrying out tasks, meeting expectations and achieving designated goals (Bass *et al*, 2003; Coad and Perry, 1998; House *et al*, 1988; Northouse, 2010; Podsakoff *et al*, 1982). S/he recognizes and contingently rewards subordinates' effort and performance, but also delivers punishment in case followers display improper conduct (Bass and Avolio, 1995; Bass, 1997; Robbins, 2003).

Furthermore, transactional leader tends to take corrective action when actual outcomes differ from those planned or expected (Bycio *et al*, 1995; Judge and Piccolo, 2004). This often comprises closely monitoring staff activity in search of errors and deviations from plan, and intervening as soon as they occur (Bass *et al*, 2003). However, in case transactional leader appears more passive, s/he intervenes to take action only after serious problems have been created (Antonakis *et al*, 2003; Coad and Perry, 1998; Howell and Avolio, 1993).

2.2.2 Competing Values Framework

The Competing Values Framework (CVF), originated by Quinn and Rohrbaugh (1983), stresses the inconsistency dominating organizational environments and the complexity of choices that managers should handle when coping with competing tensions (Belasen and Frank, 2008). CVF entails a variety of roles that leader displays to respond to organizational environment depending on situational contingencies. This theoretical model of competing leadership roles is based on four quadrants corresponding to four distinct sets of leadership orientations created by two dimensions, structure and focus (Shim *et al*, 2002). On the vertical structure continuum, leader may put emphasis on either flexibility or stability, while on the horizontal focus continuum, leader may select either an internal or external focus. This generates the following four leadership style models:

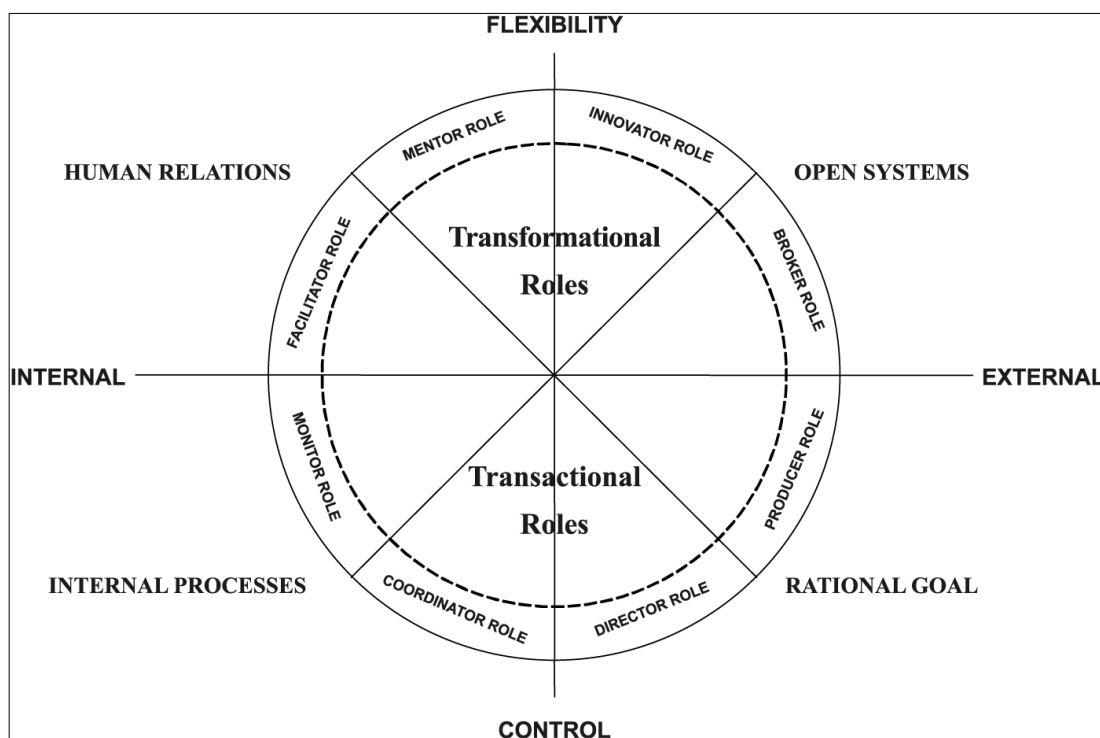
- ☑ the **open system model**, which is characterised by *flexibility* and *external focus*
- ☑ the **rational model**, which is defined by *stability* and *external focus*
- ☑ the **internal process model**, which is characterised by *stability* and *internal focus*
- ☑ the **human relation model**, which is defined by *flexibility* and *internal focus*

Within this theoretical framework, Quinn (1984; 1988) indicates the following eight leadership roles, two roles corresponding to each of the four above-mentioned quadrants.

- ① The open system model, whose major objectives are growth and resource augmentation, consists of two adaptative and inventive leadership roles, *innovator* and *broker*. With the aim of reinforcing organization's adaptability to its environment, innovator, who is mainly characterised by creativity, formulates an organizational vision, promotes novel ideas and facilitates change initiation concerning organisational products and services, technologies, structure and procedures (Huber, 1984). Broker, who is politically astute, focuses primarily on resource acquisition, favours the collection, scanning and diffusion of information across organization, and through a network of contacts, s/he links organization with its internal and external environment (Charan, 1991; Snow *et al*, 1992).
- ② The rational model, which regards organization as a rational economic tool, encompasses *producer* and *director* roles. Producer is task- and outcome-oriented, and focuses primarily on work accomplishment, goal achievement and productivity

increase. Director displays major emphasis on goal setting, role and area of responsibility definition, and expectation clarification.

- ③ The internal process model is mainly concerned with stability and control, and includes two conservative roles, which require supervision and project management skills (Belasen *et al*, 1996); *coordinator* and *monitor*. Focusing on system maintainance, coordinator concentrates on scheduling, coordination and problem solving, manages across functions and confirms that rules are followed and standards are reached. Being rather stability-oriented, monitor supervises performance, collects and disseminates information.
- ④ The human relation model entails two employee-oriented leadership roles aiming at increasing follower commitment and involvement (Belasen and Frank, 2008; Denison *et al*, 1995), *facilitator* and *mentor*. Facilitator encourages employees to freely articulate their views, seeks for their agreement and negotiates to achieve it, builds teams and copes with conflicts. Mentor acts with fairness, listens to subordinates' personal problems and is cognizant of their individual needs, supports their requests for self-improvement and professional advancement.



Source: Belasen and Frank, 2008. p.129

Figure 2.1: Competing Values Framework

Innovator and broker as well as facilitator and mentor could be defined as four transformational leadership roles, while producer and director, coordinator and monitor could be characterised as four transactional leadership roles (Belasen *et al*, 1996). Effective leaders are required to perform all these leadership roles, though to a different degree, depending on situational factors (Denison *et al*, 1995; Quinn and Rohrbaugh, 1983; Shim *et al*, 2002).

2.3 WORK OUTCOMES

Both management and marketing research have placed emphasis on a number of work outcomes varying from altruism and organizational commitment to work performance (Donavan *et al*, 2004; Shore and Martin, 1989; Yavas and Babakus, 2010). Job outcomes are widely regarded as critical contributors to employee psychological well-being (Kinder *et al*, 2008; Rhoads *et al*, 1994) and crucial factors affecting organizational performance, success and competitiveness (Gould-Williams and Davies, 2005; Podsakoff and MacKenzie, 1997). Work outcomes could be distinguished into two distinct categories: behavioural and psychological. Psychological outcomes entail attitudes reflecting staff members' psychological approach or avoidance towards their job, such as job satisfaction, loyalty, tension, commitment and turnover intention, while behavioural outcomes, such as job performance and turnover, are related with employee performance results (Carmeli and Josman, 2006; Singh *et al*, 1994). Hart and Cooper (2002) and Warr (1999) regard job satisfaction and job performance respectively as the most significant work outcomes by indicating them at the core of individual and organizational welfare.

2.3.1 Job Satisfaction

Job satisfaction, one of the most inquired variables in the field of organizational psychology (Spector *et al*, 1997), constitutes the mental, physical and environmental pleasure that a staff member derives from her/his job (Hoppock, 1935; Robbins, 2005); it is affected by the way an individual feels about her/his job and the organization by which s/he is employed (Mosadeghrad and Yarmohammadian, 2006; Wexley and Yukl, 1984). Job satisfaction could be defined as an employee's affective and cognitive behaviour towards certain aspects of her/his work (Mercer, 1997; Wong *et al*, 1998; Wright and Cropanzano, 1998), and as a pleasant and positive emotional state stemming from an individual's assessment of her/his job and job experiences (Locke, 1976; Pool and Pool, 2007).

This personal evaluation is based on assessing the difference between actual outcomes and those expected or deserved (Cranny *et al*, 1992; Oshagbemi, 1999; Robinson and Rousseau, 1994), the difference between existing conditions in the job and payoffs desired or anticipated as a result of having this job (Schneider and Snyder, 1975); the larger difference brings about a lower job satisfaction (Hodson, 1991; Smith *et al*, 1969). Thus,

the level of an employee's work satisfaction reflects the extent to which her/his work expectations have been met (Porter and Steers, 1973).

Certain researchers contend that a staff member can be either satisfied or dissatisfied with her/his job (Aglo *et al*, 1993; Kinneman *et al*, 1997; Spector, 1997). On the other hand, the majority of authors underline that job satisfaction cannot be regarded as a unitary concept (Pool and Pool, 2007), but is widely considered as a complex, multifaceted construct consisting of a variety of interrelated, both intrinsic and extrinsic, job elements (de Jong *et al*, 2001; Howard and Frick, 1996; Lund, 2003; Sempane *et al*, 2002; Spector, 1997). Therefore, job satisfaction encompasses several facets, including satisfaction with (Arvey *et al*, 1991; Chang and Lee, 2007; Churchill *et al*, 1974; Daniels and Bailey, 1999; Ellickson and Logsdon, 2001; Eylon and Bamberger, 2000; Gaertner, 2000; Johnson and McIntye, 1998; Locke, 1976; Misener *et al*, 1996; Mosadeghrad and Yarmohammadian, 2006; Moyes *et al*, 2006; Rutherford *et al*, 2008; Shim *et al*, 2002; Smith *et al*, 1969; Weiss, 2002; Wright and Cropanzano, 1998):

rewards: salary and incentives, fringe benefits, recognition, compensation, promotion and advancement opportunities

other individuals: leadership, supervision, companionship and relationships with fellow workers, teamwork, communication, customers

job attributes: nature of work, job description, autonomy, job importance, job security, job stress

organizational context: organizational policies, practices and procedures, working conditions, empowerment, involvement, company support, workplace flexibility, organizational climate, fairness of appraisal system

individual attributes: internal motivation, moral values, self-esteem, self-accomplishment, self-advancement, responsibility sense, positive affectivity, degree of professionalism, capability of self-judgement, opportunities to instruct others at work, opportunities to serve others at work.

In an attempt to explain the causes-facets of work satisfaction and dissatisfaction, Herzberg *et al* (1959) initiated a two-factor theory for working environments. According to this theory, job satisfaction sources are distinguished into extrinsic hygiene factors, such as organizational policies, supervision and peer relationships, and intrinsic motivators, such as recognition, self-growth and advancement opportunities. Contrary to motivators, which tremendously affect work satisfaction, hygiene factors bring about dissatisfaction through their absence, while their presence does not generate satisfaction.

Job satisfaction experienced by staff members constitutes a critical determinant of organizational health and prosperity, since it affects the quality of products and services provided to customers (Crossman and Abou-Zaki, 2003; Fitzgerald *et al*, 1994; Gu and Sui, 2009). Skalli *et al* (2008) underline that employee success and productivity increase in organizational environments offering high levels of work satisfaction. Work satisfaction is positively associated with employee punctuality, morale and organizational tenure and is inversely related with staff frequency of absenteeism (Christen *et al*, 2006; Huddleston *et al*, 2002; Pool and Pool, 2007). On the other hand, low employee satisfaction brings about several harmful outcomes for organizations, since it significantly diminishes profits and lowers staff performance and morale, increases internal process costs, augments staff withdrawal behaviour, absenteeism and grievance expression, reduces customer satisfaction and shrinks clientele (Abdulla *et al*, 2011; Brown and Mitchell, 1993; Griffeth *et al*, 2000; Robinson *et al*, 1991; Shader *et al*, 2001; Tokker, 2011; Yang, 2009; Yiing and Ahmad, 2009; Zeffane *et al*, 2008).

2.3.2 Job Performance

Job performance and its improvement constitutes an issue of major importance for organizational behaviour researchers (Bauer *et al*, 2007; Tett and Burnett, 2003; Viswesvaran, 2001), since it is critically related to organization's profitability, prosperity and survival (Johnson, 2003; Motowidlo *et al*, 1997). Contemporary turbulent, complex and highly competitive business environment sparked academics' and practitioners' interest in identifying job performance determinants (Jaramillo *et al*, 2005). Moreover, job performance is considered as a key human resource management construct, given that its assessment is constantly utilized as a main criterion for evaluating and controlling, promoting and rewarding or firing staff.

Job performance refers to the appraisal of an employee's performance on job-related attitudes and outcomes in comparison with her/his colleagues (Babin and Boles, 1998; Singh *et al*, 1996). It can be defined as the set of observable actions or behaviours that are related to the attainment of goals of the employer organization; these actions and behaviours can be measured in terms of each employee's level of proficiency and contribution to the achievement of these goals (Campbell *et al*, 1990; Murphy, 1989). Job performance refers to all behaviours required for the accomplishment of a given task, including effectiveness and payoffs of each of these behaviours (Chen, 2009).

Job performance has been described as multidimensional, since it is regarded as not just entailing technical proficiency, but as referring to distinguishable both task and contextual job aspects (Borman, 1991). According to Borman and Motowidlo (1993) and Campbell *et al* (1990), task performance, whose notion appears similar to the notion of in-role behaviours (Chen, 2009), is one of the two job performance components; it is job-specific, is associated with the technical core of an organization, and reflects those employee endeavours whose outcomes are directly related to organizational objectives and assigned tasks (Motowidlo and Van Scotter, 1994). Task performance entails two types of activities: those that directly convert raw materials into the products and services provided by the organization, and those that maintain organization's technical core through raw material replenishment, organizational asset distribution, provision of planning, coordination and monitoring.

On the other hand, contextual performance, the second job performance dimension, whose notion is similar to that of extrarole behaviour (Chen, 2009), is non-job-specific and is associated with the organizational, social and psychological context in which the technical core operates (Moorman and Blakely, 1995; Van Dyne and LePine, 1998; Werner, 2000); it is related to the eagerness with which a staff member (Borman and Motowidlo, 1993; Campbell, 1990; Van Scotter *et al*, 2000):

- ✓ is involved in unofficial activities-that do not formally constitute part of her/his job
- ✓ pursues continuous self-development
- ✓ strives persistently and with extra enthusiasm to fulfill assigned tasks
- ✓ respects and follows organizational rules and routines
- ✓ assists and collaborates with peer
- ✓ supports organizational aims.

3. RESEARCH HYPOTHESES DEVELOPMENT

3.1 LEADERSHIP AND LEARNING ORGANIZATION (H₁)

Leadership has been widely regarded as a major facilitator of organizational learning and as a critical driver of a company's transformation into learning organization (Appelbaum and Goransson, 1997; Cooksey, 2003; Dunphy *et al*, 1997; Ellinger and Bostrom, 1999; Pedler *et al*, 1997; Prewitt, 2003; Waldersee, 1997). Leadership's vital contribution to the construction of learning organization has been indicated in a three-fold pivotal responsibility; setting organizational learning as a high corporate priority, formulating the appropriate psychological, structural and cultural conditions to stimulate collective learning, and thirdly, securing contextual factors that favour the transfer of learning from individual to organizational level (Amy, 2007; Popper and Lipshitz, 2000).

A strong relationship has been identified between leadership and the enhancement of organizational learning practices and outcomes (Lam, 2002; Leithwood *et al*, 1996). Through delegation of challenging tasks (Goleman, 2000), and empowerment of staff members to disagree, take risk and initiatives (Senge *et al*, 1999; Teare, 1998) as well as through fostering employee participation in organizational decision-making and strategy-planning processes (Davenport and Prusak, 1997; Sadler, 2001), leader achieves a regular provision of learning opportunities to her/his subordinates; thus, s/he enriches individual knowledge, and by extension, reinforces organization's learning capacity and orientation (Edmondson, 2002; Gilley and Maycunich, 2000).

The conduction of a cross-national study led Lam (2002) to the indication of a strong positive correlation between transformational leadership and organizational learning (Amitay *et al*, 2005; Bass, 1999; Berson *et al*, 2001; Castiglioni, 2006; Chang and Lee, 2007; Coad and Berry, 1998; Trautmann *et al*, 2007). Nemanich and Vera (2009) support that transformational leadership is positively related with learning culture, which is a vital high-favouring factor in learning organization development (Barney, 1986; Gardiner *et al*, 2001). Politis (2002) and Mirkamali *et al* (2011) stress that transformational leadership significantly improves and speeds up knowledge acquisition and diffusion among staff members. Transformational leadership is favourably associated with major building blocks of the learning organization. First of all, transformational leadership favours team work and internal collaboration, and promotes employee active involvement in organizational

processes, and consequently, in the pursuit of organizational goals (Leithwood *et al*, 1996; Nguyen and Mohamed, 2011; Sadler, 2001). Moreover, by intellectually stimulating her/his followers, transformational leader fosters inquiry and experimentation, promotes creativity and innovation, and encourages organizational members to question established assumptions and work patterns as well as to discover novel ways to solve problems and fulfill their duties (Amitay *et al*, 2005; Mezirow, 2000; Singh, 2008).

Transformational leader entices employees into abolishing learning boundaries and sharing their knowledge, skills and information across and within organizational departments (Bollinger and Smith, 2001; Gillen, 2000; Vera and Crossan, 2004). In addition, through the formulation and effective organization-wide communication of a clear and compelling vision, s/he inspires and motivates workforce to contribute to the attainment of corporate objectives through acquiring the knowledge required (Berson and Avolio, 2004; Hitt, 1995), and exercises idealized influence on staff members in order to invigorate their commitment (Coad and Berry, 1998). Finally, transformational leader embodies learning leadership qualities, since s/he is cognizant of employee individual needs and deals with them, mentors and coaches subordinates, and offers them abundant learning and training opportunities (Larsen, 1997; Slater and Narver, 1995). Boehnke *et al* (2003), Boerner *et al* (2007) and Yang (2009) highlight that a primary aim of transformational leader consists in perceiving employee feelings and demands and providing them with opportunities for professional advancement and personal development.

According to Vera and Crossan (2004), transactional leadership was also found in a positive association with learning organization (Chang and Lee, 2007). By providing staff with formal systems and training opportunities, transactional leader promotes the diffusion of existing knowledge and favours its utilization in the development of future organizational action (Vera and Crossan, 2004). This statement is totally contradicted by Amitay *et al* (2005), who discovered an inverse relationship between transactional leadership and learning organization.

On the other hand, based on their own inquiry's findings, Coad and Berry (1998) reveal a partially positive correlation between transactional leadership and learning organization. Staff empowerment towards organizational vision is strengthened, and their efforts to contribute to the attainment of corporate goals through continuous learning are intensified, when responsibilities are clarified and individuals are contingently and fairly rewarded for

reaching agreed objectives (Bass and Avolio, 1994). However, transactional leader's policy to maintain consistent rules and routines and intervene only when actual results differ from those planned and expected, is inversely related with learning organization, since the use of this policy could discourage subordinates from experimentation, innovation initiation and risk taking (Coad and Berry, 1998). Finally, Politis (2002) found transactional leadership to be negatively associated with organizational learning as regards contingent reward, but discovered no correlation between the two variables concerning management-by exception.

Therefore, transformational leadership's contribution to the development and sustainability of a learning organization is greater than the contribution of transactional leadership (Atwood *et al*, 2010; Berson *et al*, 2001; Politis, 2002; Trautmann *et al*, 2007). Above literature leads to the deduction of:

Hypothesis 1 (H₁): *Learning organization is more strongly associated with transformational leadership than with transactional leadership.*

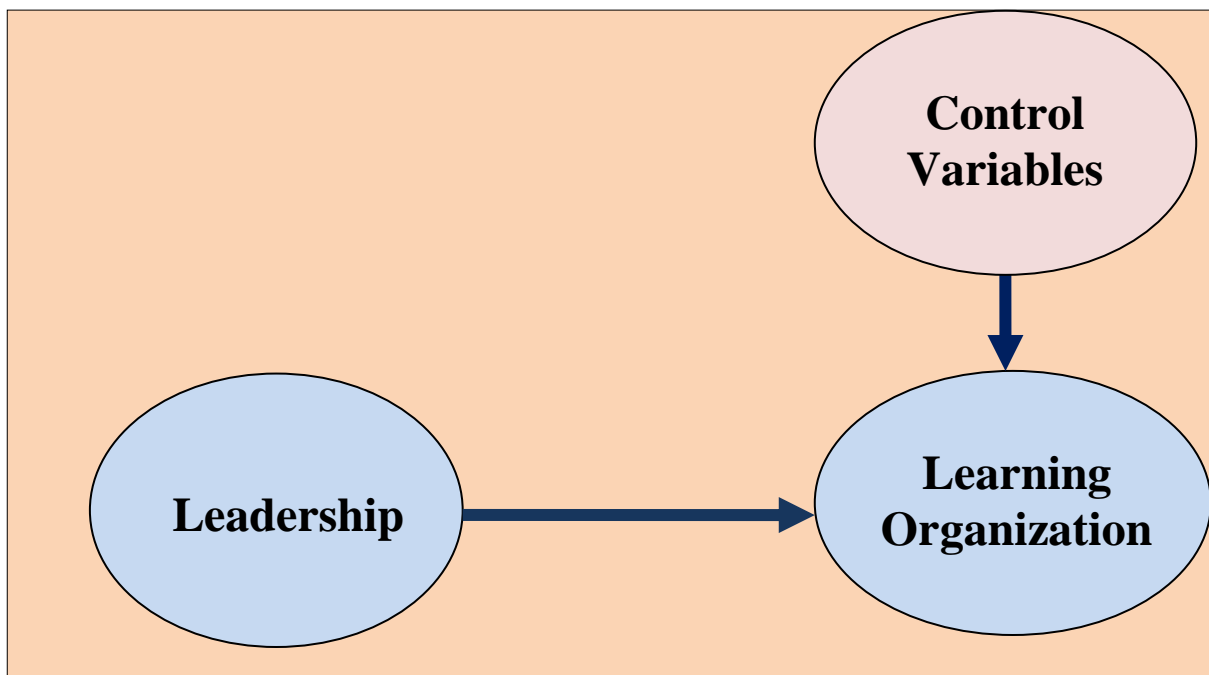


Figure 3.1: Conceptual Framework for Hypothesis 1 (Leadership & Learning Organization)

3.2 LEARNING ORGANIZATION AND WORK OUTCOMES (H₂)

Certain empirical studies indicated an intense positive correlation between learning organization dimensions and job satisfaction (Chang and Lee, 2007; Dirani, 2009; Egan *et al*, 2004; Gardiner and Whiting, 1997; Goh, 2001; Huang and Wu, 2000; Rose *et al*, 2009). The promotion of learning organization, which enhances a company's well-being and adaptability to external environment, has a beneficial effect on employee job satisfaction (Gardiner and Whiting, 1997). Individuals employed by companies, which operate as learning organizations and have set workplace learning as a high organizational priority, are portrayed as strongly motivated and energized, and tend to experience positive psychological outcomes, such as increased commitment and work satisfaction (Argyris and Schon, 1996; Rowden and Ahmed, 2000; Spreitzer, 1995). Organizations offering staff members resources and opportunities for learning, personal advancement and achievement of individual goals, provide their workforce with significant psychological benefits and elevated job satisfaction (Leslie *et al*, 1998; Mulraney and Turner, 2001; Rowden and Conine, 2005).

Goh (2001) reveals a statistically significant positive correlation of job satisfaction with experimentation and shared leadership. Regular provision of learning opportunities in combination with systems thinking and empowerment improve both internal and external job satisfaction (Chang and Lee, 2007; Eylon and Bamberger, 2000). Participative management and consequent employee active involvement in organizational processes, such as problem-solving, strategic planning and decision making, ameliorate supervisory communication and have a significant positive impact on work satisfaction (Bluestone and Bluestone, 1992; Bussing *et al*, 1999; Daniels and Bailey, 1999; Kim, 2002; Spreitzer *et al*, 1997; Wagner and LePine, 1999). Enabling employees to highly influence their work environment and treating them as key stakeholders, increases the pleasure they derive from their occupation (Daniels and Bailey 1999).

Moreover, Gaertner (2000) contends that leadership that encourages teamwork, stimulates questioning, sets examples and provides rewards, has been identified as a significant job satisfaction enhancer. Job satisfaction can be negatively affected by the absence of open and transparent communication, of trusting relations and group work (Ellickson, 2002). Finally, Johnson and McIntye (1998) indicate empowerment, involvement, and recognition, main characteristics of the learning organization, as the three cultural variables

most strongly associated with work satisfaction. Therefore, major learning organization traits have been found to be critical drivers of job satisfaction.

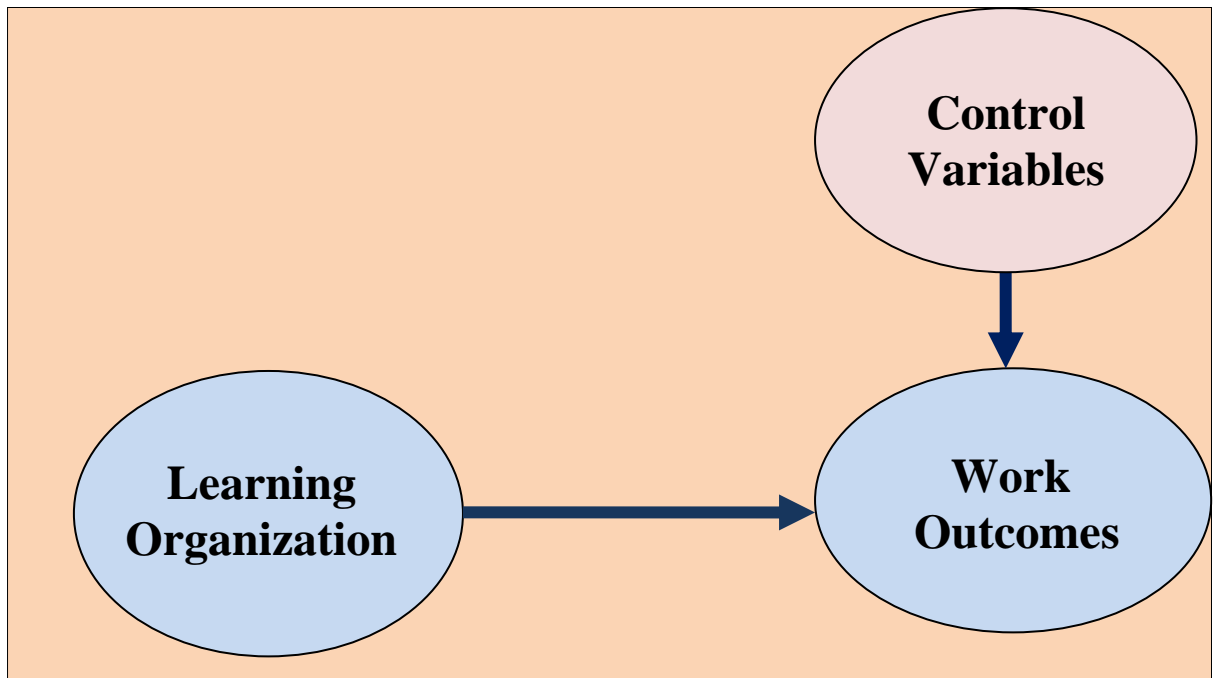
Moving on to job performance, the adoption of learning organization strategies, practices and behaviour patterns, enhances organizational performance through the facilitation of individual, team and organizational learning (Baker and Sinkula, 1999; Davis and Daley, 2008; Ellinger *et al*, 2002; Weldy. 2009). Staff members are constantly supplied with new and suitable skills and knowledge in order to participate in work groups, and finally, to contribute actively to the realization of organizational vision (Watkins and Marsick, 1996). However, the implementation of learning organization model does not only enrich the learner's knowledge, but also improves her/his productivity and performance (Marquardt, 1996).

Vemić (2007) underlines the critical importance of employee continuous learning and development for the enhancement of her/his individual performance. Bennett and O'Brien (1994) detect increased productivity in companies having integrated in their operation the learning organization model, while Rose *et al* (2009) highlights a strong positive correlation between organizational learning and staff work performance. An inquiry conducted by Davis and Daley (2008) indicates a strong positive correlation between net income per employee and the seven learning organization dimensions defined by Watkins and Marsick (1993, 1996). Congruent with the above-mentioned studies, Ellinger *et al* (2002) as well as Yang *et al* (2004) discover a positive association of the seven learning organization building blocks with average productivity per employee, a major indicator of a company's financial performance.

Above literature leads to the articulation of:

Hypothesis 2a (H_{2a}): *Learning organization is positively associated with job satisfaction.*

Hypothesis 2b (H_{2b}): *Learning organization is positively associated with job performance.*



*Figure 3.2: Conceptual Framework for Hypothesis 2
(Learning Organization & Work Outcomes)*

3.3 LEADERSHIP AND WORK OUTCOMES (H₃)

Among several determinants of job satisfaction, leadership is considered as a rather crucial one (Lok and Crawford, 2001; Mosadeghrad and Yarmohammadian, 2006; Robbins 2003). Although Appelbaum *et al* (2004) discovered no correlation between the two variables, Bass (1990) and Yukl (2008) describe job satisfaction as the most significant and frequently measured indicator of organizational leadership's impact and effectiveness, while Bullock (1984) discovered leadership's enhancement to be related with increase in employee satisfaction.

Barling *et al* (1996), Baroso Castro *et al* (2008), Hater and Bass (1988), Howell and Higgins (1990), Putti and Tong (1992), Rafferty and Griffin (2006), Yukl and Kanuk (1979), and Yukl (2008) empirically proved that transformational leadership behaviours result in more satisfied subordinates. Job satisfaction tends to reach higher levels for employees whose leaders show support and consideration towards followers (Allen and Meyer, 1990; Yukl, 1999a). Subordinates of transformational leaders tend to be more satisfied with their supervisors and by extension, with their job, and are described as less likely to experience reduced work satisfaction (Bass, 1999; Biswas and Varma, 2012; Bono *et al*, 2007; Bycio *et al*, 1995; Podsakoff *et al*, 1990; Seltzer and Bass, 1990). The adoption of transformational leadership behaviours leads to improvement of work environment, reduced staff intention to leave the company and greater satisfaction of employee needs and demands (Bycio *et al*, 1995; Chang and Lee, 2007; Leban and Zulauf, 2004; Liu *et al*, 2003).

Yukl (2008) highlights that transformational leadership contributes critically to the improvement of job satisfaction, by facilitating cognizance of the task outcomes' significance, sparking staff higher order needs, encouraging employees to prioritize organizational interests over their individual ones, as well as by reinforcing staff commitment to change. Transformational leader enhances follower work satisfaction by making them feel special and by communicating to them that they are required to serve a higher purpose, the realization of organizational vision (Nemanich and Keller, 2007). In addition, since trust constitutes a consequence of transformational leadership, trust outcomes are expected to be in a positive association with transformational leadership (Pillai *et al*, 1999). Hence, the fact that trust highly influences staff satisfaction (Driscoll,

1978; Legace 2001), reinforces the reported favourable relationship between transformational leadership and job satisfaction.

Concerning transactional leadership's connection with subordinate work satisfaction, Tsai and Su (2011) as well as Yammarino and Dubinsky (1994) discovered a positive correlation between the two variables. Contingent recognition and reward offered by transactional leader for agreed objectives, has been found to be in a favourable relationship with job satisfaction (Bycio *et al*, 1995; Hunt and Schuler, 1976; Podsakoff *et al*, 1982). Transactional leadership appears positively associated with distributive justice (Skarlicki and Folger, 1997), which in turn, is related favourably to trust in upper management (Lind and Tyler, 1988; Pillai *et al*, 1999); thus, the fact that trust has an important impact on job satisfaction (Driscoll, 1978; Lagace, 2001), suggests transactional leadership's positive correlation with work satisfaction. However, procedural justice, which is linked with transformational leadership, exhibits higher correlation to trust (Pillai *et al*, 1999). Finally, Bass (1990) and Avolio (1999) highlight that the provision of the least possible guidance to staff members in order to let them accomplish their duties and responsibilities without interventions, which is a policy often enacted by transactional leader, has a negative impact on job satisfaction (Wallace and Weese, 1995).

Robbins (2003), Limsila and Ogunlana (2008) as well as Medley and Larochelle (1995) assert that transformational leadership is associated with lower turnover, but greater productivity and job satisfaction in comparison with transactional leadership.

Moving on to job performance, although numerous researchers have explored the relationship between leadership and job performance, their findings are quite inconsistent (Yousef, 2000). Downey *et al* (1975), Lowin *et al* (1969), O' Reilly and Roberts (1978) discovered no linkage between leadership and employee performance. On the other hand, Hampton *et al* (1986), Pritchard and Karasick (1973), Sheridan and Vredenburg (1978), report an inverse association between leadership and employee performance, while Bass and Riggio (2006), Euske *et al* (1980), Martinsuo *et al* (2006), Sivanathan and Fekken (2002), Szilagyi and Keller (1976), Valenzi and Dessler (1978), Vigoda-Gadot (2007) and Wang *et al* (2005) describe a positive correlation between the two variables.

There is a substantial body of literature confirming the strong positive association between transformational leadership and job performance (Bass and Avolio, 1990; DeGroot *et al*,

2000; Dumdum *et al*, 2002; Howell and Avolio, 1993; Judge and Piccolo, 2004; Leban and Zulauf, 2004; Liu *et al*, 2003; Lowe *et al*, 1996; Rickards *et al*, 2001; Robbins, 2003; Sosik *et al*, 1997; Whittington *et al*, 2001; Yammarino and Bass, 1990). Berson and Avolio (2004) describe transformational leadership as rather proactive and effective in fostering employee higher performance. Firstly, by performing the facilitator role, transformational leader critically contributes to the development and maintainance of good co-worker relationships (Li and Hung, 2009), which in turn, is positively related to job performance (Liden *et al*, 2000). Moreover, transformational leadership is favourably correlated with individual identification with work unit and organization, as well as with self-efficacy, which both in turn, are positively associated with employee performance (Walumbwa *et al*, 2008). By stressing the significance of each individual's contribution to work unit and by encouraging staff members to prioritize the collective mission over their self-interest (Carter *et al*, 2009; van Knippenberg *et al*, 2004), transformational leader increases employee identification with work group and organization (Dvir *et al*, 2002), intensifies their efforts (Pillai *et al*, 1999; Seltzer and Bass, 1990) and reinforces their performance for organization's common good (Bono and Judge, 2003; Duckerich *et al*, 2002; Shamir *et al*, 1993).

In addition, by articulating a compelling vision, setting high expectations, expressing confidence in subordinate potential, and offering constant and ample feedback, transformational leader, inspires and motivates her/his followers to perform beyond expectations (Den Hartog *et al*, 1997; Nemanich and Keller, 2007; Pounder, 2001), instills confidence in them and their ability to fulfill the vision, and enhances their work performance (Avolio, 1999; Bass *et al*, 2003; Carter *et al*, 2009; Fry, 2003; House, 1977; House *et al*, 1991; Kirkpatrick and Locke, 1996; Shamir *et al*, 1993; Yukl, 2008). Through organizational vision, transformational leader urges staff members to internalize their work attitudes and perceptions as motivators to reach organizational objectives (Ilies *et al*, 2007; Wang *et al*, 2005; Yang, 2009). Moreover, transformational leadership is positively related to the generation of employee trust and confidence in the leader, something that facilitates the achievement of excelling performance (Bass, 1985; Pillai *et al*, 1999; Podsakoff *et al*, 1982; Seltzer and Bass, 1990). Reciprocal trust and respect between leader and followers, highly motivates staff members to offer more than just fulfill their main job requirements.

Lowe *et al* (1996) contend that job performance is positively associated not only with transformational, but also with transactional leadership (Chu and Lai, 2011; Rowold and Rohmann, 2000). Contingent recognition and reward offered by transactional leader for agreed objectives, has been found in a favourable relationship with subordinate performance (Avolio, 1999; Bass, 1985; Bass and Avolio, 1994; Bass *et al*, 2003; Bycio *et al*, 1995; Goodwin *et al*, 2001; Hunt and Schuler, 1976; Judge and Piccolo, 2004). The clarification of expectations, responsibilities and assigned duties coupled with the provision of reward for task accomplishment and goal achievement, leads to increased levels of motivation and employee performance (Bass, 1985; Podsakoff *et al*, 1982). However, transactional leader's policy to maintain established work patterns and practices, and intervene only when actual outcomes differ from planned and expected results, to focus on failures and mistakes, and eventually, deliver punishments, is considered to be in a significant negative or zero correlation with job performance (Avolio, 1999; Bass, 1985; Bass and Avolio, 1990; Judge and Piccolo, 2004).

Researchers assert that transformational leadership results in the enhancement of job performance to a greater extent than transactional leadership (Bass, 1985; Bycio *et al*, 1995; Hater and Bass, 1988; Limsila and Ogunlana, 2008; Robbins, 2003; Waldman *et al*, 1990).

Above literature leads to the deduction of:

Hypothesis 3a (H_{3a}): *Job satisfaction is more strongly associated with transformational leadership than with transactional leadership.*

Hypothesis 3b (H_{3b}): *Job performance is more strongly associated with transformational leadership than with transactional leadership.*

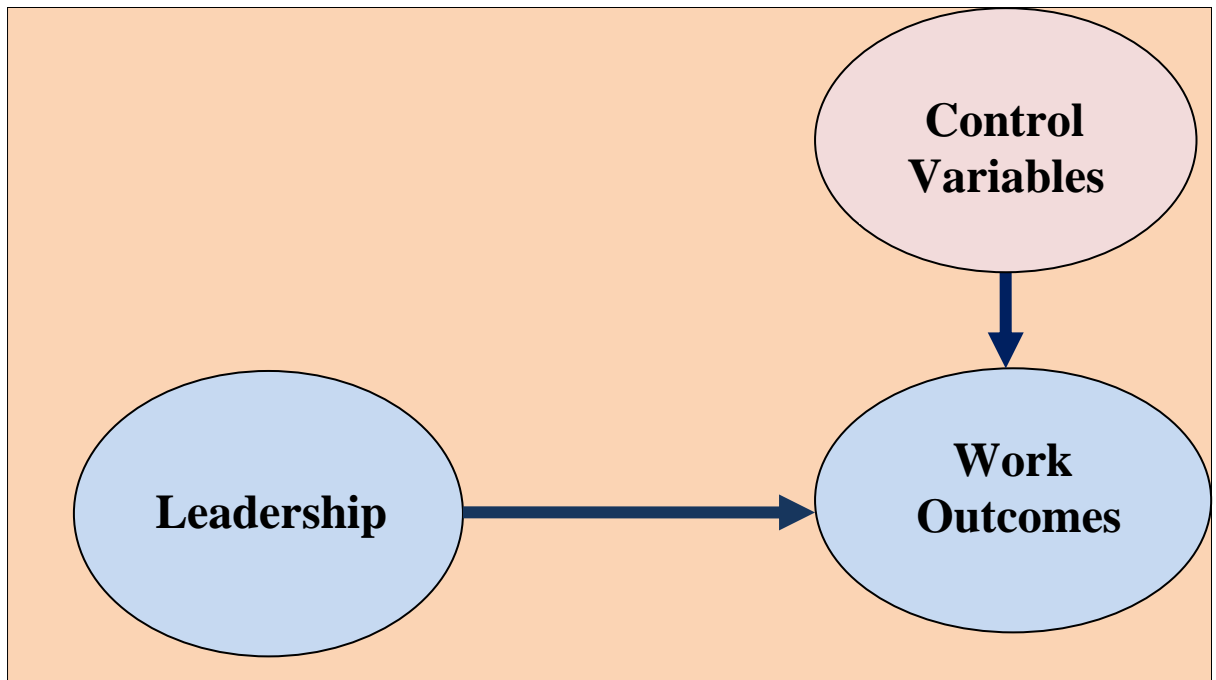


Figure 3.3: Conceptual Framework for Hypothesis 3 (Leadership & Work Outcomes)

4. RESEARCH METHODOLOGY

4.1 RESEARCH APPROACH AND STRATEGY

In order to tackle the research problem, this inquiry followed the positivist approach and applied the deduction method, since it was based on developing and testing hypotheses originated from existing theory and literature (Amaratunga *et al*, 2002; Ali and Birley, 1999; Deshpande, 1983). Based on previous research work, this study aimed at exploring the causal relationships between four variables; learning organization, leadership, job satisfaction and job performance. The investigation of such associations required the carrying out of an explanatory research (Zikmund, 2000). Concerning the range of inquiry, it can be characterized as an extensive cross-sectional study, since it attempted to explore the whole Greek advertising industry at a specified time (Saunders *et al*, 2009).

Based on the project's purpose, the quantitative approach was selected, given the need not to examine in depth behavioural factors, but to measure attitudes, opinions and characteristics of a large sample (Cooper and Schindler, 2008; Hyde, 2000). As regards to research strategy, the survey strategy was employed, as the present study demanded the collection of a large amount of quantitative data from a sizeable sample (Saunders *et al*, 2009; Zikmund, 2000); moreover, survey tends to be utilized for inquiring behaviours, beliefs and emotional states, like job satisfaction, while it is often applied for cross-sectional studies (Dawson, 2009; Easterby-Smith 2008, Kotler and Keller 2006). Thus, a quantitative field research was conducted for the collection of primary data with the aid of questionnaire technique; questionnaire technique was selected not only due to its ability to collect responses from a large sample before quantitative analysis, but also due to its tendency to be applied for explanatory studies (Saunders *et al*, 2009).

4.2 SOURCES OF DATA

The research population is composed of 1.256 staff members employed by the 49 advertising companies that constitute members of EDEE (Union of Greek Advertising and Communication Companies), and are situated in three major Greek cities, Athens, Thessaloniki and Ioannina.

EDEE is an institutional instrument that represents the field of communication as well as its member companies towards interested publics and organizations, public authorities and other communication associations¹ (EDEE 2012). The selection of EDEE members as research population was dictated by the fact that EDEE is regarded by the state as the most representative association in the broad field of communication in Greece. In comparison with their competitive firms which are members of other professional associations, advertising companies being EDEE members:

- ✓ achieve 95% of the total turnover of the whole Greek advertising industry
- ✓ employ the substantial part (92%) of staff working for this field
- ✓ possess 90% of the total market share of the whole Greek advertising industry
- ✓ have bigger clients-clients' size is based on their advertising budget and turnover (EDEE 2012).

According to Nixon (2003), a typical advertising agency is divided into six main departments:

- ✓ higher management
- ✓ client service department
- ✓ creative department
- ✓ planning, account and research department
- ✓ media service department
- ✓ administrative and financial services department

In terms of hierarchy, an advertising company's workforce could be categorised into three groups (Zotos, 2008). The first group is composed of low level employees, such as assistant account executive, media planner, media buyer, graphic designer, scriptwriter and secretary. The second group entails middle level staff members, such as account executive, account manager, art director and new business director. The third group includes senior level employees, such as managing director, financial director, client service director, creative head, media director and marketing director. However, departments and job positions corresponding to each employee level, vary significantly according to each company's organization chart.

¹ EDEE has 102 member companies that develop business activity in five fields: i) advertising (49 members), ii) public relations (19 members), iii) media specialists (11 members), iv) promotional and 1-1 marketing (13 members), v) branding and design (10 members).

4.3 QUESTIONNAIRE ADMINISTRATION AND DATA COLLECTION

Data was collected with the use of a structured self-administered questionnaire, composed of 110 close-ended questions. After being translated in Greek, the questionnaire was personally delivered to each respondent and collected later (delivery and collection questionnaires). The selection of this questionnaire administration method was underpinned by the researcher's purpose to increase the response rate. In addition, the opted method was regarded preferable to structured interview, not only because it is less time consuming and appropriate for sizeable samples (Cooper and Schindler, 2008), but also because it was congruent with the author's purpose to avoid the likelihood of the respondents' answers being biased and of urging sample members to give answers that are more socially desirable and pleasant for the interviewer but less sincere (Dawson, 2009; Dillman, 2007).

After permission was asked by each company's higher management, the questionnaire was distributed to all staff members employed by the 49 advertising agencies being EDEE members. Among these 49 legally existing agencies, there are three who have been splitted into two smaller firms employing the same staff. Thus, the research population is actually comprised of 46 companies of which 43 responded to the present inquiry; the response rate achieved at company level was 93.5%. The response rate achieved at employee level reached 20%, since 251 questionnaires-all usable-were gathered from 1256 staff members. The distribution period lasted from 1st October to 16th January 2012. Difficulties were met in collecting questionnaires mainly due to economic malaise and pessimistic climate surrounding Greek advertising industry; this was overcome through regular visits in the advertising agencies and persistent phone calls to respondents.

4.4 VALIDITY AND RELIABILITY

The sampling method pursued by the present study allows the drawing of conclusions for the entire Greek advertising industry (Calder *et al*, 1982; Yin, 2003). In addition, the fact that the instrument developed was based on scales that have already been tested and validated in several different cultural and business contexts, reinforces the reliability and internal validity (content, criterion-related and construct validity) of the questionnaire used (Cooper and Schindler, 2008; Zikmund, 2000). Finally, pilot testing, which indicated certain alterations required to be done in the questionnaire, strengthened content validity,

while measurement of Cronbach's coefficient alpha ensures internal consistency (Alexander and Winne, 2006; Mitchell, 1996; Saunders *et al.*, 2009).

4.5 ETHICAL CONSIDERATIONS

In order to avoid biased answers and to cope with respondents' cautions and hesitancy to participate in the present survey, answerers were reassured in advance that information generated from completed questionnaires would be anonymous and absolutely confidential, and would be utilized only for the academic purposes of the present inquiry. Moreover, the research topic as well as the research aim were minutely articulated and explained to the research population's members so that they could realize the critical significance of their contribution. This in combination with the researcher's promise to provide respondents with a final report containing the main findings and conclusions, aimed at persuading respondents for the importance and the expected benefits of this study for both themselves and their employer company, and thus, at obtaining sincere answers and collecting reliable data from questionnaires.

4.6 INSTRUMENTATION

An extended questionnaire was designed by synthesizing questions from six different instruments, in order to survey advertising staff perceptions about the four variables under examination. The questionnaire was comprised of four main parts, one devoted to the exploration of each variable, while the final part focused on collecting respondents' personal and professional details.

4.6.1 Learning Organization Sub-Scale

Learning organization was measured with the use of the 43-item DLOQ (Dimensions of the Learning Organization Questionnaire), a scale constructed, validated and continually revised by Watkins and Marsick (1999) and Yang *et al.* (2004). DLOQ, which addresses individual, team and organizational level learning, is organized around seven dimensions attributed to a learning organization: continuous learning, inquiry and dialogue, team learning, embedded systems, system connection and strategic leadership. Each of the aforementioned dimensions is measured with the aid of six questions, with the exception of continuous learning whose measurement entails seven items.

The significant number of empirical studies conducted with the use of DLOQ, has examined thoroughly and established its validity and reliability as a measuring instrument for learning organization aspects (Lien *et al*, 2006; Pimapunsri, 2008; Weldy and Gillis, 2010), and has verified its applicability in several cultural contexts and business settings (Ellinger *et al*, 2002; Song *et al*, 2009; Yang *et al*, 2004). Moilanen (2001) considers DLOQ as the most comprehensive and the most highly both scientifically and empirically tested diagnostic tool for assessing an organization's learning behaviour.

Research respondents were requested to indicate on a five-point Likert scale the extent to which their organization displays behaviours and enact practices that are considered as principal characteristics of learning organization. The Likert-type scale ranges from 1, which equals the assessment that the behaviour does *not* occur *at all*, to 5 which equals that the behaviour occurs *to a very high extent*.

4.6.2 Leadership Sub-Scale

Leadership was measured with the aid of the 24-item version of the leadership role questionnaire which is based on the Competing Values Framework (CVF) and was developed by Quinn (1988). This version of the questionnaire entails 14 questions exploring the frequency with which managers display transformational roles, while the other 10 questions aim at measuring how often managers perform transactional roles (Hooijberg and Choi, 2000).

CVF instrument is described by researchers as a rather comprehensive and effective one in investigating principal managerial skills and competencies, and is regarded as having not only a robust both theoretical and empirical base (Breen *et al*, 2004; Denison *et al*, 1995), but also “discriminant, convergent and nomological validity” (Boal and Hooijberg, 2001, p.530). A significant number of studies have confirmed the validity of the clearly defined leadership roles indicated by CVF (Belasen *et al*, 1996; Buenger *et al*, 1996; Kalliath *et al*, 1999; Quinn *et al*, 1992). Moreover, CVF has been widely utilized for the conduction of managerial and organizational inquiries in various business sectors (McCartt and Rohrbaugh, 1995; Shim *et al*, 2002; Singhapakdi *et al*, 1996), and particularly, it has been repeatedly applied for exploring leadership notion in combination with organizational culture issues (Igo and Skitmore, 2006; Lamond, 2003; Parker and Bradley, 2000; Vilkinas and Cartan, 2006), something that occurs in the present research.

Respondents were asked to indicate on a five-point Likert scale the frequency to which their department director performs each one of the framework's leadership roles. The Likert-type scale ranges from 1, which equals the assessment that the department director does *not* perform the role at *all*, to 5 which equals that the department director performs the role *to a very high extent*.

4.6.3 Job Satisfaction Sub-Scale

Advertising staff's job satisfaction was measured with the use of the job satisfaction construct developed by Warr *et al* (1979). This scale is comprised of 15 items aiming at identifying the extent to which an individual is satisfied with 15 different both intrinsic and extrinsic features of her/his professional life, such as physical work conditions, rewards, peer and immediate supervisor. This scale constitutes a short, thorough and easily used as well as reliable and valid instrument for assessing work satisfaction (Griffin *et al*, 2001; Rout, 2000; Patten, 2005).

Respondents were asked to indicate on a five-point Likert scale the degree of their satisfaction with 15 facets of their job. The Likert-type scale ranges from 1, which equals that the respondent is *extremely dissatisfied* with the particular facet of her/his job, to 5, which equals that s/he is *extremely satisfied*.

4.6.4 Job Performance Sub-Scale

Job performance was measured with the aid of a 16-item self-appraisal scale which was generated by synthesizing questions from three different instruments. Thus, the scale used is composed of 2 items from Yousef's (1998) scale, 5 items from Suliman's (2001) scale and 1 item from Farh *et al*'s (1991) scale, and examines individual performance concerning quality and quantity of work, productivity, available working hours and taking initiative, but also individual goal achievement, suggestions for improvement and overall ability for duty fulfillment.

Respondents were asked to assess on a five-point Likert scale their individual performance as well as their own performance in comparison with that of their colleagues who perform similar tasks. The Likert-type scale ranges from 1, which equals the assessment that their individual performance is *very low*, to 5 which equals that their individual performance is *very high*.

4.6.5 Control Variables

The last part of the questionnaire is devoted to the collection of information which was utilized as control variables, and entails 12 questions seeking answers about respondents' demographic and professional characteristics. Gender was expressed as a binary variable. Age, educational level and monthly salary income were recorded with the use of multi-chotomous scales, and so did employee level, type and department of occupation. Finally, organizational tenure, total work experience and job position as well as the employer company's size and age, were measured with the aid of open-ended questions.

5. DATA ANALYSIS AND RESEARCH FINDINGS

5.1 INTRODUCTION

This chapter aims at presenting the findings generated from the descriptive research conducted in Greek advertising industry. The analysis of the data gathered was carried out with the aid of the Statistical Package for the Social Sciences (SPSS) Version 17.0. First of all, descriptive statistics on demographic information are presented with the use of tables and bar charts in order for the research sample's profile to be outlined. In addition, all measurement sub-scales composing the research questionnaire are examined for internal consistency (reliability), while descriptive statistics for the study's both dependent and independent variables are demonstrated. Finally, with the use of regression analysis, research hypotheses articulated in Chapter 3 are tested.

5.2 THE RESEARCH SAMPLE'S PROFILE

The data utilized to outline the profile of the present study's sample, was obtained from 251 individuals employed by 43 Greek advertising companies. Descriptive statistics for all the control variables are demonstrated with the aid of tables and bar charts in order to generate an illuminating picture of Greek advertising industry's workforce.

Table 5.1: The Research Sample's Profile with the Aid of Descriptive Statistics

Control Variables		Frequency (n=251)	Percentage (%)
Gender	Male	125	49.8%
	Female	126	50.2%
Age	18 - 30	19	7.6%
	31 - 40	115	45.8%
	41 - 50	92	36.7%
	51 - 60	23	9.2%
	> 60	2	0.8%
Educational Level	Secondary Education Degree	2	0.8%
	IEK Diploma	10	4.0%
	TEI Degree	20	8.0%
	University Degree	103	41.0%
	Postgraduate Degree	98	39.4%
	PhD Degree	17	6.8%

Control Variables		Frequency (n=251)	Percentage (%)
Organizational Tenure	1 – 5 years	67	26.7%
	6 – 10 years	100	39.8%
	11 – 15 years	51	20.3%
	16 – 20 years	24	9.6%
	> 21 years	9	3.6%
Total Work Experience	1 – 5 years	12	4.8%
	6 – 10 years	40	15.9%
	11 – 15 years	74	29.5%
	16 – 20 years	52	20.7%
	21 – 25 years	47	18.7%
	> 25 years	26	10.4%
Monthly Salary Income	Up to €1.600	21	8.4%
	€1.601- €2.000	27	10.8%
	€2.001- €2.750	65	25.9%
	€2.751- €3.500	66	26.3%
	> €3.500	72	28.7%
Employee Level	Low Level Employee	31	12.4%
	Middle Level Employee	45	17.9%
	Senior Level Employee	175	69.7%
Type of Occupation	Full-Time	251	100%
Department of Occupation	Higher Management	45	17.9%
	Client Service	69	27.5%
	Creative	54	21.5%
	Planning, Account & Research	11	4.4%
	Media Services	10	4.0%
	Administrative & Financial Services	62	24.7%
Company's Size	Up to 20	63	25,1%
	21 - 40	93	37,1%
	41 - 60	35	13.95%
	61 - 80	24	9.6%
	> 80	15	6.0%
Company's Age	1 - 10	34	13.5%
	11 – 20	97	38.6%
	21 - 30	42	16.7%
	31 - 40	46	18.3%
	> 40	32	12.7%

As can be seen in Table 5.1, concerning gender, a nearly equal representation was achieved, since 49.8% of the respondents are male and 50.2% are female. The vast majority (45.8%) of respondents claim to be between 31 and 40 years old, while another significant part (36.7%) belongs to the 41-50 age group (Figure 5.1). Regarding educational level, it should be underlined that the substantial part of the research sample's members appears notably highly educated, since, as illustrated in Figure 5.2, 41% of them hold a university degree, 39,4% also obtained a postgraduate degree, while only 0,8%

terminated their studies in secondary education. Apart from well educated, answerers also describe themselves as being remarkably highly paid, given that monthly salary income surpasses €3.500 for 28.7% of them and ranges between €2.751 and €3.500 for 26.3% of them (Appendix B, Figure 1).

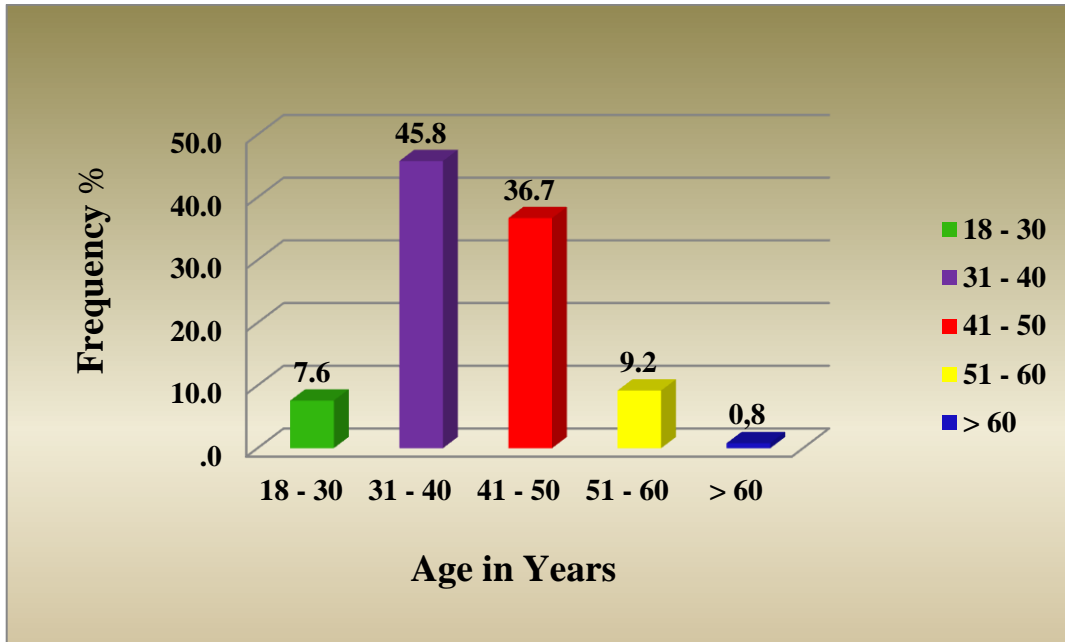


Figure 5.1: Respondents' Distribution based on Age Group

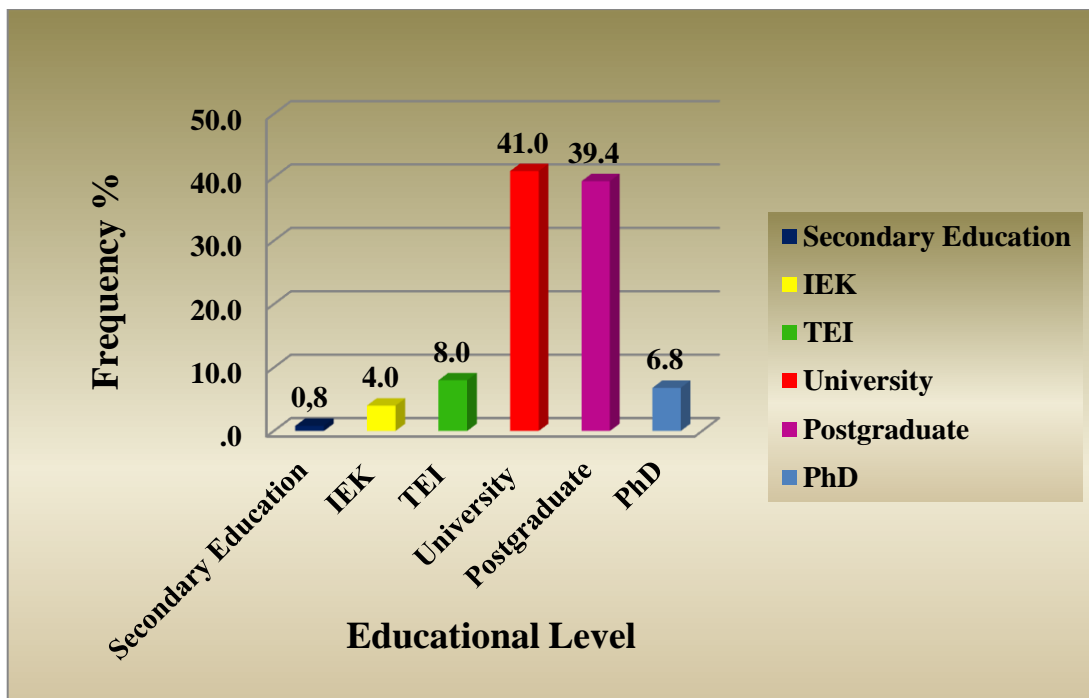


Figure 5.2: Respondents' Distribution based on Educational Level

As far as organizational tenure is concerned, the fact that most respondents (39.8%) have worked for their present employer company for a time period fluctuating from 6 to 10 years, brings to light a moderate frequency of employee alteration in advertising firms. Regarding total work experience, the research sample is composed of mentionably experienced staff members, since 29.5% and 20.7% of them claim 11-15 and 16-20 year work experience respectively. Reflecting the peculiar structure of contemporary Greek advertising companies, employees included in the present study's sample are mainly of senior level (69.7%), while only 12.4% of them consider themselves as low level. Finally, all respondents are full-time employees, while as regards occupation department, most of them are employed in client service (27.5%), administrative and financial services (24.7%) and creative (21.5%) departments (Appendix B, Figure 2).

Moving on to the traits of the companies staffed with the research sample's members, as depicted in Figure 5.3, a significant majority of respondents (37.1%) is employed by advertising agencies whose workforce entails from 21 to 40 individuals, while another considerable part (25.1%) of them works for firms whose staff is not comprised of more than 20 employees; only 6% of respondents work for companies employing more than 80 employees. This is consistent with EDEE recent inquiry's findings (EDEE, 2012) reporting that Greek advertising industry's workforce is shrinking ceaselessly since 2008. Finally, as regards the employer companies' age, the greatest part of answerers (38.6%) is hired by advertising firms whose years of operation range from 11 to 20.

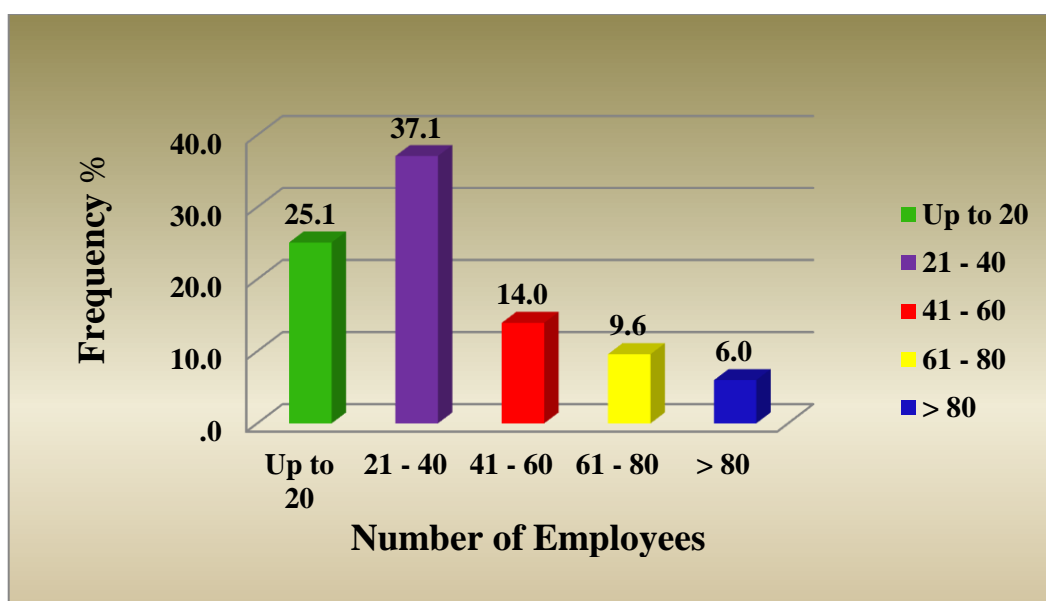


Figure 5.3: Respondents' Distribution based on Company's Size

Interesting information and remarks about dependencies between the control variables were generated with the aid of chi-square tests. Table 5.2 displays the significant relationships between the different control variables of this study.

Table 5.2: Significant Dependencies Between Control Variables

Pearson Chi-Square tests			
Variables	Value	Asymp. Sig. (2-sided)	Exact Sig. (2-sided) (2x2) or Monte Carlo Sig. (2-sided)
Gender * Age	16.877	.002	.001
Gender * Educational Level	10.988	.052	.041
Gender * Total Work Experience	15.489	.008	.006
Gender * Monthly Salary Income	24.584	.000	.000
Gender * Occupation Department	11.813	.037	.034
Age * Department of Occupation	53.954	.000	.003

First of all, Pearson chi-square test has identified a quite significant relationship (Asymp. Sig. (2-sided) $p= 0.002$) between gender and age; Figure 5.4 reveals that female respondents outstrip male ones in the two younger age groups (18-30 and 31-40), while the opposite occurs for 41-50 and 51-60 age groups (Appendix B, Table 1). This should be attributed to woman's delay in entering Greek advertising industry (Zotos, 2008) and explains why male sample members describe themselves as more experienced, more educated and better paid than female ones.

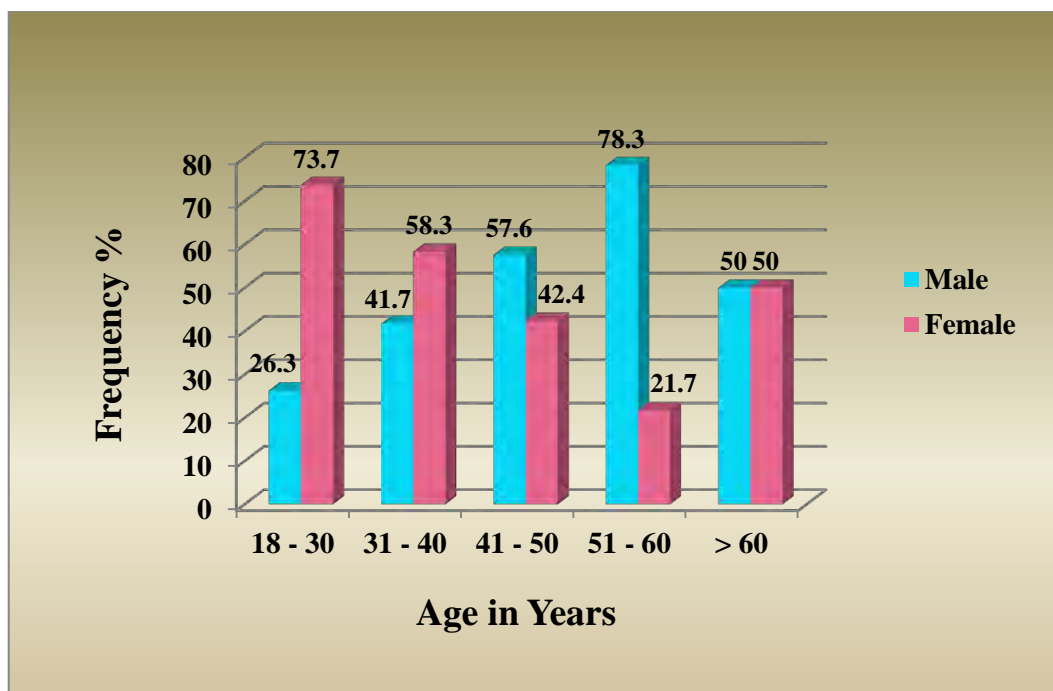


Figure 5.4: Gender and Age Crosstabulation

Apart from total work experience (Asymp. Sig. (2-sided) $p= 0.008$), educational level (Monte Carlo Sig. (2-sided) $p= .041$) and monthly salary income (Asymp. Sig. (2-sided) $p= 0.000$), gender also appears significantly associated (Asymp. Sig. (2-sided) $p= 0.000$) with occupation department. As illustrated in Figure 5.5, while higher management and creative department are dominated by men, planning, account and research, administrative and financial services and mainly, client service departments seem to employ more female employees (Appendix B, Table 2).

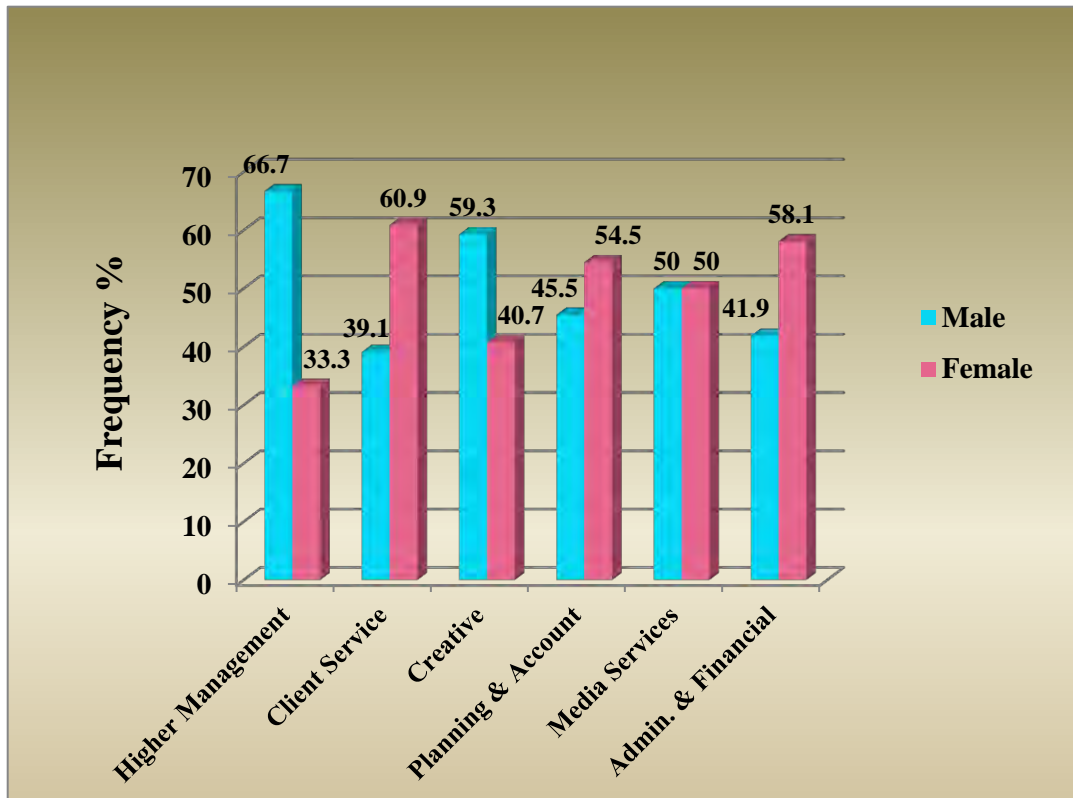


Figure 5.5: Gender and Occupation Department Crosstabulation

Another strong dependence (Asymp. Sig. (2-sided) $p= 0.000$) has been detected between age and occupation department. The majority of respondents involved in higher management is between 41 and 50 years old, while client service, creative and planning, account and research departments are dominated by individuals whose age ranges from 31 to 40 years old. The two previously mentioned age groups are nearly equally represented in administrative and financial services department (Appendix B, Table 3).

5.3 RELIABILITY ANALYSIS

In order for measurement sub-scales used in the questionnaire to be examined in terms of internal consistency (reliability), an inter-item analysis needed to be carried out (Nunnally and Bernstein, 1994; Streiner and Norman, 2003). Thus, Cronbach's coefficient alpha (Cronbach, 1960) has been calculated separately for each sub-scale employed (Flynn *et al*, 1990). As shown in Table 5.3, all sub-scales utilized have been found to be highly reliable, given that Cronbach's alpha for each of them is well above 0.7 which is the minimum level for acceptable reliability (Field, 2005; Nunnally, 1967).

Table 5.3: Sub-Scale Reliability Analysis

Variable	Number of Items	Cronbach's Alpha
Learning Organization	43	0,936
Transformational Leadership	14	0,905
Transactional Leadership	10	0,776
Job Satisfaction	15	0,857
Job Performance	16	0,856
Valid = 251		

5.4 DESCRIPTIVE STATISTICS FOR THE STUDY'S VARIABLES AND CORRELATION MATRIX

As already stated in previous chapters, the four variables whose interrelationships were explored by the present study, are learning organization and leadership-separated into transformational and transactional roles-, job satisfaction and job performance. Table 5.4 demonstrates the arithmetic means on average from 1 to 5 as well as the standard deviations for the inquiry's variables, as measured with the aid of the study's questionnaire. Table 5.5 is devoted to the correlation matrix indicating the degree of association between the research variables.

Greek advertising companies appear to have integrated the traits of learning organization in their operation to a significant extent. Managers are portrayed as mainly basing their leadership on transformational behaviour, but as also displaying transactional roles albeit to a much lower extent. Staff members describe themselves as quite satisfied with their job and regard their individual work performance as high.

Table 5.4: Descriptive Statistics for the Study's Variables

Variables	Mean	Standard Deviation
Learning Organization	3,40	,496
Leadership		
Transformational Leadership	3,85	,603
Transactional Leadership	2,63	,511
Job Satisfaction	3,57	,542
Job Performance	3,71	,473
Valid = 251		

The correlation matrix reveals an expected strong positive relationship ($p < 0.001$) between learning organization and transformational leadership, while postulates an anticipated inverse correlation ($p < 0.001$) between learning organization and transactional leadership. Concerning work outcomes, learning organization appears to be highly positively associated with both job satisfaction ($p < 0.001$) and job performance ($p < 0.001$), and the same occurs for transformational leadership, which seems to favour both work satisfaction ($p < 0.001$) and individual performance ($p < 0.001$). Moving on to transactional leadership, it is negatively related not only with transformational leadership ($p < 0.001$), but also seems to inhibit both job satisfaction ($p < 0.001$) and performance ($p < 0.001$). Finally, work satisfaction is presented as positively correlated ($p < 0.001$) with individual performance.

Table 5.5: Correlation Matrix

	Learning Organization	Transformational Leadership	Transactional Leadership	Job Satisfaction
Learning Organization				
Transformational Leadership	,825***			
Transactional Leadership	-,468***	-,451***		
Job Satisfaction	,773***	,834***	-,438***	
Job Performance	,708***	,717***	-,403***	,802***

***. Correlation is significant at the 0.001 level (2-tailed)

5.5 TESTING RESEARCH HYPOTHESES

5.5.1 Testing Research Hypothesis 1

H1: Learning organization is more strongly associated with transformational leadership than with transactional leadership.

In this research hypothesis, leadership constitutes the independent variable, while learning organization is regarded as the dependent one; seven control variables (gender, age, educational level, organizational tenure, hierarchical level, company's size and age) are also involved. With the aid of regression analysis, the impact of leadership and control variables on learning organization was investigated and results are demonstrated in Table 5.6.

Table 5.6: Regressing Leadership and Control Variables against Learning Organization

	Learning Organization		
	Stand. Beta	Sig.	VIF
Transformational Leadership	,453	,000	2,122
Transactional Leadership	-,097	,003	1,335
Gender	,029	,310	1,079
Age	,018	,659	2,237
Educational Level	,479	,000	2,074
Organizational Tenure	,013	,715	1,618
Hierarchical Level	-,008	,821	1,614
Company's Size	,014	,657	1,227
Company's Age	-,065	,042	1,315
Adjusted R ² : ,809			

As shown in Table 5.6, four variables were indicated to have a significant impact on learning organization; transformational and transactional leadership, educational level and company's age. By reaching a 0.001 level statistical significance, transformational leadership was found to be considerably positively correlated with learning organization (Std Beta= .453), while a less strong inverse relationship (Std Beta= -.097, $p < 0.01$) was identified between learning organization and transactional leadership. Concerning the control variables, by scoring a beta value of .479 and a statistical significance equal to 0.000, educational level can be considered as the most critical predictor of learning organization, while company's age (Std Beta= -.065, $p < 0.05$) can be regarded as a quite

important inhibitor of learning organization. Therefore, it can be deduced that increased levels of transformational leadership and high employee educational level strengthen a company's learning orientation. On the other hand, increased levels of transactional leadership foster lower corporate learning performance, while older companies are less learning-oriented.

Given that adjusted R^2 equals 0.809, the combined impact of the four aforementioned independent variables accounts for 80.9% of the variance in learning organization. In addition, the fact that variance inflation factor is well below 10 for all variables ensures for the absence of multicollinearity (Hair *et al*, 2006).

Hence, Research Hypothesis 1, suggesting learning organization's stronger association with transformational leadership than with transactional one, was confirmed.

5.5.2 Testing Research Hypothesis 2

Research Hypothesis 2 suggests a positive relationship between learning organization and work outcomes. This hypothesis was divided into two sub-hypotheses concerning job satisfaction (H2a) and job performance (H2b). Each sub-hypothesis is tested separately in this section.

H2a: Learning organization is positively associated with job satisfaction.

In this case, learning organization constitutes the independent variable, while job satisfaction is the dependent one; seven control variables (gender, age, educational level, organizational tenure, hierarchical level, company's size and age) are also involved. Multiple regression analysis identified how job satisfaction is influenced by learning organization and control variables, and results generated are presented in Table 5.7.

Multiple regression analysis between learning organization, job satisfaction and control variables, found out that only three variables influence job satisfaction; learning organization, company's size and age (Table 5.7). Learning organization with a Std Beta of .645 and $p < 0.001$, can be regarded as the most crucial predictor of job satisfaction, while company's age is also positively correlated (Std Beta = .119, $p < 0.01$) with work satisfaction; in other words, employees hired by more learning-oriented and older companies

describe themselves as more satisfied with their job. On the other hand, company's size appears negatively related (Std Beta = -.105, $p < 0.05$) with job satisfaction; this suggests that the bigger a company is in terms of staff member number, the lower the levels of employee job satisfaction are.

Table 5.7: Regressing Learning Organization and Control Variables against Job Satisfaction

	Job Satisfaction		
	Stand. Beta	Sig.	VIF
Learning Organization	,645	,000	3,157
Gender	-,016	,692	1,084
Age	,081	,159	2,226
Educational Level	,133	,059	3,313
Organizational Tenure	,030	,536	1,607
Hierarchical Level	,004	,931	1,539
Company's Size	-,105	,015	1,227
Company's Age	,119	,008	1,330
Adjusted R ² : ,628			

The regression analysis has discovered an adjusted R² which equals 0.628; therefore, the combined impact of learning organization, company's size and age accounts for 62.8% of the variance in job satisfaction. Moreover, given that variance inflation factor is well below 10 for all variables, no multicollinearity issue can be raised (Hair *et al.*, 2006).

Thus, Research Hypothesis 2a, suggesting a positive association between learning organization and job satisfaction, was confirmed by the present study.

H2b: Learning organization is positively associated with job performance.

In this case, learning organization constitutes again the independent variable, while job performance is now regarded as the dependent one; seven control variables (gender, age, educational level, organizational tenure, hierarchical level, company's size and age) are also involved. The results indicating how job performance is affected by learning organization and control variables, are presented in Table 5.8.

According to the regression analysis findings, job performance is affected by the same three variables, above-characterized as predictors of job satisfaction, but also by employee hierarchical level. Learning organization, which remains a critical facilitator (Std Beta =

.610, $p < 0.001$), hierarchical level (Std Beta = .123, $p < 0.05$) and company's age (Std Beta = .106, $p < 0.05$) are positively associated with job performance, while company's size constitutes a crucial inhibitor of job performance (Std Beta = -.152, $p = 0.001$). In other words, higher level employees hired by older and more learning-oriented companies portray themselves as being higher performing; on the other hand, bigger company's size brings about reduced individual performance.

Table 5.8: Regressing Learning Organization and Control Variables against Job Performance

	Job Performance		
	Stand. Beta	Sig.	VIF
Learning Organization	,610	,000	3,157
Gender	-,058	,192	1,084
Age	,067	,290	2,226
Educational Level	,078	,323	3,313
Organizational Tenure	-,047	,384	1,607
Hierarchical Level	,123	,020	1,539
Company's Size	-,152	,001	1,227
Company's Age	,106	,031	1,330
Adjusted R ² : ,549			

The combined impact of learning organization, company's size and age accounts for 54.9% of the variance in job performance, since R² adjusted equals 0.549. Moreover, given that variance inflation factor is well below 10 for all variables, no multicollinearity issue occurs.

Therefore, Research Hypothesis 2b, suggesting a positive relationship between learning organization and job performance, was confirmed by this inquiry.

5.5.3 Testing Research Hypothesis 3

Research Hypothesis 3 refers to the relationship between leadership and work outcomes. This hypothesis was divided into two sub-hypotheses concerning job satisfaction (H3a) and job performance (H3b). Each sub-hypothesis is tested separately in this section.

H3a: Job satisfaction is more strongly associated with transformational leadership than with transactional leadership.

In this case, leadership constitutes the independent variable, whereas job satisfaction is the dependent one; seven control variables (gender, age, educational level, organizational tenure, hierarchical level, company's size and age) are also involved. With the use of regression analysis, the impact of leadership and control variables on job satisfaction was explored, and results generated are exhibited in Table 5.9.

Table 5.9: Regressing Leadership and Control Variables against Job Satisfaction

	Learning Organization		
	Stand. Beta	Sig.	VIF
Transformational Leadership	,642	,000	2,122
Transactional Leadership	-,090	,016	1,335
Gender	-,011	,732	1,079
Age	,081	,093	2,237
Educational Level	,187	,000	2,074
Organizational Tenure	,007	,861	1,618
Hierarchical Level	,040	,325	1,614
Company's Size	-,091	,011	1,227
Company's Age	,083	,026	1,315
Adjusted R ² : ,743			

According to data provided by the regression analysis conducted, apart from transformational and transactional leadership, three control variables influence job satisfaction (Table 5.9). Transformational leadership with a Std Beta of .642 and $p < 0.001$, was indicated as the primary predictor of job satisfaction, while educational level (Std Beta = .187, $p < 0.001$) and company's age (Std Beta = .083, $p < 0.05$) also appear positively related with the dependent variable. Therefore, higher levels of transformational leadership displayed by managers favour greater job satisfaction, whereas better educated employees hired by older companies describe themselves as more satisfied with their work. On the other hand, transactional leadership (Std Beta = -.090, $p < 0.05$) and company's size (Std Beta = -.091, $p < 0.05$) are inversely correlated with job satisfaction; in other words, the higher the levels of transactional leadership mastered by managers and the bigger the company in terms of workforce, the less satisfied the employees.

The combined influence of the above-mentioned independent variables accounts for 74.3% of the variance in job satisfaction. In addition, since variance inflation factor is well below 10 for all variables, no problem of multicollinearity exists.

Hence, Research Hypothesis 3a, suggesting job satisfaction's stronger association with transformational leadership than with transactional one, was confirmed by the present investigation.

H3b: Job performance is more strongly associated with transformational leadership than with transactional leadership.

In this case, leadership constitutes again the independent variable, whereas job performance is now the dependent one; seven control variables (gender, age, educational level, organizational tenure, hierarchical level, company's size and age) are also involved. With the aid of regression analysis, the impact of leadership and control variables on job performance was investigated, and results can be seen in Table 5.10.

Table 5.10: Regressing Leadership and Control Variables against Job Performance

	Job Performance		
	Stand. Beta	Sig.	VIF
Transformational Leadership	,499	,000	2,122
Transactional Leadership	-,132	,005	1,335
Gender	-,051	,216	1,079
Age	,064	,283	2,237
Educational Level	,186	,001	2,074
Organizational Tenure	-,058	,254	1,618
Hierarchical Level	,160	,002	1,614
Company's Size	-,141	,002	1,227
Company's Age	,073	,115	1,315
Adjusted R ² : ,602			

As confirmed by the regression analysis, by scoring a Std Beta of .499 and $p < 0.001$, transformational leadership constitutes the most important predictor not only of job satisfaction, but also of job performance. Moreover, level of education (Std Beta = .186, $p = 0.001$) and hierarchical level (Std Beta = .160, $p < 0.01$) are also positively related with work performance, whereas transactional leadership (Std Beta = -.132, $p < 0.01$) and company's size (Std Beta = -.141, $p < 0.01$) are inversely related with it. Therefore, better educated and climbed up the hierarchical ladder employees whose managers master higher levels of transformational leadership, are expected to achieve greater individual performance. On the other hand, bigger companies in terms of employee number, where

managers utilize transactional leadership to a higher extent, employ lower performing staff members.

The combined influence of transformational and transactional leadership coupled with company's size, employee educational and hierarchical level, accounts for 60.2% of the variance in job performance. In this case as well, there is no concern for multicollinearity problem.

Thus, Research Hypothesis 3b, suggesting job performance's stronger association with transformational leadership than with transactional one, was confirmed by the findings of this study.

6. DISCUSSION

This chapter critically discusses the most important findings derived from the present study in line with literature review and the research objectives. The first objective consisted in investigating whether leadership influences learning organization in the particular context of Greek advertising industry. The inquiry revealed that transformational leadership positively affects a company's operation on the pattern of learning organization, whereas transactional leadership is inversely associated with a firm's learning orientation. Transformational leadership's positive correlation with learning organization is in congruence with a similar study carried out by Chang and Lee (2007), who found transformational leadership to be a critical precondition for the operation of learning organization. This finding is also in line with a considerable number of inquiries indicating transformational leader as a crucial enabler of organizational learning and a decisive determinant of knowledge acquisition, diffusion and exploitation within an organization (Amitay *et al*, 2005; Berson *et al*, 2001; Castiglioni, 2006; Coad and Berry, 1998; Crawford, 2005; Lam, 2003; Lee, 2012; Mirkamali *et al*, 2011; Trautmann *et al*, 2007).

Nevertheless, this study's finding concerning the relationship between transactional leadership and learning organization, has not met with academic world's unanimity; although the result of the present research is in plain accordance with Amitay *et al* (2005) reporting an inverse association between this leadership style and organizational learning, it is totally contradicted by Chang and Lee (2007) as well as by Vera and Crossan (2004), who underline transactional leader's significant effectiveness in fostering the creation, dissemination and utilization of organizational knowledge. Furthermore, this result is partially inconsistent with Coad's and Berry's (1998) and Politis' (2002) inquiries reporting that certain traits of transactional leadership positively affects the operation of learning organization. However, this finding is in total agreement with those studies stating that transformational leadership's contribution to the development and sustainability of learning organization is greater than the contribution of transactional leadership (Atwood *et al*, 2010; Berson *et al*, 2001; Politis, 2002; Trautmann *et al*, 2007).

Another finding opposing literature regards the impact of employee educational level on learning organization; contrary to Graham's and Nafukho's (2007) study, the unique inquiry which aimed at exploring the relationship between these two variables and

discovered an unexpected absence of correlation, the present research found staff level of education to be a significant predictor of learning organization. This could be attributed to advertising agencies' knowledge intensive nature, which renders highly educated workforce an indispensable requirement for organizational operation (Alvesson, 2000; Robertson and Swan, 2003). Finally, learning organization's inverse correlation with company's age can be explained by older companies' tendency to base their operation on established principles and work patterns, and to develop organizational systems, practices and structures discouraging learning and innovation (Salaman, 2001; van de Ven, 1986). Henry Mintzberg (1983) underlines that older companies tend to adopt more bureaucratic and standardized structural forms that may crucially reduce corporate learning potential and performance (Kanter, 1994; Lei *et al*, 1999; Walczak, 2005).

Moving on to the second objective, the present study aimed at inquiring whether learning organization affects two principal work outcomes, job satisfaction and job performance, in the context of Greek advertising industry. Findings testify a positive relationship between learning organization and work satisfaction, stating that the higher the extent to which an organization has set workplace learning as a principal priority, the more satisfied employees are with their job. This result supports findings of several previous empirical studies, which discovered organization's learning behaviour to be critical predictor of employee job satisfaction (Chang and Lee, 2007; Dirani, 2009; Lee-Kelley *et al*, 2007; Mirkamali *et al*, 2011; Rose *et al*, 2009; Rowden and Conine, 2005). In addition, the present study is in accordance with inquiries conducted by Leslie *et al* (1998) and Mulraney and Turner (2001), who combined the ample provision of learning and development opportunities to employees with the accomplishment of their individual goals and the consequent work pleasure originated from this achievement.

However, the attainment of personal objectives does not only bring about satisfaction generation, but also ameliorates individual performance (Veloutsou and Panigyrakis, 2004; Weldy, 2009); this statement renders the positive correlation between learning organization and job performance identified by this research, totally expected. According to the present inquiry, the more a company bases its operation on learning organization model, the higher performing its employees are. This finding is in congruence with Ellinger *et al*'s (2002) and Yang *et al*'s (2004) studies, which also utilized Watkins' and Marsick's integration perspective-similarly to this project- and found all learning organization dimensions to be

crucial determinants of staff productivity. Moreover, this result is consistent with Vemić's (2007) point of view emphasizing the critical significance of staff life-long learning and development for continuous individual performance improvement, as well as with findings generated by Rose *et al*'s (2009) research, which postulated a positive association between organizational learning and work performance and indicated job satisfaction as a partial mediator of this relationship.

With regard to the third research objective intending to examine leadership's potential impact on job satisfaction and performance, this inquiry reports that work satisfaction appears favourably connected with transformational leadership, whereas it is inversely related with transactional one. This study provides additional support for prior research works (Berson and Linton, 2005; Castro *et al*, 2008; Duangkrai and Aminuddin, 2011; Kuo *et al*, 2010; Nemanich and Keller, 2007; Pillai *et al*, 1999; Rafferty and Griffin, 2006; Walumbwa *et al*, 2005), which were conducted in various business contexts and established a significant positive association between transformational leadership and follower job satisfaction. The present inquiry is also in line with studies carried out by Biswas and Varma (2012), Bono *et al* (2007), Hughes and Avey (2009) stating that transformational managers displaying developmental leading behaviour, protect their subordinates from experiencing work dissatisfaction. However, this research is incongruent with Judge and Bono (2000) as well as Chang and Lee (2007) who discovered an absence of significant correlation between transformational leadership and job satisfaction.

Concerning transactional leadership, the result of this investigation is inconsistent with Appelbaum *et al*'s (2004) inquiry reporting no correlation between this type of leadership and work satisfaction, but also contradicts Tsai's and Su's (2011) as well as Yammarino's and Dubinsky's (1994) studies, which assert that job satisfaction is positively influenced by transactional attitude. Moreover, although the present study is in accordance with Robbins (2003), Limsila and Ogunlana (2008), Medley and Larochelle (1995) who reported work satisfaction's stronger association with transformational leadership than with transactional one, it does not concur once more with Tsai and Su (2011) who present transactional leadership as a more important predictor of job satisfaction.

As regards job performance, the present research detected that transformational leadership has a significant positive impact on employee performance. This result is in total agreement with the vast majority of prior empirical studies carried out to explore the

connection between these two variables (Bono and Judge, 2003; Dvir *et al*, 2002; Keller, 2006; Kirkpatrick and Locke, 1996; Politis, 2006; Whittington *et al*, 2004). Limsila and Ogunlana (2008), Nemanich and Keller (2007), Wang *et al* (2005) portrayed transformational leader as the one who achieves the highest performance from her/his followers by inspiring them to optimally utilize their potential for organizational success and well-being. However, this finding disagrees with Shamir and colleagues (1998) who reported a negative correlation between transformational leadership and job performance, since they traced an inverse relationship between subordinate performance and charisma, the main attribute of transformational leader.

Transactional leadership's negative association with individual performance revealed by this inquiry, is opposed to several studies (Avolio, 1999; Bass *et al*, 2003; Chu and Lai, 2011; Judge and Piccolo, 2004; Lowe *et al*, 1996; Rowold and Rohmann, 2000) that highlighted transactional leader's positive impact on follower performance, and regarded contingent reward and recognition provided by transactional leader for achieved objectives as a critical performance elevator. Nevertheless, this research provides additional support to those authors (Bycio *et al*, 1995; Hater and Bass, 1988; Limsila and Ogunlana, 2008; Robbins, 2003; Waldman *et al*, 1990) who assert that transformational leadership constitutes a greater contributor to individual performance enhancement than transactional one.

7. CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS

This chapter is devoted to the articulation of the main conclusions drawn from this research, the provision of recommendations and directions for further inquiry, and the description of research limitations.

7.1 CONCLUSIONS AND RECOMMENDATIONS

Based on the present study's findings, it can be concluded that in the context of Greek advertising industry, learning organization is more strongly associated with transformational leadership than with transactional one; more specifically, it is positively influenced by transformational leadership style, but inversely affected by transactional leadership behaviour. Moreover, learning organization was found to have a favourable impact on both job satisfaction and individual performance. In addition, similarly with learning organization, both aforementioned work outcomes appeared to be more strongly correlated with transformational leadership than with transactional one; more specifically, they were discovered to be in a positive relationship with transformational leadership, but in an inverse association with transactional one.

This inquiry indicated that probably being aware of the fact that learning constitutes the principal source of competitive advantage in the present-day business world, Greek advertising companies have integrated the model of learning organization in their operation to a considerable degree (by approximately 68%). However, given their knowledge intensive character as well as the current fierce economic recession, advertising agencies are required to adopt the traits of learning organization, and thus, to base their operation on constant knowledge acquisition, diffusion and utilization, to an even higher extent. Managers are expected to cope with acute turnover decrement and insufficiency of financial resources through strengthening the potential of their human asset and reinforcing organization's learning capacity. They are required to set a good learning example for their subordinates by favouring education and training activities, encouraging dialogue and team work, stimulating inquiry and innovation.

According to this study, individuals employed by Greek advertising firms portray themselves as quite satisfied (by 71,4%) with their work and as achievers of a rather high (by 74,2%) performance. Nevertheless, through intensified staff learning advancement,

managers should enable employees to become even more satisfied, more motivated to put extra effort in the pursuit of organizational goals, and consequently, higher performing and greater contributors to organizational efficiency and vitality.

Moreover, despite deploying a mixed leadership style, managers at the helm of Greek advertising agencies display a leadership behaviour dominated by transformational traits. However, in order to foster not only company's learning orientation, but also employee satisfaction and individual performance, managers should improve even more their skills in transformational leadership, intensify the exhibition of transformational behaviour and eliminate as much as possible transactional one, given its detrimental impact on organization's learning capacity and on both workforce's satisfaction and performance. Therefore, transformational leadership can be regarded as deemed suitable for managing the present-day Greek advertising companies. Managers are required to inspirationally motivate employees to perform beyond expectations by providing them with individualized consideration as well as with ample learning opportunities, building mutual trust and respect, and communicating a compelling organizational vision and powerful objectives. Finally, the critical significance of employee educational level for the operation of learning organization that was detected by this research, highlights the crucial importance for advertising firms to hire well-educated staff members.

Although there is a considerable quantity of scientific output devoted to the notion of learning organization and its connection with leadership and work outcomes, advertising industry as well as the field of communication in general have not stimulated researchers' interest yet, and thus, no prior similar inquiries have been carried out in advertising industry at global level. However, the fact that advertising agencies are typical examples of knowledge intensive firms in combination with current economic malaise jeopardizing the survival of these companies, renders this study rather interesting, challenging and useful. In addition, the present investigation confirms the results of previous inquiries conducted in other business contexts and contributes significantly to the awareness of interdependence between learning organization, leadership, job satisfaction and performance in the context of Greek advertising industry. Moreover, although the interrelationships between the aforementioned four variables have been repeatedly explored, this is the first study in which all these variables were examined together.

7.2 DIRECTIONS FOR FUTURE RESEARCH

This inquiry could provide the basis for further and more in-depth research in the future. First of all, because of the constraints (disposable time and word limit) to collect questionnaires and analyze findings, the author confined her investigation to communication companies specialized in advertising. A subsequent inquiry could have a greater population entailing public relations agencies, media specialists and media companies, and could examine eventual dissimilarities in the interdependence of learning organization, leadership and work outcomes between different types of companies. In addition, a more extended inquiry on the topic could analyze on dimension level the four variables examined by this study, and could explore the possible mediators of the relationships between these variables. Prior studies confirmed the mediating role of organizational commitment (Yousef, 1998) and psychological empowerment (Castro *et al*, 2008) in the relationship of leadership with job satisfaction as well as the mediating influence of organizational commitment (Yousef, 1998), job satisfaction (Politis, 2006), organizational politics (Vigodat-Gadot, 2007) and follower psychological capital (Walumbwa, 2010) in the relationship of leadership and job performance. Finally, the conduction of the same research in other countries would be very interesting in order to inquire how economic development levels and the special features of advertising environment in each country, affect learning orientation, leadership and work outcomes within an organization.

7.3 LIMITATIONS

Similarly to all inquiries exploring social science phenomena, the present study is subject to certain limitations that need to be displayed by the researcher (Denzin, 1989). First of all, fierce economic recession surrounding contemporary Greek business world coupled with the consequent sharp decline in advertising expenditure, officially reduced advertising staff, and therefore, this study's research population, by 38% since last year (EDEE 2012). This in combination with the climate of uncertainty and pessimism dominating Greek advertising industry, has considerably reduced the remaining staff's enthusiasm and willingness to participate in this inquiry and had a certain negative impact on response rate. Furthermore, staff reduction has led to an important decrease in medium and low level employees and rendered more profitable collaborating with external partners than with full-time staff members; this affected the proportion of the three employee levels in the research sample.

Moreover, although respondents were reassured for the anonymity and the confidentiality of the information provided, they may have hesitated to be totally honest and may have given insincere answers for fear of tarnishing their company's image or displeasing higher management or their supervisor. In addition, the fact that the questionnaire was self-administered brings about the probability of some respondents having answered hastily and thoughtlessly due to high workload or lack of interest, something that might have influenced the reliability of the data collected and the conclusions deduced. Last but not least, the constraints on disposable time and resources for conducting this inquiry as well as the word limitation imposed on the writing of this study, might have inevitably affected the depth of the research topic's analysis.

8. REFLECTION ON LEARNING

The conduction of the present inquiry offered the author the valuable experience of designing and carrying out a field research in unfavourable socio-economic conditions but under constant, learning-oriented and effective supervision. In spite of the difficulties-mainly stemming from the current economic recession-that needed to be dealt with, this research led to the deduction of rather interesting conclusions for an unexplored business sector such as advertising. In addition, this study provided the researcher with the opportunity to be acquainted with advertising industry, where she aspires to work in the near future, but also to enrich her knowledge about learning organization, a management topic with growing interest in today's global knowledge-based marketplace.

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WEBSITES

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APPENDICES

APPENDIX A: STUDY'S QUESTIONNAIRE

RESEARCHER: Paraskevi Dekoulou, Postgraduate student in Business Administration (MBA) Staffordshire University (UK) and Technological Education Institute of Larissa

**Leadership and Work Outcomes
in Learning Organization Context**
An Empirical Study in Greek Advertising Industry

QUESTIONNAIRE

FEBRUARY 2012



Dear Sir / Madam,

Given the fact that the major source of competitive advantage for the company of the 21st century lies in its ability to continuously collect, utilize and integrate new knowledge, contemporary firms intensively strive to implement the model of learning organization; an organization that bases its business activity and competitiveness on regular acquisition, diffusion and application of new knowledge. However, the “construction” of a learning organization, which critically influences employee job satisfaction and performance, requires a leadership that facilitates and promotes individual, team and organizational learning.

In order to conduct my dissertation, required for the accomplishment of my Master’s Degree in Business Administration (MBA) awarded by Staffordshire University, I am carrying out a survey aiming at exploring how learning organization, leadership, job satisfaction and individual performance influence each other in Greek advertising companies.

This questionnaire is anonymous and information generated by it, will be absolutely confidential and will be used only for the purposes of the present study.

Your contribution to the conduction of this inquiry is valuable, and thus, I would like to thank you in advance for your cooperation.

Yours sincerely,

Evi Dekoulou

6, Papdiamanti str.

54645 Thessaloniki

Tel: 6973390357 / 2310866969, E-mail: evidekoulou@gmail.com / evi103@hotmail.com

A. How often does each of the following statements occur?

1. In my organization, employees:	Never				Always
	1	2	3	4	5
1 Openly discuss mistakes in order to learn from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Identify skills they need for future work tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Help each other learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Can get money and other resources to support their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Are given time to support learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 View problems in their work as an opportunity to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Are rewarded for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Give open and honest feedback to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Listen to others' views before speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Are encouraged to ask "why" regardless of rank.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Whenever state their view, they also ask what others think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Treat each other with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Spend time building trust with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In my organization, teams/groups:	Never				Always
	1	2	3	4	5
1 Have the freedom to adapt their goals as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Treat members as equals, regardless of rank, culture, or other differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Focus both on the group's task and on how well the group is working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Revise their thinking as a result of group discussions or information collected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Are rewarded for their achievements as a team/group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Are confident that the organization will act on their recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. My organization:	Never				Always
	1	2	3	4	5
1 Uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Enables people to get needed information at any time quickly and easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Maintains an up-to-date data base of employee skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Creates systems to measure gaps between current and expected performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Makes its lessons learned available to all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Measures the results of the time and resources spent on training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. My organization:	Never				Always
	1	2	3	4	5
1 Recognizes people for taking initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Gives people choices in their work assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Invites people to contribute to the organization's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Gives people control over the resources they need to accomplish their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Supports employees who take calculated risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Builds alignment of visions across different levels and work groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. My organization:	Never				Always
	1	2	3	4	5
1 Helps employees balance work and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Encourages people to think from a global perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Encourages everyone to bring the customers' views into the decision making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Considers the impact of decisions on employee morale.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Works together with the outside community to meet mutual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Encourages people to get answers from across the organization when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. In my organization, leaders:	Never				Always
	1	2	3	4	5
1 Generally support requests for learning opportunities and training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Share up to date information with employees about competitors, industry trends, and organizational directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Empower others to help carry out the organization's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Mentor and coach those they lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Continually look for opportunities to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Ensure that the organization's actions are consistent with its values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. How often does the Director of your Department display the following behaviours?

	Never				Always
	1	2	3	4	5
1 Comes up with inventive ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Experiments with new concepts and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Does problem solving in creative, clever ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Searches for innovations and potential improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never				Always
	1	2	3	4	5
5 Exerts upward influence in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Influences decisions made at higher levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Gets access to people at higher levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Persuasively sells new ideas to higher-ups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Maintains a “results” orientation in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Sees that the unit delivers on stated goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Gets the unit to meet expected goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Makes the unit’s role very clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Clarifies the unit’s priorities and direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Anticipates workflow problems, avoids crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Brings a sense of order and coordination into the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Maintains tight logistical control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Monitors compliance with the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Compares records, reports, and so on to detect discrepancies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Shows empathy and concern in dealing with subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Treats each individual in a sensitive, caring way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Shows concern for the needs of subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Facilitates consensus building in the work unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Surfaces key differences among group members, then works participatively to resolve them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Develops consensual resolution to openly expressed differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. To which extent are you satisfied with each of the following elements of your job?

	Very Dissatisfied				Very Satisfied
	1	2	3	4	5
1 The physical work conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Your fellow workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Your immediate boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The freedom to choose your own method of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 The recognition you get for good work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 The amount of responsibility you are given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Your rate of pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The way you are managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Your hours of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Dissatisfied				Very Satisfied
	1	2	3	4	5
10 Your job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 The opportunity to use your abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Your chance of promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 The attention paid to the suggestions you make.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 The amount of variety in your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Your overall level of job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Assess your individual performance as well as your own performance in comparison with that of other employees who perform similar tasks.

Individual Performance						In comparison with other employees				
Very Low				Very High		Very Low				Very High
1	2	3	4	5		1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 Quality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 Quantity of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 Productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 Working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 Taking initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6 Achieving individual goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 Suggestions for quality and productivity enhancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 Overall ability for work accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Personal Details	
1. GENDER	Male <input type="checkbox"/> Female <input type="checkbox"/>
2. AGE	18-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51-60 <input type="checkbox"/> > 60 <input type="checkbox"/>
3. EDUCATIONAL LEVEL	Secondary Education Degree <input type="checkbox"/> IEK Diploma <input type="checkbox"/> Technological Institution (TEI) Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Postgraduate Degree (MA, MBA, MPhil, MSc) <input type="checkbox"/> PhD Degree <input type="checkbox"/>
4. TENURE IN THE COMPANY	_____ years
5. TOTAL WORK EXPERIENCE	_____ years

6. MONTHLY SALARY INCOME	Up to €1.600 <input type="checkbox"/> €1.601- €2.000 <input type="checkbox"/> €2.001- €2.750 <input type="checkbox"/> €2.751- €3.500 <input type="checkbox"/> > €3.500 <input type="checkbox"/>
7. EMPLOYEE LEVEL	Front Line Employee <input type="checkbox"/> Low Level Employee <input type="checkbox"/> Middle Level Employee <input type="checkbox"/> Senior Level Employee <input type="checkbox"/>
8. JOB POSITION	_____
9. TYPE OF OCCUPATION	Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> External Partner <input type="checkbox"/>
10. DEPARTMENT I WORK FOR	Higher Management <input type="checkbox"/> Client Service <input type="checkbox"/> Creative <input type="checkbox"/> Planning, Account & Research <input type="checkbox"/> Media Services <input type="checkbox"/> Administrative & Financial Services <input type="checkbox"/>
11. TOTAL NUMBER OF EMPLOYEES IN MY COMPANY	_____ employees
12. YEARS OF MY COMPANY'S OPERATION	_____ years

APPENDIX B: DESCRIPTIVE STATISTICS

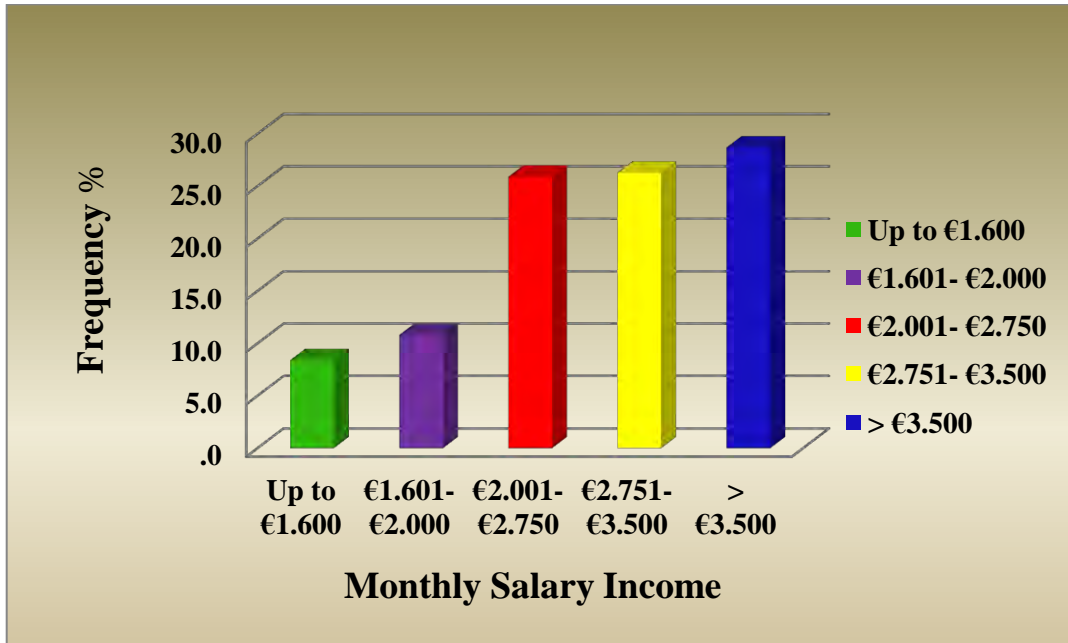


Figure 1: Respondents' Distribution based on Monthly Salary Income

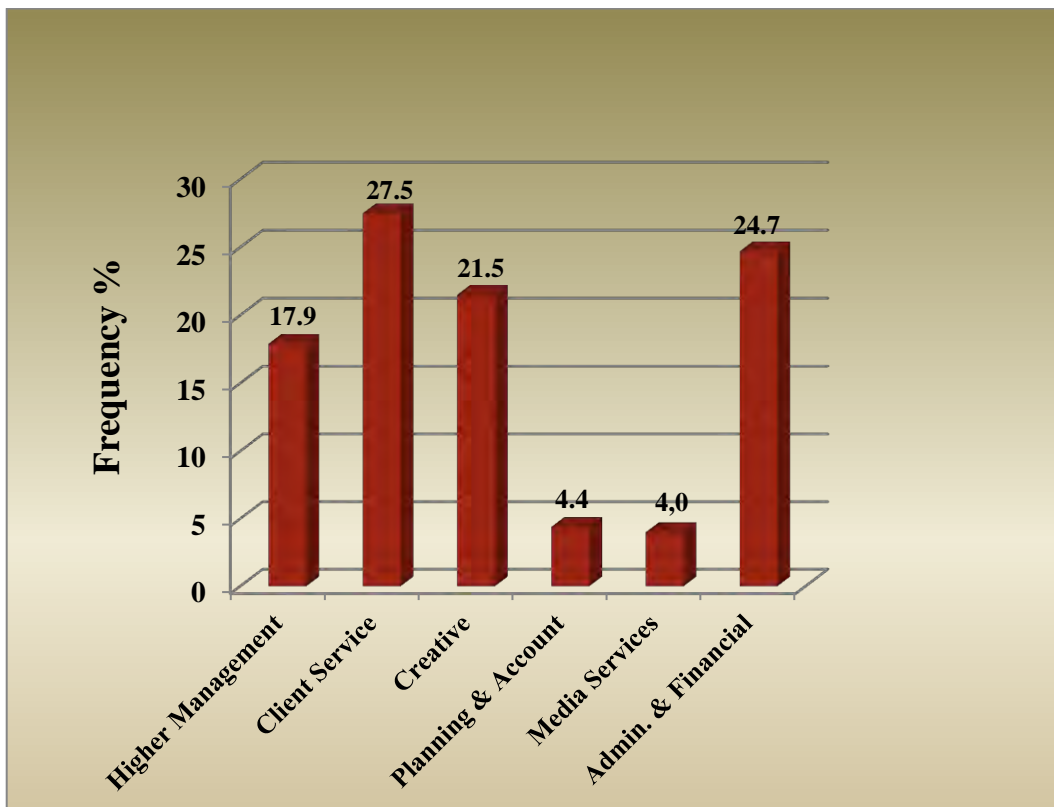


Figure 2: Respondents' Distribution based on Occupation Department

Table 1: Gender and Age Crosstabulation

		Gender		Total	
		Male	Female		
Age	18 - 30	Count	5	14	19
		% within Age	26.3%	73.7%	100.0%
	31 - 40	Count	48	67	115
		% within Age	41.7%	58.3%	100.0%
	41 - 50	Count	53	39	92
		% within Age	57.6%	42.4%	100.0%
	51 - 60	Count	18	5	23
		% within Age	78.3%	21.7%	100.0%
	> 60	Count	1	1	2
		% within Age	50.0%	50.0%	100.0%

Table 2: Gender and Occupation Department Crosstabulation

		Gender		Total	
		Male	Female		
Department of Occupation	Higher Management	Count	30	15	45
		% within Age	66.7%	33.3%	100.0%
	Client Service	Count	27	42	69
		% within Age	39.1%	60.9%	100.0%
	Creative	Count	32	22	54
		% within Age	59.3%	40.7%	100.0%
	Planning, Account & Research	Count	5	6	11
		% within Age	45.5%	54.5%	100.0%
	Media Services	Count	5	5	10
		% within Age	50.0%	50.0%	100.0%
	Administrative & Financial Services	Count	26	36	62
		% within Age	41.9%	58.1%	100.0%

Table 3: Age and Occupation Department Crosstabulation

			Age					Total
			18-30	31-40	41-50	51-60	> 60	
Department of Occupation	Higher Management	Count	0	11	23	9	2	45
		% within Age	0.0%	24.4%	51.1%	20.0%	4.4%	100.0%
	Client Service	Count	6	40	19	4	0	69
		% within Age	8.7%	58.0%	27.5%	5.8%	0.0%	100.0%
	Creative	Count	6	28	16	4	0	54
		% within Age	11.1%	51.9%	29.6%	7.4%	0.0%	100.0%
	Planning, Account & Research	Count	0	8	3	0	0	11
		% within Age	0.8%	72.7%	27.3%	0.0%	0.0%	100.0%
	Media Services	Count	4	3	3	0	0	10
		% within Age	40.0%	30.0%	30.0%	0.0%	0.0%	100.0%
	Administrative & Financial Services	Count	3	25	28	6	0	62
		% within Age	4.7%	40.3%	45.2%	9.7%	0.0%	100.0%