

EDUCATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE: HOW DO LEADERS DEVELOP LEARNING CULTURE IN THEIR LEARNING COMMUNITY?

Adi Suryani, Soedarso, Wahyuddin and Moh. Saifulloh

ITS (Institut Teknologi Sepuluh Nopember)

adisuryani.rahman@gmail.com; soedarso.its@gmail.com; wahyuddin@mku.its.ac.id;

saifultauchid@gmail.com

Abstract: The globalisation era and the changing educational paradigms and worlds push educators to continuously learn to improve their teaching/professional quality and their students' learning outcomes. Therefore, educational leaders should expand their leadership roles. They should not only formulate organizational visions and missions to improve learning quality, but also motivating, inspiring or illuminating other educators to achieve continuously learn. The study aims to explore how several educational leaders at tertiary education institution level develop learning culture and how they manage their emotional tension when they lead other lecturers. The study adopts qualitative method by interviewing and analysing written responses of several leaders. The data show that leaders perceive and believe learning as parts of human's basic needs which should be continuously fulfilled. The leaders embed their espoused learning belief and values through various cultural elements, including organizational artefacts, rituals, systems, climate, space, routine, products to reinforce other lecturers to learn. Frequently, the leaders encounter people-related issues which generate their tensions. However, as leaders, they are conscious that they should not let their emotion control their decision. They tend to use personal humanistic and formal-organizational approaches to manage the problems.

Keywords: educational leadership, organizational culture, learning values, learning community

INTRODUCTION

Leaders are not only responsible for formulating their organizational visions-missions and articulating those visions and missions to their followers, but also creating and maintaining organizational conducive climate and culture to support and foster the realization of organizational visions and missions. Leaders are key figures who determine organizational effectiveness and performance. They have power and influence to grow values. They have capacities to create organizational machinery and how to process systems and procedures. Leaders also have determinant roles in rewarding and punishing organizational members. They can induce certain organizational mood and emotion. Thus, the effectiveness and performance of organization can be influenced by leadership behaviour.

Culture is the driver of organizational behaviour. It provides values and morals for the organizations. Moreover, it becomes atmosphere which may determine organizational environment. Organizational culture tends to direct members' thinking on how to solve organizational issues, respond to organizational events, interpret or make meaning on certain

phenomenon and establish daily routines within organization. Thus, organizational culture drives its' members' behaviour and forms collective thinking/mindset. Organizational culture can be a resource which can be used by leaders to achieve organization vision and increase its' performance. Thus, leaders' competences in managing organizational culture are vital.

Tertiary educational institutions have main task and responsibility to provide high quality education for their students. To do these functions, they should provide organizational machinery (systems, structures and procedures), human resources to facilitate learning and organizational culture as the collective drivers. Globalization brings about rapid changes in science development and opens access for knowledge construction. This situation encourages tertiary education institutions to improve the quality of their lecturers through continuous learning individually and collectively. Educational leaders are organizational key person who can develop their organizational culture of learning to improve the quality of human resources (lecturers and teachers) for improving educational outcomes. This study aims to explore how some educational leaders at higher/tertiary education level/institution manage organizational culture for increasing members' capacity to learn and how the leaders manage their own emotion during the process of leading and managing. The study is focused on educational leaders' perception on their leadership behaviour and styles in managing learning culture.

Literature Review

Leadership and Organizational Culture

Effective leadership is closely related to organizational effectiveness. This is because leaders occupy several determinant organizational roles. Leaders carry out interpersonal, informational and decisional roles (Mintzberg, n.d., cited in Lussier & Achua, 2004, pp. 9-12). Leaders have power and authority to drive and define how their organization should perform and what strategies they should take and implement. Leadership relates to how leaders exercise their power and influence to empower and motivate their followers to reach organizational vision. Yukl (2003, p. 2) states "influence is the essence of leadership." Similarly, Lussier and Achua (2004) define leadership as the affecting process of leaders and followers to achieve their organizational visions through organizational change. Leaders' capacities to influence their followers are reinforced by their power. Leaders have several powers, including legitimate, reward, coercive, referent, expert and connection powers (Lussier & Achua, 2004, pp. 104-109). Leadership is concerning with process of coordinating individuals and groups to form targets and work together to reach collective targets (Horth & Vehar, 2014, p. 5).

Because leadership is essential for organization development and performance, some studies explores what factors compose effective leadership. The effectiveness of leadership is depending on leaders' traits and personalities, including internal locus of control, integrity, high energy, dominance, self-confidence, stability, intelligence, sensitivity to others, flexibility and integrity (Lussier & Achua, 2004, p. 33). Effective leadership is indicated by several leaders' behaviour and competence, including forming goals and planning strategy, adapting them to organization needs, open communication and suggestions, broadening relationships, building learning culture (Aurora, 2013, p. 293) and is able to analyse organization weakness and strength (Tudorica, 2007, cited in Aurora, 2013, p. 290).

Educational leadership has primary tasks to support team leadership, increase school management performance and students' learning outcome (Aurora, 2013, p. 290). Growing learning culture is essential for educational institutions. Culture has several main characteristics:

culture tends to be stable in groups, it is absorbed unconsciously and tangible, it governs group functioning, and integrate all organizational elements (values, behaviour activities) (Schein, 2004, pp. 14-15). Eldridge and Crombie (1974, p. 89, cited in Linstead, 1999, p. 90) define organizational culture as “the unique configuration of norms, values, and beliefs, ways of behaving and so on that characterize the manner in which group and individuals combine to get things done.” Organizational culture embodies values which influence members’ behaviour and thinking (*An Introduction to Organizational Behaviour*, 2012, p. 727). Culture exists in organizations in three levels: assumptions, values and artefacts (Schein, 2004, p. 26). Organizational culture can be defined into several dimensions based on organizational values: innovative, aggressive, outcome oriented, stable, people-oriented, team-oriented and detail-oriented (*An Introduction to Organizational Behaviour*, 2012, p. 733). Organizational culture is formed by influential member/individual who becomes the founder of the organization and leader of the group and reinforced by the subsequent leaders (Schein, 2004, pp. 15-16). Leadership (particularly for growing innovation) requires three primary components: mindset (sets of strategy, approaches), skillset (sets of knowledge and abilities) and mindset (attitude and behaviour) (Horth & Vehar, 2014, p. 10).

Leaders-Followers Relationship and Organizational Behaviour

Leadership cannot be separated from followership. Leaders need followers to delegate tasks and work together. Leadership is also involving two ways influencing process. Leadership and followership process is mutual and symbiotic (Gilbert & Matviuk, 2008). Leaders’ behaviour and how leaders are accepted can be determined by their followers (Korman, 1977, pp. 152-175). Leaders build interaction with their followers (dyadic) through several ways: personalized-individual interaction and leader-group interactions. There are some stages of development between leader and follower interaction, including leaders develop individual relationship with certain followers and emerge in-and out-groups, build relationship with followers which can affect the quality of organization, leaders develop relationship with groups and leaders establish relationship with all groups and networks (Lussier & Achua, 2004, p. 223).

How leaders treat their followers are contributed to how followers feel, influence followers’ behaviour, attitude and brings implications on followers’ organizational behaviour. Followers’ behaviour can influence organization performance (Boerner, Eisenbeiss, & Griesser, n.d.). Moreover, Boerner, Eisenbeiss and Griesser (n.d.) suggest that transformational leadership styles increase followers’ work performance by elevating followers’ citizenship behaviour and followers’ innovative thinking through critical debate. Moreover, leadership styles can influence followers to feel that they are family of the organization and this lead to followers’ organizational citizenship behaviour (Oguz, 2010). Leaders who are able to provide sense of security and feeling of encouragement, comfort and motivation can grow followers’ pro-social behaviour, empowerment and positive outcomes (Mayses, 2010). Moreover, Gardner, Avolio, Luthans, May and Walumbwa (n.d., p. 6) propose that authentic leadership behaviour which show leaders’ self awareness and self regulation can impacts on followers positive behaviour, including trust, engagement, and well being and followers’ performance, including sustainability and genuineness. However, leaders may develop different interaction with different follower (Phillips & Bedeian, n.d.). Leaders’ ethical attitude tends to influence followers’ feeling and organizational commitment. Unethical leaders who misuse their power can make the followers feel being isolated, dissociated and find attachment and relationship with other organization (Hollander,

n.d., p. 56). Similarly, Ruiz, Ruiz and Martí'nez (2011) find that followers who see their leaders as ethical leaders tend to respond their job positively.

Learning Culture in Organization and Learning Community

Education is the key towards development in any sectors. Education institutions have their primary responsibility to provide and facilitate higher level of learning within certain education systems. Thus, education institutions academics and staff are obliged to continuously learn individually and in groups/organizations. Organizational learning is not only significant for improving members' knowledge and skills, but also maximizing organizational capacity to grow and create organizational culture and learning (Saadat & Saadat, 2016). This indicates that learning in organization occurs in multi-levels.

Learning culture in organization involve individual and group continuous learning and how these individuals align their learning to group and organizational learning (Sessa & London, 2006). Culture is viewed from two different perspectives. Culture as static product which is resulted from shared values of organization members (Hofstede, Bond, & Luk, 1993; Hofstede & Hofstede, 2005) and culture as dynamic system which affects individual's thinking and behaviour and can be influenced by individual's thinking and behaviour (Markus & Kitayama, 2010). Learning culture in organization concerns with implementation of values, committed behaviour and attitude to perform continuous learning in organization (Schmitz, Rebelo, Gracia, & Tomás, 2014, p. 114). Learning in organization occurs when individuals in groups are sharing knowledge through dynamic social interaction which happens at all levels (individuals, groups and organizations (Schmitz et al., 2014, p. 114). Senge (2006, p. 6) defines organizational learning as "a continuous testing of experience and its transformation into knowledge available to whole organization and relevant to their mission." Similarly, Harteis, Bauer and Gruber (2008) highlight the significance of daily activities in workplace as source of learning from experience which can improve workers' capacity to compete in global market. Learning within organization cannot be separated from organization as the space, environment and context for learning. Learning occurs within social and cultural context of organization. Learning in certain cultural context is bidirectional process in which the learners study by participating in social and cultural context of certain community, adapting and following the systems, but at the same time , the learners are altering and forming culture (Cole, 1985, cited in Kumpulainen & Renshaw, 2007, p. 110-111).

Learning is social practices. It involves the role of social and physical environment. Situated learning theory posits that the learning process is influenced by learning context, socialization with other learners, environment and understanding the meaning of learning (Lave & Wenger, 1991, cited in Pella, 2011, p. 109). There are several fundamental components which support effectiveness of organizational learning: management and leadership, culture, systems of knowledge, information and communication (Saadat & Saadat, 2016, p. 223) and structure and systems of organization which facilitate change (Nadushan & Shargh, 2005, cited in Saadat & Saadat, 2016, p. 233). Frequently, some groups/sub-groups within organization aggregate and collaborate to form professional learning community/group. Learning community grows and functions when there are supporting elements of shared and supportive leadership, learning together and its' implementation, encouraging conditions, collective values and visions and collective activities (Hord, 1998). Kilbane (2009) identifies several factors contributing to professional learning sustainability which include systems which support collaboration, commitment and responsibility of members/individuals to learn continuously, supporting partnerships and coherent relations of organizational learning elements.

METHOD

The study is a qualitative inquiry. It aims to explore self and lived experience of three leaders when they lead a teaching unit. This teaching unit is responsible for providing academic services/teaching for a tertiary/high education. This study uses phenomenology as the epistemology. Phenomenological researchers aim to explore participants' experiences and extract similar commonality from their experiences (Creswell, 2007, p. 58). Phenomenological study focuses on understanding the lived experiences, analyzing the essence of those experiences (van Manen, 1990, p. 10). The data are collected through reflective and written responses of the leaders describing their experiences to manage cultural learning in their organization and manage their tensions/emotions in managing it. The gathered data are organized and examined by using analytic induction. The gathered data are analyzed to find themes and relationship between all the data, interpreted, abstracted and linked with relevant concepts. Qualitative researchers find interrelationships to develop ideas and concepts (Punch, 2011, p. 196). The phenomenology researchers determine the research questions, develop instruments to collect data, collect the data, examine "significant statements," parts of data which convey the informants' experiences (Creswell, 2007, p. 61). There are several specific factors relating to leadership and learning culture that we explore: 1) leaders' assumption and values on learning essence and learning culture, ways/methods used by the leaders to manage learning culture, organizational resources used to manage the culture, issues relating to learning culture and leaders' self emotional management.

DISCUSSION

The educational leader participants develop and maintain learning culture through three main ways.

Creating and formulating assumptions on learning

Leaders' behaviour and attitude on their organizational learning is affected by their assumptions and underlying values on the essence of learning, occurring at the individual, group and organizational levels. The leader-participants assume that there is dualistic, mutual and two-way relationship between members' individual, group and organizational learning.

"...good organization will support, facilitate and provide chances for all of its' members to develop through learning process. Positive interaction among organizational members will accelerate synergic growth and development of individuals through providing feedback each other and cooperation. These individuals development will also impact on organizational development. Learning culture should cover principles and values and continuous habituation through organization as a place to learn and cooperate, consistently." (The Leader-Participant-1)

"Learning is a task and responsibility of all human being, whatever their professions are, especially for lecturers and teachers. This is because life is always changing and developing, so everyone should increase their knowledge, broaden their insight and always update information" (The Leader-Participant 3)

The data indicates that the learning culture in organization is developed from its' individual continuous learning. However, this individual learning should be intertwined with members' social learning through cooperating and networking. This indicates that organizational learning and learning culture development require individuals' learning motivation and members'

alignment/self-group/organizational identification. The leader-participants believe that strong learning culture is generated from conditioning process. This strong learning culture is initiated from its' member learning enjoyment which is transformed into habit. The leader-participants view organization as environment (social and physical) which should provide systems and facilities for members to learn and develop. Individuals requires encouraging and secure environment, surrounding which provides many opportunities and social interaction with others to learn (Sessa & London, 2006, p. 69).

Designing and executing learning activities and programs

To develop learning culture in their organization, the leader-participants create/design some organizational learning activities. Those are creating internal scientific group forums, empowering individuals to write and publish, designing research groups, opening relationship with other institutions and developing scientific forums by inviting other institutions.

“when I become a leader, I motivate the members to write scientific article and participate seminars or workshops. To motivate them, I try to provide certain budget even give rewards for them...” (The Leader-Participant-2)

“...creating gathering forums, it can be through meeting, coordination, trainings and other activities which can facilitate all members to get new knowledge together... all members are grouped into several teams based on their learning interests. The groups are not rigidly structured, so that each group still can work and cooperate with members from other groups, establishing relationship with other people from other institutions through seminars...” (The Leader-Participant 1)

“for maintaining learning motivation of the lecturers, we try to provide appropriate studying/reading room and complete that room with book collection. So that the lecturers can broaden their knowledge, especially which is related to their discipline (teaching subjects)” (The Leader-Participant 3)

“each member usually already has their own peer group. So far, frequently, those peer groups can help to cover each individual’s weakness...” (The Leader-Participant-1)

The leader-participants facilitate individual learning and group development through work structure and designing building community of practices. The leader-participants insert learning activities into work systems and structure. The members are not only finishing their jobs, but also getting new knowledge through training and seminars. The members can learn new skills and knowledge from their experience in doing their jobs. On the job experiential learning is the most significant way for supporting individuals to learn since it is usually containing challenges (Sessa & London, 2006, p. 77).

The building of learning teams/groups is the leaders’ strategy to develop shared and collective activities. It is an organizational mechanism which can transform individual into collective learning and move the level of learning from individual to group and organizational stages. The communities of practice allow the members to work and learn together. Frequently, the members form their own community of practices with their peers and build their small groups. The flexibility to form their own daily day-to-day learning small teams/groups allows the members to have their own decision in learning, how they learn and with whom they learn. Team learning is a way to improve individual learning quality. Genuine learning team will be able to produce satisfactory work result, but also increasing individuals’ growth (Senge, 2006, p. 9). The

growth of informal peer group in learning allow its' members to interact freely and frequently build their own sub-culture to learn. The spontaneous interaction of peer group can emerge norms and behaviours which grow into culture (Schein, 2004, p. 15). Peer group can be used to change the behaviour of individuals (Katz & Kahn, n.d., cited in Hanson, 1985, p. 332).

Managing organizational spaces and artefacts

The leader-participants are also aware that to encourage learning culture, they should design and manage organizational environment. They should create and maintain organizational climate which can induce positive mood and emotion of organization. Members' emotion can influence their behaviour which may impact organizational behaviour and performance. This organization environment management include managing organization rituals (such as regular *arisan*, organizational picnic, daily lunch gatherings), symbols, caring activities, language and communication. Leaders also are designing organizational physical environment, including its' spaces, furnitures, paintings/pictures, organizational motto, slogans and values.



Figure 1. An organization message



Figure 2. An organization meeting and communal room

The above figure (Fig.1) shows organizational message created and designed by the leader-participant. This message communicate espoused values which are created and disseminated by the leader-participant 1 by putting it on the wall of the front office, where all members can see it every day. Through this message, the leader-participant 1 wants to motivate the members, encourage them to be aware that working has a spiritual dimension, it is a form of pray and dedicate ourselves to the God. Thus, all of the members should work well. Besides, working should be done with happy feeling which indicates that there are emotional dimension in working. The leader-participant 1 aims to empower the members to work hard and induce positive feeling. Moreover, the leader-participant 1 expects that sincerity and happiness in doing job can lead to citizenship behaviour and organizational citizenship behaviour. The citizenship behaviour is performed by member who is willing to work extra voluntary with or without any reward, while organizational citizenship behaviour tends to be performed by members who are loyal, support and maintain organization (Colquitt, Lepine, & Wesson, 2013, p. 39).

The second figure (Fig. 2) shows a meeting room which play multi-functions. It is a place for learning together, collaborating, discussing, enjoying lunch together, relaxing, preparing scientific forums/activities, watching film, karaoke even in door sport activities. Artefacts are the most visible organizational culture which cover all phenomena that one can see, hear and feel (Schein, 2004, p. 25).

Learning Controls

The leaders are also responsible for monitoring and controlling organizational operations, including how their members learn and not learn. Rewarding and warning/punishing are approaches to appreciate and control learning process.

“...I approach members who have problems by using personal and structural approaches by supervising and facilitation without embarrassing them in front of other members. I tend to encourage and appreciate than punish. If I must punish them, then the next process should involve their peer group. As long as their peer group can help them to guide, then the organization shouldn’t be too intervene...” (The Leader-Participant 1)

“for those who don’t want to learn, my solution is reminding them back to long life education principle and the Islamic values which teaches us *belajar itu dari buaian ibu sampai liang lahat*. So, the leader should be able to change the members’ mindset by reminding them that learning is enjoyable...” (The Leader-Participant 2).

The leaders tend to use non-formal approaches to remind their members to learn. The leaders are using peer group and Islamic espoused values on learning. Peer group can potentially influence the members to change through socialization, spontaneous interaction, gathering activities, *silaturahmi* moments. Islamic religious espoused value is also used to evoke the spiritual sense of the members. In managing their organizational culture, leaders can use bureaucratic control which emphasizes structural organizational punishment and reward (Weber, 1964, cited in Linstead, 1999, p. 106) and cultural control which emphasizes on increasing workers’ loyalty and attachment to organization through organizational rituals, myths and lifes and humanistic control which focuses on increasing members’ love to organization (Howthorne, n.d., cited in Linstead, 1999, p. 106). The leader-participants tend to use social-cultural-and religious/spiritual approaches.

In handling learning culture issue, the leaders are not only managing the organizational environment and members’ behaviour, but also their own emotion and behaviour. The emotional fire of leaders can burn their organization. Thus, in controlling the learning culture, the leaders should also control their own selves. The leader-participants are aware that they should control their emotion by regarding the issue as organizational issue, instead of personal issue, being patient, use rational-organizational ways and using spiritual way by praying

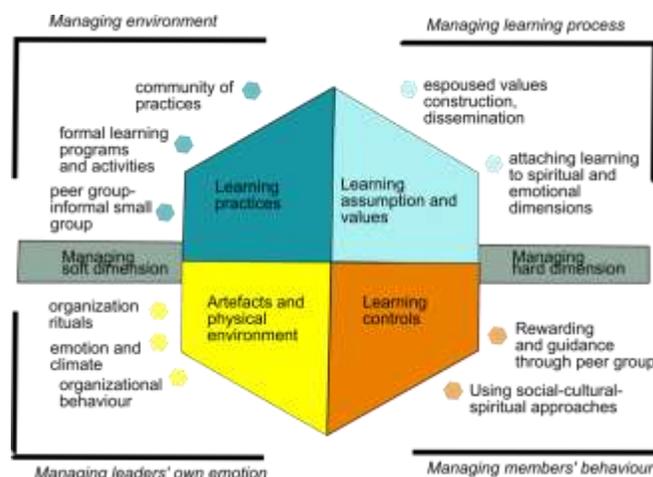


Figure 3. Leaders' multi-roles in developing learning culture

Figure 3 shows leaders' various responsibilities in managing learning culture in their organization. In managing learning culture in their organization, it is not sufficient for the leaders to only manage learning programs and practices. They should also manage physical environment, organizational artefacts, members' behaviour and leaders' own emotion and behaviour.

The study indicates that in managing learning culture, leaders should consider the soft and hard nature/dimensions of their organization. Learning development (organizational cognition) should be linked/intertwined by other organizational dimensions/elements: social, spiritual, cultural and emotion of organization.

CONCLUSIONS

Leaders in educational institution have substantial responsibility to improve, provide and facilitate learning for students. To fulfil this responsibility, leaders should start by build learning culture in their organization to provide quality human resources in education. Through qualified lecturers and educational staff, it is expected that students' learning outcome can be improved. There are several aspects that the leader-participants consider in developing learning culture in their organization. Those are building and disseminating learning assumption and values, building positive atmosphere/climate, designing programs and habituating learning practices and creating artefacts and physical spaces for learning. Developing learning culture needs more than managing learning practices itself, but it requires leaders' multi-managing skills: managing artefacts and physical environment.

REFERENCES

- An Introduction to Organizational Behaviour*. 2012. Creative Commons by-nc-sa 3.0.
- Aurora, T. D. 2013. Challenges faced by educational leadership on influencing student learning. *Procedia- Social and Behavioural Sciences*, 93, 290–295.
- Boerner, S., Eisenbeiss, S. A., & Griesser, D. (n.d.). Follower Behavior and Organizational Performance: The Impact of Transformational Leaders. *Journal of Leadership & Organizational Studies*, 13(3), 2007.
- Colquitt, J., A., Lepine, J., A., & Wesson, M., J. 2013. *Organizational behaviour. Improving performance and commitment in the workplace* (3rd ed.). New York: McGraw-Hill/Irwin.
- Creswell, J. W. 2007. *Qualitative inquiry and research design. Choosing among five approaches*. (2nd ed.). California: Sage Publications, Inc.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R. ., & Walumbwa, F. (n.d.). "Can you see the real me?" A self-based model of authentic leader and follower development. *Management Department Faculty Publications*. 158.
- Gilbert, J.illian, & Matviuk, S. 2008. The Symbiotic Nature of the Leader-Follower relationship and Its Impact on Organizational Effectiveness. *Academic Leadership: The Online Journal*, 6(4).
- Hanson, E., M. 1985. *Educational administration and organizational behaviour* (2nd ed.). Massachusetts: Allyn and Bacon, Inc.

- Harteis, C., Bauer, J., & Gruber, H. 2008. The culture of learning from mistakes: How employees handle mistakes in everyday work. *International Journal of Educational Research*, 47, 223–231. <https://doi.org/10.1016/j.ijer.2008.07.003>
- Hofstede, G., Bond, M., H., & Luk, C., L. 1993. Individual perceptions of organizational cultures: A methodological treatise on levels of analysis. *Organizational Studies*, 14(4), 483–503.
- Hofstede, G., & Hofstede, G., J. 2005. *Cultures and Organizations: Software of the mind*. New York: McGraw-Hill.
- Hollander, E., P. (n.d.). Ethical challenges in the leader-follower relationship. In *Ethics: The Heart of Leadership* (pp. 47–58).
- Hord, S. M. 1998. Creating a Professional Learning Community: Cottonwood Creek School. *Issues about Change*, 6(2), 2–9.
- Horth, D. M., & Vehar, J. 2014. *Becoming a Leader Who Fosters Innovation*. Center for Creative Leadership.
- Kilbane, J. F., Jr. 2009. Factors in Sustaining Professional Learning Community. *National Association of Secondary School Principals. NASSP Bulletin*, 93(3), 184–2015. <https://doi.org/10.1177/0192636509358923>
- Korman, A., K. 1977. *Organizational Behaviour*. New Jersey: Prentice-Hall, Inc.
- Kumpulainen, K., & Renshaw, P. 2007. Cultures of learning. *International Journal of Educational Research*, 46, 109–115. <https://doi.org/10.1016/j.ijer.2007.09.009>
- Linstead, S. 1999. Managing Culture. In *Management. A Critical Text* (Fulop, L & Linstead, S.). South Yarra: Macmillan Publishers Australia Pty Ltd.
- Lussier, R. N., & Achua, C. F. 2004. *Leadership. Theory, Application, Skill Development* (2nd ed.). United States of America: South-Western.
- Markus, H., R., & Kitayama, S. 2010. Cultures and Selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, 5(4), 420–430. <https://doi.org/10.1177/1745651610375557>
- Mayseles, O. 2010. Attachment and the Leader-Follower Relationship. *Journal of Social and Personal Relationships*, 27(2), 271–280.
- Oguz, E. 2010. The relationship between the leadership styles of the school administrators and the organizational citizenship behaviours of teachers. *Procedia Social and Behavioral Sciences*, 9, 1188–1193.
- Pella, S. 2011. A Situative Perspective on Developing Writing Pedagogy in a Teacher Professional Learning Community. *Teacher Education Quarterly*, 107–125.
- Phillips, A. S., & Bedeian, A. G. (n.d.). Leader-follower exchange quality: The role of personal and interpersonal attributes. *Academy of Management Journal*, 37(4), 990–1001.
- Punch, K., F. 2011. *Introduction to Social Research. Quantitative and qualitative approaches* (2nd ed.). London: Sage Publications, Inc.
- Ruiz, P., Ruiz, C., & Martínez, R. 2011. Improving the “Leader–Follower” Relationship: Top Manager or Supervisor? The Ethical Leadership Trickle-Down Effect on Follower Job Response. *Journal of Business Ethics*, 99, 587–608.
- Saadat, V., & Saadat, Z. 2016. Organizational Learning as a Key Role of Organizational Success. *Procedia - Social and Behavioral Sciences*, 230, 219 – 225.
- Schein, E. H. 2004. *Organizational Culture and Leadership* (3rd ed.). San Fransisco: John Wiley & Sons, Inc.

- Schmitz, S., Rebelo, T., Gracia, F. J., & Tomás, I. (113AD). Learning culture and knowledge management processes: To what extent are they effectively related? *Journal of Work and Organizational Psychology*, 30, 2014.
- Senge, P., M. 2006. *The Fifth Discipline. The Art and Practice of the learning organisation*. London: Random House.
- Sessa, V. I., & London, M. 2006. *Continuous learning in organizations. Individual, group and organizational perspectives*. New Jersey: Lawrence Erlbaum Associates, Inc.
- van Manen, M. 1990. *Researching lived experience. Human science for an action sensitive pedagogy*. Canada: The State University of New York.
- Yukl, G. 2003. *Leadership in Organizations*. Prentice Hall.