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**THE ROLE OF TRANSFORMATIONAL LEADERSHIP, THE CULTURE OF
ORGANIZATIONAL LEARNING, AND DIGITAL LITERATION IN IMPROVING
THE COMPANY PERFORMANCE**

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ABSTRACT

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This research aims to investigate the role of transformational leadership, organizational learning culture, and digital literacy in enhancing company performance. This paper uses literature review approach. The company needs to adapt with the current dynamics changes in the world condition that tend to develop in digital world. The dynamics changes make the company use digital tools to compete in the industry. These changing circumstances force human resources to must have digital literacy in order to succeed on tasks and in enhancing company performance. The company needs to use transformational leadership to change the organizational culture from conventional way to make human resources become more digital literate in order to enhance the company performance.

Introduction

Organizational learning is one of the most important sources of sustainable competitive advantage that companies have (de Geus 1988), as well as an important driver of corporate performance (Stata 1989). Studies have shown that organizational learning affects competitive advantage (Jashapara 2003), financial and nonfinancial performance (Bontis et al. 2002; Skerlavaj/Dimovski 2004; VDimovski/Skerlavaj 2005; Jimenez-Jimenez/Cegarra-Navarro 2006), tangible and intangible collaborative benefits in strategic alliances (Simonin 1997), the unit cost of production (Darr et al. 1995), and innovation (Llorens et al. 2005). Given the turbulent environments that organizations work within, continuous learning is a key driver of their ability to remain adaptive and flexible - that is, to survive and effectively compete (Burke et al. 2006). Given the significance of organizational learning for corporate performance, understanding ways in which managers can influence the learning process in organizations is becoming increasingly important. Lei et al. (1999), Llorens et al. (2005), Senge (1990), and Swieringa/Wierdsma (1992) emphasize the importance of leadership for organizational learning. Maani/Benton (1999), Slater/Narver (1995), and Snell (2001) describe capability with regard to transformational leadership as one of the most important means of developing learning organizations, while recent theoretical developments emphasize the importance of a contingent approach toward leadership and organizational learning (Vera/Crossan, 2004).

Theoretical background

Transformational leadership

Transformational leadership is a multidimensional concept (Avolio & Bass, 1995; 2004). There are four main elements in the transformational leadership: ideal influence, intellectual stimulation,

individual considerations, and inspirational motivation. According to Avolio and Bass (2004), the transformation leaders tend to intellectual stimulation to their team members. They always challenge the status quo, stimulate their team member to find the new work ways in order to solve the problem at work. The transformational leaders consider their individual team member. They are an inspirational motivation for their team member, who give the direction to achieve the common goals. Therefore, team members choose them as their role model. These activities encourage the team members to active in ideas brainstorming, thinking about the breakthrough, and eventually can create the innovation at work.

Organizational learning

Numerous definitions of organizational learning exist (Bontis et al. 2002; Dimovski 1994; Shrivastava 1983). Huber (1991) defines organizational learning as the processing of information with the aim to store knowledge in the organizational memory. According to Huber (1991), organizational learning consists of four constructs: (1) information acquisition; (2) information distribution; (3) information interpretation; and (4) organizational memory. Kim (1993), Dimovski (1994), Crossan (1995), and Sanchez (2005) extend Hubers' information-processing perspective to include behavioural and cognitive changes which should, in turn, have an impact on organizational performance.

The article builds upon the above-mentioned definitions and considers organizational learning as a process consisting of four consecutive constructs: (1) information acquisition; (2) the distribution of information; (3) information interpretation; and (4) the resulting behavioural and cognitive changes. The first three constructs together represent the information-processing stage, which can be understood as the transformation of information into knowledge. While we might expect these constructs to be highly related in empirical terms, they are theoretically distinct and treated as such.

Together ³ with the organizational-learning process in general, information processing starts with information acquisition. Organizational members collect information from sources inside the company and outside the company, while ³ in modern learning organizations an important aspect of information acquisition occurs through employee training. Obviously, there are at least three subdimensions to information acquisition: (1) “information acquisition from internal sources” and (2) “information acquisition from external sources”, and (3) “employee training”. When assigned adequate importance, these three subdimensions allow employees to continuously update their work-related information base.

² The transactional leadership process builds upon exchange: the leader offers rewards (or threatens punishments) for the performance of desired behaviours and the completion of certain tasks. This type of leadership may result in followers’ compliance, but is unlikely to generate enthusiasm for and a commitment to task objectives. Transformational leadership lies in the leader’s ability to inspire trust, loyalty, and admiration in followers, who then subordinate their individual interests to the interests of the group. Rather than analyzing and controlling specific transactions with the followers by using rules, directions and incentives, transformational leadership focuses on intangible qualities such as vision, shared values, and ideas in order to build relationships, give larger meaning to separate activities, and provide common grounds in order to enlist followers in the change process.

Organizations ⁴ that adapt to change utilize new knowledge to drive continuous improvement and enhance service delivery (Giescke and McNeil, 1999). The organizational learning process is critically dependent on a workplace culture that encourages staff members, at all levels of the organization, to share ideas and insights.

A review of the library literature on organizational learning and change (see Phipps, 1993; Warnkin, 2004b; Rowley, 1997; Shoaf, 2004; Bender, 1997) indicates that learning organizations facilitate Environmental scanning; Customer focus; Organizational vision; Open communications and collaboration between and among work groups; Employee participation in management decisions. Experimentation; Professional development and new skills acquisition; Opportunities for professional growth; An equitable work place environment; and Employee diversity.

Leadership styles and organizational learning

³⁴ By the nature of their status, leaders serve as the information centres of their units or teams. They therefore have a strong influence on the acquisition and distribution of information. Transformational ²⁴ leaders encourage open, honest, and timely communication, and foster dialogue and collaboration between team members. They ¹¹ encourage the expression of different views and ideas. They act as catalysts, speeding up knowledge acquisition and distribution. By allowing the expression of different views and ideas, by challenging old assumptions and beliefs, and by stimulating new perspectives they enhance the process of information interpretation, as well. On the other hand, transformational ¹² leaders may facilitate the cognitive and behavioural changes in organizational members resulting from previous phases of organizational learning.

The empirical evidence, although scarce, generally supports these assertions. In their meta-analysis, Burke et al. (2006) examined the relationship between leadership behaviour in teams and team performance outcomes. They found that, out of 50 empirical studies (up to 2004), only three included organizational learning as the outcome variable and none of them examined the relationship between transformational leadership and organizational learning. Aragon-Correa et al. ¹⁰ (2005) used data from 408 large Spanish firms and found that transformational leadership facilitates the organizational members' ability to create and use knowledge. Similarly, a study of

202 Spanish companies established a strong and positive impact of support leadership on learning in organizations (Llorens Montes et al. 2005). Recent research in the Israeli non-profit sector (schools) showed that transformational leadership has a significant positive direct effect on organizational learning (P = .21) (Kurland/Hertz-Lazarowitz 2006). The effect of transactional leadership was still positive but somewhat weaker (P = .15).

Digital Literacy

In high technology industry context, especially in the telecommunication industry, digital is the core knowledge. Digital plays the main function in the day to day activities. According to Martin (2005), digital literacy is the individual awareness, attitude, and ability to use digital tools and facilities appropriately for identify, access, manage, integrate, evaluate, analyze, and synthesizing digital resources, building new knowledge, creating media expressions, and communicating with other people in the context of certain life situations, which allows constructive social action. According to Yim et al. (2013), technological innovation is a core element, which determines the company's competitiveness. Innovation based on technology plays very important role for the survival and growth of the company. Therefore, the employees in the high-tech industry, especially in the telecommunication industry are required to be aware of this technology and digitalization. Furthermore, Mohammadyari, and Singh (2014) emphasized the importance for employee or individuals to analyze the digital material and to get a deeper understanding of how the digitalization impact to their jobs. This digital literacy can help them accomplish the new challenge and solve the current problem.

This study, focused on the influence of transformational leadership to change the organizational culture from conventional way to make human resources become more digital literate in order to enhance the company performance.

Materials and Methods

To define the concepts mentioned above a literature analysis was carried out. The literature used in this article was derived from International Journal of Production Economics, Journal for East European Management Studies, Journal of Business Research, and Management Science Letters.

The four journals included in the literature search all meet international publication and quality requirements and are often used as reference. There were five selection criteria for the articles:

- Based on empirical research or a literature review, so editorials, commentaries and prologues were excluded.
- Published in international scientific journals.

In analysing the literature the focus was on the following three themes:

- Definition of the concepts used.
- Relation between the various concepts used.
- Any subdivision in themes within the concepts used.

Results

Summary Table

Title	Citation	Sample	Data collection	Method	Conclusions
Transformational leadership influence on organizational performance through organizational learning and innovation	Victor Jesús García-Morales 1, María Magdalena Jiménez-Barrionuevo 2, Leopoldo Gutiérrez Gutiérrez 2	168 Spanish firms	Stratified sample with proportional allocation (size, sector)	Structured questionnaire	The results reveal that (1) transformational leadership influences organizational performance positively through organizational learning and innovation; (2) organizational learning influences organizational performance positively, both directly and indirectly through organizational innovation; (3) organizational innovation influences organizational performance positively
Transactional and transformational leadership impacts on organizational learning	Hugo Zagoršek, Vlado Dimovski and Miha Škerlavaj	753 alumni of the undergraduate programs of the Faculty of Economics of the University of Ljubljana	Deliberately sample for heterogeneity	Structured questionnaire	The results show that transformational leadership has a strong impact on all four constructs of organizational learning. A direct impact is evident only regarding information acquisition and behavioural and cognitive changes.
The role of creative self-efficacy, transformational leadership, and digital literacy in supporting performance through innovative work behavior: Evidence from telecommunications industry	Henny Santoso*, Elidjena, Sri Bramantoro Abdinagoroa and Muhtosim Ariefa	235 participants with managerial level and above	explanatory survey method with the unit of analysis is individual	Structured questionnaire	The result proved that there was a positive and significant relationship between creative self-efficacy, transformational leadership and innovative work behavior, innovative work behavior was positively related to performance, digital literacy gave significant moderating influences on the relationship between innovative work behavior and performance.
Organizational learning culture—the missing link between business process change and organizational performance	Miha Škerlavaj 1, Mojca Indihar Štemberger, Rok Škrinjar, Vlado Dimovski	203 Slovenian companies employing more than 50 people	Pre-testing, FGD, and pilot study	Structured questionnaire	OLC has a positive direct impact on all three aspects of non-financial performance included in the model: performance from the employee, customer, and supplier perspectives. The effect of organizational learning culture on financial performance is still positive, but indirect (through non-financial performance from the employee perspective).

From all of the articles, it can be concluded that:

OLC does have an impact on organizational performance.

¹⁴ "The results reveal that (1) transformational leadership influences organizational performance positively through organizational learning and innovation; (2) organizational learning influences organizational performance positively, both directly and indirectly through organizational innovation; (3) organizational innovation influences organizational performance positively"

¹³ The results show that transformational leadership has a strong impact on all four constructs of organizational learning. A direct impact is evident only regarding information acquisition and behavioral and cognitive changes.

⁵ The result proved that there was a positive and significant relationship between creative self-efficacy, transformational leadership and innovative work behavior, innovative work behavior was positively related to performance, digital literacy gave significant moderating influences on the relationship between innovative work behavior and performance.

⁶ "OLC has a positive direct impact on all three aspects of non-financial performance included in the model: performance from the employee, customer, and supplier perspectives. The effect of organizational learning culture on financial performance is still positive, but indirect (through non-financial performance from the employee perspective)."

The company need to use transformational leadership to change the organizational culture from conventional way to make human resources become more digital literate in order to enhance the company performance.

Contributions

⁴⁸ This study makes several important contributions to the field. First of all, it integrates two previously relatively disparate fields ⁴⁸ of organizational learning and leadership from an empirical perspective. Secondly, the study empirically proves that transformational leadership strongly affects organizational learning. Thirdly, the study proves that digital literate needed in order to enhance the company performance.

Limitations and directions for further research

Some of the study's strengths are also its weaknesses. From the methodological point of view, the amount of the articles studied need to be enhanced. Since the source of the article regarding digital literation was conducted in Indonesia, the study regarding digital literation need to be expand to the ⁴⁷ research to other nations (with different national cultures, nations of different sizes, histories, etc.) would significantly contribute to understanding the link between leadership and learning. The second key limitation is ⁶⁴ the cross-sectional nature of the study. It is possible that at least certain aspects of leadership and its impact on the learning process emerge with some kind of time lag. A longitudinal treatment of data might yield additional insights into the impact of leadership styles and organizational learning.

⁹ Thirdly, this research is limited to the direct effect of leadership on organizational learning. However, moderating variables, such as organizational culture and structure, might attenuate this effect. Future research should extend the understanding of the leadership style as antecedent to the organizational learning process by involving some moderating and mediating variables. ⁹ Using in-depth interpretive studies to answer many of the 'hows' emerging, this article may generate additional insights into this clearly intriguing area of research.

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