

# The Relationship Between Job Satisfaction, Affective Commitment, Organizational Learning Climate and Corporate Performance

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**Abstract -- Facing today's business fierce competition, companies have to adopt an organizational learning climate as this kind of climate enhances employees to share knowledge continuously to achieve their best performance. Apart from their competence- in line with literature- managers have to be affectively committed to result in their best performance. Both the organizational learning climate and managers' affective commitment are assumed to have a positive effect on the corporate performance. In addition, high job satisfaction is indicated to be positively correlated with affective commitment and learning climate. This study aims to find out the correlation between job satisfaction and affective commitment; between affective commitment and corporate performance, and between organizational learning climate and corporate performance. Based on statistical analysis, this study found out that job satisfaction is significantly correlated with affective commitment. Both affective commitment and organizational learning climate have a positive correlation with corporate performance. However, applying step-wise linier multiple regression analysis, the affective commitment contributed around forty-four percent towards the corporate performance. Therefore, affective commitment plays a very important role in achieving high corporate performance.**

**Keywords: job satisfaction; affective commitment; corporate performance, organizational learning climate.**

## I. INTRODUCTION

The role of human capital especially leaders in companies is very crucial as today's business environment is dynamic and global competitive. OECD (2001:18) defines human capital as *the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being* [1]. This definition emphasizes that to the balance of wellbeing among person, society and economy is important. The fact that the three variables are important, this study includes job satisfaction, commitment, learning climate and corporate performance. Companies from all over the world compete one another to

survive, grow and sustain. In the turbulence environment, companies have to face many competitors and new "players" in the industry. Finck *et al.* (1998) argued that companies have to recognize that the human factor is becoming significant important for its survival. In other words, it is said that companies can achieve their best performance only if their employees are motivated, excited and committed [2]. To win tough business competition, a company has to be innovative. Organization has to apply learning climate in order to be able to offer new breakthroughs in products, services and systems. Nonaka and Takeuchi (1995) introduced a concept known as organizational knowledge creation (OKC); it refers to the capability of an organization to create new knowledge and spread it over the organization and disembody it in the form of innovative products, systems and services [3].

The quality of human capital in companies in particular directors and managers play an important role in bringing the companies to be the winners of the tough business competition. Competent managers therefore have to be hired and professionally managed in order to be affectively committed to deliver their best performance. It is obvious that affectively committed managers will contribute significantly to the success of a company. In other words, the company will have a high organizational effectiveness if it employs high competent and affectively committed managers.

Leaders in a company such as directors and managers have to be motivated; companies should provide them with effective motivators. It is obvious that satisfied managers will be affectively committed to achieve high target. A company should implement an organizational learning climate to encourage the shared knowledge activities among the employees to result in high productivity and innovations. The knowledge sharing activities will increase employees' competence and knowledge, which eventually will result in high performance.

Affectively committed managers will participate in sharing their knowledge and contributing their best performance. In so doing, high corporate performance which is also called organizational effectiveness (OE) can be achieved. Corporate performance in this study consists of two perspectives, namely a). managers' appraisal towards the customer satisfaction, and b). managers' perception towards

the financial performance of the company in comparison with its direct competitors' financial performance. Both dimensions are considered as a single construct and addresses as corporate performance or organizational effectiveness.

## II. THEORETICAL REVIEW

### A. Organizational Commitment

Organizational commitment has been studied from many theoretical approaches as it might have a positive impact on the organizational performance. The implied meaning of the term commitment is "willingness". In an organizational context, commitment refers to the willingness of employees to provide their energy, thoughts, effort and of course loyalty to a company. A committed employee will work with all his or her effort to achieve high corporate performance. Researchers such as Mowday (1998) [4], Beck and Wilson (2000) [5] studied the impact of organizational commitment on individual performance and organizational effectiveness.

Apart from competence, commitment plays an essential role in supporting high performance. It can be imagined what the result will be, if a company employing many competent employees who are not committed. Facts show there are many companies who hire competent people but fail to perform due to lack of commitment. Human competence is important as it is one of the human capital components. Other essential components are commitment as well as job satisfaction. Principally, organizational commitment is an individual's sense of belonging; it refers to individual feeling of happiness, excitement and satisfaction with his or her job. According to Meyer and Herscovitch (2001: 301) *commitment is a force that binds an individual to a course of action of relevance to one or more targets* [6].

Meyer and Allen (1987) introduced three kinds of commitment: affective, continuance and normative [7]. a) *Affective commitment* is said to be driven by vision, mission and values of a company. This kind of commitment refers to the employees' motivation driven more by the vision, mission and values of the company rather than by other factors, b) *continuance commitment* refers to employees' commitment driven by financial factors. Employees calculate thoroughly the financial gain whether to remain or leave the company they are working for. They will remain to work for the company if they think that it is more beneficial to work there rather than to work for another company; c) *normative commitment* refers to employees' commitment to remain with the organization driven more by social reason, for instance the reason why an employee works for a company is due to his or her close relationship with the owners, or due to his or her parents' emotional bond with the company.

Allen and Meyer (1990) summarized that an employee with strong affective commitment will remain working for a company because he or she *wants to*, and an employee with strong continuance commitment will remain working for a company because he or she *needs to*, and eventually an employee with strong normative commitment will remain

working for a company because he or she thinks that he or she *ought to* [8].

### B. Affective Commitment and Job Satisfaction

In line with the Meyer and Allen's concept of commitment, Jaros (2007:7) argued that *affective commitment reflects commitment based on emotional ties the employee develops with the organization primarily via positive work experiences, normative commitment reflects commitment based on perceived obligation towards the organization and continuance commitment reflects commitment based on the perceived costs, both economic and social, of leaving the organization* [9]. Mowday, Porter & Steers (1982: 27) argued *affective commitment is a strong belief in and acceptance of the organizational goals and values, a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization* [10]. Patrick & Sonia (2012:24) simply defined *affective commitment as employee's positive emotional attachment to the organization* [11].

Outlining the Meyer and Allen's concept on commitment, Fu, Bohlander & Jones (2009) concluded that affective commitment is based on individual's values, which in this study refers to manager's values [12]. Based on the theoretical review, it can be concluded that one who has high affective commitment will identify himself/herself with the corporate goals, mission, and vision and desires to be a part of the company. Thus, out of the three kinds of commitment, affective commitment has the strongest relationship with job satisfaction and corporate performance. As a consequent, managers with high affective commitment will deliver their best performance which eventually will result in high corporate performance.

Singh and Dubey (2011) argued that job satisfaction refers to an employee's feeling and attitude towards his or her job and all aspects of a certain job contributing towards the development of employee's feelings of satisfaction or dissatisfaction. [13]. According to Locke (1976:1300) *job satisfaction is a pleasurable or positive emotional state resulting from appraisal of one's job* [14]. In their research, Johnston, Pasuraman, Futrell and Black (1990) find that there is a positive relationship between job satisfaction and commitment [15].

According to Robbins (2003), job satisfaction is a general attitude of an employee towards his or her job [16]. Mosadeghrad, Ferlie & Rosenberg (2008) argued that there is a significant relationship between job satisfaction, commitment and turn over intention among employees [17]. Whilst Lew (2008) found out that there was a significant relationship between job satisfaction and affective commitment [18]. Patrick and Sonia (2012) argued that it is important to meet employees' demands to strengthen their satisfaction and commitment [19]. Sears (2006) argued that talented employees require some motivators, such as a close relationship with the decision makers, job autonomy, a balance between life and work, challenging jobs and a fair compensation [20].

Motivated employees are those who are satisfied with their job and affectively committed as well. These employees seem to be willing to participate in sharing their knowledge and experiences; this kind of activities are known as organizational learning climate.

*C. Organizational Learning climate*

The word “organizational climate” was widely known and used in the year of 1960s. According to Burton and Obel (1998) organization climate refers to a situation related to organizational members’ thoughts, feelings and behavior [21]. Tagiuri (1968) cited from Furham and Gunter (1993:115) argued that organizational climate is *a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics ( or attributes) of the organization* [22]. An organizational climate is simply a relatively enduring quality of an organization perceived and experienced by its members and has a significant influence on its members’ behavior. Thus, organizational learning climate encourages employees to share knowledge to accomplish the corporate objectives or performance.

The fact that Thumin and Thumin (2011) conducted a study on the measurement and interpretation of organizational climate was that it is the first step in organizational analysis [23]. To make it clear, Schneider & Reichers (1990:22) outlined that organizational climate as *shared perception of the way things are around here; it is shared perceptions of organizational policies, practices, and procedures, both formal and informal* [24].

To sum up, an organizational learning climate is a relatively enduring employees’ shared perception of organizational learning practices or activities enhancing its members to share their tacit and explicit knowledge, skills and information either in a formal or an informal way. Explicit knowledge is codified knowledge which can be transmitted through language. In contrast, tacit knowledge is more personal and not easy to be articulated, codified and therefore hard to be transmitted. Nonaka and Takeuchi (1995) proposed four modes of knowledge conversion for both tacit and explicit knowledge: Socialization, Externalization, Internalization and Combination [25]. This knowledge conversion model can only be carried out if only it is supported by a learning climate.

*D. Corporate Performance*

Corporate performance which is also known as organizational effectiveness (OE) refers to what an organization will and must achieve in accordance with its mission, vision and goals. Corporate performance or OE is usually quantitatively measured by certain criteria, such as profitability, return on investment (ROI), return on asset (ROA), sales revenue, customer satisfaction index, leadership index and employee satisfaction. Robbins (2002:87) defined OE as *the degree to which an organization attains its short-*

*(ends) and long-term (means) goals.* Further, Robbins introduces four organizational effectiveness approaches namely goal attainment, systems, strategic constituencies and balanced scorecard to assess the organizational effectiveness [26].

*Goal attainment approach* appraises the OE based on the accomplishment of the goals; it emphasizes the achievement of ends, for instance sales revenue and profitability. Gordon and Cummins (1979) might adopt the goal attainment approach as they used profitability and growth to measure companies’ success [27].

*System approach* appraises the OE based on the organizational ability to obtain inputs and process them to become outputs. Thus, the transformation process of inputs to be outputs is emphasized in this approach. The example measurement of this approach is ROI.

*The strategic-constituencies* approach appraises the OE based on its success to satisfy its stakeholders or constituencies, for instance customer satisfaction with price. It should be noted that there are many kinds of constituencies such as owners, customer, employees, suppliers and creditors.

*The balanced scorecard* attempts to appraise the OE based on the balance performance of the four perspectives (financial, customer, internal business process and learning & growth). Kaplan & Norton (2001) as quoted by Robbins introduced a *balanced scorecard* which appraises the organization performance or OE based on a) financial perspective for instance sales revenue, market share and profitability; b) customer perspective for instance customer satisfaction index and repeat order index; c) internal business process (IBP) perspective for instance employee productivity index and d) learning and growth perspective (L & G) for instance employee competence index and employee motivation index [28]. The balanced scorecard approach can be simply depicted as follows:

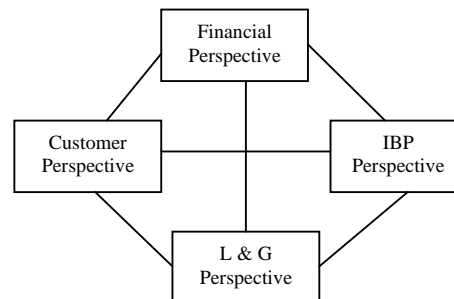


Figure 1. Balanced Scorecard Approach

(Source: adapted from Norton & Kaplan, 2001)

Out of the approaches, the most used approach to apply is *the goal attainment*. This approach generally measures the organizational performance based on financial perspectives such as revenue and profitability. In this study, organizational effectiveness is measured based on two perspectives namely customer-based and financial-based performance; both of

which are considered a single construct. Customer-based performance refers to the extent to which customers perceive the quality of products or services they obtain from the company whilst financial-based performance refers to the extent to which managers perceive the company financial performance such as profit, growth and revenue in comparison with their competitors.

The success of a company depends much on its leaders' competence and commitment. Committed managers are intrinsically motivated to accomplish the organizational objectives and vision. It is obvious that affectively committed leaders will enhance their subordinates to work hard to achieve their working target. Based on these assumptions, it can be concluded that employees' and leaders' affective commitment in addition to their competence is very essential. Therefore, affective commitment has to be taken into consideration since in the process of recruiting and selecting new employees.

An organizational learning climate as previously discussed encourages managers to share knowledge and experiences to support them to deliver their best performance which eventually results in high corporate performance or OE. It is indicated that managers' job satisfaction has a significant impact on their affective commitment, and their affective commitment in turn will enhance them to achieve high result. As a consequence managers have to be effectively motivated by fulfilling their needs. In this study, identifying manager's potential motivators, they are asked to rate a number of motivators such as autonomy, balanced life, bonus, challenging job, human development, career path, working with qualified superiors and great people.

### III. SYNTHESIZED THEORIES & HYPOTHESES

In some previous studies, it was proved that the relationship between job satisfaction and affective commitment was significant. Based on the literature review, the correlation between job satisfaction and affective commitment is significantly correlated. Boles, *et al.* (2007) found out that the relationship between job satisfactions in particular satisfaction with promotion, satisfaction with pay, satisfaction with policy, satisfaction with job, satisfaction with supervisor and co-worker is significantly correlated with affective commitment [29]. Consequently, satisfied managers would be affectively committed. In accordance with these arguments, a hypothesis can be formulated as follows:

**Hypothesis 1.** Job satisfaction is significantly correlated with affective commitment.

Affectively committed managers are emotionally engaged with the company due to its values, mission and vision. They will therefore be highly motivated to achieve high corporate goals. In addition, high affectively committed managers will motivate their subordinates to deliver their best performance which eventually will result in the best corporate performance. Based on these arguments, a hypothesis is formulated as follows:

**Hypothesis 2.** Affective commitment is significantly correlated with corporate performance.

Managers who are satisfied with their job will participate in sharing knowledge with others. It is assumed that the more managers are satisfied with their job, the more they will be involved in the sharing and learning activities. They are willing to share their knowledge, skills and experience with others in order that they can achieve high organizational performance. In other words, organizational learning climate is assumed to support managers to achieve high performance. Thus, the more managers is involved in the sharing process and perceive the organization to have a high learning climate, the more they will endeavor achieving the organizational goals. Based on the assumption, two hypotheses can be formulated as follows:

**Hypothesis 3.** Job satisfaction is significantly correlated with learning climate.

**Hypothesis 4.** Organizational learning climate is significantly correlated with corporate performance.

Managers who are affectively committed might have a strong motivation to achieve their goals. They will be involved in accomplishing the company's vision and mission and therefore are willing to share their knowledge and experiences with others. As a result, employees will be involved in the knowledge sharing and deliver their best performance. This will eventually result in high corporate performance. Based on these arguments, a hypothesis can be formulated as follows:

**Hypothesis 5.** Affective commitment is significant correlated with learning climate.

Based on theoretical reviews and the five formulated hypotheses, a research model can be proposed as follows:

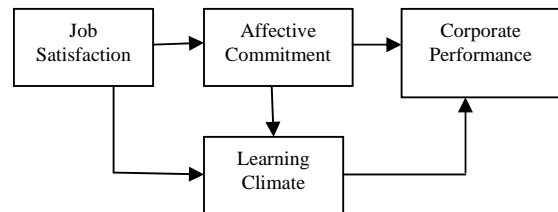


Figure 2. A Research Model

This model shows that job satisfaction is assumed to have a positive correlation with affective commitment and organizational learning climate. Further, affective commitment is assumed to have a significant correlation with organizational learning climate and corporate performance. In addition, organizational learning climate is expected to have a positive correlation with corporate performance.

IV. METHOD

In addition to test the five hypotheses, this study is aimed at presenting the mean scores of job satisfaction, affective commitment, motivators, organizational effectiveness and the organizational learning climate. The top ranks of managers' motivators are also identified as they might satisfy managers.

A. Data Collection Procedures

The samples of this study were senior managers who have more than ten years managerial experiences working for big size companies. Managers were chosen to represent leaders of the companies as they were considered to be the future of essential human capital. Data were collected by using a purposively random sampling. Forty questionnaires were distributed; but only thirty questionnaires were received and only twenty seven was analyzed as the three others were not completely filled in. Based on the descriptive analysis, it is identified that average working experience of the respondents was fifteen years. The male respondent was 67 percent and the female respondent was 33 percent of the total respondents. All respondents have bachelor education background and work for big-size companies (employing more than 200 employees).

B. Measures

All instruments use in this study have a 5-point Likert-type scale. All the instruments are described as follows:

a). The instrument used for measuring *Job satisfaction* was inspired by the work of Aydin & Ceyland (2009) [30], Hackman & Oldham (1975) [31] and Fu, Bohlander & Jones (2009) [32]. *Job satisfaction* refers to the extent to which managers are satisfied with the company's policy and practices. There were six items measuring this construct; the reliability was 0.66. b). *Affective commitment* refers to the extent to which managers are emotionally involved with the company's mission and vision. There were seven items measuring this construct; the reliability was 0.94. c). *Learning climate* refers to the degree to which managers perceive that the company enhances and facilitates the employees to share knowledge with others. The measurement for this construct was inspired by Aydin & Ceyland's instrument (2009) [33].

Three items used to measure this construct; the reliability was 0.60. d). Corporate performance or Organizational effectiveness (OE) refers to extent to which the corporate goals are achieved. Corporate performance consists of two perspectives: 1) Customer-based perspective refers to extent to which customers are satisfied with the services or products the company provides; three items are used to measure this construct of which reliability was 0.61. 2) Corporate financial performance-based perspective refers to the extent to which a company's financial perspective is compared with its competitors; it is measured by using a five-point Likert-type scale. Four items are used to measure this construct of which reliability was 0.83. Further, the means scores of the customer-based and corporate financial-based performances

are summed and divided by two to indicate the score of corporate performance.

C. Statistical Analysis

Data were analyzed by using Pearson product moment correlation analysis in the SPSS package. A descriptive statistical analysis was applied to find out the means score of job satisfaction, affective commitment, organizational learning climate and corporate performance. In addition, a step-wise liner multiple regression analysis was applied to find out the contribution of affective commitment and organizational learning climate towards the corporate performance.

V. RESULTS

A. Research Findings

It was proved that job satisfaction is correlated with affective commitment (R: 0.72\*\*, Significant at 0.01 level) therefore management has to fulfill managers' needs in order to be satisfied and affectively committed. Managers who are affectively committed is proven to have a significantly relationship with corporate performance. It was found that there was significant correlation between affective commitment and organizational effectiveness (R: 0.54\*\*, Significant at 0.01 level). In conclusion, both job satisfaction and affective commitment must be well managed in order to achieve high corporate performance. In addition, it is found out that the job satisfaction does not have a significant correlation with learning climate (R; 0.31), and neither the job satisfaction does have a significant correlation with the affective commitment (R: 0.32).

This means that learning climate is not influenced by both job satisfaction and affective commitment. In other words, other factors might enhance the organizational learning climate. In spite of the fact that there is no significant correlation between learning climate with job satisfaction, and with affective commitment, the organizational learning climate still has to be enhanced as it is proven to have a positive correlation with corporate performance (R:0.47, significant at 0.05 level).

Based on the findings, it is obvious that the role of job satisfaction, learning climate and in particular affective commitment are very essential, and therefore these have to be well managed. Companies must make an effective plan to enhance the three variables to reach their optimum. Based on the results of statistical analysis of the hypotheses, a model can be presented as seen figure 3

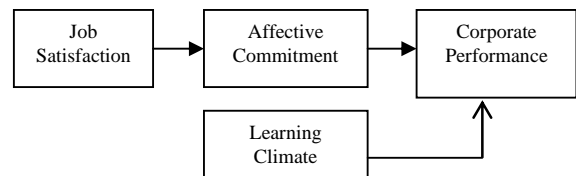


Figure 3. A Model based on the Research Findings

The mean scores of affective commitment and organizational learning climate are relatively high in scores (respectively 3.98 and 3.90). However, management still has to endeavor increasing both variables in order to achieve the best corporate performance. The mean scores of the job satisfaction and corporate financial-based performance perspective are considered moderate.

The customer-based performance perspective has the lowest mean score (3.29); it might be caused by the high expectation of the customers towards the companies' services. To conclude, all the variables have to be well managed to result in high mean scores which eventually affects the corporate performance.

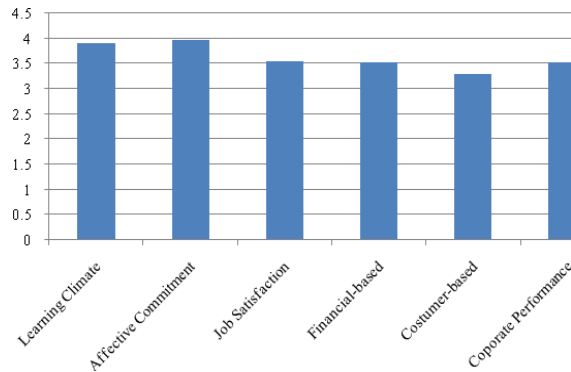


Figure 4. Research Variables

Based on statistical descriptive analysis, it was found out: the means score (M) of the organizational learning climate is 3.90 and its SD (standard deviation) is 0.55. The means scores of the other variables are as follows: affective commitment (M =3.98, SD =0.81); job satisfaction (M= 3.55, SD =0.51); financial-based performance (M= 3.53, SD=0.48); customer-based performance (M=3.29, SD=0.51); and corporate performance (M=3.52, SD = 0.55).

Applying a step-wise linier multiple regression analysis, it was found out that affective commitment contributed 44, 44% to the corporate performance (*the adjusted squared R is 0,444; F is 21, 76 and mean square is 2, 79, sig 0.0001*).

#### VI. CONCLUSION

This study found that job satisfaction has a significant correlation with managers' affective commitment, and the affective commitment has a significant positive correlation with the corporate performance. It was found out that affective commitment contributed forty-four percent to the corporate performance. This finding confirms a research conducted by Rashid et al. (2003) that organizational commitment in particular an affective commitment has a significant influence on corporate performance (ROA and ROI) [35]. As a consequence, managers should be satisfied

as they will be affectively committed and deliver their best performance which eventually will result in high corporate performance. In addition, the concept of work engagement which according to Kahn (1990) is composed of three dimensions: cognitive, emotional and physical should be considered as one of one the influential variables toward the organizational performance [36]. Schaufeli & Bakker (2003) argued that work engagement which includes vigor, dedication, and absorption leading to performance [37].

Organizational learning climate is neither significantly correlated with affective commitment nor job satisfaction; however, it has a positive correlation with the corporate performance; therefore organizational learning climate has to be encouraged. Further, a variable which may affect the organizational learning climate has to be explored. In spite of the rigorous research, the generalization of the findings has to be carefully taken care of as the number of sample size was relatively small. For further research, it is suggested that a number of samples should be bigger and other research variables such as values and personality should be considered.

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