

**A STUDY OF RELATIONSHIP AMONG LEARNING ORGANIZATION
LEADERSHIP AND JOB SATISFACTION: THE CASE OF CFAO MOTORS IN
BURKINA FASO**

By

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Certification

I, TRAORE Aissetou Rosalie Norah (Student ID 52116621) hereby declare that the content of this Master's Thesis is original and true and has not been submitted at any other university or educational institution for the award of degree or diploma. All the information derived from other published or unpublished sources has been cited and properly acknowledged.

TRAORE Aissetou Rosalie Norah

July, 20th 2018

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List of Abbreviations

BSV: Building share vision

PM: Personal mastery

SC: Systemic cooperation

LO: Learning Organization

TransfL: Transformational Leadership

TranscL: Transactional Leadership

Jobsat: Job Satisfaction.

JICA: Japan International Cooperation Agency

OMDO: Overseas Market Development Operations

ABSTRACT

Great leadership, continuous learning mindset, and workforce satisfaction are now believed to be a path to a corporate success. The objective of this research is to determine the contribution of some characteristic of learning organization namely share the vision, personal mastery, systemic cooperation, and two types of leadership (transformational and transactional) on employee satisfaction in their workplace. It also aims at taking actions to prevent the setbacks that come in periods of widespread social unrest. The data used for the study came from a car and motorcycle dealership in Burkina Faso, West Africa. Hundred pertinent answers were collected from the set of distributed questionnaires and the multiple hierarchical regression has been used to analyze the data.

The results revealed that Building Shared Vision and Systemic Cooperation have a strong influence on employees job satisfaction. While personal mastery was found to have a weak and negative effect on worker satisfaction, a closer analysis allowed to confirm the case of a positive effect of transformational leadership in a learning organizational environment and the absence of substantial influence of transactional leadership on employees' well-being. I recommend that actions be taken to improve worker satisfaction in the long run and stop current crises. I strongly believe that communication, a better involvement of employees in the decision making, a well embraced corporate culture would be an asset for the future of the company but above all would provide more satisfaction to all stakeholders involved.

Keywords: *Learning Organization, Transformational and Transactional Leadership, Employee Job Satisfaction*

CHAPTER 1: INTRODUCTION

This chapter aims to present an overview of the study, its background and the statement of the problem. It also covers the general objective of the study as well as the research question. Importance of the study was also discussed, and I finished with a presentation of the research plan.

1.1 Problem Background

Today's business environment is continuously evolving, and companies must work hard to ensure their survival and prosperity. Visions are carried by people and for this reason, human resource remains the pillar of all organization and should be managed effectively. People within the company being the lever of the structure, the wellbeing of employees within an organization determines the organization's level of success. Studies showed that any organization that aims to improve its performance should be concerned about its employees' working conditions (Armstrong & Taylor, 2014, p.2).

Employees who operate within an environment where their needs are addressed and who feel valued would most likely thrive and be willing to provide better services to their organization and the people they serve (Chang & Lee, 2007). It is therefore strategically required that employers ensure a safe and comfortable working environment for their human capital. To achieve this, human resource managers refer to specific organizational behavior such as learning from which the notion of the learning organization flows. The learning organization is a concept that strives to place lifelong learning, training, personal development and collective aspirations at the heart of a company's values; and transforms it in a way that allows the satisfaction of all stakeholders (Ardem & al, 2014)

Learning organization has been made famous by Peter Senge in the 1990s; it is an organization where people share a vision, learn to work together to achieve desired goals continually. It better promotes employee well-being and innovation to meet the company's needs (Di Schiena, 2013).

However, setting up a learning organization cannot be a success without adequate leadership that aims to inspire people to do their best to reach a pre-existing goal. It also involves the development and communication of vision, motivating people and securing their commitment (Armstrong & Taylor, 2014, p.297). Therefore, leaders and employees must cooperate to create a learning climate, and to ensure the ongoing development of skills that would increase job satisfaction and business performance. For that, transformational leadership would be a perfect option for the aspirations of the learning organization (Virgan, 2016). Some authors consider transformational leadership to be associated with transactional leadership which aims to reward people as a way of having a great influence on their well-being and improves company performance.

The debate of employees' satisfaction and well-being remains an issue in most parts of the world. In Burkina Faso, as everywhere else in Africa, multinational and local companies measure the relevance of job satisfaction and the vital role that human beings play in increasing productivity. However, it is common to witness many civil unrests in African countries these days; political, economic and social issues must be addressed in some countries where the relatively young population expresses their feeling in overwhelming irregularities. Actions claiming the departure of a President, call into question the whole pre-

existing systems are challenges and companies are not in rest as there is a significant number of strikes and claim of better salaries and working conditions in all sectors.

Top management and especially human resource departments of companies everywhere have made it a priority to address job satisfaction issues and put in place well-designed strategies aiming at maximizing employee job satisfaction within their ranks because no objective and/or activity can be completed without the commitment of the employees in charge of its execution.

1.2 Objective of the Study

The objective of this research is to determine the contribution of learning organizations and leadership on employee satisfaction in their workplace and on the overall performance of the company. It also aims at taking actions to prevent the setbacks that come in periods of widespread social unrest. The data used for our study comes from a car and motorcycle dealership in Burkina Faso, a country located in West Africa. Burkina Faso is facing generalized social unrest since 2014 with people from various professional backgrounds claiming better living conditions and some fair treatment from their government and private employers. Through a thorough review of job satisfaction, organization learning, and leadership theories available in compliance with the realities of Burkina Faso labor environment I draft proposals to help ensure positive employee job satisfaction and the implementation of a happiness climate within the organization. To reach this objective, I first need to clearly describe What the impact of learning organization and leadership on employee's well-being is?

1.3 Significance of the Study

The result of this study is beneficial in three-fold:

First, provide primary supporting data through theories and data developed about great leadership, continuous learning mindset, and workforce satisfaction. These data will consolidate the findings of satisfaction theorists while telling us to which extent this model and concept is applicable in West African countries to this day.

Then, provide to corporations, entrepreneurs, Administrative officials and Human resource managers an insight into the mindset of employees in Burkina Faso and pathways to set up a happiness climate within their respective businesses leading to better outputs and higher performances and revenues for all stakeholders involved.

There is finally a need to provide sight of the big picture to employees who need to know the impact of their efforts to the overall performance of their organizations and help them act accordingly to secure a better professional career and the promotion required in the medium and long-term.

1.4 Research Plan

The study begins with a background presentation followed by chapter two and three respectively based on literature review and the introduction of the country and company where data were collected for the theoretical framework. The research methodology, as well as the subsequent results, come after the conceptual framework. Finally, a discussion and conclusion sections come in chapter seven and eight.

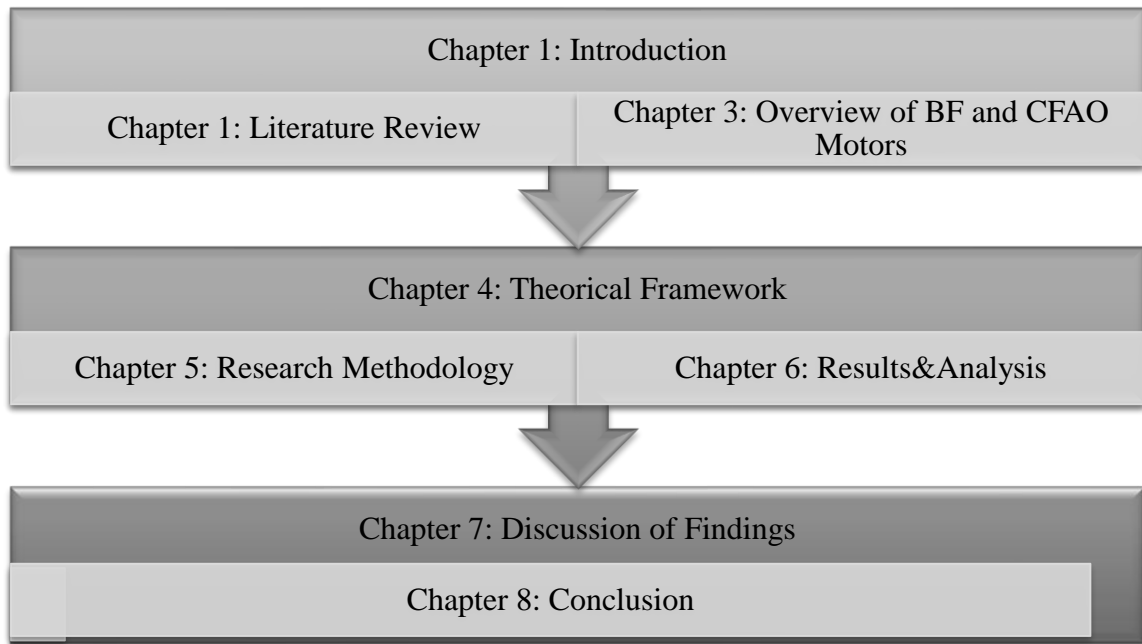


Figure 0.1: Outline of the study

CHAPTER 2: LITERATURE REVIEW

This chapter aims to present the different concepts at the center of the thinking. Thoughts and other perception of management dynamics have significantly evolved over the past few decades. Before learning how to improve a thing, the momentum of a group or even the overall culture of a population I needed to understand better how it came to be and the trend that led it to its status. In this part of my study, I focus on the definition of the different concepts namely the learning organization, the leadership as well as the employee's job satisfaction. Subsequently, I will discuss the different studies conducted on these various concepts, and I will present the finding of my predecessors and other eminent researchers on the matter.

2.1 Learning Organization

Peter Senge is one of the pioneers of the learning organization concept. He discussed the concept in his book titled “the fifth discipline” for the first time in 1990. The ideas and tools of reflection that this book presents are intended to challenge a certain belief that the world is a set of separate forces, unrelated. According to the author, once people abandon this illusion, they can create learning organizations. He defined Learning Organization as organizations whose members can continually develop their abilities to achieve the results they expect. He says that these are organizations that can develop new ways of reasoning, accept common ambitions, and people would constantly be learned how to gain knowledge together. (Senge, 2006)

Additionally, he explained that as the world is gradually interconnected and business environment is ever more complex and dynamic, so work needs to become more instructive.

It's not enough to just have one thinking head at the top of the organization, the period when the chief defined strategy and where everyone else applied it is over. Organizations that achieve excellence will be those that will discover how to use the commitment of their members and the ability to learn at all levels (Senge, 2006).

Chris Argyris and Donald Schön (1978) also defined the learning organization as the detection and correction of errors. In their analysis, they mention that there are two levels of learning. There is learning in a simple loop which means that employees are can detect an error and just corrected it. There is learning in the double loop in which it is not only a matter of correcting an error but of adapting the way of thinking. Only organizations which can change the values that guide their strategic actions are learning organizations (Argys & Schon, 1978; Fiol & Lyles, 1985). The main characteristic of the learning organization is to help managers and employees to respond to the challenges they face in this millennium while providing them with tools for more creativity, learning, teamwork and thus foster adaptability to change (Yadav & al., 2016).

Also, Certain authors argued that learning organization is an organization where the workers combine their individual and collective efforts, to attain an objective that they have set before, also to create a competitive advantage to meet the present needs. Any organization that aspires to grow, to become effective must imperatively be a learning organization (Serrat, 2010; Senge, 2006; Pedlar & al., 1991). Indeed, regular reflexive communication is an essential part of the organization. It is about thinking to act, workers are also researchers, but especially finders involved in the action. The learning organization will learn from its experience (Argyris & Schon, 1978; Fiol & Lyles, 1985). In fact, learning organization makes

the most of other learning opportunities such as daily work experiences, meetings, temporary detachments and group task membership (Senge, 2004).

Finally, other factors such as innovation, leadership, personal development, empowerment, information sharing, and collaboration are also essential to a learning organization (Farrukh & Waheed, 2015). Several writers have discussed the concept of a learning organization, so for this research, I decided to focus on the one developed by Peter Senge which respond well to the actual needs of any organization. He explains in his book that five new characteristics are converging step by step to bring innovations in learning organizations. Developed separately, they will nevertheless become vital, each one for the other. To each characteristic corresponds an indispensable dimension to organizations that are capable of learning and implementing the means to reach their highest goals which are: systemic thought, personal mastery, mental models, shared vision, and fitting in a given team. These elements are one of the bases of our work and will be discussed further in this document. All these explanations can be summarized (See Figure 2-1) as follow.

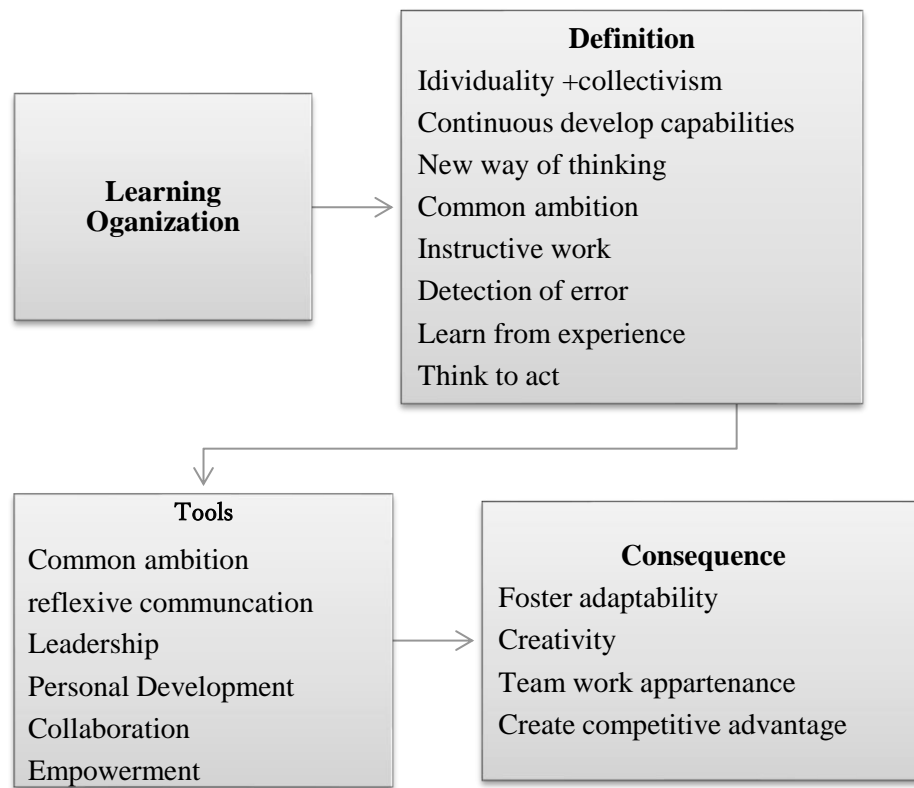


Figure 0.1: Summary of Learning organization concept

2.2 Leadership

Leadership is also a broadly studied term and discussed in the literature. Leadership refers to the ability of an individual to lead or conduct other individuals or organizations to achieve a goal (Jain & Jeppe, 2013). The concept of leadership is also described based on a consensus of personality traits that a leader must have, or a style that the leader adopts, and which is often function subordinates (Vargas, 2017). Thus, depending on the style or behavior of the leader, several types of leadership that stand out are as follows: We have the theory of great men based on the belief that leaders are exceptional people, born with quality and are intended to lead others. Other conceptions of leadership are based on the traits or qualities associated with leadership. These qualities or characteristics are plentiful and

continue to be produced. Besides, there are behavioral theories that are related to the actions of the leaders rather than their quality. There is also the situational theory which is an approach that presents leadership as being particular to the circumstances in which it is worked out. The theory of contingent is a refinement of a situation that devotes to the creation of situational variables that forecast the most suitable leadership style to respond to specific conditions. Finally, we have the transactional and transformational approach to leadership. (Bolden & al., 2003). Indeed, some authors have assimilated these last two notions to the theory of the contingent. According to these authors, the theory of the contingent can be divided into transactional and transformational leadership (Burn, 1978; Bass, 1997; Chang and Lee, 2007). Transactional leadership is leadership based on goals and organization as transformational leadership is focused on challenging employees and realizing the common objective (Harm & Credé, 2010). Transactional and transformational types of leadership have their particular characteristics that are exclusive to each. For instance, transactional leadership is related to the task that is given and how the complete result of the mission is presented. The execution of this style is carried forth through rewards and reprimands as well as near supervision of how well employees are working on the allocated task (Harm & Credé, 2010). As for transformational leadership, the characteristics most related with this style include the apprehension of emotions, integrity, values, and long-term goals, which shows the necessity of this type of leader to be more people focused on as opposed to job oriented (Northouse, 2017).

The transactional approach of leadership underlines the significance of associations among leader and supporter, orienting on mutual exchanges based on an agreement over

which leaders deliver recompense or gratitude in exchange of devotion or faithfulness of follower (Bolden & al., 2003). Transformational leadership is a sort of connection between a manager and his team that profoundly modifies it. In an interaction with the transformational leader, team members improve their manners, beliefs and stick to more important objectives. The central idea in transformational leadership is innovation and the role of leadership in the organization change. Leader guides and stimulates the whole team. He represents an example to be followed and changes anybody in the team. He generates real group mindfulness by improving the cohesion among its memberships and turning them into a united family (Xenikou, 2017).

Although having described several types of leadership, these two last concepts namely the transactional and transformational leadership are the ones we will adopt in this study too. In fact, after consulting several papers about leadership, we realized that the leadership is also something that can be learned. The transversality between leadership and the learning organization is well identified by, (Chang & Lee, 2007). The above discussion can be summarized (See Figure 2-2)

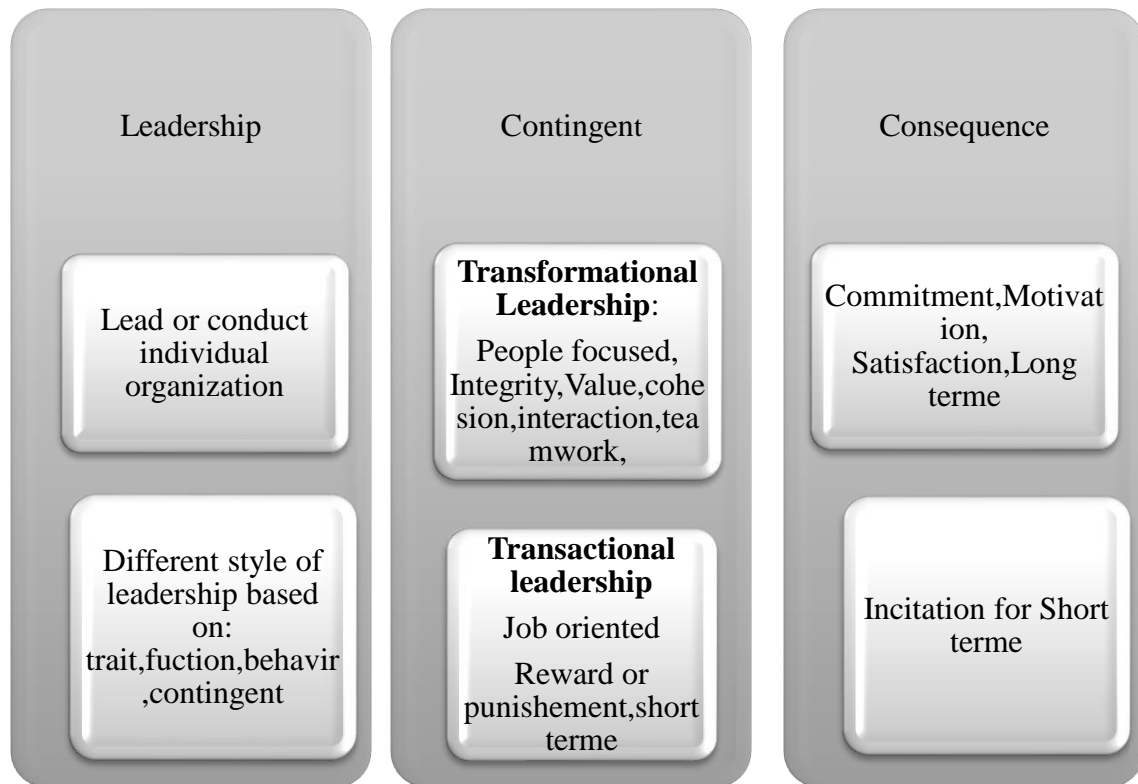


Figure 0.2: Summary of Leadership concept

2.3 Employees' Job Satisfaction

Job satisfaction has been extensively explored, and we have identified several definitions of job satisfaction in the literature. Some definitions related to satisfaction with a work situation while others refer to the employee's level of satisfaction with his work. Thus, Job satisfaction is a complex notion to understand, it can have different meanings from one person to another. In addition, it is generally said that there is a link between job satisfaction and motivation, however, this link cannot be easy to detect. The definitions presented below are those that I believe are most relevant to this study. Job satisfaction is view as an attitude, an inner state. It can be related with a personal feeling of success, either quantifiable or qualitative (Mullins, 2005; Aziri, 2011).

According to (Locke & E.,1969), job satisfaction can be viewed as an emotional response of each employee in a work situation. In addition, people who have a good and favorable attitude regarding their job are satisfied with it, while those who have a bad and unfavorable attitude regarding their job are dissatisfied, (Armstrong, 2006; Aziri, 2011).

As a matter of fact, job satisfaction represents several attitudes to different facets of employment such as salary level, pay equity, overtime and bonus distribution policies, and wage increase policies, so people can be satisfied with the job itself and dissatisfy with their remuneration (Mueller &Kim, 2008).

Moreover, employees who are highly satisfied are relevant for managers who recognize the responsibility of an organization in providing jobs which are challenging and intrinsically rewarding (Robbins, 2001). One of the common definition in the literature was given by (Spector, 1997) who said that job satisfaction is how individuals feel in their workplace and what its various aspects are, taking into account that people can appreciate or not appreciate their work.

More explicitly, the study of job satisfaction can be assessed in two ways. It may be exploring in general aspect which takes into account employee overall sensibility about job also refers to some certain factors such as remuneration, the workplace environment, bonus. (Mueller & Kim, 2008; Spector & Judge, 2001). This explanation leads to two specific and relevant aspects that can influence an employee's satisfaction that is intrinsic and extrinsic basics and deeply develop by Herzberg (1966). He argues that job satisfaction comes from

intrinsic elements such as autonomy and extrinsic factors or hygienic factors, such as wages, would only minimize dissatisfaction.

Intrinsic and extrinsic classification of an employee's job satisfaction was supported by other authors and staffing, altruism, job appeal, independence, influence, level of interaction with the superior and colleagues, job conditions, obligation, innovation, rules, type as well as level of human and technical supervision, skills, responsibilities, recognition have been retained as intrinsic factors, while the extrinsic factors selected are advancement opportunity, job assessment, gratitude, remuneration, and job security (Arcand & al., 2004; Larouche, 1975; Pablo, 2015).

In this thesis, I also focused on job satisfaction for two reasons. First, job satisfaction variables aim to find particular facets of a job that involves enhancement. The outcomes may help companies to improve their employee's satisfaction (Kerber & Campbell, 1987; Kumari & al, 2014). Secondly, having surveyed the company, this approach gives us the freedom to consider all types of workers' feelings about one aspect or the other of the job. It allows us to highlight the employees' satisfaction on different aspects of their work. From the above description, this is the summary (See Figure 2-3) of the concept.

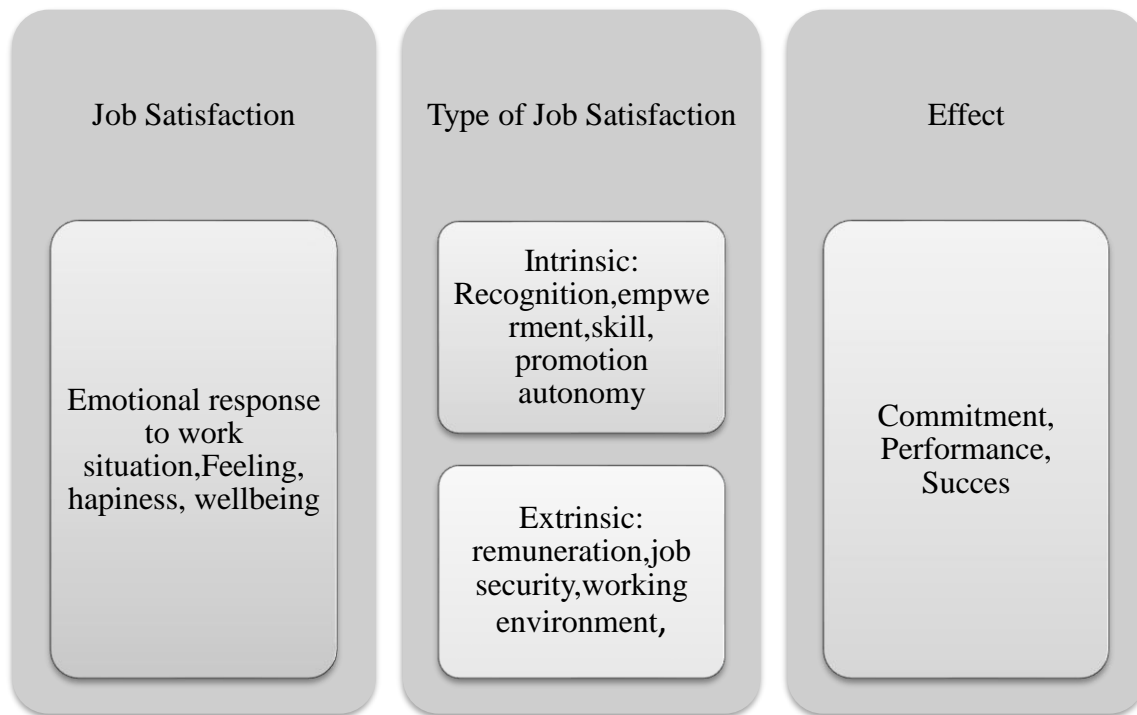


Figure 0.3: Summary of Job satisfaction concept

2.4 Relationship between Learning organization and Leadership

An analysis of successful businesses who continue to sustain some growth despite the tumultuous market environment let transpire a common element that is the presence of a strong leader who carries over the company's vision and foster the desire to be part of a winning culture. The achievement and non-success of a learning organization depend on the performance of its leader. Leaders play an essential role in making and interacting with a vision of the learning organization. The learning organization must be perceived as an answer to the difficulties of the company and not as a concept to test. We need to foster a culture of learning that leads leaders to change their habits and ways of working to be ready to support a learning organization culture. In a learning organization, the leader is the one who acts as

a coach to promote learning. He/she provides the resources to do this and boosts workers to learn. Leaders help to create a favorable climate for learning. (Prewitt, 2003). The natural step for me at this point is to gather secondary data from previous researchers on the idea of leadership and the impact of their management on the overall performance of their respective organizations. My study led me to Senge who happened to be one of the first writers to discuss the effect of leadership on creating a learning organization. (Di Schiena, 2013). Indeed, in one of his articles on leadership published in his fifth discipline book, he gives a clear indication of the role a leader should play in creating a learning organization. According to him the establishment of a common vision, the development, and testing of mental models, growth, and promotion of systemic thinking are different functions that a leader must embody when creating a learning organization. In his book, Senge does not care about the role that leaders may play in team learning and personal mastery. However, he doesn't provide a detailed analysis regarding the link among leadership styles and learning organization. (Senge, 2006)

To help complete my analyses I furthered my reading which led me to a few other authors who have attempted to fill this gap left by Senge. A study by (Chang & Lee, 2007) in the context of an economic challenge with high uncertainty, revealed for instance that transactional and transformational leadership styles significantly affected characteristics of learning organization and employees' wellbeing and help to correct business environment continuously in some Taiwanese companies. Moreover, another study conducted in the military field demonstrated that strict regulation is not always providing effective outcomes. While discipline remains essential in any organization, it is necessary for crisis context that

traditional values need to be complemented with flexible leadership that leads to develop learning organization culture that involves fast learning, provide direction and stimulates team. Leader are not always in the right place that is why taking initiative and own decision must be promoted (Di Schiena & al., 2013).

Further, a study conducted in Cambodia with the end goal of exploring different leadership styles, analyzing the employee's perceptions about the level of learning organization and examining whether the styles of leadership can impact on learning organization was educational. Data were collected from 168 staff through a survey which revealed that both transformational and transactional leadership styles are more effective for creating a learning culture particular in the context of developing countries. In other words, the study suggests that the learning organization needs to reorient leadership training towards the transactional training of leadership skills. (Sopheak, 2013).

In sum, leadership is a key factor influencing the growth of the learning organization. Getting an overall vision, training employees to ensure their autonomy and allowing them to face different challenges in the workplace, introducing a climate of learning are all some functions expected from a leader, it is the transformational leader generally embodies these functions (Rijal, 2009).

2.5 Relationship between Learning organization and Employee's Job Satisfaction

The intensity of today's market competition, the velocity of new technologies, the economic fluctuation, and the ultra-dynamic consumer trends have led companies to

understand that the ultimate way to respond to this change is in the ability to transform into a learning organization. To face these new challenges, companies understood that it was necessary to improve individual and organizational performance on the one hand. In addition, the promotion of knowledge-based work and the training of workers is an adequate response to the millennium challenges. A learning-oriented operation is a critical precursor of employee job satisfaction and employees' productivity. While job satisfaction is proving to be a moderator of the link between the learning organization and performance (Dekoulou & al., 2015).

Grasping the notion of learning organization became obvious to me; my data gathering led me to learn that the concept of learning organization has been introduced into management by Argyris and Schön (1978) and became popular by Senge. According to (Erdem & al., 2014) Through their study, which required an analysis of the link between employee satisfaction and the theory of learning, they found a strong correlation between satisfaction and learning. Moreover, learning organizational culture was connected with employee well-being and enthusiasm to transfer learning (Egan & al., 2004).

Additionally, encouraging learning organization can help improve job satisfaction. It is possible to change employee's attitudes and opinions towards jobs and mentally, improve internal satisfaction through the support of lifelong learning, the development of culture and systems thinking. Thus, taking into account employee ideas and opinions can motivate them and also increase external satisfaction (Chang & Lee, 2007). Therefore, organizational cultures, learning organization, principles of esteem for people, innovation, stability, communication have been associated also with involvement and employee happiness

(McKinnon & al., 2003). The attitudes generated by learning organizations in response to the external environment are beneficial to organizational performance, but also contribute to improved job productivity and employee happiness (Gardiner & Whiting, 1997). From the above explanation, we can deduce that the learning organization has a positive effect on employee's satisfaction.

2.6 Relationship between Job Satisfaction and Leadership

Leadership can be seen as an action through which a leader tries to boost a team in order to achieve fixed goals. Leadership is also a means by which individuals manage to give the best of themselves but also collaborators in all areas. Among many different styles identified by literature two of them have been identified relevant through the literature. It's about transactional and transformational leadership and. As many types of research have linked job satisfaction with leadership. Most of them found a significant effect of leadership on job satisfaction.

According to (Malik, 2013), achieving business goals depends mainly on the leadership model that the manager uses. The practice of special leadership by a manager affects both job satisfaction and employee productivity. There is an important correlation between the four types of leadership that a manager adopts, namely participative, directive, and supportive and the attitude of the leader focused on performance and work in a global way.

Therefore, Loganathan (2013) demonstrated that there is a link between job satisfaction in general and transactional, transformational leadership and the permissiveness

in a general way. However, two dimensions of transformational leaders such as intellectual stimulation as well as individual efforts strongly influence job satisfaction.

In addition, transformational leadership can help ensure job satisfaction and the psychological well-being of employee's and ensure to keep them healthy to the benefit of all. This is achieved by considering both individual and collective performance. The leader tends to protect and stimulate the entire team that makes them confident and therefore contributes to improving their level of satisfaction. Teamwork and individual skills fully mediate the link between transformational leadership and employee satisfaction. (Nielsen & al., 2009). However, employees are greatest fulfilled when they observe that their leaders have both relational (transformational) and task-based (transactional) attributes. (Madlock, 2008). From the above explanation, we can predict the leadership has a positive effect on job satisfaction,

CHAPTER 3: PRESENTATION OF CFAO MOTORS BURKINA FASO

Before discussing the case of CFAO MOTORS BURKINA, I first present the country in which the company is located and next we will have an overview of the company, the last part of this chapter describes human resources at CFAO MOTORS BURKINA which is the main part that the research is focused on.

3.1 Overview Burkina Faso

Burkina Faso is a landlocked country in sub-Saharan Africa, with low income and limited natural resources. The population, which grows at an average annual rate of 3.1%, was estimated at nearly 18.6 million in 2016. The economy is strongly dominated by agriculture, which employs nearly 80% of the active population. The real GDP growth rate stood at 5.9% in 2016, well above the 4% of 2015 but equal to the 6% average recorded in the 2003-2013 decade. The implementation for new mining field, the moderate increase of gold, a cotton cost and good farming season opened the way for a progressive return to economic growth in 2016. (World Bank, 2017).

Politically stable, Burkina Faso has been the object of an insurrectional crisis in October 2014 which led to the departure of the former president after 27 years in power. This situation led the country under a transitional regime for one year. Elections were held in 2015 and a president was democratically elected, (World Bank, 2017).

However, the country's post-insurgency situation is still affected by protest movements which request for better living conditions and this in both public and private administrations. Here is a recapitulative (see Table 3-1) chart of some strikes since 2008.

These actions tend to be generalized and substantially affect the economy of the country. I believe that companies must face the growing problem by coming up with definitive solutions to avoid similar disastrous situations in the future.

Ministry	Numbers of strike
Ministry of Education	7
Ministry of Economy and Finance	12
Ministry of Territorial Administration	6
Ministry of Infrastructure	6

Table 0-1: The most affected Ministry

According to Free Africa Institute, the country recorded 68 strikes and sit-ins in 2017, 41 strikes and sit-in in 2016, 16 in 2015 and 2014 (see Figure 3-1). 2017 has seen the highest peak in strikes and sit-ins; since 1960 (L'Economiste du Faso, 2018, 235).

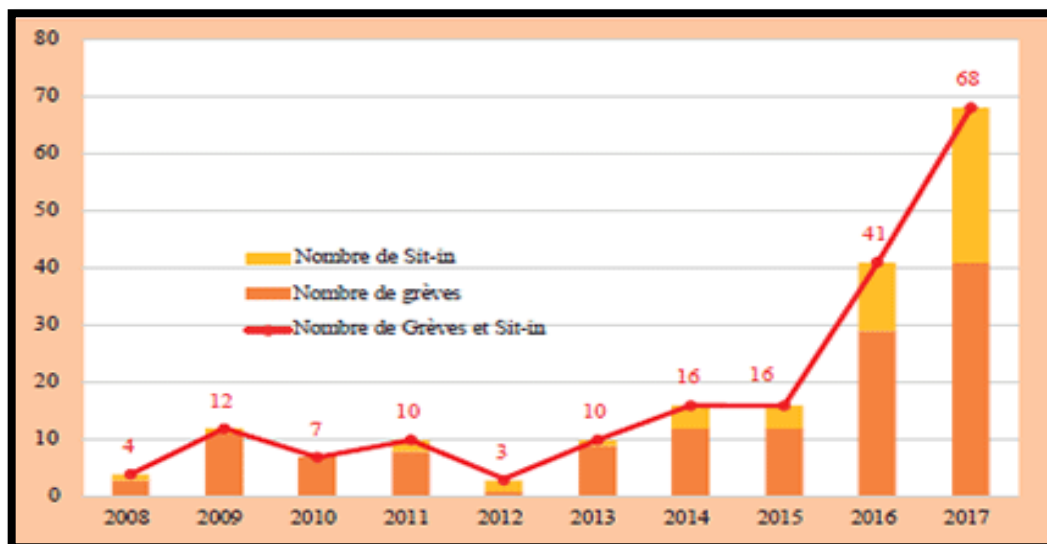


Figure 0.1: Frequency of strikes and sit-in in public administration

Source: "Institut Free Africa", Evaluation of social conflict, January 2018.

Here is a brief overview of Burkina Faso. It focuses more on the social and political situation and partly highlights the reasons why this study is designed. The next paragraph will discuss the case of CFAO MOTORS BURKINA and of course, lead us to understand the interest of this study.

3.2 Overview of CFAO MOTORS BURKINA

CFAO MOTORS BURKINA is a subsidiary of CFAO GROUP. Founded in 1887, CFAO GROUP is active in several fields such as Pharmaceuticals, Agribusiness, Automotive, Technology and Mining Industry. CFAO GROUP works with 53 partners (see Figure 3-2) or brands around the world.



Figure 0.2: CFAO Group partners

Source: <http://www.cfaogroup.com>

The group is implanted in 36 countries in Africa and seven French Overseas territories, in Denmark, Portugal, Italia, India, Vietnam, Gamboge, Denmark, Italy. 80% of sales come from the African continent (see Figure 3-3). CFAO GROUP hires 33,000 people with the main objective of training and coaching collaborators for better performance. It should be noted that the group originally was French but has been owned since 2012 by TOYOTA TSUSHO CORPORATION.

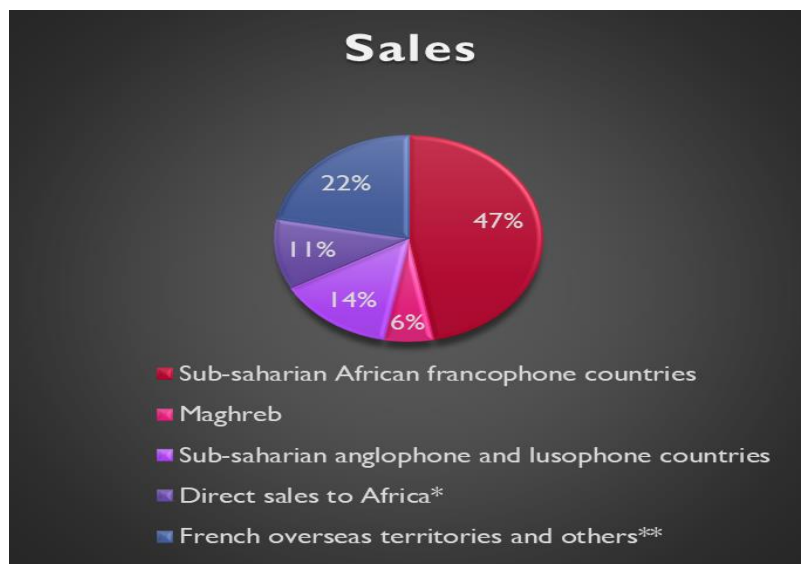


Figure 0.3: Market share around the world

Source: <http://www.cfaogroup.com>

As mentioned before, the CFAO GROUP has several subsidiaries around the world. In Burkina Faso, in addition to the motors subsidiary, pharmaceutical and technology sectors are also involved and each company is autonomous. CFAO MOTORS BURKINA was implanted in 1973. It has undergone several changes of name and acronym: CODIAM, SIFA BURKINA, then CFAO today. The company is specializing in the sale of four and two wheels, the rent-sale of vehicle or leasing, lifting equipment, and elevator. In addition to these

activities, CFAO MOTORS BURKINA provides after-sale servicing through repair shops and the sale of spare parts. There is another new activity developed in 2015 and consist in selling used motorcycles which recovered from customers who would like to buy new motorcycles but have limited means. The company evaluates the cost of the used motorcycle and customer should simply add some money to it to get a new CFAO Motorcycle. This activity is popular in Burkina because of the population modest income and interest in quality products. Also, through the brands that the group is working with, CFAO MOTORS BURKINA sells Yamaha, Toyota, Suzuki, Peugeot, Dongfeng, JCP and Avis for leasing.

CFAO MOTORS BURKINA is a market leader with 35% of market share. It faces both formal and informal competition. At the formal level, it has some multinational representations and local companies such as DIACFA, MEGAMONDE, HERO, KAIZER, MERCEDES-NISSAN. At the non-formal level, there is a big wave of dealers that are not to be neglected. They are specialized both in the sale of new and used car and motorcycle. Dealers activities have increased due to the globalization that gives the opportunity to travel around countries which deal more with Africa than past. There are nations such as China, Dubai, Indonesia, Singapore and many other countries where dealers can buy lower cost and often manage to pass the meshes of taxation and some constraints related to the importation to which the multinationals are exposed to. These traders in the informal sector are thus sometimes rough competitors for CFAO MOTORS BURKINA.

Here is an overview of the company turnover by activity and for 5 years (See Figure 3-4). Vehicle and motorcycle section represent a large part of the turnover, the leasing business is still stagnating because this activity is not very much in the habits of Burkina Faso

people, the main customers are BtoB and finally, Truck department opened in 2015 but which start to compete on the market.

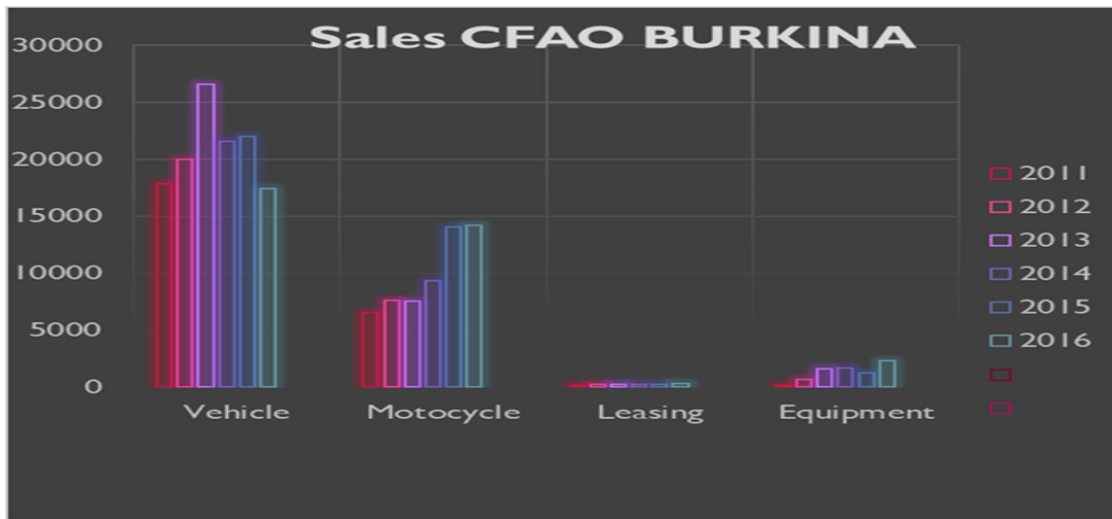


Figure 0.4: Turnover per activity

Source: Financial Data CFAO MOTORS BURKINA 2017

However, you will agree that it is not complete, as a leader, CFAO MOTORS BURKINA working with an important human resource who are some significant actors in the company success for several decades. The next part discusses human resources which is the focal point of my study.

3.3 Human Resource Management in CFAO MOTORS BURKINA.

CFAO MOTORS BURKINA hires in total 168 people divided up as follows (see Figure 3.5 below). An important aspect of human resources is the salary scale, which was based on the collective labor agreement of 1974 with a basic salary of high ranking worker amounts to \$145 per months or less. The salary scale has been reviewed in 2011 but employees are still unsatisfied with this level of salary because they think the company is

able to do better. This situation causes frustration in the activities, even lack of motivation. Very low salary structure relative to industry and even overall job market. Employees feel abandoned by top management when come up to negotiate a better working condition with headquarter; other colleagues of the same group have salary level which is sometimes multiples of that of CFAO MOTORS BURKINA; examples are CFAO Technology and LABOREX. Almost all affiliates in Africa offer better pay structures than that of CFAO Motors Burkina Faso.

Others aspects of CFAO human resources management is lack of professional ethics and company-goal orientation. In addition, first-line employees do not own the company culture and do not prioritize the success for the common goal. Besides, there is lack of team building activities which are proper channel to remind all of the values of the firm and motivate all the various team to work toward the common goal and reward performance by good employees. If the company has remained the market leader, it is partially due to the quality of its products, which are mostly Japanese brands, and are recognized as quality products and durable. I often hear employees say 'I'm just doing my job while waiting to find out better'. Customers complain about the hospitality, missed appointments, the lack of courtesy and go so far as to expose their discontent on the local radio station.

So why did a leading company get into such trouble? I will assume that this is common to all companies, but there is no need to improve these situations in a world where competition is growing up or the political social movements have gained ground and really impact companies through endless strikes and huts on. All this is very costly for the company and economy of the whole country.

Faced with this set of facts I have decided to show a possible way to get out of crisis or prevent it, even if it is known remains difficult in its application, I assume that culture of the learning organization, adequate leadership and employee's satisfaction can help to achieve this goal. How to keep your place of leadership, maintain worker and make them committed to the company, how to give the desire to the workers to surpass themselves? Win the trust of the customer? So, to assess deeply the company situation and find some response to prevent or solve the issue that company and country are facing, the next chapter helped to design theoretical framework and hypothesis based on the literature review for the situation.

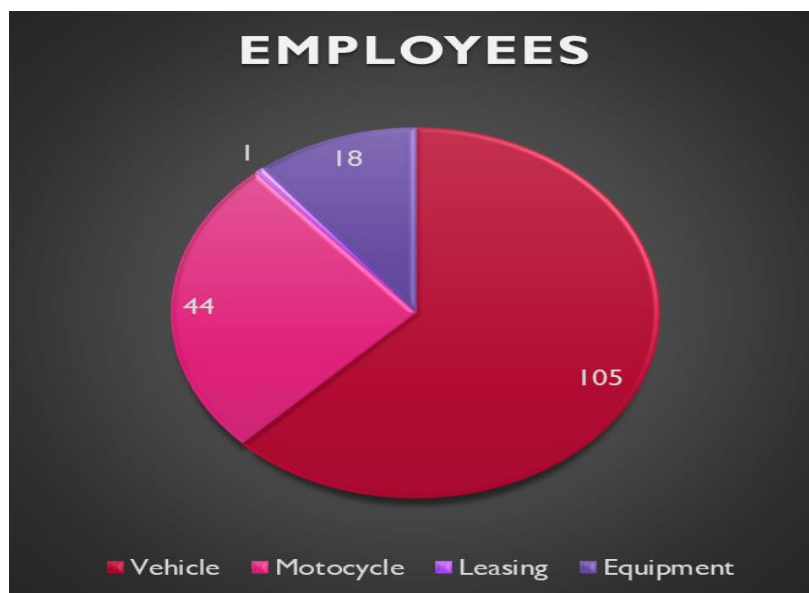


Figure 0.5: Employees per department

Source: CFAO Human Resource 2017

CHAPTER 4: THEORETICAL FRAMEWORK AND HYPOTHESES

The purpose of this chapter is to consolidate the theoretical and experimental arguments developed in chapter two. Thus, after presenting the literature dealing with our concepts and their potential relations, research model, and the different hypotheses was introduced. In order to support the argument behind the conceptual model, I recalled the theoretical and empirical bases supporting the relationships between the variables that was thoroughly discussed in this paragraph.

4.1 Conceptual Framework.

The objective of this research is to determine the contribution of the learning organization and leadership on employee satisfaction in their workplace and overall performance of the company. It also aims at taking actions to prevent the setbacks that come in periods of widespread social unrest. I expected that through this study companies can understand the necessity of leaving traditional practices and develop a learning culture with effective leadership in order to set up a happiness climate within their respective businesses leading to better outputs, higher performances, create competitive advantage, foster adaptability and revenues for all stakeholders involved. Besides, most the study conducted during the research were from abroad and I believe this study can fill the gap with Burkina Faso realities and by extension with Africa. Subsequently, based on the different finding of my predecessors and other eminent researchers on the matter, I developed the conceptual framework below (see Figure 4-1) which illustrates the hypotheses tested in this research project whose argument is developed in the following section

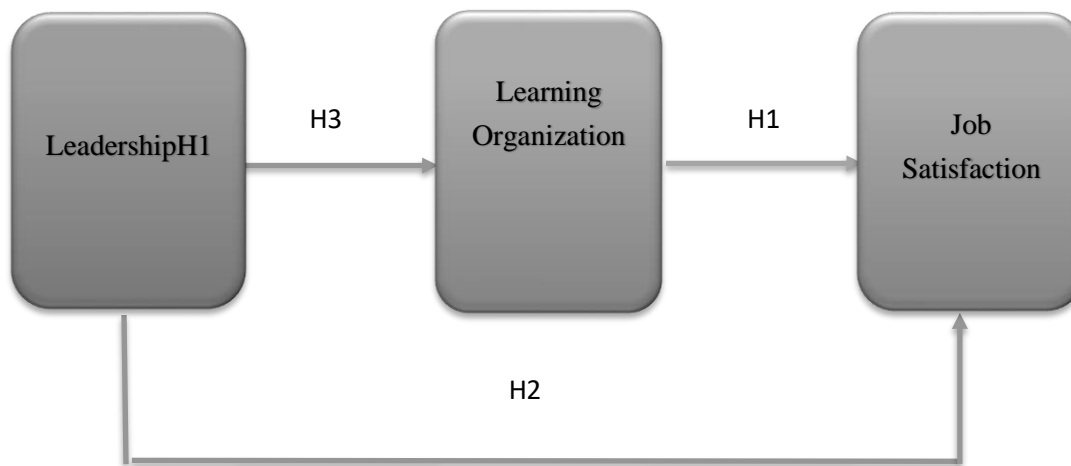


Figure 0.1: Research Framework

4.2 Hypotheses

The conceptual model presented in the previous section is based on three Hypotheses

H1: Learning organization has a direct effect on job satisfaction.

H2: Leadership has a direct effect on employee job satisfaction.

H3: Leadership has a direct effect on the learning organization.

Based on the hypothesis I developed the conceptual framework (see Figure 4-1) which illustrates the relationships among the concepts of the learning organization, leadership, and that job satisfaction. In other words, learning organization has an impact on job satisfaction because the foundation of the learning organization aims to utilize all available resources including the people within the firm to evolve and consistently learn and grow into a larger powerhouse; management has come to realize that employees who feel valued and cared for are significant asset to the company. This concept of shared vision and

common goal is a source of individual engagement for both sides (employees and employers involved) that gives meaning to collective action by filling the gap between individual perceptions and organizational goals (H1). Besides, I investigated the relationship between leadership and job satisfaction which implied employee attitude at job significantly depended on the leadership style applied by the manager or within the overall organization. Transactional leadership brings happiness through the achievement of the agreement between employee and organization while transformational leadership is focused on challenging employees and realizing the common objective (H2). Finally, the creation of a learning structure cannot be effective without a great leadership, whose aims to communicate vision, encourage employees in order to give the best, understand them to better respond to their inspirations and that of the organization. In other words, it is an important criterion to create a learning culture, foster adaptability, or to transform an organization to provide more satisfaction to all stakeholders involved (H3).

4.3 Measurement and Research Variables

This section present variables and sub-dimension used in our questionnaire. The research focused on three major's variables which will describe in the following step. first, the independent variable is a learning organization, secondly Employee job satisfaction and lastly Leadership.

4.4.1 Learning Organization

In this research, we use the definition of (Senge, 2006) as well as the five dimensions he describes. In fact, he defined a learning organization as organizations in which members can continually develop their abilities to achieve the results they expect. He presented new

ways of thinking, cooperative ambitions are welcomed, and individuals are constantly learning how to acquire skills together. He developed five disciplines of learning that are systemic thinking, personal mastery, clarifying and putting Involved models coats, build a shared vision and learn as a team. He emphasized that the first three disciplines have the conceptual and personal qualities that are essential for a good leader.

Systemic Thinking: Allows to study interrelations rather than individual elements. It is the discipline of learning to contemplate the whole and not just the individual parts. It allows the study of structures and puts the finger on the effects of the levers and modify them.

Personal Mastery: Continually clarify and deepen our personal vision. This discipline consists of focusing energies, developing our patience and looking at reality objectively. Focus on your goal in order to redefine each time a desired vision

Shared vision: Is defined as the result of a creative act by which the company expresses its collective ambition. The vision is shared because the role of the leader is to bring out this expression of the organization and not to impose its vision.

According to Peter Senge, the five disciplines must be developed together. This is a real challenge because it is more difficult to master new tools globally than to know how to use them separately. But the benefits we get are huge. It is for this reason that systemic thinking is the fifth discipline. it is perhaps the most fundamental. It is the discipline that makes it possible to integrate disciplines, to combine them into a set of theories and practices, in order to bring about change in a company. It is this approach that reinforces each of the

other disciplines and shows that the result of the whole is greater than the sum of each of its parts however in this study we only focused on three.

Regarding the learning organization, it was measured using 3 items previously defined: building a shared vision, personal mastery and systemic thought that represent the statements 1 to 13 on the questionnaires. These items are also measured using a 7-point Likert scale where 7 represents the statement =Strongly agree and 1 = strongly disagree.

4.4.2 Employee Job Satisfaction

In this thesis, we also focused on job satisfaction. Job satisfaction items help to find specific details of a job that required improved. As mentioned by (Kerber & Campbell, 1987; Kumari, 2014) The results can help organizations improve overall employee satisfaction. having conducted a survey in the company, this approach gives us the freedom to consider all types of workers' feelings about the job. It allows us to highlight the employees' well-being on different aspects of their work. I use two factors earlier mentioned by (Chen, 2002; Weiss & al.,1967; Change & Lee, 2007) that the research will be more on internal and external notions of satisfaction. They mentioned that employee's satisfaction comes from intrinsic factors such as value, sense of responsibility, social status, position, autonomy, and self-esteem as well as extrinsic elements such as salary, benefits career development, job security, the physical layout of workplaces and performance evaluation. In terms of employee satisfaction, it was measured using 2 items, including external and internal satisfaction. There is a total of 11 statements that are represented from 13 to 24 on the questionnaire. These items are also measured using a 7-point Likert scale where 7 represents the statement =Strongly agree and 1 = strongly disagree.

4.4.3 Leadership.

We also used leadership as an independent variable in the study. In the relationship between satisfaction and the learning organization, the command of leadership is held by an individual who has an influence on a group, called the leader. The leader takes initiatives and guides group membership by his aptitude to federate and mobilize the energies around a collaborative action. (Jain & Jeppe, 2013) In this research, we focused on the theory of leadership and transformational and transactional. This theory was developed by James MacGregor Burns (1978). He argued that transformational leaders would engage in quality relationships that would lead to a high level of motivation among their subordinates (Sopheak, 2013). The transactional leader, meanwhile, would maintain exchange relations based on the reinforcement of behaviors that he thinks. This opposition led Burns (1978) to argue that the transformational style would be more effective than the transactional style. However, Bass (1985) asserts that a good leader must have both transactional and transformational qualities to varying degrees. Thus, the work of Bass (1985) led to the development of the "full range leadership theory" (Bass and Avolio, 1994) which refers to the different leadership behaviors that a leader can adopt (Sosik, 2006). In this research, I support the concept of Bass and Avolio, (1994) and quoted by (Lee & Chang, 2007). The transformational and transactional leadership measures also come from the (Chang & Lee, 2007) questionnaire and have 14 items including 11 for transformational leadership, 4 measuring transactional leadership and representing questions 25 to 39. The scale used is of the Likert type. at 7 points (7 = Strongly agree and 7 = Strongly disagree).

4.4.4 Control variables

Controlled variables such as age, sex, and type of job were introduced into our different tested models in order to know their eventual effect.

CHAPTER 5: RESEARCH METHODOLOGY

This chapter explains the methodology used for the research. It describes the data from the study, the measurements that were used, and the statistical analysis that were performed.

5.1 Source of the Data

This study started with a library search. At first, I became familiar with the subject by carrying out some research on topics related to learning organization, leadership and job satisfaction through academic journal and books. These different types of sources allowed to limit the scope of the subject and determine the need at the level of theoretical and conceptual analysis. Thus, the research questions and hypotheses were formulated. Also, I took the questionnaires from some previous studies made by (Chang & Lee, 2007) and made some minor modifications to fit with the study. In fact, the previous questionnaire consisted in four topics including “organizational culture” which was removed because our study didn’t cover this topic but also the objective is to make the questions understandable, not too long, in order to get quick feedback and more respondent, with too long question it should be difficult to reach desired outcomes. Two additional questions were also removed from “Job satisfaction “. Answers to these questions were addressed in “the admiration after job completeness” and “the organization carry out and the method of the policy”. Indeed, a section to get employee identities such as age, type of job and sex was added. Finally, the questionnaire included 39 questions translated into French which is Burkina Faso official language was addressed to employees to assess the level of the learning organization, job satisfaction, and leadership. Furthermore, we addressed a series of questions to the Administrative and Financial Director

to gather some general data about the company such as the number of people employed, the strategy adopted by the company and financial data.

5.2 Population and Sampling

The population base used for this research made of employees of CFAO Motors Burkina. The company hires 168 people spread within four departments including 44 employees in the Yamaha department, 105 in the Toyota department, 1 employee in Avis and 18 in the Equipment department. A total of 110 questionnaires were distributed to employees, and I received 105 responses, 5 of which were withdrawn because they were not completely filled so we collected 100 valid questionnaires in total. It should be noted that I could not reach all the workers from afar since the company has a representation in the western side of the country with about twenty workers whose contact I did not have. I have therefore focused my activities on people operating from the head office in the capital city. In addition, when I contacted the responsible for data collection, I was initially authorized to conduct the research with only people from the Yamaha department that made of 44 employees and this first research had allowed us to harvest 30 replies in total but the responses were not well understood, leading to errors in the output collected making the answers difficult to utilize.

This situation led me to reconsider the whole questionnaire by taking into account a study set by (Lee & Chang, 2007) and which has shown a certain reliability. In fact, CFAO Motors faces strong competition because of trade development. Indeed, being in a landlocked country the company had for a long-time taken advantage of the privileges that came with its multinational status. The firm was able to mobilize important financial resources which were

not accessible to local competitors. This situation allowed CFAO to maintain a position of leadership in the sale of motorcycles, vehicles and spare parts for several decades. However, globalization as well as sub-regional market agreements characterized by tax reduction and lifting of customs barriers allowed individuals and also other local and multinational company to develop similar activities in Burkina Faso with sometimes less rigid constraints. Which of course tend to disrupt CFAO MOTORS activities. Another aspect that explains the need for this study is related to the style of management adopted by the company which was rather authoritarian than participatory. Employees for a long time stayed under managers who are generally expatriates and their point of view didn't matter. Local employees perceived derisory basic salary level amounting to sometimes less than \$ 145 per month and additional benefits were virtually non-existent. This trend has slightly changed with a new salary scale and a new health insurance policy adopted in 2011; this was a first for CFAO MOTORS with more than 50 years of tenure and is mainly justified by the intensification of market competition and a popular insurrection that turned things upside down. Indeed, since 2014, date of the popular uprising in Burkina Faso, the company's weaknesses are more and more exposed by competitors as well as by its own customers who became more demanding and highly frustrated by the recurrent unavailability of the products and the long lead time in the deliveries accentuated by a weak communication strategy, a lack of care and attention during their various interaction with front-line employees led customers to express their unhappiness on the local media and social platforms. Employees also claimed about their dissatisfactory working conditions by making comparisons with the way the competition treated their employees.

The strikes in other public and private organization reinforced CFAO MOTORS employees' demands for better conditions. These workers were barely motivated employees who felt abandoned by their superiors who put customers satisfaction at the bottom of their priorities to center most of their strength on fighting for better conditions. From the company's current situation and the prevailing climate in Burkina Faso, I firmly believe that a new style of management that takes into account employee aspiration, as well as organization vision and objective for a perpetual improvement, is more than necessary. This led me to redirect my attention to a case made by (Chang & Lee, 2007) in the tumultuous context in Taiwan in order to improve the effectiveness of business management through job satisfaction, learning culture and leadership.

5.3 Data collection method

To collect the data, I sent the questionnaires by email to CFAO MOTORS employees. The questionnaire has a four-part. The first part requested for employees identity, the second part collected information about the learning culture within the company with three major sections namely sharing the vision, personal mastery, and systemic cooperation. The third part of the questionnaire related to employee job satisfaction and mainly focused on internal and external satisfaction. The last part covers employees opinion about transformational and transactional leadership within the company. In addition, as the previous questionnaire was explained by the manager during the first collection, most the employees filled the form more easily, however, some of them asked for few explanations on those questions and I contacted them using a phone call to answer to their request.

5.4 Reliability

Reliability relates to the consistency of results obtained by using a measuring tool. (Chang & Lee, 2007). There are many ways to check on the reliability among which the reliability of internal consistency that has been used in this research. It is measured from Cronbach's alpha with SPSS. Indeed, it is involving to measure the correlation between the items scale. Alpha takes a value ranging from 0 to 1, if it is too low it means that the scale is either composed of too few items, or the items have very little in common. However, between 0.7 and 0.8 we can consider that the scale is reliable (Yergeau & Poirier, 2013). The result showed a high reliability of this study ($\alpha=0.951$).

5.5 Data analysis.

It is the processing of the data collected during an investigation in order to make it useable. There are different methods to analyze data:

5.5.1 Descriptive statistics

Descriptive statistics are used in this study to analyze and describe data for a final explanation. There are simple mathematical calculations that make it possible to release data a real positive or negative trend of the results (Armstrong, 2014, p 587). It is the basis of any data analysis. I, before deepening the analysis in the details, I have performed first with the overall description using these statistics. Descriptive statistics make it possible to calculate several indicators including mode, mean, standard deviation, median and make graphic representations to explain the phenomena or variables studied. In this study, I use the mean, mode, min and max for the analysis. The mode is the value of the item whose staff is the

largest, the maximum is the greatest value of the character actually obtained and the minimum is the smallest value of the character actually obtained

5.5.2 Correlation

The correlation coefficient (r) indicates the degree of relationship between two quantitative variables (Armstrong & Taylor, 2014, p. 585). It allows demonstrating the relationship between the independent and dependent variables and r is in the range of -1 to 1. For the interpretation, (r) must be significant. The significance level is represented by (p -value). If p is less than 0.05, we reject H_0 (null hypothesis) which means that there is a relationship between variables. For this study, a correlation matrix was performed through SPSS. For the interpretation, we can also Cohen's (1988) guidelines which argue that: 0.1 means weak correlation, 0.3 means correlation, and 0.5 strong correlation (Yergeau & Poirier, 2013).

5.4.3 Regression

Regression analysis is also used to estimate the relationship between two or more factors. The regression analysis can be simple, which makes it possible to produce a model of the relationship between two metric variables, to estimate the adequacy of the model and to see graphically the correspondence between the data and the model (Armstrong & Taylor, 2014, p. 585). In this study, multiple regression was performed on SPSS and the analysis was done by referring to an ANOVA table. For the interpretation, I focused on the beta coefficient that allows comparing the relative contribution of independent variables to the prediction of the dependent variable. The strength of the relationship between variables is expressed by the correlation coefficient r , which is the square root of r^2 . In multiple regression, r can take

values from 0 to 1 and to interpret the data it is possible to examine the sign (plus or minus) or Beta coefficient. If Beta is positive it means positive relationship; if the coefficient Beta is negative, the relation will be negative. Finally, if the coefficient B is equal to 0, there will be no relation between the variables (Yergeau & Poirier, 2013)

CHAPTER 6: ANALYSIS AND RESULTS

This chapter presents the results of the various statistical analysis that were performed to validate the assumptions underlying this research model. In the first part, I presented the descriptive statistics, then follow the intercorrelation analysis and I finished by presenting the result of multiple regression analysis.

6.1 Descriptive Statistics

6.1.1 Characteristics of respondent

Among the hundred questionnaires sent out and duly completed, 56% of the respondents are administrative staff, 22% are sales officer and 22% are mechanics. Indeed, 25% of the surveyed population base are women, two of them are employed as mechanics and the remaining are administrative staff. The remaining 75% of the participants were male. The majority of respondents are between 31 and 40 years old (52%), 31% are 41 years old and over, the younger ones are between 20 and 30 years old and represent 17% of the population surveyed.

6.1.2 Respondent responses

In this table (see Appendix), vision adjustment, according to the evolution of the company, gets the highest average 4.95, its mode is of 4 = undecided. The lowest coefficient is for Clear vision and materialization plan with 4.01 average and mode 4 = undecided. The ability of the workers to predict the evolution of the enterprise as well as the understanding of the company vision by the colleagues got respectively 4.23 and 4.29 as average with a mode. This result means that employees do not perceive information or vision at the same level.

Regarding the personal mastery, the greater average = 6.32 is obtained by the capacity to solve the difficulties by yourself. The lowest average = 6.19 is the one that measures the dispute as part of the learning, thus causing the workers to find compromises in the disputes that may arise between them. Therefore, I find that in general, opinions are positive about workers' ability to learn from their mistakes, to find compromises and to improve continually.

Regarding the systemic cooperation, the highest average 5.14 was obtained for model worker reach goal director while the lowest average 4.31 was obtained for trust between colleagues. In addition, collaboration after dispute gets a good average of 5.14. mutual trust among colleague and business review following the development of the company score was respectively 4.89 and 4.56. In general, there is some systemic cooperation within the company because most of the responses are positive except for the business review of which majority of participants have chosen the answer 4 = undecided. Through these results, we noticed that employees managed to maintain a good collaboration even for cases where some of them were skeptical over the issue. There is a spirit of cohesion and self-giving might not be a problem if some conditions such as the consideration of workers' opinion are improving.

As for the external satisfaction of the company, I note that the friendship between colleagues is the highest at 4.67. work pay averaged 2.30 followed by promotion opportunity = 2.98. the attitude of the superiors towards the subordinates, the capacity of managers to take decisions as well as the work environment obtain respectively the average of 3.33, 3.46 and 4.10. Overall will tell us that the level of external satisfactions is not good. Even if the level of satisfaction with friendship is almost satisfactory, it should be noted that most of the responses tend towards the lack of external satisfaction with $1 > M > 5$.

With regards to employee internal satisfaction, ability to self-evaluate obtained the higher average of 6.00, the lowest average is obtained by the opportunity to serve the others 4.52. To have one's own method of work, one's own technique and the opportunity to train others respectively got respectively 4.59, 4.72 and 4.56 on average. These results show that internal satisfaction is almost acceptable.

With respect to transformational leadership, the highest average of 5.17 was obtained for customer service management. The lowest average 2.96 was obtained for managed care. In general, the manager's ability to solve employment problems, the impartial attitude in case of sanction, method of approaching a problem in case of employee responsibility as well as customer service mission allocates was obtained favorable opinions = 5 (agree somewhat). Other items, seven in numbers got low marks = 2. Therefore, Efforts for improvement is required to enhance the level of transformational leadership. Indeed, employees request a for good pay for their efforts but they are also in the quest for recognition and esteem from their manager.

In this last part concerning the analysis of averages, I noticed a lack of transactional leadership. The highest average 4.37 is obtained by the reward in case of realization of the goals assigned. The lowest score is 3.22 and is assigning to favor to the request regarding proper activities. Here employees' answers move towards a negative grade, mode 2 = disagree.

6.2 Intercorrelation Analysis

In this section, I present the results of the correlation (see Table 6-1) analysis between the different variables. These analyses allow me to check if there are linear relationships between the variables.

Table 6-2 shows intercorrelations between variables. At the threshold of 1%, age ($r = .322$, $p < 1\%$) is positively and significantly correlated with sex. However, there is no correlation between the control measures and the other variables namely Building a shared vision, personal mastery, and systemic cooperation. This means that control variables don't have some meanings on learning organization. In addition, systemic cooperation ($r = .570$, $p < 1\%$), transformational leadership ($r = .679$, $p < 1\%$), and transactional leadership ($r = .531$, $p < 1\%$) showed a positive and significant correlation with building shared vision. On the other hand, systemic cooperation ($r = .398$, $p < 1\%$) and Transformational leadership ($r = .238$, $p < 5\%$) are positively and significantly correlated with personal mastery. However transactional leadership ($r = .127$, $p < 1\%$) does not show any correlation with the personal mastery. There is a strong correlation between transformational leadership ($r = .709$, $p < 1\%$), transactional leadership ($r = .591$, $p < 1\%$) and systemic cooperation. Finally, the transactional leadership ($r = .713$, $p < 1\%$) is positively and significantly correlated with transformational leadership. All these results predict that transformational leadership, share the vision, and systemic cooperation can have a better inference within the company climate. After the intercorrelation analysis, I continued with the multiple regression analysis to examine the quality of the model through the study of R square, the Beta coefficient and the F of Fisher. In order to confirm the hypothesis, a multiple linear regression analysis was performed using

demographic metrics, the three disciplines of the learning organization, transformational and transactional leadership as independent variables. Internal and external satisfaction are dependent variables.

Variables	1	2	3	4	5	6	7	8
1. Sex	1							
2. Age	.322**	1						
3. Typeofjob	0.104	0.009	1					
4. BSV	0.152	-0.158	0.134	1				
5. PM	0.065	0.107	-0.077	0.161	1			
6. SC	0.022	0.015	0.12	.570**	.398**	1		
7. TransfL	0.045	0.023	0.12	.679**	.238*	.709**	1	
8. TransL	0.097	0.134	0.158	.531**	0.127	.591**	.713**	1

*p<0.05 **p<0.01 ***p<0.001

Table 0-1: Correlation

6.3 Regression Analysis of Job Satisfaction

The multiple regression analysis was developed from five models divided into two groups (regression on job satisfaction and regression in the learning organization) to properly respond to the hypothesis. In the first model 1.0, only the control variables have been associated. The second model 1.1 associated control variables with three characteristics of a learning organization and finally in the third model 1.3 I associated the control variables, that of the learning organization and the one for leadership. Further analysis was necessary to

address the third hypothesis; to get there, two models were developed. The 2.0 model associated the control variable with the output of the learning organization while the 2.1 model 2.1 combined the learning organization variable with that of leadership.

In model 1.0, the variables of sex ($\beta = -.166$, $p < 0.5$), age ($\beta = -.051$, $p < 0.5$) and type of job ($\beta = .109$, $p < 0.5$) have no effect on employee's job satisfaction; Fisher's F and R square respectively of 1.464 and 0.044 are not significant neither.

In model 1.2 I associated control variables (sex, age, and type of job) with those of the learning organization, and I found that there is a positive and significant effect of the Building share vision ($\beta = 0.341$, $p < .001$), Systemic Cooperation ($\beta = 0.588$, $p < .001$) on worker satisfaction while Personal Mastery (Beta = - 0.140, $p < .05$) showed a negative impact on employee wellbeing. The values $F = 28,868$ and $R \text{ square} = 0.651$ are also good and significant. This shows that the three disciplines of the organization are precursors of job satisfaction in this company, however, as in model 1.0, the demographic measures showed no impact.

Finally, model 1.2 for which I associated all the variables, the results showed that only Building shared vision ($\beta = .219$, $p < .001$), and Systemic Cooperation ($\beta = .413$, $p < .001$) have a positive effect on employee's job satisfaction. In all cases, the impact remains significant with $F = 25.526$ and $R \text{ square} = 0.692$. Leadership items and control variables didn't show any impact on employee satisfaction.

6.4 Multiple Linear Regression Analysis on Learning Organization

In this part, I tested the relationship between leadership and learning organization to properly respond to the third hypothesis. As in the previous section, control variables were associated with the learning organization in the first step. I noticed for the model 2.0, sex ($\beta = -.046$, $p < 0.001$), age ($\beta = -.021$, $p < 0.001$), type of job ($\beta = .104$, $p < 0.001$) have no impact on learning organization. The coefficients $F = .424$ and $R^2 = .013$ do not indicate any implication.

Model 2.1 leadership were associated with control variables. It showed a positive and important effect of transformational leadership ($\beta = .663$, $p < 0.001$) on the learning organization, also Fisher's F and R^2 respectively of 24.416 and 0.565 are also significant. Control items and transactional leadership do not indicate any implication of learning organization within the company.

Total Job satisfaction			Total Learning organization		
	Model 1.0	Model 1.1	Model 1.2	Model 2.0	Model 2.2
1. Sex	-0.166	-0.119	-0.115	-0.046	0.007
2. Age	-0.051	-0.005	-0.006	-0.021	-0.038
3. Type of job	0.109	-0.024	0.024	0.104	0.037
4. BSV		.341***	0.219**		
5. PM		0.140*	-0.11		
6. SC		0.588***	0.413***		
7. TransfL			0.167		0.663***

8. TranscL			0.183		0.112
9. <i>R square</i>	<i>0.044</i>	<i>0.651</i>	<i>0.692</i>	<i>0.013</i>	<i>0.565</i>
10. <i>F Fisher</i>	<i>1.464</i>	<i>28.868</i>	<i>25.526</i>	<i>0.424</i>	<i>24.416</i>

Table 0-2: Multiple Regression (Model)

CHAPTER 7: DISCUSSION OF FINDINGS

This chapter discusses the results obtained from the statistical analyses conducted. After testing the research hypotheses, an in-depth interpretation of the results is presented in the following paragraphs. As a first step, I examined the expected results and then pay particular attention to the unexpected results and the reasons that may explain their empirical non-confirmation. By the same token, I presented the theoretical and empirical contributions of our research results.

7.1 Learning Organization on Job Satisfaction.

It should be noted that the purpose of this study is to better understand the effect of leadership and the learning organization on job satisfaction. But also, how this relationship can help to appease or prevent the growing social crises witnessed in Africa, particularly in Burkina Faso. For the first time, the results indicated that building a shared vision and systemic cooperation have a direct impact on employee job satisfaction while personal mastery has a negative and weak impact on employee job satisfaction. This means that linking all employees around an identity and a common vision, the ability to learn within the organization and the understanding of phenomena in their integrity will be a precursor to employee job satisfaction. This result is in line with studies already conducted by (Chang & Lee 2007; Dekoulou, 2015; Ergan & al., 2004; McKinnon & al., 2003) who stated that there was a positive link between the main features of the learning organization and job satisfaction. However (Senge, 2006) has been explained that the company doesn't promote personal mastery generally, so it results in unexploited skills. In addition, attitudes generated by learning organizations in response to the external environment are beneficial to

organizational performance but also contribute to improving work performance and employee satisfaction. (Gardiner & Whiting, 1997).

7.2 Leadership on Employee Job Satisfaction

The results showed that leadership did not have a direct effect on employee job satisfaction. This result is in contradiction with all of the opinions in the literature which indicate that there is a direct link between employee satisfaction and learning organization. In fact, according to the authors, the achievement of the company's objectives depends heavily on the type of leadership that the managers implement (Dalluay & al., 2011; Malick, 2015). Furthermore, Loganathan (2013) argues that there is a link between employee job satisfaction and transformational/transactional leadership, while the effect of transformational leadership is more emphasized. The most plausible explanation for this result is that the characteristics of the learning organization associated with the control variables contribute to withdraw the effect of leadership on job satisfaction. The conceptualization used in our theoretical model would have contributed to reducing the explanatory power of transformational and transactional leadership.

7.3 Leadership on Job Satisfaction through Learning Organization.

If the results allowed to confirm some hypothesis, it remains that a part of my theoretical model is unconfirmed. As illustrated in the previous section, there is no direct effect of leadership on job satisfaction. However, model 2 allowed me to obtain the expected result. Indeed, the items of the learning organization have been transformed into a single variable for the purposes of model 2. The result obtained shows that there is a positive link between the transformational leadership and the learning organization, but no significant

relationship with transactional leadership has been found. Definitely, this result confirms some previous studies that have shown that there is a link between leadership and the learning organization but that transformational leadership would have a stronger effect. (Loganathan, 2013; Rijal, 2009; Sopheak, 2013). In fact, Leader embodies the role model for all his collaborators; he is the materialization of the ideal pursued by the company and all its stakeholders. He must foster a spirit of collaboration, but above all motivate employees to adapt to their evolving environment, to continually improve themselves and develop new skills for the purpose of business development. A transformational leader can foster creativity and innovation in solving strategic problems but also in operational tasks of employees; he is expected to. From the above, the approach of the transformation leadership is in perfect harmony with the characteristics of a learning organization such as the vision sharing, the mastery staff, and the building shared vision,

Chapter 8: CONCLUSION

The primary objective of this thesis was to prove the impact of leadership and learning organization on employees' satisfaction. To do this, I performed multiple hierarchical regressions on data from 100 survey respondents. The analyses revealed that only characteristics of learning organization such as shared vision and systemic cooperation have a direct impact on employee's satisfaction, while personal mastery didn't show any effect on employee's satisfaction. A closer analysis allowed me to see that transformational leadership had a positive and significant impact on the learning organization. Thus, I have mainly established that an organization demonstrating the transformational qualities of leadership promotes the commitment and well-being of its employees. Such an organization has a positive impact on the learning organization environment. My findings confirm the positive effects of transformational leadership in a learning organization environment.

At the same time, I was able to identify some conditions in which transactional leadership does not have an apparent influence on the well-being of workers and the learning organization. Transactional leadership promotes a strict hierarchy, in which only managers are allowed to bring ideas for the betterment of the firm. Employees with innovative ideas have almost no voice. After this study, I believe those employees need a platform to communicate their ideas with management as it would have been the case with transformational leaders. Taking into account employees well-being at work implies having a more global interest in the human capital of a company. Guaranteeing employees satisfaction requires a systemic and comprehensive approach that takes into account the company's environment, the employees current skills, the general work structure of the

organization and the management of Human Resources. All these elements contribute to the achievement of the goal of profitability and economic performance while fostering social improvement and a better culture for the company. Companies need such a work environment and organizational culture to better fit into the ultra-diversified and interrelated global market.

Human capital and organizational culture improvement is a requirement for businesses that aim at sustaining, growing, or expanding beyond geographical borders. Though it takes time to change paradigms, it is necessary to immediately alter the belief that short-term pecuniary reward is enough to motivate employees and empower them to perform to the best of their abilities. The human factor is, without doubt, the critical element to achieving success; factors such as innovation and creativity are the secret ingredients to boosting performance and attain transformational change. That innovation can only come from dedicated workers in collaboration with outstanding leaders. Empirical studies find transformational leadership more effective than transactional management style. Despite the limitations of this study, I am convinced that a combination of both forms of leadership may be more useful for emerging companies.

8.1 Implication

The results generally show that transformational leadership has a significant impact on the learning organization and learning organization is found to be a vector of engagement and fulfillment for employees. In this respect, business leaders who are increasingly concerned with the social crisis, situations in which employees demand better working conditions, need to be aware that the increase in wages, the effect of imposing working

methods do not systematically generate a positive result or contribute to the well-being of the workers.

The key elements in a competitive or tumultuous dynamic lie in the way people are treated, their involvement in the company daily realities, the climate of working relationships, the respect given and the mutuality of interests. Companies should not only set goals and wait for results through the application of strict rules and methods. Companies should rather become a place where employees feel valued and considered. CFAO MOTORS has evolved into a company in which decision-making flows from top to bottom, a place where top management decides for others to only execute.

This management style was strictly replicated from foreign ways of doing business without considering local realities and customs. The recent political unrest that led to the falling of entire governments and system directly impacted the mindset of people in the market. Demands for change are not limited to political spheres but grew to include private sectors and open markets. Business leaders are faced with a crucial deadlock; they have been accustomed to autocratically deciding how things must be done and are used to solving setbacks through short-terms monetary arrangements with key opponents. Things have changed; workers have become blunt in their quest for better conditions and are willing to forgo their personal interests for the common good either because of their personal beliefs or because of the fear of being the targets of repressive actions from the crowd. The strike has come to be an effective weapon used by people from different boards to shake the system in general and their respective organizations. The results of this study are beneficial for the climate prevailing in Burkina Faso and generally in Africa. Institutions aiming to achieve an

efficient work environment and therefore improve their economic performances should greatly consider switching to a transformational leadership style of management with the end goal of becoming a learning organization. Skills and abilities of top management must be tested, leaders should be accountable for providing the proper support to their subordinates and conveying a united front leading to the achievement of the company strategy. This will be possible only with the inclusion of employees in the operational dynamic. Employees should be treated with great tact and understanding, and it must be explained to them the impact of their individual efforts on the overall performance of the organization. Great communication systems, proper training programs are required for any organization willing to embrace a transformational management style.

8.2 Recommendations

Based on the knowledge acquired from this study and on my personal experience, I have formulated some recommendations to help CFAO MOTORS improve its social conduct, its policy of corporate citizenships and further consolidate its market position. CFAO MOTORS should work to improve its employees' image vis-à-vis the customer. Though front offices are the first line of contact with potential and existing customers, the entire employee base must be trained to be customer centered. No matter one's functional belonging or one's hierarchical level within the firm, the satisfaction of customers' needs, and desires must be the ultimate goal. Friendliness, empathy and a customer service mindset should be expected from all employees within the organization. Customer must always be at the center of every action and decision of the firm.

Customer diversity and versatility should be embraced to the point of becoming a culture. To get there, CFAO MOTORS needs to make the necessary adjustments starting at the recruitment of a new employee. Top management should initiate a chart for customer care. The graph of that chart could be presented in the format of a welcome kit detailing how to welcome and behave in front of customers or prospective clients. That would also be an opportunity to determine employees' dress code. Complaint management and problem escalation mapping should also be published to allow employees to apply expected behavior in their daily interactions with outsiders. In addition to customer management training, it is essential for CFAO MOTORS to put a program in place to allow workers from different departments to take part in externally delivered training that could help improve their skills, commitment, and happiness.

It is true that CFAO MOTORS has made a long way from its beginning, but I firmly believe that with a well-designed internal communication strategy and public relation plan the milestones acquired would be easily expanded. The pre-existing emotional gap between top management and floor workers needs to be balanced to create a climate of trust, self-esteem and mutual respect. This newfound climate will set the floor for managers to be able to convey the vision, values more effectively, and expectations of CFAO MOTORS from top management to everyone. It will further create a sense of belonging to the values and objectives which in turn will motivate them to achieve the desired results and consolidate the firm's profits and foster further expansion.

Management should make it a priority to promote teamwork. Further interactions and cross-functional exchanges should be encouraged for any organization aiming for

constructive criticism and overall feedback from all corners of the firm. Seminars and other brainstorming sessions can help set up a platform and give a voice all workers, so they can provide first-hand solutions to issues that could not be solved by the regular channel of technicians and other specialists committed to the cause. These gatherings are essential since they make it possible to take advantage of the creative spirit and hidden skills of workers. I am confident that such an environment will contribute to raising the self-esteem of workers, reinforce their levels of commitment and by making them part of something bigger than themselves.

Another order of business for CFAO MOTORS should be to bring their human resource department closer to the employees. The human resource function should no longer be limited to administrative duties such as payroll preparation or the publishing of memos from top management to the employee base. This function has seen restructuring in 2017 when a Director has been appointed to run operational activities, but many people within the employee base question the pertinence of services provided thus far. People need to be motivated at CFAO MOTORS. A strategy with well-detailed plans should be enacted to help individual workers be aware of the impact of their contributions to the overall performance of the firm; they need to be shown that their efforts are recognized and well appreciated.

Finally, it is evident that the human resource department must approach top management and the finance department to develop a well-adjusted salary grid which accounts for current living costs and market trends. Even though it has become evident that salary is not the sole factor of satisfaction of employees, it is an essential factor of motivation

and commitment both necessary to ensure some better productivity and performance of any given company.

8.3 Limitation of the Study

This study has some limitation worth mentioning. I would first say that the findings are relevant to the specific context of CFAO MOTORS and may not apply to any organization. In fact, the respondents in the sample population are restricted to only one organization, in a specific market sector. It is, therefore, safe to say that despite the sample of one hundred (that assures us an excellent internal validity) respondents interviewed, the outcome is more relevant to the conditions and environment of this company and contribute to reducing the external validity of our study. Similar studies in other organizational environments in diverse industries and sectors would, therefore, be necessary to allow a generalization of our results in an African context.

Another limit to this research is the size of the sample. I was not able to expand it to all the employees of the firm because of some technical issues; some employees lack knowledge of the communication tools used for the surveys. Being a JICA student (interacting geographically for a remote region), I collected information with the tools available to me.

Moreover, I was not able to have interviews with CFAO's managers. It would have been an advantage to grasp issues of the company's and help with in-depth analysis or make a parallel between what workers perceive to be beneficial and what managers think would be helpful to the company.

Finally, The analysis of the collected data could have been better if I had proven skills in statistics. Though I was able to find an answer to my research question, I think I could still question the data for more details.

8.4 Future Research

As data were collected from a single company, it would be good to replicate this research model on other organizations and mainly organizations from different sectors. Expanding the model to other organizations will offer a better understanding of the phenomena than this country-specific and particular study. As previously stated in the limitations, trying the model on other companies or organizations would increase the external validity of my findings. Future researchers may consider interviewing managers to get more information about company management or issues that may help organizations have more interesting data for practical use. Knowledge of statistic will be a prerequisite for better use of this model.

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APPENDIX

Spss output

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
0.951	0.947	42	

Descriptive Statistics

Items: Building Share Vision	N	Mean	Mode	Min.	Maxi.
Vision Adjustment-Company Development	100	4.95	4	1	7
Company-Clear Plan-Vision Materialization	100	4.01	2	1	7
Company- Future Development-Colleagues-Conference	100	4.23	5	1	7
LO-BSV Company-Understanding Vision-Colleagues	100	4.49	5	1	7

Items: Personal Mastery	N	Mean	Mode	Min.	Maxi.
Self-Examination-Work Performance	100	6.41	7	1	7
Remember Fault-Improve Capabilities	100	6.32	7	1	7
Difficulty-Self-resolution	100	6.49	7	1	7
Dispute- Learning Activity-Seek Compromise	100	6.19	7	1	7

Items: Systemic Cooperation	N	Mean	Mode	Min.	Maxi.
Colleague-Mutual trust	100	4.31	5	1	7

Opinion Disagreement-Good collaboration	100	5.14	5	1	7
Director-Model-workers- Reach work Goal	100	5.18	6	1	7
Colleagues-Understanding job each content	100	4.89	5	1	7
Review of Business development-Amendments	100	4.56	4	1	7

Items: Job Satisfaction	N	Mean	Mode	Min.	Maxi.
Attitude-superiors-subordinates	100	3.33	2	1	7
Monthly Remuneration	100	2.3	1	1	7
Satisfaction-Friendship-Colleagues	100	4.67	5	1	7
Director-Capability-Decision making	100	3.46	2	1	7
Promotion Opportunity-Current Job Position	100	2.98	2	1	7
Work Environment-Equipment	100	4.1	2	1	7
Satisfy with-Capability-Self-Judgment	100	6	6	1	7
One Methods Work	100	4.56	5	1	7
Job Position-Own Capability and Technique	100	4.72	6	1	7
Opportunity-Instruct others	100	4.56	6	1	7
Opportunity -serve others	100	4.52	6	1	7

Items: Transformational Leadership	N	Mean	Mode	Min.	Maxi.
Director-Sufficient Capability-Hardship-Job	100	4.82	5	1	7
Director- Employee Fault-Consideration - Self-esteem	100	4.01	2	1	7
Director-Punishing-Impartial Attitude- Personally dogmatic discretion	100	4.16	5	1	7
Director-Best example of Success	100	3.55	2	1	7
My Fault-Director-Kindly- Communication- Help-Appropriate action	100	4.01	5	1	7
Director-Sharing-Delight-Hardship	100	3.52	2	1	7
Director-Encouragement-Face Challenges	100	3.91	2	1	7
Director-Taking Care-Family elders	100	2.96	2	1	7
Director - Orientation- New Director- Assistance	100	4.04	2	1	7
Director- Give Mission-Customer service)	100	5.17	6	1	7
Show hearty Respect- Finish My Job	100	4.01	2	1	7

Items: Transactional Leadership	N	Mean	Mode	Min.	Maxi.
Director -My demand to task-Personal Support	100	3.22	2	1	7
Director-Task Goals-Reach Rewards	100	4.37	2	1	7
Director-Punish-Reward-Personal work Performance	100	3.55	2	1	7

Accomplish-special Goal-Director-Appropriate Rewards)	100	3.68	2	1	7
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Correlation

Correlations

		Sex	Age	Type of Job	1.LO-BSV	2. LO-PM	3. LO-SC	5.JS-Ext	6.JS-Int	7.TransfL	8.TranscL
Sex	Pearson Correlation	1	.322**	0.104	-0.152	0.065	0.022	-0.183	-0.113	-0.045	-0.097
	Sig. (2-tailed)		0.001	0.301	0.131	0.524	0.829	0.068	0.263	0.658	0.336
	N	100	100	100	100	100	100	100	100	100	100
Age	Pearson Correlation	.322**	1	0.009	-0.158	0.107	0.015	-0.185	0.017	0.023	-0.134
	Sig. (2-tailed)	0.001		0.926	0.117	0.289	0.882	0.066	0.870	0.820	0.185
	N	100	100	100	100	100	100	100	100	100	100
Type of Job	Pearson Correlation	0.104	0.009	1	0.134	-0.077	0.120	0.145	0.004	0.120	-0.158
	Sig. (2-tailed)	0.301	0.926		0.183	0.444	0.236	0.150	0.967	0.233	0.117
	N	100	100	100	100	100	100	100	100	100	100
1.LO-BSV	Pearson Correlation	-0.152	-0.158	0.134	1	0.161	.570**	.711**	.445**	.679**	.531**
	Sig. (2-tailed)	0.131	0.117	0.183		0.110	0.000	0.000	0.000	0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
2. LO-PM	Pearson Correlation	0.065	0.107	-0.077	0.161	1	.398**	0.010	.258**	.238*	0.127
	Sig. (2-tailed)	0.524	0.289	0.444	0.110		0.000	0.924	0.010	0.017	0.207
	N	100	100	100	100	100	100	100	100	100	100
3. LO-SC	Pearson Correlation	0.022	0.015	0.120	.570**	.398**	1	.636**	.629**	.709**	.591**

	Sig. (2-tailed)	0.829	0.882	0.236	0.000	0.000		0.000	0.000	0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
5.JS-Ext	Pearson Correlation	-0.183	-0.185	0.145	.711**	0.010	.636**	1	.539**	.676**	.600**
	Sig. (2-tailed)	0.068	0.066	0.150	0.000	0.924	0.000		0.000	0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
6.JS-Int	Pearson Correlation	-0.113	0.017	0.004	.445**	.258**	.629**	.539**	1	.582**	.549**
	Sig. (2-tailed)	0.263	0.870	0.967	0.000	0.010	0.000	0.000		0.000	0.000
	N	100	100	100	100	100	100	100	100	100	100
7.TransfL	Pearson Correlation	-0.045	0.023	0.120	.679**	.238*	.709**	.676**	.582**	1	.713**
	Sig. (2-tailed)	0.658	0.820	0.233	0.000	0.017	0.000	0.000	0.000		0.000
	N	100	100	100	100	100	100	100	100	100	100
8.TranscL	Pearson Correlation	-0.097	-0.134	-0.158	.531**	0.127	.591**	.600**	.549**	.713**	1
	Sig. (2-tailed)	0.336	0.185	0.117	0.000	0.207	0.000	0.000	0.000	0.000	
	N	100	100	100	100	100	100	100	100	100	100
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

Multiple Regression Analysis on Job Satisfaction

Model 1.0

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.209 ^a	0.044	0.014	13.6	0.044	1.464	0.229

- a. Predictors: (Constant), Type of Job, Age, Sex
b. Dependent Variable: TJS

ANOVA^a

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	812.231	270.744	1.464	.229 ^b
	Residual	17755.479	184.953		
	Total	18567.71			
a. Dependent Variable: TJS					
b. Predictors: (Constant), Type of Job, Age, Sex					

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.677	6.92		7.468	0
	Sex	-5.236	3.337	-0.166	-1.569	0.12
	Age	-0.434	0.891	-0.051	-0.487	0.627
	Type of Job	2.23	2.062	0.109	1.082	0.282
a. Dependent Variable: TJS						

Model 1.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.807 ^a	0.651	0.628	8.352	0.651	28.868	0
a. Predictors: (Constant), 3. LO-SC, Age, Type of Job, Sex, 2. LO-PM, 1. LO-BSV							
b. Dependent Variable: TJS							

ANOVA^a

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	12081.068	2013.511	28.868	.000 ^b
	Residual	6486.642	69.749		
	Total	18567.71			
a. Dependent Variable: TJS					

b. Predictors: (Constant), 3. LO-SC, Age, Type of Job, Sex, 2. LO-PM, 1. LO-BSV

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.241	7.899		1.929	0.057
	Sex	-3.755	2.076	-0.119	-1.809	0.074
	Age	-0.045	0.555	-0.005	-0.081	0.935
	Type of Job	-0.487	1.294	-0.024	-0.376	0.707
	1.LO-BSV	0.9	0.204	0.341	4.401	0
	2. LO-PM	-0.576	0.28	-0.14	-2.058	0.042
	3. LO-SC	1.513	0.21	0.588	7.217	0

Model 1.2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.832 ^a	0.692	0.665	7.931	0.692	25.526	0
a. Predictors : (Constant), 8. TranscL, Sexe, 2. LO-PM, Type of Job, Age, 1. LO-BSV, 3. LO-SC, 7. TransfL							
b. Dependent Variable: TJS							

ANOVA

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	12844.086	1605.511	25.526	.000 ^b
	Residual	5723.624	62.897		
	Total	18567.71			
a. Dependent Variable: TJS					
b. Predictors : (Constant), 8. TranscL, Sexe, 2. LO-PM, Type of Job, Age, 1. LO-BSV, 3. LO-SC, 7. TransfL					

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.423	7.711		1.741	0.085
	Sex	-3.631	1.972	-0.115	-1.841	0.069
	Age	-0.053	0.543	-0.006	-0.098	0.922
	Type of Job	0.496	1.336	0.024	0.371	0.712
	1.LO-BSV	0.579	0.221	0.219	2.618	0.01
	2. LO-PM	-0.454	0.27	-0.11	-1.682	0.096
	3. LO-SC	1.063	0.238	0.413	4.468	0
	7.TransfL	0.164	0.107	0.167	1.526	0.131
	8.TranscL	0.395	0.204	0.183	1.932	0.056

Multiple Regression Analysis on Learning Organization

Model 2.0

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.114 ^a	0.013	-0.018	10.929	0.013	0.424	0.736
a. Predictors: (Constant), Type of Job, Age, Sex							
b. Dependent Variable: TLO							

ANOVA

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	151.913	50.638	0.424	.736 ^b
	Residual	11466.197	119.44		
	Total	11618.11			
a. Dependent Variable: TLO					
b. Predictors: (Constant), Type of Job, Age, Sex					

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.371	5.561		11.936	0
	Sex	-1.153	2.682	-0.046	-0.43	0.668
	Age	-0.143	0.716	-0.021	-0.199	0.843
	Type of Job	1.696	1.657	0.104	1.023	0.309

Model 2.1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.752 ^a	0.565	0.542	7.333	0.565	24.416	0
a. Predictors: (Constant), 8. TranscL, Sex, Type of Job, Age, 7. TransfL							
b. Dependent Variable: TLO							

ANOVA

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	6563.932	1312.786	24.416	.000 ^b
	Residual	5054.178	53.768		
	Total	11618.11			
a. Dependent Variable: TLO					
b. Predictors: (Constant), 8. TranscL, Sex, Type of Job, Age, 7. TransfL					

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.165	4.499		9.15	0
	Sex	0.168	1.804	0.007	0.093	0.926

	Age	-0.255	0.493	-0.038	-0.517	0.606
	Type of Job	0.599	1.2	0.037	0.499	0.619
	7.TransfL	0.514	0.081	0.663	6.315	0
	8.TranscL	0.192	0.182	0.112	1.054	0.295

Questionnaire: French version

<i>Merci de bien vouloir répondre aux questions ci-après initiées dans le cadre d'une recherche académique</i>								
<i>Les informations recueillies sont strictement confidentielles et ne sauraient être utilisées pour nuire à quiconque</i>								
	Organization Apprenante	Totalement en desaccord						Totalement d'accord
		1	2	3	4	5	6	7
1	L'entreprise peut ajuster sa vision en fonction de l'évolution des activités							
2	Mon entreprise a un planning clair qui permet de matérialiser sa vision							
3	Mes collègues peuvent prévoir l'évolution de l'entreprise lors des conférences							
4	Les visions de l'entreprise sont claires et connues par tous							

5	Je sais m'autoevaluer (performance)							
6	Pour m'améliorer je tiens compte de mes erreurs et celles des autres							
7	Chaque fois que je suis confrontée à des difficultés au travail, j'essaye de trouver la solution par moi même							
8	Chaque fois qu'un différend survient au travail, j'essaye d'être conciliant car je considère que les conflits font parties de la routine.							
9	Mes collègues en entreprise peuvent mutuellement se faire confiance							
10	En cas de divergence d'opinion, la partie adverse reste un meilleur allié au travail							
11	Mon Directeur donne le bon exemple et guide les collègues afin d'atteindre les objectifs assignés							
12	Mes collègues comprennent le fonctionnement de chaque poste de travail							

13	Mon entreprise fait des évaluations à mis terme sur l'évolution des affaires et prends les décision adéquates							
	<i>Satisfaction au travail</i>							
14	J'apprécie l'attitude des Supérieurs hiérarchiques vis à vis des autres employés							
15	Je suis satisfait de ma rémunération							
16	J'apprécie les liens d'amitiés au sein de l'entreprise							
17	Je suis satisfait de la capacité des supérieurs à prendre des décisions							
18	Je suis satisfait des opportunités de promotion qu'offre mon poste actuel							
19	Je suis satisfait de l'environnement de travail (ventilation, éclairage, équipement...)							
20	Je sais m'auto-evaluer							
21	J'utilise ma propre méthode de travail							
22	J'assume mon poste actuel avec mes propres capacités et techniques							

23	L'opportunité d'instruire les autres							
24	L'opportunité d'assister les autres							
	<i>Leadership</i>							
25	Mon Directeur a la capacité de surmonter les difficultés liées au recrutement							
26	Chaque fois que mon Directeur identifie une de mes erreurs il me le dit avec gentillesse							
27	Lorsque mon Directeur me punit il le fait de façon posée et impartiale							
28	Je considère mon Directeur comme un modèle de réussite							
29	Lorsque je commets une erreur mon Directeur communiquera avec moi en vue de trouver la solution qui sied							
30	Mon Directeur partage ses joies et difficultés avec moi							
31	Mon Directeur m'encourage face au défis							

32	Mon Directeur sait se comporter en bon père de famille							
33	Mon Directeur peut m'orienter vers un autre responsable et m'aider dans ma tâche							
34	Mon Directeur peut m'assigner une mission ultime de service client							
35	Je parviens à finir mes tâches à temps.							
36	Mon Directeur répond toujours favorablement à mes demandes d'autorisation							
37	Mon Directeur peut clairement définir mes objectifs en vue de mieux me gratifier							
38	Mon Directeur me récompensera ou me réprimandera en fonction de mon rendement							
39	Chaque fois que j'atteins mes objectifs je suis récompensé de manière appropriée							

Questionnaire: English version

Learning Organization								
<i>Building Share Vision</i>		Strongly Disagree						Strongly Agree
1	My company can allow timely vision adjustment depending on company development	1	2	3	4	5	6	7
2	My company has clear plans to materialize visions steps by step	1	2	3	4	5	6	7
3	My colleagues can commonly map out the future development of my company through conferences	1	2	3	4	5	6	7
4	My company has clear visions well understood by all colleagues	1	2	3	4	5	6	7
<i>Personal Mastery</i>								
5	I can make self-examination about my work performance	1	2	3	4	5	6	7
6	On my job, I can firmly remember my faults and those of others to improve my capabilities	1	2	3	4	5	6	7
7	Whenever I am confined to actual conditions of my job, I	1	2	3	4	5	6	7

	will try to find out available solutions							
8	Whenever there is any dispute happening in my job, I will never be stubborn with my own opinion and view the conflict solutions as part of learning activities	1	2	3	4	5	6	7
<i>Systematic cooperation</i>								
9	All my company colleagues can trust mutually.	1	2	3	4	5	6	7
10	Even under opinion disagreement can also treat the counterpart as my best work partner	1	2	3	4	5	6	7
11	My director can make himself set a good example for every company member and lead colleagues to reach work goals	1	2	3	4	5	6	7
12	My company colleagues can clearly understand the job contents of every position	1	2	3	4	5	6	7
13	My company can often review business development and amend some measures out of dates	1	2	3	4	5	6	7
<i>Job Satisfaction</i>								
14	I feel satisfied with the Attitude superiors pose toward subordinates	1	2	3	4	5	6	7

15	I feel satisfied with my Available monthly remuneration	1	2	3	4	5	6	7
16	I feel satisfied with the Companionship among colleagues	1	2	3	4	5	6	7
17	I feel satisfied with the directors' capability of decision making	1	2	3	4	5	6	7
18	I feel satisfied with promotion opportunities of current Job position	1	2	3	4	5	6	7
19	I feel satisfied with work environment (well ventilated, lighting, equipment)	1	2	3	4	5	6	7
20	I feel satisfied with my capability of self-judgment at work	1	2	3	4	5	6	7
21	I feel satisfied with Try one's work methods at works	1	2	3	4	5	6	7
22	Assume current job position with one's own capability and technique	1	2	3	4	5	6	7
23	The opportunity to instruct others at work	1	2	3	4	5	6	7
24	The opportunity to serve others at work	1	2	3	4	5	6	7
Leadership								
<i>Transformational Leadership</i>								

25	I believe my director has sufficient capability to overcome hardship from jobs	1	2	3	4	5	6	7
26	Whenever my director pinpoints my fault, he will kindly consider my self-esteem	1	2	3	4	5	6	7
27	Whenever my director is punishing me, he will definitely pose impartial attitude without personally dogmatic discretion	1	2	3	4	5	6	7
28	I regard my director as the best example of success	1	2	3	4	5	6	7
29	Whenever I make some faults in my job, my director will kindly communicate with me and find out the faults to take appropriate actions	1	2	3	4	5	6	7
30	My director can share his delight and hardship with me	1	2	3	4	5	6	7
31	My director can encourage me to have sufficient courage to face challenges	1	2	3	4	5	6	7
32	My director takes care of me just like one of my family elders	1	2	3	4	5	6	7
33	My director can orient me with a new director and help me solve problems	1	2	3	4	5	6	7

34	My director can hand me over with the ultimate mission for customer service	1	2	3	4	5	6	7
35	On the job, I cannot show my hearty respect and actually finish the instruction from my director	1	2	3	4	5	6	7
<i>Transactional Leadership</i>								
36	My director will satisfy my demands to task for my personal support	1	2	3	4	5	6	7
37	My director can clearly tell me about the task goals to reach rewards	1	2	3	4	5	6	7
38	My director will punish or reward me according to my personal work performance	1	2	3	4	5	6	7
39	Whenever I finish my special goals, my director can grant me appropriate rewards	1	2	3	4	5	6	7