

Towards a Theoretical Model for Learning Organization Strategy towards Improved Service Delivery: A Review of Literature

¹Ninah Mwende Muthamia, ²James Kilika

¹Doctoral Student, Department of Business Administration, School of Business, Kenyatta University, Kenya.

²Lecturer, Department of Business Administration, Kenyatta University, Kenya.

Received Date: 8 July 2022

Revised Date: 14 July 2022

Accepted Date: 26 July 2022

Abstract: *The role of organisational learning at the corporate level of business decision-making in the provision of services has been highlighted in the extant literature on strategic management. It still needs to address the application of learning organization as a strategy and its role in service delivery. Extant Scholarship links learning organization to service delivery with a bias to financial performance rather than the actual delivery of service, albeit not addressing the emerging role of the firm's innovation capability and the organizational development structure. In the paper, the authors adopt a multidisciplinary approach to review conceptual, theoretical and empirical literature to distil and examine the linkage. This study outlines problems that require for a broader definition of the learning organisation construct while keeping in mind that the learning organisation strategy (LOS) as a strategy does not exist in the body of existing literature. Based on the postulates forthwith, the paper brings a new frontier in strategy and hence proposes a theoretical model for linking the application of learning organization as a strategy to service delivery while delving into the role of the firm's innovation capability and organizational development structure and raises several implications for future empirical work.*

Keywords: *Firm's innovation capability, learning organization strategy, organization development structure, service delivery.*

I. INTRODUCTION

Extant evolutionary literature on the strategic management process, which has the sequential steps of strategy formulation, implementation and evaluation, has evolved in the definition and actual application. The strategy process is permeated with strategic thinking and options to overcome the glaring gap of a conventional strategic process which occurs in a stable environment with an emphasis on thinking creatively and intuitively by crafting strategies and creating a basis for learning (Prahalad, 1989; Stacy, 1992; Mintzberg, 1994; Liedtka, 1998)

The organization makes decisions at three strategic levels: at the corporate level on how to compete, at the business level on how to compete, and at the functional level on how to contribute, which means that all members of the organisation, not just the top management, are involved by searching the environment for important data, suggesting adjustments to strategies to take advantage of opportunities to continuously improve work procedures, and evaluating techniques. In the current Volatile, uncertain, complex and ambiguous business environment, strategic decisions are value-oriented conceptual and fit into corporate mission, objectives, strategies and policies by examining the set of activities that it carries out to create value for its customer in its activities, interconnected- ness, understanding of the source of value thus creating competitive advantage (Porter, 1985; Hamel & Prahalad, 1994; Bennett & Lemoine, 2014). Decision-making is a strategic choice with a spotlight on the role and constituents of the Top management team (Hambrick, 1989).

Providing resources that someone else will utilise as part of a service is an act that is done for that person (Alter 2008). As espoused, service delivery is intangible, with intangible evidence as a cue for evaluation. The popular dictum that structure follows strategy has since been disapproved that the structure can be a precondition to carrying out certain strategies (Chandler, 1962; Ogliastri, 2015). The proper firm strategic behaviour is the learning organization strategy orientation in order to monitor and respond to Volatile, uncertain, complex and ambiguous environments by identifying emerging and disappearing opportunities in order to deliver service quality as the firm attains its objective as a capability and competence (Teece & Pisano, 1997; Ensign, 2001). In the literature on strategic management, the learning organisation structure has been discussed in relation to performance, public sector innovation, and financial service, among other areas (Calantone et al. 2002, Salge & Vera 2012, Blazevic & Lieven 2004, Antonacopoulou Moldjord, Stero and Stokeland 2019).

In scouting through the literature conversely, one finds that literature on Learning organizations is rich with the potential to influence service quality delivery and other relevant constructs that are considered suitable for understanding and explaining firm strategic behaviour of innovation and service quality delivery. However, the application of learning organization as a Strategy has yet to be explored or used. This raises the implication on the theoretical perspective to integrate Learning organization strategy in that it will require scholars to appreciate the role played by theories underpinning strategic management such as Institutional Theory, Resource-based view, balanced scorecard, emergent strategies, logical incrementalism, while the other theories touching on service quality delivery such as SERVQUAL and SERVPERF while taking into consideration the role of innovation in the present day VUCA environment. This calls for an understanding of the learning organization strategy.

A. Statement of the Problem

An company will use the learning organisation as a method to provide high-quality service if it wants to add value to the way its customers perceive the services it offers (Porter 1985, Parasuraman 1988, Senge 1990). Despite calls for businesses to adopt learning organisations as a strategic alternative for directing service delivery, it has been noted that this request faces a number of challenges that strategic management must address. There is scatteredness and divergence in the definition, dimensions, conceptualization, and indicators of the construct of Learning organization strategy, service delivery and firm's innovation capability as no one book has all the literature. The context of the application of a learning organization strategy in service companies is unexplored, and a clear conceptualization of relevant constructs that underpin the phenomenon and application in real life is missing; hence need for scholars to provide relevant models that offer direction for practice and empirical work.

Secondly, Previous researches postulate various relationships between the three variables of service delivery, Learning organization strategy and a firm's innovation capability; there is a positive relationship between being a learning organization and being an innovative organization; learning orientation is central for innovation, organizational innovation influences service delivery in the past have indicated various relationships between learning organization (Roger et al., 2002; Ozbeg & Gelmez, 2015). This research aims to close a conceptual gap by focusing on the mediating role of innovation on the relationship between learning organisation as a strategy and delivery of quality service.

Thirdly, despite the logical connection between learning organization strategy and firm innovation capability leading to service delivery, only some studies have examined this connection. In the service industry, the following are the dominant in research: service quality delivery in service quality service and marketing, customer relationship management and service delivery, among others (Gronroos, 1984; Arokiasamy, 2014; Foya, Kilika & Muathe, 2015). When doing an environmental analysis, the macro environment is now viewable through the VUCA lenses. According to a 2012 article by Salge et al., the learning organisation strategy orientation moderates the direct positive influence of innovation activities on public sector innovation.

Lastly, in order to bring a zing to learning organization strategy theory, recent models have been created; for example, Antonacopoulou et al. (2019) postulated a new learning organization and study would fill the empirical gap in testing the new learning organization strategy model proposed by Antonacopoulou et al. in 2019 and Marsick and Watkins DLOQ model. To develop a theoretical model for learning organisation strategy, service quality delivery, and firm's innovation capability, as well as to outline future research recommendations based on the theoretical and empirical gaps with implications for future research, the Paper's objective is to conduct a thorough review of the extant conceptual, theoretical, and empirical literature on the key constructs.

The purpose of the study is to provide a comprehensive knowledge of the construct, establish a relationship between the constructs, and react to calls for conceptual, empirical, and theoretical literature development. The paper will cover some research gaps aimed at helping practitioners, policymakers, and managers. Moreover, scholars who lack a clear conceptualization of how the constructs can aid practicably in situ also helps theorist in social sciences and like-minded scholars interested in heeding the call for further study and advancement of the constructs.

II. CONCEPTUALIZATION OF THE KEY CONSTRUCTS

A. Learning Organization Strategy

In order to conceptualize the construct of learning organization as a strategy and achieve the study objective, it is paramount that history is brought to attention. We must appreciate how learning organization has evolved over the years. Confucius (551-479BC) was the first to float the idea that everyone should benefit from learning. Learning is a change in behaviour (Garratt, 1987; Swieranga, 1992). The learning organization was introduced by Garratt in 1987 and popularized by Senge in 1990 when he defined the construct. Senge first defined learning organisation is one in which employees continuously develop their ability to forge the desired future, adopting novel thought patterns that draw on collective intelligence, and

engaging in continuous learning. Senge has since been considered the guru of a learning organization with the authorship of his book *the fifth discipline- the art and practice of the learning organization* (1990). With resource allocation, the learning organization construct was later described as an organization that facilitates learning and continually transforms itself to meet strategic goals (Boydell, Burgoyne and Pedler 1991). The concept of knowledge acquisition and transformation to modify behaviour and reflect new insights was coined by Garvin in 1993. Continuous learning was included by Marsick and Watkins to support ongoing development and the ability to change within a single year. Learning is supported by policies, practises, and structure (Nevis 1995).

There are numerous theories regarding a learning structure. It is a company that is continually able to change, adapt, and renew itself in accordance with the needs of its environment, is able to draw lessons from the past, alter its course of action quickly, and makes use of all available information to continuously renew its actions (Sydänmaanlakka 2001, Ojala 2008). A learning organization analyses and monitors its processes, consciously facilitates learning, and has a culture encouraging experimentation (Gephart et al., 1996; Pedler et al., 1997; Goh, 1998). A learning organization has levels of learning, including individual group and organization levels (Marsick & Watkins, 1998). People in this group are constantly learning and getting better (Dowd 1999). The individuals are engaged in problem-solving and decision-making and whose cultural facets of values, assumptions and behaviours enable learning activities (Rowden, 2001; Lewis, 2002; Armstrong & Foley, 2003). Consciously managing learning via vital components of value and vision in daily operations was floated. More presently, an Organization that applies the principles of institutional reflexivity, high agility organizing and teaching leadership (Moilanen, 2005; Antonacopoulou et al., 2019).

Despite the lack of consensus among scholars of strategy on a common definition of learning organization, the construct can be limply be described as a place where individuals continuously increase their ability to produce the outcomes they truly desire, where innovative and expansive thought patterns are fostered, where individuals' collective aspirations are unleashed, and where individuals continuously improve their ability to see the big picture as a whole (Senge 1990). The disciplines include Personal mastery, a process of special proficiency that is continuous by seeing current reality more clearly and working towards a vision. Second is a mental mode, which is how we see and react to the world. The third dimension is the shared vision that gives learning its direction and drive. The fourth dimension is team learning which is a dialogue to ensure people think together by aligning and developing to function as a whole. Lastly, system thinking is an amalgamation of all the above disciplines to enable learning organization strategy to be actualized and see the big picture. It organizes the complexity into a coherent story by illuminating the cause of the problem and how it can be remedied in enduring ways. Not to be confused with Organizational learning, a process in the organization, while learning organization is the nature or form of the firm (Bratianu, 2015).

Learning organization calls for a shift of mind of all employees, especially managers, to continually create a reality and keep changing it (Bratianu, 2015). Various definitions have been postulated on the definition of the construct learning organization; however, it is not easily defined (Ortenblad, 2018). Another view of the learning organisation architecture is one in which an organisation values its policies, practises, procedures, and structures while facilitating learning among its members and continuously acquiring and transforming knowledge to change its behaviour to reflect new knowledge (Garvin 1991, Nevis et al 1995, Gephart et al 1996, Goh 1998). Another perspective is it is a group of people dedicated to learning and forever improving results based on increased performance where people are involved in problem solving by making decisions while performing their work in an environment that supports learning activities. (Goh 1998, Dowd 1999, Griego et al 2000, Rowden 2001, Lewis 2002, & Moilanen 2005)

Learning occurs at all levels of the organization sequentially. Individuals give meaning to experiences, translate them into collective group experiences and respond by integrating, retaining and identifying new technology (Marsick & Watkins, 2003). More recently, looking at the learning organization through the lenses of the current volatile, uncertain, complex and ambiguous (VUCA) environment, a new learning organization perspective has been posited called sensuous learning organization (Antonacopoulou et al., 2019). The sensuous learning organisations foster critique such that the complex symplegma of emergent sensations stimulates action, reacting, and conducting one's practise with freedom of choice. They do this by aligning cognitions, emotions, and intuitive insight (Antonacopoulou et al 2019). The top management team advocates and models the importance of continuous learning in learning organisations to the extent that the entire organisation is persuaded that learning is both a means to a goal and an end in and of itself.

The present economic environment is networked due to the advanced communication, transportation, and information technologies. To avoid obsolescence and promote innovation, the learning organization aids the strategic management process, especially at the planning stage, to change and adapt, making it the most important factor to use as a determinant of success in service delivery (Gilley, 2009). An organization with a Learning organization as a strategy engages in strategic activities of creating and using knowledge to enhance competitive advantage (Calantone, Cavusali & Zhao 2002). The firm's competitive

advantage results from the value it creates for its buyers, which is over and above the cost of creating it (Porter, 1985). In the study, one of the themes explored is the value the customer creates in service delivery by a firm that employs a learning organization strategy as its capability. A firm gains a competitive advantage by exploiting its internal strengths by maximizing opportunities and neutralizing its threats which require strategic thinking (Barney, 1995; Porter, 2012). A firm enhances competitive advantage by paying attention to a firm's internal capabilities and competitive position (read learning organization strategy) (Hooly, Greenley, Cadagon and Fahy, 2005). Having resources that are valued, scarce, imperfectly replicable, and strategic with no comparable substitute is how one gains a lasting competitive advantage. This can be done by using the learning organisation strategy (Barney 1991).

Learning organization strategy is a brand-new brand in that it is uncharted. In defining a concept, this study adopts the interpretive approach, a content-focused approach where the concept is defined by how it is used contextually (Ortenblad, 2018). The long-term direction and focus of an organisation that gives it an edge in a changing environment through the configuration of its resources and competencies with the goal of meeting stakeholder expectations is known as its strategy (Johnson, Scholes, & Whittington, 2008). From the mottled definitions above, study construes that a learning organization strategy can be defined as an Organization that applies the strategy of learning organization by distinctively being characterized by a collective shared vision, continuous learning at individual and team levels with the support of the top management team, structure, and resources and is connected to the environment. As a result, even though there are minor variances in the concept of a learning organisation, the nature of a learning organisation approach still necessitates additional aggregation and investigation. It is a construct that allows for the entrepreneurial innovativeness, fresh thinking.

Learning organization strategy can be applied as an organization's long-term direction without limits and as a stream of decisions (Porter, 1996; Mintzberg, 2007; Johnson, 2011). The learning organization strategy can be applied as a plan (how to get there), pattern (actions over time), position (decisions to reflect the strategy) and perspective (vision and direction) to achieve service delivery (Mintzberg, 1994). The pattern of decisions that determine and reveal an organization's objectives, purposes, or goals at the corporate level also define the spectrum of business the firm will pursue for its shareholders (Andrews 1980). The decision is to continuously adopt, change and renew itself to the requirement of the surrounding where people continually expand their capacity to create a desired future with new patterns of thinking and have continuous learning (Andrew's 1980, Senge 1990). An organization that applies learning organization as a strategy gains ambidexterity by both learning and incrementally building on its past by having Both more traditional units focused on incremental improvement and ongoing operations and entrepreneurial units designed for learning by doing to build or explore innovation. (Tush and Smith 2004).

The learning organization strategy constructs are related to the firm innovation capability construct in that, as an organization learns, it develops new or renews ideas, products, technology, market, source, and services and has a high degree of adoption of new knowledge and willingness to change by anticipating customer's needs and creating emerging markets demands thus creating competitive advantage (Schumpeter, 1934; Calantone et al., 2002; Hooly et al., 2005).

B. Firm's Innovation Capability

Strategic choices are innovative, proactive responses to either the internal or external circumstances that a business faces in order to accomplish its goal (Cristina & Ion 2006). Strategy. To materialize this, a firm can pick from an array of strategic options, which include but are not limited to: specialization-limiting products to a few homogenous ones, cooperation in production to achieve a complex end product, diversification of the range of products, informatization of activities and re-engineering – substitution of worn out technologies and redesigning the process (Porter, 1985; Cristina & Ion, 2006; Cristina & Ion, 2006, Katz, Preez & Shutte, 2010). Competitive advantage via first mover advantage can be attained by being a pioneer in introducing products and services in the wild, wild, and west of the market (Lieberman & Montgomery, 1988).

The only constant thing in the VUCA environment is change, and sustainable competitive advantage is achieved by applying the learning organization strategy, accumulating knowledge and accelerating the velocity of new technologies, processes, products and markets (Ruohotie, 1997; Marquardt, 1999; Sydänmaanlakka, 2001). Using a learning organization strategy accumulates knowledge as one of its most valuable inimitable assets, used in the renewal and changing of its operations (Viitala, 2013). Subsequently, innovation occurs as the individual, group and organization seek to renew itself, to make something new in that an organization develops (re)new ideas, products, technology, market, source, service, behaviour and adoption to small changes by coming up with specific solutions to specific problems whose potential is enhanced by learning (Schumpeter, 1934; Damanpour et al., 1998; Knight, 1967; Wolfe, 1994; Sydänmaanlakka 2001; Drejer 2004). It changes worth recognizing in the novelty of the idea, practice, process, service, position, practice with the intention of improvement changes worth recognizing as they are new enough, large enough and durable enough to affect operations or character of an organization appreciably and are either imitated or commercialized (West & Farr, 1990 Moore et al. 1997; Oguzturk, 2003; Hartley, 2005). It distinguishes innovation as both technical and administrative (Damanpour, 1991).

Innovation is a deliberate, planned process that modifies ideas, methods, procedures, characteristics of services, and new implementation components. It involves a complex web of firm-specific behaviours and artefacts (Nazali et al 2009). Innovation is rooted in the resource-based view (RBV) by being considered as the strategic resources with VRIN attributes, whereby they offer a sustainable competitive advantage to the organization (Barney, 1991; Brown and Eisenhard 1995, Wolfe 1994; Balkin, 2000; Baker & Sinkula, 2002; Warnier et al., 2013). Strategy helps the firm to maximize profits by offering better quality delivery, strategy of leadership in costs, strategy of agility and strategy of market positioning and innovativeness creates, extends or modifies its resource base purposefully (Teece et al: 1990, 1997, Helfat and Peteraf 2014, Obradovic 2016). The learning organization strategy could be an antecedent of innovation (Roger et al 2002) which could also be moderator in the relationship between learning organization strategy and performance (Pesamaa et al in 2013) showing logical incrementalism between the constructs.

C. Conceptualization of Service Delivery

The strategic management processes, which include environmental scanning, strategy formulation, implementation, evaluation, and control to achieve goals outlined in the vision and mission, are integrated with service delivery. These managerial decisions and actions determine the long-term performance of an organisation (Johnson & Scholes 1984, Wheelen 2002). Service delivery measures how closely the level of service supplied corresponds to what customers expect (Lewis and Booms 1983).

Because customers may buy for perceived performance as well as perceived value, which is quantified using the gap between perception and expectation in the SERVQUAL and SERVPERF models, word-of-mouth has a tremendous impact on service delivery (Gronroos 1984, Parasuraman 1988, Cronin & Taylor 1994). First defined by scholars in the production of goods sector, service delivery emphasized conformance to requirements, presenting a quagmire in the characterization of service delivery as it is intangible, heterogeneous and inseparable (Bateson, 1977; Gronroos, 1978; Zeithaml, 1981, Booms, 1981).

It has been proposed as a way to gauge how effectively a service level meets expectations and the discrepancy between perceived and actual performance of both industries for tangible and intangible goods (Lewis & Booms 1983, Parasuraman, Zeithaml and Berry 1988, Yousapronpaiboon 2014). From the learning organization strategy, the inadvertent emphasis is on the WHAT rather than the HOW of service delivery. By diving deeper into Garvin's eight dimensions of quality service delivery, the WHAT of quality delivery is better demonstrated than shallowly floating in Parasuraman's five dimensions of the how of quality service delivery (Garvin, 1987; Parasuraman, 1988). Garvin's eight dimensions, which are used to measure service delivery, encompass performance, features, reliability, durability, compliance, serviceability, aesthetics, and perceived quality of a product or service (Garvin 1987).

The extant literature on service delivery has yet to agree unanimously on its definition (Jain & Gupta, 2008). According to Juran 1988, a service is delivered when it is "fit for use," "conforms to the demand," and "satisfies the customer" (Eiglier and Langeard 1987). Others have imagined it in terms of qualities including functionality, features, conformity, durability, beauty, and suitability for use (Garvin 1987). This conceptualization quagmire is brought about by the inherent nature of service of being intangible. It should be understood as framework of critical ends and means (Boxall 1996) and exploitation of existing resources and development of new one (Wernerfelt 1984).

D. Organizational Development Structure

Organizational development is the planned coordination of the activities of the human resources for the achievement of goals and mission through the division of labour and function through the hierarchy of authority and responsibility while also assuring the long-term, full exploitation of each employee's specific knowledge and talents, with a focus on stated corporate and commercial plans (Shein 1990, Egan et al., 2004). In order to achieve service delivery, learning organization strategy is thus integrated with organizational development systems by integration of organizational development system with mission, goals and vision of the company, top management support of resource allocation, environmental scanning, plans and policies that support career development activities, line managers commitment and involvement, having organizational development system as a complimentary activity to learning organization strategy, Recognition of culture's role and emphasis on evaluation and last but not least, emphasis on individual productivity and satisfaction (Rosenberg & Rosenstein, 1980; Hurgis & Zenger, 1982, Barham, Fraser & Heath, 1987; Buckley & Caple, 1990; Garavan, 1991; Holland & Light, 1999).

E. Theoretical Review

The conceptual review has linked Learning organization strategy, firm innovation capability, organizational development structure and service delivery and calls for a deeper examination of strategic management theories underpinning them. As a result, the study investigates the theoretical foundations of the constructs, including Sengerian, DLOQ, Balanced Score Card, Enhanced SERVQUAL, Schumpeter, Resource Based View, Dynamic Capability, and Institutional Theory.

a) The Sengerian theory

Postulated by Peter Senge (1990), the theory states that an organization characterized by core disciplines of the Learning organization will succeed in the VUCA business era by encouraging lifelong learning at all levels of the organization. Organizations must use strategic thinking to think and act within a set of presumptions while considering alternative course of action while taking into account the relationships among the interdependent layers of the organisation (Liedtka 1998). The learning organisation employs the five disciplines of systems thinking, shared vision, team learning, personal mastery, and mental models. masterful self-discipline, mental attitude, common goal, collaborative learning, and systems thinking. The notion of innovation demonstrates that innovation occurs when an organisation transforms into a learning organisation by developing a new process, idea, or product in order to alter and adapt to the environment (Senge 1990, Drejer 2004). With the commonality of the fifth discipline theory supporting the application of learning organisation strategy state of shared vision, team learning, thinking within the system, and never-ending learning, scholars have used this theory, for instance: to develop a tool to measure the dimensions of a learning organisation and how learning affects innovativeness and performance (Marsick & Watkins, 2003; Shoham & Rovio, 2013; Ozbeg & Gelmez, 2015).

b) DLOQ theory

Learning mostly occurs informally on the job and in groups in a learning climate and culture (Ghaffari, 2011). In 2003, Marsick and Watkins' self-titled DLOQ theory was created by emphasising system-related organisational structure, team-based learning, and the individual's learning process. It has seven dimensions of measuring a learning organization strategy: continuous learning defines the nature of learning; promotion of inquiry and dialogue dimension is defined as how people express their views and listen and inquire into the views of others. They are the encouragement of collaboration dimension, creation of systems to capture and share learning dimension, people empowerment, joint visions connection with the environmental dimension strategic leadership. There is a significant positive correlation between DLOQ and perceived organization financial performance relationship between learning organization and innovation diagnosing dimensions of a learning organization strategy and measuring learning innovation and innovation in hospitals (Calantone, 2002; Moilanen, 2005; Dias & Escovar, 2015; Kim, 2016). The studies agree that the DLOQ is a theoretical model for measuring the state of a learning organization.

c) Enhanced SERVQUAL theory

In 1985, Parasuraman Zeithaml and Berry sought to address service quality measurement by identifying gaps between customers' expectations and actual satisfaction obtained whilst consuming a product or a service: reliability, assurance, tangibles, empathy and responsiveness. The characteristics that make up the dimensions are: concrete qualities like dependability, responsiveness, assurance, and empathy, which entails giving clients personalised care. To measure the service delivery gap, the formula is $G = P - E$: where G is the difference between perceived service (P) and expectation of service (E). The SERVQUAL model is a good measure of quality delivered. However, the application of learning organization strategy is about more of the What than the How of service delivery, necessitating the inclusion of Garvin's eight dimensions. Performance, features, dependability, compliance, durability, serviceability, aesthetics, and perceived quality are the eight important characteristics or categories of quality that Garvin suggests might act as a framework for strategic analysis. The mixed Parasuraman and Garvin dimensions applicable to study will hence be reliability, tangibles, Conformance, Performance Features, Serviceability and Aesthetics. In its efforts to adapt to its environment, an organisation invariably develops new processes and products by using the characteristics of a learning organisation as a method to improve service delivery (Roger et al 2002).

d) The resource-based view

Several researchers in strategic management postulated the resource-based view (RBV), including but not limited to Penrose (1959), Wernerfelt (1984), Peteraf (1993) and Barney (1995). The proponents generally agree that the resources influence organizations' delivery of service at the firm's disposal that are accumulated, built and difficult to imitate to gain competitive advantage (Barney, 1995). Resources have intrinsic levels of efficiency depending on how the resources are configured to be rare, non-substitutional inimitable and heterogeneous to generate sustainable competitive advantage (Peteraf & Barney, 2003; Pearce & Robinson, 2005). Strategic resources explain performance only as much as the extent of organization captures the economic value of the resource (Coff, 1999; Collins & Montgomery, 1995; Gupta & Roos, 2001; Barney & Clark, 2007). RBV shows the importance of resource specificity.

The ability of the firm to extend or modify, integrate, build, and reconfigure internal and external competences to address rapidly changing environments is made possible by the resource specificity. This theory uses a set of coordinated actions to exploit core competencies to gain competitive advantage until they become ingrained in the organization's

culture (Teece, Pisano and Shuen, 1997, Helfat 2007). The old resources of the firm can be employed in new ways through learning and doing, especially those that exhibit valuable, rareness, inimitability and non-substitutable qualities (Eisenhardt & Martin, 2000; Zollo & Winter, 2002; Zollo & Winter, 2002; Sirmon & Hitt, 2003). This further builds on Schumpeter's theory of innovation, which is the continuous emergence of new combinations that are ecumenically viable with five indicators of the introduction of new goods or new quality goods, introduction of new methods of production, the opening of new markets conquest of new sources of supply and new organization for new value creation.

Innovation adds value to customers' perception of performance issues, as seen in a study that sought to establish innovation's long- and short-term effects on service delivery and a summary of innovation models (Dreser, 2004; Tidd, 2006; Bourke & Roper, 2017).

e) **Institutional theory**

Institutional theory is the new normative open system context that includes organizational and social structures within organizations (William Richard Scott, 1995). For survival, an organization must adapt to the rules and belief systems of its VUCA environment (Meyer & Rowan, 1977; Martinsons, 1993; Porter, 1996; Bennett & Lemoine, 2014). An organization gains operational efficiency and services economically (Ghazzawi, 2018). Institutions drive the changes in interaction across all levels of the organization and are also affected by time factors, with beliefs and norms becoming codified and hence becoming legitimate (Dacin, Goodstein & Scott 2002). New ways, procedures, processes, and products are created to mitigate changes in the VUCA environment and measure this by testing the gap in service delivery (Schumpeter, 1934; Parasuraman, Zeithaml & Berry, 1985; Bennett & Lemoine, 2014). It improves results in industrial companies and helps explain the complex exogenous and endogenous sources of change in an organization (Ferreira & Filipe, 2009; Lok, 2017).

III. THE CASE FOR A THEORETICAL MODEL

A theoretical model connecting learning organisation strategy, firm innovation capabilities, organisation development structure, and service delivery is justified in light of the concerns presented by the theoretical review. The first is the divergent description of the constructs, with various scholars' definitions emanating from practical and contextualized applications. Despite agreement that learning organizations are domiciled in the Sengerian theory, consensus has not been reached on measurement using the DLOQ dimensions, and no one has postulated that the learning organization is a viable strategy. According to Nachmias and Nachmias (2004), a new theoretical model enables theorising and the advancement of abstract concepts that may be tested as hypotheses with empirical evidence.

In Figure 3.1, the study proposes a new model for learning organization strategy. The second consideration arises from the dimension of learning: in both conceptualization and empirical analysis, the underlying emergent issue is that the whole strategic process of learning organization strategy application, a firm's innovation capability, and service delivery is done by a human resource in the organization structure whose individual characteristics influence their potential. The new model will offer an impetus for further explanation of other mediating factors that affect the relationship between learning organization strategy, firm innovation capability, and service delivery.

The reviewed empirical work has many contextual, conceptual, and theoretical limitations that call for a wider scope for the generalizability of the results. Third, the existing empirical review is organized around the theme of establishing a link between learning organization strategy and innovation and service delivery learning organization strategy and performance (Calantone, 2002; Noor & Pitt, 2009; Shoham et al., 2013; Ozbey Gomez, 2015; Dias & Escoval, 2015; Assadinia et al., 2019). None studies how learning organisation strategy and service delivery relate to the modifying influence of innovation and the mediating effect of an individual's generational traits.

A. The Proposed theoretical Model: The LEARN-O-QUAL Model

In strategic management, nineteen quality models exist, each addressing quality in different sectors; however, none comprehensively addressed service quality, especially the application of learning organization strategy; therefore, in an attempt to integrate learning organization strategy and service delivery with modern strategic management studies, a new model is offered (the LEARN-O-QUAL model) (Kumar, 2016; Anabila, 2019). The suggested theoretical framework shows the linkages among the constructs of learning organization strategy, the role of a firm's innovation capability, organizational development systems, and service delivery. The independent variable in the framework is the learning organization strategy, while mediating is organizational development systems, moderating is the firm's innovation capability, and the dependent variable is service delivery. The model proposes the relationships between the constructs that are unequivocally relevant to strategic theory, management, and practice.

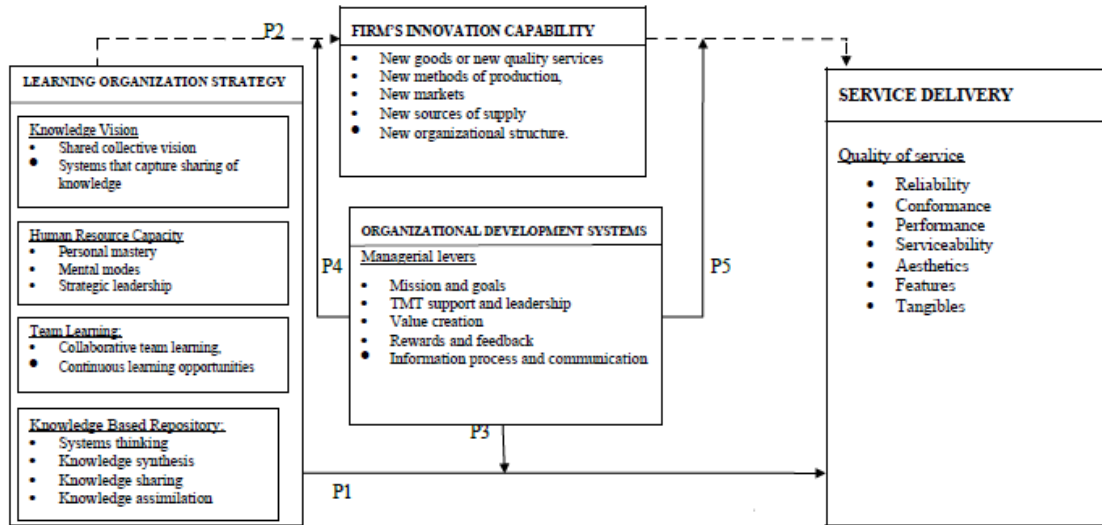


Figure 5.1: Theoretical Model Linking Learning Organization Strategy, Firm Innovation Capability and Service Delivery

Source: Author (2019)

B. Learning Organization Strategy and Service Delivery

An organization achieves sustainable competitive advantage by continuously renewing and adapting to environmental changes and continually expanding their capacity through the application of the learning organization strategy, ergo achieving service delivery. The theoretical review demonstrates a direct relationship between the learning organization strategy and service quality.

A shared knowledge vision enabled by a knowledge-based repository and carried out by the individual to enable team learning characterizes a learning organization strategy. Service delivery is a metric used to assess organisational performance during the review stage of the strategic management process. Organizations evaluate the non tangible performance and value created for shareholders through service delivery by meeting customer's expectations. The difference between what is perceived and expected in terms of tangibles, dependability, conformity, performance characteristics, serviceability, and aesthetics is measured. This relationship is proposed as:

Proposition 1:

The Learning Organization Strategy is an antecedent of an organization offering Service Delivery.

C. The role of the Firm's Innovation Capability

The process by which a company renews its norm by developing new organisational structures, business processes, manufacturing techniques, markets, goods, and high-quality services, then perfecting it to have it as a capability by transforming the new norm into VRIN. A firm's innovation capability is acquired through the application of learning organization strategy in creating new ways of being to achieve quality service delivery. The role of a firm's innovation capacity in mediating the link between service delivery and learning organisation strategy proposes the following proposition:

Proposition 2:

Firm's Innovation capability mediates the relationship between the learning organization strategy and service delivery.

D. The Role of Organizational Development Systems

Organizational development is the collaborative, system-wide, top-down endeavour to improve organisational effectiveness through process interventions based on behaviour research, according to Beckhard (1969), Cumming, and Worley (2009). The organizational development systems are characterized by the following managerial levers: mission and goals; top

management team support and leadership; value creation; rewards and feedback; and information processing and communication, thus moderating the relationship between learning organization strategy and service delivery. The study proposes the following:

Proposition 3:

P3: Organizational development systems moderate the relationship between learning organization strategy and service delivery.

The organizational development systems further have an impact on the human resources output as the learning organizational strategy and firm innovation capability are carried out by the individuals in the organization. The company is able to implement the learning organisation approach and strengthen its capacity for innovation. In the rapidly changing environment, organizational development systems change the attitudes values and structures of the organization in order to better adapt to new technologies (Bennis 1969). This directly affects the relationship between the organization's learning approach and its capacity for innovation. The study proposes that:

Proposition 4:

P4: Organizational development systems moderates the relationship between learning organization strategy and firm's innovation capability

The management tools of reward and feedback, information flow, and communication are carried out by the human resource in the organisational development. The human resource's capacity has a direct impact on the business's capacity for innovation in service delivery (Luballo & Kipkorir 2017). The moderating effect of organizational development structure on a firm's innovation capability and service delivery thus leads to the proposition that:

Proposition 5:

P5: Organizational development systems moderate the relationship between the firm's innovation capability and service delivery.

E. Conclusions Recommendation and Proposed Future Research

This paper's goal was to conduct a thorough conceptual, theoretical, and empirical examination of the constructs, provide a theoretical framework for future research recommendations based on the gaps that were found, and discuss the consequences of that study for the field. The study shows that the concept of learning organisation strategy can improve service delivery and has a place in strategic management. The ability of the company to innovate mediates the relationship between the application of learning organisation strategy and service delivery. The study further highlighted the moderating role of the organization development systems on the relationship between learning organization strategy and service delivery, learning organization strategy and a firm's innovation capability, and a firm's innovation capability and service delivery. Study took a multi-disciplinary approach to building the theoretical framework. He used theories from strategic management, but he also used theories from economics, sociology, and human resources.

Expanding the typical breadth of indicators to more accurately reflect the entirety of the construct's nature while connecting it to learning organisation strategy is necessary due to constraints in the extent of understanding the construct of service delivery at the corporate level. In order to demonstrate the function of the strategy, its intermediate output, and elements mediating and moderating the phenomena, the proposed framework offers a thorough attempt to comprehend the phenomenon caused by application of learning organisation strategy in service delivery. The theoretical model, according to the report, can serve as a foundation for mounting future research based on the constructs, their indicators, and the relationships between them. In order to transition from an abstract state to an empirical state, the indicators and measurements of the same will need to be created in subsequent studies. The authors suggest that this can be used in the service sector due to its intangibility. This includes but not limited to insurance sector, education sector, hospitality sector and health care sector.

IV. REFERENCES

- [1] Ackoff, R. L. (1999). Re-creating the corporation: A design of organizations for the 21st century. New York: Oxford University Press.
- [2] Agarwal A, Kumar G (2016). The Need for Developing a New Service Quality Model in today's Scenario: A Review of Service Quality Models. Arabian J Bus Management Review 6: 193. doi:10.4172/2223-5833.1000193
- [3] Alter, S. (2008). Seeking Synergies between Four Views of Service in the IS Field. 14th Americas Conference on Information Systems. Toronto, Ontario.
- [4] Anabila., Kumi, D. K., & Anome, J. (2019). Patients' perceptions of healthcare quality in Ghana: a review of public and private hospitals. International Journal of Health Care Quality Assurance, 00–00. doi:10.1108/ijhcqa-10-2017-0200
- [5] Anders Örténblad (2018), "Editorial what does "learning organization strategy" mean?" The Learning organization strategy, <https://doi.org/10.1108/TLO-02-2018-0016>
- [6] Andrews, K. (1980). The Concept of Corporate Strategy, 2nd Edition (1980). Dow-Jones Irwin.
- [7] Ansoff, H.I (1965). Corporate strategy: An Analytical Approach to Business Policy for Growth and Expansion. New York: McGraw-Hill
- [8] Antonacopoulou et al, O. P., Christian M., Trygve J. Steiro, Christina Stokkeland, (2019) "The New Learning Organisation: PART I – Institutional

- Reflexivity, High Agility Organizing and Learning Leadership", The Learning organization strategy, <https://doi.org/10.1108/TLO-10-2018-0159>
- [9] Assadinia, S., Golgeci, V., Boso, N., (2019). The Effects of Learning Orientation and Marketing Programme Planning on Export Performance: The Paradoxical Moderating Role of Psychic Distance. Researchgate 2019.
- [10] Baker WE, Sinkula (2002). J.M. Market orientation, learning orientation and product innovation: delving into the organization's black box. J Market Focus Manage 2002; 5(1):5-23.
- [11] Balkin, D.B., Markaman, G.D., Gómez-Mejía, L, R (2000). Is CEO pay in high-technology firms related to innovation? Academic Manage J 2000; 43(6):1118–29.
- [12] Barham, K., Fraser, J. and Heath, R. (1987), Management for the Future, Ash ridge Management College, Berkhamsted.
- [13] Barney,J.B., Clark.D. (2007). Resource-Based Theory: Creating Economic Rents and Competitive Advantage. Oxford University Press: Oxford, UK.
- [14] Barney, B.J. (1995). Looking inside for Competitive Advan tage. Academy of Management Executive, Vol. 9 (4), pp.49-61
- [15] Barney, J. (1991). Firm resources and sustained competitive advantage. Journal of management, 17(1), 99-120.
- [16] Beckhard, R. (1969). Organization development: Strategies and models. Reading, MA: Addison-Wesley.
- [17] Bellou V, (2010),"The role of learning and customer orientation for delivering service quality to patients", Journal of Health Organization and Management, Vol. 24 Iss 4 pp. 383 - 395
- [18] Bennett, N. and Lemoine, G.J. (2014), "What a difference a word makes: understanding threats to performance in a VUCA world", Business Horizons, Vol. 57 No. 3, pp. 311-317.
- [19] Bennis, W., (1969). Organization development: Its nature, origins, and prospects. Menlo Park, CA: Addison-Wesley Publishing Co.
- [20] Bertalanffy, V.L. (1968). General system theory: Foundations, development, applications. New York: George Braziller.
- [21] Bontis, N. (2002). Managing Organizational Knowledge by Diagnosing Intellectual Capital. In Choo and Bontis (Eds.) The Strategic Management of Intellectual Capital and Organizational Knowledge, New York: Oxford University Press, 621-642.
- [22] Bourke, J., Roper, S., (2017) innovation, quality management and learning – short term and longer-term effects. Research policy 46(2017) 1505-1518
- [23] Brown SL, Eisenhard KM (1995). Product development: past research, present findings, and future directions. Academy Manage Rev 1995;20(2):343–78.
- [24] Buckley, R. and Caple, J. (1990), The Theory and Practice of Training, Kogan Page, London.
- [25] Buttle, F. (1996) 'SERVQUAL: review, critique, research agenda', European Journal of Marketing, Vol. 30, No. 1, pp.8–32.
- [26] Calantone, R. J., Cavusgil, S., & Zhao, Y. (2002). Learning orientation, firm innovation capability, and firm performance. Industrial Marketing Management,31(6), 515-524. Doi: 10.1016/s0019-8501(01)00203-6
- [27] Chandler, A.D Jr (1962). Strategy and Structure: Chapters in the History of the Industrial Enterprise Cambridge, MA: MIT Press.
- [28] Coff RW. (1999). When competitive advantage doesn't lead to performance: the resource-based view and stakeholder bargaining power. Organization Science 10(2): 119–133.
- [29] Collis,D., Montgomery.C.,(1995).Competing on resources: strategy in the 1990s. Harvard Business Review 73: 118–128.
- [30] Cone, Inc. (2006), The 2006 Cone Millennial Cause Study, Cone, Inc., Boston, MA
- [31] Cronin J, J, Taylor SA (1994). SERVPERF versus SERVQUAL: Reconciling performance-based and perception-minus-expectations measurement of service quality. Journal of Marketing 58: 125-131. 2. Hallowell R (1996) The relationships of customer satisfaction
- [32] Cumming, T.G. & Worley, C.G. (2009). Organizational development and change (9th ed.). Mason, OH: Soth-Western Cengage Learning. Czerniawska,
- [33] Damanpour F, Gopalakrishnan.S (1998). Theories of organizational structure and innovation adoption: the role of environmental change. J Eng Tech Manage 1998;15(1):1-24.
- [34] De Carolis, D. (2002). The Role of Social Capital and Organizational Knowledge in Enhacing Entrepreneurial Opportunities in High-Technology Environments. In Choo and Bontis (Eds.) The Strategic Management of Intellectual Capital and Organizational Knowledge, New York: Oxford University Press, 699-709
- [35] DeNisi, A., Hitt, M. and Jackson, S. (2003). The Knowledge-Based Approach to Sustainable Competitive Advantage. In Jackson, Hitt and DeNisi (Eds.) Managing Knowledge for Sustained Competitive Advantage. San Francisco: Jossey-Bass, pp. 3-33.
- [36] Drejer, I. (2004), Identifying innovation in surveys of services a Schumpeterian perspective. Research policy 33(551-562).
- [37] Durvasula S., Steven Lysonski. S., (2010) Diagnosing service quality in retailing: the case of SingaporeJ. International Business and Entrepreneurship Development, Vol. 5, No. 1, 2010
- [38] Eduardo J. Gómez; (2013) Exploring the utility of institutional theory in analyzing international health agency stasis and change, Health Policy and Planning, Volume 28, Issue 7, 1 October 2013, Pages 769–777, <https://doi.org/10.1093/heapol/czs117>
- [39] Eisenhardt, K. M & Santos F.M. (2002). Knowledge based view: a new theory
- [40] Fatima.I., Humayun, A, Iqbal.,U, Shariq M., (2018) Dimensions of service quality in healthcare: a systematic review of literature. International Journal for Quality in Health Care, 2018, 1–19
- [41] Ferreira, & Filipe, José. (2019). Using Institutional Theory to Improve Results in an Industrial Company Car. Learning organization strategy.
- [42] Garvin, D.A. (1993), "Building a learning organization strategy", Harvard Business Review, Vol.71 No. 4, pp. 78-91.
- [43] Gary Hamel, Yves Doz, and C. K. Prahalad, (1989) "Collaborate with Your Competitors—and Win," Harvard Business Review 67, no. 1 (January–February 1989): 133.
- [44] Ghazzawi, Issam. (2018). Organizational Decline. Research gate
- [45] Gilley A.,Gilley J.W., McMillan S. (2009).International society for performance improvement. Wiley science
- [46] Grant, C. & Osanloo, A. (2014). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for 'House'. Administrative Issues Journal: Connecting Education, Practice and Research, Pp. 12-22 DOI: 10.5929/2014.4.2.9
- [47] Grant, R. (1996b). Prospering in dynamically competitive environments: Organizational capability as knowledge integration. Organization Science, 7, 375 387.
- [48] Gro'nroos C (1984) A service quality model and its marketing implications. European Journal of Marketing 18: 36-44.
- [49] Gupta, O. and Roos, G. (2001). Mergers and Acquisitions through an intellectual capital perspective. Journal of Intellectual Capital, 2 (3), 297-309.
- [50] Hambrick, D. C. and P. A. Mason (1984): 'Upper-echelons: the organization as a reflection of its top managers', Academy of Management Review, 9(2), pp. 193- 206.
- [51] Hamel, G., & Prahalad, C.k. (1989) Strategy intent, Havard Business review May- june 63-76
- [52] Hartley, J (2005), Innovation in governance & public service past present public money and management, 2: 1, 27-34
- [53] Holland, C.P., and Light, B. (1999), "A critical success factors model for ERP implementation", IEEE Software, May/June, pp. 30-6.
- [54] Hooley,G.J., G.E. Greenley, J.W. Cadagon and J. Fahy, (2005).The performance impact of marketing resources. Journal of Business Research, 58(3): 18-27.
- [55] Hoskisson, R., Hitt, M., Wan, W. and Yiu, D. (1999). Theory and research in strategic management: Swings of a pendulum". Journal of Management,

- 25 (3), 417-456.
- [56] Huizing, A. and Bouman, W. (2002). Knowledge and Learning Markets and Organizations. In Choo and Bontis (Eds.) The Strategic Management of Intellectual Capital and Organizational Knowledge, New York: Oxford University Press, 185- 204.
- [57] Johnson, G., Scholes, K., & Whittington, R. (2008). Exploring corporate strategy (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- [58] Katz B. R, N.D. du Preez & Schutte C.S. L (2010). Definition & Role of Innovation Strategy. Research Gate
- [59] Knight K. (1967). A descriptive model of the intra-firm innovation process. J Bus 1967;40(4): 478–96.
- [60] Kogut, B. & Zander, U. (1992): Knowledge of the firm, combinative capabilities and the replication of technology, Organization science, 3, 3, 383-397
- [61] Kyoungshin Kim, Karen E. Watkins, Zhenqiu (Laura) Lu, (2017) "The impact of a learning organization strategy on performance: Focusing on knowledge performance and financial performance", European Journal of Training and Development, Vol. 41 Issue: 2, pp.177- 193
- [62] Liedtka, J. (1998). Strategic thinking can it be taught? Long range planning ,31 91) 120-129
- [63] Lok, J. (2017). Why (and How) Institutional Theory Can Be Critical: Addressing the Challenge to Institutional Theory's Critical Turn. Journal of Management Inquiry. <https://doi.org/10.1177/1056492617732832>
- [64] Luballo, W.O, Kipkorir.C.S. (2017) Human R.M.P and service Din siaya IJCAHRM vol 1
- [65] Madhani. P. (2010). Resource-Based View of Competitive Advantage: An Overview. The Icfai University Press.
- [66] Malhotra, N.K., Ulgado, F.M., Agarwal, J., Shainesh, G. and Wu, L. (2005), "Dimensions of service quality in developed and developing economies: multi-country cross-cultural comparisons", International Marketing Review, Vol. 22 No. 3, pp. 256-78.
- [67] Marquardt Michael J., (1999). Action Learning in Action: Transforming Problems and People for World-Class Organizational Learning. USA: Davies-Black Publishing.
- [68] Mintzberg, H. (2007). Tracking Strategy: Towards a General Theory, Oxford University Press, 2007, P3.
- [69] Moneim A., Jaber a., Akour, S., (2017) the impact of cognitive interaction between traditional BSC and information technology on the entrepreneurship value of the Jordanian public shareholding industrial companies. IJMB vol 1 No.1.
- [70] Montague S. (1999) Beyond BSC performance Management Network Inc
- [71] Moore, M. H., Sparrow, M. and Spelman, W. (1997), Innovation in policing: From production line to jobs shops. In Altcuhler, A. and Behn, R. (Eds), Innovation in American Government (Brookings Institution, Washington, D.C.).
- [72] Nazali, M., Noor, M & Pitt, M., (2009). A critical review on innovation in facilities management service delivery. Emerald group publishing limited Vol 27 no /6 211-228.
- [73] Neupane R, Devkota M (2017). Evaluation of the Impacts of Service Quality Dimensions on Patient/Customer Satisfaction: A Study of Private Hospitals in Nepal Int. J. Soc. Sc. Manage. Vol. 4, Issue-3: 165-176
- [74] Nonaka, I. (1991). The Knowledge-Creating Company. Harvard Business Review, November-December, 96-104.
- [75] Noor, M. N., & Pitt, M. (2009). A critical review on innovation in facilities management service delivery. Facilities, 27(5/6), 211-228. doi:10.1108/02632770910944943
- [76] Obradovic D, (2016) The role of innovation on strategic orientation and competitiveness of enterprises. Ecoforum vol issue 1 (8)
- [77] Ogliastrì, E., Jager, U., & Prado, A., (2015). Strategy and structure in high performing Nonprofits: Insights from Iberroamerican cases. International society for 3rd society. John University publishers
- [78] Örtenblad, A., (2018). "Editorial What does "learning organization" mean?", The Learning Organization, <https://doi.org/10.1108/TLO-02-2018-0016>
- [79] Ozbey. D.O., Gelmez. E., (2015) a research on determining the relationship between learning orientation and form innovativeness, the macrotheme review 4 (5).
- [80] Pantouvakis and Mpogiatzidis (2013) The impact of internal service quality on clinical leaders' job satisfaction in hospital care services Leadership in Health Services Vol. 26 No. 1, 2013 pp. 34-49 Emerald Group Publishing Limited 1751-1879 DOI 10.1108/17511871311291714
- [81] Parasuraman, A., Zeithaml, V.A. and Berry, L.L, (1985) "A conceptual model of service quality and its implications for future research", Journal of Marketing, Vol. 49, Fall 1985, pp. 41-50
- [82] Pedler, M., Burgoyne, J. and Boydell, T. (1991), The Learning Company: A Strategy for Sustainable Development, McGraw-Hill, London.
- [83] Penrose, E. (1959). The Theory of the Growth of the Firm (Third ed.). Oxford, UK: Oxford University Press.
- [84] Porter, M. E. (1985). Competitive Advantage: Creating and Sustaining Superior Performance. New York: Free Press.
- [85] Purcarea, Gheorghe and Petrescu (2013) The Assessment of Perceived Service Quality of Public Health Care Services in Romania Using the SERVQUAL Scale. IESS vol 6. 573-585
- [86] Quinn, J. B. (1980). Strategies for Change: Logical Incrementalism. Homewood, IL: Irwin.
- [87] Roper, Laura & Pettit, Jethro (2002). Development and the Learning Organisation. Development in Practice Numbers. 12. 10.1080/0961450220149654.
- [88] Rosenberg, R.D. and Rosenstein, E. (1980), "Participation and productivity: an empirical study", Industrial and Labor Relations Review, Vol. 33 No. 3, pp. 355-67.
- [89] Ruohotie, P. & Honka, J., (1997). Osaamisen kehittäminen organisaatiossa. Saarijärvi: Saarijärven Offset Oy.
- [90] Salge, T.O., Vera, A. (2012) Benefiting from public sector innovation: the moderating role of customer and Learning organization strategy. Public administration review Vol.xx,issue XX pp xx-xx
- [91] Schein, E. (1990). Organizational culture. American Psychologist 45 (2): 109-119.
- [92] Schumpeter, J.A., (1934). The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest and the Business Cycle. Harvard University Press, Cambridge, MA.
- [93] Scott BB (2011) Organizational learning: A literature review. IRC Research Program, discussion paper no. 2011-02.
- [94] Senge, P.M. (1990), The Fifth Discipline, The Art and Practice of Learning organization strategy, Doubleday Dell, New York, NY.
- [95] Stacy, R., (1992). Managing the unknowable, Jossey- bass, san Francisco
- [96] Sureshchander, G, S, Rajendran C, Anatharaman RN (2002). The relationship between service quality and customer satisfaction: a factor specific approach. Journal of Services Marketing 16: 363-379.
- [97] Sveiby, K. (2001). A knowledge-based theory of the firm to guide in strategy formulation. Journal of Intellectual Capital, 2 (4), 334-358.
- [98] Sydänmaanlakka, P., (2001). Älykäs organisaatio - Tiedon, osaamisen ja suorituksen johtaminen. (3rd edn.) Jyväskylä: Gummerus Kirjapaino Oy.
- [99] Szulanski, G (1996): Exploring internal stickiness: Impediments to the transfer of best practice within the firm, Strategic Management Journal, 17, special winter issue: 27-44.
- [100] Timo - Pekka Uotila (2015). Eliciting Managerial Cognitions - The Role of Cognition in Management Research. Journal of Economics, Business and Management, Vol. 3, No. 2
- [101] Viitala, R., (2013). Henkilöstöjohtaminen: Strateginen kilpailutekijä. (4th edn.) Helsinki: Edita Publishing Oy.
- [102] Warnier, V., Weppe, X., & Lecocq, X. (2013). Extending resource-based theory: considering strategic, ordinary and junk resources, Management Decision, 51(7), 1359-1379.

- [103] Watkins, K.E. and Marsick, V.J. (1998), Dimensions of the Learning organization strategy Questionnaire, Partners for the Learning organization strategy, Warwick, RI.
- [104] West, Michael, A. & Farr, James, L. (1990): Innovation and creativity at work: psychological and organizational strategies, Chichester: Wiley & Sons.
- [105] Wiener, N. (1988). The human use of human beings: Cybernetics and society (2nd ed.). Cambridge, MA: Da Capo Press.
- [106] Wolfe RA (1994). Organizational innovation: review, critique and suggested research directions. J Manage Stud 1994;31(3):405–31.
- [107] Yigit, S., & Aksay, K. (2015). A Comparison between Generation X and Generation Y in Terms of Individual Innovativeness Behavior: The Case of Turkish Health Professionals. International Journal of Business Administration,6(2). doi:10.5430/ijba. v6n2p106.
- [108] Yousapronpaiboon, K. (2014). SERVQUAL: Measuring Higher Education Service Quality in Thailand. Procedia - Social and Behavioral Sciences,116, 1088-1095. doi: 10.1016/j.sbspro.2014.01.350
- [109] Yuksel, A. and Menderes, A. (2001) ‘The expectancy – disconfirmation paradigm: a critique’, Journal of Hospitality and Tourism Research, Vol. 25, No. 2, pp.107–131.
- [110] Zenger, J.H. and Hurgis, K. (1982), “Assessing training results: it’s time to take the plunge”, Training and Development, Vol. 36 No. 1, pp. 10-16.