

Original Article

Does Learning Organization Influence Network Behavior & Career Success of Employees?

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Abstract: *There is growing interest among the scholars and practitioners to measure the impacts of learning organization (LO) practice on employee resilience, work life balance, network behavior and career success. Drawing on learning organization and network theories, this study intends to develop a conceptual model to establish link of learning organization practice with employee resilience, network behavior and work-life balance which in turn affects employees' career success. The study offers a conceptual model for empirical assessment across industries and countries with a questionnaire. This study demonstrates theoretical link between learning organization practice on employee resilience, work-life balance, and network behavior and their influence on career success of employees. The SEM analysis can be performed to measure the relationships among constructs. This theoretical paper will contribute to the literature of learning organization, work-life balance, and network behavior by demonstrating their relationships and importance in dynamic business environment. This study suggests for further study to measure the effects of emotional intelligence, job satisfaction, leadership influence on network behavior and career success.*

Keywords: *Learning organization, Resilience, Work-life balance, Network behavior and Career success.*

I. INTRODUCTION

Study organizational learning and employee behavior is core interest behavioral theorists, managers, and practitioners. There is abound of research conducted to identify the vital predictors of employee workplace behavior that is conducive for organizational success. Employee work behavior can be measured in different ways. There are three measures that are widely used separately to study employee workplace behavior. One aspect to measure employee behavior at workplace is to observe how they interact with people (e.g., managers, employees, customers, and stakeholders) and maintain relationships within and outside the organizations. These attributes are characterized by network behavior. Another important aspect of employee psychological well-being is the work life balance. If employee can effectively manage time and maintain a balanced work-life, are better able to serve their organization and family. Learning organization practice may encourage employee to learn how to establish a maintain balance between their work and family with effective allocation time and social capital.

Learning organization supports employees to develop dynamic capabilities to adapt with change and uncertainty. Numerous research have emphasised the connections between employee resilience and learning organisation practise. Senge (1990) and Watkins and Marsick (2003) define the features of learning organisations in terms of various factors that help to foster a learning culture. Continuous learning, inquiry and dialogue, empowerment, team learning, system linkage, embedded system, and strategic leadership are all aspects of a learning company. Organizations that integrate all the dimensions of learning organization can easily manage the ability of employees to adapt with change and overcome difficulties. Resilient is the important characteristics of employees that help them to accept change and overcome problems and challenges derived from environment, technology, and institutional change. Learning organization facilitate in developing the resilience of their employee.

This study will examine the relationships between learning organization practice with employee resilience, work-life balance, and network behavior. The study integrates learning organizational and network theories to analyze the relationships among constructs. The study will give a broader insight on how learning organization practice increase employees' ability to cope with change and overcome challenges more rapidly, support in maintaining network relations and maintain effective work-life balance. The study will also investigate the effects of network behaviour, work-life balance, and employee resiliency on career success. Employee career advancement within or outside the firm is hampered by the growing uncertainty. Recognizing the significance of professional success, the current study evaluated crucial career success variables.

II. RESEARCH OBJECTIVES

The study's main goal is to quantify how learning organisation practises affect employee resiliency, network behaviour, work-life balance, and career success. This study integrates learning organization and network theories to explain career success. The secondary objectives are to contribute to the literature of learning organization and network behavior and career success. The study gives important insights on complex relationships among learning organization practice, employees behavior in managing network relations, coping with uncertainty and change and maintain effective work-life balance that can facilitate to manage their career goals and success. This will also provide important implications for scholars and managers.

III. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

A. *Learning organization and employee resilience*

One of the most significant and developing areas of organisational behaviour is learning organisation. The concept of learning organizational learning derived from learning organizational theory. Learning organization help employees to develop their adaptive capacity with change and overcome challenges by learning new methods and process to work effectively and efficiently. Collective situational activities and discourses that produce and develop knowledge structures and connect them on many levels are integrated by learning organisations (Popova-Nowak and Cseh, 2015). This procedure aids businesses in achieving objectives ingrained in their systems, structures, and cultures (Cummings and Worley, 2009). In organisations, this learning process fosters a culture of imagination, spontaneity, and experimentation (Barrett, 1998).

Lengnick-Hall & Beck (2016) mentioned that employee resilience corresponds to the resilience of firms to adapt with change, restore vitality after disruption, gain proficient through experiment and experience. Firms that are resilient are better able to switch between different types of strategic agility and react to changing circumstances. Learning organization help in achieving resilient by supporting continuous learning, dialogues and inquiry, teamwork, strategic leaderships to overcome uncertainty and adapt with change required by environment. In dynamic environment, learning is important to increase adaptive capacity of employees and support organization change and competitiveness. Since learning organization encourage employees to learn from inside and outside, it increases their capacity to adapt with the changing and challenging circumstances. As a result, I have come up with the following proposition as:

Proposition 1: Learning organization (LO) practice is positively associated with employee resilience

B. *Learning organization and work-life balance*

The study of the connections between learning organisation and work-life balance is gaining popularity among academics and professionals. The effectiveness of an employee's time allocation for family and work is a key indicator of that employee's career success because when an employee effectively balances the two, they will experience greater job satisfaction, utilise their time for work more effectively, and maintain their social and family lives. Organizations that support learning cultures also make learning possible for everyone—individuals, teams, and the organisation as a whole (Marsick, & Watkins, 2003). Managers must promote and facilitate a learning process to create positive attitudes toward WLB (Cegarra-Navarro et al., 2015). Provide training to employees to improve knowledge, professional commitment, adapting core values, managing time, orient to goals and objectives, maintain employee relationships, appropriate work benefits, good environment and autonomy are the areas that learning organization can address to create WLB (Anwar, Hansu & Janjua, 2013). Learning organization encourage their employees to learn continuously and utilize them in everyday work-life. When employee acquire adequate knowledge from inside and outside the organization, would be better able to maintain time for work and family. Thus, I posit the proposition that learning organization practice will increase the employee ability to balance their work-life.

Proposition 2: Learning organization practice is positively associated with work-life balance

C. *Learning organization and network behavior*

Learning organization encourages employees to engage in inquiry and dialogue cross the networks. Learning organization creates a culture where employees can interact with their coworkers, supervisors, suppliers, customers, and other stakeholders to gather new information and knowledge and utilize them for individual and organizational goal achievements. Thus, learning organizational theory is linked to network theory as employees learn through a network of social relations that facilitate access to resources and information and lead to career success. Learning organization encourage their employees to develop and maintain effective network to get access to important professional, career and job-related information and range of important resources that are useful for individual development and career success (O'Brien & Buono, 1996). Thus, employees concern about learning and professional development and career success, will be motivates to create and maintain optimal network ties with the actors within and outside the organization to get useful and effective access to information and resources. Learning organization foster its learning culture by encouraging employees to affiliate with more formal and informal relations within stakeholders. This facilitates them to create a positive network behavior by developing strong and weak network ties. I put out the following proposition in light of the study above:

Proposition 3: Learning organization practice is positively associated with employee network behavior

D. Employee resilience and career success

Resilience is an important but overlooked area in modern career research literature. Resilience is positively associated with personality factors (e.g., self-efficacy, external locus of control and modern career orientations) and it mediates relations between personality factors and career success (Lyons, Schweitzer & Ng, 2015). Employee resilience enhance ability to adapt with changing environment and recover quickly form difficulties and uncertainty. Employees with adaptive capability and diverse knowledge enable to adapt change and reduce career uncertainty. The culture of learning and high employee resilience increase ability to adjust with change and overcome difficulties that lead to career success. Employee resilience is a mediator in the association between learning organisation practise and career success, much as I previously proposed that learning organisations have a favourable influence on employees' resilience.

Proposition 4: Employee resilience is positively associate with career success

Proposition 5: The relationships between LO practice and career success is mediated by employee resilience

E. Work-life balance and career Success

Employees who maintain a healthy work-life balance may successfully divide their time between work and family. When a worker can balance their time between work and family, they have attained work-life balance. If employee spend too much time at work, fail to support their family. They may experience overwhelming pressures to manage family social affiliation. On the other hand, employee spend too much time to maintain family and social relation, suffer from anxiety and stress to manage work at profession. Positive career commitment and subjective career success are influenced by work-life balance (Najam, Burki & Khalid, 2020). Managing work life help employee gain career success as it facilitates to maintain balance of time for family and work. As a result, work-life balance is positively associate with career success. Learning organization practice at individual level facilitate in maintaining effective work-life balance as we know when people learn continuously, engage in inquiry and dialogues, effectively manage time to balance work-life. WLB also mediate the relations between learning organization and career success Hence, I have suggested the following two propositions:

Proposition 6: Work-life balance is positively associate with career success

Proposition 7: The relationships between LO practice and career success is mediated by work-life balance

F. Network behavior and career success:

Employee network behavior can influence career development and success. If employee think that high network ties (strong and weak) will give them more access to information and resources will lead to more success in career. Employees learn from discussion, search solution to problems and maintain network of relations, obtain support to renew knowledge are more successful in career. Researchers that study social networks acknowledge that people can consciously build and sustain networks (Hasan & Bagde, 2015; Tasselli, Kilduff, & Menges, 2015). According to Pratt et al. (2013), people have preferences on how to give their work significance in the context of their career growth. It follows that these preferences drive people to make use of networks. The social network theory investigates how a person's network connections can affect their professional achievement. Robertson, O'Reilly & Hannah (2020) mentioned that when individual employee finds more instrumental ties, get access to important resources that facilitate individuation to create larger, diverse pools of instrumental resources in pathway to find meaning of work. They also suggested that having access to more and different instrumental resources can be beneficial since it gives people a variety of tools they can utilise to complete tasks and achieve career-related goals.

Individual's network behavior is directly associated with career outcomes (e.g., increased promotions and remuneration) which accounts that individual engage in networking behavior is can develop intellectual and cognitive capabilities that creates social capital (Forret & Dougherty, 2004). Social capital defined as the nature and structure of networks relations that individuals create to connect with different people whom they are affiliated with weakly or strongly ties (Raider & Burt, 1996). Social capital forms important and valuable resource. Relationships can give people access to opportunities, resources, and information (Nahapiet & Ghoshal, 1998). More promotions and higher pay are the results of the increased knowledge, resources, and possibilities that come from both inside and outside the organisation. Finding valuable work assignments can lead to faster promotions (Wellington & Catalyst, 2001). Based on these explanations, I proposed the following two propositions as:

Proposition 8: Network behavior is positively associate with career success

Proposition 9: The relationship between LO practice and career success is mediated by network behavior

IV. RESEARCH METHODS

A. *Proposed data collection and sample selection*

The study suggests for empirical assessment of the conceptual model through a primary survey. It is always to include adequate sample size that are representative of the population and for realizability of the findings. It is recommended to include at least 500 respondents to survey the questionnaire. They respondents can be employed in any level of hierarchy in public or private business organizations across industries and counties to obtain required response rate. The respondents can be selected either by convenient or random sampling method whatever method is useful for the researchers. The simple and easiest way to distribute questionnaire among employees through email correspondence including a link directing to the Google form, postal service, email attachment or in-person contact.

B. *Selection of Variables*

The variables are selected from different studies that are included in Appendix A. Here, the main independent variable is learning organization practice and dependent variable is career success. Learning organization also facilitate individuals to balance their work-life, create their networks and developing adaptive capacity to changing environment. The career success of employee will be measured by three mediating variables, such as: resilience, work-life balance, and network behavior. Past literature provide supports that individual career outcomes can be measured by adaptive capacity to change and manage uncertainty, work life balance and network relations. In the conceptual model, I have included EI as a control variable because employees' resilience refers ability of employees to understand and manage uncertainty, willingness to adapt with change and overcome challenges. This gives employees more to adaptive capacity with dynamic circumstance that is potentially correlated with EI. Thus, emotional intelligence has been controlled to measure the effects employee resilience on career success. Employee gender, age, education, experience, and organization types are controlled. A number of variables are controlled for elements that could affect the relationships being studied in a confusing way. This lists a group of variables that are frequently used in career studies (e.g., Dreher & Cox, 2000; Tharenou et al., 1994; Turban & Dougherty, 1994; Whitely et al., 1991).

C. *Scale selection and questionnaire items*

1. **Learning Organization (LO)**

The dimensions of learning organisation questionnaire (DLOQ) can be used to assess the learning organisation practise and contains either twenty-one items from Leufvén, Bergström, and Målvist (2015) or thirteen items from Watkins and Marsick (2003). DLOQ was derived from empirical research using the goodness-of-fit indicator (Ellinger et al., 2002; Lien et al., 2006; Yang et al., 2004). DLOQ uses 21 items with a 5-point Likert scale to measure organisational learning. The scales are provided in Appendix A.

2. **Employee Resilience (ER)**

The emotional and psychological states conditioned by change and uncertainty in work environment where resilience address employee's ability to manage and mitigate stress derived from such changes. Employee resilience refers to adaptive capacity to dynamic and uncertain environment and reduce those uncertainty with increasing social capital. Employee resilience will be measured by six items from the study of Braun, Hayes, DeMuth, & Taran (2017). The scales are provided in Appendix A.

3. **Network Behavior (NB)**

Networking behavior scales can be selected form the study of Forret and Dougherty (2001). This network behavior scale includes three out of five types of networking behavior from the above study: maintaining contacts behavior includes five items, socializing behavior includes seven items, professional activities behavior includes eight items. In order to gauge how frequently respondents have engaged in networking behaviours in recent years, they will be asked to rate their response on a 5-point scale. The scales are provided in Appendix A.

4. **Work-life balance (WLB)**

Ten scale items will be used to assess the work-life balance. The work-life balance checklist tool is a commonly used yardstick. Ten items in this checklist will be evaluated on a 5-point Likert scale, with 5 being the strongest agreement and 1 being the strongest disagreement. The 10 criteria used to assess work-life balance will all be taken from Dex & Bond (2005). The scales are provided in Appendix A.

5. **Career Success (CR)**

The construct of career success will be evaluated using eleven items. All of the scales were chosen based on research by Li, You, Lin, and Chan (2014). Three subscales of the Chinese Career Success Scale (CCSS), including career satisfaction, perceived internal organisation competitiveness, and perceived external organisation competitiveness, were employed in the study. A five-point Liker's scale with five being strongly agree and one being strongly disagree will be

used to rate five items for career satisfaction, three for perceived internal organisation competitiveness, and three for perceived external organisation competitiveness. The scales are provided in Appendix A.

6. Emotional Intelligence (EI)

The ability to comprehend and control one's own emotions as well as the feelings of others in order to direct one's behaviour and emotions in the right directions is referred to as emotional intelligence, which is a subset of social intelligence (Salovey & Mayer, 1990). The study by Davies et al. (2010) contains ten items for the BEIS-10, or brief emotional intelligence scale. The five dimensions of this scale—self-emotional evaluation, other's emotional appraisal, self-emotional regulation, other's emotional regulation, and use of emotion—are each measured by two items. The scales are provided in Appendix A.

D. Research model

The conceptual model that follows illustrates the latent components' causal linkages. Learning organisational practise has an impact on network behaviour, work-life balance, and employee resiliency. Work-life balance, networking, and resilience are factors in an employee's career success. In this model, all the three predictor variables mediate the relationships between learning organization practice and career success. Although EI has influence on career success, I have used it as control variable and placed it in the right side of the model. The EI is expected to have significant correlation with employee resilience. Thus, EI has been controlled in this study. Fig. 1 displays a conceptual model:

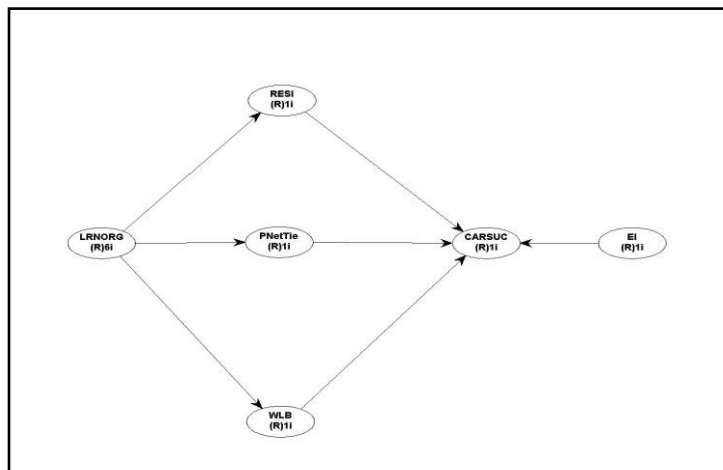


Figure 1: Conceptual model of learning organization, network behavior and career success

E. Defining the variables

1. Learning organization

Senge (1990) defines learning organization as a firm that facilitate learning of their employees in order to increase their ability to achieve individual and organization goals, motivate them to identify innovative work methods and nurture new patterns of thinking, create collective aspiration so that people learn continuously and work together to create synergy at work. A learning organization refers to a firm that acquire, create, store and transfer knowledge and modify behavior of the members to strive for superior organization performance (Garvin, 1993).

Learning organization dimensions were first introduced by Senge (1990). Measured using the Dimension of Learning Organization Questionnaire (DLOQ), learning organisation culture (Watkins & Marsick, 1997, 2003 and Yang et al., 2004). A learning company helps people learn new things and apply them to their work. DLOQ is a diagnostic tool used to evaluate the practise and state of learning culture (Watkins & Marsick, 1997). DLOQ has undergone rigorous validity and reliability testing and offers evidence in support of those findings (Yang, Watkins, & Marsick, 2004). The following table defines the attributes of a learning organisation:

Table 1. Watkins & Marsick's (1997) Seven Dimensions of Learning Organization

Number	Dimensions	Description of the Dimensions
1	Continuous learning (CL)	Encourage learning through training, experience, and design work in a way so that people learn on the job and off the job. Learning can also occur form inside and outside the organization through network development.

2	Inquiry and Dialogue (ID)	Organization encourages experiment, questioning problem solving with trial-and-error basis. People gain creative reasoning skills to express their views and understand others through exchange of knowledge.
3	Team Learning (TL)	This encourages collaboration and team work to create synergy. A culture of cooperation and rewards creates sense of collective efforts. Team members learn from each other by engaging cooperation and sharing.
4	Embedded System (ES)	Develop systems to collect, stored and process numerous data to generate meaningful information and integrate them to work methods. This also ensures that employees have access to high- and low-technology systems.
5	Empowerment (EM)	This develops a shared vision and values. Authority and responsibility delegated effectively so that people create sense of accountability for their tasks and initiative and nurture new method of learning.
6	System Connection (SC)	The organization is connected to various units and wider community. System connection assist people to understand the impacts of their work on organization and how they are connected to business environment.
7	Strategic Leadership (SL)	Strategic leadership facilitate in creating dynamic capabilities of followers. Leaders explore new methods and techniques, provide mentoring and coaching to improve performance and motivation of followers.

Source: Song; Joo; and Chermack (2009); Karim and Rahman (2018); Binte Shahid, S.F and Karim (2022)

2. Employee Resilience

Employee resilience refers to the personal qualities and abilities that help employee do their work successfully and improve their capacity to handle disruptive events and uncertainty (Connor & Davidson, 2003 and Lee et al., 2012). The ability to respond swiftly and effectively to lessen change-related work stress is referred to as resilience. There are some individual attributes and behaviors that facilitate to overcome stress and anxiety posed by change (American Psychological Association, 2016). Employee resilience, as defined by Kuntz, Malinen, and Näswall (2017), is the capability to bounce back from adversity and improve one's ability to create and use one's own and one's employer's resources.

3. Network Behavior

The intention to build and maintain social connections with people who may provide help by exchanging knowledge and granting access to crucial tangible and intangible resources can be characterised as networking behaviour. According to this definition, networking is a proactive action that helps one develop their relationship network. A relationship constellation, according to Kram (1985), is the variety of connections that aid in one's professional advancement. People can establish their relationship patterns by networking with people inside and outside of their organisation (Downey & Lahey, 1988; Higgins & Kram, 2001). The aforementioned definition of networking behaviours also refers to establishing and keeping connections with people who have the "potential" to assist people in achieving their performance and professional objectives. Although engaging in networking activities may help one's personal life in various ways, the main goal of such activities in our context is to advance professional advantages.

4. Work Life Balance

Work-life balance is defined by Delecta (2011) as the capacity of an individual to carry out home responsibilities and workplace obligations without being distracted. Work-life balance guarantees that time and resources are effectively divided between work and family while also ensuring that social obligations are met. Greenhaus and Parasuraman (2002) the previously mentioned goal of work-life balance is to achieve optimal performance at both work and home while minimising role conflict. Felstead et al. (2002) defines "work-life balance as relationship between institutional and cultural times and spaces of work and non-work in societies where income is predominantly generated and distributed through labor markets." According to Delecta (2011), maintaining a work-life balance involves more than just allocating the same amount of time to work, family, and personal needs. Literature demonstrates that work-life balance is a subjective concept that differs from person to person. In this sense, work-life balance refers to the effective and efficient distribution of resources (such as time, effort, and thinking) among many facets of life. While some adhere to the idea that "working to live" and see work as objective, others believe that "living to work" and see work as the essence of life.

5. Career Success

Earlier research highlighted career success drawing on career development theory based on which definitions, concepts, relationships of career success are developed with underlie assumptions of career theory. One popular and well-known definition of career refers to revealing sequence of work experiences over the lifetime of a person (Arthur, Hall, & Lawrence, 1989). Instead than emphasising any static picture of labour activities, this concept places emphasis on the relevance of time. Additionally, it does not make limiting assumptions about the workplace or what constitutes job success.

It incorporates the ideas that a person achieves job success by moving up the career ladder within a same firm and having more opportunities. Career mobility can refer to moving between one or more organisational, occupational, industrial, or national contexts, or it can be upward, horizontal, or downward in various circumstances (Arthur, Khapova & Wilderom, 2005).

There are two methods to explain careers. First, when a person's career reflects their perception of their own career and where it is going, it might be subjective (Stebbins, 1970). It can be objective careers that refers to publicly observed positions, conditions and serve as benchmark criteria for assessing an individual movement through the social milieu' (Barley, 1989). Subjective professional success is the individual's own concern and appraisal of their own career across a number of different criteria that they deem significant (Van Maanen, 1977). As opposed to subjective professional success, objective career success refers to an outside perspective that identifies concrete features of a person's career status and components. These are related to occupation, job identity, family situation, work mobility, job characteristics, income, and job status (Van Maanen, 1977).

V. EXPECTED RESULTS AND DISCUSSION

Path analysis can be conducted using WarpPLS, version 8 or SmartPLS, version 4. To conduct validity and reliability test, the study suggests different statistical analysis and estimation. The convergent and discriminant validity can be performed with measuring loadings and cross loadings of the indicators to see whether all the constructs are perfectly loaded within corresponding construct and discriminant across construct. By contrasting the square root of the average variance extracted (AVEs) with the correlation among the constructs themselves, discriminant validity may be evaluated. If the AVEs of construct is greater than the correlation values with other constructs, then the study will pass discriminant validity. To measure the internal consistency of indicator within respective construct, in other words, if the indicators' reliability with Cronbach alpha value is greater than .600, then the study will pass reliability test. In addition, the study also suggests composite reliability test to cross validate internal consistency. Cronbach's alpha compared to composite reliability test give more conservative reliability estimates (Kock, 2011).

Future empirical studies should assess the degree to which the data fit the model and its quality indicators to quantify the model's effectiveness. PLS-based structural equation modelling can perform a range of analytical features to quantify global model fit and quality indices and help researchers determine the degree of fit between the data and the model while dealing with collinearity problems across the model (Kock, 2011). The following six global model fit and quality indices can be presented in future empirical studies.

Kock, (2015a, 2011) indicated that it's crucial to perform certain statistical tests to gauge how well the data fit the model. As a result, the global model is consistent, and the empirical study measures quality indices. These includes average path coefficient (APC), average R-square (ARS), average adjusted R square (AARS), average block variance inflation factor (AVIF), average full collinearity VIF (AFVIF), and Tenenhaus GoF (GoF). It is also important to present standardized root mean squared residual (SRMR) value. The significance level can be measured for average path coefficient (APC), average R-squared (ARS), average adjusted R-squared (AARS), average block variance inflation factor (AVIF), average full collinearity VIF (AFCV) indices in terms of p value. Interpretation of AVIF, AFVIF, and Goodness of Fit and SRMR indices are relevant for the analysis and empirically test the model.

VI. EXPECTED FINDINGS AND IMPLICATIONS

The study expects empirical support for the conceptual model as it backed by established theories and previous empirical findings. Further, empirical investigation requires the generalizability of the findings through empirical design for the conceptual model. The study finds theoretical evidence of the influence of learning organization on employee resilience, perception about network ties and work life balance since learning organization facilitate to employees learn from inside and outside and increase their adaptive capacity for change adaptation and overcome uncertainty. Learning organization increase positive perception about network ties because people can learn through their network development with various stakeholders. Learning organization also help people to learn how to efficiently manage and allocate time for work and family, thus facilitate to maintain work life balance. These variables also influence career success of employees as evidence found from previous literature.

The study potentially has several theoretical implications. The learning organisation, its effects on resilience, network linkages, and work-life balance—all significant indicators of career success—are discussed in this study's significant theoretical findings. The study integrates learning organization and network theories that complement in explaining career success with more comprehensive views. The results will be helpful and provide important direction to researchers, managers, and employees to develop their succession planning, maintain learning environment to facilitate in improving employee resilience, educate to maintain balance between work and personal life and develop network ties to stakeholders in meeting

strategic goals of employees and organizations. The study also suggests for future investigation to understand dynamic relations between learning organization, network perception in different organizational settings across industry and countries. This study also recommends further research into the roles that leadership, job satisfaction, and emotional intelligence play in the intricate connections between career success.

VII. LIMITATIONS

The study has some limitations. The study developed the conceptual model based on the review of management and organizational behavior literature that need to be empirically assessed to establish the relationships among constructs. As the conceptual model only takes into account theoretical support and prior empirical literacy, the study's conclusions cannot be generalised because they were not evaluated empirically. The findings and strength of relationships can be different in different research settings and may vary across industries and countries. However, interested researchers and scholars can use this conceptual model for future empirical assessment.

VIII. CONCLUSION

In conclusion, it can be said that learning organization is taking more stake in organizational theory and literature since organization are striving to remain competitive in the dynamic environment where economic, political and cultural uncertainty exists. In order to better understand career success, this study investigates how learning organisation and network theories complement one another. It is crucial for businesses to foster a learning culture among its staff members so that they can become accustomed to change, deal with uncertainty and overcome it, strike a balance between work and home life, and build networks through which they may gain access to new sources of information. These will contribute to their career development and success. Thus, the study provides important insights and understanding about factors determine employee career success and organizational measures for effective management of employee career.

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APPENDIX A: QUESTIONNAIRE FOR PROPOSED EMPIRICAL RESEARCH

LO practice is measured at individual level by 13 items from Watkins& Marsick, (2003)/ 21 items of DLOQ from Leufvén, Bergström, & Målvqvist (2015).

1. In my organization, people openly discuss mistakes in order to learn from them.
2. In my organization, people identify skills they need for future work tasks.
3. In my organization, people help each other learn.
4. In my organization, people can get money and other resources to support their learning.
5. In my organization, people are given time to support learning.
6. In my organization, people view problems in their work as an opportunity to learn.
7. In my organization, people are rewarded for learning.

8. In my organization, people give open and honest feedback to each other.
9. In my organization, people listen to others' views before speaking.
10. In my organization, people are encouraged to ask "why" regardless of rank.
11. In my organization, whenever people state their view, they also ask what others think.
12. In my organization, people treat each other with respect.
13. In my organization, people spend time building trust with each other.

Dimension 1. Continuous learning

1. In my organization, people help each other learn.
2. In my organization, people are given time to support learning.
3. In my organization, people are rewarded for learning.

Dimension 2. Dialogue and inquiry

4. In my organization, people give open and honest feedback to each other.
5. In my organization, whenever people state their view, they also ask what others think.
6. In my organization, people spend time building trust with each other.

Dimension 3. Team learning and collaboration

7. In my organization, teams/groups have the freedom to adapt their goals as needed.
8. In my organization, teams/groups revise their thinking as a result of group discussions or information collected.
9. In my organization, teams/groups are confident that the organization will act as their recommendations.

Dimension 4. Embedded systems

10. My organization creates systems to measure gaps between current and expected performance.
11. My organization makes its lessons learned available to all employees.
12. My organization measures the results of the time and resources spent on training.

Dimension 5. Empowerment

13. My organization recognizes people for taking initiatives.
14. My organization gives people control over the resources they need to accomplish their work.
15. My organization supports employees who take calculated risks.

Dimension 6. Systems connections

16. My organization encourages people to think from a global perspective.
17. My organization works together with the outside community to meet mutual needs.
18. My organization encourages people to get answers from across the organization to solve problems.

Dimension 7. Strategic leadership

19. In my organization, leaders' mentor and coach those they lead.
20. In my organization, leaders continually look for opportunities to learn.
21. In my organization, leaders ensure that the organization's actions are consistent with its values.

**Employee Resilience (6 items) from
Braun, Hayes, DeMuth, & Taran (2017), and Luthans et al. 2007).**

1. I quickly adapt to new ways of doing things and/or new work assignments
2. I easily change course when needed
3. I find it easy to adapt to changing situations
4. I am able to shift focus and activities quickly in response to changing organizational priorities
5. I enjoy experimenting and trying new things
6. I bounce back quickly when confronted with setbacks

Emotional Intelligence (10 items) from Davies, Lane, Devonport, & Scott (2010).

A. Appraisal of own emotions

1. I know why my emotions change
2. I easily recognize my emotions as I experience them

B. Appraisal of others' emotions

3. I can tell how people are feeling by listening to the tone of their voice
4. By looking at their facial expressions, I recognize the emotions people are experiencing

C. Regulation of own emotions

5. I seek out activities that make me happy
6. I have control over my emotions

D. Regulation of others' emotions

7. I arrange events others enjoy
8. I help other people feel better when they are down

E. Utilization of emotions

9. When I am in a positive mood, I am able to come up with new ideas
10. I use good moods to help myself keep trying in the face of obstacles

Network Behavior (19 items) from Forret and Dougherty (2001)

A. Maintaining Contacts

1. given business contacts a phone call to keep in touch?
2. sent thank you notes or gifts to others who have helped you in your work or career?
3. given out business cards?
4. sent cards, newspaper clippings, faxes, or e-mail to keep in touch?
5. gone to lunch with persons outside the company?

B. Socializing

6. participated in company-sponsored bowling leagues, basketball leagues, and so forth?
7. participated in social gatherings with people from work (besides going out for drinks)?
8. gone out for drinks with others after work?
9. played golf, tennis, and so forth with coworkers or clients?
- 10 talked about sports at work?
- 11 attended social functions of your organization?

C. Engaging in Professional Activities

12. accepted speaking engagements?
13. acted as a commentator for a newspaper, magazine, or talk show?
14. taught a course?
15. published articles in the company's newsletter, professional journals, or trade publications?
16. attended professional seminars or workshops?
17. attended conferences or trade shows?
18. attended meetings of business-related organizations?
19. given professional seminars or workshops?

Work-life balance (7 items) from Dex & Bond (2005).

1. At present, because the job demands it, I usually work long hours
2. I need to take work home most evenings
3. I often work late or at weekends to deal with paperwork without interruptions
4. Relaxing and forgetting about work issues is hard to do
5. I worry about the effect of work stress on my health
6. Finding time for hobbies, leisure activities, or friendships and extended family relationships is difficult
7. I want to reduce my working hours and stress levels but feel I have no control over the current situation

Career success (11 items) from Li, You, Lin, & Chan (2014).

A. Career satisfaction

1. I am satisfied with the success I have achieved in my career
2. I am satisfied with the progress I have made towards meeting my overall career goals
3. I am satisfied with the progress I have made towards meeting my goals for income
4. I am satisfied with the progress I have made towards meeting my goals for advancement
5. I am satisfied with the progress I have made towards meeting my goals for developing new skills

B. Perceived within organization competitiveness

6. My company views me as an asset to the organization
7. Given my skills and experience, the company that I work for views me as a value-added resource
8. There are many opportunities available for me in my company

C. Perceived External Organization Competitiveness

9. I could easily obtain a comparable job with another employer
10. There are many jobs available for me given my skills and experience
11. Given my skills and experience, other organizations view me as a value-added resource