

ORGANIZATIONAL LEARNING AND HUMAN MOTIVATION: A SYSTEMICALLY REPRESENTED RELATIONSHIP

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ABSTRACT

This study aims to develop a subjective focus on the analyses about the organizational learning, looking for exploring the main causal relations between learning and motivation in the organizational context. It is a bibliographical research based mainly on references of the areas of psychology and sociology, obtained from Proquest and Scielo databases. The consistency of the debate is guaranteed by the anchoring of the study to two argumentative domains that were considered influential in the subjects that was approached: the human essence and the hidden meaning of work. Based on the consideration of both cited domains and on the adopted methodology, a systemic map was built including the main variables that surround the relationship between learning and motivation phenomena, denoting the nature of this relation and its impact on job productivity and on organizational performance. The map that was built seems to allow a better interpretation of the causal relations and the reciprocal influences, directly or inversely proportional, between the variables of interest. This systemic map is a management tool that can subsidize decisions and to orientate managers involved in the organizational learning processes.

Keywords: Organizational learning. Motivation. Performance. Educator Manager. Sustainability.

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INTRODUCTION

Due to the changes in the global organizational scenario and the recognition of intellectual capital as a strategic asset of the organizations, the learning phenomenon has been widely debated in the last decades. The debates have highlighted its relevance to innovation and organizational sustainability and showed it as a process positively related to the organizational performance (KOFMAN, 2004; SILVEIRA, 2013b; SILVEIRA; MAIA; FIORAVANTI, 2012).

However, organizational learning is a phenomenon that involves interactions between organizational and human factors. Therefore, the understanding of internal human mechanisms requires a subjective analytical bias, considering the effects of learning on the individuals and its influences on the individual tendency to improve both performance and the learning process itself.

By recognizing its essentiality in understanding of the learning process in the organizational environment, this article denotes motivation as the intermediate element that supports and sustains the consideration of learning as a strategy to improve the performance at work. Thus, all the arguments structured in the article seek to contribute to the understanding of the main causal relationships between learning and motivation in the organizational context, aiming to increase the knowledge about this dynamics and to support its management meeting both the needs of people and organizations.

This article explores factors underlying learning and motivation in order to build a systemic map that takes in account the main variables that surround the relationship between both phenomena, denoting the nature of this relationship and its impact both on work productivity and organizational performance.

By means of the cited approach, it is sought to provide a reflection and interpretation of the causal relations and the reciprocal influences represented. The logic underlying the systemic map creates conditions for each variable of interest being explicated and emphasizes the relationship between these variables, subsidizing the decision making process and serving as a way of orientation to the managers involved in the organizational learning processes, which, through this tool, will be able to concretely activate the human capacities (SENGE, 2004).

In order to meet this proposal, the article is structured as follows: initially, there will be a demonstration of how the study was conducted; then, the theoretical framework will be presented, subdivided into four main topics. Firstly, an introductory discussion is made about the human dimension in the global competitive scenario. Next, is discussed the importance of human subjectivity in the understanding of the relationship between learning and performance at work. The third topic brings the central discussion of the article introducing the essentiality of intrinsic motivation in the learning process and developing the systemic logic of relationships established between both phenomena. In order to provide it as applicable knowledge, the fourth topic seeks to translate all the systemic interpretation about learning and motivation as orientations for the managers involved in the learning process. Finally, the conclusions will be presented.

METHODOLOGY

The study was carried out by a qualitative method, aiming to approach the object of the research without the concern of measuring or quantifying the obtained data.

Regarding the classification of the study, the taxonomy of Vergara (2009) and the classification requirements of Gil (2002) were established as bases. The research can be characterized as exploratory and descriptive. Exploratory, because besides having an unusual intention to deal with the learning and motivation phenomena specific to the construction of the systemic map, the proposal of this article was directed to the improvement of ideals and the discovery of intuitions concerning the problem, aiming to make it more explicit. Descriptive, because it aimed the discovery and representation of relationships that occur between variables in order to determine their nature.

Classified as a bibliographic research, this study is based mainly on references of the areas of psychology and sociology, supported by theoretical references available in publication indexed in Scielo and Proquest databases. A few books, congress articles and other journals not indexed in such databases were also considered, when pertinent.

Through the whole cited theoretical apparatus, the guiding principles of learning and motivation in the organizational context were investigated, aiming at delimiting the main variables that surround the relationship between these two phenomena. The consistency of this investigation was guaranteed by the anchoring to two theoretical domains present in the literature that, by the analytical subjectivity proposed here, were judged as influential factors in the process approached: the human essence and the hidden meaning of work.

The consideration of these theoretical bases supports all the developed logic to fulfill the objectives of this study. Based on hypotheses, intuitions and on specialized knowledge about the reciprocal relations established between the variables of interest, a systemic map was built, considering the main variables that impact the relationship between organizational learning and motivation phenomena, denoting the causality between them and how they affect the work productivity and the organizational performance.

3 THEORETICAL FRAMEWORK

3.1 HUMAN DEVELOPMENT AND THE COMPETITIVE SCENARIO

Due to the 21st century's economic scenario, organizations have been required to develop competences in order to survive in a highly competitive global environment. The paradigms that have succeeded so far may not produce new success, requiring the acquisition of new knowledge in search of better performance and a better understanding of the dynamics of the market. Both in academia and organizations, it is sought a people-friendly economy that drives technology back to the human scale, since "profit by profit" has become a high-risk strategy.

In this new context, the intellectual capital has become an important organizational asset. As a result of the market changes, new work practices have emerged as well as new perspectives about them. Workers of the new generations tend to prefer to engage in activities that correspond to their own values, are consistent with available natural resources, respect the boundaries of all of those involved, and make sense. Thus, as workers are responsible for the

generation of capital, it is necessary to align their interests with those of the organization (CHI- UZI; PEIXOTO; FUSARI, 2011; ROCHA-DE-OLIVEIRA; PICCININI; BITENCOURT, 2012; VELOSO; SIL- VA; DUTRA, 2012).

In the employment relations, people and organizations participate in a symbiotic rela- tionship, in which one does not exist without the other, and the behavior of one modifies the be- havior of the other. Namely, organizations are environment of human transformation and people are their agents of transformation. In this way, it can be considered that the more the organiza- tion provides good working conditions for the worker, the greater are the chances of the worker responding with enrichment of the human capital available to the organization (SILVEIRA *et al.*, 2015).

In addition to the demands for competitiveness and the workers' quality of life, organi- zations are faced with the need to allocate their efforts to maintain over time a sustainable posi- tion in the market. In another words, the search for organizational sustainability has underlying not only the search for meeting the present demands, but also the search for the continuity of the positive results of business, i.e. success over time (SILVEIRA, 2012).

The challenge of to achieve business sustainability and, at the same time, keep the workers' quality of life is more easily overcome when the organization is aware of three issues which are the bases for the continuous generation of human capital: work, training and personal development. Due to this and also the constant changes in the socioeconomic scenario and the need to increase continually the organizational performance, the phenomenon of learning has become a hot topic in the field of organizational studies (SILVEIRA; MAIA; FIORAVANTI, 2012).

In addition to being a training tool at work, learning also behaves as a strategy for per- sonal development. Learning is a means of achieving productivity and sustainability, but, also, to interact with human subjectivity, satisfying the intrinsic needs for identity, recognition, trust, and meaning of work.

In short, the organizational learning contributes significantly to the generation of hu- man capital, but such claim is not sufficient to address the phenomenon in its entirety. The un- derstanding of the relationship between learning and its outcomes in the organizational context depends on considering its effects on the subjectivity of the recipient. As a guide to the discussion proposed in this article, it is worth emphasizing Pink's (2010) argument that human capital needs the intrinsic motivation to flourish, an inherent element in organizational learning (GODOI; FRE- ITAS; CARVALHO, 2011).

3.2 THE REFLECTIONS OF LEARNING IN SUBJECTIVITY

Learning-related issues have been much debated in the organizational context. The debates have postulated it as a management style that stimulates workers to achieve better results at work and as a phenomenon that establishes a positive relation with the individual performance in the execution of tasks.

Based on the arguments of Godoi, Freitas and Carvalho (2011), it is admitted that learning is a phenomenon that integrates cognitive (thoughts, perceptions and beliefs), affective (feelings and emotions) and pulsional processes (ideas and the subconscious). Hence, once dealing with a causal relationship between a phenomenon that focuses on human beings and actions that are build up by their attitudes, the understanding of the essence of the relationship between learning and performance requires a subjective analytical bias, considering the individual which acts as an intermediary element.

After all, according to Dejours (2004), the true essence of work does not belong to the visible and objective world. The dimension measured at work is that putting effectively in practice. However, this cannot be compared directly with the actual work since part of the effective work lies in a shadow, in a subjective repository. Thus, in order to understand the essence of work, it is necessary to unveil what is revealed from subjectivity.

Based on that, it is necessary to analyze the tensions and ambiguities between what is objective and what is subjective in the relationship between learning and performance. That is, the need lies in considering the subjective effects that learning generates on individuals in a way that, enhancing their motivation, it influences the individual tendency to improve both performance and the learning process itself.

It is worth considering that the guarantee of greater solidity for this debate requires anchoring it to two argumentative domains present in the literature that, by the analytical subjectivity proposed here, can be judged as influential factors in the process approached: the human essence and the hidden meaning of work. Indeed, the foundation to these domains is not simply valid. According to Dejours (2004), the association between the subjectivity of the individual and the practiced action is only allowed through the precise analysis of the relationship between the individual's work and life.

3.2.1 The human essence

In the analysis of the subjective effects caused by the development of competences, it is valid affirming that workers, as active beings, internalize feelings and ambitions that cause them to create expectations and get involved in the search for growth, in an ongoing effort to integrate experiences consistently with their own desires (MORETTI; TREICHEL, 2003; TÉLLEZ, 2012).

Learning occupies a greater place in human development and permeates all phases of life (SILVEIRA; MAIA; FIORAVANTI, 2012). According to Senge (1990), human beings come from childhood equipped with the insatiable desire to explore, to experience, to know. The human desire for learning is an impulse to be generative, an intrinsic motivation, self-esteem, and even innate curiosity to learn and expand capacities.

Individuals are integrated and indivisible beings that are led, pushed and motivated to reduce or satisfy their inner needs. Involved and driven by dreams of self-esteem, self-development and self-realization, their actions are directed to the satisfaction of the needs concerning their own ego (BENDASSOLLI, 2009; MORETTI; TREICHEL, 2003).

Therefore, the idea that people perform tasks only for earning, that they deny their own feelings and that they do not become frustrated by the lack of growth, must be left aside. The demand for competences is a typical element of human essence and it plays a central role in people's lives. The need to feel competent and able to achieve proposed demands is inherent in individuals; this feeling is what strengthens their intrinsic motivation (MORETTI; TREICHEL, 2003; SANT'ANNA; MORAES; KILIMNIK, 2005; SILVEIRA; MAIA; FIORAVANTI, 2012; TÉLLEZ, 2012).

Fonseca (2014) supports that, if their conative functions are available and explicit – given the influence of the emotional processes on learning –, human beings are considered the species that most depends on learning. In other words, they are born to learn.

3.2.2 The hidden meaning of work

In order to understand the effects that cognitive enrichment of the tasks generates on those who execute them and the way it induces their motivation, it is also valid to refer to the theoretical root that explores the notion of the significance and meaning that work applies in people's lives. Therefore, the question about the hidden meanings of work consists of another argumentative support for the debate constructed in this study. In fact, work assumes significant dimensions in people's lives (MORETTI; TREICHEL, 2003), to the point of being possible to consider it as one of the most important dimensions of human subjectivity (BENDASSOLLI, 2009).

As unique beings, endowed with an inner life and singular psychic dynamics, individuals are psychologically appropriated by the work they perform (BASSASSOLLI, 2009). According to Santos (2015), work is what allows individuals to express their subjectivity and, at the same time, to build up their subjectivity. This author supports her ideals based on the work of a sculptor. As stated by her, the connection that sculptors have with their work and with all their resources allows them to know, in advance, the result of what they will do, including the smell. This is because the knowledge of their work is part of what they are. Sculpture, therefore, is what expresses their inner world, like an inside out game.

As claimed by Dejours (2004), work is an opportunity offered to subjectivity to test and even accomplish itself. It is at work that the individual puts it into checking. For this reason, Bendassolli (2009) emphasizes that work can be seen as a process of self-reflection, i.e. a process of construction inherent in individuals and their internal psychological states by which they attribute meaning, interpret and give coherence to their life experiences.

In summary, work is the absolute transcendental condition of life, an elective proof in which it reveals itself (DEJOURS, 2004). The work gives individuals a time-based position that provides them conditions to follow their development process and their movement towards ideals and desires. Work behaves as a personal roadmap for the satisfaction of people's own needs, as a vehicle through which individuals accomplish and conceptualize themselves (BENDASSOLLI, 2009).

3.2.2.1 Human identity integrated with work

As per what has been discussed so far, work can be considered as a source of meaning. Based on Morgan's psychoanalytical theory (2007), due to its proximity to human subjectivity, work has a transitional object effect on individuals. It symbolizes and mediates the subjects and the world wherewith they relate.

For that reason, some authors postulate that individuals construct their own identity through their relationship to work. Among them, Dejours (2004) states that working is not only to produce, but also to transform oneself. Accordingly, Bendassolli (2009) relies on Psychology and argues that individuals construct themselves according to the appropriation and interpretation of meanings and information that they receive.

However, it is worth emphasizing that, as an integrating element of human identity that proves the individual subjectivity, work is a trial that transforms it. This means that work can exalt subjectivity and add it or diminish it and mortify it, depending on how the part of the work that comes from it is considered, recognized and respected (DEJOURS, 2004).

Summing up the contributions of both theoretical domains presented here, it is postulated that, thanks to its important role in human life, learning at work, for the work and resulting from work – since it enriches the individual repertoire of knowledge, skills and attitudes –, can be considered a source of fulfillment, satisfaction and motivation for the worker (SILVEIRA; MAIA; FIORAVANTI, 2012).

3.3 ORGANIZATIONAL LEARNING AND HUMAN MOTIVATION: A SYSTEMICALLY REPRESENTED RELATIONSHIP

As previously established, in order to better understand the relationship between organizational learning and work performance, first it is necessary to analyze the effects that this process generates on individuals, so that one can inquire about their best mobilization for the work.

Motivation is found among the subjective effects of the development of competences, which denotation is the main factor to be analyzed in this article. According to Kelloway and Barling (2000), in addition to improve the knowledge and skills of the workers, learning has the potential to contribute to their intrinsic motivation. In fact, once inserted in a learning process, individuals are aware that they play an important role in the organization, and that there are people who care about them (MORETTI, TREICHEL, 2003). The feeling of being able behaves as an important motivational construct with power to influence emotional reactions (PARKER, 1998).

The analysis of this phenomenon is essential in order to understand the learning process in the organizational context, because, on top of being a psychological state that fills the motives, strength and determination for each human action, motivation also incorporates interest, effort, persistence and affective commitment to learning (GODOI; FREITAS; CARVALHO, 2011; KIKUCHI; SALES; TARRAGÔ, 2013; NAQUIN; HOLTON, 2002). Hence, it is a matter to be mentioned in this study as the intermediary element that subsidizes the widespread consideration in organizational reality about the action of learning as a strategy to improve work performance.

It is worth establishing that between learning and motivation there is an intimate and

ongoing relationship that is hard to separate (GODOI; FREITAS; CARVALHO, 2011). McCloy and Wise (2002) emphasize that motivation in the learning process is an important variable for organizations that seek improvement in individual performance. According to Moretti and Treichel (2003), productivity does not depend strictly on skill issues and improved knowledge, but on the sum of these concerns with the motivation of individuals and the perception of their role in the organization. Based on these points of view, although the motivation appears as a subjective effect of the development of competencies, it also behaves as a necessary element to promote learning, being directly related to the process results. It is what enables knowledge production and knowledge transfer. Motivation is required to learn, and it is always related to a cognitive and affective basis (KLEIN; NOE; WANG, 2006; OSTERLOH; FREY, 2000; SALLA, 2012; WEISSBEIN *et al.*, 2011).

Therefore, in order to better represent the relationship between learning and motivation in the organizational context, a systemic map that includes the main variables that surround them, denoting the causality between both phenomena and how they impact on work productivity and organizational performance is shown in Figure 1

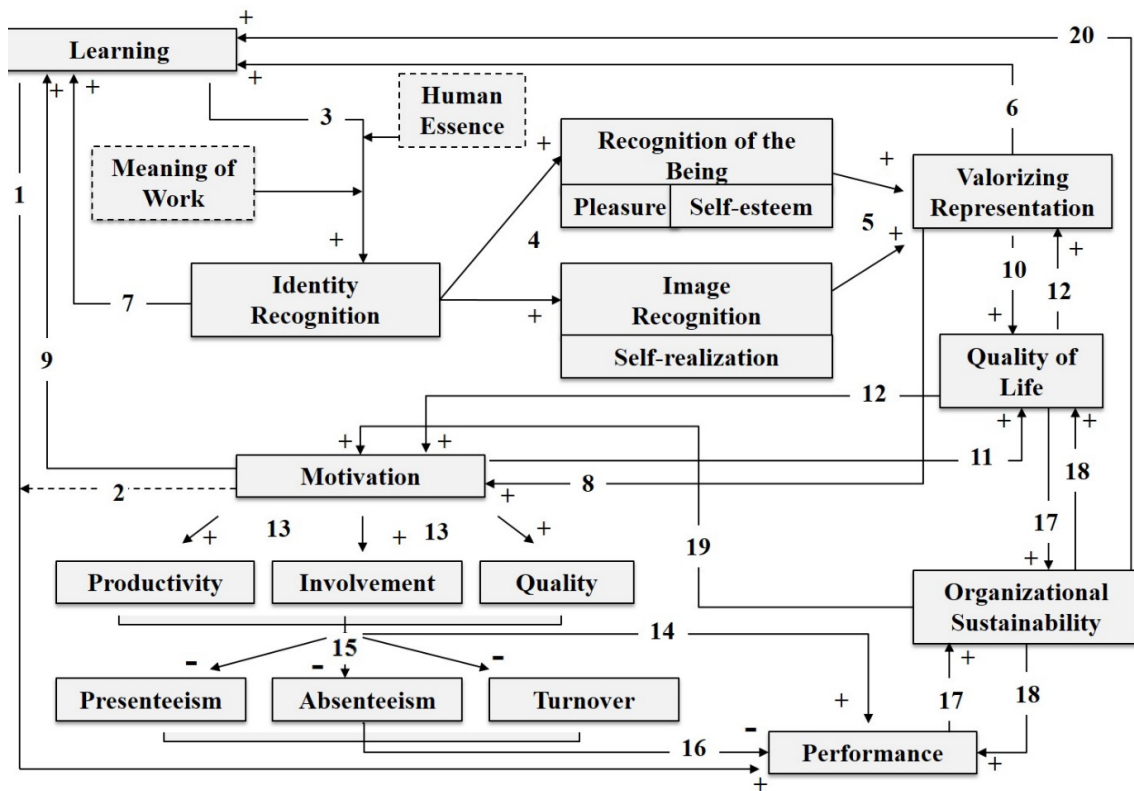


Figure 1: Learning and Motivation Systemic Map

Source: Created by the authors

3.3.1 The logic of the map

As occurs in the majority of the systemic maps, the rationale of such representation is based on hypotheses, intuitions, and on specialized knowledge about the reciprocal relationships established between the variables. The causal relationships exposed in the systemic map are directly proportional, when represented with the (+) sign, and inversely proportional, when represented with the (-) sign.

When starting from the main variable of interest of the study, *Learning*, and following the direct order of the arrows, the first consideration to be made concerns its relationship with the variable *Performance*, brought as the main causal relation (arrow 1). The causality between both variables is directly proportional, a confirmatory exposition of the idea that learning consists of a strategy to improve performance at work.

In order to demonstrate the subjective content of this main causal relationship and to analyze the variable *Motivation* as its intermediate element (arrow 2), Human Essence and (hidden) Meaning of Work were assumed as bases, both argumentative domains exposed in topics 3.2.1 and 3.2.2. Brought as two variables of influence, their consideration funds the logic of the systemic map construction and organization.

Based on them, one can affirm that *Learning* consists of a management issue that, while propitiating the workers' psychic mobilization to fulfill their objectives (arrow 1), it guarantees the mastery of *Identity Recognition* criteria of each of them (arrow 3) for recognizing an individual identity, or even for improving the notion of self-concept (MORETTI; TREICHEL, 2003).

These ideals may explain the directly proportional relationship between *Learning* and *Identity Recognition*. Considering the work as a source of meaning and a personal identification element, cognitively enriching it sounds to individuals as an action of recognition of their own identity. This is because, through the apparent detachment from focus on results to an appreciation of processes, individuals who receive the new knowledge start to consider learning as an element that reinforces their own concept and not as a threat to self-esteem (MORETTI; TREICHEL, 2003; SILVEIRA; MAIA; FIORAVANTI, 2012).

Thus, to paraphrase Morgan's ideals (2007), since learning recognizes individual identity, it appears as a recognizing element of the human essence itself. By satisfying needs concerning the own human nature and satiating intrinsic demands for the development of competences, the learning process increases the individual's *Self-esteem*, rather than threatens it, and provides favorable conditions for higher rates of *Self-Realization* and *Pleasure* with the job (arrow 4).

It means that, once learning ensures an intrinsic pleasure to individuals through the accomplishment of something new and different, it also flourishes the individuals' recognition of their image and themselves (GODOI; FREITAS; CARVALHO, 2011). Such point supports the idea that, by the essentiality they confer on human beings, once work, training and personal development are combined, the execution of a task becomes a source of dignity and pleasure, regardless the context in which this combination is inserted (SILVEIRA; MAIA; FIORAVANTI, 2012).

Since the cognitive enrichment and the attribution of more sense to the job refer to a valuation of what individuals really are, the cognitive functions direct them to a state of *Valorizing Representation* (arrow 5), marked by enthusiasm, gratification and by individual satisfaction, feelings that are resultant from human needs favoring. Consequently, to this emotional state, the attitudes that take care of the learning are conjugated and the individuals' subjectivity allows them to invest even more in the improvement of performance competences, causing a better

and continuous learning. Thus, the development of human potential is improved, resulting in greater commitment and productivity (FONSECA, 2014; TÉLLEZ, 2012).

Salla's work (2012) provides explanatory aids for Fonseca's position (2014) when he states that, due to the creation of meaning goes through affectivity, individuals hardly retain a new information when it does not affect them. Thus, information and events that affect and make sense for the individual are more easily retained in the memory and, therefore, the effort and the persistence in learning are valued (MORETTI; TREICHEL, 2003).

This is one of the reasons why *Valorizing Representation* variable, while appearing as an effect of *Learning* (arrow 5) also exerts a directly proportional influence on it (arrow 6). The same happens to the *Identity Recognition* variable (arrow 7), also biunivocal influence in learning. Such relationships confirm that psychological processes are directly linked to the learning process and they can both favor it and affect it in a negative way (KIKUCHI; SALES; TARRAGÔ, 2013), since the latter has an affective and conative character.

For this reason, it is worth considering that learning hardly occurs if the individual is facing a period of emotional distress or an unpleasant psychological state, either by a threat of identity, by misunderstanding or by negative self-representation and self-esteem. This is because conative functions become fragile and, consequently, cognitive and executive functions lose coherence and synergy, resulting in a process of attentional blurring and emotional divestment (FONSECA, 2014).

By keeping the rationale towards the variable *Motivation*, it can be affirmed that nobody is able to motivate anyone (GODOI; FREITAS; CARVALHO, 2011; KOFMAN, 2004; OSTERLOH; FREY, 2000). However, since *Learning* flourishes the *Valorizing Representation* of individuals and the human emotions allow the inherent actions of the process to be conjugated, the subjectivity of individuals is enriched and they automatically are induced to a state of intrinsic motivation (FONSECA, 2014).

The *Motivation* is brought up in this study as the main learning process manifestation in human subjectivity (arrow 8) that acts on the individual tendency to take advantage of the opportunity to apply the acquired knowledge (WEISSBEIN et al., 2011). It is observed that the triggering of its effects confirms that the higher the level of cognitive enrichment, the greater the individual tendency to motivation (POOL, 2000).

As well as the *Identity Recognition* and *Valorizing Representation* variables, *Motivation* is positioned as a factor that feeds the learning process and the cognitive development of people (arrow 9), taking into account the emotional state of the individual and the affectivity required for it (KIKUCHI, SALES, TARRAGÔ, 2013). It is understood that individuals whose psychological state motivates them to learn will devote time and put the learning in practice independently of its scope (WEISSBEIN et al., 2011), proving that the affective category constitutes the energetic factor of the motivational phenomenon towards an object of knowledge (GODOI; FREITAS; CARVALHO, 2011). Such arguments confirm that the subjectivity of individuals acts as a determinant of their motivation in and for the learning process (KLEIN; NOE; WANG, 2006).

Due to the favorable sentimental base, and the satisfaction of needs and aspirations that surround the premises of human essence, the question of *Quality of Life* at work is glimpsed (arrow 10). As a result, from a more appreciated representation, the feeling of happiness and wellbeing at work are increased. Likewise, *Motivation* also behaves as an influential factor in this process, considering the broad behavioral notion that considers it as a powerful means of improving quality of life (arrow 11). Therefore, as a mutual reinforcement, the improvement of Quality of Life at work further fosters these feelings that foresee it, explaining the biunivocal re-

relationship between them (arrow 12) and also corroborating with the notion that considers it as being intimately linked to psychosocial factors (ABRAHÃO, 2014).

Objectively defined as the motive for any performed action by a subject, *Motivation* raises all individual behavior at work. As a psychological process responsible for increasing the content of effort to reach objectives, goals and results (KIKUCHI, SALES, TARRAGÔ, 2013), it is assumed that more motivated individuals tend to have a better *Involvement* (NAQUIN; HOLTON, 2002) and to perform tasks with greater *Productivity* and *Quality* (arrow 13). After all, the time and cognitive effort allocated to process monitoring, improvement planning and learning strategy adjustments will be bigger (KLEIN; NOE; WANG, 2006).

This validates the widely held view that the learning process is characterized by an improvement in work *Performance* (arrow 14) and that, in the proposition of this article, intrinsic motivation is the element that sustains this commitment. While the tasks have a special meaning for individuals who execute them, the feeling of self-appreciation related to their own capacities and potential drives individuals to perform them in the best possible way (TÉLLEZ, 2012).

This shows that strengthening individual skills related to work, in addition to be a source of knowledge, it is also a source of efficiency and effectiveness. The achievement of an activity of which the individual holds the knowledge and searches for better ways of performance will produce better results and reduce organizational costs (KIKUCHI, SALES, TARRAGÔ, 2013).

Because of a favorable motivational state, it is noted that the rates of *Presenteeism*, *Absenteeism* and *Turnover* in the organization will be lower (arrow 15), since, as problems related to human capital, they are commonly associated with psychosocial factors (SILVEIRA, 2013a). This relationship is important since these variables are considered priority factors in the organizational context, bearing in mind the inversely proportional relation that they establish with the business *Performance* (arrow 16).

In conceptual merits, the combination of organizational *Performance* and *Quality of Life* delimits *Organizational Sustainability* (arrow 17), which main idea advocates competitiveness with quality of life (SILVEIRA; BECARO, 2014). In this way, its maintenance consists in cherishing such combination, applying a direct influence on performance, quality of life (arrow 18) and even on motivation (arrow 19), in view of cruciality of the latter in the whole process. For this reason, *Organizational Sustainability* is considered as the factor that feeds the learning process (arrow 20). The phenomenon encompasses the process benefits in subjective terms, thanks to *Quality of Life* glimpse, and in objective terms, through its reflexes on *Performance* of organizations. Therefore, when valuing the effects of the organizational sustainability, *Learning* is valued.

In summary, the initial inference of this study can be confirmed through a comprehensive view of systemic representation. It can be emphasized that the objective results of the learning process appear as consequences of how human subjectivity is impacted by it. The process first benefits the individuals, favors the recognition of their own identity and their image, satisfies the needs related to their own essence, supports their intrinsic motivation, and then it is reflected by their performance.

This confirms the influence of affectivity in the learning process. The concept that individuals have about themselves has the potential to affect their performance level (FARIA, 2005). Thus, to paraphrase Dejour's ideals (2004), a rational action is the one that feeds on the notion that work comes from subjectivity, and which main objective is the celebration of life.

3.4 GUIDELINES FOR EDUCATIONAL MANAGERS

Given the importance of the relationship between learning and motivation, detailing the role of managers as educators, as facilitators of the relationships described on the systemic map is necessary. It is known that the educator manager consists of a new manager profile that, without compromising the ability to manage, is responsible for fostering and sharing knowledge. As the one who coordinates intellectual capital, this professional must be able to identify the skills that need to be developed considering the workers' role and profile, so that the learning process is not homogeneous, but with meaning for each individual (SILVEIRA; MAIA; FIORAVANTI, 2012).

In order to translate all the systemic interpretation between learning and motivation as guidelines to these professionals, when relating such management profile to the ideals of the map, it is worth emphasizing that the educator manager must consider the meaning behind some enrichment in the function, paying attention to the profile and the values of the individuals. As noted, there is a consonance between the mission of an educator manager and the central idea of systemic representation.

Hence, in order to translate the ideals exposed on the map, it is crucial to base on the idea that learning is an affective process and that it only occurs in an effective way when the individual lives in the midst of a pleasant psychological state. Thus, the first orientation to be given to the educator manager is that the beginning of any action within this map is on what feeds and provides the learning, i.e. the identity recognition, the valorizing representation and the motivation.

However, since they are subjective variables, the educator manager has no power over them. Thus, the orientation is that all action must take place on the arrows of the systemic map, promoting conditions for such variables to flourish. Therefore, the educator manager is responsible to provide conditions for the flourishing of the identity recognition, the valorizing representation and the motivation in individuals, leaving them in a favorable state to the learning process and increasing the chances of such process to be well received.

Regarding motivation, intrinsic motivation is the most important for organizations, since it is a necessary element for activities that require creativity, and to generate and share knowledge. However, it cannot be produced by external factors. The intrinsic motivation only occurs in favorable conditions, either through the worker's participation in the organizational processes, the personal relationship, the attribution of meaning and significance to the job, the feeling of mastery of knowledge, and other aspects that can be provided by the educative management (OSTERLOH; FREY, 2000; PINK, 2010).

As it can be seen, such points permeate the ideals explored in the systemic map about the causality between learning and motivation. Therefore, everything can be translated into a need to provide means to recognize, value and motivate workers.

Hence, the key lies in the relationship between educator manager and worker. As presented in topic 3.2.1, the demand for competencies is a typical element of human essence and plays a central role in people's lives. In this aspect, it is worth considering that, among other competences, individuals demand third-dimensional competences, which are characterized not as manual skills or technical knowledge, but personal and relational qualities (SANT'ANNA; MORAES; KILIMNIK, 2005).

Faced with this, the guidance to educator managers is to know workers and to relate continuously to them. They must use an individualized strategy of approach and to seek to un-

veil the feeling and the underlying meaning of the performed work. It is known that individuals are linked to organizations and to work through unimaginable ties, to the point of considering workspace as a personal space (PAGÈS *et al.*, 1987). Therefore, getting to know each one of them individually is the foundation for the educator manager to discover what makes up the individuals' identity, what meaning they refer to job, how they feel at work and what their needs and aspirations are.

Although all these discoveries are surrounded by intangibility, everything can be manifested by the behavioral profile of each subject and the values that guide their attitudes. Close contact with the individual allows educator managers to identify the nuances of these traits in a way that they can adopt a strategy of recognition, appreciation and motivation that makes sense for the individual and delimit parameters for the cognitive enrichment to be promoted later.

The delimitation of parameters is important in order to achieve the desired effects in a learning process. By knowing the worker, the educator manager can establish the method, content and media to be used and also identify the limits of each individual to the learning process. After all, in the case of pushing beyond an individual limit, learning may not be well received.

Furthermore, by knowing the workers and relating to them, the educator manager can identify which types of skills are pleasant and which do not give pleasure to each professional. Many managers fail to develop skills by considering short-term results only, not knowing that such knowledge, skills or attitudes may not sustain the individual's long-term enjoyment (TURE, 2008). Therefore, by knowing each member of the team, the educator manager can avoid this.

Similarly, McCloy and Wise (2002) demonstrate that the motivation to improve work through learning is substantially related to the traits and characteristics of behavioral tendencies. In this way, companies that seek to improve motivation for learning need to know this relationship, because some individuals are more prone to learning than other ones.

Finally, knowing individuals is essential because their subjectivity is the source of all actions. The more educator managers know their workers, more deeply they could know what motivates each one. Therefore, this is the way of achieving what the systemic map denotes. Since it involves subjective variables, its translation varies for each individual. Even though the motivational factors that satisfy the worker are enveloped by recognition, growth, achievement and responsibility ideals, they are all under individual intrinsic control. Thus, knowing individuals, the educator manager becomes able to stimulate their psychological functions, by adopting measures of cognitive stimulation that make the individuals feel their identity recognized, their needs satisfied and intrinsically motivated with and to work.

Consequently, once a competence deficit has been identified in a given worker, the educator manager can contribute to render a favorable psychological state for its development. Furthermore, through the relationship built between them, it can be possible to know the means to conduct the learning process in order to enhance its effects and fulfill the logic of systemic representation. Having a close relationship with workers allows the educator manager to prepare them for learning and for the transfer of knowledge after the process (WEISSBEIN *et al.*, 2011).

The educator managers must be aware that the worker is the one who decides whether to join a learning process and contribute to the wanted effects or not. Therefore, their role is to catalyze that decision. Employing individuals is not enough and neither engaging them in a learning process with the hope that this action will entail all the explicit effects in the systemic representation. The educator manager must provide adequate conditions to favor the affective side first, thanks to its crucial role in the learning process (KELLOWAY; BARLING, 2000).

In addition, the systemic map constructed in this study is somewhat subjective. There-

fore, it is not the purpose of this article to present methods, ways and means established to translate it for educator managers, but to emphasize that knowing each professional and providing conditions for the flowering of a psycho-appealing arena is the starting point for everything to unfold.

FINAL CONSIDERATIONS

Backed up by a psychological and sociological approach, this article sought to analyze the main relationships established between learning and motivation in the organizational context. For that, a bibliographic study with exploratory and descriptive characteristics was carried out, aiming to base the creation of a systemic representation that includes the main variables associated to the relation between those two phenomena, showing the nature of this relationship and its impact both on the productivity and organizational performance.

With the accomplishment of the study, it was noticed that learning-related issues have been much debated in the organizational context. The debates have shown the organizational learning as an important aspect to the management since it establishes a positive relation with the individual performance in the execution of tasks. Thus, the relevancy of the presented study is to emphasize that understanding the essence of this relationship requires a subjective analytical bias. In other words, it is necessary to consider the effects that learning generates on the individual in a way that it influence the individual propensity to improve performance and the learning process itself.

The consistency of the debate was guaranteed by attaching it to two argumentative domains present in the literature that, by the analytical subjectivity proposed here, were evaluated as having strong influence in the approached process, namely the human essence and the hidden meaning of work.

Therefore, in corroboration to the idea that the learning process improves individual performance, this reasoning allowed to consider intrinsic motivation as the element that sustains this commitment. As a psychological state from which the strength and determination for each human action come from, motivation encompasses interest, effort, persistence and affective commitment to learning. While the tasks have a special meaning for the individuals who executes them, the feeling of self-appreciation related to their own capacities and potential drives individuals to better performance (TELLEZ, 2012).

In summary, the purpose of the article of representing systemically the relationship between learning and motivation enables a better interpretation of causal relationships and reciprocal influences, directly or inversely proportional, among the variables of interest, offering subsidies for decision-making and serving as orientation for the managers involved in organizational learning processes.

This article may be a support for further studies. Limited to the design according to literature, the systemic map, with its direct or inversely related variables, suggests measurement systems for the relationships exposed in the organizational context where they actually occur. Moreover, in the face of so many variables subordinated to human subjectivity, it is suggested to explore them through mathematical logics, such as Fuzzy Logic, providing different combinations among the listed variables.

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