

## Original Research Article

# A Study on the Impact of Organizational Climates on Organization Learning

### ABSTRACT

**Aims:** The main aim of the presented paper is to examine the impact of various organizational climates on different learning dimensions related to Learning Organizations.

**Study design:** The questionnaire was used as a tool for collecting information.

**Place and Duration of Study:** The data has been obtained via using surveys from 152 personnel in the Trade Bank of Iraq ., between Des. 2020 and May 2021.

**Methodology:** the sample was predominantly made of males (54.6%), with 45.4% being females. 64.5% of the participants were single while 35.5% were married. In terms of education, the majority had Graduate education qualifications (78.3%), 17.1% had postgraduate qualifications while 4.6% had secondary education qualifications.

**Results:** the climate score (RS) of responsibility shows to be less effective on the dimensions of a Learning Organization compared to the structural climate, none-the-less, the impact of responsibility climate on empowering is considerably higher, The score of structure climate has a positive correlation at a significance level which is equal to 0.01 to every score of learning climate

Both reward climate and warmth and support climate have a considerably high positive significant relation to every dimension of the Learning Organization. The climate of reward has maximum impacts on the dimension of empowerment, followed by connections of the system and the dimensions of team learning. The climates of support and warmth have an impact on the connections of systems and the dimensions of inquiry and dialogue the most.

The climate of risk has a negative correlation with each dimension of the Learning Organization. Nonetheless, it's only highly related to the dimension of leadership in which the significance level equals 0.05, Similarly to the climate of reward and the climate of warmth and support, they presume that the climate of approval has a positive correlation with every dimension of Learning Organization at a significance level equal to 0.01.

The climate of conflict has a negative correlation with every dimension of the Learning Organization. Every correlation is significant at a 0.01 level except for the dimension of leadership which is nearly correlated at a level of 0.05. The maximum negative relations indicate team and continuous learning.

**Conclusion:** The results obtained from achieving statistical analysis showed that the organizational climate has a certain impact on Learning Organization's different dimensions. Furthermore, indicated the organizational climate which considerably impacts certain dimensions of Learning Organizations as well as their degree of influence. Additionally, the presented paper specified the optimum combination regarding climate which impact specific dimension of the Learning Organizations.

**Keywords:** organizational climates, learning organization, Learning in the Work Place, organizational performance, and Learning styles.

# 1. INTRODUCTION

Because of globalization, the competitiveness of business markets is increasing gradually. International corporations are shifting the lines of production, and outsourcing services to be more profitable (Tu & Wu, 2020). Recently, change is considered to be unavoidable. Yet, big organizations have the ability to gain access to economic, legal, marketing, or further consultant corporations, certain establishments have more efficiency than others. (Choi, 2022) They approach the organizations can internally create organizational climates, creating organizational learning, as well as abilities among the personnel, are all important to have success. Thus, it is of high importance to consider the relationship between organizational learning and organizational climates. (Al-Kurdi et al., 2019) specified the organizational climates as a multi-dimensional concept that contains a lot of individual assessments regarding the environment of work. (Hubert et al., 2021) mentioned the difference between organizational and psychological climates. The psychological climate can be considered as the perception of the employee regarding the psychological effect of work environments on their quality of life, yet in the case when personnel in a specific unit of work have certain agreement on their perception of the effect of their work environments, this shared perception could be collected for describing their organizational climates. (Adeniji et al., 2018)

Changes in the markets which happen due to cultural, political, and economic alterations usually make it complex for business organizations to implement novel conditions (Raes et al., 2021). Due to that fact, handling changes are of high importance in all organizations. Change agents are needed for the organizations to have the ability to manage changes adequately, for being developed and follow up-to-date developments in business (Liu & Tang, 2019), as well as provide the consumers with the most recent services and products since it is all needed to have success in the today's competitive environments. For example, change and its role must be considered for managing the interactions between organizational climates and cultures easily. (Khasawneh, 2018) indicated that sales could be promoted via applying change management. Based on the study (Niculiță, 2015), change management can be considered of high importance in applying extended enhancements to accomplish success in

businesses (Ryu et al., 2020). The impact of a change agent as well as the change management could be seen as an approach, that is utilized in assistance to change the structure and policies of an organization to avoid future problems (Parks et al., 2021). Concerning long-term dimensions, innovation and learning are important in the sustainability of organizations (Kim & Hopkins, 2017). Thus, the presented study will examine the effect of change on organizational climates (Mason & Fragkias, 2018). Furthermore, this study will consider the preset agreed interpretation of organizational climates. Thus, the main aim of the presented study is to evaluate the impact of organizational climates on organizational learning.

## 2. METHODOLOGY

### Need for the Study

Organizational climates are mainly focused on "what it's like to work here". Organizational climates are majorly related to the concepts of climates instead of their absolute measures. Whereas the temperatures are considered as measures of high importance in geographic climates, it is not considered to be the main focus, yet our concepts of it. "What may be too cool for me maybe too warm for you". Its properties and concepts into categories like the type of interpersonal relations, type of hierarchy, type of work and focus rewards and support. It is via such properties and concepts that climates have bidirectional relations with everything that the organization impacts and is impacted affected.

- Organizational literature defines openness, fear, distrust, trust, a climate of crisis, innovation, cooperation, respect, collective learning, calm, entrepreneurial, etc.
- Climate is defined as strong, supportive, political, creative, and so on.
- For each climate, there are opposite climates; trust vs mistrust, calm vs crisis, and so on, etc.
- Climates associate effectively with performance measure

Therefore, the discussions mentioned above indicate that the problem of climates is of high importance to organizations and the present paper.

## Objectives of the Study

The aims of the presented research are as follows

1. Studying the perception related to personnel toward their environment of work (Organizational Climate Dimensions).
2. Identifying differences in the perception of Organizational Climate Dimensions depending on certain personal variables (Religion, Gender, Cast and Income Variables, Age, and Education).
3. Determining the relation between Organizational Climates and Organizational learning in Trade Bank of Iraq.
4. Preparing the theoretical study for the research variables
5. To reach conclusions that benefit the research sample in the future

## Research Methodology

The positivism model has been implemented in the presented study, through the use of this model, the phenomena can be experimented with, also applying correlation experiments and rectifying causal relations which result in the approaches to create quantitative data. In the presented research, positivism will be fit to be selected and defined via external working environments because of the positivism concepts. The quantitative approach is typically implemented for gathering information for the presented paper as common practice regarding positivism. The implemented approach is considered to be a combination of descriptive and explanatory methods. The explanatory study was because 2 variables were covered in the presented research that is dependent and independent variables. Studying and clarification regarding the type of causal relations between such 2 variables could be achieved via this approach. Therefore, the relationship between organizational learning and the working environments could be detected.

## 3. LITERATURE REVIEW

### Organizational Climate

Organizational climate can be defined as an extremely important research subject in organizational and industrial psychology (Datta et al., 2018); ( Bahrami et al ., 2016);( Valenzuela et al., 2020). Welfare and progress and welfare of a society depend on organizations (Yang et al., 2021); ( Akbaba & Altındağ , 2016). Organizations are of high importance in our daily lives, as they have a certain impact on the lives and work of personnel, patients, students, citizens, and clients (Yong Li et al., 2020). At work, the individual evaluation of the environment leads to multidimensional factors. The construct of such factors is known as organizational climate( Maneechaeye & Potipiroon, 2021).

Such estimation could be referring to general dimensions or determinants of organizational behavior like regulations and rules, physical facilities available, leadership style, the necessity for invention, structure, support, conflict, and tolerance, autonomy, the stress of jobs, reward structure, job satisfaction, and so on( Mallam et al., 2021); ( Li et al., 2021). According to Forehand and Gilmer, "organizational climate is a unique set of characteristics that defines an organization and sets it apart from other organizations" (Russell et al., 2022). Such properties' characteristics remain intact for long periods thus, influencing the behavior of people working in such an environment. ( Sandeep et al., 2021)

Based on ( Loh et al., 2019), organizations of high performance have climates with specific measurable properties that have shown to directly account for over 30% of the variance in fundamental measures of business performance. This is supported by a study that has examined the correlation between how employees view their work environment and the associated performance of those environments ( Kirilo et al ., 2018). Since the research of Mayo (1993) that has been conducted at Western Electric, scholars showed interest in understanding how the perceptions of employees on the environment of their work impact their job satisfaction levels (Andersson, 2020). Those researchers have discovered that

environmental factors have an impact on the morale and productivity of the workers. In a study conducted by (Shanker et al., 2017) .it has been reported that the organizational climate allowing a high level of autonomy and nurturing relations amongst coworkers, subordinates, and supervisors, produces more workers that have higher satisfaction (Apipalakul & Kummoon, 2017). Organizations capable of creating environments that the employees view as benign and where they can accomplish their full potential are viewed as the main factor of the competitive advantage( Kakhki et al ., 2020). This is why an organizational climate might be considered a fundamental factor that plays the role in the success of an organization. Karantzas et al., (2016).

## **Organizational Learning**

Learning organizations are specified as the organization in which individuals keep developing their ability to achieve their desired results( Dong et al ., 2020), in which novel patterns regarding thinking will be nurtured, the collective aspiration will be freed and individuals gain knowledge of learning together( Lalani et al., 2020). A current description emphasized organizational learning, which is associated with the learning organization (Alerasoul et al., 2021) as the ability or procedure in which the organizations enable it to obtain, access, and study the organizational memory and therefore offer direction for the organizational actions (Ali et al, 2019). Concerning the Malaysian context, different concepts exist related to what is the real definition of a learning organization ( Khan &Khan, 2019). Whereas a review indicated that the learning organizations try to find ways of capturing the learned perspective regarding the function always ( Mu et al., 2021), another study indicated that the essential aspect related to a building in learning organizations is team learning (Broekema et al, 2018). Furthermore, (Nicolletti et al., 2019) indicated that organizational learning help in improving the organization's responsiveness to change and competitive advantage then creates interest in developing organizations that help and advance learning( İpek, 2019). The notion related to learning organizations was related to performance and improvement of the organization.

(Antunes & Pinheiro, 2020). The capability of change and nonstop enhancement for meeting the obstacles in environments where the organization is operating was related to the ability of such an organization to learn ( Zhou et al., 2021). Therefore, organizations that learn will have the ability to keep abreast with the enhancements in the business environment to function successfully. (Lyman et al., 2017)

Therefore, (Canbaloğlu et al., 2021) indicated the fact that for the public institution of higher education (PIHE) to attempt academic superiority, the institution must become a learning organization. Since a major goal of PIHEs is achieving academic superiority among their students, there is a necessity that PIHEs should be transforming into learning organizations (utilized inter-changeably with organizational learning in the presented paper) and thus improving the total organizational performance and innovation. The demand for PIHEs to be learning organizations has been substantiated because learning creates chances for instructors to have access to suitable knowledge at accurate times and in the correct location to have competitiveness. (Surdu et al., 2018) ; ( Roux et al., 2022).

(Wiewiora et al., 2020), indicated that the learning organization is where work and learning will be integrated in a systematic, ongoing way to support nonstop organizational, group, and individual developments( Attia et al., 2021). A recent specification indicates that the learning organization is the organization that looks for transformation and superiority via interrupted and non-stop organizational renewal and progressively grasping the subject matter (Mensah et al., 2021). There is no unitary and accurate specification related to climate, the studies indicated that specific properties define the

construct and distinguish it from the other perceptions. Such properties are indicated in the following way: (Raiden & King, 2021)

- Climate can be defined as a molar construct that can change over time.
- It can be observed by and shared among the organizational members, which might lead to the agreement among persons.
- It includes global impressions regarding the organization that the members form through interactions with each other and organizational policies, structures, and processes.
- The climate perceptions are descriptions related to the environmental conditions and events instead of estimations of them.
- The climate construct is multi-dimensional.
- It indicates the "feeling of an organization".
- The behavior of individuals could be impacted by climate.

## **Learning in the Workplace**

Learning in the workplace happens in a lot of conditions: incidental, informal, and formal. Informal learning in the workplace can be considered as majorly noninstitutional and experiential, such as trial and error, networking, monitoring, coaching, and self-directed learning (Bašić, 2021). Yet, incidental learning can be defined to be an unintentional by-product related to other activities, such as attributions, assumptions, mistakes, beliefs, and internalized meaning construction related to the others' actions. Incidental learning is unplanned, in which the learning opportunities will be created for the daily perceptions and experiences. For the majority of personnel, 95 percent of the learning will be carried out "on the job" (Kang et al., 2021), with the learning taking place generally in work environments instead of via structured learning activity. The major considerable aspects which were indicated to have a certain impact on the learning in an organization consist of association with other individuals, commitments and concepts toward learning and training, (Nedkovski et al., 2017) as well as the degree of autonomy; with aspects limiting learning being: other properties of individuals, organizational structure, job characteristics, and environment. Opportunities for learning that are based on work essentially have a dependence on the approach where the work will be organized and allocated. (Lyman et al., 2021)

The ability of employees for recognizing the opportunities, and know the subjects they are learning and how to learn them differ significantly, with the learners regularly not succeeding in drawing upon significance related to the opportunities provided via learning. This is because of the environmental aspects, job/job characteristics, context, and individual differences (Siegert et al., 2021). Particularly, the majority of the practitioners work in environments which doesn't inspire them to consider their practice and the way it can be more efficient. Luckily, the learners are majorly impacted by their peers, as most managers are not likely to be attentive regarding the influence of learning style on their sub-ordinates, and thus on the capability of sub-ordinates to learn with and from them (Tafvelin et al., 2017). Extremely infrequently are the certain opportunities for specific learning recognized beforehand, studied earlier with the individuals, or subsequently examined and reviewed (Kang et al., 2016). Preferably, it is indicated that the organizational culture climates method is required, where the organizations focus on learning via urging the managers to recognize their learning requirements and establishing considerable goals of learning; urging managers to experiment; offering opportunities for learning off and on jobs; providing on-the-spot feedback; enabling the time for managers to study, achieve and design learning actions, and accepting certain mistakes, provided managers try to learn from them (Bhaskara & Filimonau, 2021). Furthermore, the "ideal" working situation: "... has jobs which are developing; taking actions for meeting the requirements of development;... allowing individuals to define the way of meeting their aims; has a cooperative process for setting goals; diagnosing what is causing problems; encouraging individuals to handle their problems;... adopting novel concepts; continually changes;

has a management that is energetically concerned in development activity and training;... providing opportunities for using new abilities;... continually strive for improving the quality; encouraging individuals to be ambitious; using project teams and task forces; encouraging individuals to achieve experiments with novel approaches for accomplishing things; actively support the plans of individuals to apply something learned on a course".

### **Organizational Climate and Organizational Learning**

Organizational climates are of high importance in affecting the behavior of personnel and impacting their concepts of learning (Espinosa et al., 2016). Organizations have urged their personnel to think without restraints, to communicate their concepts and possibilities openly, and for exploring nonroutine changes via making a promising climate ("Jaw & Liu, 2003"). Within promising climates, in the case when the members of the team encounter specific problems, they could contribute extremely to their work teams and interact with each other for finding suitable solutions and therefore encouraging learning ( Sherman et al ., 2018). In the case when the firms have a higher level of learning climate, the personnel will be more motivated to elevate the interaction for exchanging and sharing knowledge for imaginative views. Based on the study of (Alerasoul et al., 2021), pro-learning climates elevates social interaction between the organizational members. In the case when perceptive and advanced concepts happen to individuals, the collaboration between those individuals generally has an essential role in emerging such concepts that ease further learning. As (Nicolletti et al., 2019) stated that novel organizational knowledge is created via individuals developed via the community of interaction.

In the case of the existence of cooperative climates businesses, the group members are more urged to collaborate for sharing and developing tacit knowledge and attempting to encourage the learning and performance of each other ( Anjaria,2020). Put differently, organizations can enhance the attempts of person individuals of interacting with others via the development of cooperative climates. In the case when the personnel sees a high degree of supportive atmosphere within the organization, it might be more possible to build cooperating relations with other individuals and therefore promote learning. Therefore, the social interactions among persons might be impacted via organizational climates. In the case when organizations have solid advanced and supportive climates, personnel can see strong signals that it is suitable or necessary for them to create interaction networks for sharing and gathering knowledge. On the other hand, in the case when the cooperative and innovative climates are quite inexistent or weak, the personnel might see a lower requirement of interactions with other members. Taking into account such studies, it could, thus, be defined that;

*H1: Considerable positive relationships are present between organizational learning and organizational climates.*

## **4. RESULTS AND DISCUSSION**

### **Data Collection**

To gather numerical data, the quantitative method has been utilized in the presented paper by distributing the survey to many contributors. Wyse (2011) indicated that this approach has more reliability for measuring and establishing relations between variables through interpreting collected data to associated practical results to be specified in the presented paper. The assumption related to the quantitative method is in terms of a positivist model that social perceptions are considered entities. The cause of utilizing primary data is that the researchers can choose to examine through survey indirectly or directly, which is dissimilar from the secondary data, which is obtained from unpublished or published material, therefore primary data make precise and consistent ("Imna & Hassan, 2015"). Depending on the previous paper, the primary research enable providing acceptable and satisfactory results for further investigation via implementing adequate strategies of data collection and research design for certain problems.



Fundamentally, as the presented paper is achieved in the Trade Bank of Iraq, such collection is the whole novel acquired data. Target populations for the presented paper are the whole categories of personnel working in the Trade Bank of Iraq. The sample respondents for the presented paper will be divided into 2 distinct strata depending on the management level as well as the departments to which they belong. From each one of the management levels and departments, the total number of 152 sample respondents has been chosen according to a stratified random sampling approach. Table 1 provide demographic facts related to respondents.

Learning Organization scores are defined in the following way: Continuous Learning Score (CLS), Dialogue and Inquiry Score (DIS), Team Learning Score (TLS), Embedded Systems Score (ESS), Empowerment Score (ES), System Connections Score (SCS), and Provide Leadership Score (PLS). Organizational climates scores are defined in the following way: Structure Score (SS), Responsibility Score (RS), Risk Score (RKS), Reward Score (RWS), Warmth and Support Score (WSS), Conflict Score (CS), Expect Approval Score (EAS). Such variables are utilized for conducting statistical analysis.

### Data Analysis

As shown in **Table 1**, the sample was predominantly made of males (54.6%), with 45.4% being females. 64.5% of the participants were single while 35.5% were married. In terms of education, the majority had Graduate education qualifications (78.3%), 17.1% had postgraduate qualifications while 4.6% had secondary education qualifications.

**Table 1: Demographic Characteristics of Respondents**

Demographic Factor		Frequency	Percentage
Age	Below 30 years	7	4.4
	31 – 40 years	72	47.6
	41 – 50 years	57	37.2
	51 years and above	16	10.8
Gender	Male	83	54.6
	Female	69	45.4
Educational Qualification	SSC	7	4.6
	UG	119	78.3
	PG and Above	26	17.1
Marital Status	Single	98	64.5
	Married	54	35.5

To study the impacts of the organizational climates on various dimensions in Learning Organizations, different dimensions related to Learning Organizations have been defined, as dependent variables and various organizational climates as independent variables. The total reliability regarding Learning Organizations dimensions has been examined and the estimated Cronbach's alpha value has been 0.947. Likewise, the total reliability regarding organizational climate led to Cronbach's alpha value of 0.86. Thus, a conclusion can be made that data has been consistent and effective for statistical analysis. Descriptive statistics related to various scores are defined in the table below.

**Table 2: Descriptive statistics of LO and OC scores**

	<i>SS</i>	<i>RS</i>	<i>RKS</i>	<i>RWS</i>	<i>WSS</i>	<i>CS</i>	<i>EAS</i>	<i>CLS</i>	<i>DIS</i>	<i>ESS</i>	<i>ES</i>	<i>SCS</i>	<i>PLS</i>
Mean	4.4	4.2	3.9	3.9	4.2	3.5	4.6	4.4	4.5	4.3	4.4	4.5	4.8
Standard deviation	0.7	0.7	0.8	0.7	0.8	0.7	0.7	0.9	1.0	1.2	1.0	1.1	1.0
Minimum	2.4	3.0	1.5	1.3	2.3	1.8	2.8	1.4	2.3	1.5	1.2	1.0	2.0
Maximum	5.9	6.0	6.0	5.3	6.4	6.5	6.8	6.7	7.0	7.0	6.3	7.0	7.0
1st quartile	4.0	3.8	3.5	3.4	3.7	3.3	4.1	4.0	3.8	3.8	4.0	3.8	4.2
Median	4.5	4.2	4.0	3.9	4.1	3.5	4.6	4.4	4.3	4.3	4.5	4.5	4.8
3rd quartile	4.9	4.7	4.5	4.3	4.6	4.0	5.1	5.0	5.0	5.0	5.0	5.2	5.3

**Source: SPSS V25**

Correlation analysis implemented for determining which organizational climates impact the dimensions related to Learning Organizations led to these coefficients:

**Table 3: Correlation coefficients for dimensions and variables**

	<i>SS</i>	<i>RS</i>	<i>RKS</i>	<i>RWS</i>	<i>WSS</i>	<i>CS</i>	<i>EAS</i>
<i>CLS</i>	.375**	.214*	-.058	.516**	.510**	-.393**	.356**
<i>DIS</i>	.247*	.162	-.083	.417**	.594**	-.386**	.350**
<i>TLS</i>	.311**	.243*	-.090	.558**	.565**	-.419**	.376**
<i>ESS</i>	.375**	.302**	-.194	.506**	.433**	-.366**	.294**
<i>ES</i>	.286**	.372**	-.012	.644**	.535**	-.385**	.377**
<i>SCS</i>	.322**	.148	-.091	.595**	.599**	-.341**	.269**
<i>PLS</i>	.429**	.280**	-.197*	.539**	.521**	-.192	.400**

**Source: SPSS V25**

The two-tailed test critical values at a significance level equal to 0.05 are  $\pm 0.196$  and  $\pm 0.255$  for a 0.01 level. The matrix of correlation means the following:

1. Even though the climate score (RS) of responsibility shows to be less effective on the dimensions of a Learning Organization compared to the structural climate, nonetheless, the impact of responsibility climate on empowerment is considerably higher. Other important dimensions have been the ESS, PLS at a 0.01 level, and CLS and TLS at a



level of 0.05. The Learning Organization inquiry and dimensions dialogue and system connections aren't highly associated with responsibility climate.

2. The score of structure climate has a positive correlation at a significance level which is equal to 0.01 to every score of learning climate, except the (DIS) in which the significance level equals 0.05. The maximum correlation has been found between structural climate and the dimension of leadership in an LO.
3. Both reward climate and warmth and support climate have a considerably high positive significant relation to every dimension of the Learning Organization. The climate of reward has maximum impacts on the dimension of empowerment, followed by connections of the system and the dimensions of team learning. The climates of support and warmth have an impact on the connections of systems and the dimensions of inquiry and dialogue the most.
4. The climate of risk has a negative correlation with each dimension of the Learning Organization. Nonetheless, it's only highly related to the dimension of leadership in which the significance level equals 0.05.
5. Similarly to the climate of reward and the climate of warmth and support, they presume that the climate of approval has a positive correlation with every dimension of Learning Organization at a significance level equal to 0.01. Nonetheless, the correlation between the climate of expected approval and all dimensions of Learning Organization is less compared to the correlation between the climate of reward and the climate of warmth and support and the impact that they have on the dimensions of Learning Organization. The maximum association indicates the dimension of leadership.
6. The climate of conflict has a negative correlation with every dimension of the Learning Organization. Every correlation is significant at a 0.01 level except for the dimension of leadership which is nearly correlated at a level of 0.05. The maximum negative relations indicate team and continuous learning.

## 5. CONCLUSION

The presented paper has the aim of the identification of organizational climates which affect the dimensions of LO and which determine the level of correlations. Those correlations have been empirically tested via information collecting, based on a valid and reliable questionnaire that is distributed to the staff. The statistical analysis results indicate the fact that organizational climates have an actual effect on the variety of LO dimensions. In addition to that, it as well identified the organizational climates which have a significant effect on a certain dimension of Learning Organization and the extent of their impact. Moreover, this paper has specified the combination of the optimal climate affecting a certain dimension of Learning Organization (as it is explained in the following table):

**Table 4: Research conclusions about the impact of organizational climate on organizational learning**

<b>Dimensions of LO</b>	<b>Climates which Affect the Dimension of the Learning Organization</b>	<b>The Optimal Combination of Climates For Promoting the Dimension of Learning Organization</b>
Inquiry and Dialogue	Reward, Warmth and Support, Expect Approval, Conflict, and Structure.	Warmth and Support.
Continuous Learning	Warmth and Support, Rewards, Structure, conflict, Responsibility, and Expect Approval.	Rewards, Conflict.
Embedded Systems	Rewards, Warmth and Support, Rewards, conflict, Structure, expect approval, and responsibility.	Conflict, Rewards, High Risk, and Structure.
Team Learning	Warmth and Support, Conflict, Expect Approval, Structure, and Responsibility.	Rewards, Conflict.
System Connections	Rewards, Warmth and Support, Conflict, Expect Approval, and Structure.	Warmth and Support, Rewards, and Conflict.
Empowerment	Warmth and Support, Rewards, Expect Approval, Conflict, Structure, and Responsibility.	Rewards, Conflict
Strategic Leadership	Warmth and Support, Reward, Expected Approval, Structure, Risk, and Responsibility.	Structure, Expected Approval, Reward, Low Risk, and Warmth and Support.

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