



## APPLICATION OF SAFETY PERFORMANCE BASED ON JOB INVOLVEMENT, PERSONALITY, AND LEARNING ORGANIZATION ON THE CHILD OF PT. ASDP INDONESIA FERRY SURABAYA

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**Abstract:** Psychological empowerment is useful in improving performance, individuals become more effective, increasing productivity, motivation to work more. Thus, psychological empowerment provides many benefits to every individual who wants to change his life for the better which of course must be supported by the safety performance, so that there are no obstacles in improving performance and productivity. psychological empowerment can have an influence on individuals, organizations, and society. The results in this study found that psychological empowerment dimensions of meaning, self-determination, and impact have an influence on physical and mental health, and have a major influence on job satisfaction. Therefore, to overcome the impact caused by the powerlessness of employees, it is necessary to involve the safety performance in empowering its employees. In the development of Psychological Empowerment there is a gap, namely Psychological Safety is a form of employee behavior consisting of work safety components. Forms of work safety behavior, such as using work safety equipment and actively participating in work safety program activities in the organization. Neal and Griffin also added that the concept of safety performance is employee behavior in the workplace related to organizational safety. Psychological Safety is also defined as a form of employee safety behavior at work which includes compliance and participation. Compliance is defined as employee safety behavior at work and maintaining safety at work, participation is described as employee voluntary behavior to develop the organization's work safety. It can be concluded that Psychological Safety is a form of employee behavior at work which includes the prevention of work accidents by means of employee behavior that complies with established safety rules and procedures and voluntarily participates in improving work safety in the company.

**Keywords:** Safety Performance, Job Involvement, Personality, Learning Organization

### INTRODUCTION

The use of the sea as a means of transportation activities makes the current shipping industry more advanced and continues to grow. The role of sea transportation as the main means in realizing connectivity between islands in Indonesia (Habibi, 2018). Work safety on ships must always be maintained so that they can sail safely and smoothly in order to safely

arrive at their destination, therefore the application of safety is also needed because safety is the main indicator to measure the success of sea transportation (Suhartoyo, 2018). International Regulations concerning the Regulations for Preventing Collisions at Sea (P2TL), Standard for Training Certification and Watch Keeping for Seafarer's (STCW), Marine Pollution (Marpol), International Safety Management-Code (ISM-Code) and others that provide guidance and direction for crew in operating the ship so that the safety, environmental protection, security and comfort of the crew, goods, and the ship itself are guaranteed (Lady, Lovely, Putri Marliana and Ani Umyati, 2014).

If ship accidents are generalized based on the data, the implementation of shipping still often occurs when sailing accidents. It is recorded in the accident data of the National Transportation Safety Committee (KNKT) which is an Extraordinary Event (PLH), shipping accidents experience fluctuations, decreases and increases every year. Thus, in the implementation of improving shipping safety, the Directorate General of Sea Transportation has issued a policy in preventing ship accidents (Directorate General of Hubla, 2017).

Data on shipping accidents according to the KNKT in 2007 to 2013, there were 4 shipping accidents in 2009 with 447 fatalities, 5 shipping accidents in 2008 with 10 fatalities, 5 accidents each in 2010 and 2013, 4 accidents in 2012, 6 shipping accidents in 2011 and the highest was 7 shipping accidents in 2007. With a total loss of life from 2007 to 2013 as many as 736 people and a total of 605 people injured. The percentage of shipping accidents investigated by KNKT based on the type of accident in 2007-2013, 28% of ships collided, 42% of ships burned/explored, and 30% of ships sank. When viewed from the factors causing accidents, 45% due to human factors and 55% due to technical.

Human error has been grouped into several groups by Dhillon (2007). Accidents in shipping that occur due to human factors are the biggest factor (Candra, 2010; Malisan, 2010; Harahap, 2011; Lestari, 2013). Harahap (2011) states that the occurrence of human error that causes accidents on shipping is a form of behavior that is not careful, does not make careful observations of the surroundings, lacks post-departure planning, fails to assess the situation, fails to take initial action, fails to follow the proper shipping route. , did not comply with the rules, run the ship at an improper speed, failed to control the ship, failed to communicate, did not recognize the specifications of the ship properly and failed to send/receive signals. Of the various kinds of human failures, "disobeying the rules" is the most frequent and fatal failure.

Work accidents that occur in general are generally caused by two factors. The first factor is the working environment and mechanical conditions (unsafe conditions), while the second factor is unsafe behavior at work (unsafe action) (Suyono & Nawawinetu, 2013). Based on some previous literature, it is suspected that unsafe behavior in the workplace is the main cause of work accidents. Riyadina (2007) states that according to several studies that have been completed, about 80-85% of the data indicate that work accidents are caused by unsafe work behavior. Non-compliance with work safety regulations and procedures is suspected to be the cause of unsafe behavior.

Occupational safety must be an important priority for a seafarer when working on a ship. Therefore, the shipping company needs to confirm that all crews have followed security procedures and rules while on board. When the safety equipment on board the ship is not equipped, it will endanger the crew, for example when an unwanted emergency occurs such as a leaking ship, sinking, fire, the tool to be used is not available and this is very fatal for the safety of the human life on board the ship. (Teddy, 2017).

Based on the problem boundaries that I have chosen, the following research problems can be formulated by how to apply safety performance based on job involvement, personality, and learning organization to the crew of PT. ASDP Indonesia Ferry Surabaya?

## LITERATURE REVIEW

### *Safety Performance*

A system in Safety Performance can also be important from an agile workforce point of view. Skill-based safety performance, improvement-based incentives, employee sensitivity, etc. are better able to promote workforce agility than traditional reward practices such as profit sharing, profit sharing because with the rewards that are established, workers will feel meaningful in carrying out their duties (Wageman & Baker, 1997).

Lack of a Safety Performance system can reduce Self-Efficacy. A system states that Safety Performance is based on performance contributing to empowerment. Therefore, organizations interested in empowering the workforce should develop a Safety Performance system that is related to performance and not job positions. Personal-based safety performance also enhances employee capabilities and involves them in the organization's operations.

The practice of sharing information can be seen in terms of the type of information provided to employees on a regular basis (Lawler, 1994). This type includes those that focus on the company's overall operating results, the results of the organization's operating units, new technologies acquired by employees, safety performance plans or objectives.

Increasing the capabilities and knowledge of the workforce organization which is an internal resource is the most appropriate method to survive and achieve long-term success (Alavi, 2016). Organizational learning is a method by which new knowledge is created and insights are gained through influencing the experiences of people within a company. Where in practice the workers will have more competence in completing the assigned tasks because they have experience in solving the problems they face (Valencia et al., 2010).

The concept of organizational learning also occurs at three levels, namely: individual, group, and organizational (Stettner et al., 2014). These three levels of learning determine the structure in which organizational learning takes place. The individual level focuses on independent learning which requires the basic will of the members of the organization. The group level focuses on the relationship between members of one another in a learning group. The organizational level focuses on managing between individuals and groups of an organizational learning. Organizational learning is also a dynamic learning process, as it creates a tension between assimilating new learning and exploiting or using what has been learned (feedback).

There is a strong correlation between Job Involvement, Safety Performance, and Personality, Learning Organization although aspects of empowerment (Competence, Self-Determination, Impact, Meaning and Trust in others) are sufficient among employees, three aspects of organizational learning (Teamwork, Sharing) knowledge, partnership safety performance) appears to be lower than standard. However, four aspects of learning in Safety Performance including shared vision, organizational culture, systems thinking, and staff development, were higher than standard.

Regarding the strategic roles of Safety Performance, Job Involvement and Personality, it shows that there is a positive relationship between the strategic role of human resources and organizational commitment. It also reveals that Safety Performance facilitates learning capacity and, as a result, increases organizational commitment.

### *Job Involvement*

Employee engagement practices are seen as key in making the workforce truly agile (Hopp et al., 2004). When studying the contribution of employee engagement practices to workforce agility, (Sumukadas & Sawhney, 2004) proved that high-level employee engagement practices (job enrichment; and self-managed teams) were better able to promote workforce agility than low-level employee engagement practices (quality circles, quality of

work-life, survey feedback, suggestion system). In this case, the practice of engaging lower-level employees has the potential to directly promote workforce agility, they serve to build strengths that contribute to workforce agility.

(Sherehiy & Karwowski, 2014) proves that employee autonomy is one of the most important determinants of workforce agility. Kathuria and Partovi (1999) observed that high-level employee engagement practices favor factory flexibility. Hopp et al., (2004) conclude that power-sharing practices offer the greatest potential for supporting workforce agility architectures, such as by increasing the efficiency of training, switching, multi-tasking and collaboration.

(Hopp & Van Oyen, 2004) prove that cross-training workers is a strong strategy that can ensure workforce agility. When studying labor agility in environmental repair and maintenance, Iravani and Krishnamurthy (2007) repeated the role of training in labor agility. (Gunasekaran, 1999) commented that if the company wants to be agile not only focus on technology but also train workers in the use of technology. An effective training climate requires organizations to maintain and develop a learning environment within the organization that can encourage people to be more open and innovative in seeking new ideas. This results in the facilitation of the acquisition of knowledge and learning skills and, thus, increased strategy flexibility and ability to adapt and respond to changes in its environment.

A system can also be important from a Safety Performance point of view. Non-traditional based employee development such as skills-based pay systems, remedial-based incentives, non-monetary rewards are more capable of promoting workforce agility than traditional reward practices such as profit sharing, profit sharing. For example, in skills based pay systems, employees are rewarded for the amount and the depth of skills acquired, which is consistent with the agility of the workforce.

Information Sharing is basically related to designing appropriate information sharing in order to increase the ability of the workforce for quick action and operational flexibility. Information sharing capability refers to the implementation of all flexible Safety Performances that support the rapid and effective adaptation of existing information sharing and assimilation of new systems. Where the access provided by organizations to information related to customer, accounting, employee performance and management information can help employees to feel more informed and ready for flexibility and collaboration. Information, communication and cellular technology determine the information sharing of an organization.

Employees receive information about operational data, company documents and employee information, and so on (Breu et al., 2002). Information, communication and cellular technology will support and enhance the workforce's ability to act quickly and operational flexibility (Goldman & Nagel, 1993).

### ***Personality***

That an agile workforce acquires five abilities of intelligence, competence, collaboration, culture and information systems. From an information technology perspective, the determinant of workforce agility is a flexible infrastructure capital that supports the rapid introduction of new information systems and the improvement of information technology competencies across the workforce. So that with the personnel they have, employees will be faster in carrying out their work because safety in performance becomes the application of information and communication technology to increase the agility of the workforce when it is used for collaborative work.

Affirming that organizations can increase employee meta-knowledge through investment in Safety Performance and the use of worker safety is significantly related to individual agility through meta-knowledge. Fluency and strengthening the relationship

between the use of work safety and employee agility as well as supporting the correlation between personality and safety performance through the big five elements.

Overall safety performance of participants has increased creativity in problem solving abilities. In conclusion, with the Safety Performance procedure, creative problem solving ability is enhanced by training programs for creative problem solving.

### ***Learning Organization***

Organizational learning is a kind of dynamic process in which learning not only occurs over time and across levels, but also creates tension between assimilating new learning (feed forward) and exploiting or using what has been learned (feedback) (Stettner et al., 2014) . The importance of this interaction can be highlighted by two very problematic relationships: interpretation-integration and institutionalization-intuition (feedback). In addition to organizational learning theory, as in experiential learning (Crossan et al., 2011). The act of providing opportunities to share common experiences also plays an important role in helping to develop a common understanding.

The flow of learning between levels and the tension between the process of exploration and exploitation as a fundamental challenge of strategic renewal raises several factors that hinder the course of organizational learning. There are many factors that can facilitate and hinder this process, some of which are part of the institutionalized learning itself (eg: reward systems, information systems, resource allocation systems, strategic planning systems, and structures) (Stettner et al., 2014 ). However, the 4I organizational learning model recognizes that ideas arise from individuals and individuals ultimately share these ideas through an integration process.

In organizational learning, development is always in the spotlight in developing organizational learning systems. The existence of mutual learning in the development of knowledge affects the course of the organization's learning. Organizational knowledge and beliefs are disseminated to individuals through various forms of teaching, indoctrination, and example. An organization socializes recruits with the language, beliefs, and practices that comprise the organization's code (Crossan et al., 2011). Simultaneously, the organizational code adapts to individual beliefs. This form of mutual learning has consequences for both the individuals involved and the organization as a whole. In particular, the trade-off between exploration and exploitation in shared learning involves contradictions of opinion between short-term and long-term issues and between individual knowledge acquisition and collective knowledge acquisition of an organization.

## **RESEARCH METHODS**

Qualitative descriptive research was chosen by the author by taking a case study approach. The case study approach means the use of several research instruments to analyze a case, phenomenon, or contemporary social event that requires detailed and in-depth analysis with a scope that only relates to the context in real life (Moen & Middelthon, 2015)

Case study research relies on how researchers use data instruments such as literature, interviews, surveys, and historical data in analyzing a particular case study. The case study approach does not only focus on literature as a source or data, but prioritizes interviews and observations as the main data collection techniques (Hollweck, 2016). The case study approach was chosen by the author because this approach is considered suitable for analyzing a phenomenon, namely the application of the principles of Safety Performance in the perspective of Job Involvement, Personality, and Learning Organization from ABK PT. ASDP INDONESIA FERRY Surabaya.

## FINDINGS AND DISCUSSION

In Law No. 1 of 1970 concerning safety and safety prevention, it has been explained that companies are required to protect worker safety by providing explanations to workers about workplace conditions and hazards, personal protective equipment required in the workplace and safe ways and attitudes. or safety in carrying out the work (Suma'mur in Hendrieta, 2018).

Over the years improvements have been made in terms of technology, ship shape and design, and navigational aids. This can help in minimizing the occurrence of accidents on ships, but the risk of human error can be the main cause of ship accidents so that ship accidents due to human error on a large enough scale can cause fatalities, pollution, and also great losses for the company. Hetherington et al, 2006). Sadly (2014) stated that human error is the biggest cause of ship accidents so that humans have an important role in implementing work safety behavior.

Safety performance or safety performance is a form of employee behavior consisting of work safety attributes including compliance in using personal protective equipment (PPE) which is commonly referred to as safety compliance and being able to work in accordance with work safety regulations and participate or participate to improve work safety. which is commonly referred to as safety performance (Neal & Griffin in Donni, 2017). Brand, 2010 (in Dewi & Rosatyani, 2018) states that the performance component shows a large dimension of relevant behavior.

This model combines two dimensions of safety performance, namely compliance and participation. Compliance is the involvement and attachment to safety procedures. Participation is an involved behavior that is not directly related to individual safety but is supported to create a safe environment. Therefore, workers who have high safety performance include obedient behavior and participate in carrying out established procedures. In line with Sari's research (2014) which states that the potential risk of work accidents can be reduced by increasing safety performance.

Safety performance according to Neal and Griffin (2004) is a form of employee behavior consisting of work safety components. Forms of work safety behavior, such as using work safety equipment and actively participating in work safety program activities in the organization. Researchers in the field of safety Hofmann & Stetzer (in Nahrgang, Morgenson, and Hofmann, 2007) state that the factors that affect safety performance are the amount of involvement, participation, and communication related to safety. Jobs with greater risks and hazards are more likely to have a higher accident and injury rate. Safety prevention activities and safety engagements are likely to lead to reduced accidents and injuries and more positive safety behaviors (Nahrgang, Morgenson, and Hofmann, 2007). In this case, it can be seen that job involvement has an influence on safety performance.

Job involvement according to Robbins and Judge (2011, p. 110-111) and Hiriyappa (2009, p. 134) is part of a form of work attitude which is defined as the level of identification of individuals with their work, actively participates in work and considers performance important for their self-esteem. Robbins (2001) states that employees who have a high level of involvement will really care about the field of work they do. So workers who have high work involvement will create a caring attitude in order to advance quality in the company and one of them is by obeying the regulations that have been applied. Work involvement has a positive and significant effect on employee performance, when work involvement in this company is getting better, the employee's performance is also getting better (Alfajri, 2019).

In addition, safety performance can also refer to individual behavior related to safety or it can also be called safety behavior. Safety behavior is behavior related to work safety, consisting of worker compliance with applicable procedures and a form of participation in developing safety aspects in the workplace (Neal & Griffin, 2006). The emergence of a

behavior is determined by two factors, namely environmental factors and individual factors. Individual factors consist of personality, emotions, intelligence, attitudes and experiences (Suhariadi & Anshori, 2016). Safety behavior is also influenced by personality characteristics which are individual factors (Christian, Bradley, Wallace, & Burke, 2009).

According to data from the Health and Safety Commission in 1993 and Health and Safety Executives in 2010 showed that individual behavior is a factor that contributes to around 80% to 94% of work accidents, injuries, and occupational diseases that occur globally (Clarke & Robertson, 2005). ; Lu & Kuo, 2016). Then data from Health and Safety Executives in 2012 noted that as many as 392 work accidents that occurred at container terminals were caused by the use of improper equipment (Lu & Kuo, 2016). Based on these data, it indirectly proves that even though the organization already has a set of work procedures, rules and policies related to work safety, it does not guarantee an increase in the safety behavior of workers.

The results of previous studies have shown that the personality dimensions of extraversion, neuroticism, and openness negatively affect safety behavior (Clarke & Robertson, 2005; Christian, Bradley, Wallace, & Burke, 2009; Pourmazaherian, Baqutayan, & Idrus, 2017) but on agreeableness and conscientiousness show that both have a positive effect on safety behavior (Clarke & Robertson, 2005). However, when compared to the dimensions of conscientiousness and agreeableness, the results of studies on the dimensions of extraversion, neuroticism, and openness showed mixed results. In the sense that there are research results showing that all three have a negative, positive, or no effect on safety behavior (Clarke & Robertson, 2005).

Basically every company wants its employees to have a good level of performance, in order to avoid work accidents that can harm both the employee and the company. With some of the results of these studies, the researchers intend to conduct further research on the effect of job involvement and personality on safety performance.

Based on the explanation in the background, work accidents are still prone to occur, one of which is among employees who work in logistics shipping companies. Therefore, based on several previous studies regarding previous studies, the importance of demonstrating safety performance to create a safer work environment and minimize the risk of accidents has also been explained.

Neal and Griffin (2004) state that safety performance is a form of employee behavior consisting of work safety components. Safety performance in companies is very necessary because it relates to the performance of employees who face the risks of existing hazards and is considered a suitable construct in evaluating past work accidents and predicting work accidents that are expected to occur in the future (Clarke, 2006). There are several factors that can affect safety performance, one of which is job involvement or commonly called work involvement.

The definition of job involvement according to Robbins and Coulter (2010) is the extent to which an employee can recognize his work and is not passive in participating, then also considers that his performance at work is important to respect himself. Employees who have a high level of involvement in their work, they really like the type of work they do. Work involvement that is balanced with the personality of each employee will support the company's safety performance and will reduce the risk of work accidents.

Function and personal formation of ABK PT. ASDP focuses on Safety Performance problems and coping strategies. All individuals who have different characters need to be focused on problem solving and policy making as a form of decision. The problems that are usually experienced by the crew while carrying out their duties on the ship can cause contradictions in thinking in certain situations they are sometimes then some of the crew are sometimes forced to either intentionally or unintentionally violate the rules.

The personal actions of the crew members need to be adjusted, especially with regard to Safety Performance due to various problems, among others, ship regulations which are considered very disciplined and strict by some crew members, boredom that often arises when they are on the ship, then sails with sea conditions with big waves. .

The above phenomena are based on the results of pre-research interviews that are incorporated, for the crew members that Safety Performance in work involvement and personal form is a form of interaction between individuals and the environment which is assessed by individuals as an effort to minimize accidents and in this case is the ship. Efforts in the form of security and implementation of Safety Performance with incidents such as illegal ship resistance, illegal waste, and In relation to each time in Indonesian waters, crew members must deal with situations in accordance with standard procedures or SOPs. SOP in this case as a guideline for cognitive and behavioral changes that take place continuously as an individual effort to overcome demands that are considered a burden or exceed the resources they have, both external and internal demands.

## CONCLUSION AND RECOMMENDATION

There are nine efforts in empowerment, namely: 1. Understanding the vision and mission so that individuals will feel empowered if the organization provides understanding to individuals about the vision and mission of their organization, so that individuals can contribute to their organization because they have clear goals. 2. Helping develop individual skills is very important for leaders to be able to help individuals develop the skills of their staff. The staff can do the easy jobs first then do the difficult tasks until they gain experience on the job. 3. Role models in empowering their staff, leaders act as models according to the desired behavior or senior staff can be role models for junior staff. 4. Providing support in empowering staff needs to be given support such as giving awards, praise, feedback on the work that has been done. 5. Building positive emotions, leaders can eliminate negative emotions such as fear, anxiety by building positive emotions such as joy, a sense of togetherness in completing staff tasks. 6. Providing the required information information is one of the power tools in empowering its staff. Leaders must provide information that is relevant to the tasks that will be carried out by their staff to foster a sense of empowerment by the safety performance. 7. Provide the necessary resources, in addition to information other sources will be able to help complete staff tasks, for example providing training and experience that can help empower staff. 8. Creating staff confidence can be through mutual trust, honesty, caring, openness and competence. The benefit of psychological empowerment is that it can make individuals not easily discouraged in the face of difficulties or threats. Psychological empowerment can be a resource and help individuals to bounce back from the adversity of the situation they are experiencing. In addition, individuals are diligent in work, and can facilitate the hope that things will get better in the future.

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