



## **THE CRITIQUES TO POSITIVISM DIRECTION OF INQUIRY IN COMPREHENDING THE COMPLEXITY OF GOVERNANCE IN MANAGING CITIES COMPETITIVENESS**

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### **Abstract**

The complexities in managing cities are real in the ethos of global cities competition and indeed, the governance of urban complexities are further compounded by the discoveries of new tangible and intangible determinants, vehemently contributed by the increased structural changes on a global scale ceased to be the main axes and reference points in societal organization. Whilst deterministic about deploying competitive cities interventions, the initiatives have always exposed local authorities to other related issues in the governance of complexity, which usually infers to their organizing capacity in attaining organizations competitiveness. For most modernists' scholars, they tend to agreed that learning is associated with efficiency and thus, it exposed organizations to learn new impositions of social artefacts. Exaggerated from realist ontology definitive foundation of structural functionalism, it clearly underlined Weberian positivism bureaucratic efficiency, which echoed local authorities in attaining the balancing act between 'de jure' and 'de facto' that constitutionally empowered in managing cities in the ethos of globalization. On the contrary, the realism in local authorities suggested otherwise, which perhaps lead to epistemological debates on the governmentality. Apparently, local authorities are facing dramatic challenges not only reframing to achieving global interventions on cities competitiveness and urban sustainability interventions – de jure; but also intensely faced-off with severe ignorance, resentment and dissonance from the entire workforce itself – de facto. As such, it warrants this paper to explore the validity on the dominant used of positivism direction of inquiry among social sciences researchers' on organizational bureaucratic efficiency, when most positivism line of inquiry researchers suggested that local authorities are learning organization entities, or is it so?

**Keyword:** Learning organization, positivism causal law, heretic behaviours

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## INTRODUCTION

The subject to this insight dwelled with the credence of local authorities in managing cities in the ethos of global cities competition. For analytical purposes, it is not the intend to negates on how local authorities deploying competitive urban policy, but most importantly is to evaluate the merits of local authorities to response to the dynamic notion of management innovation, which lead to questions their organizing capacity in translating those competitive cities management policies into practices. The term management innovation, coined from Mehta (1998), refers as the dynamic concept of urban governance of local authority in their efficacious efforts in translating competitive cities management. In due process, it implies to the capabilities of decision makers in local authorities *to shape* and sanction management innovation and the executive management *to manage*, and the urban managers to *implement* it. Compelled to view the issues entailed from interpretative perspectives that encumbered organizing capacity of local authorities, it subsequently leads this insight to evaluate the underlined phenomena of endemic behaviours that impeding learning values in organization, which posit the notion of learning organization.

As evolutionary as the paradigm of competitive cities management to-date, so does the management of local authorities, exposing them to the only constant attribute, the dramatic changed environment. Evidently, the neo-liberalism approaches are behind this long-winded movement of the global cities competitiveness. Reckoned on the intensity, the UN Millennium Declaration was conceived in 2000, supported the idea of cities sustainability whilst encouraged local authorities to re-invent in its strategic response. At this point, issues relating to governance of urban complexities are central, consistently highlighted by most urban management scholars in obviating cities marginalization and social exclusion. Nevertheless, literatures in relation to city governance are abound, but seminal works from Azmizam, et al (2009), and Hamzah and Azmizam (2008) are much related to local flavours since they did emphasize on the complexities, and presenting Kuala Lumpur city-regions in detailing the challenges endured in the governance of urban complexities in the ethos of global intensities. Despite to the similarity in line of inquiry between them, they reckoned the importance of global cities circuits, which ontologically, merits local authorities to manage these issues in tandem with the global concerned and to response amicably to accommodate the governance complexities.

Imbued by the idea of organizational efficiency, local authorities are further circumspect to re-visit their own organizing capacity, which is yet another plausible rule that needed attentive effort. In view of its importance in balancing between *de jure* and *de facto*, the management innovation and public sector capacity for good governance initiatives was later endorsed during the summit of Mexico 2003 Global Forum on Reinventing Government Capacity. Seemingly,

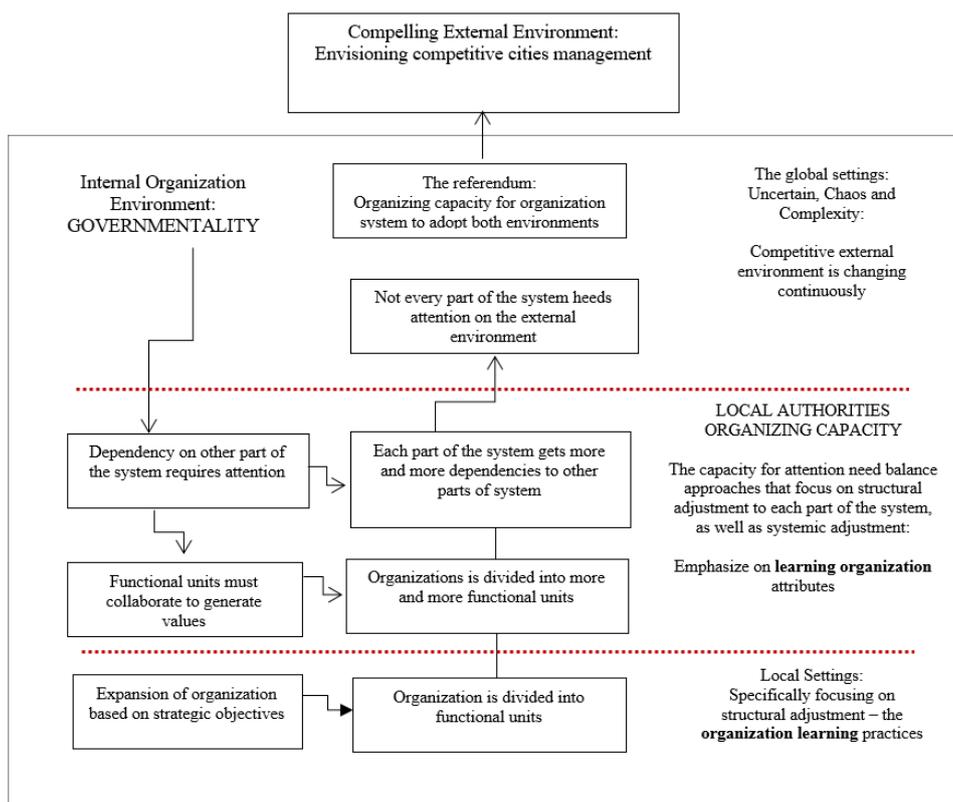
all these intervention necessitates the efficacious attempt by local authorities to re-consolidate their organizing capacity, where all aspects of cities innovation systems are a priori to cities competitiveness and sustainability blueprint. In due processes, it warrants local authorities to un-learned their present approaches and be transformative structurally, in coveting competitive cities management – the lessons endorsed throughout the global interventions. However, prior to comprehend the importance on the framework of cities innovation systems, it is important to theorize local authorities as learning entities, as the term entailed a compelling meanings representing a powerful institution in sanctioning competitive cities management.

### **THEORIZING LOCAL AUTHORITIES AS LEARNING ORGANIZATION ENTITIES**

Let us begin by quoting to some of significant captions from Zuboff's (1988) in her works *"In the Age of the Smart Machine"*, where she equated learning capacity as values in attaining organizations competitiveness. In her attempts, she highlighted that in *"today's organization may indeed have little choice but to become a 'learning institution', since one of its principal purposes will have to be the expansion of knowledge – not knowledge for its own sake, but knowledge that comes to reside at the core of what it means to be productive. Learning is no longer a separate activity that occurs either before one enters the workplace or in remote classroom settings. Nor is it an activity reserved for a managerial group. The behaviours that define learning and the behaviours that define being productive are one, and the same. Learning is the heart of productive activity. To put it simply, learning is the new form of labour"*. Obviously, that idealism signified her concerned, hedging learning values to some deliverable [economic] inputs, as organization assets. Indeed, she did lay a definitive foundational that situates learning as every workforce affair, responsibilities to attained and uphold with honour. The tenet to her idealism is when she put the thrust, believing that every workforce is able to solve problem amicably by his or her own innate culture for efficiencies, a culture that becomes the repository for lessons learned, which situates workforce as asset in organization.

However, the realism turned out to be different, leading to pertinent questions involving the 'capacity in need' required in translating good governance that supposedly build by everyone. Indeed, the reality is when local authorities are facing with dramatic challenges from both ends, not only accountable to achieving global benchmark in competitive cities management interventions but also, concomitantly facing an intense apprehension from the entire workforce itself, from within. As represented in Figure 1, it exhibited the dynamism of organizing capacity of local authorities, depicting their purposive attempts to response to the global competitive fundamentals in managing cities competitively. This representation holds to addressed complexities of governance

by way of continuous knowledge acquisition, for one competencies and skills enhancement through lots of training investments. The intention is simple when the acquired knowledge would reciprocate with competencies and skills. Such induced and control behaviours would allow to the construction of systemic self-auditing artefacts in organization. Resembling the Weberian approaches of bureaucratic induction for efficiency would often leads to efficient forms of social control that enabled individuals to govern and behave.



**Figure 1** Organization dynamics and the probabilistic causation relationships  
 Source: Faizul A. 2015

Against the globalization intensities and uncertainties, it could certainly have promised one thing; the interactions and integration of global cultures, politics, businesses and intellectual elements have profoundly infiltrated and transformed the cultural cognitive and intuitive for most organizations and local authorities are not spared either. Now, the interesting part is viewing the standardized ‘bureaucracy for efficiency’ approaches favourably adopted in most organizational transformation plan. Sometimes, it is ‘too old fashion’ when

inducement of social artefacts usually resembled a regimented, top-down, single ways of communication flows, but often seen as norms in organizational development, and robustly supported with streams of trainings methodologies, on the premised in enhancing individual competencies and skills. However, the sustainable of training methods and the acquisitions of knowledge is questionable, when the dissemination and utilization of acquired knowledge is yet to be tested. Seemingly, the approach to good governance is open for further contestation when the issue now lies on how each individual in organization behaves and act systemically to their purposive actions, where their praxis of governmentality is now inferring in redressing the complexity of governance.

For the term governmentality, it is devised from Foucault (1991), when he refers to the “art of government” or governing, that includes the used of development approaches that is consistent with appropriate theory, policy and practices by local authorities that have had the consequential effects on urban governance. Nonetheless, it should not be construed to the meanings with the simple act of governing in a strict sense, because it may also include the way the mayor or the president, executive directors and urban managers governs or conduct and behaves themselves. However, by giving much attention to served urban communities and stakeholders, their credence is sometimes being challenged from their own backyard. This is when the issue of governmentality arise that could be destabilized the practices [de facto]. These are the realities, when their own workforce impeding their organizing capacity internally, with apparent ignorance, resentment and dissonance assimilated by myopic pre-judgment and dogmatic perceptions among workforce. The repercussion is obvious when most organizations [including local authorities] are experiencing hard failed transformation plan due to these endemic values. Perceived as the irredeemable behaviours and indeed, it could turn out as liability to local authorities when un-productive and un-operative individual self-have had dominated organizations culture, which clearly demonstrated that institutional interdependency among leaders [decision makers and urban managers] and the entire workforce are fragile.

For the term institutional interdependency, it is a composite terminology derived, based on reviews from the scholarly works. It refers to dynamic notion of cohered relationships of being mutually consented between individual that is ascribed to ‘unity of essential will’ ethos. While collaborating through untraded dependency (Storper, 1998) to any responsibilities assigned, they shared basic assumptions pattern (Schein, 1993) and systemic envisioning (Senge, 1990) to execute common values based on ethical and moral principles (Bandura, 1997) with others individual or unit in public agencies. In the absent of cohered institutional interdependency, the ‘unity of essential will’ is far-fetched. The acculturations of learning values are unconceivable where the entire workforce is unable to envision organizational strategic objectives through shared vision. But

the realities would not work in tandem to the defined meanings, as most performance-based management instrument turned out to be a 'punishment' artefact for workforce and not well accepted by the majority. It is now important to determine the causal to the ignorance, resentment and dissonance behaviours that reciprocate to weakened institutional interdependency. In response, it is analogous to the question on 'how' the mayor or the president, executive directors and urban managers *behave* in their attempts to practice good governance.

As such, it warrants this paper to theorize their cognitive choices based on free volition, inspired by the '*need to response and act consistently to their purposive actions*', which subsequently leads to explain the existence of dialectical relationship in organizations. The equation is clear, where cogent organizing capacity is significantly dependent on cohered institutional interdependency. Underlined this direct causal, it posits further into another epistemological debates, when the dialectical relationships among workforce is theorize as the main attributes in destabilized the pattern of governmentality. Subsequently, de-stabilized pattern of governmentality would characterize local authorities as not the learning entities. It depicted that dialectical relationships are the reflection of antagonistic strains existed in organizations, which normally, the resultant effects are into their behaviours. Severe apprehension from workforce in any changed program initiatives aligned to organizational transformations is obvious. Even though, the epistemological interpretation varies, the circumstantial evidences often led to social marginalization and exclusion to the entire workforce in local authorities. It surely raises concerned among scholars and practitioners, when most progression to strategic roles and responsibilities during organizational transformation are not well received, instead held back by these endemics.

These are testament in local authorities, when heretic behaviours have had infiltrated profoundly as intervening cultures that affects the credence of local authorities' organizing capacity. Rephrasing Cohen (1987) definition, the heretic refers 'when workforce see themselves whose beliefs do not wholly conform as productive and learning staffs, and yet they think themselves as prominent and privilege appointed staffs'. In due process of organizational transformations, the divisional of thought within the whole organizational structures disintegrated, undo relational fragility and these values could increase the likelihood of resistance, the prevalent situation of incongruity of thought in local authorities. The tensions of incongruity encourage workforce to continuously negate and resent to any program initiatives, which situates difficulties in attaining organizational vision and mission. The heretical behaviours would in turn reciprocate to their praxis of knowledge, on being inoperative and unproductive workforce, and therefore, considered as liabilities to local authorities' performances. It is destructive values exhibited and in a long run would instigate to complexities of governance.

Clearly, the complexities of cities governance should not solely dependent on how well competitive cities policies are being adopted, but also to give emphasize to the aspiring ‘willingness of the involved workforce’ during the progression of organizational transformation. It would be very unfortunate for local authorities to side-line the power of the mass that make up from their own workforce. Indeed, most management scholars have deliberated and agreed that workforce is regarded as the asset to organizations including local government. Therefore, it is appropriate to seek justification on the importance of these salient imperatives - the learning workforce, in enhancing organization capacity for non-profit organizations by the acculturation of learning aptitude in local authorities. Relatively, this representation is consistent with Baker (2002) when he re-emphasized on the development of learning organization, and viewing organization capacity is much dependent on the development of every individual’s efficacious attempt within the organization and acknowledged that learning as competitive values.

#### **THE CRITIQUES TO THE SCHOLARSHIPS OF LEARNING ORGANIZATION**

In the early 1980s, the concept of learning organization [LO] conceived and regarded as powerful management tools, developed for organizational efficiency and competitiveness especially in the epoch of globalization. Anew contemporary organizational development paradigm, it emphasizes on the ‘reintegration’ or inclusiveness of workforce into organizations. It is an un-conventional attempt against traditional organizational management, when soft-tacit knowledge workforce is reckoned as organizations’ assets. Nonetheless, this proposition is supported with theoretical strands, as envisaged by major proponents, as well as the founders of LO. Among them, the major proponents and advocators includes Schon (1983), Senge (1990), Pedler, et al, (1991), Garvin (1993), Argyris (1995), DiBella, et al (1998), Marsick, et al (1999) and Marquardt (2010) and they are highly refereed modernist-contemporary organizational management gurus. From the founder and proponent of LO him-self, Senge (1990) defined learning organization as one that is continually expanding its capacity to create its future. It is a commendable proposition, when he equated organization values to competitive advantage, which derived from continuous learning from workforce and in due processes, interdependent relationship developed and leads to the highly referent learning flagships. From here, the definition leads to the fundamental in theorizing that learning organization as competitive values in enhancing organizing capacity. Its values are embraced when workforce tend to put aside their old ways of thinking (mental model), continuously learns to be open with others (personal mastery).

Understand how organization works (system thinking) is a priori and form a plan that everyone can agree on (shared vision) and subsequently, exerting efficacious efforts in tandem with others (team learning). Since then, streams of learning organization theories evolved, and most are giving emphasized on the interdependent relationship between individual and organizational learning, and viewing individual as the agent of organizational learning and change. As represented in Table 1, it displayed some of the contemporary literatures on the notion of a learning organization. Upon extensive reviews from previous empirical researches on learning organization, mostly are predisposed to the precept of organizational learning theoretical strands, and this is when the negations start, when this paper discovers the gap that lead to chaotic in research clarity on learning organization. This, as both terms ‘organizational learning’ and ‘learning organization’ are interchangeably used, and for that, often caused ambiguity in the attempted researches, as envisaged by DiBella, et al (1996). Since then, the emergent of various terms are obvious, deliberately defined and described in almost countless different ways, and to the extent it caused confusion to the thematic clarity, definitions and usually enticed to further criticism and negations upon fundamental theories.

**Table 1** Learning organization and culture of building organizing capacity

	Theorizing Learning in Organization	Author/year
1	A bureaucracy embarks on a course of reflective practice, allowing workforce to experience confusion and uncertainty, subjecting his frames and theories to conscious criticism and change, and may lead to increasing his capacity to contribute to significant organizational learning.	Schon, 1983
2	Is continually expanding its capacity to create its future through applying a range of learning disciplines among workforce and emphasized that anyone who wants to be part of a learning organization must first go through a personal change.	Senge, 1990
3	Facilitates the learning of all its members and continuously transforms itself.	Pedler et al., 1992
4	Encourages double-loop learning, where the internal commitment by employees to seek truth, transparency, and personal responsibility in the workplace are encouraged, and challenged workforce to think constantly and creatively about the needs of the organization, and to fill workforce with as much intrinsic motivation and as deep a sense of organizational stewardship.	Argyris, 1990
5	Learning organization are not built overnight, any organizations that wishes to become a learning organization can begin by fostering an environment that is conducive to learning	Garvin, 1993

<b>6</b>	Organizations can be thought of as learning systems, when values, norms, procedures and business performance data are communicated broadly and assimilated by members, starting with early socialization and continuing through all types of group communications, both formal and informal.	DiBella, et al., 1995
<b>7</b>	Learning organization as one that is characterized by continuous learning for continuous improvement, and by the capacity to transform itself.	Marsick, et al., (1999)
<b>8</b>	A learning organization is seen as a form of organization that enables the learning of its members in such a way that it creates positively valued outcomes, such as innovation, efficiency, better alignment with the environment and competitive advantage.	Huysman (1999)
<b>9</b>	To obtain and sustain competitive advantage in this new environment, organizations will have to learn better and faster from both success and failures. They will need to continuously transform themselves into learning organization, to become places in which groups and individuals at all levels continuously engage in new learning processes.	Marquardt, 2010

*Source: Faizul A. 2015*

Consistently, Elkjaer (1999) works seek to re-affirmed the causal to the ambiguity, in which she expertly noted that most previous researchers are seemingly “drifts away with new definitions and approaches that break up rather than construct a theory” in their interpretations, which lead to various bearing of organization entities into being a learning organization. It is very unfortunate, despite knowingly the divergence in the directions of theorizing, the interests from researchers in viewing social reality from the perspectives of learning organization are vigorous. To surmise, most extended empirical researches are premised into two separate directions of theorizing and yet, used similar and related strands of literatures - the *organization learning* and as such, this insight can conclude that the previous researchers’ interests are classified and categorically summarizes as follows:

- i. Mostly are based on organizational setting, and using the behaviourism approach that is hedged to structural functionalism line of inquiry and as such, do not reflect the realism of the subliminal attributes from the mass – the cognitive relational and other unknown variables that influenced social artefacts.
- ii. Most are focusing on firms’ and private organizational competitiveness, instead of giving emphasized on the non-profit organizations and public agencies.

- iii. Focusing on learning organizations but the foundational to the research thematic clarity is often drawn upon ideas from *organizational learning* theoretical streams.
- iv. Predisposed to strict structural functionalism approaches, instead of symbolic-interpretivism approaches in the line of inquiry.
- v. Giving emphasizes to evaluate organizations on social settings instead of cognitive settings.

It is pre-requisite to acculturate learning values in organization where every workforce is encouraging to continuously '*learn to unlearn*' the present thinking of doing things. The purpose is to obviate dogmatic and myopic thinking that succumbed to pre-judgment. Therefore, encouragement to symptomatically envisioning organization competitiveness is crucial, and this proposition is consistent with scholarly finding from Marquardt (2010), when he suggested that enabling learning values are seemingly the most appropriate tools for organizations to hedge competitiveness. Back to the thematic gaps, it is important in the next explanatory to construct the learning continuum and subsequently lead to explain to the gapping, the divergent in the research clarity using a similar theoretical line of inquiry.

### **THE CONSTRUCT OF LEARNING ORGANIZATION AND ORGANIZATION LEARNING CONTINUUM**

It is crucial now to focus the thematic clarity by deciphering the organizational learning [OL] and learning organization [LO] continuum. To simplify the congruent notion and differentiate the continuum, this paper would aptly expand the work from Festinger, et al (1950) and Elkjaer (1999). For the former, they envisaged that the construct of these "forces" and "bonds" among individual are categorically differs between ideation relationships and relational relationships and yet for both, it holds the group together among members of the group, and that would be analogous to the defining meanings. Further reviews on the causal differentiation to the underlined gestalt, it revealed that an *ideational* archetype refers specifically to the psychological perceived needs relationships, or this paper termed it as the cognitive relationships among members within a group. Secondly, it refers to the *relational* archetype that correspond to the emergent property that exhibit some form of induced-based archetype, which also denotes to some linkages among members. Nonetheless, it is still premature to precisely categorize the themes since both archetypes are profoundly focus on the structural relationships in organizations that signify the capability to construct social solidarity and commitment. However, upon further reviews from Elkjaer's (ibid) work, the differences are indeed make more sense to avoid ambiguous as she laid

the fundamental in deciphering the organization learning and learning organization continuum.

In her expertly reviewed, she positioned her reviews based on the positivism perspectives, which conclusively revealed that OL deals with the meanings on how learning occurs but an induced environment with impounding social facts. Reckoned that learning is inevitable part of participating in social life and practices, the explanatory suggested that learning did take place whenever social facts and structural settings to organizations environment, and therefore, organization learning signifies the processes engaged duly in any organizational change. However, too focusing on social facts and structural settings would induced to the building of relational network, inclined to ‘unity of arbitrary will’ relationships, which in a long run could spike the formations of groupthink. It is just like attending a training sessions or workshops, on a premised in enhancing competencies and skilled, but on the other score, it is often associated with triad or dyad formation, comforting within their own tolerance values. Indeed, it could be true but in the epoch of competition, training should go beyond learning. As agreed by Marquardt (2010), when learning should be emphasizing, instead much focuses on trainings. While reckoned the importance of training for competencies, it however, signifies a one-way transfer of established wisdom or skill from the expert instructor, whereas learning varies in its approach while giving emphasize on bottom-up approaches. Technically, learning involves not only absorbing existing information but also creating new solutions to problems that is not fully understood by the majority. Learning may take place with or without instructors [teachers] because it is a personnel, group and organizational ability. As represented in Table 2, it depicted some of the significant contrast in defining the meanings between training and learning.

**Table 2** Contrast between training and learning

<b>Training</b>	<b>Learning</b>
From the outside in, done by other	From the inside out, learner motivated
Assumes relative stability	Assumes continuous change
Focuses on knowledge, skills, ability and job performance	Focus on values, attitudes, innovation and outcomes
Appropriate for developing basic competencies	Helps organization and individuals learn how to learn and create novel solutions
Emphasizes improvement	Emphasizes breakthrough (metanoia)
Not necessarily linked to organization’s mission and strategies	Directly aligned with organization’s mission and requirements for success
Structured learning experiences with short-term focus	Formal and informal, long-term future oriented, learner initiated

Source: Marquardt, 2010

When too much focusing on training, it would subjugate the acculturation of learning values when apparently, trained, skilled and competent individual does not guaranteed collectivism bearing to “the purpose of existence” among workforce, and subsequently it does not guarantee learning organization. Underlined these representations, it demonstrates the second line of inquiry is of valuable to comprehend, adopted from Elkjaer’s work in setting the framework to establish the taxonomy, when she envisaged that LO is reckoned as tools for developing tacit, establish cognitive relationships and thinking abilities of individual members in organizations. Underlined this representation, she clearly equates LO as management tools used continuously in enhancing management innovation and most importantly is when she did emphasize on the ‘cognitive relationships’, which personal mastery. It is consistent with Festinger, et al (ibid) on the ideation relationships seems capable in enhancing group or team mastery build over shared vision and eventually attaining institutional interdependency among workforce. Nonetheless, these relationships resonated Durkheim’s precept to the ‘unity of essential will’ and concomitantly resembled Senge’s systemic thinking towards envisioning the common purpose of existence among workforce and their relationships are based on the ‘willingness’ subject to Bandura’s principal of morality and ethic.

Therefore, the above representation would have laid the foundation in the construct of the continuum, where basically, *organizational learning* signifies the processes that represent the organizational realism by emphasizing the development of performances measurement and training and techniques and that the expected outcomes are hedged to a desirable efficiency. On the other hand, *learning organization* represents the organizational idealism by envisioning of ‘what should it be, the convictions to uphold and the purpose of existence’ which is a philosophical thought indoctrinated. By combining both approaches, the composite to the construct between OL and LO continuum is established, as represented in Figure 2.

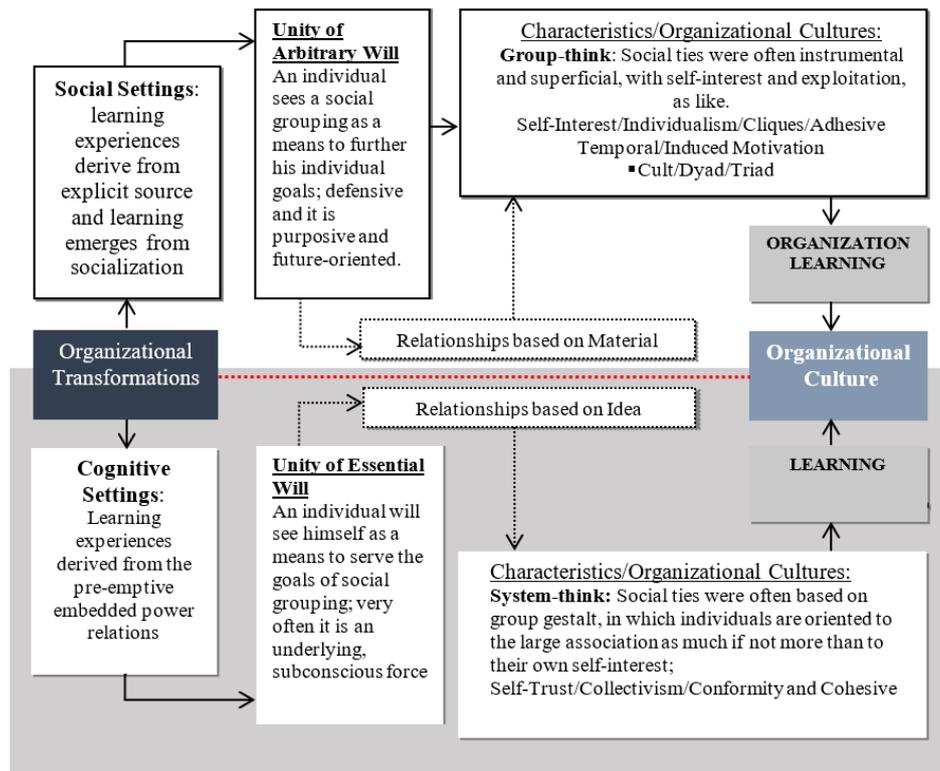


Figure 2 The continuum between organization learning and learning organization  
Source: Faizul A. 2015

### THE DEDUCTIVE LOGIC TO INTERPRETIVISM DIRECTION OF INQUIRY

For most positivists, they viewed dialectic relationships as the reciprocating processes of self-realization of individual beings as responses to new formation of social artefacts deployed in organizations. Indeed, positivism is widely used references to obtained scientific explanation to the direct causal relationships that influence human behaviours. This representation is consistent with the dialectic relationships reviewed extensively by Maesen, et al (2005) in his interpretive works based on Jurgen Habermans's Theory of Communicative Action (1989). However, their critiques are winched to the realist ontology continuum when assumptions are laid in justifying the bearing to the relationships. If there is any feature representing dialectical relationships, it is normative in most organization. Even if it does give repercussions to organizational efficiency, the normality is to have another anew impositions of social facts that are assumed capable to stabilized chaos. For that, it clearly underlined positivism sturdy principles and the direct causal explanation to any social reality is usually hedged the

foundational framework to the ‘*what*’ factors to have caused the dialectical relationships.

As such, for most erudite positivist researches, they are inclined to descriptive research design. In the context of this paper, assumptions are laid in justifying that the severity of globalization have to some degree gives impact to the *de jure* of local authorities and therefore, situate them to some adjustments, strategic and structural reforms in reshaping the practices [*de facto*]. Hence, adopting the competitive cities policies and procedures are seemingly appropriate and prevalent, which again gives credence to positivism line of inquiry when they established the ‘*what*’ direct causal on the impacts onto organizations. They ardently hold the intensities of the global competition as only additives and for that, organizations could have bolstered it to any competitive urban policies and localized it in suiting their organizing capacity. As the results, appropriate social facts are established and new performance-based management procedures are always induced, in maintaining rules and order. For positivists, they are too deterministic in constructing the direct causal explanation and assuming that the new social artefacts would stabilizes chaos.

On the contrary, this paper viewed the realities otherwise and questioning the sustainability of the instruments used in future. The premise to this argument is by comprehending De Vaus (2001) literatures, and his concerned in the nature of matured organization that “is odd and hard to conceived” to any anew artefacts, which leads to the existence of social marginalization and exclusion in organizations. The resultant to these behaviours of “odd and hard to conceive” will invariably resulted in not so meaningful outcome to any change initiatives of organizational transformation in local authorities. Nonetheless, complexities in governance are beyond organizational change, where the endemics behaviours have imbued organizational cultures and values. To note, this innate cultures are powerful packed cognitive evolution that leads to the endemic behaviours. From the nominalist ontology standpoint, it will never be possible to justify the ‘*what*’ factors to explain any direct causal positivistic statements. Clearly, this argument debunked positivist limitations, when they give less emphasized in explaining the ‘*why*’ factors to the issues in explaining the credence of institutional interdependency in local authorities. Thus, it leads this paper to explore the fundamental to the ‘*why*’, even though trainings over huge investments are allocated and implemented that supposedly enhancing organizational organizing capacity through the development of human capital in local authorities. Over time, it seems certain to predict that the heretical behaviours could intensify chaos and complexity in local authorities and the credence of organizational capacity are fast fading.

These circumstances could impute to the phenomenal disintegrations among units in local authorities, which justified De Vaus (ibid) concerned on

social marginalization and social exclusion in organizations itself. From the above elaboration, due to its rigidity, this paper could conclusively view that positivistic line of inquiry has delimit in its perspectives in explaining the ‘why’ factors that underlined the existence of unknown subliminal which causes untoward social reality in organizations. In summary, they [positivists] mostly undermined other subliminal subjectivities and always downplays individual’s subjectivity or internal reasons or any sense of free choice or volition, and is less central that exert regimented choices over needs and aspirations. Fundamentally, this drawback has prompted this paper to holds on to another mode of inquiry and this is when interpretivism approach comes to the fore. As it is explanatory research design, the used of interpretivism approach is apparent as it attempts in explaining on the ‘why’ factors to determine the causal relationships that impute to organizational heretical behaviours that encumbered the credence of institutional interdependency. Usually, interpretivist always regarded individual as having dominant volition and being able to make conscious choices and most chosen choices are induction-free from social artefacts. In other words, subjectivities that one has cherished could profoundly influence them and other individual in making the choices.

#### **THE DEFINITIVE CAUSAL EXPLANATION TO THE DIALECTIC RELATIONSHIPS**

As the line of inquiry is established, this paper would further support the provisional assumptions in explaining the in-direct causal on the strenuous relationships among workforce. As regarded earlier, the underlined fragility in the institutional interdependency have profoundly ingrained as organizational cultures and values. As such, the provisional assumption that this paper anticipates is that the successes or failures of organizational management innovation are significantly dependent on the institutional interdependency among the social unit in organizations. Meanwhile, the values of learning in organization is determined as the intervening variables and it is based on the precept of learning organization, and NOT hedged on the principles of organizational learning as most previously studies have empirically concluded. In support, scholarly research conducted by Ingraham, et al (1999) and Kaplan (2003) are much anticipated. Upon comprehending both reviews, this paper could have surmised that hard failed organization change initiatives are mostly due to the element of subjectivities that it is less explored. Therefore, the provisional assumption to heretical behaviours encountered in most public agencies’ against organizational transformations initiatives should therefore be hedged to the salient enabler in acculturation of learning values in organization - the organizational systemic thinking.

However, system thinking could be spurious when it is regarded as the antecedent test variable to both institutional interdependency and management

innovation. Indeed, Nueman (2011) concerned on spurious relationships deemed justified when two variables in any association can be fallible, where these variables are associated but not casually related, due to other unknown and unseen third factor. Earlier, Babbie (2009) have also asserted his concerned that the test variable is antecedent in nature to the causal relationships where it can both be independent and dependent variables. In the attempt to obviate antecedent variable, this paper anticipates, there are links of unknown intervening variables forming a more complex causal relationship whereby the unknown or unseen variables may probably more apparent that underlined the real cause to the fragility in institutional interdependency. As such, a deductive logic to determine the third unknown variable is to theorizing one psychological behaviour against the expectancies outcomes by emphasizing from the streams of interpretivism perspectives. As such, it holds to the precept of self-efficacy that is principally hedged to the pattern of governmentality, where the praxis of governmentality is based on precept of free volition, which is consistent with Bandura (1994) reiteration as stated, *“A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills that are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression”*.

Conclusively, it is important to consider self-efficacy as the subliminal attributes that exhibited the ability to invigorate and unifying four other values within the precept of learning organization, as envisaged earlier by Senge (1990) that includes the personal mastery, mental model, team learning and shared vision. This mediator or intervening variable suggests the importance of governmentality and its significant relationships would cause the mayor/president, executive directors and urban managers demonstrate consistencies to the pattern of institutional interdependency. Hence, the definitive causal relationships would explain how the pattern of governmentality is dependent on internal psychological event of self-efficacy. This cogent ideation relational demonstrates that individual self-efficacy towards cities management is consistent throughout the organization and eventually leads to consistent pattern of in governmentality, and in return established a cohered institutional interdependency in local authorities. The definitive causal law would now able to measures the psychological aspects of individual self-efficacy embedded by the

councillors, executive director and urban managers in governing to the ascribed roles, based on the precept of self-efficacy. Therefore, as represented in Figure 3, the termed self-efficacy would now refer to the cognitive and beliefs consistencies throughout workforce in translating into one’s actions as ascribed roles and that is what they do, to shape, manage and implement urban competitive policies.

In summary, the definitive causal relationship is established whereby the spurious intervening of systemic thinking is obviated and replaced by now the known subliminal intervening variable – self-efficacy. Subsequently, the construct to the measures will determine the patterns of governmentality among workforce engender – the heretic behaviours that thus, the pattern of institutional interdependency is established. The tenet to the measurements is to seek explanation on the cognitive consistencies among the management tiers that represent a cohered governmentality. Further, on, the measures would also establish and explain the existence of heretical behaviours, embedded by ignorance, resentment and dissonance in their thought that situates to the pattern of institutional interdependency. However, the questions remain on what are the variables involved that would subjugate organizational pattern of governmentality, that complete the task in determining the definitive causal relationships.

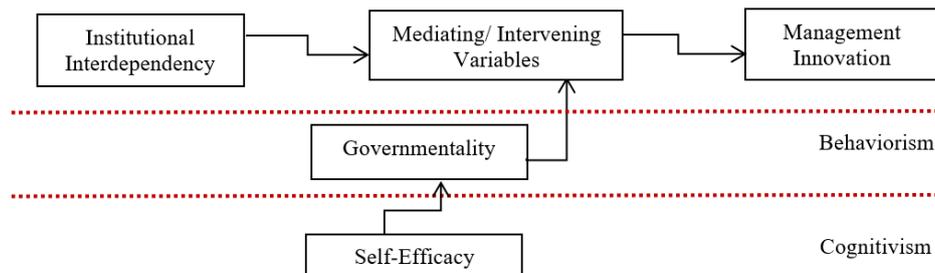


Figure 3 The definitive causal law to the in-direct probabilistic causal relationships

Source: Faizul A. 2015

**CONCLUSION**

To end, this paper could conclude that being a learning organization and the acculturation of its values are arduous task ever tolerated by most public agencies, including local authorities. To this regards, and if left unchecked it may further expose local authorities into being an unlearned entity, vulnerable in its organizing capacity in the construct of cities innovation systems. The concrete evidences to the formation of heretics as organizational cultures would further instigate the formation of triad or dyad, the sacred groupthink. It happened when individual transmits and receives symbolic communication [cognitive] through their socially interaction, and the worse is when the transpired communications

contained fallible information that leads to myopic thinking. Everyone is trapped under the unruly perceptions, which entail to ‘divisional of thought’ between workforce, and thus, it further reciprocates to the disintegration of institutional interdependency. Antagonistic relationships between workforce and the management are seemingly dominantly present as organizational culture, even though the “de jure” for good urban management are in place. Justifying the concern on the endemic behaviours where ignorance, resentment and dissonance that are apparent among workforce, it obviously suggests the importance of institutional interdependency embraced in local authorities. Their existence, without any mitigating and purposive responses would lead local authorities into not being a learning organization, in managing cities competitively. However, it is interesting to note, that moving away to interpretivism line of inquiry to understand the reasons of hard failed initiatives sanctioned in local authorities towards efficiency is of valuable. At least, the intangible perspectives would lay the generic framework in determining other unknown, subliminal subjectivities in explaining the circumstances that imbued endemic behaviours in local authorities. Furthermore, it also gives alternative option available for social scientist to identifying the other intervening variables that aptly influenced the level of anticipations [the acceptance or resentment] by workforce involved in sanctioning and executing organizational transformations. As such, the admission to cognitivism-interpretivism line of inquiry is thus justified through the construct of the definitive in-direct causal explanation to the relationships. It is hope, through this insight, all public agencies including local authorities will in better competitive position in acculturating learning values as the enabler to the construct of organizing capacity towards the management for competitive cities as a whole. For one, the findings on the measurements in determining the pattern of governmentality will be elaborated in our next paper.

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