

Dynamics of Interdependency between Organizations

by Maya Novitasari

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Yogi Yunanto¹

Department of Management, Faculty of Economics and Business, Airlangga University, Indonesia
yogi.yunanto-2017@feb.unair.ac.id

Praptini Yulianti³

Department of Management, Faculty of Economics and Business, Airlangga University, Indonesia
praptiniyulianti@yahoo.com

Marwita Andarini⁵

Faculty of Economics, Kediri University, Indonesia
marwita_andarini@unik-kediri.ac.id

Lolyka Dewi Indrasari⁷

Industrial Engineering Study Program, Engineering Faculty, Kediri University, Indonesia
lolyka@unik-kediri.ac.id

Ahmad Dony Mutiara Bahtiar⁹

Mechanical Engineering Department, State Polytechnic of Malang PSDKU Kediri, Indonesia
Ahmad.Dony@polinema.ac.id

Fendy Suhariadi²

Head of Doctoral Program in Human Resources Development – Postgraduate School, Lecturer of Psychology Faculty, Universitas Airlangga Surabaya, Indonesia

fendy.suhariadi@psikologi.unair.ac.id

Endang Triwidyati⁴

Faculty of Economics, Kediri University, Indonesia
endang_triwidyati@unik-kediri.ac.id

Maya Novitasari⁶

Faculty of Economics and Business, Universitas PGRI Madiun, Indonesia
maya.novitasari@unipma.ac.id

Agung Mafazi⁸

Faculty of Law, Kediri University, Indonesia
agung_mafazi@unik-kediri.ac.id

Corresponding author: Department of Management, Faculty of Economics and Business, Airlangga University, Indonesia Email: yogi.yunanto-2017@feb.unair.ac.id

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Abstract

This study aims to explain how interdependence between owners occurs in Kampung Inggris Pare. When owners are in a partnership, a "share together" is manifested when each does not distinguish between "what's mine" and "what's yours". Despite the fact that each owner has their own resources, they may be merged together with their consent. This study is based on a qualitative inductive approach to theory building. To increase the quality and objectivity of qualitative research, it is necessary to maintain the trustworthiness of qualitative research to ensure it is not biased or subjective. To maintain the trustworthiness of qualitative research, four criteria need to be satisfied: credibility, transferability, dependability, and confirmability. The aim of this study is to discuss the interdependence between owners by discussing the behavior of owners to achieve profit sharing in Kampung Inggris Pare. This model combines the role of interpersonal interaction with the dynamics of collaboration. Throughout this study, the organizational structure of interdependence is used to demonstrate how interactions and collaboration within a more dynamic organization are linked.

Introduction

The term 'interdependence' refers to the way in which individual and group relationships influence one another's outcome (Tesser, 1978). Interdependence is a term used to describe a comprehensive relationship between individuals or organizations. It is the process of relating to one another through social situations and the environment around one (Tesser, 1978). In organizations, interdependence is defined as interactions between individuals, organizations, and institutions that all depend on each other. Even individuals who perform their jobs independently need assistance from their partners or others in the organization to complete their work. Every organization is related to other groups and to a number of people over time (Salancik, 1977). Researchers have argued that interactions between people and organizations are the beginning of creating an organization (Allport, 1962).

Resource management is an important component of the relationship between owners. Resource use determines how partners relate to each other as an expression of interdependence (Lauer & Yodanis, 2011; Yousef, Maistrenko, & Popovych, 2000). A dynamic interdependence between owners exists within themselves (interpersonal), between owner partners in relation to others (intrapersonal), between owners and higher beings (transcendental), and between owners and other groups (intergroup) (Reagans & McEvily, 2003).

A pair of owners tends to "share together" when neither owner is clear about what belongs to whom and what is theirs. Owners are pooling their resources and may use them with their consent (Boon, 2012). Having a trusting relationship between spouses is crucial for them to override common, clichéd and ignorant beliefs (Yousef et al., 2000). When an owner partner deviates too far from their agreed upon contract, distrust can result (Baldwin, Kiviniemi, & Snyder, 2009; Leung, Lee, & Chiu, 2013).

(Allen, Sargent, & Bradley, 2003) point out that interaction in collaboration is about developing a dynamic that already exists. It is crucial to build social spaces by establishing social relations, group cohesion, trust, and ownership. These things all lead to open communication, critical thinking, social negotiation, supportive interaction, and self-direction (Carchiolo, Longheu, & Malgeri, 2002; Freytag, Gadde, & Harrison, 2017).

Trust among individual functions as an organizational governance mechanism to mitigate opportunism in the context of an uncertain and dependent exchange (Tasic, Tantri, & Amir, 2019). A comprehensive model of loyalty by (He & Wong, 2004) suggests that loyalty occurs in four distinct phases: cognitive loyalty, affective loyalty, cognitive loyalty, and action loyalty (Engelseth, Törnroos, & Zhang, 2020).

Cooperating in interdependence agreed that five languages were used in interactions, namely English, Arabic, Mandarin, German, and Japanese (Bevan, 2017; Mandrinos & Mahdi, 2016; Sattich & Freeman, 2019; J. Z. Zhang, 2019). The objective of collaborations with each other in interdependence is to achieve time series profit sharing. Previous research explained about rewards (Z. Zhang, Zhang, & Li, 2019), profit, sharing Economy, sharing knowledge, and sharing information (Coleman, 2015; Ke & Wei, 2007; Parente, Geleilate, & Rong, 2018; Zhao, Luo, & Zheng, 2019) in interdependence is to achieve profit sharing. In the English village of Pare, there was a very high peak of interdependence during the holidays, since many students used their free time during vacation to improve their language skills. Such a phenomenon appears every year.

There is an extent to which interdependence on the organization can be felt from the significance

of their relationships, the importance of their skills, resources, or added value to the relationship, and the fact that their relationships cannot be easily replaced. In this conceptualization, our focus is on task interdependence, which relates to the extent to which organizations are dependent on each other for achieving their shared goals (Bashir, Ojako, Marshall, Chipulu, & Yousif, 2020). Based on the research of, interdependence is a relational construct that reflects the interaction between individuals when they perceive interdependence. The model reflects the interdependence between collaborations by using the concepts of total interdependence and symmetrical dependence introduced by (Mulowayi, 2017). A study by (Kumar, Scheer, & Steenkamp, 1995) asserts that the concept of social norms argues for greater interdependence to lead to less conflict, greater cooperation, and greater trust. The relationship is less likely to be jeopardized by opportunism when both partners feel dependent (Buchanan, 1992), so they are more capable of trusting each other. (Engelseth et al., 2020)

Interdependence between organizations, which is supported by a constantly changing environment, is a characteristic of dynamic relationships between organizations (Chauhan, Badhotiya, Soni, & Kumari, 2020). In light of the change from independent to interdependent, a thought has emerged regarding the management of partnerships instead of competition (competition) (Tasic et al., 2019). In the post-competitive age, the emphasis has shifted away from competitive behavior and toward a collaborative strategy based on sharing profits (Sullivan, Williams, & Jeffares, 2012).

According to (Hon & Chan, 2013), this concept emphasizes the change of mindset that coordinates competition with collaboration within an organization or department (Hon & Chan, 2013; Sullivan et al., 2012). Furthermore, Sullivan said that there may be a shift toward the cooperation strategy from the competitive strategy in order to encourage business and economic relations in the future. The concept of collaboration has been considered a very good relationship to create interactions that promote profits between partners by sharing skills, capital, and access (Sullivan et al., 2012). In view of these different perspectives, it is clear that collaboration will be more popular for operating businesses in the future (Robertson et al., 2020). A leader is likely to have more access to partners, resources, and informants as compared to a follower (Erdogan & Liden, 2002). The idea of interdependence reflects both the power imbalance between workers and their employers. Also, the task of interdependence requires the involvement of the owner or leader: frequent interaction, and sharing of information (Hedlund, Bodin, & Nohrstedt, 2021).

Interdependence within the organization is very valuable, but if it is not implemented properly, it can have dire consequences. In general, researchers and managers assume that damage to morale and work life will occur if the interdependence process is improperly carried out (Reischauer, Güttel, & Schüssler, 2021). This will have an effect on how interdependence is implemented. It is necessary to rethink the relationship between individuals to avoid incongruent interaction and interdependence (Tjosvold, 1986). Coordination and information flow are vital to the effectiveness of an organization. A situation created by inadequacies in interdependence could negatively affect the productivity process and the results (Hempel, Kraff, & Pelzer, 2018).

Using the example of Kampung Inggris Pare, this study discussed the interdependence between owners, analyzing how the owners collaborate to generate profit sharing. This model incorporated interaction or interpersonal relationships into a method for more dynamic collaboration (Chauhan et al., 2020). The purpose of this study was to demonstrate how the organizational structure of interdependence is used to link interaction and collaboration inside a more dynamic group. The concept of cooperation developed by (Deutsch, 1949) could be applied to a more dynamic model with numerous types of contingent relationships that allow interactions and collaborations with dynamics of interdependence in organizational development (Mikalsen, 2021). A major aim of this study was to analyze the interdependence between owners in Kampung Inggris Pare. There has been no discussion in the references or previous studies of the interdependence between the owners in Kampung Inggris Pare. In terms of interdependence, particularly in language learning institutions in Kampung Inggris, this research was the driving force for the preparation of this research with the question: What is the process of interdependence between owners in Kampung Inggris? The results of this study were expected to provide benefits for establishing interdependence among owners in Kampung Inggris Pare, as well as developing human resource management theories. Upon implementing the results of this research, owners in Kampung Inggris Pare could become more dependent on each other to generate profit sharing and thus improve their standard of living.

Problem Statement

The interdependence between owners in Kampung Inggris Pare has not been discussed in the references or in previous studies. This research, which focuses on interdependence between language course institutions in Kampung Inggris, gives rise to the question: how is the process of interdependence interacted with?

Literature Review

(Wertheimer & Riezler, 1944) is credited with developing Gestalt theory after he employed a box-shaped device called a stroboscope as a tool and using it to see inside the box. There are two lines inside the box, one transverse and one vertical. From a transverse line to a vertical line, the two images are shown alternately continuously. From the perspective of the visual, it appears as though the line moves horizontally. This motion appears as a pseudo-movement because in reality, the lines do not move but alternate with each other.

A Gestalt approach emphasizes the importance of behaviorism by emphasizing the importance of cognitive learning processes. The emphasis is on higher-level cognitive processing. According to this interpretation, perceptual fields derive mental processes such as perception, insight, and decision making (Kelley, 1984; Koffka, 1942; Lewin, 1939; Wertheimer & Riezler, 1944). Lewin explains the interdependence theory by expanding $B = f(P, E)$, where Behavior (B) is a function of a person (P) and an environmental factor (E) (Lewin, 1939). behavior in this study was defined as the collaboration of the owner, the person, and the environment in England Pare, which means that collaborative behavior (B) is a function of the owner (P), and the surroundings in Kampung Inggris Pare (E).

The concept of interdependence emphasizes social life contained in cooperative and cooperative relationships. Persell & Cookson, (1987) describe cooperation as a form of social interaction that involves collaborative efforts between parties or individuals seeking common goals. In summary, interdependence is a relationship of interdependence in which each individual involved in the interaction lacks the ability to cooperate and achieve common goals with others to achieve their shared goals and to be accepted by others (Granovetter, 2005).

Thibaut & Kelley shared their interdependence theory widely in the mid-1950s, influencing generations of scientists studying group dynamics and social comparisons, attributes, self-presentation, self-regulation, love, commitment, and conflict, among other topics (Kelley, 1991). Several significant concepts, especially the notion of interdependence, were developed in 1959, and the 1978 book builds on them in several ways without altering the basic principles stated earlier. It was developed from two previous classical theories: exchange theory and game theory, which are both useful methods for understanding interpersonal relationships and the dynamics of groups (Thibaut, 1978). The interdependence theory and its principles can be used to examine group dynamics, power and dependence, social comparison, conflict and cooperation, self-attribution and presentation, trust and distrust, emotions, love and commitment, coordination and communication, risk and self-regulation, performance and motivation, and social development. (Kelley, 1991).

The Dynamics of Interdependence

Resource management is an important part of the owner-operator relationship. As a manifestation of interdependence, resource utilization determines how partners relate to each other (Lauer & Yodanis, 2011). Throughout the ownership process, there is a dynamic interdependence between the owners (interpersonal), between the owners and their dependents (intrapersonal), spouses and higher beings (transcendental), and owners and other groups (intergroup) (Hesse-Biber, 2010; Marini et al., 2018). It is suggested that the interaction between owners is related to interdependence. The cognitive dynamics of each owner pair influence how they depend on each other at the intrapersonal level. On a transcendental level, the more senior owner serves as a means to bridge the gap between the owner pairs. Inter-group level deals with the role of the chairman outside of the owner pair, such as the chairman of the owner or the chairman of the language community forum (Leung et al., 2013).

Taking joint responsibility for something involves sharing and collaborating. When each owner doesn't recognize a line between what belongs to them and what belongs to each other, the couple manifests sharing together. The resources of each owner are pooled and can be used

together with the consent of the other (Boon, 2012). In this case, not only did the two owners' families join forces, but also their resources did as well. Owners become less concerned about profits and losses. Owners who acknowledge that their ownership shares something in common or who share an aspect of their property create a categorical bond (Fiske, 2012).

Against common beliefs, trust between owner pairs plays a vital role. A course owner can sometimes play the role of bringing in students along with the inn owner, restaurant owner, and rental owner, who trusts each other and collaborates toward the course's goals. Before a business venture exists, owners carefully evaluate each other before they decide if they should trust the other. They therefore believe that they know each other well enough to take risks and make ambiguous decisions (Yousef et al., 2000).

To manage their trust, they must constantly monitor their own and others' actions. Mutual trust alone is not sufficient. It is important to monitor their relationship agreement's effectiveness and to assess the extent to which it deviates from the original intention. By constantly monitoring and evaluating their relationships, other owners can come up with a more effective way to collaborate. In turn, better collaboration results in greater trust between them since cooperation and interdependence are manifestations of trust.

A distrust may develop when one of the owner pairs strays from their formal agreement. As an example, owner A and owner B decide not to discuss commitments because owner A lacks commitment, as there are different intentions and goals. In response, owner B decided not to pursue this matter further since it would lead to conflict and competition. When trust is violated between owners, power games can arise. In the event that one owner doesn't uphold their agreements, the other owner takes action to help get back on track. (Baldwin et al., 2009)

(Galunic & Eisenhardt, 1996) provides a brief overview of group dynamics by defining it as an influence on the reciprocal relationship within a group involving interactions among members and a leader who has a significant say in the direction of the group.

An understanding of group dynamics involves examining causal relationships in groups, developing causal relationships within groups, and developing techniques for managing interpersonal relations and changing attitudes within groups (Van Dierendonck, 2011). Group dynamics examines how groups form, and how one group reacts to another. It implies studies of cohesiveness, leadership, decision-making processes, and subgroup formation as we (Tushman & O'Reilly lii, 1996).

Essentially, group dynamics describes the interactions and feelings of a group. This describes what is rather than defining positive and negative aspects. Group dynamics also play an important role in the process of implementing and achieving group goals in organizations. Toates (2004) lists 6 characteristics of a group, including: Perception and cognition of members, Motivation, Self-satisfaction, Relations between members, Goals, Dependence between members, and Interaction.

Additionally, the group displays these attributes: 1. There is interaction, 2. It is organized, 3. Togetherness, 4. There is purpose, 5. There is a group atmosphere, 6. There is dynamic interdependence. Hence, a group can be defined as a unit of community with two or more members who are united in thought and purpose (Tesser, 1978; Tushman & O'Reilly lii, 1996).

In psychology, group dynamics is more centered on psychological aspects such as individual behavior and psychological aspects of group dynamics. To ensure that the group can be in accordance with the holistic perspective, the group asserts that the group must be viewed as a unified system with a test that can easily be understood. Gestalt argues that individual parts of a group are less significant than the whole. A group cannot be understood just by looking at the characteristics and qualities of its members (Van Dierendonck, 2011) A field theory developed by Lewin in 1947 examined behavior both as individual traits and as characteristics of the environment. In a group context, this shows that the environment influences personal characteristics in the sense that it includes the type of group, the members, and the situation. Collectively, these variables make up the lifespace concept.

Factor-Factor Interdependence

The interdependence theory identifies factors that indicate a person's satisfaction in a relationship. It will be more difficult to replace a person who feels the relationship provides a lot of positive attraction, has invested a great deal in the relationship, and feels there are limited alternatives (Rusbult & Van Lange, 2003). The interdependence theory defines how social circumstances shape intrapersonal and interpersonal interactions and relationships (Thompson, 1967). This theory

presents a taxonomic model of the situation, or a functional analysis of the structure of social situations in which people interact. Additionally, this theory links a class of situations with certain types of goals and motives that are relevant to dealing with them. Hence, the structure of the situation determines the interpersonal reality to which social cognitive activity is directed, since cognition is often geared toward understanding (a) the situation, or the unique challenges and opportunities involved ("Will both parties be satisfied?"), and (b) the goals and motivations of the interaction partner ("Will they be able to respond to my needs?"). Furthermore, the structure of the situation impacts the interpersonal reality that is socially motivated in terms of (a) the specific reasons for adapting to the particular situation class and (b) the initial motivation from a military perspective (Rusbult & Van Lange, 2003).

Dimensions of Interdependence

The dimensions of the situation matrix structure and the transition lists are used to illustrate how the needs of interacting communities are met (or not met) during interaction. In other words, these tools make it possible to analyze the structure of the situation.

The Interdependence Interaction

Interaction is the process of enhancing an existing dynamic (Allen et al., 2003). Each role must demonstrate autonomy or give them the opportunity to collaborate and overlap responsibilities. The author emphasizes that individuals must be able to interact in various languages as well as collaborate to complement and cooperate in order to develop existing dynamic processes. (Antonacopoulou & Chiva, 2007) argue that the interpersonal context and role within the organization can be very important for new members to learn about their role. In addition to sharing of knowledge and information, such coordination mechanisms also consider differences among communities of actors based on their identities, powers, and interests.

Moreover, interdependence is strong because it influences various cases, namely the pattern of interaction, feelings and attitudes, productivity, and learning are also influenced by the interdependence of goals (Deutsch, 1949). Social complexity (the diversity of schemes and the interdependence of components of these systems) draw attention to emerging social systems as a whole. Through the process of institutionalization and continued evolution, social systems are not only able to strengthen stability, but also create multiple possibilities for change. It represents an ongoing balancing act involving stability and change, formal and informal institutions, and short and long-term priorities. As a result, social systems which develop naturally seek to balance their internal coordination through interdependence, schema and diversity, while adding external coordination with external pressures. In other words, organizations have reciprocal adaptive relationships with their environments; therefore, their efforts don't solely focus on adapting to an evolving market, but also on adapting to an evolving environment. These interactions develop a sense of belonging and teamwork by promoting a shared vision and shared values. In addition, this kind of approach inspires people to work together on projects and share ideas, believing that their respective goals are positively related and mutually beneficial (Jambulingam, Kathuria, & Nevin, 2011).

The Interdependence Trust

A trust relationship between individuals is an organizational governance mechanism that helps to mitigate opportunism in an environment of uncertainty and dependency (Janz & Tjosvold, 1985). In turn, trust is characterized by two distinct aspects: (1) credibility, which is determined by the extent to which the buyer believes the supplier has the expertise to perform the job efficiently and effectively, and (2) generosity, or the extent to which the buyer believes the supplier's intentions and motivations will benefit the buyer in the event of unexpected changes (Ganesan & Hess, 1997).

According to (He & Wong, 2004), loyalty takes place over four phases: cognitive loyalty, affective loyalty, cognitive loyalty, and action loyalty. A buyer shows cognitive loyalty to a particular vendor based on their trust for the supplier. The development of affective loyalty occurs when the buyer becomes familiar with the supplier based on cumulative use opportunities. Behavioral loyalty is like motivation (Mikalsen, Sintef, Dingsøyr, & Solem) because it involves repeated intentions to buy from a supplier. When action loyalty is established, the motivated intention of conative loyalty is

transformed into readiness to act in order to overcome obstacles such as shifting incentives offered by alternative suppliers, buyer variety seeking behavior, and multi-supplier loyalty (Jambulingam, Kathuria, & Nevin, 2011). The loyalty of a buyer to its suppliers can change seamlessly from one kind to another. When buyers have the opportunity and ability to work with multiple suppliers, action loyalty, the extreme case in the loyalty spectrum, may be hard to achieve. Furthermore, it is impossible to determine when members of a channel switch providers because of an "irresolvable unavailability." Because the action loyalty construct lacks operationalization, the study focuses on objective loyalty, the third phase of (H. He et al., 2012). Trust is the willingness of one party to be vulnerable to the actions of another based on the belief that the latter is going to perform certain actions that are important to the trustor, regardless of how capable the trustor is of monitoring or controlling the latter. A trust defined in this way embraces the fact that social, relational, and interdependent trust is a method of building mutually beneficial relationships where each partner is dependent on the other. This definition recognizes trust as an interpersonal reality, rooted in the willingness of different people to be vulnerable to one another. This is essential for nurturing mutually beneficial relationships. In organizations, the relational aspect of trust seems to be particularly useful when explaining interpersonal phenomena such as cooperation between actors (Elias Hadjilias, 2015).

Collaborate Interdependence

Leever et al., (2010) state that collaboration refers to a cooperative relationship between parties that entails an effort to combine thoughts. From various perspectives, the party tries to come up with an effective solution. By working together, individuals and organizations can overcome the challenges they face (Amabile et al., 2003).

Mc Guire, (2003) defines collaboration as a relationship designed to solve a problem by creating a solution in conditions of limited information, time and space. Coleman & Deutsch, (2015) claim that collaborative efforts are those where various parties are aware of their limitations in analyzing a problem and work together to discover ways to overcome them Elston, MacCarthaigh, & Verhoest, (2018).

Dynamics of interdependence and collaboration

The dynamics of collaboration describe the collaborative process as a linear process that occurs from time to time from problem definition to agenda setting to implementation. Contrary to Ansell & Gash, (2007) and Emerson et al., (2011), the dynamics of the collaborative process are seen as a structured cycle of interaction. Emerson emphasizes three interactive elements of collaborative processes, which include: principles of engagement and shared motivation, as well as the capability of joint action.

Collaborative Action

(Mc Guire, 2003) argues that it is difficult for one group or organization to accomplish goals when acting alone. In a collaborative framework, cooperative actions are at the core. The reality is that many researchers have not investigated collaborative actions and have not given them adequate attention (Emerson et al., 2011). According to Emerson et al., (2011) collaborative actions are the main result of a linear collaboration process that is sometimes associated with impact. Since the process and results in the end are inextricably linked to the impact itself, they cannot be separated.

In order to achieve effective collaborative actions, clear goals must be set (Mc Guire, 2003). In other words, if the intended goals of the collaboration itself are not stated, it will be difficult to take concrete action. In practice, collaborative actions range from establishing licensing processes, gathering resources, monitoring systems, and so on. Thus, a temporary impact of this action can quickly be followed by a long-term impact along the dynamics of collaboration. Emerson et al., (2011) state that some collaborations aim to determine strategies on issues pertaining to health policy. Some collaborative actions, however, have specific goals such as acquiring and analyzing information. In some collaborative actions, all stakeholders can participate simultaneously while in others, selected stakeholders can only take part depending on their capacities.

Impact and Outcome of Actions on Collaboration Dynamics

In this case, the collaborative impact relates to a temporary impact caused by the collaborative process. Impact characteristics include expected, unanticipated, and unexpected. In the short

term, owners are expected to receive "small wins," namely positive results that help maintain their enthusiasm. However, unexpected challenges may emerge during the implementation of collaboration. The process of collaboration can also be adversely affected by unanticipated events (Coleman & Deutsch, 2015).

Feedback from these various impacts is then adapted by collaboration, which refers to the way collaboration responds to feedback from the existing actors. Ansell & Gash, (2007) describe a good adaptation as one that can be done by all collaboration owners.

When people cooperate, they believe that the achievement of their goals is positively correlated with the achievement of other people's goals. Deutsch, (1949) claims that in competition people believe that the achievement of their goals is negatively correlated, assuming that one person's accomplishments prevent, or at least make it unlikely, that others will achieve their goals. In comparison, independent goals are seen as unrelated. When departments are aware that their goals are collaboratively or competitively linked, their expectations, interactions, and outcomes differ. Cooperative goals exist when two individuals believe that each individual moves toward achieving their respective goals (Coleman & Deutsch, 2015). In order for them to succeed, they acknowledge how important it is to accomplish each other's goals. Therefore, people are both interested in working effectively with each other, because these abilities help everyone succeed. Their ability to collaborate for mutual benefit is at the heart of the partnership (Kim, Cheng, & Bernstein, 2014).

Task Interdependence

In Thompson, (1967) view, interdependences can be categorized according to both workflow and task interdependences. According to his model, each unit's production contributes to the organization and, therefore, affects the results of each unit within the organization. However, technology plays a major role in determining behavioral interdependence. Since organizational units depend on each other's outputs, they must interact in the collected interdependencies. Interdependence arises when two organizations rely on each other's output to operate. When organisations interact with one another, they are in reciprocal dependence. Interdependence between tasks has been defined in various ways. In essence, the differences in definitions are a result of differing views of what causes task interdependence and who is task interdependent. To answer the question of what causes task interdependence (Thompson, 1967).

Task interdependence is determined by the way people work together, a job full of responsibilities affects task interdependence more or less. The degree to which members of a group must exchange information and methods to complete a group task is defined as task interdependence. To accomplish the group task, group members will need to work together when the level of interdependence is high. A low task interdependence means that group members do not need to exchange information or means in order to complete the task. The degree of task interdependence varies from zero to extremely positive (van Vijfeijken, Kleingeld, Tuijl, Algera, & Thierry, 2002).

Interdependence of Prizes

Behavioral studies show that rewards are an important determinant of behavior in organizations, and studies comparing group and individual rewards show that people are more likely to share information when they receive gifts as a group rather than as an individual (D. Tjosvold, 1986). In addition, profit-sharing strategies can help organizations coordinate activities throughout the organization (van Vijfeijken et al., 2002). Although rewards have a considerable impact on relationships between individuals and groups, researchers and practitioners (Kartimah & Kong, 2010) have concentrated on the impact rewards have on individuals' motivation and sometimes on teams as a whole.

In an interdependent system, the elements of a contingency are shared across the work unit (D. Tjosvold, 1986). In most cases, these criteria can be met by individuals or groups of individuals. Result expectations of the work group can be based on individual performance obligations or they can be based on group performance obligations. The interdependence of outcomes based on contingencies such as goals can greatly affect how a group or team performs (Griffit, 2016). Basically, reward interdependence takes into account how much an individual's performance is influenced by that of their teammates. There is a significant degree of interdependence in reward systems when they are based on shared performance, rather than individual performance (Lin

Qiu, Shun Cai, Xi Lin, (2015). In order to cooperate with each other, interdependent rewards are necessary (Allen et al., 2003).

Methods

Methodology of Research

The study examines the experiences of owners and the interdependence that occurs between them. A deeper analysis is conducted to reveal more information about the problems under study. Creswell, (2013) argues that exploration is required during a study in order to study a particular group or to identify variables that are not easily measured, so that they do not only rely on the literature or on the results of other studies. In addition, Creswell, (2013) notes that qualitative research is the most appropriate method for exploring. It is possible to understand certain outcomes better by conducting qualitative research, as well as provide explicit explanations about the structure, order, and patterns that result, based on the perspectives of participants, and allowing meaning to emerge from these perspectives. Lincoln, (2007) explains that qualitative research involves first-hand experience and actual notes taken from interviews. The purpose of qualitative research is to examine how participants derive meaning from their environments and how these meanings influence their behavior.

The use of qualitative research can reveal the difference between qualitative and quantitative research, which emphasizes identifying the variables to be studied and testing the relationships between variables using statistical procedures (Creswell, 2013). Furthermore, this study maps out how owner interdependence is achieved, so that qualitative research becomes an appropriate method to address research questions.

Model Selection for Qualitative Research

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Yin, (1994) clarified that case studies could be either single or multiple-case studies. A single case study may investigate extreme, unique, or rare cases, which may be highly valuable to analyze and document (Yin, 1994; Gräbner dan Eisenhardt, 2007). Thus, a single case study will be able to portray a phenomenon in greater depth and detail (Siggelkow, 2007). Some studies using single case studies examine a phenomenon that reflects a rare or extreme situation, for example Galunic & Eisenhardt, (1996) which examines organizational adaptation in a technology-based company with the highest performance over several decades; (Weick, 1993) who investigated the loss of common sense in organizations in the Dutton & Dukerich, (1991) who analyzed the role of organizational image and identity in the process of adapting to the environment in a port outsourcing

In contrast, multiple-case studies focus on several cases as the basis for the study. As in multiple cases, researchers select a specific issue or problem and draw illustrations of the issue or problem through several case studies. Based on the work conducted by Hesse-Biber, (2010), multiple case studies focus on different cases that have general similarities. A multiple-case study adds perspectives through a series of events from an issue or phenomenon studied Creswell, (2013). Therefore, multiple-cases will be able to lead to a more robust theory because it is based on some empirical evidence, Gräbner & Eisenhardt, (2007). Previous studies with multiple-case study designs examine an issue or phenomenon through several cases. A single-case study was used to reveal how the process of interdependence between owners in Kampung Inggris Pare was formed.

Data Validity Check (Trustworthiness)

In this study, the validity of data was checked using the Lincoln, (2007), which includes credibility, dependability and confirmability. These criteria were measured as follows:

a. Credibility

According to Lincoln, (2007), credibility can be measured by internal validity, which describes how well a research outcome corresponds to actual facts and information in the field. Credibility is checked through a triangulation process. In the triangulation process, data, methods, theories,

and research are combined to support a theme or perspective using a variety of data, information, and sources [Lincoln, \(2007\)](#).

b. Dependability and Confirmability

According to [Lincoln, \(2007\)](#), dependability is analogous to reliability and confirmability to objectivity. A confirmability and dependability audit measures the validity of the research by examining the process and assessing the results. In this study, the auditor learns whether the research findings, interpretations, and conclusions are supported by the data or not ([Lincoln, 2007](#); [Creswell, 2013](#)). Promoter team members assessed the research process, results, and accuracy in this study.

Analysis Technique

Data Coding

The coding process involves parsing, conceptualizing, and rearranging information in a new manner ([Strauss & Corbin, 1990](#)). Similarly, [Creswell, \(2013\)](#) explains that coding begins with grouping text or visual data into smaller categories of information, then labeling them. In this study, the coding process is defined by [Shah & Corley, \(2006\)](#), who present it in three stages.

a) First Order Category

It is the process of identifying initial concepts and grouping them into several categories. The first order category consists of a simple description of the informant's words.

b) Second Order Category

The second order category expands on the first order by looking for and classifying differences or similarities between and within categories, as well as looking for relationships between them.

c) Aggregate Dimension

An aggregate dimension represents the process of combining similar categories to derive an overall framework.

Analyzing Data

The data analysis for this study, which consists of multiple case studies, refers to the stages of [Eisenhardt, \(1989\)](#) teaching stages:

a) Analyzing Within-Case Data

A case within case analysis involves describing details of both sides of each case so that unique patterns can emerge from each case before generalizations can be made. Therefore, within-case analysis allows researchers to know more about each case in order to compare them. When interdependence between owners is considered, within-case analysis can result in more cooperative results between the owners.

b) Searching for Cros-Case Patterns

In this stage, examining data from different angles and comparing cases are performed. The researchers compare similarity and difference between cases. It increases the probability that researchers can produce new findings by testing theories according to cross-cases, which is close to the suitability of the data. A cross-case analysis was performed by examining the interdependence process between owners.

c) Shaping "Hypotheses"

Observations led to identifying tentative concepts and possible connections based on data analysis. An evolving framework is compared systematic with the relevant evidence to assess if the data is suitable for forming the shaping hypothesis at this phase. In the process of creating hypotheses, the construct is refined and the relationship between the constructs and evidence presented in each case is verified. During construct sharpening, data and constructs are continuously compared, accumulating evidence from multiple sources into precise constructs. During the verification process, the evidence presented in the case can confirm or disprove the links between constructs; insufficient evidence can invalidate the link.

d) Enfolding Literature

The process at this stage involves comparing the concept, theory, or proposition with known literature. The goal of this process is to examine how similar or contradictory things are, and why they are similar or contradictory. In case study research, the connection between emerging theories and existing literature increases internal validity, generalizability, and theoretical level.

e) Reaching Closure

At this stage, the researcher ends the process when the theoretical saturation is reached. In [Strauss & Corbin, \(1990\)](#), theoretical saturation is reached when: (a) there are no new data relevant to emerging categories; (b) arrangement of categories is complete with elements and their variations; (c) relationships between categories are established and established.

Findings

Interdependence between Organizational Networks

From the results of interviews with several respondents, it could be observed that the informants utilize the knowledge and networks they have developed in their old positions within the organization in order to succeed in their new roles. Apart from the network that could be built by occupying the old position, the network could be built through a variety of channels.

Several aspects of the network built by the individual cannot easily be transferred to another individual. It was possible to easily transfer explicit knowledge in the network to other individuals, for example information about their title or position, status, addresses, and affiliations. Additionally, there were aspects of relationships in the network that were much harder to transfer, like mutual trust, compatibility with others, friendship. Former officials might share information about the network formed during their tenure with new officials. There was, however, a difficult transfer of mutual trust, friendship, or common views from former officials to the new officials.

Along with regular meetings with external parties, interaction within the organization was also intensified. It could be seen from the regular meetings held for work and coordination. Several excerpts from the above interviews could be interpreted as a first-order concept, specifically, regular meetings and attendance. Attendance and regular meetings reflected the frequency and intensity of the relationships that the individual established. When meetings were held more frequently and individuals attend them more often, stronger relationships are developed.

Observations indicated that there was already an awareness of the importance of establishing networks and maintaining communication through regular meetings. By interacting intensely, communication became more effective because emotional attachments and commitments are built between individuals. The informant even described how an individual who was no longer in office was invited to attend the meeting.

Interdependence Between Altruism in Organizations

Many of the excerpts indicated that members of the organization have an element of egoism and arrogance. From the informant's response, it was apparent that they "did not get along". Harmonious relationships among team members are essential for efficient knowledge sharing. This has also been recognized by our informants.

Building trust among network members required regular meetings and communications. In an ongoing interaction, members-built norms and understandings in the same language and context,

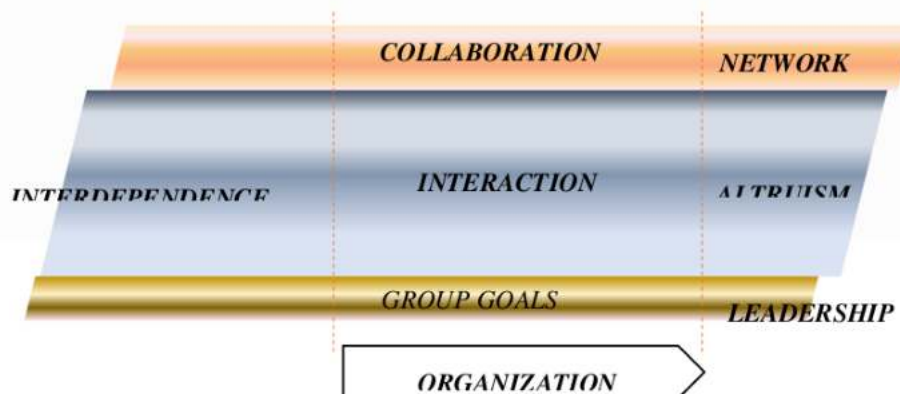
as well as relationship-specific heuristics. A sense of responsibility could emerge from intense communication, which resulted in the emergence of emotional closeness, as well as from knowledge support for fellow group members. A shared set of beliefs, norms, and understanding, as well as a close emotional connection that came from regular meetings and communication, would facilitate the process.

Leadership Interdependence in Organizations

Leaders must be able to unify all resources in an organization in order to move all members of the organization toward an organization's strategic plan. The results of the interview revealed that several resource persons think that leadership in the Pare language course organization has not been able to mobilize all its potential because it was less dynamic and responsive to change.

It is evident from the above excerpt of the interview that there were differences in understanding between the informants. In order to be able to compete in a very dynamic market, Kampung Inggris Pare needed to be able to become a teaching and research university. As a result, language course institutions had to develop an ambidextrous strategy involving both the performance of quality routine functions and the introduction of new innovations to boost their competitiveness. It was imperative that language course institutions utilize the resources they have available, as well as the possibilities. Information regarding this ambidextrous strategy needed to be conveyed clearly to all members of the organization. Consequently, members of an organization would gain a better understanding of how they contributed to organizational objectives.

Besides organizational structure and administration, the smooth operation of an organization relies also on the availability of facilities to enable people to learn and exploit new ideas. It is important for organizations to facilitate the learning process carried out by members of the organization, at both the individual and group levels. The search for, acquisition, assimilation, transformation, and exploitation of knowledge by members of the organization will affect organizational knowledge. Scientific learning facilities can be in the form of institutions (labs, study centers, workshops, and libraries) and infrastructure for acquiring new knowledge, assimilating and transforming knowledge, and exploiting that knowledge. On the other hand, when it comes to everyday knowledge, learning facilities can be in the form of collaboration facilities and infrastructure.



Images, research findings processed by researchers.

Discussion

Networking

Among the factors that contribute to organizational learning are individual networks, which, although informal and may not have direct effects, provide the opportunity for building trust and commitment between individuals. If there is no network owned or no homogeneity placed in the network, the acquisition of knowledge can be limited, or the time to access a knowledge can be prolonged.

Additionally, those who communicate frequently or have strong emotional attachments tend to

share knowledge more often than those who rarely communicate or have no emotional attachments. Through a higher frequency of communication, the process of knowledge acquisition is facilitated by the relationship specific heuristic [Reagans & McEvily, \(2003\)](#), in which the experience of interacting makes it easier for a person to communicate and understand each other.

In research studies, it is found that people use formal and informal modes of communication. People in networks who have deep connections and emotional attachments tend to prefer informal communication methods over formal communication methods. In informal communication, individuals feel closer so they can communicate openly.

Furthermore, research findings demonstrated that many people still rely on weak ties and personal networks. Informants, for example, should use their colleagues to interact with external parties, especially when dealing with routine meetings. The relatively low frequency of communication (between three months and once a year) would make it more difficult to develop relationship-specific heuristics if the individuals were alternated. The consistency between the individuals present will build an emotional attachment between the external party and the individual, which will aid in the knowledge acquisition process. Low frequency of routine meetings led to weak ties within the network, because if network members did not interact, they would be exposed to various bits of information that other network members may not know. Regular meetings became a forum for exchanging information.

It is more likely that knowledge acquisition occurs in networks with weak ties, where the chance of redundant knowledge is lower. A strong network has strong ties, so any new knowledge or information will immediately flow to all members, creating redundant knowledge. In conclusion, both networks, both strong and weak ties, are important for acquiring knowledge. Strong ties facilitate communication and knowledge acquisition. In contrast, weak ties allow people to acquire new skills with lower risks.

Altruisme

However, even though there is a diverse composition in their team, that doesn't necessarily mean they can work well together. The ability to follow the dynamics of the environment requires organizations to be able to implement an ambidextrous strategy, which involves performing quality routine functions as well as creating new innovations to increase competitive advantage ([Radomska & Wolczek, 2020](#)). Resources and opportunities should be explored, and organizations should take advantage of those that already exist. The diversity of the team is necessary to run this ambidextrous strategy. Diverse perspectives serve as raw materials by providing a variety of knowledge to be applied. However, this diversity may also lead to poor communication between team members and lack of coordination.

Trust between team members is necessary for effective communication and coordination. One may develop trust when they perceive that another individual is motivated by common interests or organizational interests rather than personal interests. The practice of altruism refers to putting others' interests ahead of one's own. One way of determining altruism is when a group member or organization is willing to help their fellow members without expecting anything back. As a result of altruistic behavior, individuals feel comfortable communicating, engaging in dialogue, and participating in groups. It is important to discourage individuals from being afraid of making mistakes or questioning decisions made within the group ([van Dierendonck & Nuijten, 2011](#)).

A paradigm shift has occurred in organizational behavior, from self-centered and self-interested paradigms to altruistic paradigms ([Guinot, Chiva, & Mallén, 2015](#)). In the past, altruism was hardly discussed in the context of organizational behavior due to the influence of capitalism, individualism, and self-interest.

An altruistic approach emphasizes connections between the members of an organization and mutual care. The aspect of altruism is relevant to organizational citizenship behavior (OCB) and has a role to play in the process of organizational learning. In addition, altruistic behavior can prevent conflicts within an organization. The act of altruism reduces incompatibility by forming effective emotional bonds between individuals. By minimizing conflicts between individuals, organizational members will be more inclined to dare to experiment, interact and dialogue with the environment, and participate in decision making ([Guinot et al., 2015](#)). People who practice altruism will practice prosocial behavior, which means that they will give more than what they are responsible for. When individuals comprehend that their work can be helpful to others, they are more dedicated, and exhibit extra responsibilities ([McCulloch & Melcher, 2011](#)).

The concept of altruism fits well with Indonesian culture as a collective society. In a collective society, members tend to conform to the group to which they belong. Integrating collectivism into the organization will facilitate the harmonization process between members from a wide variety of backgrounds. In embracing this concept, loyalty is disregarded in favor of interest in a particular organization. The loyalty and commitment to an organization can motivate group members to try to integrate themselves into the group.

Leadership

Organizational structure strongly influences the flow of knowledge in an organization (Cummings, 2003). Organizational structure determines how individuals interact and establish relationships, facilitating the exchange of knowledge among members. Likewise, organizational structure determines how each member performs its responsibilities. In building strategic organizational competencies and resources, organizational leaders and members play an extremely significant role. However, certain styles of leadership may not encourage team learning. Leaders can adopt transactional behaviors to establish balance and restore order when an organization is in a stable position. In contrast, when organizations confront dynamic situations, they must be adaptive and progressive, which requires transformational leadership. The competitive environment means, however, that organizations will have to deal with both phases simultaneously. As a result, leaders of organizations in dynamic, competitive environments need to be able to understand and adapt to changing conditions, adjust leadership styles, and simultaneously respond to a variety of tasks, combining exploration and exploitation, incremental and radical decision making, flexibility and judgment, and feed-forward and feedback (Tushman & O'Reilly, 1996).

Lane & White, (1999) identified two processes that account for team learning: feedback learning (exploratory type) and feed-forward learning (exploitation type). The feedback process refers to the process of institutionalizing team members' intuitions and interpretations into collective team learning. Lane & White, (1999) describe this process as individual perceptions, reasoning, and intuitions formed through group experimentation, risk taking, and innovation, which contribute to shared understanding. It starts with individual knowledge acquisition, which then leaves the group to incorporate and transform this knowledge.

Individual learning feedback pertains to how institutionalized learning affects them. Learning therefore begins with a team structure that intuitively and interprets the learning process for each individual team member. The feed-forward process is generally more effective than feedback learning (Z. L. He & Wong, 2004) for developing learning outcomes in performance variation. Consequently, to maximize the team's performance and output, the team leader needs to actively monitor their learning. Developing organizational resources and competencies is a joint effort involving leaders and members.

Good communication is necessary to carry out the learning process, including monitoring and providing feedback. In organizations, effective communication can assist with creating, developing, and maintaining social structures as well as coordinating actions. Communications also are crucial to the creation and to the rapid development of systems of meaning that help members understand their actions in dynamic and ever-changing organizations. Therefore, effective communication helps organizations to understand complex situations, diagnose organizational problems, select appropriate actions, and coordinate them. Research results from this study were expected to contribute to fostering interdependence among Kampung Inggris Pare owners, as well as provide an excellent basis for future research and theory development on human resource management. It was expected that the results of this research would be beneficial for the Kampung Inggris Pare owners in the sense that they would be able to depend upon one another to generate profit so as to enhance their standards of living. It was important to note that the results of this research concern only Indonesia, specifically the Language Course Institute in Kampung Inggris Pare. In this study, a single case was used, which limited the applicability of results to other organizations. In any case, it was expected that the frameworks, models, and overall approach would be valuable contributions to this field of research.

Conclusion

This study explores whether there are interdependences between owners in Kampung Inggris Pare. Forming a network can be done personally or formally. Relational social capital manifests itself through friendship. The constructs of cognitive social capital are conceptualized as prior

knowledge and perceptual schemas. For high-diversity groups with many conflicting interests, altruism is needed to minimize conflict. By committing to the larger group's objectives and prioritizing the organization's interests above the group's own, altruistic groups can better assimilate and transform knowledge. It is imperative that strong leadership is delivered at all levels of the organization to orient members towards the same direction, so that internalization and implementation are successful. Leadership is engendered by organizational structure and hierarchy, adequate facilities, and is a manifestation of structural social capital within organizations. Accordingly, organizational social capital is manifested by obedience among members, which is a sign of trust in a leader. While cognitive social capital relates to the organizational culture, in which all members of an organization are obligated to understand, behave, and live the values they have adopted.

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