

# Implicit and social learning theory: an explanation of why experienced medical representatives have higher engagement and performance

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**Abstract:** The purpose of this research is to obtain an explanation of the high involvement and performance of experienced medical representatives based on implicit and social learning theory. Data was obtained using the mix method approach of explanatory survey and selected case studies with a sample of 207 medical representatives of pharmaceutical companies spread across major cities in Indonesia. The data was analysed using SEM and phenomenology. The findings show an understanding of the reality and social world of medical representatives as a learning space that encourages increased work engagement and performance. The view of the inherent dynamic nature of working as a medical representative encourages increased self-regulation, based on role models, to be more engaged and perform well even during a pandemic like COVID-19. The originality of this research is that it provides a framework to explain the process of improving work engagement and performance based on lay views on the dynamic nature and social learning process that are felt in pharmaceutical companies. The framework is based on the views of individuals who are used to interpret and evaluate their social world.

**Keywords:** implicit; incremental; mindset; pharmaceutical companies; social learning.

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## 1 Introduction

Organisational success depends on individual performance. This is as stated by Ingusci et al. (2019), that employee contributions make a difference and has an important impact on organisational achievement. Job performance is placed at the top of any organisation's agenda in order to survive and succeed in a changing business environment (Masa'deh et al., 2016). Organisational performance depends on employee performance. Customer relationship and financial performance as results related to company capabilities (Tarsakoo and Charoensukmongkol, 2019; Sasatanun and Charoensukmongkol, 2016). The position of employee performance determines the sustainability of the organisation in a situation of intense competition, including during times of stress during the pandemic due to the current COVID-19. Salehzadeh et al. (2019) present challenges for performance achievement.

Efforts to realise individual performance as an effort to ensure the sustainability of the company are not easy. Especially with the current pressure, including for medical representatives in pharmaceutical companies. On the other hand, put forward the pharmaceutical industry for foreign investment in Indonesia is facing challenges due to changes in the healthcare system (Actor, 2020). The health service model demands higher productivity and efficiency, which is indicated by cheaper and better quality product services. Japanese foreign investment company faces stiff competition from local companies. The Japanese pharmaceutical company strives to meet the demands of the

healthcare system which are becoming public demands through improvements in the function of human resources (Actor, 2020).

The existence of a policy of physical distancing and large-scale social restrictions causes more work from home activities. This causes very limited efforts to achieve performance. Medical representatives generally interact directly with clients in their work. Medical representatives' task, namely consumer satisfaction and market growth, is becoming increasingly difficult to realise. There are many factors that affect both internal and external performance. However, one important aspect that is obtained is based on the fact that in pharmaceutical companies, experienced employees are more involved in the work and perform better.

One of the determinants of performance is the belief in the capability of the employee as a layman. Ordinary people who theorise about fixed characteristics are called entity theory and people with the view that dynamic (can develop) traits are called incremental theory (Dweck, 2012). Taberero and Wood (1999) explaining additional skills from experience encourages the development of stronger self-efficacy which ultimately affects goals. However, it was confirmed ability is not a fixed trait that governs all aspects of a person's life or even behaviour in all domains of attainment.

Social learning in the workplace to explain the learning process through models and practices. Schunk (2014) suggested that one of the main assumptions in social learning is self-regulation. In line with Bandura (1986), a person always desires to be in control of the events that affect him. These assumptions will be the basis for individual behaviour in activating action, cognition, and influence to achieve goals. Including in terms of work, the interactions that occur in the workplace need to be considered and designed in such a way as to have the function of supporting the company's efforts to improve employee performance.

On the other hand, efforts to improve performance in the company require an understanding of employees' lay views about the dynamic nature of abilities based on the social learning process experienced in the workplace. This understanding is used as the basis for designing an education system and training on the job in a natural social interaction setting. Role models are prepared based on the level of understanding of employees regarding various beliefs or views about the nature of human attributes or the nature of the attributes of an employee in accordance with the demands of the role as medical representatives. As stated Dweck (2012) related to the importance of views about individual potential to change, grow and develop. This view develops along with the increase in the social learning process experienced in the work environment, especially in the experienced group. However, this process was neglected to be examined. The explanation regarding the construction of employees as laymen regarding abilities, developing and undeveloped traits requires further study. Especially with the current performance demands which are very depressed due to the pandemic COVID-19. The company needs more employees who are able to adapt to unexpected changes (Ramos-Villagrasa et al., 2020).

The research will explain the individual social learning process why experienced medical representatives have the attributes of belief, the potential for change, and growth. Each individual develops different attributes or behavioural choices according to the results of the individual's evaluation of his social world. The results of this development can be seen from the level of individual sensitivity to the demands of work. Kulke et al. (2018) state that individual attempts to theorise mental conditions as beliefs, desires, and intentions are fundamental to human nature and life. However, Białecka-Pikul and Białek

(2021) asserting the dichotomy between explicit and implicit theories of mind remains controversial. The process is still unclear.

The results of the research can be used by the company to: First, helps the companies to understand the existence of a fixed view or an entity with an incremental view. An explanation of how medical representatives simplify the complexities of the social environment based on certain patterns and only select certain attributes and actions is required by the company. One relies on his or her fundamental assumptions, or implicit theories, about how the social world works to simplify and understand the environment (Kelly, 1955; Molden et al., 2006). Second, helps companies design social learning (Bandura, 1976) so that medical representatives have the basic belief system is the same in evaluating the social world in the workplace according to company expectations. Third, the company can direct and develop choices of attributes and behaviour of employees to suit the demands of work, namely high involvement and high performance.

The research objective was to analyse why experienced medical representatives have higher both engagement and performance in terms of implicit and social learning theory.

## **2 Literature review**

### *2.1 Implicit theory*

Implicit theory explains the beliefs or views of ordinary people about the fixed and dynamic attributes possessed by humans. Each individual develops assumptions or theories based on basic beliefs in an effort to simplify the complexity of his or her social environment. Molden et al. (2006) argued about Kelly's implicit theory (1955) that explains that a person sees his world based on a certain pattern created and seeks to adapt it to reality. These basic beliefs make the 'theory' either a fixed theory (entity theory), or dynamic (incremental theory). The common view that the nature is fixed is called entity theory and the view that dynamic nature is called incremental theory (Dweck, 2012; Cabello and Fernández-Berrocal, 2015). Bullard et al. (2019) suggests that belief about stability and change is captured by the implicit theory of the individual. Both theories by the common people determine the choices of his actions and orientation.

The implicit concept of theory leads to the understanding that one need to have a view to change, grow and develop along or theorise themselves that are incremental. The concept of incremental theory that focuses on the perspective of change and development of individual potential (Dweck, 2012; Taberero and Wood, 1999). A person who theorises incrementally is not necessarily naturally able to grow and develop. But it takes opportunity, motivation and a learning process. Common people who theorise incrementally do not have a tendency to avoid situations that can reduce their degree of ability, do not feel worried about failure and are better prepared to face uncertain grumblings.

Implicit theory shapes the individual's goal orientation (Chen and Turwiler, 2017). Lüftenegger and Chen (2017) expressing the basic assumptions of an implicit theory of the malleability of personal attributes. It is further explained that 'theory' (naïve theory, layman theory, self theory) as first, describes the purpose of understanding the workings of the social world. Second, the features of the theory, unlike scientific theories, but more intuitive and not necessarily realised by the layman. Kulke et al. (2018) expressing that most adult minds operate spontaneously, otomatis, and unconscious ways in situations

where there is no need or instruction toerlibat in the layman's theory of the mind and not aware of it.

## 2.2 *Social learning theory*

Some important aspects of social learning are the effect of modelling, meaning the imitation of the behaviour of the imitated model which is carried out by the imitator through the process of association. Both inhibit and remove inhibition (disinhibition) effects. Behaviour that is not in accordance with the behaviour of the model being imitated is inhibited from appearing. Barriers that can hinder the imitation process are eliminated so that the behaviour of the imitator according to the imitated model arises, the third is the fascilitation effect. The behaviour that the copycat has learned is easier to reappear by observing the behaviour of the model. Cognitive neuroscience supports many ideas and can be learned through observation (Bandura, 1986). The developed comprehensive observational learning theory includes the acquisition and performance of a variety of skills, strategies, and behaviours (Schunk, 2014).

## 2.3 *Work engagement*

Employees' efforts to carry out job duties and responsibilities by using self-expression, cognitive and emotional (Kahn, 1990). Employee behaviour at work, namely personal disengagement and engagement. Personal disengagement is the same as releasing oneself from their duties and responsibilities, not feeling bound physically, cognitively or emotionally while working. Conversely, engagement shows that employees have extra effort at work. Several terms include job engagement, employee engagement and work engagement. The three terms have the same basic meaning (Schaufeli et al., 2019; Ghorbannejad and Esakhani, 2013). Work engagement as positive thoughts so that they can express themselves physically, cognitively and affectively in doing their work (Schaufeli and Bakker, 2004; Bellamkonda et al., 2020). Positive, work-fulfilling thoughts are characterised by vigor, dedication, and absorption (Schaufeli et al., 2019).

## 2.4 *Job performance*

Job performance is multidimensional, which is related to work and non-work. Task performance is an individual's expertise in carrying out work activities that are directly related to the technical core (Kluemper et al., 2013). Vorhies and Morgan (2005) measure the marketer's task of customer satisfaction and market effectiveness as concept of performance. Esmaeili et al. (2019) added that task performance and contextual performance as performance constructs are both different, but related to each other. Contextual performance is an activity that does not contribute directly to the technical core but is in line with organisational goals (Borman and Motowidlo, 1993; Meyers et al., 2019; Guo and Ling, 2019). Contextual performance as behaviour that assists the organisational, social and psychological environments in which core technical performance must function (Ingusci et al., 2019). Adaptive performance is a concept that builds theoretical and empirical models based on performance that focus on adaptive concepts, assessing how well individuals adapt or adapt to new conditions or unexpected situations. Adaptive performance which the characteristics of adaptive performance are proactive, resilience, role flexibility, agility learning, and workforce agility (Borman and

Motowidlo, 1993; Park and Park, 2020). The equation lies in the orientation of change with new and changing situations. Adaptive performance as behaviour that appears oriented to change (Ramos-Villagrasa et al., 2020).

### **3 Hypothesis development**

#### *3.1 Common people, learning, work engagement and performance*

Descriptions of individual performance are complex, including in pharmaceutical companies. An understanding of performance cannot be separated from the employee's perspective of the attributes inherent in him. Implicit theory explains the existence of beliefs that are fixed (entity) and dynamic (incremental) (Dweck, 2012). In the perspective of these differences of view, it allows institutions to take different steps with the same goal, namely performance. Companies can design appropriate social learning systems that can lead to an understanding of the performance expected by the organisation. The learning design is an experience designed in accordance with the lay understanding of employees. Social learning designed in accordance with the understanding of the layman will lead employees to conclusions about the importance of internal resources in the form of confidence to be involved in work. The negative motivational effect of entity ability theory can be corrected by designing a social learning process that places role models in natural situations in the workplace (Dupeyrat and Mariné, 2005). Côté et al. (2020) assert that the mind actively constructs its interpretation of information and draws conclusions from it. Social learning allows individuals to interpret and derive meaning.

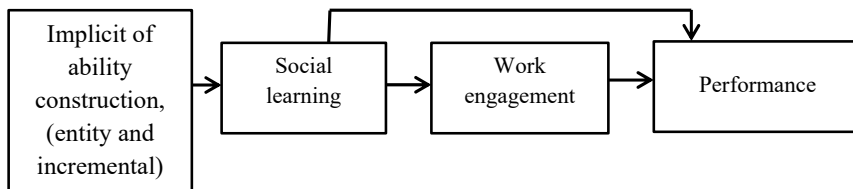
The reciprocal interaction between models and observers (employees) as well as learning through practice will encourage self-regulation of employees and avoid overconfidence due to the incremental views that employees have about the ability to grow and develop. Social encouragement for employees, efforts to reduce barriers, observational learning will be more effective with the presence of role models who have competence and are able to face job demands according to employees. The role model will facilitate the self-regulation of performance which begins with high involvement in work.

Employees on the other hand will try to maintain and even improve behaviour that gives hope of the end result, determine goals based on The existence of a model, determines the value (instrumental and terminal) that is believed to be based on the results of the observation of the model and will encourage self-efficacy to be actively involved in work. The success of social learning is a change in the viewpoint of both the entity's views, as well as the incremental view of the ability to grow, develop in work.

The incremental view encourages employees to grow through a process of social interaction and ultimately spend extra effort, be more involved in work and be able to achieve performance as expected. Self-regulation and performance based on the social process of learning (Schunk and Greene, 2017). Understanding and the learning process as a personal and work resource. The main driving force in work is work resources in line with personal resources (Shi and Gordon, 2019; Bakker and Demerouti, 2008, 2018; Lee and Eissenstat, 2018). Work engagement is employees' positive or negative emotional attachment to work, colleagues, and organisations that greatly affects their willingness to learn and perform in the workplace (Sandhya and Sulphrey, 2020). The social process

based on a view of the ability which ultimately affects performance. Involvement and performance as actualisation of the belief to grow and develop (Taberner and Wood, 1999). Bellamkonda et al. (2020) and Côté et al. (2020) show that work engagement requires resources to increase work engagement. Job resources refer to the social, organisational psychological or physical aspects of work. Resources serve to reduce the impact of job demands, enable and enhance the achievement of work goals, and simulate learning and development and promote personal growth. Research framework for this study shown in Figure 1.

**Figure 1** Conceptual framework



## 4 Methods

This research uses a sequential mix method. In quantitative research, researchers used an explanatory survey using a questionnaire with a time horizon cross-section of data conducted in 2020. Researchers used a case study approach of several medical representatives who were identified as employees who were successful in carrying out their work according to the criteria of the employees themselves. Medical representatives' samples were randomly selected in several pharmaceutical companies. The number of samples is 207 medical representatives' pharmaceutical companies spread across major cities in Indonesia, namely Jakarta, Medan and Bandung, using the medical representative's network of pharmaceutical companies. Questionnaires were distributed manually and through social media. In qualitative research, interviews were limited to 16 medical representatives.

Measurement of social learning refers to Bandura and Walters (1963) namely the modelling effect, the inhibition effect and the disinhibition effect and the facilitation effect. Work engagement measurement refers to the Utrecht work engagement scale (UWES). Work engagement is characterised by vigor, dedication and absorption (Schaufeli et al., 2006). Measurement for adaptive performance refers to medical representatives work context and the current pandemic COVID-19. For contextual performance measurement refers to Meyers et al. (2019) and Borman and Motowidlo (1997), extra behaviour and indicators it refers to Koopmans et al. (2013) with questions willing to accept challenging assignments/jobs such as educating clients about drugs based on the results of the latest scientific studies, working to update knowledge about work by reading indexed journals about pharmacy. Task performance refers to Vorhies and Morgan (2005) that is, what can explain the highest job performance for a medical representative is market effectiveness, which means that it can explain the performance factually and in accordance with the description of the medical representative's task for the company. Measurements use a rating differential scale of 1 to 5 ranging from always to never, and from very low to very high.

The quantitative data analysis of the survey results used parametric ANOVA to test the difference between experienced employees (at least one year of work) and non-experienced employees (below 1 year working) as medical representatives. There is a significant difference between experienced and inexperienced medical representatives learning process. The next step is to analyse the data using SEM covariance to test the ability of the observed variable of each variable to explain latent variables and test the relationship of the variables. Researchers use qualitative approach phenomenology analysis interview result which is used to interpret respondents' experiences in social learning at work.

## 5 Results and discussion

Result data analysis shows that there are differences in the social learning process of experienced medical representatives with inexperienced medical representatives and their understanding of the inherent ability attributes of the employees themselves, namely as follows.

**Table 1** The results of the test for different understanding and social learning process

Information	Paired differences					t	Sig. (two-tailed)
	Mean	Std. deviation	Std. mean error	95% confidence interval of the difference			
				Lower	Upper		
1 Experienced understanding (incremental) and inexperienced (entity)	.215	.41173	.0376	.1406	.2894	5,720	.000
2 Experienced and inexperienced based on the social learning process	.225	.41933	.0383	.1492	.3008	5,878	.000

*Source:* Research data processing

According to the data in Table 1, there are still significant differences in understanding between inexperienced and experienced group entities. In general, experienced medical representatives have a broader learning process than those who are not experienced. The different test value, namely t count for each of the distinguishing characteristics >1.96 means that the difference is significant. Experienced medical representatives have a broader social learning process which means they have better personal and job resources which can make them more energetic, expressive and have a higher chance of performing high. The views of experienced medical representatives are generally incremental. Some inexperienced medical representatives have an entity's view of the permanent nature of the job. Based on the results of the interviews regarding the social learning process, the researcher categorised the data for 207 respondents.

Next is to test the construction structure of the research variables. The test results using the SEM AMOS tool show that the value of the factor weight for each manifest variable is greater than 0.5, meaning that it is significant to reflect the latent variables.



Average variance extracted value for social learning is 0.758, work engagement is 0.698, job performance is 0.722. Indicators can explain latent variables. The composite reliability value for the latent variable of social learning is 0.962, work engagement is 0.985 and performance is 0.922, greater than the recommended value of 0.70. The CR value shows that the observed variable can explain each latent variable, as can be seen in Table 2.

**Table 2** CR, AVE, and, loading factor

<i>Variable/indicator</i>	<i>Means</i>	<i>Loading factor</i>	<i>CR</i>	<i>Conclusion</i>
<i>Social learning:</i>				
1 Modelling effects.	4.300	0.726	16.216	All indicators accepted
2 Effect of inhibition and disinhibition	3.900	0.836	21.997	
3 Fascilitation effect	3.460	0.852	21.247	
The average of social learning variable	3.780			
AVE of social learning variable	0.758			
CR of social learning variable	0.962			
<i>Work engagement:</i>				
1 Vigor	3.80		24.413	All indicators accepted
2 Dedication	3.90		23.962	
3 Absorption	3.80		26.725	
The average of work engagement variable	3.830			
AVE of work engagement variable	0.698			
CR of work engagement variable	0.985			
<i>Performance:</i>				
1 Adaptive	3.50	0.725	20.120	All indicators accepted
2 Contextual performance	3.80	0.742	22.140	
3 Task performance (market effectiveness)	4.30	0.924	21.230	
The average of performance variable	3.87			
AVE of performance variable	0.720			
CR of performance variable	0.922			

*Source:* Analysis results on SEM data processing

Overall, the performance level of employees of Japanese pharmaceutical companies in Indonesia is in the moderate category with an average score of 3.87. The level of medical representatives' work engagement was quite high, namely 3.83. Social learning is in the high enough categories with an average of 3.78. An important aspect that needs to get focus attention is on indicators the lowest, fascilitation effect is 3.46. This is a signal for companies to increase the effect of the ease of emergence of behaviour through various positive interventions such as rewards or open careers for professional medical representatives. The results of model testing indicate that the accepted model, as shown in Table 3.

The results of the model test show that the data is in accordance with the empirical conditions in the field even though there are several criteria that are at a moderate level. The results of testing the relationship between latent variables in the research model, then the structural model analysis is carried out at Table 4.

**Table 3** Goodness of fit model

<i>Goodness</i>	<i>Cut of value</i>	<i>Test result</i>	<i>Conclusion</i>
Significance of probability	≥ 0.05	0.000	Look at other fit indices
RMSEA	≤ 0.08	0.071	Fit
GFI	≥ 0.90	0.886	Moderate
AGFI	≥ 0.90	0.860	Moderate
CMIN/DF	≤ 2 or ≤ 3	2.895	Fit
TLI	≥ 0.95	0.956	Fit
CFI	≥ 0.95	0.941	Moderate
PNFI	> 0.6	0.832	Fit
IFI	> 0.90	0.921	Fit

*Source:* AMOS SPSS ver 23.0 output data

**Table 4** Structural model analysis

<i>Structural equations</i>		<i>Koef. regression</i>	<i>Std error</i>	<i>P value</i>	<i>Test results</i>	<i>Hypothesis</i>
<i>Dependent latent variable</i>	<i>Independent latent variable</i>					
Work engagement	← Social learning	0.732	0.058	0.000	Significant	Supported
Performance	← Social learning	0.316	0.084	0.022	Significant	Supported
Performance	← Work engagement	0.607	0.078	0.000	Significant	Supported

*Source:* AMOS SPSS ver 23 output data

Social learning has a positive and significant effect on work engagement, social learning as an important predictor of performance. Social learning has a significant direct effect on performance. Work engagement has a significant effect on performance. Availability of personal resources promotes work engagement and performance. In line with the concept proposed by Bakker and Demerouti (2008, 2018), Lee and Eissenstat (2018) and Shi and Gordon (2019) which explains that the main driver in work is job resources.

The results of the study show that the social learning process affects work engagement and performance. In line with Bellamkonda et al. (2020) that work engagement requires social resources, organisational psychological or physical aspects of work for improvement and achievement of work goals including simulating learning and development. The position of social learning is very important in the workplace in line with Sandhya and Sulphay (2020). Experienced employees have high job involvement and performance. Work involvement results from a social learning process experienced by employees. Although there is no role model in the work, the employees define themselves regarding learning resources that are used as role models. Employees set themselves up for involvement in work. These conditions are the basis for companies to make experienced employees a source of learning in an effort to improve performance. Tabernero and Wood (1999) assert that implicit theory guides and explains motivational

and behavioural responses more inclusively than personal goal orientation. Understanding of abilities and attributes inherent in employees gives a negative and positive picture when associated with job demands.

This view becomes the basis for organisations to design symbolic interactions through active learning and vicarious learning of the role models presented in the workplace. This understanding is the basis for the organisation to encourage employees to self-regulate in accordance with the demands of the job. The negative motivational effect of entity capability theory can be corrected through the process of social learning. In line with Cabello and Fernández-Berrocal (2015) that the implicit theory greatly influences human behaviour, and understanding natural variations in the theory can help predict how people will respond to stimuli, psychotherapy, or behaviour. The design of HRM governance, including education and training, performance and compensation systems as well as industrial relations can be directed to encourage employee self-regulation. In line with Bakker and Demerouti (2008), as well as Sandhya and Sulphey (2020) who argue that work engagement grows with positive emotions towards work, colleagues, and organisations that affect willingness to learn and perform at work. Incremental understanding and learning opportunities as personal and work resources.

Employees will process information based on symbolic representations that act as demands for action (Bandura, 1986). Companies need to present role models in their work in natural settings. Schunk (2014) confirms several opinions about social learning that modelling as an important component in social cognitive theory refers to behavioural, cognitive, and affective changes that come from observing one or more models.

Interaction with role models increases the opportunities for learning through practice, where employees with an entity view learn from the consequences of their own actions and through observation. In general, employees will maintain a positive impact and improve outcomes that have a negative impact. Changes in view occur through the process of symbolic representation of failure or success, both from own experience and observations through models. Most changes in work behaviour occur through vicarious learning. The company presents sources of observation through the design of natural social learning to accelerate the learning process and avoid any negative impact from the direct view of the entity. Observation and practice as a combination of a social learning process that will direct employees with permanent entities to work behaviour that is in accordance with demands. Change, growth and development in the incremental perspective as positive motivation that requires learning opportunities, motivation and guidance. Role models play a role in directing that positive beliefs are directed and in accordance with their potential and avoid employee over-confidence which actually has a negative impact. Role models have a role to encourage self-regulation. Role models as examples of observations that provide information on the importance of individuals to activate and maintain behaviour, cognition and influence that are systematically directed to improve performance. An important aspect that drives changes in both views is their interaction with role models and learning through practice.

Role models facilitate employees to follow what is a collective effort in the company, namely performance. Facilitation in the form of solicitation is done by reasoned communication and relevant behaviour by the model. Role models encourage employees to increase efforts to remove obstacles to the emergence of the expected behaviour by increasing expectations if they succeed in reducing these barriers. The role model invites employees to increase attention, defense, behaviour production and motivation based on

the employees' self-determination, which is supported by the institution through the mechanism of salary, incentives, performance evaluation and even punishment.

The company designs the placement of the model based on the advantages and competencies of the model, including its ability to face performance demands. The company fosters employee confidence that the same situation may be faced by employees. Through this model, the company encourages hope, goal setting, values, and self-efficacy that employees can work according to their goals. In the pressure of the COVID-19 pandemic, the company is trying to develop a social learning culture based on incremental and entity understanding of individual attributes in order to increase the ability to adapt to stress.

Employees are directed through social processes to remain adaptable, proactive, have resilience, flexibility in carrying out roles, and have agility in learning and work. Schunk (2014) emphasises self-regulation through the social learning process and Taberero and Wood (1999) show the flow of lay views based on the implicit theory of ability, self-efficacy that grows from social learning and ultimately encourages performance. In line with Park and Park (2020) that it is very important to develop employees who are able to work effectively in a changing context. Ramos-Villagrasa et al. (2021) suggest that organisations are looking for jobs that are easy to adapt to unexpected situations. Efforts to create a social learning space based on common understanding of the attributes attached to employees as work and personal resources ensure the sustainability of performance and the company.

An understanding of implicit theory, both incremental theory and entity theory developed by employees, helps companies to understand the thinking construction of employees regarding actions or social constructions in the medical representative world. An understanding of the two theories can be used to help design the work environment as a social learning environment. The company can present the right role model according to the employee's choice of action and company orientation regarding work engagement and job performance. In line with the concept of social learning from Bandura (1986).

Companies can help strengthen, develop, or change the basic beliefs that describe the construction of the theory of thinking of employees based on the design of the right methodology. Companies can use a variety of emancipatory approaches. This methodology is used to help employees evaluate the social world in the workplace and find a match between individual orientations and company demands. The evaluation process involves a role model designed by the company. Employees can be directed to have incremental theoretical constructs compared to entity theory. Individual beliefs related to changes in both abilities and emotions are directed to build work engagement and performance. The company develops choices of attributes and behaviours based on designs designed based on the theoretical construction of employees.

## **6 Conclusions**

The description of fixed and incremental abilities as the basis for developing the ability to show performance through work engagement. Experienced employees are able to self-regulate, engage and demonstrate performance based on vicarious learning of the model. The theoretical implication focuses on designing the concept of social learning, education and training as HR practices to optimise social processes in order to increase

work engagement and performance based on the reality of understanding incremental and employee entities.

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