

DYNAMICS OF LEARNING ORGANIZATION ON BUILDING EMPLOYEES CAPABILITIES AND ENHANCING PERFORMANCE

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Abstract

The primary basis of sustainable competitiveness for an organization is its ability to continuously innovate, generate, diffuse and integrate new knowledge, to transform into a learning organization. Rapid growth in information technology, intense competition, economic uncertainty and changing consumer trends have brought about for contemporary business world where the major source of competitiveness lies in a company's ability to transform into a learning organization. The employees of an organization need to be open to innovation and learning, to increase service quality, and also bring the implication of being a learning organization to forefront. The present study focuses on measuring the impact of learning organization in building employees' leadership capabilities and enhancing performance. The results reveal that the factors dialogue & inquiry, collaboration, empowerment, system connection, and strategic leadership have a significant impact on building employees' leadership capabilities. Further, it also enhances employees' performance. The study helps the employees' to enhance their leadership skills in guiding and inspiring their team towards achieving determined outcomes.

Keywords: *Collaboration, Dialogue & Inquiry, Empowerment, Learning Organization, Performance Enhancement, strategic leadership, System connection*

Introduction

During the past decade, business organizations are seeking to improve existing products and services through continuous improvement and implementing different innovation strategies. This has resulted in a plethora of initiatives such as total quality management and business process reengineering. But, the organizations are finding that such programs succeed or fail depending on human factors such as leadership skills, attitudes, performance and organizational culture. Learning organizations encourage self-organization so that groups can come together to explore new ideas without being directed to do so by the manager outside that group. This

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is an essential part of the innovative process which is also an integral part of creating an environment that facilitates evolutionary sustainability.

The most successful organizations are learning organizations and that the ability to learn faster than competitors is the only sustainable advantage. It might, therefore, be reasonable to assume that being a learning organization would manifest itself in an excellent performance, given that this must be a key area of competitive advantage. Senge's (2006) concept of the learning organization is built on five interrelated dimensions that are vital to building organizations. These five disciplines such as mental models, personal mastery, shared vision, team learning, and systems thinking are development paths to great proficiency, and the convergence of these disciplines create the learning organization. The adoption of learning organization strategies, practices and behaviour patterns, strengthens organizational performance through the facilitation of individual, team and organizational learning (Davis and Daley, 2008). However, the implementation of the learning organization model does not only enrich staff individual knowledge but also boosts their commitment to organizational goals, increases their productivity and performance (Bhatnagar, 2007).

Watkins and Marsick (2003) viewed the learning organization as an integrative model, where learning is a continuous process, used strategically, and is integrated with overall work processes. This model integrates both structure and people, as they are focusing on leveraging learning on several levels such as individual, team and organizational or system learning. Örtenblad and Koris (2014) developed a typology of the idea with four types of understandings of the learning organization concept. The four perspectives focus on the storage of knowledge in the organizational mind, employees learning at the workplace, facilitating the learning of its employees and the learning structure perspective. Farrukh and Waheed (2015) argued that a learning organization is an organization which learns through its members individually and collectively to create competitive advantages by developing a facilitative system through the process of self-development and information sharing by empowering the employees.

Garvin et al. (2008) stated that a learning organization is a place where the staff excels in creation, acquisition, and knowledge transfer. This consists of three basic building blocks such as the internal supportive environment to learn, processes and practices to learn, and the behaviour of leadership that supports and enhances learning. Chinowsky et al. (2007) developed a learning organization maturity model and related assessment tools to assist organizations in the development of an institutional knowledge organization structure and the initiation of learning organization culture. The process identified six primary barriers such as executive support, employee support, time, money, value measurement, and knowledge sharing infrastructure to the successful implementation of learning organizations. Therefore, it is essential for organizations to learn from their environments, to continually adjust to new and changing market dynamics, and just as is the case with the individual, to learn how to learn from an uncertain and

unpredictable future. Continuous improvement requires a commitment to learning. Solving a problem, introducing a product, and reengineering a process all require seeing the world in a new light and acting accordingly.

DeLone and McLean (2003) expressed that when a dynamic learning culture is implemented within the organization, the companies will simply face the new challenges and plan strategies accordingly. Learning organization affects the performances of its staff and satisfaction with the introduction of the latest technology and its implementation. In the absence of learning, the organizations and individuals simply repeat old traditional practices. Thus, the study focuses on examining the impact of learning organization in building employees' leadership capabilities and enhancing performance.

Review of Literature

One of the key propositions of building the employees' capabilities is the development of a leadership pipeline and to help the leaders grow. It becomes imperative that the right talent groomed and leaders are nurtured to grow and maximize their impact. The learning organization perspective is perhaps the most popular within the management and business literature.

Al Shobaki et al. (2017) found that there is a fair degree of approval on cognitive dimension, high degree of approval about the importance of organizational dimension, moderate consent of the importance of community dimension, large degree of consent about the importance of axis of the leadership excellence and service-excellence, fair degree approval about the importance of the axis of cognitive excellence, and moderate consent of the importance of organizational excellence. García-Morales et al. (2012) explored that transformational leadership influences organizational performance positively through learning organization and innovation; learning organization influences organizational performance positively, both directly and indirectly through organizational innovation; and organizational innovation influences organizational performance positively. Kumar and Rose (2011) explored that learning plays an important role in the enterprise employee satisfaction and found that learning significantly influences in improving the financial performance of enterprises. Aydin and Ceylan (2009) ascertained the company that features a high level of learning organization could have a higher level of worker satisfaction which can successively improve the money and growth performance of a company resulting in positive effects within the organization.

Fedai et al. (2016) developed a scale that measures whether secondary school institutions show the features of a learning organization. The dimensions duties and responsibilities, dialogue, sharing and teamwork, development, research and continuous learning, and organization learning obstacles play a significant role in educational institutions that are trying to become learning organizations. Dekoulou and Trivellas (2015) identified that learning-oriented operation is a crucial predictor of both employee job satisfaction and individual performance, while job

satisfaction proved to be a mediator of the relationship between learning organization and job performance. Hussein et al. (2014) argued that learning organization culture has direct effects on organizational performance and organizational innovativeness, potentially leading to long-term organizational success. Mrisha, Idua and Kingi (2017) study explored that there exists a positive but weak relationship between continuous learning, collaboration and team learning and organizational performance. There also exists a positive but average relationship between employee empowerment and organizational performance while inquiry and dialogue, embedded systems, systems connection and strategic leadership had a positive and strong relationship with organizational performance.

Bordeianu (2014) identified that large companies obtained higher scores on the dimensions systems thinking, shared vision, organizational culture and learning environment and knowledge transfer. The dimensions teamwork and collaboration, and leadership and empowerment have slightly higher scores in case of SMEs, indicating that large firms have more opportunities to adapt to the philosophy of a learning organization through systems thinking, connecting to the environment, learning and knowledge transfer, and creating the organizational culture that encourages learning. Rosenbusch et al. (2011) reported that innovation has a positive effect on Small and Medium Enterprises (SMEs) performance. However, some factors influence the performance such as type of innovation, the organization age and cultural context in which it is inserted. Huili, Hanshan and Yanping (2014) found that learning dimension has the most significant impact on firm performance. The construction of a learning organization improving business performance for China's software enterprises, especially that learning and innovation has a significant impact on performance, and culture and leadership have a relative influence on non-financial indexes.

Harrim (2010) identified that the six core dimensions of learning organization like systems thinking, shared vision, teamwork and collaboration, leadership and empowerment, organizational culture, and learning environment. For organizational performance, four scales like financial performance, customer service, internal processes and learning/ growth/ innovation. The findings indicated a strong positive relationship between learning organization and performance and between each of the learning organization dimensions and each scale of organizational performance. Kumar (2015) found that the success of the universities in reaching out to the students depends on the organizational identification of the faculty and their self-leadership traits. Hence, universities are expected to be learning organizations to remain viable, containing the progress, maintaining the synergy of learning among the faculty and students. Abu-Shanab et al. (2014) indicated that there is a significant positive relationship between knowledge sharing practices (information technology infrastructure, supportive organizational policies, knowledge sharing motivation, and knowledge sharing practices) and ongoing learning organization.

Gomes and Wojahn (2017) analyzed that the learning organization capability influences the innovative performance of small and medium-sized enterprises. However, the influence of the learning capability in organizational performance was not significant. Whitbeck (2014) developed a model known as Strengths in Action that resulted in developing individual and team learning, better staff communication, more productive teamwork, stronger staff relationships, stronger office/community partner relationships, and improved office morale. It also provides strong evidence that a learning organization model, implemented during a period of resource retrenchment, can produce substantial benefits for small workgroups within human service organizations, even when the model is not disseminated organization-wide.

Thus, the study focuses on the gap among establishing learning organizations and their impact on developing employees' capabilities and enhancing organizational performance. The learning organizations are essential to solve the challenges and sustain the competitive advantage. The study highlights the important role played by organizational leadership in facilitating and encouraging learning processes within an organization. Successful implementation of knowledge management processes and learning organization rests heavily on organizational culture and organizational leadership.

Objectives of the Study

The specific objectives of the study are:

1. To evaluate the impact of learning organization in building employees' leadership capabilities and enhancing performance.
2. To analyze the influence of demographic variables on learning organization dimensions.

Research Hypotheses

For the study, the following null and alternative hypotheses are developed:

H_{01} : The learning organization dimensions do not have a significant impact on building employees' capabilities and performance.

H_{A1} : The learning organization dimensions have a significant impact on building employees' capabilities and performance.

H_{02} : The demographic variables do not have a significant relationship with learning organization dimensions.

H_{A3} : The demographic variables have a significant relationship with learning organization dimensions.

Research Methodology

To pursue the objectives of the study, the data from both primary and secondary sources are

collected and analyzed. The secondary source of data is collected from various journals, magazines, reports, government websites and other internet resources. The information related to the opinion of the employees towards learning organization has been collected using primary sources. To appraise the employees in building their leadership capabilities and enhancing performance, a survey method is used to collect information from employees. Online data collection method was adopted by designing a comprehensive questionnaire. The questionnaire covers the demographic factors and learning organization dimensions such as dialogue & inquiry, collaboration, empowerment, system connection, strategic leadership and performance enhancement. The learning organization dimensions are developed based on the Dimensions of Learning Organization Questionnaire (DLOQ) Framework proposed by Watkins and Marsick (1997).

The questionnaire was distributed to the employees of manufacturing organizations of coastal Andhra Pradesh. The sample size is determined based on the formula developed by Krejcie and Morgan (1970) and a random sampling technique was adopted. To analyze the impact of learning organization dimensions on building leadership capabilities and enhancing organizational performance, 242 valid responses are considered for the study. The opinion of the sample population has been ascertained based on Likert agreement scale. The Cronbach's alpha reliability value is 0.875 indicating that all variables have internal consistency. To analyze the collected data frequency, percentages, mean, Analysis of Variance (ANOVA), and Regression analysis were used. IBM SPSS software version 22.0 is used for the statistical analysis.

Demographic Status of the Respondents

The study analyzed the demographic status of the respondents and their opinion towards learning organization dimensions in building employee leadership capabilities and enhancing performance. The demographic status of the respondents related to age, gender, marital status, educational background, work experience and monthly income level are analyzed as shown in Table-1.

The age-wise distribution of the respondents reveals that majority of the respondents representing 36% are in the age group of 36-45 years. Out of the total, 34% of the respondents are in the age group of 26-35 years, 14% are in the age group of 21-25 years, 12% are in the age group of 46-55 years, and only 4% are above 5 years of age. It can be analyzed that 70% of the respondents are males and remaining are females. It can be observed that 74% of respondents are married and 26% are unmarried. The education background of the respondents shows that 46% are graduates, 29% are postgraduates, 21% are either intermediate/diploma, and only 8% are SSC. The analysis reveals that majority of the respondents representing 31% have experienced between 16-20 years. There are 27% of the respondents with 11-15 years of experience, 18% with 6-10 years, 15% have experience of above 20 years, and 9% have below 5 years experience. The monthly income of the respondents reveals that 29%

Table-1: Demographic Status of Respondents (n=242)

Factor	Frequency	Percentage
Age		
21-25 Years	34	14%
26-35 Years	83	34%
36-45 Years	86	36%
46-55 Years	30	12%
Above 55 Years	9	4%
Gender		
Male	169	70%
Female	73	30%
Marital Status		
Married	179	74%
Unmarried	63	26%
Education Background		
SSC	8	3%
Inter/Diploma	52	21%
Graduate	112	46%
Post Graduate	70	29%
Experience		
Below 5 Years	21	9%
6 - 10 Years	43	18%
11 - 15 Years	65	27%
16 - 20 Years	76	31%
Above 20 Years	37	15%
Monthly Income		
Below Rs. 25,000	53	22%
Rs.25,001 - Rs.35,000	71	29%
Rs.35,001 - Rs.45,000	63	26%
Rs.45,001 - Rs.55,000	35	14%
Above Rs.55,000	20	8%

Source: Primary Data

earn income in the range of Rs.25,001-Rs.35,000. The respondents with 26% earn between Rs.35,001-Rs.45,000, 22% earn income below Rs.25,000, 14% earn between Rs.45,001-Rs.55,000, and only 8% earn income above Rs.55,000.

Statistical Data Analysis and Results

The study focuses on the appraisal of the employees in building their leadership capabilities and enhancing performance. For the purpose, six key dimensions are identified to know the impact of a learning organization on the employees' capabilities and performance. The identified dimensions are dialogue & inquiry, collaboration, empowerment, system connection, strategic

leadership, and performance enhancement. The mean values regarding the respondents' opinion on learning organization dimensions in building leadership capabilities are presented in Table-2.

Table-2: Respondents Opinion on Learning Organization Dimensions (*n*=242)

Variables	Mean
<i>Dialogue & Inquiry</i>	
The information is properly communicated within the team	3.86
Issues are resolved by constructive discussions with the manager	3.98
Organizational goals are meaningfully communicated to employees	3.85
My duties and responsibilities are communicated	3.82
	3.80
<i>Collaboration</i>	
The management listens to the suggestions of the employees	3.88
The management supports interpersonal relations within the team	3.97
The manager always encourages me on innovative ideas	3.89
The manager follows a collaborative approach while taking decisions	3.86
	3.78
<i>Empowerment</i>	
Management provides enough opportunity to build technical capability	3.93
Manager encourages subordinates for undertaking challenging tasks	4.01
Manager regularly motivates the subordinates for organizational excellence	3.96
Manager involves employees in planning and organizing	3.91
	3.85
<i>System Connection</i>	
The manager shows concern towards profit orientation and cost optimization	3.80
Manager emphasizes on having strong financial discipline among concerned	3.93
The manager uses time constructively and effectively	3.85
Manager possess efficient project management skills	3.84
	3.58
<i>Strategic Leadership</i>	
Manager exhibits multi-tasking and risk-taking abilities	3.96
Manager possesses effective Networking capabilities	4.06
Manager exhibits a strong sense of adaptability to new technologies	4.03
Manager possesses strong business intelligence	3.93
	3.80
<i>Performance Enhancement</i>	
Managers have been successful in driving productivity and performance	3.85
Qualitative improvements are achieved at the workplace	3.98
The manager has an innovative approach for improvement in overall performance	3.90
Managers have been inspirational and instrumental in bringing a change in the attitude of employees	3.82
	3.71

Source: Primary Data

The descriptive statistics indicate that the highest-rated dimension is strategic leadership with a mean value of 3.96. The second and third highest-rated dimensions are empowerment and collaboration with a mean value of 3.93 and 3.88 respectively. The other significantly rated dimensions are dialogue & inquiry (3.86) and system connection (3.80). The factor organizational performance also shows a positive significant rating from the respondents with a mean value of 3.85. The dimension dialogue & inquiry is assessed based on the rating of the respondents on the referred four variables. The variables proper communication is made within the team (3.98), issues are resolved by constructive discussions with the manager (3.85), organizational goals are meaningfully communicated to employees at all level (3.82), and my duties and responsibilities are communicated (3.80) show positive ratings indicating that dialogue & inquiry dimension has a positive impact on building employees' leadership capabilities.

Concerning the dimension collaboration, the highly-rated variable is the management listen to the suggestions of the employees (3.97) followed by the variables the management supports interpersonal relations within the team (3.89), the manager always encourages me on innovative ideas (3.86), and the manager follows a collaborative approach while taking decisions (3.78). Thus, collaboration shows a significant positive rating from the respondents concerning building employees leadership capabilities. The dimension empowerment is assessed based on the four referred variables. The analysis reveals that the highest-rated variable is management provides enough opportunity to build technical capability with a mean value of 4.01 followed by the variables manager encourages subordinates for undertaking challenging tasks (3.96), manager regularly motivates the subordinates for organizational excellence (3.91), and manager involves employees in planning and organizing (3.85). All the variables of empowerment show positive ratings from the respondents.

The respondents' opinion on the system connection dimension reveals that the manager shows concern towards profit orientation and cost optimization (3.93) got the highest rating. The other variables manager emphasizes on having strong financial discipline amongst all concerned (3.85), the manager uses time constructively and effectively (3.84), and manager possesses efficient project management skills (3.58) also show significant ratings from the respondents. Concerning the dimension of strategic leadership, the variable manager exhibits multi-tasking and risk-taking abilities got highly significant rating with a mean value of 4.06 from the respondents. The variables manager possesses effective networking capabilities (4.03), manager exhibits a strong sense of adaptability to new technologies (3.93), and manager possesses strong business acumen (3.80) are significantly rated by the respondents. It indicates that strategic leadership dimension has a positive impact on building employees' leadership capabilities.

The factor performance enhancement is assessed on the referred four variables. The variable

managers have been successful in driving productivity and performance is highly rated with a mean value of 3.98. The other significantly rated variables are qualitative improvements are achieved at the workplace (3.90), the manager has an innovative approach for improvement in overall performance (3.82), and managers have been inspirational and instrumental in bringing a change in the attitude of employees (3.71) respectively. It is pertinent to note that all the learning organization dimensions have a significant positive impact on building employees' leadership capabilities and enhancing performance.

Table-3: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
Dialogue & Inquiry	Regression	4.42	4	3.613	3.96	0.023*
	Residual	16.43	238	0.481		
	Total	20.85	242			
Collaboration	Regression	8.28	4	2.377	3.22	0.009*
	Residual	18.57	238	0.591		
	Total	26.85	242			
Empowerment	Regression	9.45	4	3.613	6.06	0.000*
	Residual	21.38	238	0.311		
	Total	30.83	242			
System Connection	Regression	7.47	4	2.131	4.16	0.321
	Residual	18.16	238	0.401		
	Total	25.63	242			
Strategic Leadership	Regression	4.87	4	6.872	2.12	0.005*
	Residual	15.14	238	0.455		
	Total	20.01	242			
Performance Enhancement	Regression	11.13	4	2.784	5.24	0.014*
	Residual	22.24	238	0.513		
	Total	33.37	242			

Source : Calculated by author

b. Predictors: (Constant), Age, Education, Experience, Income

** indicates all the p values are significant at 0.05 level*

The results of the ANOVA test shown in table-3 indicates that the dependent variables dialogue & inquiry ($F=3.96$, $p=0.023<0.05$), collaboration ($F=3.22$, $p=0.009<0.05$), empowerment ($F=6.06$, $p=0.000<0.05$), strategic leadership ($F=2.12$, $p=0.005<0.05$) and performance enhancement ($F=5.24$, $p=0.014<0.05$) show a significant positive relationship with the independent variables age, education, experience and income level of the respondents. The dependent variable system connection ($F=4.16$, $p=0.321>0.05$) do not show a significant relationship with the independent variables age, education, experience and income level of the respondents. Thus, the results provide strong support for the rejection of null hypothesis and support alternative hypothesis regarding the relationships between learning organization

dimensions (dialogue & inquiry, collaboration, empowerment, strategic leadership, and performance enhancement) and demographic variables. However, the null hypothesis is accepted and the alternative hypothesis is not supported regarding the relationship between system connection and demographic variables.

Table-4: Coefficients

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
Dialogue & Inquiry	(Constant)	4.258	0.086		49.47	0.000
	Age	0.081	0.045	0.059	1.81	0.014*
	Education	0.009	0.012	0.02	0.69	0.123
	Experience	0.019	0.014	0.03	0.47	0.021*
	Income	0.054	0.022	0.08	2.47	0.017*
Collaboration	(Constant)	3.124	0.067		36.21	0.000
	Age	0.058	0.019	0.087	3.04	0.002*
	Education	0.055	0.02	0.078	2.71	0.007*
	Experience	0.062	0.018	0.097	3.46	0.001*
	Income	0.036	0.019	0.053	1.87	0.041*
Empowerment	(Constant)	4.161	0.093		44.95	0.000
	Age	0.022	0.048	0.015	1.46	0.047*
	Education	0.008	0.013	0.017	0.58	0.516
	Experience	0.064	0.024	0.089	2.71	0.005*
	Income	0.044	0.043	0.018	1.71	0.027*
System Connection	(Constant)	4.486	0.081		55.26	0.000
	Age	0.171	0.042	0.13	4.04	0.000*
	Education	0.013	0.012	0.032	1.13	0.261
	Experience	0.057	0.021	0.089	2.77	0.006*
	Income	0.051	0.011	0.078	1.77	0.026*
Strategic Leadership	(Constant)	4.24	0.065		49.16	0.000
	Age	0.022	0.024	0.018	1.50	0.021*
	Education	0.015	0.011	0.043	1.18	0.237
	Experience	0.071	0.023	0.201	3.22	0.001*
	Income	0.011	0.019	0.034	1.18	0.037*
Performance Enhancement	(Constant)	5.13	0.086		52.11	0.000
	Age	0.011	0.042	0.015	4.95	0.006*
	Education	0.009	0.019	0.051	2.83	0.027*
	Experience	0.052	0.026	0.095	2.32	0.012*
	Income	0.016	0.023	0.037	3.13	0.031*

Source : Calculated by author

* indicates all the p values are significant at 0.05 level

The coefficients relating to the influence of demographic factors (age, education, experience and income) on appraising the employees' capabilities and enhancing performance is shown in table-4. The analysis reveals that age ($t=1.81$, $p=0.014$), experience ($t=0.47$, $p=0.021$), and income ($t=2.47$, $p=0.017$) have a significant impact on the dimension dialogue & inquiry,

whereas education ($t=0.69, p=0.123$) do not have a significant impact on dialogue & inquiry. In the case of collaboration, age ($t=3.04, p=0.002$), education ($t=2.71, p=0.007$), experience ($t=3.46, p=0.00$), and income ($t=1.87, p=0.041$) have a significant impact on the dimension collaboration. The coefficients table reveals that the independent variables age ($t=1.46, p=0.047$), experience ($t=2.71, p=0.005$), and income ($t=1.71, p=0.027$) have a significant impact on empowerment. The independent variable education ($t=0.58, p=0.516$) do not have a significant impact on the dimension empowerment.

In the case of system connection, the independent variables age ($t=4.04, p=0.000$), experience ($t=2.77, 0.006$), and income ($t=1.77, 0.026$) have a significant impact. However, education ($t=1.13, p=0.261$) do not show a significant impact on system connection dimension. The independent variables age ($t=1.50, p=0.021$), experience ($t=3.22, p=0.001$), and income ($t=1.18, p=0.037$) have a significant influence on the strategic leadership dimension, whereas, education ($t=1.18, p=0.237$) do not have a significant impact on strategic leadership. Further, the results show that the variables age ($t=4.95, p=0.006$), education ($t=2.83, p=0.027$), experience ($t=2.32, p=0.012$), and income ($t=3.13, p=0.031$) have a significant impact on the performance enhancement.

The regression analysis results reveal that the independent variables (age, experience and income) have a significant impact on learning organization dimensions dialogue & inquiry, collaboration, empowerment, system connection, strategic leadership, and performance enhancement concerning building employee leadership capabilities and enhancing performance. However, the variable education does not show a significant impact on learning organization in building employee leadership capabilities and enhancing performance. Further, the impact of a learning organization on enhancing employees' performance is analyzed as shown in table-5.

Table-5: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	51.95	4	102.51	321.04	.000 ^b
Residual	79.21	238	.212		
Total	131.16	242			

Source : Calculated by author

a. Dependent Variable: Performance Enhancement

b. Predictors: (Constant), dialogue & inquiry, collaboration, empowerment, system connection, strategic leadership

The ANOVA test shown in table-5, reveals that the dependent variable performance enhancement ($F=321.04, p=0.000<0.001$) show a significant relationship with the independent variables dialogue & inquiry, collaboration, empowerment, system connection, strategic leadership. The results indicate that learning organization have an impact on building capabilities and enhancing the performance of the employees.

Table-6: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.037	.105		8.301	.000
Dialogue & Inquiry	.241	.085	.325	6.547	.000*
Collaboration	.238	.071	.256	5.415	.000*
Empowerment	.426	.053	.214	6.812	.000*
System connection	.324	.068	.257	7.136	.000*
Strategic leadership	.402	.055	.312	5.133	.000*

Source : Calculated by author

a. Dependent Variable: performance enhancement

** indicates all p values are significant at 0.001 level*

The coefficients relating to the impact of independent variables (dialogue & inquiry, collaboration, empowerment, system connection, strategic leadership) on performance enhancement is shown in table-6. The analysis reveals that dialogue & inquiry ($t=6.547$), collaboration ($t=5.415$), empowerment ($t=6.812$), system connection ($t=7.136$), and strategic leadership ($t=5.133$) show a significant relationship with employees performance enhancement. Thus, the results provide strong support for the rejection of the null hypothesis and support the alternative hypothesis. Hence, the study reveals that the employees are well motivated towards the concept of learning organization in building their capabilities and enhancing performance.

Conclusion and Managerial Implications

The main aspect of any organization is to put the focus on building its employees' capabilities and enhance their performance. Achievement of the organizational objectives depends on the capabilities of their employees. Therefore, future advantage must be seized by strengthening the talent management strategies and developing more innovative value propositions towards developing employees capabilities. The study focused on appraising the employees' capabilities and performance in the development of learning organization goals. The results indicate a positive significant opinion towards the development of learning organization in building employees' capabilities and enhancing performance. Further, the demographic variables also show a significant impact on learning organization in building employees capabilities and enhancing performance.

The dynamics of a learning organization can also help increase the overall productivity of the organization and achieve the specified objectives. However, the management can focus on certain areas by creating a healthy, planned and sustainable policy in the organization that facilitates to encourage learning and development of employees. This can result in a smooth transformation process and to efficiently control the transformation without disturbing the

organization policy. The learning organisation can facilitate and distinguish the leaders and managers and help to convert managers to leaders through the development of skills, capabilities and performance.

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