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ORGANISATIONAL LEARNING AND PERFORMANCE AT VOLTA RIVER AUTHORITY, TAKORADI: MEDIATING ROLE OF ORGANISATIONAL DESIGN

ABOKOMA NKETSIA

2025

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ORGANISATIONAL LEARNING AND PERFORMANCE AT VOLTA RIVER AUTHORITY, TAKORADI: MEDIATING ROLE OF ORGANISATIONAL DESIGN

BY

ABOKOMA NKETSIA

A thesis submitted to the Department of Management of the School of Business, College of Humanities and Legal Studies of the University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Commerce degree in Management

JANUARY 2025

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DECLARATION

Candidates' Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature……..… Date: …….....

Name: Abakoma Nketsia

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature……..... Date……

Name: Dr. Edward Nii Amarteifio

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ABSTRACT

The main purpose of the study was to analyse the mediating effect of organisational design on the relationship between organisational learning and organisational performance. In order to achieve the purpose of the study, three specific objectives were stated. The study adopted quantitative research approach. Also, the explanatory design was adopted for the study. A total sample size of 291 respondents were considered. The data collection instrument for the study was questionnaire. The structural equation model partial least square (SEM-PLS) version 4 was employed in analysing the objectives of the study. The study found that there is a positive and significant relationship between continuous learning opportunities and organizational performance. However, there was no significance relationship between inquiry and dialogue on organisational performance. There was a positive and significant relationship between employee empowerment, shared learning, collaboration and team learning, and organisational performance. There was no relationship between strategic leadership and organisational performance. Organisational design had a positive and significant effect on organisational performance. Continuous learning opportunities, inquiry and dialogue, employee empowerment, shared learning and collaboration had a positive and significant effect on organisational design. Organisational design mediated the relationship between inquiry and dialogue, employee empowerment, shared learning, collaboration and team learning and organisational performance The study recommended that management must align Organizational Design with Learning Objectives.

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KEYWORDS

Organisational design

Organisational learning

Organization performance

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DEDICATION

To my children, Kwabena Adjei Darko, Akosua Pomaah Darko and Papa Kwame Adjei Darko

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LIST OF ACRONYMS

SEM PLS	Structural Equation Model Partial Least Square
OD	Organisational Design
OL	Organisational Learning

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CHAPTER ONE

INTRODUCTION

Organisational success in today's dynamic and competitive environment is intricately linked to the ability to learn, adapt, and effectively design structures that foster growth and efficiency. The Volta River Authority (VRA) in Sekondi Takoradi stands as a significant player in the energy sector, and understanding the dynamics of organisational learning, design, and their impact on performance becomes imperative for sustained success. The study on "organisational learning, organisational design, and organisational performance at volta river authority, Sekondi Takoradi" delves into the complex interplay between three critical aspects of organizational dynamics - learning, design, and performance. This research seeks to shed light on how these elements influence one another and contribute to the overall effectiveness and efficiency of the organization.

Background to the Study

The increasing complexity of global business environments, rapid technological advancements, and the growing importance of knowledge have elevated the role of organisational learning as a strategic tool for achieving sustained competitive advantage. Organisations worldwide are increasingly relying on learning processes to adapt, innovate, and stay competitive. The ability of organisations to acquire, share, and apply knowledge is directly linked to their performance outcomes, including productivity, innovation, and responsiveness to market demands. As organisations evolve, the design of their structure plays a significant role in shaping learning capabilities and the overall performance of the organisation. The Volta River Authority (VRA) in

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Takoradi, Ghana, being a major player in the energy sector, provides an interesting context to study these relationships, especially within the Ghanaian context.

Organisational learning is the process by which an organisation improves its capacity to achieve its goals by acquiring, interpreting, and applying knowledge (Argote, 2013). This learning can occur through various mechanisms, such as training, knowledge sharing, reflection, and the implementation of new practices or technologies. The ability to learn enables organisations to respond dynamically to both internal and external challenges, ultimately enhancing their performance. According to a study by Fiol and Lyles (1985), organisational learning positively impacts performance by increasing operational efficiency, improving decision-making, fostering innovation, and enhancing the quality of products or services.

A vast body of research supports the notion that organisational learning enhances performance across different industries. For instance, a study by Crossan et al. (1999) established that organisations that focus on continuous learning tend to perform better in terms of financial and non-financial outcomes. This learning enables organisations to adapt to changes in the environment, such as shifts in consumer preferences, technological innovations, and regulatory changes. As a result, the link between organisational learning and performance is evident in the case of high-performing organisations such as Toyota, which has built its success on continuous learning and innovation.

However, while organisational learning is crucial for performance, its effectiveness is often contingent on how the organisation is structured. In this

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context, organisational design plays a mediating role in shaping the relationship between learning and performance.

Organisational design refers to the process of aligning an organisation's structure with its goals and strategy to ensure maximum efficiency and effectiveness (Mintzberg, 1980). It involves decisions about job roles, hierarchical structures, communication channels, and decision-making processes. The way an organisation is designed can either enable or hinder its learning capabilities and, consequently, its overall performance. For example, a rigid and hierarchical structure may limit the flow of information, reduce flexibility, and inhibit learning. On the other hand, a more decentralized and flexible structure may promote information sharing, collaboration, and innovation, thereby fostering a culture of continuous learning.

According to Burns and Stalker (1961), organisations with organic structures—characterized by flexibility, decentralization, and open communication—are more likely to engage in organisational learning and perform better in dynamic environments. In contrast, mechanistic structures, which are more rigid and hierarchical, can stifle learning and limit the organisation’s adaptability. Organisational design, therefore, serves as a mediator between learning and performance, influencing the effectiveness of learning processes within the organisation.

Empirical studies highlight the crucial role of organisational design in facilitating organisational learning. For instance, a study by Eisenhardt and Martin (2000) revealed that companies with adaptive organisational structures were better able to absorb and apply new knowledge, resulting in improved performance. Similarly, a study by O'Reilly and Tushman (2013) found that

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organisations with a fit between their learning processes and structure were more innovative and better equipped to respond to external pressures, thus improving overall performance.

The Volta River Authority (VRA) plays a critical role in the energy sector of Ghana, particularly in the Takoradi region, which is known for its industrial activities, including oil, gas, and power generation. The performance of VRA is closely tied to its ability to learn and adapt to changes in both the local and global energy markets. Given the complex nature of the energy sector, VRA needs to constantly improve its processes, adopt new technologies, and enhance its service delivery to meet the growing demand for electricity and other energy resources.

Recent statistics on Ghana's energy sector reveal that the country has been grappling with energy supply challenges, including intermittent power outages and an increasing demand for energy (World Bank, 2023). In response, organisations like VRA have had to focus on improving operational efficiency, adopting renewable energy solutions, and integrating new technologies. The role of organisational learning in such an environment cannot be overstated. Studies indicate that organisations in the energy sector that focus on continuous learning and innovation have been more successful in improving performance (Schilling, 2010). For VRA, this learning involves upgrading the skills of its workforce, adopting new technologies, improving management practices, and developing strategies to enhance sustainability.

Moreover, the organisational design of VRA will determine the effectiveness of its learning processes. VRA, like many state-owned enterprises, faces the challenge of balancing bureaucratic procedures with the

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need for flexibility and innovation. Understanding how the structure of VRA influences its ability to learn and perform is essential in enhancing its competitiveness and long-term sustainability.

According to a report by the World Bank (2023), the energy sector in Sub-Saharan Africa faces significant challenges, including inadequate infrastructure, inefficient operations, and the lack of skilled personnel. In Ghana, the energy crisis of recent years has prompted calls for reforms in the organisational structures of key players like VRA. Worldwide, organisations in the energy sector are increasingly adopting organisational learning practices to stay competitive. For example, the energy giant Shell has invested heavily in knowledge management systems and organisational design to foster innovation and improve its operational performance (Shell, 2020).

These global trends underscore the importance of organisational learning in improving performance in the energy sector. VRA, in particular, can learn from such global best practices by focusing on creating a learning environment that supports innovation and continuous improvement. However, for these learning processes to translate into improved performance, VRA must also ensure that its organisational design is aligned with these objectives. This alignment will enable better communication, quicker decision-making, and the effective implementation of new ideas.

The relationship between organisational learning, organisational design, and performance is complex and interdependent. Organisational learning is essential for improving performance, but the structure of the organisation can either facilitate or impede this learning. Organisational design influences the flow of information, the allocation of resources, and the

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distribution of decision-making authority, all of which are critical for the effective application of learning within the organisation.

Empirical studies have shown that when organisations are designed to support learning, they tend to perform better. For instance, a study by Janz and Prasarnphanich (2003) demonstrated that organisations with a supportive structure—characterized by open communication, decentralization, and a focus on collaboration—are better able to utilize their learning capabilities to enhance performance. Conversely, organisations with rigid structures may struggle to implement learning outcomes effectively, thus impeding their overall performance.

At VRA, the learning process will be influenced by how the organisation is designed. If VRA adopts a more flexible and decentralised structure that encourages the sharing of knowledge and promotes innovation, it will likely see improvements in its performance. However, if its organisational design remains rigid and hierarchical, learning may be stifled, and performance could stagnate. This study aims to examine how VRA's organisational design mediates the relationship between organisational learning and performance, providing insights that can help improve the authority's operational efficiency and responsiveness. It is against this backdrop that this study seeks to analyse the role of organizational design on the relationship between organizational learning and organizational performance of Volta River Authority.

Statement of the Problem

Organisational learning has emerged as a critical driver of performance, particularly in complex and dynamic industries such as energy

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production. However, many organisations, including the Volta River Authority (VRA) in Takoradi, struggle to translate learning into tangible performance improvements due to structural and design limitations. Employee engagement, a key outcome of organisational learning, often suffers in rigidly structured organisations, which hinders the ability to foster innovation and adapt to external challenges. The disconnect between organisational learning processes, employee engagement, and performance outcomes at VRA raises significant concerns about the mediating role of organisational design in addressing these challenges.

The VRA, as a key player in Ghana's energy sector, is tasked with meeting the country's growing energy demands while adapting to technological advancements and regulatory pressures. Despite its critical role, there are indications that the organisation faces persistent challenges in leveraging learning to improve performance and enhance employee engagement. Employee engagement, defined as the emotional commitment employees have toward their work and organisational goals (Kahn, 1990), is closely linked to performance outcomes. However, evidence suggests that employees at VRA experience limited opportunities for knowledge sharing and skill development due to bureaucratic processes and rigid organisational structures (World Bank, 2023).

This lack of engagement is exacerbated by an outdated organisational design that prioritises hierarchical decision-making and limits cross-departmental collaboration. A poorly aligned organisational structure not only restricts learning opportunities but also diminishes employees' motivation and overall productivity. The result is a suboptimal performance that undermines

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the organisation's ability to meet its strategic objectives in a highly competitive energy market.

The challenges at VRA are emblematic of broader issues faced by organisations in Sub-Saharan Africa, where limited organisational learning capabilities and engagement levels hinder performance (Amoako-Gyampah et al., 2020). In the energy sector, where technological changes and sustainability concerns demand constant innovation, the inability to effectively engage employees and foster organisational learning is particularly problematic. Studies have shown that high levels of employee engagement can significantly enhance organisational performance by improving efficiency, fostering innovation, and reducing turnover (Saks, 2006).

For VRA, addressing this problem is essential to achieving its mission of providing reliable and sustainable energy for Ghana's development. Furthermore, the findings from this study could provide valuable insights into how organisational design can mediate the relationship between learning and performance, offering a framework for other organisations facing similar challenges in Ghana and beyond.

Numerous studies have explored the interplay between organisational learning, employee engagement, and performance, highlighting the mediating role of organisational design. For instance, Crossan et al. (1999) emphasised that organisations that prioritise learning are better equipped to adapt to changes and enhance performance. They noted that organisational design plays a critical role in facilitating or hindering these learning processes. Similarly, Argote (2013) argued that organisations with flexible structures are more likely to engage employees and achieve superior performance outcomes.

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In the Ghanaian context, Amoako-Gyampah et al. (2020) examined the impact of organisational learning on performance in the manufacturing sector. Their findings revealed that while learning positively influences performance, its impact is often moderated by organisational design elements such as decentralisation and communication channels. However, the study did not specifically address how these dynamics play out in the energy sector, leaving a gap in understanding the unique challenges faced by organisations like VRA.

Additionally, a study by Saks (2006) demonstrated the importance of employee engagement as a mediating factor between organisational learning and performance. The study found that engaged employees are more likely to apply the knowledge gained through learning processes, leading to improved productivity and innovation. While this study provides valuable insights, it focuses primarily on private-sector organisations in developed countries, making it less applicable to the public-sector context in Ghana.

Another relevant study by Burns and Stalker (1961) highlighted the role of organisational design in fostering innovation and learning. Their research demonstrated that organic structures, characterised by decentralisation and open communication, are more conducive to learning and engagement. However, the study's focus on Western organisations limits its applicability to the unique cultural and organisational dynamics in Sub-Saharan Africa.

Despite the wealth of literature on organisational learning, employee engagement, and performance, there is a noticeable gap in understanding the specific role of organisational design as a mediator in the context of public-sector organisations in Ghana. Most existing studies focus on private-sector

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organisations in developed economies, with limited attention to how learning and engagement dynamics operate in public-sector organisations like VRA, which face unique structural and resource constraints.

Moreover, while previous research has highlighted the importance of employee engagement in translating learning into performance, there is limited empirical evidence on how organisational design influences this relationship in the energy sector. For instance, studies by Saks (2006) and Argote (2013) provide valuable insights into the general dynamics of learning and engagement but fail to address the contextual factors that may affect these relationships in developing countries like Ghana.

This gap underscores the need for a study that examines the interplay between organisational learning, employee engagement, and performance in the Ghanaian energy sector, with a specific focus on the mediating role of organisational design. By addressing this gap, the current study aims to provide a more nuanced understanding of these dynamics and offer practical recommendations for improving organisational performance at VRA.

The present study addresses these issues by examining the strength of relationships of organizational learning and organizational performance, and also the mediating role of organizational design on the relationship between organizational learning and organizational performance of Volta River Authority.

Purpose of the study

The main purpose of the study was to analyse the effect of organizational design on the relationship between organizational learning and organizational performance in the Volta River Authority.

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Research objectives

Specifically, the study sought to achieve the following objectives.

1. To examine the effect of organizational learning on organizational performance of Volta River Authority.
2. To analyse the effect of organizational design on organizational performance of Volta River Authority.
3. To evaluate the effect of organizational learning on organizational design of Volta River Authority.
4. To analyse the mediating role of organizational design on the relationship between organizational learning and organizational performance of Volta River Authority.

Research Hypothesis

In order to achieve the research objectives, the following hypotheses were stated;

H_{1A}: There is a positive and significant relationship between continuous learning opportunities and organizational performance.

H_{1B}: There is a positive and significant relationship between inquiry and dialogue and organizational performance.

H_{1C}: There is a positive and significant relationship between employee empowerment and organizational performance.

H_{1D}: There is a positive and significant relationship between shared learning and organizational performance.

H_{1E}: There is a positive and significant relationship between collaboration and team learning and organizational performance.

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H_{1F}: There is a positive and significant relationship between strategic leadership and organizational performance.

H_{2A}: There is a positive and significant relationship between organizational design and organizational performance.

H_{3A}: There is a positive and significant relationship between continuous learning opportunities and organizational design.

H_{3B}: There is a positive and significant relationship between inquiry and dialogue and organizational design.

H_{3C}: There is a positive and significant relationship between employee empowerment and organizational design.

H_{3D}: There is a positive and significant relationship between shared learning and organizational design.

H_{3E}: There is a positive and significant relationship between collaboration and team learning and organizational design.

H_{3F}: There is a positive and significant relationship between strategic leadership and organizational design.

H_{4A}: There is a mediating effect of organizational design on the relationship between continuous learning opportunities and organizational design.

H_{4B}: There is a mediating effect of organizational design on the relationship between inquiry and dialogue and organizational design.

H_{4C}: There is a mediating effect of organizational design on the relationship between employee empowerment and organizational design.

H_{4D}: There is a mediating effect of organizational design on the relationship between shared learning and organizational design.

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H_{4E}: There is a mediating effect of organizational design on the relationship between collaboration and team learning and organizational design.

H_{4F}: There is a mediating effect of organizational design on the relationship between strategic leadership and organizational design.

Significance of the Study

The study is significant as it might contribute to knowledge, policy making and organisational practices. This study is the first comprehensive study of the relationship between organizational learning, organizational design and organizational performance of Volta River Authority.

Also, the study, in terms of theoretical significance, advances knowledge and understanding of how the integration of organizational learning can enhance organizational performance as well as organizational design in the public sector. As a result, other public and private institutions in Ghana and other developing countries can apply the results for developing and redesigning programmes and courses in ensuring an improvement in the performance of organisations.

The study, in addition to the possible theoretical contributions, has significant practical consequences. The results of the study may disclose the role and position of organizational learning in the institution. In this way, the findings of the study are expected to benefit public institutions in improving their organizational design and far-reaching policies for revamping the government corporations. Moreover, the study may also provide employers with critical knowledge that helps them to assess the performance of their HR professionals.

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A sound model, as a final point, may ground future research and practices, and provide useful information for design of policy and implementation as well as provide policy makers with current learning status and organization designs models and directions for use, largely, in Ghana.

Delimitation

The study seeks to examine the impact of organizational learning, organizational design and organizational performance in the Volta River Authority. Even though various dimensions of organizational learning are extensive, this study considered individual organisational learning on organsiational design and performance. Finally, only employees in the Volta River Authority were eligible to answer questions relating to the study. Views expressed by all other persons were, however, noted and used where it was deemed necessary.

Limitations of the study

First, the study focuses exclusively on the Volta River Authority (VRA) in Takoradi, which limits its scope to a single organization within the energy sector. As such, the findings may not be universally applicable to other organizations or industries, especially those with differing operational structures, cultures, and contexts. The unique nature of the energy sector in Ghana may limit the external validity of the results when applied to organizations outside of this sector or geographic location.

Second, the study employs a cross-sectional research design, which captures data at a single point in time. This approach restricts the ability to draw conclusions about causal relationships between organisational learning, performance, and the mediating role of organisational design. Since cross-

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sectional data does not account for changes over time, the study cannot fully assess the long-term impact of organisational learning or the evolving nature of organisational design. Longitudinal studies would have been more effective in identifying the dynamic interactions and providing a more comprehensive understanding of the variables over time.

Another limitation stems from the reliance on self-reported data from employees within the Volta River Authority. While self-report surveys are common in organisational research, they are prone to biases such as social desirability bias, where respondents may provide answers, they perceive to be more favorable or expected. Additionally, the perception of employees might differ from that of management, which could lead to discrepancies in understanding organisational learning and its impact on performance. Future studies could benefit from triangulating data from multiple sources, including management, to reduce this bias.

Furthermore, the study does not explore potential external factors that may influence organisational learning and performance at the VRA, such as governmental policies, economic conditions, or technological advancements. These external factors can play a significant role in shaping an organization's learning processes and performance outcomes. Ignoring these variables may limit the comprehensiveness of the study and its ability to present a holistic view of organisational performance.

Finally, the conceptual framework of the study, which emphasizes the mediating role of organisational design, may oversimplify the relationship between the variables. Organisational design is just one of many factors that could mediate the relationship between organisational learning and

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performance. Other potential mediators, such as leadership styles, employee motivation, or organizational culture, are not considered in the study, which could lead to an incomplete understanding of the complex dynamics at play. Future research could expand the framework to include additional mediating factors and provide a more nuanced perspective on how organisational learning affects performance.

Organisation of the Study

The study was organized into five chapters. Chapter one consisted of the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study and scope of the study and the organisation of the study. Chapter two was on a review of related literature. This chapter provided the fundamentals of the study and therefore helped to shape the nature and direction of the study. Literature was reviewed under the following thematic areas: studies on organizational design, organizational learning and organizational performance. Chapter three was on the research methods of the study. It covered the research design, the population and sampling technique deployed procedures and size, sources of data, collection procedure and instrument, as well as method of data processing and analysis. Chapter four was on results and discussion of the study. The data analysis and discussion were based on the research objectives and questions. The discussion was based on the theoretical, empirical and comparative literature. Chapter five was on the summary of the findings, conclusions and recommendations for the study.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presented a review of related studies on the topic "organizational learning, organizational design and organizational performance Volta River Authorities". The chapter was organized in various sections. First section presented a review of the theories underpinning the study. The second and the third sections were on the conceptual review and empirical review. The final section was centered on the conceptual framework.

Theoretical Review

This section examined the theories used to explain the concepts underpinning the study. The total quality management theory and system's view theory was employed to explain the relationship between organizational learning, organization design and organizational performance.

Total quality management theory

Total Quality Management (TQM) theory, propounded by W. Edwards Deming, serves as a comprehensive framework for understanding the relationship between organizational learning and performance, particularly when organizational design acts as a mediating factor. Deming's TQM emphasizes continuous improvement, customer satisfaction, and the active involvement of all members within an organization to achieve long-term success (Deming, 1986). This theory is grounded in the assumption that an organization functions as a system, where all components are interconnected, and improvement in one area can drive overall performance gains.

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One of the core assumptions of TQM is the importance of creating a learning culture within an organization. A learning organization is characterized by its ability to acquire, disseminate, and effectively use knowledge to improve processes and outcomes (Senge, 1990). In the context of the Volta River Authority (VRA) in Takoradi, organizational learning becomes a critical driver for enhancing performance, as employees are encouraged to identify areas for improvement, adopt best practices, and engage in problem-solving. TQM's focus on knowledge sharing and continuous learning aligns seamlessly with the principles of organizational learning, enabling entities like VRA to adapt to dynamic energy sector challenges.

Empirical studies have demonstrated the applicability of TQM in improving organizational performance. For instance, Flynn et al. (1995) established that TQM practices such as training, leadership commitment, and employee involvement significantly contribute to operational performance improvements. Similarly, Prajogo and Sohal (2003) identified that the implementation of TQM enhances innovation performance, particularly when organizations emphasize learning and adaptation. These findings suggest that TQM provides a solid theoretical foundation for exploring the link between organizational learning and performance.

Organizational design serves as a critical mediator in this relationship, as it structures how learning initiatives are implemented and how knowledge flows within an organization. For example, decentralized organizational designs promote open communication and employee participation, which are key tenets of both TQM and organizational learning. Research by Ghoshal and

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Bartlett (1994) revealed that adaptive organizational structures foster knowledge-sharing practices, thereby enhancing both individual and organizational performance. In the case of VRA, aligning its organizational design with TQM principles could ensure that learning initiatives are integrated into day-to-day operations, leading to sustained improvements in performance.

Moreover, several studies have emphasized the interplay between TQM, organizational design, and learning. Hackman and Wageman (1995) found that organizations adopting TQM practices within a well-structured organizational design experienced higher levels of learning and operational efficiency. Similarly, a study by Ittner and Larcker (1997) highlighted that organizations with robust TQM frameworks coupled with flexible designs achieved superior financial and non-financial performance outcomes.

In conclusion, Total Quality Management theory offers a robust lens for examining the relationship between organizational learning and performance at the Volta River Authority in Takoradi, with organizational design playing a mediating role. The theory's emphasis on continuous improvement, employee involvement, and system-wide integration underscores its relevance in fostering learning and achieving organizational goals. Empirical evidence supports the notion that the successful implementation of TQM principles within an adaptive organizational design can enhance learning capabilities and drive performance improvements, making it a critical approach for organizations in dynamic industries like energy.

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System's View Theory

The Systems View Theory, propounded by Ludwig von Bertalanffy in 1936, offers a holistic perspective for understanding complex interactions within organizations. This theory posits that an organization operates as an open system, with interdependent components that work collectively to achieve common goals (Bertalanffy, 1968). The relationship between organizational learning and performance at the Volta River Authority (VRA), Takoradi, can be effectively explained using this theoretical lens, particularly when organizational design acts as a mediating factor.

Systems View Theory is underpinned by several core assumptions. First, it assumes that an organization does not exist in isolation but interacts with its external environment to survive and grow. This interaction enables the organization to adapt, innovate, and evolve in response to environmental changes. Second, the theory emphasizes the interdependence of components within the system, suggesting that changes in one part can significantly impact overall performance. Lastly, it assumes that feedback mechanisms are crucial for maintaining stability and driving improvement within the system.

Organizational learning, from the Systems View perspective, is a dynamic process where an organization acquires, processes, and applies knowledge to improve performance. The theory highlights that learning occurs not only at the individual level but also at the collective level, where insights from various subsystems are integrated to enhance decision-making and operational efficiency (Senge, 1990). At VRA, organizational learning could involve analyzing past projects, incorporating new technologies, and fostering collaboration across departments to improve performance in the energy sector.

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Organizational design plays a critical mediating role in this relationship by structuring the flow of information and interactions within the system. Flexible and adaptive designs, such as matrix structures or decentralized models, allow for better communication and knowledge sharing, which are essential for organizational learning (Ghoshal & Bartlett, 1994). For instance, at VRA, an organizational design that supports cross-functional teams and open communication channels would facilitate the integration of knowledge from different departments, leading to enhanced performance outcomes.

Empirical studies have supported the application of Systems View Theory in understanding organizational learning and performance. Gharajedaghi (2011) emphasized that organizations functioning as open systems are more likely to thrive in dynamic environments by leveraging feedback loops to learn and adapt. Similarly, research by Crossan et al. (1999) demonstrated that organizations with effective learning systems exhibit higher levels of innovation and improved performance metrics. These findings suggest that systems-oriented organizations, such as VRA, can benefit from aligning their learning initiatives with their overall system design.

Moreover, studies have explored the mediating role of organizational design in this context. For instance, Mintzberg (1980) argued that the alignment of structure with strategy is essential for optimizing organizational learning and performance. Research by Burton and Obel (2004) further highlighted that organizational design influences the efficiency of knowledge flow and decision-making processes, directly impacting performance outcomes.

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In the case of VRA, adopting a systems approach to organizational design could enhance its capacity for learning and adaptation. By integrating feedback loops, fostering cross-functional collaboration, and ensuring alignment between structure and strategy, the organization can improve its overall performance in the energy sector. The Systems View Theory underscores the importance of viewing organizational learning and design as interconnected components that collectively drive performance, offering a valuable framework for understanding and improving organizational dynamics at VRA. Organizations that embrace this perspective can create a dynamic and adaptive system that continually learns, adjusts, and performs at high levels in a complex and evolving business environment.

Conceptual Review

This section explains the various concepts underpinning the study. The concept of organizational learning, organizational design and organizational performance have been explained under this section.

Organisational Learning

The origins of attention to organizational learning began with the recognition of experience curves (Hoy, 2018). Researchers observed that outputs increased relative to inputs as workers gained experience over time (Argote, 2021; Argote & MironSpektor, 2021). Similarly, organizational members became more knowledgeable about the industry in which their firm competed and about their company business model (Hoy, 2018). This model describes the internal capacity of organizations to learn from experience, to examine and to adopt new ideas and to transform them into policy and action

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plans in order to obtain a competitive advantage (Lipshitz et al., 2017; Mitki et al., 2017).

Research focused on organizational learning can be grouped into three main themes: how defensive routines prevent learning (for example Argyris & Schön 2018; Adler & Zirger, 2018; Akgün et al., 2022), how changes in an organization's routines affect future behaviour (for example Bolman & Deal 2013; Argote & Miron-Spektor, 2021) and how characteristics of performance have changed as a function of experience (for example Altman & Iles, 2018; Argote & Ingram, 2020; Ellinger et al., 2022; Dutton, 2019). From the three main themes of organizational learning, emerge six academic perspectives which have made significant contributions to understanding organizational learning: psychology, management science, strategy, production management, sociology, and cultural anthropology (Crossan et al., 2020). Each perspective tries to explain phenomena that are considered the core of organizational learning.

The central focus of the psychological perspective is on human development within an organizational context. Individuals in their organizations build up cognitive maps of their work context and modify these maps in the light of experience (Nonaka & Takeuchi, 2015; Dixon, 2019; Bapuji & Crossan, 2014). Dixon (2019) proposed an organizational learning cycle in which information is generated through the direct experience of employees, which is shared and interpreted collectively and this leads to responsible action being taken by those involved. The central issue of psychology and organizational development is how an individual's experience in an organization contributes to organizational learning. The perspectives,

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however, face a main problem of how to move the content of learning from individuals to groups and organizations (García-Morales et al., 2016).

The management science perspective concerns the gathering and processing of information in, and about, the organization – how potential knowledge and information are acquired, distributed, interpreted and stored (March & Simon, 2018; Huber, 2011; Deng & Tsacle, 2013). Huber (2021) elaborates this through a review of the literature covering four main processes: knowledge acquisition, information distribution, information interpretation, and organizational memory. Knowledge can be acquired through the inherited knowledge of members of the company and by recruiting new staff with external knowledge. This knowledge then needs to be distributed and interpreted widely across the organization and be used to improve organizational performance and then stored for future information as organizational knowledge.

The strategic perspective analyses organizational learning in terms of whether it gives an organization an advantage over others. The crucial factor in the organizational learning context, is survival and most organizations can do little to change themselves in the face of environmental changes (McCarthy et al., 2016). Organizational performance is measured by continued expansion and diversification of activities (Mayo, 2014; Crossan et al., 2012). The relationship between learning and strategy is seen as being reciprocal: strategic frameworks influence the perception and interpretation of information from the environment and the learning style and capacity of the organization may in turn determine the strategic options that can be perceived (Fiol & Lyles, 2015; Thomas et al., 2011).

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The production management perspective focuses primarily on the relationship between learning and organizational productivity/efficiency. Organizational learning is assessed using productivity criteria. Early research was conducted into the "learning curve": the idea that the production costs of any product reduce in proportion to the cumulative number of units that have been produced (Garvin, 2018; Argote, 2021; Argote & Miron-Spektor, 2021) and that organizational design influences the transfer of learning from individuals to organizations (Argote, 2021).

The sociology perspective focuses on social systems and organizational structures where learning may be embedded, and which may inhibit or support organizational learning. A social system has a crucial impact on the way that the organization is able to make sense of what is going on both inside and outside the organization (Pettigrew, 2019; Lang, 2014; Law & Ngai 2018). Information flow and processing in an organization as well as beneficial usage for the whole organization are influenced by structural aspects of the organization (Hedberg & Wolff, 2013; Mavin & Cavaleri 2014). Hierarchies and power differences are crucial determinants of how information is shared among organizational members (Easterby-Smith et al., 2018; Easterby, Smith & Lyles 2015; Easterby-Smith et al., 2016). In addition, sociology and organization theory suggest that organizational learning means different things and operates in different ways according to the nature of the organization (Schulz, 2021; Akgün et al., 2013; Kontoghiorghes et al., 2015; Schulz, 2018). Shrivastava (2013) demonstrated how different organizational structures and cultures lead to distinct learning processes so that learning is

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conceived to be a process and outcome of social construction (Brown & Duguid 2011; Popper & Lipshitz, 2010; Toiviainen, 2017).

The cultural perspective sees "culture," either local or national as a significant cause and effect of organizational learning. Hofstede (2011) claimed that culture distinguishes the members of one human group from another. The nature and process of learning may vary in different situations and cultures. Culture is seen to be determined by managers and leaders to influence the organizational learning processes in an organization as well as being a frame of thinking for all organizational members (Nonaka & Toyama, 2013; López et al., 2014). In addition, Brown and Duguid (2010) argue that learning is an integral part of a specific context in which it takes place. In this context, learning becomes a product of a community rather than of the individuals in it. Values and beliefs are crucial in either facilitating or inhibiting organizational learning.

Organizational learning relates to the level of learning, the time frame and to managerial intervention (Drew & Smith 2015; Drejer, 2010; Chang & Huang, 2012; Cooper et al., 2013; Chang & Lee 2017; Birkenkrahe, 2018; Au et al., 2019; Ahlgren & Tett, 2010; Cho, 2010; Lam & Lambermont-Ford, 2010; López, 2019). As knowledge acquisition, distribution, usage, and storage occur through the interactions between the organization's members (Elkjaer, 2014) and social constructions (Klimecki & Lassleben 2019; Stacey, 2013) the sociological perspective was accepted as a frame of thinking for this research. Organizational learning in this research is therefore assumed to be influenced by the structural interaction of organizational members in specific social interactions, supported by transformational leadership and empowered

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employees. Organizational learning attempts to predict how organizations and the employee-employer relationships in the organizations will behave in varying organizational structure, culture and circumstances. It is assumed that as an organization is a direct reflection of societal values, organizational learning only exists if specific organizational cultural conditions enable it, leadership supports it and employees have the courage and capability to work under such conditions.

There is no universal agreement on what organizational learning is (Crossan & Guatto, 2016; Adler & Zirger, 1998; Aramburu et al., 2016; Spector & Davidsen, 2016; Argote, 2011). Multiple perspectives of how to derive knowledge from an organizational learning process do not reach any accepted consensus by organizational learning experts as to what is organizational learning (Jiménez-Jiménez & Cegarra-Navarro, 2017; Yang, 2017). Argyris (2019) also points to the challenges that arise from the selection of the specific organizational features that are emphasized, due to the broad and multidisciplinary nature of the field. For instance, while some theorists have concentrated specifically on the power relationships associated with organizational learning processes, others have chosen to focus more expressly on aspects of systems thinking (Senge, 2010; Dimitriades, 2015), culture (Cook & Yanow, 2013; Hedberg & Wolff, 2013), strategy (Crossan et al., 2015; Bontis et al., 2012), socially constructed learning (Easterby-Smith et al., 2018; Elkjaer, 2014), and communities of practice (Wenger, 2018; Sarin & McDermott, 2013, Brown & Duguid, 2011; Mathieu et al., 2011).

Based on these definitions, organizational learning has two main dimensions, namely, cognitive, and behavioural dimensions. The cognitive

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dimension mainly relates to how an organization acquires new knowledge while the behavioural dimension relates to how the organization adjusts to change (Lahteenmaki et al., 2011; Chen, 2015b; Hoe & McShane, 2010). The assumption is that the learning process is dependent on the underlying individual cognition and organizational knowledge structures through which an organization continuously acquires new knowledge and adjusts itself in order to successfully adapt to external and internal environmental changes.

The behavioural dimension relates to the internal environment which promotes learning, shared meanings, values, metaphors and symbols to modify organizational structures and patterns of interaction that result in better performance and survival (Huber, 2011; Bushardt et al., 2017; Dimovski et al., 2018; Ho & Kuo 2019).

For the purpose of this research, the definition by Hoe and McShane (2010) that organizational learning is an organization's enhanced ability to acquire, disseminate and use knowledge in order to adapt to a changing external and internal environment will be used. This is because this definition suits a continuous effort to create, acquire and integrate knowledge into daily organizational activities in order to maintain organizational competitiveness and performance. In this context, organizational learning is framed in a sociological perspective that is determined by specific organizational structures and cultures, facilitated by transformational leadership and empowered employees. The ability to continuously enhance organizational abilities to acquire, distribute, use, and store knowledge occur through the interactions between the organization's members (Elkjaer, 2015; Argote, 2011) and the social construct.

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Organisational learning has been demarcated into six components as Zgrzywa-Ziemak (2015) and Hernaus, Skerlavaj and Dimovski (2008). They posited that, organizational learning covers continuous learning opportunities, inquiry and dialogue, employee empowerment, shared-learning, collaboration and team learning and strategic leadership.

Continuous learning opportunities

Continuous learning opportunities refer to the establishment of a learning culture within an organization (Chanani & Wibowo, 2019). This involves providing employees with access to ongoing education, training, and skill development (Sessa & London, 2015). This can include workshops, courses, online resources, and mentorship programs. When organizations invest in continuous learning, employees are better equipped to acquire new knowledge, skills, and competencies, which in turn enhances their ability to adapt to changing circumstances and innovate (Rowold et al., 2008). Continuous learning opportunities help organizations stay competitive in a rapidly evolving business landscape.

Continuous learning opportunities encompass a wide range of activities designed to enhance the knowledge and skills of employees (Tannenbaum, 1997). This includes formal training programs, workshops, seminars, online courses, and access to resources like books, articles, and videos. Organizations that prioritize continuous learning create an environment where employees are encouraged to invest in their professional development. This not only helps employees stay current in their respective fields but also enables them to explore new areas of expertise, which can lead to innovation and improved problem-solving (Chanani & Wibowo, 2019).

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Inquiry and Dialogue

Inquiry and dialogue encourage open and transparent communication within an organization (Dyer & Loytonen, 2011). It involves fostering a culture where employees are encouraged to ask questions, seek answers, and engage in constructive discussions. This promotes critical thinking, problem-solving, and the sharing of knowledge and experiences (Malik & Garg, 2017). When employees feel comfortable asking questions and engaging in dialogue, they are more likely to identify issues, propose solutions, and learn from one another. This component helps in creating a learning environment where individuals can collectively discover insights and solutions to complex challenges (Olk & Rosenzweig, 2010).

Inquiry and dialogue are fundamental to fostering a culture of curiosity and critical thinking within an organization (Zhang, Zhang & Yang, 2004). When employees are encouraged to ask questions, challenge assumptions, and engage in open conversations, it can lead to the discovery of new insights and solutions. Effective inquiry and dialogue can uncover hidden issues, lead to more informed decision-making, and create a collaborative atmosphere where employees learn from one another's experiences and perspectives. It also helps in adapting to changing circumstances and identifying emerging trends or challenges.

Employee Empowerment

Employee empowerment involves giving employees the autonomy and authority to make decisions and take ownership of their work (Berraies, Chaher & Yahia, 2014). When employees have a sense of empowerment, they are more likely to experiment, take risks, and learn from their experiences.

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Empowered employees are better positioned to adapt and innovate, as they are not constrained by rigid hierarchies and can contribute their ideas and insights (Dabo & Ndan, 2018). Employee empowerment fosters a sense of ownership and accountability, which can be a powerful driver of organizational learning.

Employee empowerment goes beyond providing decision-making authority; it also involves trust, responsibility, and accountability (Mustafa & Bon, 2012). Empowered employees are given the freedom to take calculated risks, experiment with new ideas, and make decisions that impact their work. When individuals have a sense of ownership over their tasks, they are more motivated to learn from their successes and failures (Ravisha & Pallerappa, 2017). Empowerment can lead to increased creativity and adaptability as employees feel invested in the outcomes of their work and are encouraged to explore new ways of doing things (Mohapatra & Sundaray, 2018; Qadir, Saeed & Khan, 2017).

Shared Learning

Shared learning emphasizes the importance of knowledge sharing across the organization (Harrim, 2010). This can include the dissemination of best practices, lessons learned, and insights gained from individual experiences and projects. Shared learning can take the form of formal knowledge management systems, mentorship programs, or informal discussions (Mrisha, Ibua & Kingi, 2017). When employees share their knowledge and expertise, it becomes accessible to a broader audience, enabling the organization to build a collective pool of wisdom and experience. This component helps in avoiding the reinvention of the wheel and promotes efficiency and innovation (Liao, 2006).

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Shared learning is about creating mechanisms and platforms for knowledge sharing (Abu-Shanab, Knight & Haddad, 2014). It could involve knowledge management systems, documentation of best practices, post-project reviews, and mentorship programs. By sharing experiences and lessons learned, organizations can avoid the duplication of efforts and accelerate the learning process (Ho, 2008). It ensures that valuable knowledge isn't siloed within individual departments or teams but is accessible to anyone who can benefit from it, ultimately contributing to organizational efficiency and improved decision-making (Goh & Ryan, 2002).

Collaboration and Team learning

Collaboration and team learning involve the collective effort of employees working together to solve problems and achieve organizational goals (Julie, 2005). Teams can bring diverse perspectives and expertise to the table, which enhances the quality of decision-making and problem-solving. Collaboration and team learning are essential in complex environments where no single individual has all the answers (Zellmer-Bruhn & Gidson, 2006). It encourages the exchange of ideas, cooperative learning, and the development of creative solutions. Effective team learning can lead to the creation of shared knowledge that benefits the entire organization (Hussein et al., 2016).

Collaboration and team learning leverage the collective intelligence of groups of employees (Argote, Gruenfeld & Naquin, 2014). When teams come together to tackle complex challenges, they bring diverse perspectives, skills, and experiences to the table. Effective collaboration not only leads to better problem-solving but also promotes knowledge exchange among team members (Harrim, 2010). Learning from one another's strengths and expertise

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fosters a culture of continuous improvement. Moreover, it can lead to the development of innovative solutions and the creation of new knowledge that can be applied across the organization (Van den Bossche et al., 2006).

Strategic leadership

Strategic leadership is a critical component of organizational learning (Jaleha & Machuki, 2018). Leaders play a pivotal role in shaping the organizational culture, values, and priorities. They set the tone for continuous learning, encourage inquiry and dialogue, promote employee empowerment, and model the behavior they expect from their teams (Kitonga et al., 2016). Effective leaders also establish the strategic direction and vision for the organization, ensuring that learning is aligned with the company's long-term goals and objectives. Strategic leadership helps create a learning-oriented culture that permeates all levels of the organization (Davies & Davies, 2004).

Strategic leadership sets the tone for all the other components of organizational learning (Boal & Hoojiberg, 2000). Leaders play a crucial role in shaping the culture and values of the organization. They model the behavior they expect from employees, and their commitment to learning and improvement influences the entire workforce (Hosmer, 1982). Effective leaders provide a clear vision for the organization and ensure that learning efforts are aligned with strategic goals. They also create an environment where employees feel supported, encouraged, and empowered to take risks and explore new opportunities, which is essential for fostering a culture of learning and adaptability (Davies, 2003).

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Organisation Design

Organization Design is the outcome of shaping and aligning all the components of an enterprise towards the achievement of an agreed mission (Stanford, 2017). Organization Design is a business process that "is so critical that it should be on the agenda of every meeting in every single department," Rheingold (2013) as cited by Stanford (2017, p1). Many organizations are facing problems which could be traced to the way the organization is designed. Some of these organizations focus on a few elements or subsystems of the organization and yet all must be tackled holistically. As Stanford (2017) posits, Organization Design must take on a holistic approach in order to achieve high levels of employee performance and in turn, the delivery of desired goals of an organization. The aim of Organization Design is to optimize the arrangements for conducting the affairs of a business (Armstrong, 2016).

Organizational Design is a key area of decision-making for companies. However, as noted by Foss (2012) in her newly started open-access Journal of Organization Design (JOD), "established organization studies/ theory journals do not seem to publish much organizational design research, and perhaps this JOD can partially preempt this niche." Such studies could help emphasize the importance of Organization Design in improving employee performance. Nevertheless, the researcher came across a few studies, but these investigated the relationship between Organization Design and other variables other than employee performance. For instance, Organization Design in Operations Management (Ruffini, Boer, & Riemsdijk, 2010); Organization Design for Team working (Tranfield & Smith, 2012), influence of Organization Design

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on Knowledge Transfer (Martin-Perez, Martin-Cruz & Estrada-Vaquero, 2011), among others.

For the purpose of this study, organizational Design would be demarcated into three components. These include the organizational structure, organizational reward and organizational culture as stated by Nnaggenda (2012).

Organisational Structure

An organizational structure formally dictates how jobs and tasks are divided and coordinated between individuals and groups within the company (Colquitt, et al., 2010). Armstrong (2016) regards it as a framework for getting things done. He describes it as consisting of units, functions, divisions, departments, and formally constituted work teams into which activities related to particular processes, projects, products, markets, among others, are grouped together. The structure indicates reporting lines, accountabilities, and responsibilities, among others. Organization Structure is reflected in the organizational chart (Daft, 2010).

Mullins (2017) asserts that in practice the operation of the organization and success in meeting its objectives will depend upon the behavior of the people who work within the structure and who give shape and personality to the framework. He emphasizes that the structure of an organization affects not only productivity and economic efficiency but also the morale and job satisfaction of the workforce. Organizational structures have five key elements, that is, work specialization, chain of command, span of control, centralization (decentralization) and formalization. The study adopted the

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elements of centralization and formalization which appeared to best illustrate the VRA situation.

Centralization

According to Tibamwenda (2010), centralization is a coordination mechanism or situation where more of the job activities, power and authority are retained or concentrated at the top organizational levels while leaving less of the same to subordinates at the lower organizational levels. Colquitt et al. (2010) agree with Tibamwenda (2010) that such an organization would be termed as having a highly "centralized" structure. In an organization with central headquarters and geographically dispersed branches, centralization would also mean that more job-related activities, power, resources and authority are retained or concentrated at the headquarters while less of the same is left to the organizational branches.

Mullins (2017) points out some advantages of organizations with a centralized structure which include easier implementation of a common policy for the organization as a whole; providing a consistent strategy across the organization; preventing sub-units becoming too independent; making for easier coordination and management control; improved economies of scale and a reduction in overhead costs; greater use of specialization, including better facilities and equipment; improved decision-making which might otherwise be slower and a result of compromise because of diffused authority. Conversely, Champoux (2016) is of the view that organizations with centralized decision-making processes restrict the scope of decision-making and responsibility of individuals lower in the organization. This yields jobs low in skill variety, lessens autonomy and reduces task identity, all of which

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have an effect on motivating potential and the resultant levels of motivation, performance and satisfaction (Champoux, 2016). In the same vein, a study by Caruana, Morris and Vella (2018) found that increases in centralization negatively affected entrepreneurial behavior.

Formalization

Formalization pertains to the amount of written documentation in the organization (Daft, 2013). Such documentation includes procedures, job descriptions, regulations, and policy manuals which describe expected behavior and activities. Formalization requires that any organizational activities should be arranged with specific responsibility and any employee should act according to specific rules, procedures, and instructions (Wei, Yi & Yuan, 2011). Further, in firms with higher level of formalization the employees are more confined to their specific job description, which confines their attention to the most work-related information (Wei, Yi & Yuan, 2011). Caruana, Morris and Vella, (2018) argue that formalization helps to ensure that individuals and teams do not, in the name of innovativeness, pursue random or superfluous opportunities that are inconsistent with the company's mission and strategic direction. In a study by Wei, Yi and Yuan (2011) it was found that organizational formalization can improve the accelerated positive effect of bottom-up learning on exploitative innovation. Caruana, Morris and Vella (2018), found that increased formalization positively influences entrepreneurial behavior. Both exploitative innovation and entrepreneurial behavior do impact employee performance positively.

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Organisational rewards

Monetary rewards and recognition are powerful in motivating employees, directing their behavior, and developing their potential (Schuler & Jackson, 2012). In the view of Luthans (2018), organizations provide their personnel with rewards as a way of motivating them to perform and encourage their loyalty and retention. In other words, reward is a simple contract where the organization needs only to be clear to the employee about what it wants and what it is willing to give in return (Hansen, Smith, & Hansen, 2012). Organizations engage people to perform work and in return people expect to be compensated for their performance in accordance with the contract they made with the organization. It is therefore without a doubt that employees having accomplished their tasks need some form of reward. Cascio (2018) stresses that to encourage performance and more especially repeated good performance, managers must provide a sufficient number of rewards that employees really value and do so in a timely and fair manner.

Rewards come in two types: financial rewards and non-financial rewards (Tibamwenda, 2010). In a study by Eshun and Duah (2011) both types of rewards were found to be important in motivating employees to perform. In another study, Ajila and Abiola (2014) also found that workers place greater value on the rewards given to them by their employers and when not given the workers tend to express their displeasure through poor performance and non-commitment to their job. All in all, rewards whether financial or non-financial, motivate people to perform and ultimately achieve organizational goals.

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Financial rewards

Financial rewards, also called extrinsic rewards, emanate from external sources. They are incentives that are payments based on the level of performance and results realized by an individual/ employee. Such rewards usually motivate and encourage employees to work harder and include; salary, individual and group bonuses, commission, group, insurance, retirement benefits, paid holidays, medical benefits, among others (Tibamwenda, 2010). In today's organizations, money is the most dominant reward system and is not only a motivator but is used by people to get ahead, that is, the more some people get the more they want (Luthans, 2018). In the studies conducted by Yousef (2010) and Hanan (2019) financial rewards like pay satisfaction was an important determinant of job performance. Similarly, a study by Yap and Bove (2019) revealed that financial rewards are instrumental in shaping employee behaviors. In other words, once basic needs have been satisfied, people can use money to get ahead a goal that is always out of their reach, so they strive for more.

Non-financial rewards

These rewards are also called intrinsic rewards and are basically elements of job satisfaction inherent in a job (Tibamwenda, 2010). Their intrinsic nature sometimes leads to focusing more on financial rewards and yet these non-financial rewards impact greatly employee performance. These rewards do not involve any direct payment and often arise from the work itself, for example, achievement, autonomy, recognition, scope to use and develop skills, training, career development opportunities and high-quality leadership (Armstrong, 2019). Luthans (2018) argues that unlike financial

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rewards, non-financial rewards such as genuine social recognition can be given anytime or are more frequent, and as a result have a big impact on employee productivity and quality service behaviors. In a study by Hanan (2019), promotion as a form of reward was found to be a predictor of job performance. Recognition, on the other hand, is appropriate to intrinsically motivated behaviors such as inventiveness, commitment, and initiative, because these behaviors translate into innovation and creativity, service above and beyond the call of duty, and eagerness to change and move forward (Hansen et al., 2012). Therefore, to improve employee performance, nonfinancial rewards should also be provided on top of financial rewards.

Organisational Culture

Organizational culture according to Armstrong (2019) is the pattern of values, norms, beliefs, attitudes, and assumptions that may not have been articulated but shape the ways in which people in organizations behave and things get done. Champoux (2016) likens Organizational culture to entering the culture of another country where the architecture, food, language, behavior and values are different from where one comes from. To fit into that country, one must adopt its culture thus easing anxiety and the sense of feeling 'lost.' Champoux further explains that culture grows with time and is existent in organizations that have been around for a very long time whose members have a shared history. Organizational culture can be divided into four types: mission culture, adaptive culture, clan culture and bureaucratic culture.

Organizational culture has three main components: observable artifacts, espoused values, and basic underlying assumptions (Colquitt et al., 2010). Observable artifacts are the way people dress and act, type of control

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systems, symbols, stories, ceremonies, among others (Daft, 2010). Espoused values are the beliefs, philosophies and norms that an organization explicitly states including a company's vision or mission statement, verbal statements made to employees by executives and managers, among others (Colquitt et al., 2010). Basic underlying assumptions, which are the least observable, are those beliefs and philosophies that are taken for granted but ingrained that employees simply act on them (Colquitt et al., 2010). They are unconsciously held learned responses, they are implicit assumptions that actually guide behavior and determine how group members perceive, and think about things (Mullins, 2010).

Culture helps to guide the daily activities of the workers to meet certain goals. Strong cultures according to Daft (2010), can greatly impact on an organization either positively or negatively. For instance, strong values of cooperation, caring for employees and customers, and "an all for one and one for all" attitude can enable a company to consistently meet productivity, quality, and customer-service goals (Daft, 2010). Armstrong (2016) concurs that a 'good 'culture positively influences organizational behavior and could help create a 'high- performance' culture, one that will produce a high level of business performance. He however clarifies that there is no such thing as ideal culture but only an appropriate culture since cultures evolve all the time and cultures that are 'good' in one set of circumstances or period may be dysfunctional in different circumstances. On the other hand, a culture where employees are encouraged to engage in risky behavior can be detrimental to an organization.

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According to Mullins (2017) once cultural values have been accepted by employees, they increase the power and authority of management. The employees will internalize the organization's values when they believe they are right and also the employees are motivated to achieve the organization's objectives. The pervasive nature of culture in terms of 'how things are done around here' and common values, beliefs and attitudes will therefore have a significant effect on organizational processes such as decision-making, design of structure, group behavior, work organization, motivation and job satisfaction, and management control.

Organizational culture also has a few dimensions. Hofstede, one of the most significant contributors to the construct of organizational culture specifies them as, power distance, uncertainty avoidance, individualism, and masculinity (Mullins, 2015). According to Martins (2017) model culture dimensions encompass the following: strategic vision and mission, customer focus (external environment), means to achieve objectives, management processes, employee needs and objectives, interpersonal relationships, and leadership (Martins & Terblanche, 2013). This research focused on two organizational processes that can constitute organizational culture, that is, leadership style and decision-making in light of the organizational culture of VRA.

Leadership style

Leadership style is a critically important characteristic of managers (Lam & O'Higgins, 2012). Armstrong (2019) describes the process of leadership as inspiring people to do their best to achieve a desired result. Similarly, Rad and Yarmohammadian (2016) suggest that leadership style is

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the ability of a leader to influence subordinates to perform at their highest capability. There are several styles of leadership such as: autocratic, bureaucratic, laissez-faire, charismatic, consultative, democratic, participative, situational, transactional and transformational (Mosadeghrad, 2013). This study focused on transformational, transactional, and laissez-faire leadership styles.

Transformational leaders are proactive, raise followers for transcendent collective interests, and help followers achieve extraordinary goals (Antokanis, Avolio & Sivasubramaniam, 2013). While transactional leadership is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes (Antokanis, Avolio & Sivasubramaniam, 2013). A laissez faire (genuine) style is one where the manager observes that members of the group are working well on their own. The manager consciously plans to pass the focus of power to members to allow them freedom of action 'to do as they think best' and not to interfere but is readily available if help is needed. The style is termed 'genuine' to emphasize that the manager is not just abdicating (Mullins, 2017).

Mullins (2017) asserts that there is no one best leadership style. Rad and Yarmohammadian (2016) agree with Mullins (2017), according to them a leader may have knowledge and skills to act effectively in one situation but may not emerge as effectively in a different situation. Further, leadership styles could also vary due to the size of the organization or between public and private sectors. Thus, organizational success in obtaining its goals and objectives depends on managers and their leadership style (Rad &

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Yarmohammadian, 2016). The leadership styles predominant at VRA are transformational and transactional.

There have been some research studies on the relationship between leadership style and employee performance, however, the findings have been entirely inconsistent. For instance, in the United Arab Emirates, Yousef (2010) examined the mediating role of organizational commitment in the relationships of leadership behavior with job satisfaction and job performance. The study concluded that employees who perceive their superiors as adopting consultative or participative leadership behavior are more committed to their organization, more satisfied with their jobs and performance is high. Similarly, in the study by Hanan (2019), supportive and leadership behavior have a positive effect on job performance.

Decision-making

Decision-making is the process of identifying and solving problems (Daft, 2010). It entails; problem identification and diagnosis; developing alternatives; assessing alternatives; choosing an alternative; carrying out the decision and finally assessing the decision's effects (Mullins, 2017). Similarly, Colquitt et al. (2010) describe it as the process of generating and choosing from a set of alternatives to solve a problem. Decision-making is a basic function of a manager's role, nonmanagers however, also make decisions. The behavior of a decision-maker, or those participating in each phase, varies depending on the culture in which the decision process happens (Mullins, 2017). There are a number of approaches to decision-making, these can be described as authoritative in character (where the decision-maker alone makes the decision), consultative (where the decision maker gets more information

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and advice from others- including subordinates before deciding) and group (where the decision-maker shares the problem with subordinates as a group and tries to get consensus from the group members. The approach the manager chooses to use will affect the performance of employees (Mullins, 2017).

Organisational Performance

This section will discuss the perspectives of organizational performance, its definition and its measurement in an organizational learning context. Organizational performance has been identified as being a complex and multidimensional concept (Prieto & Revilla, 2016) and to be comprised of both quantitative and qualitative components. As has been discussed in the previous section, each stakeholder considers different criteria when evaluating organizational performance (Espinosa & Porter, 2011). For investors, organizational performance means high returns on capital, high dividend levels and a high confidence in the abilities of the management team. For customers, organizational performance means reasonable prices, high product and services quality, and rapid delivery. For employees, organizational performance means good compensation packages, support, respect, and fair treatment. For suppliers, organizational performance means repeat business, increases in sales and feedback on performance. For regulators, performance means compliance with rules, openness, and honesty, while for communities, organizational performance may mean regional employment, responsibility and prosperity for the members of the community.

There are two main perspectives of organizational performance, those of the shareholders and those of the stakeholders. The shareholder perspective focuses on optimizing the internal workings of a business for the sole benefit

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of its shareholders (Neely, 2012). In the shareholders' perspective, organizational performance has mainly been measured by financial performance indicators such as sales growth, profit growth, return on equity and return on assets (Hubbard, 2019). On the other hand, a stakeholder perspective tries to embrace all of the stakeholders' interests namely those of investors, customers, intermediaries, employees, suppliers, regulators, and communities.

Based on his review of the literature, Hubbard (2019) concluded that there were three levels of stakeholder approach: the Balanced Scorecard, the Triple Bottom Line and the Towards Sustainability. The balanced scorecard, approach which was first put forward by Kaplan (2014) includes shareholders (financial performance), employees (internal business performance), customers, suppliers, industry and local communities (customer performance) and innovation and learning performance. The Triple Bottom Line approach contains three aspects of organizational performance: economic, social and environment performance. Economic performance consists of sales growth, profit growth, return on equity, return on assets and gearing while social performance consists of organizational performance such as responsiveness, overall customer satisfaction, sponsorship, and education. Environmental organizational performance can be measured by aspects such as fewer spillages, less nitrogen discharge, fewer suspended solids discharges and more wastewater reuse. The Toward Sustainability approach proposes a sustainability approach that combines economic, social, and environmental performance with the future needs of stakeholders (Ahmed, 2012).

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Thus, in relation to organizational sustainability performance, an organization needs to meet the needs of its stakeholders without compromising its ability to meet their needs in the future. Espinosa and Porter (2011) have expanded on this idea by suggesting that sustainability is a concept of meeting the current organizational objectives by considering future generations to meet their needs, and that it will need continuous innovation not only to do things better but also to do better things for the benefit of current and future stakeholders.

Although organizational performance may be defined according to stakeholders' interests, according to Cocca and Alberti (2010) there can be at least eight areas of compromise, namely, effectiveness, efficiency, quality, productivity, quality of work life, profitability, innovation and learning. Effectiveness was defined as organizational performance in relation to the capability to accomplish things right the first time while efficiency was defined as organizational performance in relation to the ratio of resources expected to be consumed over resources consumed to produce certain products or services. Quality was defined by Jiménez-Jiménez and Navarro (2017) as referring to organizational performance in meeting or exceeding customer expectations. Productivity has been recently identified as organizational performance in relation to the ratio of output over input and quality of work life and in relation to the affective response of employees in the organization (Pavlov & Bournce, 2011). Profitability has been defined as organizational performance in relation to revenues and cost while innovation is organizational performance that continuously improves products or processes in order to survive and grow (Rhee et al., 2010). Learning has been defined as

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the ability of an organization to continuously create, retain, and transfer knowledge within an organization (Argote, 2011).

To summarise, in an organizational learning context, organizational performance may represent innovativeness (Liao & Wu, 2010; Rhee et al., 2010); enhanced productivity and quality (Field, 2011); employee satisfaction and increased capacity to acquire, transmit and use new knowledge (García-Morales et al. 2017); product advantage and international expansion (Hsu & Pereira, 2018) or an increase in the reputation of a firm (Calantone et al., 2012; Zhao et al., 2011).

For the purpose of this research, organizational performance will be defined as an ability of an organization to create employment, improve effectiveness, efficiency and quality of work life resulting in organizational growth and survival as was outlined by García-Morales, Moreno and Llorén-Montes (2016).

The use of scales for evaluating performance relative to the main competitors is one of the most widely used practices in recent studies (Aragón-Correa et al., 2017; Choi et al., 2018; García-Morales et al., 2011). Many researchers have used managers' subjective perceptions to measure beneficial outcomes for firms. Others have preferred objective data, such as return on assets. The literature has established that there is a high correlation and concurrent validity between objective and subjective data of performance, which implies that both are valid measures to use when calculating a firm's performance (Strandholm et al., 2014; Aragón-Correa et al., 2017; Alegre & Chiva, 2018; García-Morales et al., 2018; Andrea, 2010). As subjective data has been empirically shown to be a valid measure for examining

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organizational performance and as objective data is not easily obtained because of its potential commercial sensitivity, in this study, subjective data was used to assess organizational performance.

Empirical Review

This section reviews studies that has been done on the relationship between the underpinning variables. Studies on the effect of organizational learning and organization performance, the effect of organizational design on organizational performance, the effect of organizational learning on organizational design and the mediating role of organizational design, on the relationship between organizational learning and organizational performance.

Organizational learning and organizational performance of Volta River Authority

In 2021, Edmund Osei Afriyie conducted a study titled "Assessing the Impact of Training on Employee Performance in the Public Sector: A Case Study of Volta River Authority (VRA)". The main objective was to establish a correlation between VRA's training programs and employee performance. Supplementary objectives included evaluating the relevance of training to job needs and assessing the effectiveness of on-premises training. Data were collected through open-ended questionnaires administered to trained junior staff and face-to-face interviews with line managers. The analysis utilized Donald Kirkpatrick’s model of evaluating training and performance. Findings indicated that most training occurred on VRA premises and was job-specific, leading to positive impacts on employee performance. However, the study noted limitations in comparing employee responses to actual performance metrics due to restricted access. Afriyie concluded that while training

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positively influenced performance, future research should incorporate comprehensive performance measurement tools to better assess training outcomes.

In 2021, Stella Mawushie Dey-Tsikata examined "Managing the Human Resource at the Volta River Authority: An Examination of Training Programmes of Non-Engineering Staff". The study aimed to assess whether adequate training was provided to non-engineering staff at VRA. Supplementary objectives involved determining the systematic nature of training programs and the extent of training needs analysis. Data collection methods included questionnaires and interviews with managers, analyzed using descriptive statistics. The study found that training needs were identified prior to nominations, with a focus on off-the-job training relevant to job roles. Employees reported gains in knowledge, skills, and work attitudes. Dey-Tsikata concluded that non-engineering staff received training comparable to their engineering counterparts and recommended incorporating on-the-job training and comprehensive training needs analysis involving trainers, managers, and staff.

In 2024, Aastha Tripathi published "Organizational Learning Culture and Firm Performance: The Mediating Role of Learning Agility". The primary objective was to investigate the impact of organizational learning culture (OLCu) on firm performance, with learning agility as a mediator. The study focused on the Indian IT sector, utilizing quantitative methods for data collection and analysis. Findings demonstrated that OLCu positively influenced employee learning agility, which in turn enhanced firm performance. Tripathi concluded that fostering a learning culture motivates

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employees towards agility, enabling effective responses to market changes. The study recommended that organizations embed a learning culture to develop employee capabilities, suggesting future research explore this relationship in different sectors and cultural contexts.

In 2021, Do and Mai conducted a systematic review titled "Organizational Learning and Firm Performance: A Systematic Review". The main objective was to evaluate empirical research on the relationship between organizational learning (OL) and firm performance (FP) over two decades. The study analyzed 52 empirical studies published between 1999 and 2019, focusing on quantitative research. Findings indicated that OL positively affects both financial and non-financial performance, with organizational innovation serving as a mediator. The review concluded that OL dimensions foster FP through their combinations and interactions. The authors suggested that future research systematically examine qualitative studies and case studies to provide a more comprehensive understanding of the OL-FP relationship.

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In a study by Ahmed et al. (2018), the researchers examined the impact of organizational learning on the performance of small and medium enterprises (SMEs) in Pakistan. The main objective was to assess how different dimensions of organizational learning, such as knowledge acquisition and information dissemination, influence firm performance. Data were collected using structured questionnaires distributed to 200 SMEs, and the data were analyzed using structural equation modeling (SEM). The study

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found that knowledge acquisition had a direct positive effect on organizational performance, while information dissemination showed a mediating effect through innovation. Ahmed et al. concluded that SMEs need to prioritize continuous learning to enhance innovation and performance. They recommended further studies to explore the role of technological advancements in enhancing organizational learning processes.

Singh and Sharma (2019) conducted research on the role of organizational learning in the manufacturing sector in India. The study aimed to identify the mediating role of innovation in the relationship between organizational learning and performance. A mixed-method approach was adopted, involving surveys and interviews with 300 employees across five manufacturing firms. Data were analyzed using a combination of thematic analysis and regression analysis. The findings revealed that innovation significantly mediates the relationship between learning and performance, emphasizing that firms with robust learning mechanisms tend to innovate more effectively. The study concluded that fostering an innovation-oriented learning culture is critical for sustaining competitive advantages. Future research was suggested to explore sector-specific impacts of organizational learning.

Zhou et al. (2020) investigated the influence of organizational learning on sustainable performance in Chinese enterprises. The main objective was to explore how organizational learning contributes to economic, social, and environmental dimensions of performance. Data were collected from 400 enterprises using online surveys, and partial least squares structural equation modeling (PLS-SEM) was employed for analysis. The study found that

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organizational learning positively impacts all three dimensions of sustainability, with social performance receiving the highest impact. Zhou et al. concluded that integrating sustainability into learning practices amplifies organizational performance. They recommended further exploration of the impact of cultural differences on learning and performance dynamics.

In their 2021 study, González and Ortega analyzed the relationship between organizational learning capability and performance in Spanish technology firms. The study's main objective was to determine how organizational learning capability influences dynamic capabilities and overall firm performance. Data were collected using interviews and surveys from 250 technology firms, and regression analysis was used for data analysis. The findings indicated that firms with higher learning capabilities showed improved adaptability and performance, particularly in volatile market conditions. González and Ortega concluded that investing in organizational learning capability is essential for technology firms aiming to enhance adaptability. Future research was suggested to focus on longitudinal studies to understand long-term impacts.

A study by Lee and Lee (2022) explored the role of leadership in fostering organizational learning and its subsequent impact on performance in South Korean conglomerates. The main objective was to assess how transformational leadership mediates the relationship between organizational learning and firm performance. Data were collected from 500 employees through surveys, and the analysis was conducted using SEM. The results demonstrated that transformational leadership enhances organizational learning, which in turn positively impacts firm performance. Lee and Lee

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concluded that leadership plays a pivotal role in creating a learning culture. They recommended future studies to explore the role of digital transformation in facilitating organizational learning.

Mugisha et al. (2023) focused on the public sector in Uganda, examining the relationship between organizational learning and service delivery performance. The primary objective was to investigate how learning mechanisms in public institutions influence their efficiency and effectiveness. Data were collected through questionnaires distributed to 300 public sector employees, and data were analyzed using descriptive and inferential statistics. The findings revealed a significant positive correlation between organizational learning and service delivery performance. Mugisha et al. concluded that embedding learning practices into public administration can lead to enhanced service delivery. They recommended future research to explore the barriers to organizational learning in public institutions.

Almeida and Ferreira (2023) studied the impact of organizational learning on innovation performance in Portuguese SMEs. The study aimed to explore the role of knowledge sharing as a mediating variable. Data were gathered through online surveys from 150 SMEs, and the analysis was conducted using PLS-SEM. The study found that knowledge sharing significantly mediates the relationship between organizational learning and innovation performance. Almeida and Ferreira concluded that fostering a knowledge-sharing culture is critical for SMEs aiming to improve innovation outcomes. They recommended further studies to investigate sectoral variations in the effectiveness of learning mechanisms.

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In 2023, Wang and Zhang examined the relationship between organizational learning, agility, and performance in the context of Chinese e-commerce firms. The study's main objective was to assess how agility mediates the relationship between learning and performance. Data were collected from 200 firms through structured questionnaires, and SEM was used for data analysis. The findings showed that organizational learning positively impacts agility, which subsequently enhances performance. Wang and Zhang concluded that e-commerce firms need to prioritize learning and agility to sustain competitiveness. They suggested future research to explore the interplay of organizational learning, agility, and resilience.

Chukwu and Nwachukwu (2023) analyzed the effect of organizational learning on financial performance in Nigerian banks. The main objective was to investigate how learning practices, such as training and knowledge sharing, influence financial outcomes. Data were collected from 20 banks using surveys, and multiple regression analysis was used for data analysis. The study found that banks that invested heavily in learning practices reported higher financial performance. Chukwu and Nwachukwu concluded that continuous learning is essential for maintaining profitability in the banking sector. They recommended further studies to explore the role of technology in enhancing learning practices.

Santos and Torres (2023) explored the role of digital transformation in enhancing organizational learning and performance in Latin American firms. The main objective was to assess how digital tools facilitate learning processes and improve performance. Data were collected through interviews and surveys with 100 firms, and thematic analysis was employed. The study found that

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digital tools significantly enhance knowledge acquisition, sharing, and application, leading to improved performance. Santos and Torres concluded that digital transformation is a critical enabler of effective organizational learning. They suggested further research to investigate the long-term effects of digitalization on learning and performance.

Organizational learning and organizational design of Volta River Authority

Mokhber et al. (2018) investigated the interplay between organizational learning and organizational design in Malaysian manufacturing firms. The study aimed to explore how flexible organizational design facilitates effective learning processes. Supplementary objectives included examining the mediating role of knowledge-sharing practices. Data were collected from 300 manufacturing firms using structured questionnaires, and structural equation modeling (SEM) was used for analysis. The findings revealed that decentralized organizational designs significantly enhance learning capabilities by promoting collaboration and information flow. The authors concluded that an adaptable structure is essential for fostering organizational learning and recommended further research into cross-industry variations in these dynamics.

In a study by Turner and Baker (2019), the relationship between organizational design and learning agility was explored in U.S. technology firms. The primary objective was to determine how hierarchical structures influence the organization's capacity for learning and innovation. Interviews with 150 executives and surveys of 1,000 employees were conducted, with data analyzed using thematic analysis and regression modeling. The results

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showed that flatter organizational designs promote higher learning agility by reducing bureaucratic constraints. Turner and Baker concluded that firms must embrace less hierarchical structures to remain competitive in dynamic environments. They suggested further studies to investigate the role of cultural factors in shaping design-learning relationships.

García-López and Fernández (2020) examined the relationship between organizational design and learning in Spanish service firms, with a focus on the role of digital tools. The study aimed to explore how digitized workflows support organizational learning within different structural designs. Data were collected from 250 firms via surveys and analyzed using partial least squares (PLS-SEM). The study found that digital tools amplify the effects of learning in matrix and team-based organizational designs. García-López and Fernández concluded that leveraging technology in an optimized design structure is key to enhancing organizational learning. Future research was recommended to assess the long-term impact of digitization on learning and performance.

A study by Rashidi et al. (2021) focused on public sector organizations in the Middle East, analyzing how organizational design moderates the relationship between leadership and organizational learning. The main objective was to determine the optimal design for facilitating leadership-driven learning. Data were collected from 20 public organizations through surveys and analyzed using ANOVA and regression analysis. The results revealed that participatory designs enhance the effectiveness of leadership in promoting learning. Rashidi et al. concluded that public institutions must adopt more collaborative designs to achieve learning objectives. They

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recommended further research to explore sectoral differences in these dynamics.

Kim and Park (2021) studied the impact of organizational learning on adaptive organizational design in South Korean firms. The primary objective was to investigate how learning shapes the evolution of organizational structures in response to market changes. Data were collected using case studies of five leading firms, and qualitative data analysis techniques were employed. The study found that organizations that institutionalized learning processes were more adept at shifting to modular designs. Kim and Park concluded that adaptive designs driven by learning capabilities offer a competitive advantage in dynamic markets. Future studies were suggested to examine the interplay between organizational culture and adaptive design.

Ali and Ahmed (2022) explored the relationship between organizational learning and design in healthcare organizations in Pakistan. The study aimed to assess how organizational learning influences the design of patient-centric workflows. Supplementary objectives included evaluating the role of leadership in aligning learning with design. Data were gathered through focus group discussions and surveys of 500 healthcare workers, and thematic content analysis was used for data interpretation. The findings showed that continuous learning fosters the adoption of flexible and patient-focused designs. Ali and Ahmed concluded that healthcare organizations must integrate learning frameworks to improve service delivery. They recommended further studies on the role of technology in enhancing these processes.

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A study by Müller et al. (2022) investigated the effects of organizational learning on structural flexibility in German manufacturing firms. The primary objective was to determine how learning mechanisms contribute to the evolution of flexible organizational designs. Data were collected from 200 firms through online questionnaires, and multiple regression analysis was used for data analysis. The findings indicated that organizations with robust learning cultures were more likely to adopt agile and modular designs. Müller et al. concluded that fostering a learning-oriented culture is essential for structural adaptability. They recommended future research on the interaction between learning, design, and innovation outcomes.

Singh et al. (2023) analyzed the role of organizational design in mediating the relationship between learning and innovation in Indian IT firms. The study's main objective was to explore how various structural elements enhance or hinder learning-driven innovation. Surveys were distributed to 300 employees across 50 firms, and data were analyzed using SEM. The findings revealed that decentralized and team-based designs significantly mediate the relationship between organizational learning and innovation. Singh et al. concluded that firms must adopt adaptive designs to maximize the benefits of learning. Future research was recommended to examine the influence of external environmental factors on these dynamics.

Wang and Zhou (2023) conducted research on the impact of organizational learning on structural decentralization in Chinese e-commerce firms. The primary objective was to assess how learning shapes the move from centralized to decentralized structures. Data were collected from 500 employees using online surveys, and regression analysis was employed for

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data interpretation. The study found that organizations prioritizing learning tend to decentralize decision-making processes to empower employees. Wang and Zhou concluded that decentralization driven by learning fosters innovation and adaptability. They recommended further studies to investigate the interplay between organizational design, learning, and digital transformation.

Hansen et al. (2018) examined the impact of organizational learning on the adoption of networked organizational designs in Scandinavian technology firms. The primary objective was to investigate how learning facilitates the creation of interconnected team structures to enhance innovation. Data were collected through interviews with 200 employees and managers, and qualitative data analysis methods were used. The findings revealed that organizations with strong learning cultures tended to favor networked designs that promote collaboration across departments. Hansen et al. concluded that fostering a culture of continuous learning is essential for implementing modern, flexible organizational structures. They suggested future research to analyze the sustainability of networked designs in large organizations.

Santos and Martins (2019) conducted a study on the influence of organizational learning on the design of knowledge management systems in Portuguese financial institutions. The main objective was to assess how learning practices guide the development of systems that support decision-making processes. Using surveys and focus groups involving 150 employees, the data were analyzed with thematic content analysis and descriptive statistics. The results showed that organizations that emphasized learning were better able to design systems that aligned with strategic goals. Santos and Martins concluded that organizational learning is a critical factor in designing

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effective knowledge systems and recommended further studies on integrating artificial intelligence into these designs.

Rahman and Khan (2020) explored the relationship between organizational learning and structural alignment in Bangladeshi textile firms. The study aimed to understand how learning practices help align organizational design with operational goals. Data were collected through structured questionnaires distributed to 250 employees and analyzed using regression and correlation techniques. The findings highlighted that firms prioritizing learning were better at achieving structural alignment, resulting in improved efficiency and employee satisfaction. Rahman and Khan concluded that learning-oriented organizations are more adaptable to change and recommended further research to explore the role of leadership in driving this alignment.

Ahmed et al. (2020) investigated the mediating role of organizational learning between structural innovation and performance in UAE-based logistics companies. The study's primary objective was to assess how learning mediates the relationship between innovative designs and organizational outcomes. Surveys were conducted with 300 employees, and the data were analyzed using structural equation modeling (SEM). The findings revealed that organizational learning significantly enhances the impact of innovative designs on performance metrics. Ahmed et al. concluded that learning is a critical enabler of structural innovation and recommended further exploration of industry-specific factors influencing these relationships.

Jones and Peters (2021) studied how organizational learning informs the adoption of modular organizational designs in U.K. manufacturing firms.

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The main objective was to examine how learning capabilities influence the move toward modularity to enhance adaptability. Data were collected from 20 firms through case studies and analyzed using qualitative coding techniques. The study found that organizations with robust learning mechanisms were more likely to implement modular designs that allowed for flexibility and scalability. Jones and Peters concluded that organizational learning plays a pivotal role in structural innovation and suggested future research to explore the impact of modularity on long-term performance.

Nguyen et al. (2021) conducted research on the role of organizational learning in shaping cross-functional team structures in Vietnamese service firms. The study aimed to determine how learning promotes collaboration across functional areas to achieve strategic goals. Using a mixed-methods approach, the researchers surveyed 400 employees and conducted interviews with 50 managers. Data analysis involved thematic analysis and structural equation modeling. The results indicated that learning-oriented organizations were more likely to adopt cross-functional designs that enhance innovation and responsiveness. Nguyen et al. concluded that such designs are vital for dynamic industries and recommended additional research on how digital transformation influences these designs.

Huang and Zhang (2022) explored the effect of organizational learning on decentralized decision-making structures in Chinese retail companies. The primary objective was to assess how learning enables organizations to delegate decision-making authority effectively. Surveys were conducted with 500 employees, and the data were analyzed using multiple regression techniques. The findings demonstrated that organizations that prioritized learning were

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better at implementing decentralized structures, leading to improved decision-making speed and employee engagement. Huang and Zhang concluded that learning is essential for effective decentralization and suggested further studies to examine cultural factors affecting these dynamics.

Fernandez et al. (2022) studied the role of organizational learning in facilitating the adoption of hybrid organizational designs in Spanish tourism firms. The main objective was to evaluate how learning practices influence the integration of traditional and modern design elements. Data were collected from 100 firms using surveys and analyzed with PLS-SEM. The study revealed that firms emphasizing learning were more successful in implementing hybrid designs that balanced stability and flexibility. Fernandez et al. concluded that hybrid designs driven by organizational learning enhance competitiveness and recommended further research to explore the challenges of implementing such designs in different sectors.

Lee and Choi (2023) analyzed the relationship between organizational learning and adaptive organizational designs in South Korean tech startups. The study's primary objective was to examine how startups leverage learning to create designs that respond to rapid market changes. Case studies of 15 startups were conducted, and data were analyzed using grounded theory techniques. The findings highlighted that startups with strong learning cultures were more adept at adopting adaptive designs, enabling them to pivot quickly in response to challenges. Lee and Choi concluded that fostering learning capabilities is critical for startup success and recommended further research to explore the role of leadership in promoting adaptive designs.

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Singh et al. (2023) examined the impact of organizational learning on collaborative network structures in Indian pharmaceutical firms. The study aimed to explore how learning supports the development of networks that enhance innovation and resource sharing. Data were collected from 300 employees through surveys and analyzed using SEM. The findings revealed that learning-oriented firms were more successful in establishing collaborative networks, resulting in higher innovation rates. Singh et al. concluded that organizational learning is a vital driver of collaboration and recommended further studies to investigate the role of e

Organizational design and organizational performance of Volta River Authority

Gopalakrishnan and Mishra (2018) investigated the influence of organizational design on the operational efficiency of manufacturing firms in India. The study aimed to assess how structural elements such as decentralization, formalization, and specialization impact organizational performance. Data were collected using surveys administered to 300 managers and analyzed using multiple regression analysis. The findings revealed that decentralization positively impacts decision-making speed and adaptability, while formalization ensures consistency and compliance. The study concluded that an optimal balance between decentralization and formalization leads to superior performance. The authors recommended further research to explore the role of technology in modern organizational designs.

Amjad et al. (2018) analyzed the relationship between organic organizational designs and employee productivity in Pakistani textile firms. The main objective was to evaluate how flexible structures contribute to

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workforce efficiency and innovation. Supplementary objectives included exploring the mediating role of leadership styles. Data were collected through interviews and surveys from 200 employees and analyzed using structural equation modeling (SEM). The findings highlighted that organic designs, characterized by low hierarchy and high adaptability, enhance employee performance. Amjad et al. concluded that adopting organic designs fosters creativity and innovation, suggesting future studies to examine the long-term impacts of such designs.

Kumar and Singh (2019) examined the impact of hybrid organizational designs on financial performance in IT firms in Bangalore. The study aimed to determine how blending traditional hierarchical structures with agile frameworks influences financial outcomes. The researchers used a mixed-methods approach, collecting data from 50 firms through surveys and interviews, analyzed with thematic analysis and regression techniques. The results showed that firms with hybrid designs outperformed those with rigid structures in terms of profitability and market responsiveness. Kumar and Singh concluded that hybrid designs provide a competitive edge and recommended research on the scalability of such designs in larger organizations.

Johnson et al. (2019) explored the role of organizational design in enhancing customer satisfaction within U.S.-based service firms. The primary objective was to evaluate the effect of flat hierarchies and decentralized decision-making on service quality. Surveys and customer feedback data from 500 respondents were analyzed using correlation and regression analysis. The study found that organizations with flatter structures experienced higher

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customer satisfaction levels due to faster response times and personalized services. Johnson et al. concluded that decentralization improves customer engagement and loyalty, advocating for additional studies to analyze industry-specific differences in design implementation.

Mendoza and Ortiz (2020) studied the relationship between team-based organizational designs and innovation performance in Mexican manufacturing companies. The main objective was to assess how team-oriented structures facilitate innovation. Supplementary objectives included analyzing the role of inter-departmental collaboration. Data were collected through structured questionnaires distributed to 400 employees and analyzed using ANOVA and SEM. The findings indicated that team-based designs significantly enhance innovation by promoting knowledge sharing and collaboration. Mendoza and Ortiz concluded that fostering a culture of teamwork is critical for innovation and recommended further research on the impact of virtual teams on organizational performance.

Chen and Zhang (2020) investigated the effects of decentralized organizational designs on operational efficiency in Chinese logistics firms. The study aimed to understand how decentralization impacts decision-making processes and resource utilization. Using a survey of 300 managers and employees, the researchers analyzed data through regression techniques. The findings revealed that decentralization enhances efficiency by empowering managers to make real-time decisions. However, excessive decentralization led to coordination challenges. Chen and Zhang concluded that decentralization must be balanced with clear communication protocols and

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recommended future studies on the role of digital tools in managing decentralized systems.

Ali and Ahmed (2021) explored the relationship between organizational design and employee engagement in UAE-based retail firms. The main objective was to assess how flat hierarchies and team-based structures influence employee motivation and productivity. Data were collected through surveys from 350 employees and analyzed using factor analysis and regression models. The results indicated that flat hierarchies fostered higher engagement levels by promoting autonomy and participation. Ali and Ahmed concluded that empowering employees through participative designs leads to improved performance and suggested further research on cultural factors influencing engagement in different organizational settings.

Hernandez and Lopez (2021) examined the impact of adaptive organizational designs on resilience during crises in Spanish tourism firms. The study aimed to assess how flexibility in design contributes to organizational resilience. Using case studies of 20 firms affected by the COVID-19 pandemic, qualitative data were analyzed using grounded theory. The findings showed that firms with adaptive designs were better at navigating the crisis due to their ability to reconfigure resources and processes. Hernandez and Lopez concluded that adaptability is key to resilience and recommended further studies on post-crisis recovery strategies in other sectors.

Nakamura et al. (2022) conducted a study on the role of digitalization in shaping organizational designs in Japanese automotive firms. The main objective was to evaluate how digital tools influence structural flexibility and

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performance. Data were collected through surveys and interviews with 100 managers and analyzed using thematic analysis. The results highlighted that digitalization enables real-time communication and decision-making, thereby enhancing organizational agility. Nakamura et al. concluded that integrating digital tools into organizational design is essential for competitiveness and suggested further research on the challenges of digital transformation in traditional industries.

Singh and Gupta (2022) investigated the relationship between hierarchical organizational designs and strategic alignment in Indian pharmaceutical firms. The study aimed to determine how formal structures influence alignment with strategic goals. Data were collected through questionnaires distributed to 300 employees and analyzed using SEM. The findings revealed that while hierarchical designs ensure compliance and stability, excessive rigidity hampers innovation. Singh and Gupta concluded that a balance between hierarchy and flexibility is crucial for strategic alignment, recommending future studies to explore the role of leadership in achieving this balance.

Lee et al. (2023) examined the mediating role of organizational culture in the relationship between design and performance in South Korean startups. The study aimed to assess how cultural factors influence the effectiveness of organizational designs. Using surveys and focus groups, data were collected from 150 startups and analyzed using regression and content analysis. The results indicated that a strong, adaptive culture enhances the impact of innovative designs on performance. Lee et al. concluded that culture is a

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critical mediator and suggested further research on the interplay between culture, design, and external market dynamics.

Martinez and Rivera (2023) investigated the impact of flat organizational structures on employee retention in Chilean technology firms. The study aimed to assess whether reducing hierarchical levels contributes to better retention rates. Data were collected using surveys distributed to 500 employees and analyzed using regression analysis. The findings revealed that flat structures increased employee satisfaction and retention due to improved communication and empowerment. Martinez and Rivera concluded that organizations should consider flattening hierarchies to boost employee loyalty and suggested further studies on the cultural implications of flat structures in other regions.

Rahman et al. (2022) examined the influence of network-based organizational designs on knowledge sharing in Malaysian educational institutions. The main objective was to evaluate how a network structure fosters inter-departmental collaboration and learning. Supplementary objectives included exploring the role of digital platforms. Data were collected from 200 participants through interviews and analyzed using thematic analysis. The findings showed that network designs improved knowledge sharing and innovation. Rahman et al. concluded that incorporating digital tools into network-based designs is vital and recommended further research on the long-term effects of such designs on organizational learning.

Nguyen and Tran (2021) studied the effects of agile organizational designs on project success in Vietnamese software firms. The primary objective was to evaluate the role of agility in meeting project timelines and budgets. The

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researchers employed a mixed-methods approach, collecting quantitative data through surveys and qualitative data through focus groups, analyzed using SEM and thematic analysis. The results indicated that agile designs significantly improved project outcomes by fostering adaptability and teamwork. Nguyen and Tran concluded that agility is a critical success factor for project-based industries, recommending further research into the scalability of agile methods.

Brown et al. (2020) explored the relationship between centralized decision-making and financial performance in Canadian retail chains. The study aimed to determine the impact of centralized structures on cost efficiency and profitability. Data were collected through surveys and financial records from 100 retail outlets and analyzed using correlation analysis. The findings revealed that while centralization improves cost control, it often reduces flexibility, negatively affecting performance in dynamic environments. Brown et al. concluded that centralized designs are most effective in stable industries and recommended future research on hybrid models that balance centralization and flexibility.

Smith and O'Connor (2019) examined the mediating role of employee autonomy in the relationship between organizational design and creativity in Irish media companies. The study aimed to assess how autonomy in flat structures impacts creative output. Data were collected using interviews and surveys from 150 employees, and analysis was conducted using SEM. The results showed that autonomy significantly enhances creativity in flat organizational structures. Smith and O'Connor concluded that granting

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employees more decision-making power fosters innovation and suggested further studies on the potential risks of excessive autonomy.

Abdullah et al. (2022) analyzed the influence of matrix organizational designs on resource allocation efficiency in UAE construction firms. The primary objective was to assess whether matrix structures improve resource utilization in complex projects. Data were collected through case studies of five firms and analyzed using qualitative content analysis. The findings revealed that matrix designs improved coordination and resource allocation but often led to conflicts between functional and project managers. Abdullah et al. concluded that proper conflict resolution mechanisms are necessary for matrix structures and recommended further research on mitigating such conflicts in high-stress environments.

Garcia and Santos (2021) investigated the impact of organizational redesign on post-merger performance in Brazilian banking institutions. The study aimed to evaluate how restructuring affects operational efficiency and employee integration. Data were collected from financial reports and employee surveys, analyzed using regression and content analysis. The findings showed that redesigning processes and structures post-merger enhanced efficiency and reduced redundancies. Garcia and Santos concluded that careful organizational redesign is crucial for successful mergers and suggested future research on employee adaptation during restructuring.

Zhao et al. (2020) examined the role of cross-functional teams in improving product development cycles in Chinese manufacturing firms. The study aimed to assess how integrating diverse skill sets within teams affects performance. Data were collected through surveys from 300 employees and analyzed using

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ANOVA. The findings revealed that cross-functional teams reduce development time and improve product quality. Zhao et al. concluded that fostering collaboration across departments is essential for competitiveness and recommended further research on the impact of team diversity on innovation.

Walker et al. (2018) explored the relationship between modular organizational designs and scalability in U.S. tech startups. The main objective was to determine how modular designs influence growth potential. Data were collected through interviews with 50 startup founders and analyzed using grounded theory. The findings showed that modular designs facilitated scalability by allowing firms to adapt quickly to market demands. Walker et al. concluded that modularity is particularly effective for rapidly growing firms and suggested future studies on the application of modular designs in other industries.

Patel and Mehta (2023) analyzed the impact of hierarchical structures on employee well-being in Indian healthcare institutions. The study aimed to assess how rigid hierarchies affect job satisfaction and stress levels. Surveys were distributed to 400 healthcare workers, and data were analyzed using SEM. The findings revealed that excessive hierarchy led to reduced job satisfaction and increased stress, negatively affecting performance. Patel and Mehta concluded that reducing hierarchy can improve employee well-being and suggested further research on implementing flatter structures in highly regulated industries.

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Mediating role of organizational design on the relationship between organizational learning and organizational performance of Volta River Authority

In a study by Ibrahim et al. (2021), the relationship between organizational learning and organizational performance in Nigerian manufacturing firms was examined, with a specific focus on how organizational design mediates this relationship. The primary objective of the study was to understand the role of organizational design, specifically centralized versus decentralized structures, in facilitating knowledge transfer and improving performance outcomes. Supplementary objectives included assessing whether certain designs are more conducive to fostering an environment that promotes continuous learning and innovation. The study used a mixed-method approach, collecting data via surveys and in-depth interviews from 200 managers and employees across 15 manufacturing firms. Data were analyzed using Structural Equation Modeling (SEM) to test the mediation effect of organizational design. The findings revealed that decentralized organizational designs allowed for better communication and knowledge sharing, which in turn positively affected organizational performance. Ibrahim et al. concluded that an adaptable organizational design is crucial for optimizing the benefits of organizational learning. They recommended future research exploring the impact of hybrid designs and the integration of digital technologies in organizational learning processes.

In another study, Zhang et al. (2020) focused on the power of organizational design in shaping the relationship between organizational learning and performance in the public sector in China. The primary objective

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was to assess how different organizational structures, particularly formal versus informal designs, mediate the link between knowledge acquisition and organizational success. Supplementary objectives included examining how organizational culture and leadership style interact with design structures to influence learning outcomes. The researchers used a quantitative method, gathering data from 300 employees through a structured questionnaire. Analysis was conducted using path analysis, which showed that formal designs, while providing clear roles and processes, were less effective than informal, flexible designs in promoting rapid learning and adaptive performance in public organizations. The study concluded that organizations in the public sector could improve performance by adopting more flexible, decentralized designs that allow for quicker decision-making and more effective knowledge sharing. Zhang et al. recommended that future studies should explore the role of digital platforms in supporting informal organizational structures to enhance learning and performance.

Singh and Gupta (2019) conducted an empirical study on the mediating role of organizational design in the relationship between organizational learning and performance in Indian retail organizations. The main objective of the study was to explore how organizational structures, including hierarchical and flat designs, influence the process of organizational learning and its subsequent impact on performance outcomes. The researchers also sought to investigate the effect of organizational culture as a moderating variable. The data collection involved administering surveys to 250 managers and employees across 50 retail stores. Analysis was carried out using regression techniques to test the mediation effect of organizational design. The findings

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indicated that flat organizational designs promoted faster learning and improved employee performance due to better communication channels and greater autonomy. The study concluded that companies in the retail sector should prioritize the adoption of flexible and flat organizational designs to foster a culture of continuous learning. Singh and Gupta suggested that future research could focus on the sector-specific implications of organizational design choices and how these can be optimized for enhanced performance.

In a more recent study, Lee et al. (2023) explored the impact of organizational design as a mediator between organizational learning and performance in high-tech industries in South Korea. The study aimed to determine whether specific organizational designs, such as team-based and networked structures, facilitate knowledge creation and sharing, ultimately leading to improved performance. The data were collected from 150 employees in 10 high-tech firms using a mixed-methods approach, combining surveys and semi-structured interviews. The data were analyzed using both qualitative thematic analysis and quantitative SEM. The findings revealed that networked organizational designs significantly enhanced knowledge creation and dissemination, which in turn led to better performance outcomes, especially in terms of innovation and responsiveness to market changes. Lee et al. concluded that firms in the high-tech industry benefit from adopting more flexible and decentralized designs that allow employees to collaborate across functions and share knowledge freely. They recommended further research on how technology and virtual teams can be integrated into organizational designs to enhance learning and performance.

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Kim and Park (2022) focused on the mediating role of organizational design in the relationship between organizational learning and performance in South Korean healthcare institutions. Their study's primary objective was to understand how different organizational structures, such as functional versus process-oriented designs, impact the ability of organizations to leverage learning for better performance. Supplementary objectives included investigating the role of leadership styles in shaping the design of the organization and fostering a learning environment. The researchers employed a survey methodology, distributing questionnaires to 500 healthcare professionals across various hospitals and clinics. The data were analyzed using Structural Equation Modeling (SEM). The study found that process-oriented designs, which emphasize collaboration and team-based work, facilitated more effective organizational learning and led to higher levels of patient care quality and operational efficiency. Kim and Park concluded that healthcare organizations could significantly benefit from rethinking their traditional hierarchical structures and implementing more flexible, collaborative designs. They suggested future studies focusing on the role of organizational design in addressing the challenges of the healthcare sector in different cultural contexts.

In the context of manufacturing, Rivera et al. (2021) conducted a study on the mediating role of organizational design in the relationship between organizational learning and performance in Colombian manufacturing companies. The study aimed to evaluate how organizational structure impacts the extent to which companies can convert learning into improved operational efficiency and product innovation. Supplementary objectives included

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analyzing the role of leadership in supporting the adoption of appropriate organizational designs. The researchers used a quantitative approach, collecting data through surveys distributed to 200 managers across 30 manufacturing companies. The data were analyzed using path analysis to test the mediation hypothesis. The results showed that matrix organizational designs, which combine functional and project-based structures, enabled faster knowledge exchange and greater innovation, leading to improved performance. Rivera et al. concluded that matrix designs are particularly effective in dynamic and innovative industries and suggested future research exploring how different leadership styles can further support or hinder the success of such designs.

A study by Hossain et al. (2020) investigated the impact of organizational design on the relationship between organizational learning and performance in the service sector in Bangladesh. The primary objective of this study was to examine whether organizational design, particularly hierarchical versus flat structures, influences how organizations utilize learning processes to achieve better performance outcomes. The supplementary objective was to analyze the role of leadership and communication flows within different organizational structures. The data were collected through structured questionnaires from 180 employees working in 15 service-oriented firms. The study utilized Structural Equation Modeling (SEM) to assess the mediation role of organizational design. The findings revealed that flat organizational designs positively influenced the learning process by fostering open communication and empowering employees, which ultimately led to better performance. In contrast, hierarchical designs, although beneficial for

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decision-making efficiency, were found to hinder knowledge sharing. The study concluded that firms should adopt flatter organizational structures to enhance their learning capabilities and improve performance. Hossain et al. recommended that future research should explore the longitudinal effects of organizational design changes on performance in different sectors.

In 2021, Kumar and Sharma conducted a study on the influence of organizational design on the relationship between organizational learning and performance in the Indian technology sector. The study's main objective was to investigate how different organizational designs, such as centralized versus decentralized structures, impact the ability of firms to leverage organizational learning for better performance outcomes. Supplementary objectives included evaluating the role of technology in facilitating organizational learning processes within different designs. The researchers employed a survey-based methodology, gathering data from 250 employees across 20 technology firms in India. The data were analyzed using regression analysis. The study found that decentralized designs, which encourage autonomy and flexibility, supported organizational learning and innovation, leading to improved product development and performance in the technology sector. On the other hand, centralized designs, while more efficient in decision-making, limited knowledge sharing and stifled innovation. Kumar and Sharma concluded that decentralized organizational structures are more effective in the context of high-tech industries, where innovation and learning are key to success. They suggested that future research should explore the impact of digital transformation on organizational design and its implications for learning and performance.

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In a study by Lee and Choi (2022), the relationship between organizational learning, organizational design, and performance was explored in the context of South Korean financial institutions. The study aimed to understand how various organizational designs, specifically matrix and functional structures, mediate the relationship between learning and organizational performance. The supplementary objective was to explore the role of culture in shaping organizational learning processes within different design structures. A total of 300 respondents from 15 financial institutions participated in the study, with data collected through online surveys. The analysis was conducted using path analysis to test the mediation hypothesis. The results indicated that matrix organizational designs facilitated better coordination and communication among departments, thereby enhancing organizational learning and leading to higher organizational performance, particularly in customer satisfaction and innovation. The study concluded that the adoption of matrix structures in financial institutions is advantageous for fostering continuous learning and improving performance. Lee and Choi recommended future research on the cultural implications of organizational design in global organizations, particularly in cross-cultural settings.

In 2020, Salim and Zainab investigated the impact of organizational design on organizational learning and performance in Malaysian manufacturing companies. The main objective of this study was to examine how structural features, such as the degree of formalization and centralization, mediate the relationship between learning processes and organizational performance. Supplementary objectives included assessing how leadership practices within these structures influence the learning process. The study

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employed a survey method, collecting data from 220 employees in 12 manufacturing firms. The data were analyzed using Structural Equation Modeling (SEM) to test the mediation effect. The findings showed that highly formalized and centralized organizational designs hindered the learning process, leading to lower innovation and performance outcomes. Conversely, flexible designs with decentralized decision-making and fewer hierarchical barriers enhanced organizational learning and positively impacted performance. Salim and Zainab concluded that for organizations in the manufacturing sector, adopting flexible and less formalized structures would lead to improved organizational learning and, consequently, enhanced performance. They recommended future studies focusing on the impact of leadership in the context of organizational design and performance in other industries.

In a study conducted by Mohamed et al. (2021), the authors examined how organizational design mediates the relationship between organizational learning and performance in the tourism industry in Egypt. The study's primary objective was to explore whether various organizational structures, such as centralized, decentralized, and networked designs, influence the relationship between organizational learning and organizational performance. The supplementary objective was to investigate how the design of an organization affects employees' ability to engage in continuous learning. The study utilized a survey approach, gathering responses from 150 employees across 10 tourism organizations. The data were analyzed using regression and mediation analysis techniques. The findings indicated that networked organizational designs, characterized by decentralized decision-making and

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increased autonomy, facilitated knowledge exchange and learning, which directly contributed to improved performance in terms of customer satisfaction and operational efficiency. In contrast, centralized and hierarchical structures were found to hinder the learning process, resulting in less innovation and lower performance. Mohamed et al. concluded that adopting networked organizational designs could lead to significant improvements in performance by promoting learning and knowledge sharing. They recommended further research into the role of organizational design in fostering innovation in other service sectors.

In 2022, Nguyen and Tran explored the mediating role of organizational design in the relationship between organizational learning and performance in Vietnamese retail companies. The study aimed to identify how organizational design structures, particularly team-based and hierarchical designs, mediate the relationship between learning processes and performance outcomes in retail firms. Supplementary objectives included assessing how management practices and organizational culture influence the effectiveness of these designs. The data were collected through surveys from 180 employees in 25 retail firms. The researchers used SEM to analyze the data. The findings revealed that team-based organizational designs, which emphasize collaboration and knowledge sharing, significantly enhanced organizational learning, leading to better performance in terms of market adaptability and customer engagement. Conversely, hierarchical designs were found to impede knowledge flow and slow down performance improvements. Nguyen and Tran concluded that retail organizations should consider adopting team-based designs to foster a more effective learning environment and improve

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performance outcomes. They suggested that future research should focus on the long-term effects of team-based designs in different retail sectors and regions.

Conceptual Framework

This section explains the how the variables underpinning the study relates to one another. The study would seek to analyse the relationship between organizational learning and organizational performance. Also, the relationship between orgnaisational learning and organizational Design was also analysed. Organisational structure was measured by using organizational structure, organizational reward and organizational culture. The relationship between the variables have been shown in Figure 1.

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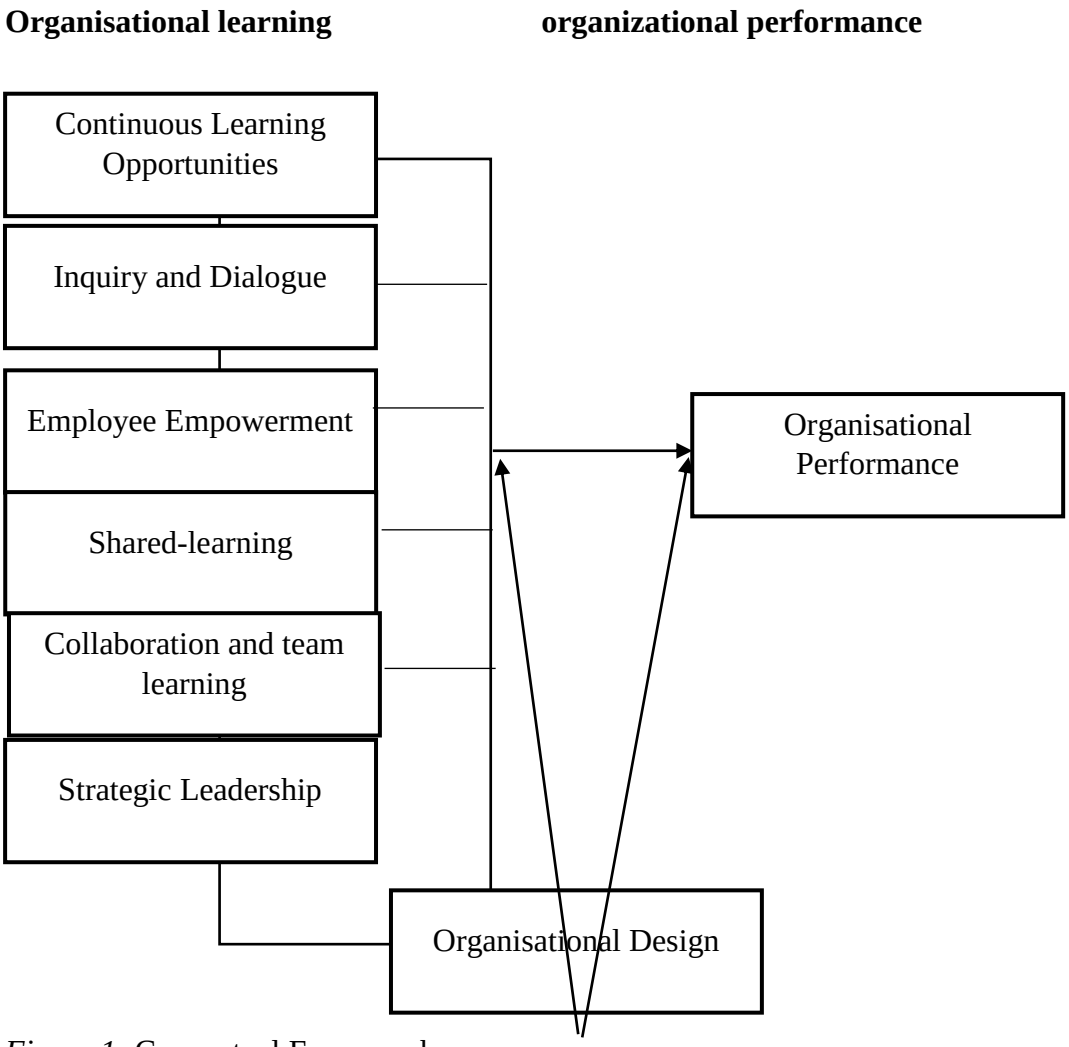

Figure 1: Conceptual Framework
Source: Author's Construct (2024)

The relationship between organizational learning and organizational performance is a complex and dynamic one, with several key concepts and factors playing important roles. Considering continuous learning opportunities, inquiry and dialogue, employee empowerment, shared learning, collaboration and team learning, and strategic leadership, with a focus on the mediating role of organizational design. Organizations that provide continuous learning opportunities invest in the development of their employees' skills and knowledge over time. Continuous learning enhances employees' capabilities, which, in turn, positively impacts organizational performance. Encouraging a culture of inquiry and dialogue fosters open communication and the exchange

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of ideas within the organization. A culture of inquiry promotes problem-solving, innovation, and adaptability, all of which contribute to improved organizational performance. Empowering employees involves giving them the autonomy and authority to make decisions, fostering a sense of ownership and responsibility. Empowered employees are more motivated and engaged, leading to increased productivity and better overall performance.

Shared learning involves the dissemination of knowledge and insights across the organization, breaking down silos. When knowledge is shared, it creates a more informed and adaptable workforce, positively impacting organizational performance. Collaboration and team learning emphasize the importance of collective efforts and shared goals within teams. Effective collaboration enhances teamwork, problem-solving, and innovation, contributing to improved organizational performance. Strategic leadership involves guiding the organization with a long-term vision, making decisions that align with organizational goals. Strong leadership is crucial for setting the direction, fostering a learning culture, and making strategic decisions that positively impact organizational performance.

Organizational design refers to the structure, systems, and processes that shape how work is organized and executed within the organization. The design of the organization influences how learning initiatives are implemented and integrated into daily operations. An effective organizational design facilitates the translation of learning into improved performance by ensuring that structures and processes align with the learning culture. In summary, a culture of continuous learning, inquiry, and collaboration, coupled with employee empowerment and strategic leadership, contributes to enhanced

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organizational performance. Organizational design acts as a mediator, influencing the extent to which these learning initiatives are integrated and embedded in the overall functioning of the organization. A well-designed organization supports the implementation of learning practices, thereby mediating the relationship between organizational learning and performance.

Chapter Summary

The chapter discussed the theoretical review. The total quality management theory and system theory were employed to link the relationship between organizational learning, organizational design and organizational performance. The study also analysed the concepts underpinning the study. That is, the concept of organizational learning, organizational design and organizational performance. Organisational learning was demarcated into six components as reviewed in the literature. These components included continuous learning opportunities, Inquiry and dialogue, employee empowerment, shared-learning, collaboration and team learning and strategic leadership. The findings from previous studies on the relationship between organizational learning, organizational design and organizational performance were also examined and it came to light that, even though there are legion of studies on organizational learning, organizational design and organizational performance, non was explicitly conducted in Volta River Authority hence this thesis fills this lacuna in the literature.

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CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this study was to examine the role of organizational design on the relationship between organizational learning and organizational performance. Based on the discussions in previous chapters, this chapter discussed the methods employed for this research. The chapter included the research paradigm and approach, the design of the study, study population, sample size, sampling technique, instrument for the survey, procedure for collecting data, and the statistical analysis employed for the research.

Research Paradigm

It was decided to use the positivist paradigm for this particular study. In accordance with Saunders et al. (2016), positivism is a philosophical theory that addresses problems that may be demonstrated by experimentation while also offering a foundation for generalisation. It can be deduced from this that human interpretation has no influence whatsoever on the production of events. Within this paradigm, hypotheses are developed by drawing on previously established theories. These hypotheses are either validated and confirmed, either in their entirety or in part, or they are refuted, which ultimately leads to the formation of a theory that may be further investigated through research (Creswell, 2009; Saunders et al, 2016). Given that the hypotheses and relationships of the study are being tested, this paradigm is an excellent choice for accomplishing the objectives of this study.

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Research Approach

In this particular study, a quantitative research methodology was utilised. According to Williams (2017), it is of the belief that human behaviour may be quantified in terms of attributes by employing a quantitative research technique. This is analogous to the way that physical occurrences are quantified in the scientific disciplines. Williams believes that this method is suitable because it enables the researcher to collect data through standardised methods that are based on correctly set up research instrument(s), well-specified study subjects, and data that is applicable to the situation. According to Creswell and Plano-Clark (2012), research is normally carried out in a manner that is distinguished by its paradigm, strategy, and, in certain circumstances, the methodologies that are utilised to achieve the objectives of the study and get the desired results. According to Saunders, Lewis, and Thornhill (2015), quantitative research typically involves the utilisation of statistical and measurement tools that are designed to explain, describe, investigate, and highlight the relationship that exists between variables. According to Miller and Brewer (2013), quantitative research is characterised by the presence of a large number of numerical values; hence, statistical methods are utilised in order to examine the data that was gathered for the study. The technique, on the other hand, has a number of drawbacks, including the fact that it is artificial and that it has a tendency to suffer from the problem of being overly generalised (Alghamdi 2013; Bryman, 2016).

Research Design

Sekaran and Bougie (2016) defined research design as a plan that specifies how data pertaining to a particular study should be collected,

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measured, and analysed. This strategy was specified according to the research design.

For this particular study, the explanatory design was utilised. Based on Saunders et al. (2015), the objective of the explanatory study design is to determine the cause and effect correlations that exist between the variables. In a more precise manner, the research investigates the role that organisational design plays in the connection between organisational learning and organisational performance. According to Creswell and Creswell (2017), carrying out research utilising an explanatory methodology comes with both advantages and disadvantages. The use of an explanatory research design may result in a number of potential benefits, including a deeper comprehension of a topic, the ability to access sources with greater flexibility, enhanced conclusions, and the ability to generalise findings. The objectives of the study not only allow the researcher to obtain data about the subject matter through the use of a well-designed questionnaire, but they also provide a fundamental understanding of the subject matter. Additionally, the researcher has the ability to make assumptions on the outcomes of the analysis by utilising quantitative analyses.

Despite these benefits, this method has a drawback in that it is prone to obtaining biassed information from respondents. This is a disadvantage. It is possible that the results of the study could also be affected by other uncontrolled variables, such as the passage of time and the absence of corporative responses.

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Study Area

This research was conducted out in the Volta River Authority, Takoradi. Thus, the target population for the study was composed of employees in VRA. The Volta River Authority (VRA) was established on April 26, 1961 with the mandate to generate, transmit and distribute electricity under the Volta River Development Act, *Act 46* of the Republic of Ghana. However, following the promulgation of a major amendment to the Act within the context of the Ghana Government Power Sector Reforms in 2005, the VRA's mandate has now been largely restricted to generation of electricity. This amendment has created an enabling environment to attract Independent Power Producers (IPPs) into the Ghana Energy market. The amendment also hived-off the VRA's transmission function into a separate entity designated the Ghana Grid Company (GRIDCo), while the distribution agency, the Northern Electricity Department (NED), established in April 1987, also evolved into the Northern Electricity Distribution Company (NEDCo), a wholly-owned standalone subsidiary of the VRA.

The Volta River Authority exists to power economies and raise the living standards of the people of Ghana and West Africa. They supply electricity and related services in a reliable, safe and environmentally friendly manner to add economic, financial and social values to our customers and meet stakeholders' expectations.

Population of the study

Population is the focal group in which the investigator is engaged in gathering data and generating findings (Leedy & Ormrod, 2010). The target population for the research was made up of all workers in VRA. The number

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of targeted employees recorded from five hundred and forty-one (541) employees in Takoradi (VRA Report, 2022).

Sample Size and Sampling techniques

Sampling allows the researcher to select respondents from the population who are regarded as adequate and substantial to represent the overall population. It allows the researcher to choose components from the population when the entire population is too vast to evaluate (Cooper & Schindler, (2014). Participants of the study were made up of workers from VRA. A total of 541 employees were used for the study. Following the Krejcie and Morgan (1970) sample size determination criteria and to ensure a 5% margin of error, 291 employees were chosen. The Krejcie and Morgan's (1970) procedure was used because of its application in recent studies in Ghana (Boakye, 2017). The sample size chosen is expected to help in providing sufficient and appropriate generalization to the research outcome.

The sampling technique employed for the study was the simple random sampling. Simple random is a form of probabilistic sampling technique that gives every member of the population an equal chance and likelihood of being selected. The usefulness of this technique is based on its capacity to choose a sample without offering any regard or interest to individuals of the population. The selection criteria provide impartial findings and allow for generalisation in research (Gnankob et al. 2021).

Data Collection Instrument

A primary data collection particularly closed ended structured questionnaire was utilised to acquire data from the respondents on their individual knowledge on organizational learning, organizational design, and

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organizational performance. The questionnaire comprises set of questions that allow each participant to express their viewpoint in a timely way. This strategy allows respondents to offer responses to questions individually or via an interpreter. The questionnaire designed for the research was made up of four components. The first part requested questions about the demographics of respondents. These allow participants to give information on their gender, age, education level and their level of experience. The other sections of the questionnaires were made up of a 7-point likert scale questions on each of the following constructs: organizational learning, organization design and organizational performance. The 7-point likert scale had answers to questions ranging from least form of agreement to highest form of agreement.

Data Collection Procedure

To advance data collection, an introductory letter from the Department of Management Studies, School of Business was obtained to prove the authenticity of the research work. An introductory letter was sent to the manager of VRA to seek their general consent to allow the inclusion of their organization in this noble study. Such approval was solicited after the principal researcher had taken the time to explain the study's rationale in full detail. Upon the organization inclusion request being granted, a formal introduction was initiated between the principal researcher, research field assistants and the designated respondents authorised to participate in the study.

The principal researcher sought the respondents' consent and assured them that this academic study therefore, their confidentiality and anonymity are assured no identity or substantial contributions would be identified to external bodies. The purpose of the study was explained to the respondents by

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the researcher to encourage them for their full participation. The respondents were introduced on how to complete the questionnaire. A convenient date and time were set for the administration of questionnaire to the respondents. The data were collected from 23rd September to 9th November, 2023.

Reliability

According to Gnankob, Ansong, and Issau (2021), an instrument is deemed to have a high level of reliability if it is able to generate precise and consistent measurements of a value that does not change without human intervention. Consequently, this demonstrates that there is a potential that a certain method of measurement might produce the same results. According to the opinion of Ablakah-Yawson (2018), the dependability of an instrument is defined as the extent to which the items on a questionnaire are able to be used in conjunction with one another to calculate a particular construct. As stated by Saunders et al. (2016), dependability has the capacity to reduce the risk of errors and bias occurring inside a study. An examination of internal consistency reliability, convergent and discriminant validity, and confirmatory factor analysis are all methods that can be utilised to verify that individual item reliability is appropriately evaluated. Through the use of Cronbach alpha and composite reliability derived from the structural equation model, the researcher was able to guarantee the dependability of the investigation.

Validity

The concept of validity, on the other hand, refers to the degree to which an instrument accurately measures the thing that it is intended to measure. In his 2016 article, Bryman makes the argument that in order for an instrument to be valid, it must first be trustworthy. For the purpose of ensuring

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the validity of the instrument, the researcher uses questionnaires from earlier studies that have been demonstrated to accurately assess the construct of the studies being conducted. Furthermore, both convergent validity and discriminant validity are evaluated in this study. When all of the factor loadings for items that measure the same variable are statistically significant, convergent validity is said to have occurred, as stated by Anderson and Gerbing (1988). To do this, loading factors and computing the average variance are two methods that can be utilised (Hair et al., 2016).

In order to achieve convergent validity, factor loadings must be at least 0.70, as stated by Hair, Ringle, and Sarstedt (2011). The concept of discriminant validity was utilised in order to guarantee that the measures of the constructs are in fact distinct from those of other constructs. According to MacKinnon (2008), discriminant validity is a test that determines whether or not measurements that are not meant to be related are, in fact, unrelated. There is a way that may be used to determine the discriminant validity of a PLS-SEM model, and that method is called the Heterotrait - Monotrait Ratio (HTMT). When the HTMT ratio is smaller than 0.850, the latent construct is said to have discriminant validity, as stated by Henseler, Ringle, and Sarstedt (2015). The Fornell-Larcker criterion is yet another way that can be utilised to determine the discriminant validity of a test. It is possible to establish discriminant validity by using the square root of the average variance of the latent variable, as stated by Fornell and Larcker (1981). According to Agyemang and Ansong (2016), it is accomplished when the correlation values among the latent values acquire a value that is lower than the average variance.

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Ethical considerations

The researcher supplied the heads of employees of manufacturing enterprises a letter of reference from the department of Business Management at the University of Cape Coast, as well as an Ethical Clearance form from the Internal Review Board (IRB) at the University of Cape Coast. This was done in order to simplify the process of collecting the questionnaire.

Through the incorporation of an informed consent form into the surveys that were used to collect data, respondents were able to provide their informed consent. Before providing respondents with questionnaires to fill out, the researcher would first provide them with an explanation of the main purpose of the study.

It was important for the researcher to adhere to the norms of confidentiality and anonymity in order to guarantee the confidentiality of the information. The researcher would not be able to know the identities of the people who responded to the survey because any information that was disclosed would be kept confidential and used for academic purposes. It is important to note that the questionnaires do not ask responders to provide their names, e-mail addresses, or telephone numbers.

Neither the names nor the identities of the people who took part in the study were disclosed by the researcher, nor was any other information that could have been used to identify them disclosed. All participants were free to withdraw from the survey at any moment during the course of the study. In addition, there was no incentive offered to participate in the research study. However, participation is entirely voluntary at this point. There was no harm done to the subjects in any way during the data collection process.

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In conclusion, the researcher should make that personal information and contact details, like as a phone number and an email address, are easily accessible to the participants. This will allow them to get in touch with the researcher for any information or clarification they may require regarding the study.

Data Processing and Analysis

It is anticipated that SmartPls, version 4.0, will be utilised as the statistical instrument for the investigation. Microsoft Excel would be used to enter the data obtained from the questionnaire, and suitable coding would be assigned to each of the responses. The data from the questionnaire would be carefully entered into the Excel software and scrutinised to eliminate any outliers that could potentially distort the results. This would be done in order to reduce the number of errors that occur. In order to facilitate the transfer of the data from the Excel to the SmartPls for additional analysis, the data would be saved as "csv comma delimited." An evaluation of the objectives of the study will be carried out with the help of structural equation modelling. The study evaluated the effect of organisational design in the relationship between organisational learning and organisational performance nexus. This was done after controlling for other characteristics that could potentially cause confusion, including as age, gender, level of education, and years of work experience.

Structural Equation Modelling

Researchers are able to measure variables by making use of indicator variables through the use of a statistical technique known as structural equation modelling, which is a second generic statistical technique. In Chin

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(1998), it makes it easier to measure the amount of inaccuracy that is present in observed variables. Partial Least Squares-Structural Equation Modelling is a technique that is used to estimate the nexuses of the path in a model in order to minimise the residual variance of a dependent variable. There are two essential components that make up structural equation modelling. These are the measurement equation, which is derived from confirmatory factor analysis, and the structural equation, which obtained via path analysis. In contrast to the path analysis, which is utilised to demonstrate the correlations that exist between the variables or constructs of a particular study, the confirmatory factor analysis is utilised for the purpose of confirming the construct and refining the scale.

According to Hair, Hult, Ringle, and Sarstedt (2014), in order to minimise the R2 values of the dependent variable, the estimate of path model nexuses using partial least square-structural equation modelling is utilised. According to Hair et al. (2014) and Rezaei (2015), it is especially helpful when dealing with very complex models and having a limited number of samples. Additionally, it is suitable in situations in which a theory is not as well developed (Ravand & Baghaei, 2016). Formative and reflecting measurement scales are the two types of scales that are utilised in structural equation modelling, as stated by Hair et al. The construct that generates the construct of the study is referred to as the formative measurement scale, whereas the reflecting measurement scale is the construct that causes the indicators of the study. Within the context of this investigation, a reflective measuring scale was utilised due to the fact that the construct of this study was responsible for the indications that were presented.

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The adoption of structural equation modelling for this study was due to the following benefits

1. The use of latent variables which allows multiple indicators to capture constructs validly and reliably (Jeon, 2015)
2. Ability to make the causal equation model between latent variables clearer as compared to regression.
3. A researcher can show the direct effect, indirect effect, and total effect because several independent and dependent variables can be estimated simultaneously.
4. Structural Equation Modelling is very robust with respect to inadequacies like skewness, multicollinearity of indicators and misspecification of the model (Cassel et al., 1999).
5. In SEM, confirmatory factor analysis, correlation analysis, and regression analysis can be conducted at one time in a model.

Mediating procedures/ analysis in SEM

When a third construct or variable is introduced to two other related constructs or variables, the impact that is formed is referred to as mediating, according to the definition provided by Hair, Hult, Ringle, and Sarstedt (2017). Therefore, in the partial least square path model, the third variable, also known as the mediating variable, is responsible for absorbing a portion of the relationship that exists between the dependent variable and the independent variable. By doing so, the mediator shows the true nature of the relationship that exists between the variable that is dependent and the variable that is independent. In the context of this investigation, the role of psychological safety and psychological availability as mediators would be

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investigated in connection to the relationship between organisational learning (the independent variable), organisational design (the mediating variable), and organisational performance (the dependent variable). Hair et al. presented a methodical approach to the analysis of mediators within the framework of structural equation modelling using partial least squares. In this study, the mediating effect would be evaluated using the mediating procedures that were created by Nitzl et al (2016). In order to determine the relevance of the situation, the first step is to test for the indirect influence because of the mediator. The sort of mediation will be determined by the significance of the indirect effect, which will be determined by this.

Chapter Summary

The approach that was utilised in order to accomplish the research objectives was described in this chapter. In this presentation, the research design, research methodology, a concise review of the study population, and the sampling size were discussed. Additionally, a brief discussion on the structural equation model that was utilised in the research was included in this part. In addition to this, the section gave an overview of the methods and procedures that were utilised in the research project, as well as the ethical issues that were taken into account.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In this chapter, an analysis of the study's objectives was presented. Presented in this chapter were the conclusions of the research conducted for the study. The purpose of this study was to investigate the function that organisational design plays as a mediator in the connection between organisational learning and organisational performance. An examination of the demographic features of the respondents, as well as an examination of the measuring and structural models for the study, as well as the testing of hypotheses, were all included in this chapter. To be more specific, concerns regarding indicator loadings, composite reliability, average variance extracted, and discriminant validity were taken into consideration for the analysis of the measurement models.

Demographic Characteristics

An examination of the respondents' demographic features was carried out in this section. The gender of respondents, the age of respondents, the educational level of respondents, and the number of years that respondents have been working. The specifics of the respondents' demographic characteristics are presented in Table 2, which may be seen here.

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Table 1: Demographic Characteristics of Frontliners

Variable	Frequency	Percent
Gender		
Male	157	54.0
Female	134	46.0
Total	**291**	**100.0**
Age Level		
18-30years	112	38.5
31-40 years	45	15.5
41-50 years	88	30.2
51-60 years	43	14.8
60years and above	3	1.0
Total	**291**	**100.0**
Highest Educational Level		
Primary/JHS	11	3.8
Senior High School	19	6.5
Bachelor/Diploma	178	61.2
Master/PhD	83	28.5
Total	**291**	**100.0**
Number of Years spent		
2 years and below	43	14.8
3-10 years	93	32.0
11-15 years	79	27.1
16-20 years	52	17.9
21-25 years	19	6.5
26 and above years	5	1.7
Total	**291**	**100.0**

Source: Field Survey (2023)

From Table 1, out of 291 respondents, one hundred and fifty-seven (157) were males, representing 54 percent of the respondents. One hundred and thirty-four (134) of the respondents were females. This also represented 46.0 percent of the respondents.

Regarding to the age of respondents, one hundred and twelve (112) of the respondents were 18 to 30 years. This represented 38.5 percent of the respondents. Eighty-eight (88) of the respondents were between 41 to 50 years. This represented 30.2 percent of the respondents. Forty-five (45) of the respondents were between the ages of 31 to 40 years. This also represented 15.5 percent of the respondents. Forty-three (43) of the respondents were

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between 51 to 60 years. This also represented 14.8 percent of the respondents. Three (3) of the respondents were 60 years and above. This represented 1 percent of the respondents.

One hundred and seventy-eight (178) of the respondents were holding bachelor's degree. This represented 61.2 percent of the respondents. Eight-three (83) of the respondents were holding Master/PhD degree. This also represented 28.5 percent of the respondents. Nineteen (19) of the respondents were holding senior high school. This also represented 6.5 percent of the respondents. Eleven (11) of the respondents were holding JHS certificate. This also represented 3.8 percent of the respondents.

Ninety-three (93) of the respondents had worked for 3 to 10 years. This represented 32 percent of the respondents. Seventy-nine (79) of the respondents were 11 to 15 years. This represented 27.1 percent of the respondents. Fifty-two (52) of the respondents had worked for 16 to 20 years. This represented 17.9 percent of the respondents. Forty-three (43) of the respondents had worked for 2 years and below. This represented 14.8 percent of the respondents. Nineteen (19) of the respondents had worked for 21 to 25 years. This represented 6.5 percent of the respondents. Five (5) of the respondents had worked for 26 years above years. This also represented 1.7 percent of the respondents.

Assessment of Measurement Models for the Study

This section focusses on the measurement models for the study. The section begins with the assessment of the indicator loadings. The measurement model assessments include indicator loadings, internal consistency reliability (composite reliability), Convergent validity (AVE-Average variance

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extracted) and Discriminant validity (Fornell-Lacker and HTMT). A consistent PLS algorithm was run to generate indicators for the assessment of the measurement model. The results are presented in the subsequent tables.

Structural Equation Modeling (SEM) is a statistical method used to test and estimate complex relationships among variables. It combines aspects of factor analysis and multiple regression analysis to analyze both observed and latent (unobserved) variables. The theoretical framework and conceptual model underlying SEM involve several key components:

Latent Variables:

Endogenous Variables: These are variables that are the focus of the analysis and are presumed to be influenced by other variables in the model. They are often depicted as circles in a SEM diagram. The endogenous variable for the study would cover

Exogenous Variables: These are variables that are not influenced by other variables in the model but may influence the endogenous variables. They are often depicted as rectangles in a SEM diagram.

The conceptual model is typically represented graphically through a path diagram, and the parameters of the model are estimated using statistical techniques. SEM can be used for confirmatory purposes, testing pre-specified hypotheses, or exploratory purposes, where the model is allowed to emerge from the data. It is a powerful tool for assessing complex relationships in a variety of fields, including psychology, sociology, economics, and other social sciences.

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The specific objectives of the study were;

1. To analyse the effect of organizational learning on organizational performance of Volta River Authority.
2. To analyse the effect of organizational design on organizational performance of Volta River Authority.
3. To analyse the effect of organizational learning on organizational design of Volta River Authority.
4. To analyse the mediating role of organizational design on the relationship between organizational learning and organizational performance of Volta River Authority.

The structural equation model was appropriate because the study sought to analyse the effect of mediating role of organizational design on the relationship between organization learning and organizational performance.

Assessing indicator loadings

Table 2 shows that some of the indicators were dropped in comparison to indicators used to measure the construct All indicators that loaded below the threshold of 0.7 as recommended by Hair et al. (2016) were dropped to improve the reliability of the overall model. Out of a total of 61 indicators measuring the various latent variables, 13 indicators were dropped for failure to meet the indicator reliability criteria.

Interestingly all the scales of collaboration and team learning, continuous learning opportunities, inquiry and dialogue and organisational design were maintained. Four (4) out of seven (7) of the indicators used to measure the construct employee empowerment were maintained. Two (2) out of ten (10) of the indicators used to measure performance loaded above the

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threshold. 6 out of 7 of the indicators used to measure shared learning loaded above the threshold. Finally, six (6) out of seven (7) of the indicators used to measure strategic leadership. The indicator loadings of the retained items are shown in Table 3.

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Table 2: Indicator Loadings

	Collaboration and team learning	Continuous Learning Opportunities	Employee Empowerment	Inquiry and Dialogue	Organisational Performance	Orgranisational Design	Shared learning	Strategic leadership
CL1	0.631	**0.843**	0.475	0.607	0.186	0.29	0.244	0.537
CL2	0.576	**0.857**	0.389	0.58	0.207	0.32	0.294	0.552
CL3	0.569	**0.896**	0.466	0.518	0.242	0.298	0.26	0.586
CL4	0.581	**0.87**	0.516	0.546	0.23	0.286	0.216	0.541
CL5	0.519	**0.859**	0.484	0.597	0.209	0.248	0.277	0.505
CL6	0.559	**0.873**	0.398	0.598	0.113	0.271	0.247	0.52
CL7	0.539	**0.889**	0.408	0.575	0.114	0.202	0.22	0.503
CollaTea1	**0.885**	0.594	0.627	0.734	0.259	0.434	0.355	0.373
CollaTea2	**0.836**	0.512	0.664	0.725	0.256	0.432	0.333	0.304
CollaTea3	**0.881**	0.598	0.62	0.741	0.309	0.488	0.411	0.398
CollaTea4	**0.893**	0.593	0.66	0.772	0.332	0.471	0.444	0.384
CollaTea5	**0.897**	0.617	0.731	0.797	0.347	0.493	0.445	0.395
CollaTea6	**0.778**	0.484	0.772	0.648	0.381	0.476	0.343	0.286
CollaTea7	**0.832**	0.535	0.647	0.696	0.28	0.438	0.361	0.309
DI1	0.723	0.557	0.579	**0.861**	0.196	0.342	0.419	0.277
DI2	0.724	0.509	0.719	**0.855**	0.358	0.386	0.422	0.215
DI3	0.735	0.614	0.567	**0.864**	0.241	0.38	0.478	0.295
DI4	0.692	0.492	0.522	**0.86**	0.188	0.357	0.475	0.232
DI5	0.704	0.582	0.606	**0.876**	0.224	0.347	0.439	0.268
DI6	0.709	0.566	0.602	**0.874**	0.283	0.397	0.466	0.294
DI7	0.79	0.61	0.651	**0.798**	0.298	0.448	0.39	0.414
Empow1	0.785	0.512	**0.956**	0.686	0.486	0.469	0.324	0.268
Empow2	0.75	0.457	**0.951**	0.693	0.485	0.472	0.345	0.249
Empow3	0.695	0.437	**0.936**	0.655	0.521	0.419	0.311	0.209
Empow4	0.751	0.55	**0.932**	0.672	0.551	0.455	0.334	0.314

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design1	0.44	0.34	0.334	0.421	0.604	**0.836**	0.739	0.626
design10	0.359	0.174	0.533	0.299	0.886	**0.81**	0.605	0.349
design2	0.515	0.307	0.335	0.396	0.54	**0.845**	0.679	0.559
design3	0.479	0.255	0.4	0.402	0.568	**0.852**	0.68	0.456
design4	0.462	0.301	0.338	0.392	0.546	**0.84**	0.698	0.547
design5	0.476	0.302	0.334	0.41	0.624	**0.851**	0.771	0.568
design6	0.495	0.315	0.395	0.422	0.667	**0.904**	0.798	0.581
design7	0.414	0.21	0.413	0.312	0.651	**0.779**	0.571	0.403
design8	0.5	0.267	0.334	0.4	0.513	**0.781**	0.697	0.48
design9	0.396	0.219	0.551	0.309	0.89	**0.84**	0.587	0.413
perf1	0.334	0.151	0.518	0.281	**0.958**	0.73	0.545	0.322
perf2	0.364	0.273	0.522	0.307	**0.961**	0.783	0.586	0.482
sharel2	0.442	0.279	0.313	0.468	0.471	0.702	**0.854**	0.469
sharel3	0.35	0.179	0.343	0.392	0.678	0.731	**0.821**	0.384
sharel4	0.39	0.282	0.275	0.457	0.44	0.709	**0.87**	0.521
sharel5	0.382	0.2	0.235	0.454	0.376	0.646	**0.873**	0.403
sharel6	0.343	0.273	0.272	0.423	0.464	0.668	**0.85**	0.478
sharel7	0.433	0.3	0.348	0.486	0.577	0.766	**0.925**	0.538
strate2	0.417	0.495	0.259	0.298	0.372	0.58	0.487	**0.847**
strate3	0.406	0.562	0.259	0.361	0.33	0.527	0.513	**0.858**
strate4	0.353	0.571	0.249	0.282	0.397	0.508	0.42	**0.906**
strate5	0.331	0.546	0.263	0.245	0.442	0.514	0.406	**0.864**
strate6	0.277	0.519	0.244	0.294	0.379	0.455	0.504	**0.853**
strate7	0.343	0.546	0.158	0.288	0.265	0.512	0.49	**0.898**

Source: Field Survey (2023)

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From Table 3, all the indicators that loaded below the threshold of 0.7 were eliminated. Each of the indicator measured the right construct. This makes all the indicators valid and reliable.

Assessing Internal Consistency Reliability

In this study, the internal consistency reliability of the constructs was measured using the composite reliability. The composite reliability is a more appropriate measure of internal consistency than the Cronbach's alpha (Rossiter, 2002). The results in Table 3 indicates that all latent variables in this study are reliable, as they all loaded above the 0.7 threshold by (Bagozzi & Yi, 1988).

Employee empowerment had the highest score of composite reliability (0.97). This was followed by organisational performance (0.959). Organisational design was the next item with a higher composite reliability (0.958). Continuous learning opportunity also recorded the next higher composite reliability (0.956). Collaboration and team learning had a composite reliability of 0.951. Inquiry and dialogue and strategic leadership had 0.95 composite reliability and the construct with the least composite reliability was shared learning which recorded a composite reliability of 0.947. Table 3 also includes results on convergence validity.

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Table 3: Validity and Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Collaboration and team learning	0.94	0.942	0.951	0.737
Continuous Learning Opportunities	0.947	0.953	0.956	0.756
Employee Empowerment	0.959	0.96	0.97	0.891
Inquiry and Dialogue	0.939	0.944	0.95	0.732
Organisational Performance	0.914	0.916	0.959	0.921
Orgranisational Design	0.951	0.953	0.958	0.696
Shared learning	0.933	0.938	0.947	0.75
Strategic leadership	0.936	0.938	0.95	0.759

Source: Field Survey (2023)

Assessing Convergent Validity

The average variance extracted was used in assessing convergent validity. Convergent validity is the extent to which a measure correlates positively with alternative measures of the same construct (Hair et al., 2017). An AVE value of 0.50 or higher indicates that, on average, the construct explains more than half of the variance of its indicators. Conversely, an AVE of less than 0.50 indicates that, on average, more variance remains in the error of the items than in the variance explained by the construct. The results from Table 3 indicates that all constructs have an AVE of more than 0.5. With the highest being organisational performance (0.921) and the least being organisational design (0.696). This means that the constructs in this model are able to account for more than half of the variance in their indicators. As part of assessing the measurement model, discriminant validity was also assessed.

Assessing Discriminant Validity

Establishing discriminant validity implies that a construct is unique and captures phenomena not represented by other constructs in the model

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(MacKinnon, 2008). In this study, both the Fornell-Lacker criterion and the HTMT were used to establish discriminant validity. The Fornell-Larcker criterion compares the square root of the AVE values with the latent variable correlations (Fornell & Larcker, 1981). Specifically, the square root of each construct's AVE should be greater than its highest correlation with any other construct (Hair et al. 2013). The results from Table 5 indicate that the square root of each variable is well above their correlations with other constructs in the study. This means that each construct is unique and no two constructs capture the same phenomenon.

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Table 4: Fornell-Lacker Criterion

	Collaboration and team learning	Continuous Learning Opportunities	Employee Empowerment	Inquiry and Dialogue	Organisational Performance	Orgranisational Design	Shared learning	Strategic leadership
Collaboration and team learning	**0.858**							
Continuous Learning Opportunities	0.656	**0.87**						
Employee Empowerment	0.79	0.519	**0.944**					
Inquiry and Dialogue	0.153	0.659	0.717	**0.856**				
Organisational Performance	0.364	0.222	0.542	0.307	**0.96**			
Orgranisational Design	0.541	0.321	0.481	0.449	0.789	**0.834**		
Shared learning	0.451	0.291	0.348	0.515	0.59	0.517	**0.866**	
Strategic leadership	0.409	0.62	0.276	0.338	0.421	0.595	0.538	**0.871**

Bold values are the square root of each construct's AVE which is higher than their correlation with other constructs.
Source: Field Survey (2023)

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The Fornell-Larcker criterion performs very poorly, especially when indicator loadings of the constructs under consideration differ only slightly (e.g., all indicator loadings vary between 0.70 and 0.80) as in this case customer expectation behaviours. When indicator loadings vary more strongly, the Fornell-Larcker criterion's performance in detecting discriminant validity issues improves but it is still rather poor in assessing overall discriminant validity (Voorhees et al., 2016). As a remedy, Henseler et al. (2015) propose assessing the Heterotrait Monotrait ratio (HTMT) of the correlations. According to Henseler et al (ibid), a latent construct has discriminant validity when its HTMT ratio is below 0.850. The results presented in Table 6 show HTMT values well below 0.850.

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Table 5: Heterotrait-Monotrait Ratio (HTMT)

	Collaboration and team learning	Continuous Learning Opportunities	Employee Empowerment	Inquiry and Dialogue	Organisational Performance	Orgranisational Design	Shared learning	Strategic leadership
Collaboration and team learning								
Continuous Learning Opportunities	0.691							
Employee Empowerment	0.528	0.539						
Inquiry and Dialogue	0.302	0.697	0.447					
Organisational Performance	0.388	0.228	0.578	0.322				
Orgranisational Design	0.573	0.334	0.498	0.472	0.234			
Shared learning	0.478	0.307	0.363	0.552	0.626	0.364		
Strategic leadership	0.433	0.653	0.288	0.356	0.45	0.231	0.176	

Source: Field Survey (2023)

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Model Fitness

Chi-square ($\chi 2$), goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), root-mean-square residual (RMR), and Root-Mean-Square-Error of Approximation (RMSEA) are some of the model fit criteria that are frequently utilized in absolute fit. According to Hair et al. (2014), these criteria are based on disparities between the observed correlation or covariance matrix and the model-implied correlation or covariance matrix. It is the purpose of comparative fit to determine whether the model under consideration is superior to a competing model in terms of its ability to account for observable data. The analysis of a "baseline" model in contrast with models that have been theoretically constructed is the foundation of the comparative fit assessment (Kelloway, 1998). The normed fit index (NFI), the comparative fit index (CFI), and the relative non-centrality index (RNI) are all examples of measures that fall under this group of criteria.

In order to assess the correlation between the measurement model and the data collected, the following fit indexes were employed. Each of these fit indexes had values that are considered to be conventionally acceptable: Root Mean Squared Error of Approximation (RMSEA) ≤ 0.08, Goodness of Fit Index (GFI) ≥ 0.90, Normed Fit Index (NFI) ≥ 0.90, and Comparative Fit Index (CFI) ≥ 0.90 (Bagozzi & Yi, 2012; Hair et al., 2010). The $\chi 2$ goodness-of-fit value is used to evaluate the sufficiency of the theoretical model's generation of a covariance matrix. Additionally, it calculates coefficients by comparing them with the observed covariance matrix. Nevertheless, due to the fact that the value of $\chi 2$ is influenced by the sample size, it is possible for a

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large number of participants to result in an inflated χ2 when evaluating the fit of the model (Hu & Bentler, 1999).

As an alternative to relying just on the overall χ2 and the related test of significance, numerous researchers have utilized the method that divides the value of χ2 by degrees of freedom. In general, it is generally recommended that a χ2/df ratio (Normed Chi square) that is lower than three is favorable for a sample size that is somewhat large. In order to evaluate the reliability and acceptability of the construct measurements, these fit indices were utilized. Byrne (2013) offered a categorization that is widely recognized as the most widely accepted criteria in the field of social sciences. This classification served as the basis for the selection of these fit indices.

For the purpose of determining whether or not the model is fit for purpose, a total of 33 measurement items or questions were utilized. The goal was to eliminate the variables that did not meet certain indicator means in order to establish a model fit or an improvement in the Fit of Measurement Model. Because every measurement item was suitable, there was no need to remove any of them in order to attain the model fit indices.

Table 6: Model Fit Measures for Final Measurement Model

Measure	Estimate	Threshold	Interpretation
CMIN	661	--	--
DF	291	--	--
CMIN/DF	2.2715	Between 1 and 3	Excellent
CFI	0.962	>0.95	Excellent
SRMR	0.063	<0.08	Excellent
RMSEA	0.042	<0.06	Excellent
PClose		>0.05	Excellent

Source: Field Survey (2023)

According to Hu and Bentler (1999), there are indicators that must be used to measure how fit the data are. These indicators are Normed fit index

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(NFI), Comparative fit index (CFI) and Relative non-centrality index (RNI), Root Mean Squared Error of Approximation (RMSEA), Goodness of Fit Index (GFI), Normed Fit Index (NFI) and Comparative Fit Index (CFI). Table 12 is the results generated by the Smart PLS version 4. This result therefore means that the questionnaire items and constructs have significant relationship among themselves.

Assessing the structural model

This section provides an assessment of the hypotheses of this study. Assessment of the structural model entails assessing collinearity among constructs, coefficient of determination, predictive relevance, effect size, path coefficient and its significance. In this study, both the direct and the indirect model was run together based on the recommendation of Nitzl et al. (2016).

Table 7 shows the result for assessing multicollinearity among the indicators for this study. In the context of PLS-SEM, a tolerance value of 0.20 or lower and a VIF value of 5 and higher respectively indicate a potential collinearity problem (Hair et al., 2011). More specifically, an indicator's VIF level of 5 indicates that 80% of its variance is accounted for by the remaining formative indicators associated with the same construct. With respect to the endogenous variable, the results from Table 7 shows a minimum VIF of 1.173 and highest of 2.966.

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Table 7: Multicollinearity

	VIF
Collaboration and team learning -> Organisational Performance	1.779
Collaboration and team learning -> Orgranisational Design	2.214
Continuous Learning Opportunities -> Organisational Performance	1.321
Continuous Learning Opportunities -> Orgranisational Design	2.239
Employee Empowerment -> Organisational Performance	2.966
Employee Empowerment -> Orgranisational Design	2.727
Inquiry and Dialogue -> Organisational Performance	5.739
Inquiry and Dialogue -> Orgranisational Design	1.173
Orgranisational Design -> Organisational Performance	2.558
Shared learning -> Organisational Performance	2.284
Shared learning -> Orgranisational Design	2.135
Strategic leadership -> Organisational Performance	2.853
Strategic leadership -> Orgranisational Design	2.618

Source: Field Survey (2023)

The VIF results in Table 7 further confirms the absence of common method bias. Based on the criteria proposed by Kock and Lynn (2012), the occurrence of a VIF value greater than 3.3 is proposed as an indication of pathological collinearity, and also as an indication that a model may be contaminated by common method bias. Therefore, if all VIFs resulting from a full collinearity test are equal to or lower than 3.3, the model can be considered free from the problem of vertical or lateral collinearity and common method bias (Kock, 2013).

Assessing coefficient of determination and predictive relevance

The R^2 is a measure of the model's predictive accuracy. Another way to view R^2 is that it represents the exogenous variable's combined effect on the endogenous variable(s). Hair et al. (2014) advanced that a coefficient of determination (R^2) of 0.25, 0.5 and 0.75 are considered as weak, moderate and substantial respectively for structural models. The author further asserted that a predictive relevance (Q^2) of "0.02, 0.15 and 0.35" and effect size (f^2) of

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"0.02, 0.15 and 0.35" are seen as "small, medium and large" respectively for structural models.

Referring from figure 2, it can be concluded that organisational learning and organisational design have a moderate (0.728) coefficient of determination on organisational performance, accounting for 72.8 percent of the variation in organisational performance. Also, organisational learning had a large (0.772) coefficient of determination on organisational design. With respect to predictive relevance, the results show a medium predictive relevance of the model on the endogenous variable (0.3105). This shows that the exogenous variables do well to predict the endogenous variable. The results of the effect size show that all variables have a small effect size on the endogenous variable.

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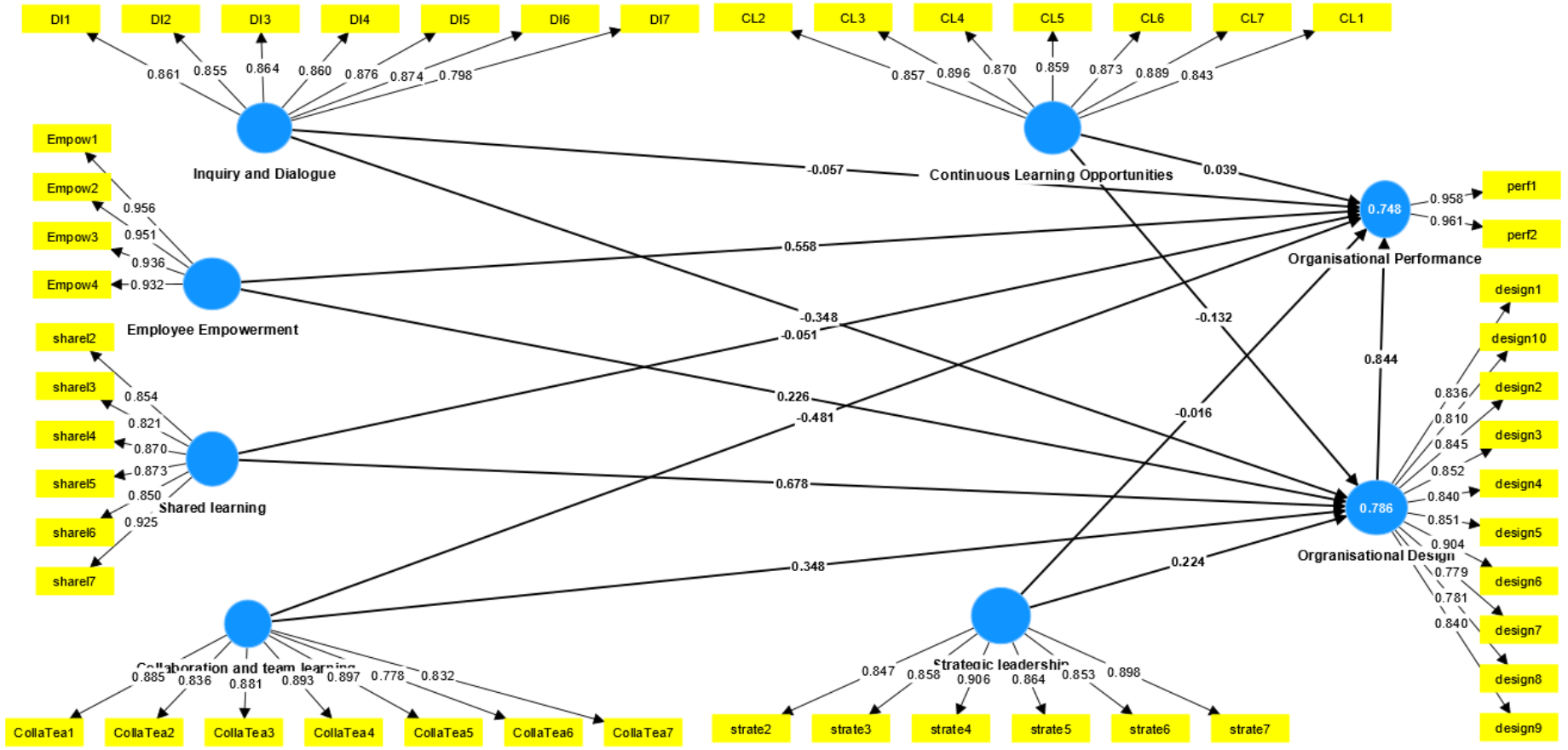

Figure 2: Structural Model
Source: Model Specification (2023)

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Organisational learning and organizational performance of Volta River Authority

The first objective of the study was to analyse the effect of organisational learning on organisational performance. Organisational learning was demarcated into six components. This included continuous learning opportunities, inquiry and dialogue, employee empowerment, shared learning, collaboration and team learning, and strategic leadership. These factors were regressed on orgnaisational performance. The structural equation was employed. The results have been presented on Table 9

Table 8: Organisational learning, organisational design and organisational performance

	Path	T-statistics	R^2	Adj. R^2	Q^2	sig	F^2
Organisational Performance			0.748	0.728	0.310		
Collaboration	0.481	3.706				0.00	0.321
Continuous learning	0.391	4.182				0.00	0.402
Empl. empowerment	0.558	5.394				0.00	0.419
Inquiry and dialogue	-0.057	-0.488				0.626	0.032
Shared learning	0.513	3.682				0.00	0.310
Strategic leadership	-0.016	0.159				0.873	0.092
Organisational design	0.844	5.534				0.00	0.422

Source: Field Survey (2023)

From the Table 9, there was significant relationship between collaboration and team learning and organisational performance [B=0.481; $t(291)= 3.706$; $p < 0.05$]. The relationship was positive and significant. A unit increase in collaboration and team learning would lead to a 0.481 increase in organisational performance. Collaboration and team learning play a crucial role in influencing organizational performance as components of organizational learning. Collaboration and team learning facilitate the sharing of knowledge and expertise among employees. When team members work together, they exchange ideas, best practices, and information, which can lead

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to better decision-making and problem-solving. This knowledge transfer helps organizations adapt to changes, stay competitive, and avoid repeating past mistakes.

Team learning encourages diverse perspectives and collective problem-solving. Teams can leverage the combined intelligence, skills, and experience of their members to tackle complex challenges. By pooling their insights, teams can arrive at more innovative solutions and improve the organization's problem-solving capabilities. Collaboration and team learning enable organizations to learn and adapt more quickly to changing circumstances, such as evolving market conditions or technological advancements. Teams can experiment, receive feedback, and iterate on their approaches, allowing the organization to stay agile and responsive.

Teams often make better decisions than individuals because they consider a broader range of perspectives and insights. Collaborative decision-making can lead to more well-informed and balanced choices. Informed decisions can have a positive impact on the organization's performance by reducing the likelihood of costly mistakes. Team learning helps with the retention of knowledge and expertise within the organization. As team members teach and learn from each other, knowledge is institutionalized and not solely dependent on individual employees. This reduces the risk associated with the loss of key employees and ensures that the organization continues to benefit from accumulated knowledge.

Collaboration and team learning can enhance employee engagement and job satisfaction. When employees work together, they often feel a sense of belonging, ownership, and shared purpose. Engaged and satisfied employees

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are more likely to perform at their best, which positively impacts organizational performance. Collaboration encourages creativity and innovation. When teams collaborate on projects or problem-solving, they generate new ideas and approaches that can lead to product or process improvements. Innovations driven by team learning can result in a competitive advantage and better organizational performance.

Team learning promotes a culture of continuous improvement. Teams can regularly assess their performance, identify areas for enhancement, and implement changes to drive ongoing progress. This iterative approach can lead to a sustained increase in organizational performance over time. In summary, collaboration and team learning are essential components of organizational learning that have a substantial impact on organizational performance. They foster knowledge sharing, problem-solving, adaptability, informed decision-making, knowledge retention, employee engagement, innovation, and continuous improvement, all of which contribute to the overall success and competitiveness of the organization.

There was significant relationship between continuous learning and organisational performance [B=0.391; $t(291)= 4.182$; $p < 0.05$]. The relationship was positive and significant. A unit increase in continuous learning would lead to a 0.391 increase in organisational performance. Continuous learning, as a component of organizational learning, has a significant influence on organizational performance. It is a proactive approach that emphasizes ongoing skill development, knowledge acquisition, and adaptation. Continuous learning ensures that employees and teams stay up-to-date with the latest industry trends, technologies, and best practices. It equips

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employees with the skills and knowledge needed to adapt to changing market conditions, which is essential for maintaining a competitive edge.

Employees who engage in continuous learning tend to become more proficient in their roles. This increased competence can lead to improved productivity and efficiency. Learning new techniques and tools can help employees' complete tasks more quickly and accurately. Continuous learning encourages employees to think creatively and seek new solutions to problems. Innovation is crucial for long-term success, and organizations that promote continuous learning are more likely to generate fresh ideas and products that drive growth and competitiveness.

Organizations that invest in continuous learning often have higher levels of employee engagement and satisfaction. When employees feel that their development is supported, they are more likely to stay with the organization, reducing turnover costs and ensuring the retention of valuable talent.

In today's fast-paced business environment, change is constant. Continuous learning helps organizations and employees adapt to these changes effectively. It reduces resistance to change and increases the organization's ability to respond to market shifts, new regulations, and emerging technologies. Continuous learning can lead to quality improvements in products and services. Employees who continually learn and improve their skills are better equipped to maintain and enhance quality standards. Enhanced quality can boost customer satisfaction and loyalty, which directly impacts an organization's performance.

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Organizations that embrace continuous learning are more likely to have a competitive advantage. They can innovate, adapt, and excel in their industry, staying ahead of competitors. Being a knowledge-driven organization can differentiate you in the market. Continuous learning can help organizations identify and mitigate risks more effectively. Informed and knowledgeable employees are better equipped to recognize potential issues and take steps to prevent or address them. Continuous learning can lead to cost savings through increased operational efficiency, reduced errors, and improved decision-making. Well-trained employees are less likely to make costly mistakes.

Continuous learning can groom future leaders within the organization. As employees grow and develop their skills, they can take on more significant responsibilities and leadership roles.

Effective leadership is crucial for organizational success. In summary, continuous learning is an essential component of organizational learning that contributes to improved organizational performance by enhancing skills, productivity, innovation, employee engagement, and adaptability. It helps organizations stay competitive, reduce risks, and seize new opportunities, ultimately leading to long-term success.

There was significant relationship between employee empowerment and organisational performance [B=0.558; $t(291)= 5.394$; $p < 0.05$]. The relationship was positive and significant. A unit increase in employee engagement would lead to a 0.558 increase in organisational performance. Employee empowerment, as a component of organizational learning, can have a profound impact on organizational performance. When employees are

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empowered, they are given the autonomy, authority, and responsibility to make decisions, take ownership of their work, and contribute to the organization's success. Empowered employees are more motivated and engaged in their work. When they have a sense of ownership and control over their responsibilities, they are more likely to put in extra effort and show commitment to their tasks.

Empowered employees are often better equipped to make decisions and solve problems independently. They can use their knowledge and expertise to address issues quickly and effectively, reducing bottlenecks in decision-making processes. Empowered employees can respond more rapidly to customer needs and requests. They don't need to seek approval for every action, which can lead to quicker and more customer-focused solutions.

Empowerment encourages employees to think creatively and take calculated risks. They are more likely to propose and implement innovative solutions, which can drive product or process improvements and maintain a competitive edge. Empowered employees are better positioned to provide excellent customer service. They have the flexibility to meet customer demands and resolve issues promptly, leading to higher levels of customer satisfaction and loyalty.

Empowering employees reduces the need for micromanagement, allowing managers to focus on strategic tasks. This leads to a more efficient and productive work environment. Empowered employees are more likely to share their knowledge and insights with colleagues. This contributes to a culture of organizational learning where best practices are shared and adopted throughout the organization. Empowerment can enhance employee job

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satisfaction and reduce turnover. When employees feel valued and have the freedom to make decisions, they are more likely to remain with the organization, reducing recruitment and training costs.

Empowered employees are better prepared to adapt to change and take on new challenges. They are more flexible and open to learning and growth, which is essential in today's dynamic business environment. Empowerment comes with accountability. Employees take responsibility for their actions and decisions, leading to higher accountability throughout the organization. This can result in improved performance and a stronger sense of ownership.

Empowered employees often have a better understanding of cost-efficiency and resource allocation. They may identify opportunities for cost reduction or optimization in their areas of responsibility. Employee empowerment can nurture leadership skills among employees. As individuals gain experience in decision-making and problem-solving, they may be well-prepared for future leadership roles within the organization. In summary, employee empowerment is a critical component of organizational learning that can significantly influence organizational performance. It fosters a culture of autonomy, accountability, innovation, and engagement, ultimately leading to better decision-making, improved customer satisfaction, and enhanced competitiveness. Organizations that empower their employees tend to perform better and adapt more effectively to changing business environments.

There was significant relationship between shared learning and organisational performance [B=0.513; $t(291)= 3.682$; $p < 0.05$]. The relationship was positive and significant. A unit increase in shared learning would lead to a 0.513 increase in organisational performance. Shared learning,

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as a component of organizational learning, refers to the practice of disseminating and applying knowledge and insights gained by one part of the organization to benefit the entire organization. This shared learning process can have a significant influence on organizational performance.

Shared learning helps organizations avoid duplicating efforts. When one team or department learns from its experiences and shares that knowledge, others can benefit from those insights, saving time and resources. By sharing knowledge and best practices, teams across the organization can quickly learn from each other's successes and failures. This accelerates problem-solving and decision-making, leading to faster resolutions and better performance. Shared learning creates a culture of continuous improvement. When teams regularly share their learning experiences, the organization as a whole can identify opportunities for enhancement and make iterative improvements over time.

Knowledge transfer becomes more efficient and effective through shared learning. As employees and teams share their expertise and insights, organizational knowledge becomes institutionalized, reducing the risk of knowledge silos and knowledge loss due to turnover. Shared learning fosters an environment of innovation and adaptability. Teams can learn about new trends, emerging technologies, and changing market conditions from others, which helps the organization stay ahead of the curve.

Shared learning can reinforce the organization's values, goals, and vision. When learning experiences are shared and aligned with the organization's mission, it can enhance cultural alignment and commitment among employees, which positively impacts performance. Organizations can learn from the mistakes and successes of others. This collective wisdom

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reduces the risk of repeating past errors and helps improve decision-making at all levels of the organization.

Shared learning contributes to the development of employees. As they share their knowledge and learn from others, they gain a broader perspective, which can enhance their skills and expertise, ultimately benefiting organizational performance. Shared learning can lead to a better understanding of customer needs and preferences. Teams that share insights about customer interactions and feedback can help the organization align its products and services with customer expectations.

Shared learning can lead to more informed decisions about resource allocation and budgeting. Teams can learn from one another about what strategies or initiatives were successful and where resources are best invested. As organizations grow and evolve, shared learning helps maintain consistency in processes and practices, ensuring that what works well in one area can be applied to new or expanding parts of the organization.

There was no significant relationship between inquiry and dialogue and organisational performance [B=-0.057; $t(291)= -0.488$; $p > 0.05$]. The relationship was negative but insignificant. Inquiry and dialogue, when used as a component of organizational learning, are typically beneficial for improving organizational performance. However, there can be situations or circumstances where they might fail to have the intended positive impact. If inquiry and dialogue do not lead to concrete actions, they can be perceived as merely academic or theoretical discussions. When organizations engage in extensive dialogue without following through with practical changes, it can lead to frustration and cynicism among employees, ultimately affecting performance

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negatively. When inquiry and dialogue lead to discussions about significant changes or shifts in strategy, there may be resistance from employees or stakeholders. This resistance can hinder the implementation of new ideas and practices, negatively impacting organizational performance.

There was no significant relationship between strategic leadership and organisational performance [B=-0.016; $t(291)$= -0.159; $p > 0.05$]. The relationship was negative but insignificant. Inquiry and dialogue, when used as a component of organizational learning, are typically beneficial for improving organizational performance. However, there can be situations or circumstances where they might fail to have the intended positive impact. If inquiry and dialogue do not lead to concrete actions, they can be perceived as merely academic or theoretical discussions. When organizations engage in extensive dialogue without following through with practical changes, it can lead to frustration and cynicism among employees, ultimately affecting performance negatively.

When inquiry and dialogue lead to discussions about significant changes or shifts in strategy, there may be resistance from employees or stakeholders. This resistance can hinder the implementation of new ideas and practices, negatively impacting organizational performance. If the dialogue and inquiry processes do not facilitate clear and effective communication, misunderstandings can arise. Poor communication can lead to confusion, mistakes, and a lack of alignment, which can harm performance.

Aggarwal, Jaisinghani and Nobi (2022) found that organisational learning can enhance organisational performance.

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Organisational design and organisational performance among staff Volta River Authority

The second objective of the study was to analyse the effect of organisational design on organisational performance among staff of Volta River Authority. Organisational design had a positive and significant effect on organisational performance [B=0.844; $t(291)= 5.534$; $p < 0.05$]. A unit increase in organisational design would lead to a 0.844 increase in organisational performance among staff of Volta River Authority. Organizational design plays a crucial role in influencing organizational performance. The way an organization is structured and how its various components are organized can impact efficiency, effectiveness, communication, and overall success.

A well-designed organization clearly defines roles and responsibilities. When employees know their roles and how they fit into the larger structure, it reduces confusion, minimizes duplication of efforts, and enhances productivity. Organizational design can optimize the flow of work and resources, improving efficiency. Well-structured organizations minimize bottlenecks and unnecessary layers of management, allowing processes to run smoothly and reducing operational costs.

The design of an organization affects how information flows between different levels and departments. Effective communication is crucial for decision-making and problem-solving. An organization with clear communication channels can adapt quickly and make informed decisions, positively impacting performance. Some organizational designs encourage innovation and creativity more than others. A flat, decentralized structure, for

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example, can foster a culture of innovation by empowering employees to make decisions and share ideas. This can lead to the development of new products, services, or processes that enhance performance.

The design of an organization can influence its ability to adapt to changing circumstances. Agile organizational structures are more adaptable and can respond quickly to market shifts or emerging opportunities, improving overall performance. A well-designed organization that considers factors like workload, work-life balance, and opportunities for growth and development can lead to higher employee morale and engagement. Engaged employees are generally more productive and committed, contributing to improved performance.

Organizational design can affect how resources, including human resources, budget, and technology, are allocated. Effective resource allocation can lead to improved performance, while poor allocation can hinder it. Organizations that are customer-centric in their design can better meet customer needs and expectations, leading to increased customer satisfaction and loyalty, which can ultimately improve performance through increased revenue and retention. The design of an organization can impact its ability to manage risks effectively. A well-structured organization is more likely to have systems and processes in place to identify and mitigate risks, safeguarding performance.

As organizations grow, their design must accommodate that growth. Scalable designs can facilitate expansion without a significant drop in performance. Inflexible designs may hinder growth opportunities. The organizational design should align with the organization's culture and values.

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A mismatch can lead to cultural conflicts and hinder performance. Effective organizational design ensures that the structure aligns with the organization's strategic objectives. Misalignment can result in a lack of focus and hinder the achievement of strategic goals.

Shulga et al., (2023) found similar results as they found that organisational design can enhance organisational performance.

Organisational learning and organizational Design

The third objective of the study was to analyse the effect of organisational learning on organisational performance. The six components of organisational learning were regressed on organisational design. Structural equation was employed. The results have been presented on Table 10.

Table 9: Organisational learning and organisational design

	Path	**T-statistics**	**R^2**	**Adj. R^2**	**Q^2**	**sig**	**F^2**
Organisational Design			0.786	0.772	0.419		
Collaboration	0.348	2.548				0.011	0.223
Continuous learning	0.132	10.09				0.00	0.499
Employee empowerment	0.226	3.38				0.00	0.249
Inquiry and dialogue	0.348	2.424				0.010	0.231
Shared learning	0.678	5.719				0.000	0.332
Strategic leadership	0.224	1.685				0.092	0.192

Source: Field Survey (2023)

From the Table 10, there was significant relationship between collaboration and team learning and organisational design [B=0.348; $t(291)= 2.548$; $p < 0.05$]. The relationship was positive and significant. A unit increase in collaboration and team learning would lead to a 0.348 increase in organisational design. Collaboration and team learning, as components of organizational learning, can have a significant influence on organizational design. These elements promote the sharing of knowledge, expertise, and best practices among employees and teams, which can, in turn, impact the way an

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organization structure itself. Collaboration and team learning often encourage a more decentralized and flat organizational structure. When employees work together across teams and share knowledge, it can lead to a reduced need for multiple layers of management. Flatter hierarchies enable more efficient communication and decision-making, ultimately influencing the design of the organization.

Collaborative and team-based learning can give rise to cross-functional teams. These teams bring together members from different departments or functional areas to work on specific projects or objectives. The formation of cross-functional teams can lead to a more agile organizational design, as it allows the organization to address complex problems that require a multidisciplinary approach. Collaboration and team learning often require the establishment of knowledge-sharing mechanisms and platforms. This may lead to the development of knowledge management systems, online collaboration tools, or regular knowledge-sharing sessions. The existence of these mechanisms can become an integral part of the organization's design, promoting continuous learning and the sharing of best practices.

Promoting collaboration and team learning often necessitates a cultural shift within the organization. The culture of openness, trust, and information sharing can influence the design of the organization's values, norms, and practices. Collaboration and team learning may require physical changes to the workplace design. The organization might invest in open-plan offices, collaborative spaces, or technology that supports remote collaboration, reflecting a shift in the physical layout and design of the workspace.

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The emphasis on collaboration and team learning can lead to changes in the way communication flows within the organization. Information may need to be more accessible, and communication channels may be adjusted to facilitate seamless collaboration. This can affect the design of the organization's communication infrastructure. Collaboration and team learning can promote a culture of empowerment and autonomy. When teams are trusted to make decisions and collaborate effectively, it can lead to a design that empowers employees at various levels to take ownership of their work and make informed decisions.

Collaboration and team learning often focus on skill development and the acquisition of new knowledge. These initiatives can influence the design of training and development programs within the organization, as well as the criteria for hiring and promoting employees with the desired skills and attributes. Organizations that foster collaboration and team learning are often more innovative. This can lead to the creation of innovation hubs, incubators, or dedicated teams focused on exploring and implementing new ideas. These elements become part of the organizational design, promoting a culture of innovation.

Collaboration and team learning require feedback mechanisms to assess and improve team performance. The design of these feedback processes can become an integral part of the organization's structure, enabling continuous improvement. In summary, collaboration and team learning can lead to changes in the organizational design, promoting flatter hierarchies, cross-functional teams, knowledge-sharing mechanisms, cultural shifts, changes in the physical workspace, communication flow, empowerment, skill

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development, innovation ecosystems, and feedback processes. These changes are aimed at creating a more agile, adaptive, and learning-focused organization that can enhance its performance in a rapidly changing business environment.

There was significant relationship between continuous learning and organisational design [B=0.132; $t(291)= 10.09$; $p < 0.05$]. The relationship was positive and significant. A unit increase in continuous learning would lead to a 0.132 increase in organisational design. Continuous learning, as a component of organizational learning, can have a significant influence on organizational design. An organization's approach to continuous learning affects how it adapts, evolves, and structures itself to meet the challenges and opportunities of a dynamic business environment.

Continuous learning often promotes a culture of empowerment and knowledge sharing. This can lead to flatter organizational structures, with fewer hierarchical layers and greater employee autonomy. In flatter structures, decision-making can be more agile and responsive to changing circumstances. Continuous learning encourages employees to develop a broader range of skills and knowledge. This can lead to the formation of cross-functional teams and collaborations. Organizational design may incorporate mechanisms that facilitate and support cross-functional interactions, enabling employees to work together across traditional boundaries.

To support continuous learning, organizations often invest in knowledge-sharing platforms, such as digital collaboration tools or learning management systems. These platforms become integral components of the organization's design, promoting ongoing knowledge exchange and learning. Continuous learning may require organizations to create flexible learning

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environments, whether in physical office spaces or virtual settings. The design of these environments needs to support employee development and adaptability.

Organizations that prioritize continuous learning invest in leadership development programs. The design of these programs is an essential part of the organization's structure and can lead to the identification and grooming of future leaders. Continuous learning influences how work processes are designed. Organizations may adopt more adaptive and iterative workflows to accommodate ongoing learning and improvement. This can include agile project management methodologies and process improvement frameworks.

Organizations embracing continuous learning often have talent management strategies that focus on skill development and career progression. These strategies influence how the organization identifies and grooms talent, impacting its design. Continuous learning relies on feedback mechanisms to assess performance and make improvements. The organization's design should incorporate effective feedback loops that provide timely and relevant information for ongoing learning and development.

Continuous learning is often closely linked to innovation. Organizations may establish innovation ecosystems, such as labs, incubators, or innovation teams, as part of their organizational design to foster creative problem-solving and experimentation. Continuous learning should align with the organization's strategic objectives. As part of the design, the organization must ensure that its continuous learning initiatives support the achievement of long-term goals. Continuous learning influences the allocation of resources for learning and development. The design of these resources, including training

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programs, mentorship opportunities, and access to educational materials, is essential to support the organization's learning culture.

Continuous learning often necessitates a cultural shift within the organization, emphasizing adaptability and a growth mindset. The design of the organization's culture and values should reflect this shift. In summary, continuous learning has a profound impact on organizational design, leading to flatter structures, cross-functional collaboration, knowledge-sharing platforms, flexible learning environments, leadership development, adaptive workflows, talent management, feedback loops, innovation ecosystems, alignment with strategic objectives, learning and development resources, and cultural changes. These elements collectively contribute to the organization's ability to adapt, innovate, and enhance its performance in an ever-changing business landscape.

There was significant relationship between employee empowerment and organisational design [B=0.226; $t(291)= 3.38$; $p < 0.05$]. The relationship was positive and significant. A unit increase in employee engagement would lead to a 0.226 increase in organisational design. Employee empowerment, as a component of organizational learning, can have a significant influence on organizational design. When employees are empowered, they are given the autonomy and authority to make decisions, take ownership of their work, and contribute to the organization's success. Empowered employees often require less direct supervision and managerial oversight. This can lead to flatter organizational structures with fewer hierarchical layers. In flatter structures, decision-making is more decentralized, making the organization more agile and responsive to change.

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Empowerment involves delegating decision-making authority to employees at various levels. As a result, the organizational design may incorporate more explicit delegation structures and guidelines for how authority is distributed and exercised. Empowerment often involves the formation of cross-functional teams where employees from different departments or roles collaborate on projects. Organizational design may include mechanisms for creating and managing these teams, promoting collaboration, and defining the roles and responsibilities of team members.

Empowerment can lead to the adoption of more flexible and adaptable workflows. Employees are encouraged to take the initiative and make decisions based on their expertise and experience. The organization's design may accommodate these flexible workflows, promoting innovation and quick responses to changing circumstances. Empowerment relies on open and transparent communication. Organizational design should incorporate effective communication channels, knowledge-sharing platforms, and feedback mechanisms that support this culture of openness.

Empowering employees often involves investing in their skill development and training. The organizational design should include mechanisms for identifying skill gaps, providing training opportunities, and evaluating the impact of skill development on individual and organizational performance. Empowerment often requires a shift in the organization's culture toward trust, accountability, and shared responsibility. The design of the organization's values, norms, and practices should reflect this cultural shift.

As employees are empowered to make decisions and take on more responsibility, leadership development programs become essential

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components of the organizational design. These programs identify and groom future leaders who can effectively manage empowered teams. Organizational design may include specific policies, guidelines, and principles related to empowerment. These documents outline the scope of employee authority, expectations, and boundaries to ensure that empowerment is exercised within the organization's framework.

Empowerment requires a feedback-rich environment where employees receive input on their decisions and performance. The organizational design should incorporate feedback loops, performance evaluation processes, and mechanisms for recognizing and rewarding empowered employees. Empowerment often leads to increased creativity and innovation. The organizational design may include the creation of innovation ecosystems, such as innovation labs or dedicated teams, to foster a culture of experimentation and problem-solving.

Empowerment may influence how resources, including budget and human resources, are allocated within the organization. The design should support the allocation of resources in a way that empowers employees to make decisions that align with the organization's goals. In summary, employee empowerment has a profound impact on organizational design by promoting flatter hierarchies, delegation of authority, cross-functional teams, flexible workflows, effective communication, skill development, cultural shifts, leadership development, empowerment policies, feedback mechanisms, innovation ecosystems, and resource allocation. These elements collectively contribute to a more agile, innovative, and adaptive organization that enhances

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its performance and remains competitive in a rapidly changing business environment.

There was significant relationship between inquiry and dialogue and organisational design [B=0.348; $t(291)= 2.424$; $p < 0.05$]. The relationship was positive and significant. A unit increase in shared learning would lead to a 0.348 increase in organisational design. Inquiry and dialogue, as components of organizational learning, can have a significant influence on organizational design. These elements foster a culture of open communication, critical thinking, and continuous improvement, which can shape the way an organization is structured and how it functions.

Inquiry and dialogue encourage open and transparent communication. To support these practices, organizations often establish effective communication channels, both formal and informal, which become integral components of the organizational design. These channels facilitate the exchange of ideas, feedback, and information throughout the organization. A culture of inquiry and dialogue can lead to flatter organizational hierarchies. When employees are encouraged to ask questions, challenge assumptions, and engage in dialogue with superiors, it reduces the traditional top-down decision-making processes and encourages a more decentralized approach.

Inquiry and dialogue often involve individuals from different departments or roles coming together to discuss and solve problems. This can result in the formation of cross-functional teams, influencing the design of the organization to support these collaborative efforts. Inquiry and dialogue require feedback loops for evaluating the effectiveness of these practices. Organizational design may include mechanisms for collecting and analyzing

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feedback to make continuous improvements in the way inquiries and dialogues are conducted and how they contribute to the organization's learning process.

To encourage inquiry and dialogue, employees are often given a degree of autonomy and empowerment to make decisions and participate in problem-solving discussions. The organization's design may incorporate empowerment policies and guidelines to support this culture. As a result of inquiry and dialogue, knowledge sharing and knowledge management systems may be put in place. These systems become part of the organizational design, ensuring that valuable insights and information are captured, shared, and preserved.

Inquiry and dialogue often necessitate a cultural shift towards open-mindedness, adaptability, and critical thinking. The design of the organization's values and norms should reflect this cultural evolution. Organizations that promote inquiry and dialogue often invest in leadership development programs to equip leaders with the skills and behaviors that support these practices. Leadership development initiatives become an integral part of the organizational design.

A culture of inquiry and dialogue can lead to more flexible and adaptive workflows. Employees may engage in problem-solving discussions and take the initiative to suggest process improvements. The organizational design should accommodate such changes in workflows and processes. Inquiry and dialogue can foster innovation and creative problem-solving. The organizational design may include elements such as innovation labs or dedicated teams that encourage experimentation and the exploration of new ideas. Inquiry and dialogue should align with the organization's strategic

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objectives. The design should ensure that these practices support the achievement of the organization's long-term goals.

In summary, inquiry and dialogue influence organizational design by promoting open communication, flatter hierarchies, cross-functional collaboration, feedback mechanisms, empowerment, knowledge management, cultural shifts, leadership development, flexible workflows, innovation ecosystems, and alignment with strategic objectives. These elements collectively contribute to an organization's ability to create a learning culture that improves performance and innovation in a continually evolving business landscape.

There was significant relationship between shared learning and organisational performance [B=0.678; $t(291)= 5.719$; $p < 0.05$]. The relationship was positive and significant. A unit increase in shared learning would lead to a 0.678 increase in organisational design. Shared learning, as a component of organizational learning, plays a significant role in influencing organizational design. It promotes the dissemination and application of knowledge and best practices across the organization, which can impact the way the organization is structured and functions.

Shared learning helps organizations avoid duplicating efforts. When knowledge and best practices are shared among teams and departments, it reduces redundancy and enhances operational efficiency. Organizational design may be structured to support and encourage this knowledge-sharing process. Shared learning often involves employees and teams from different parts of the organization working together to exchange knowledge and experiences. This can lead to the formation of cross-functional teams or

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collaborative projects, influencing the organization's design to support and facilitate such collaborations.

To encourage shared learning, organizations often invest in knowledge-sharing mechanisms, such as digital platforms, databases, or regular meetings. These mechanisms become integral components of the organizational design, ensuring that information is easily accessible and shared. Shared learning fosters a culture of collaboration, openness, and continuous improvement. As a result, the design of the organization's values, norms, and practices may need to reflect this cultural shift.

Feedback is an essential aspect of shared learning, as it helps assess the effectiveness of knowledge sharing and learning initiatives. The organizational design should incorporate mechanisms for collecting and analyzing feedback to make continuous improvements. Shared learning can impact how resources are allocated within the organization. The design may include resource allocation processes that prioritize areas where shared learning is most beneficial for the organization.

Organizations that promote shared learning often invest in leadership development programs to equip leaders with the skills and behaviors that support a culture of knowledge sharing. Leadership development initiatives become an integral part of the organizational design. Shared learning fosters a culture of innovation by promoting the exchange of ideas and best practices. The design of the organization may include elements such as innovation labs or dedicated teams focused on creative problem-solving and experimentation. Shared learning should align with the organization's strategic objectives. The

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organizational design should ensure that shared learning initiatives support the achievement of the organization's long-term goals.

To encourage shared learning, organizations may introduce recognition and reward systems. The design should incorporate these systems to incentivize and acknowledge employees who actively participate in knowledge sharing. Shared learning often leads to the development of knowledge management systems, including the creation, organization, and dissemination of knowledge resources. These systems become part of the organizational design, ensuring that valuable insights are captured and accessible to all.

In summary, shared learning influences organizational design by promoting efficiency, cross-functional collaboration, knowledge-sharing mechanisms, cultural shifts, feedback mechanisms, resource allocation, leadership development, innovation ecosystems, alignment with strategic objectives, employee recognition and rewards, and knowledge management. These elements collectively contribute to the development of an organization that values continuous learning and improvement, leading to enhanced performance in a rapidly changing business environment.

There was no significant relationship between strategic leadership and organisational design [B=-0.224; $t(291)= 1.685$; $p > 0.05$]. The relationship was negative but insignificant.

Aggarwal, Jaisinghani and Nobi (2022) found that work life balance can enhance employee’s innovation which would enhance employee performance.

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The mediating effects of organizational design on the relationship between organizational learning and organizational performance among staff of Volta River Authority

The fourth objective of the study was to analyse the mediating effect of organisational design on the relationship between organisational learning and organisational design among staff of the Volta River Authority. This objective was achieved by using the structural equation model. The indirect relationship has been presented on Table 10.

Table 10: Indirect effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Collaboration and team learning -> Organisational Performance	0.294	0.28	0.137	2.151	0.032
Continuous Learning Opportunities -> Organisational Performance	-0.111	-0.106	0.116	0.962	0.336
Employee Empowerment -> Organisational Performance	0.191	0.181	0.056	3.413	0.001
Inquiry and Dialogue -> Organisational Performance	0.294	0.282	0.134	2.196	0.028
Shared learning -> Organisational Performance	0.573	0.557	0.139	4.117	0
Strategic leadership -> Organisational Performance	0.189	0.205	0.122	1.55	0.121

Source: Field Survey (2023)

Table 10 shows the mediating effect of the organisational design on each of the components of organisational learning and organisational performance. From the table, organisational design mediates the relationship between collaboration and team learning and organisational performance [B=0.294; $t(291)= 2.151$; $p < 0.05$]. There was a partial mediating effect of

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organisational design, on the relationship between collaboration and team learning and organisational performance. This is because, both the direct and indirect effect of collaboration and team learning on organisational performance. Organizational design plays a mediating role in the relationship between collaboration and team learning, components of organizational learning, and organizational performance. The way an organization is structured can either facilitate or hinder the effectiveness of collaboration and team learning, which in turn influences overall performance.

The design of the organization can either facilitate or impede collaboration. An organization with a flat structure, open communication channels, and cross-functional teams is more likely to support and encourage collaboration. A well-designed structure makes it easier for teams to work together, share knowledge, and collectively learn, which can positively impact performance. Organizational design can determine the ease with which cross-functional teams are formed and function. A well-designed organization may proactively establish mechanisms for creating and managing these teams, encouraging knowledge exchange and problem-solving across functions. This, in turn, can lead to improved organizational performance through innovative solutions and better decision-making.

The design of the organization can incorporate knowledge-sharing mechanisms, such as digital platforms or regular knowledge-sharing meetings. These mechanisms promote team learning and the dissemination of knowledge across the organization. A well-designed system ensures that best practices and insights are accessible to all, positively impacting performance. The organizational design can support the cultural alignment necessary for

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effective collaboration and team learning. If the design reflects a culture of openness, trust, and continuous improvement, it is more likely to foster successful collaboration and team-based learning, contributing to improved performance.

Organizational design can include feedback loops that assess the effectiveness of collaboration and team learning initiatives. This feedback provides valuable insights for making necessary adjustments and improvements, ultimately enhancing performance. Effective organizational design can ensure that resources, such as time, budget, and talent, are allocated to support collaboration and team learning. When resources are appropriately allocated, it promotes the growth and development of these practices, resulting in better organizational performance.

Leadership development programs are often a part of organizational design. These programs equip leaders with the skills and behaviors needed to support and lead collaborative and learning-oriented teams. Effective leadership development can significantly influence how well teams collaborate and learn together, impacting performance. Organizational design can include the creation of innovation ecosystems, such as innovation labs or dedicated teams focused on creative problem-solving. These ecosystems encourage collaboration and team learning to drive innovation, which, when properly integrated, can lead to improved performance. Organizational design ensures that collaboration and team learning initiatives align with the organization's strategic objectives. When design is congruent with these objectives, the practices of collaboration and team learning are more likely to positively impact organizational performance.

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In summary, organizational design mediates the relationship between collaboration and team learning and organizational performance by either facilitating or hindering the effectiveness of these practices. A well-designed organization promotes a culture of collaboration, knowledge sharing, and continuous learning, ultimately leading to better team performance and, in turn, better overall organizational performance. On the other hand, poor organizational design can hinder collaboration and team learning efforts, limiting their positive impact on performance.

Organisational design mediates the relationship between employee empowerment and organisational performance [B=0.191; $t(291)= 3.413$; $p < 0.05$]. There was a partial mediating effect of organisational design, on the relationship between employee empowerment and organisational performance. This is because, both the direct and indirect effect of employee empowerment on organisational performance. Organizational design plays a mediating role in the relationship between employee empowerment, a component of organizational learning, and organizational performance. The way an organization is structured can either facilitate or hinder the effectiveness of employee empowerment, which, in turn, influences overall performance.

The design of the organization can either enable or obstruct the delegation of authority to employees. A well-designed organization will include clear processes and guidelines for delegation, empowering employees to make decisions and take ownership of their work. This delegation can lead to improved performance by promoting agility and faster decision-making. Organizational design can influence the hierarchy within the organization. A flatter hierarchy, with fewer layers of management, often supports employee

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empowerment by reducing bureaucratic processes and enabling employees to have more direct influence on decisions and actions. A flatter structure can enhance performance by facilitating quick responses to changing circumstances.

Organizational design can determine how easily cross-functional collaboration is facilitated. When employee empowerment encourages collaboration across functions, the design should support cross-functional teams and interactions, leading to improved performance through innovative solutions and knowledge sharing. The design of the organization may include feedback mechanisms for assessing the effectiveness of employee empowerment initiatives. Feedback loops can provide insights for making necessary adjustments and improvements to employee empowerment practices, which can impact performance.

Organizational design may incorporate specific policies and guidelines related to employee empowerment. These documents can outline the scope of employee authority, expectations, and boundaries to ensure that empowerment is exercised within the organization's framework, which can influence performance outcomes. Organizational design should support the cultural alignment necessary for effective employee empowerment. If the design reflects a culture of trust, accountability, and shared responsibility, it is more likely to foster successful empowerment, contributing to improved performance.

Effective organizational design ensures that resources, such as time, budget, and technology, are allocated to support employee empowerment initiatives. Proper resource allocation can significantly influence the growth

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and development of employee empowerment, ultimately leading to improved performance. Leadership development programs are often part of organizational design. These programs equip leaders with the skills and behaviors needed to support and manage empowered teams effectively. Effective leadership development can significantly influence the impact of employee empowerment on performance.

Organizational design can include the creation of innovation ecosystems, such as innovation labs or dedicated teams focused on creative problem-solving. These ecosystems encourage employee empowerment, as empowered employees are more likely to drive innovation. Innovation can positively impact performance when integrated effectively. Organizational design ensures that employee empowerment aligns with the organization's strategic objectives. When design is congruent with these objectives, employee empowerment is more likely to positively impact organizational performance by contributing to the achievement of strategic goals.

In summary, organizational design mediates the relationship between employee empowerment and organizational performance by either facilitating or hindering the effectiveness of employee empowerment. A well-designed organization promotes a culture of empowerment, delegation, cross-functional collaboration, and innovation, ultimately leading to better employee performance and, in turn, better overall organizational performance. Conversely, poor organizational design can hinder employee empowerment, limiting its positive impact on performance.

Organisational design mediates the relationship between inquiry and dialogue and organisational performance [B=0.294; $t(291)= 2.196$; $p < 0.05$].

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There was a full mediating effect of organisational design, on the relationship between inquiry dialogue and organisational performance. This is because, the direct effect was insignificant whereas and indirect effect was significant. Organizational design plays a mediating role in the relationship between inquiry and dialogue, components of organizational learning, and organizational performance. The way an organization is structured can either facilitate or hinder the effectiveness of inquiry and dialogue, which, in turn, influences overall performance.

Organizational design can either promote or hinder open and transparent communication channels. A well-designed organization encourages open lines of communication that facilitate inquiry and dialogue, enabling employees to ask questions, challenge assumptions, and engage in constructive discussions. Effective communication enhances knowledge sharing and learning, ultimately impacting performance positively. The design of the organization may incorporate feedback mechanisms that assess the effectiveness of inquiry and dialogue initiatives. Feedback loops provide insights for making necessary adjustments and improvements to these practices, which can influence performance.

Organizational design can determine how easily cross-functional collaboration is facilitated. When inquiry and dialogue involve employees and teams from different parts of the organization, the design should support cross-functional interactions, leading to improved performance through innovative solutions and better decision-making. Organizational design should support the cultural alignment necessary for effective inquiry and dialogue. If the design reflects a culture of open-mindedness, adaptability, and critical

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thinking, it is more likely to foster successful inquiry and dialogue, contributing to improved performance.

As a result of inquiry and dialogue, organizations often develop knowledge management systems, including the creation, organization, and dissemination of knowledge resources. These systems become part of the organizational design, ensuring that valuable insights are captured and accessible to all, positively impacting performance. Effective organizational design ensures that resources, such as time, budget, and talent, are allocated to support inquiry and dialogue initiatives. When resources are appropriately allocated, it promotes the growth and development of these practices, resulting in better organizational performance.

Leadership development programs are often part of organizational design. These programs equip leaders with the skills and behaviors needed to support and lead teams that effectively engage in inquiry and dialogue. Effective leadership development can significantly influence how well these practices are conducted and how they impact performance. Organizational design can include the creation of innovation ecosystems, such as innovation labs or dedicated teams focused on creative problem-solving. These ecosystems encourage inquiry and dialogue, as they are essential elements of innovation. Effective innovation can positively impact performance when integrated into the organization's design.

Organizational design ensures that inquiry and dialogue initiatives align with the organization's strategic objectives. When design is congruent with these objectives, inquiry and dialogue are more likely to positively

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impact organizational performance by contributing to the achievement of strategic goals.

Organizational design mediates the relationship between inquiry and dialogue and organizational performance by either facilitating or hindering the effectiveness of these practices. A well-designed organization promotes a culture of open communication, feedback, cross-functional collaboration, knowledge management, resource allocation, leadership development, innovation, and alignment with strategic objectives. These elements collectively contribute to an organization's ability to create a learning culture that improves performance and innovation in a continually evolving business landscape. Conversely, poor organizational design can hinder inquiry and dialogue efforts, limiting their positive impact on performance.

Organisational design mediates the relationship between shared learning and organisational performance [B=0.573; $t(291)= 4.117$; $p < 0.05$]. There was a partial mediating effect of organisational design, on the relationship between shared learning and organisational performance. This is because, both the direct and indirect effect of shared learning on organisational performance. Organizational design plays a mediating role in the relationship between shared learning, a component of organizational learning, and organizational performance. The way an organization is structured can either facilitate or hinder the effectiveness of shared learning, which, in turn, influences overall performance.

Organizational design can either promote or impede the efficient sharing of knowledge and best practices. A well-designed organization encourages knowledge sharing by reducing redundancy and enhancing

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operational efficiency. This avoidance of duplication can lead to better resource allocation and improved performance. Shared learning often involves employees and teams from different parts of the organization working together to exchange knowledge and experiences. Organizational design may support cross-functional collaboration by facilitating the formation of cross-functional teams or collaborative projects, ultimately enhancing performance through innovative solutions and better decision-making.

To encourage shared learning, organizations often invest in knowledge-sharing mechanisms, such as digital platforms, databases, or regular knowledge-sharing meetings. These mechanisms become integral components of the organizational design, ensuring that information is easily accessible and shared, which can lead to performance improvements. Shared learning fosters a culture of collaboration, openness, and continuous improvement. As a result, the design of the organization's values, norms, and practices may need to reflect this cultural shift. A well-designed culture promotes shared learning, which in turn positively impacts performance.

Organizational design may include feedback mechanisms for assessing the effectiveness of shared learning initiatives. Feedback loops provide insights for making necessary adjustments and improvements to shared learning practices, which can influence performance. Effective organizational design ensures that resources, such as time, budget, and technology, are allocated to support shared learning initiatives. When resources are appropriately allocated, it promotes the growth and development of shared learning, ultimately leading to better organizational performance.

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Organizations that promote shared learning often invest in leadership development programs to equip leaders with the skills and behaviors needed to support a culture of knowledge sharing. Leadership development initiatives become an integral part of the organizational design, which can significantly influence how well shared learning practices are embraced and their impact on performance. Shared learning often fosters a culture of innovation by promoting the exchange of ideas and best practices. The design of the organization may include elements such as innovation labs or dedicated teams that encourage experimentation and problem-solving, which can lead to performance improvements.

Organizational design ensures that shared learning initiatives align with the organization's strategic objectives. When design is congruent with these objectives, shared learning is more likely to positively impact organizational performance by contributing to the achievement of strategic goals.

In summary, organizational design mediates the relationship between shared learning and organizational performance by either facilitating or hindering the effectiveness of these practices. A well-designed organization promotes a culture of efficiency, cross-functional collaboration, knowledge sharing, cultural alignment, feedback, resource allocation, leadership development, innovation, and alignment with strategic objectives. These elements collectively contribute to an organization's ability to create a learning culture that improves performance and innovation in a continually evolving business landscape. Conversely, poor organizational design can hinder shared learning efforts, limiting their positive impact on performance.

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Organisational design fails to mediate the relationship between continuous learning opportunities and organisational performance [B=-0.111; *t*(291)= 0.962; p > 0.05]. The failure of organizational design to mediate the relationship between continuous learning opportunities and organizational performance can occur when there are significant shortcomings or mismatches in how the organization is structured and how learning opportunities are provided. The organization's design may not align with its learning and development initiatives. If the organization's structure, culture, and processes are not aligned with a culture of continuous learning, it can impede the integration of learning opportunities into the daily work of employees. The design may not allocate sufficient resources, including time, budget, and technology, to support continuous learning opportunities. Without the necessary resources, employees may struggle to access and benefit from learning opportunities, ultimately affecting performance.

Organisational design fails to mediate the relationship between strategic leadership and organisational performance [B=0.189; *t*(291)= 1.55; p > 0.05]. The failure of organizational design to mediate the relationship between strategic leadership opportunities and organizational performance can occur due to various factors and challenges within the organization. The organization's design may not align with its strategic leadership opportunities. If the design and structure of the organization do not support or facilitate strategic leadership development and initiatives, it can hinder the organization's ability to translate leadership opportunities into improved performance. Organizational design may not allocate sufficient resources, such as time, budget, and talent, to support strategic leadership opportunities.

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Without adequate resources, leadership development and strategic initiatives may not receive the necessary attention and investment. The design of the organization may be resistant to change. If the organization is entrenched in traditional hierarchies and rigid processes, it can be challenging to introduce and integrate strategic leadership opportunities that require flexibility, innovation, and adaptability.

The findings of the study correspond to Alerasoul et al., (2022) who found that organisational design mediates the relationship between oragnisational learning and organisational learning. However, their studies failed to consider the components of organisational learning as implemented in the study.

Chapter Summary

This section analysed the relationship between organisational learning, organisational design and organisational performance. The chapter begun with the analysis of the demographic characteristics of the respondents. Analysis of the validity of the items used to measure the constructs were also undertaken. The use of cross loadings, convergent validity, discriminant validity and analysis of the model fitness were also undertaken. Assessment of the model structure was then undertaken. The relationship between the variables were examined and explained.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

The summary, conclusions and recommendations of the study were presented in this chapter. The study was conducted to examine the effect of organisational learning, organisational design and organisational performance among staff of VRA. This chapter begun with the summary of the study. This was followed by the conclusion, recommendations and suggestions for further studies.

Summary of the Study

The main purpose of the study was to analyse the mediating effect of organisational design on the relationship between organisational learning and organisational performance. In order to achieve the purpose of the study, three specific objectives were stated. The specific objectives of the study were to:

1. To analyse the effect of organizational learning on organizational performance of Volta River Authority.
2. To analyse the effect of organizational learning on organizational design of Volta River Authority.
3. To analyse the effect of organizational design on organizational performance of Volta River Authority.
4. To analyse the mediating role of organizational design on the relationship between organizational learning and organizational performance of Volta River Authority.

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Summary of methodology

The study was centered on two theories. These two theories included total quality management theory and system view theory. The study adopted the explanatory design since the study sought to analyse the causal relationship between the variables underpinning the study. Also, since the research objectives of this study sought to test hypotheses, which are predictive-based, and the investigator seeking to collect large data that can be measured numerically, the quantitative research approach was adopted for this study. A total sample size of 291 respondents were considered. The data collection instrument for the study was questionnaire. Due to the nature of the study's objectives, the structural equation model was employed in analysing the objectives of the study.

Key Findings

No	Hypotheses	Decision
H_{1A}:	There is a positive and significant relationship between continuous learning opportunities and organizational performance.	Reject H_0
H_{1B}:	There is a positive and significant relationship between inquiry and dialogue and organizational performance.	Fail to reject H_0
H_{1C}:	There is a positive and significant relationship between employee empowerment and organizational performance.	Reject H_0
H_{1D}:	There is a positive and significant relationship between shared learning and organizational performance.	Reject H_0
H_{1E}:	There is a positive and significant relationship between collaboration and team learning and organizational performance.	Reject H_0
H_{1F}:	There is a positive and significant relationship between strategic leadership and organizational performance.	Fail to reject H_0
H_{2A}:	There is a positive and significant relationship between organizational design and organizational performance.	Reject H_0
H_{3A}:	There is a positive and significant relationship between continuous learning opportunities and organizational design.	Reject H_0
H_{3B}:	There is a positive and significant relationship between inquiry and dialogue and organizational design.	Reject H_0
H_{3C}:	There is a positive and significant relationship between	Reject H_0

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	employee empowerment and organizational design.	
H_{3D}:	There is a positive and significant relationship between shared learning and organizational design.	Reject H_0
H_{3E}:	There is a positive and significant relationship between collaboration and team learning and organizational design.	Reject H_0
H_{3F}:	There is a positive and significant relationship between strategic leadership and organizational design.	Fail to reject H_0
H_{4A}:	There is a mediating effect of organizational design on the relationship between continuous learning opportunities and organizational performance.	Fail to reject H_0
H_{4B}:	There is a mediating effect of organizational design on the relationship between inquiry and dialogue and organizational performance.	Reject H_0
H_{4C}:	There is a mediating effect of organizational design on the relationship between employee empowerment and organizational performance.	Reject H_0
H_{4D}:	There is a mediating effect of organizational design on the relationship between shared learning and organizational performance.	Reject H_0
H_{4E}:	There is a mediating effect of organizational design on the relationship between collaboration and team learning and organizational performance.	Reject H_0
H_{4F}:	There is a mediating effect of organizational design on the relationship between strategic leadership and organizational performance.	Fail to reject H_0

Source: Author's construct (2023)

Conclusions

In conclusion, organizational design plays a crucial role in mediating the relationship between various components of organizational learning and organizational performance. Whether it's collaboration and team learning, continuous learning opportunities, employee empowerment, inquiry and dialogue, or shared learning, the way an organization is structured and designed can significantly influence the effectiveness and impact of these learning components on overall performance.

A well-designed organization aligns its structure, culture, and processes with a culture of learning, collaboration, and innovation. It supports the dissemination of knowledge, the empowerment of employees, and the

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development of leadership that fosters a continuous learning environment. When designed effectively, the organization becomes more adaptable, responsive to change, and capable of leveraging the benefits of organizational learning to enhance its performance.

Conversely, a poorly designed organization can hinder the success of these learning components. It may lack alignment, resources, leadership support, and mechanisms for knowledge-sharing and feedback. Such shortcomings can limit the organization's ability to harness the potential of learning initiatives and apply them to improve performance.

To ensure that organizational learning positively impacts organizational performance, organizations must continually evaluate and adapt their design to better support learning initiatives. This may involve reevaluating hierarchies, implementing cross-functional collaboration, allocating resources, fostering a culture of learning, and aligning design with strategic goals.

Ultimately, the successful integration of organizational learning with organizational design leads to improved performance, adaptability, and competitiveness in today's dynamic and ever-changing business landscape.

Recommendations

Based on the findings, the following recommendations were made:

- Management must align Organizational Design with Learning Objectives. They must ensure that their organizational design aligns with their learning and performance objectives. Evaluate the design's compatibility with a culture of learning, collaboration, and innovation.

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Make necessary adjustments to the structure, processes, and culture to facilitate learning and continuous improvement.

- Management must allocate resource. Allocate sufficient resources, including time, budget, and technology, to support learning initiatives. Investment in training, technology, and knowledge-sharing mechanisms is critical for the success of learning programs.
- Management must secure strong leadership support for learning initiatives. Leaders should actively endorse and participate in learning opportunities to set an example for the rest of the organization. Leadership development programs should be an integral part of organizational design to groom leaders who foster a culture of learning.
- Management of VRA must promote and facilitate cross-functional collaboration by incorporating it into the organizational design. Encourage the formation of cross-functional teams, knowledge-sharing forums, and projects that foster collaboration and knowledge exchange.
- Management must develop mechanisms for evaluating the effectiveness of learning initiatives and gathering feedback from employees. Use this feedback to make improvements and adjustments to enhance the impact of learning on organizational performance.
- Management must implement effective knowledge management systems and mechanisms to capture, organize, and disseminate knowledge and best practices. Ensure that knowledge resources are easily accessible to all employees.

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- Management must foster a cultural shift toward a learning culture by embedding the values of openness, trust, accountability, and continuous improvement into the organizational design. Align the organization's values and norms with the goals of learning and performance improvement.
- Management must design the organization to be flexible and adaptable to change. Hierarchies should be designed to allow for decentralized decision-making, and processes should be adaptable to accommodate new knowledge and insights.
- Management must ensure that learning initiatives align with the organization's strategic objectives. The organizational design should reflect this alignment to maximize the impact of learning on achieving long-term goals.
- Management must incorporate innovation ecosystems, such as innovation labs or dedicated teams, into the organizational design. Encourage experimentation and creative problem-solving as part of the learning process.

Suggestions for Future Studies

The objectives of this study were accomplished through the utilization of quantitative data. Additional research may wish to incorporate qualitative data, a this will provide precise insights into the level of organisational learning, organisational design and organisational performance.

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APPENDICES

APPENDIX A: QUESTIONNAIRE
UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT
QUESTIONNAIRE FOR EMPLOYEES

Dear Sir/Madam,

This questionnaire is part of the requirement for a master's degree in Business Management at Department of Management, University of Cape Coast, Ghana. The questionnaire is to solicit information on the **"ORGANISATIONAL LEARNING, ORGANISATIONAL DESIGN AND ORGANISATIONAL PERFORMANCE AT VOLTA RIVER AUTHORITY"** You are hereby invited to share your views on the issue under investigation. The responses would be used for purely academic purposes. Your confidentiality is greatly assured. Therefore, no information provided will be identifiable to you or your organisation since only aggregated data will be reported in this study. You are kindly required to answer the questions as frankly as possible since you will be contributing to knowledge. Thanks for your time and accepting to participate in the study.

PART 1
DEMOGRAPHIC INFORMATION OF RESPONDENTS
Please indicate your response by ticking the appropriate area for each question.

1. What is your gender? 1. Female [ ] 2. Male [ ]
2. Indicate your Age level: 1. 18 -30 years [ ]. 31-40 years [ ] 3. 41-50years [ ] 4.51-60 years [ ] 5. 60 years and above [ ]
3. What is your highest educational level? 1. Primary/ J.H.S [ ] 2. Senior High School [ ] 3. Bachelor/ HND/ Vocational/ Diploma [ ] 4. Masters/PhD [ ] 5. None [ ]
4. What is your number of **years** spent in your organization?
5. 1.Below 2 [ ] 2. 3 -10 [ ] 3. 11- 15 [ ] 4. 16- 20 [ ] 5. 21-25[ ] 6. 26 and above [ ]

PART 2
ORGANISATIONAL LEARNING

Please indicate the degree of your agreement with the following statements by ticking (√) the appropriate number. Use a scale of 1-5 with where **1=least form of Agreement to 5=Highest form of Agreement**.

No	Organisational Learning	1	2	3	4	5
	Continuous Learning					
1	The organization provides ample opportunities for continuous learning.					
2	I feel encouraged to pursue continuous learning and professional development.					
3	The organization offers a variety of learning resources and materials to support continuous					

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	learning.					
4	The organization invests in training and development programs that align with employees' growth needs.					
5	Feedback from continuous learning activities is used to enhance organizational processes and practices.					
6	I have access to mentors or coaches who support my continuous learning and growth.					
7	The organization recognizes and rewards individuals who actively engage in continuous learning.					
Dialogue Inquiry						
1	The organization encourages open and honest dialogue among employees.					
2	I feel comfortable expressing my ideas and opinions during discussions within the organization.					
3	Dialogue and discussions are actively encouraged to solve problems and make decisions					
4	The organization provides platforms and opportunities for employees to engage in dialogue and meaningful conversations.					
5	Feedback from dialogue inquiry sessions is valued and used to improve processes and practices.					
6	Dialogue inquiry promotes cross-functional collaboration and understanding.					
7	There is a culture of active listening within the organization during dialogues.					
Collaboration and Team learning						
1	In our team, we actively share knowledge and insights with each other.					
2	Team members collaborate effectively to solve problems and achieve shared goals.					
3	Our team regularly reviews and reflects on our performance to identify areas for improvement.					
4	Team members are encouraged to ask questions and seek input from colleagues.					
5	Our team has a shared commitment to continuous learning and development.					
6	Knowledge and best practices are documented and shared within the team.					
7	Team members actively seek feedback from each other to enhance performance.					
Employee empowerment						
1	I feel empowered to take ownership of my learning and development.					
2	The organization provides me with the resources and tools I need for continuous learning.					

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3	I have the flexibility to choose the learning opportunities that align with my professional goals.					
4	My manager supports and encourages my efforts to learn and develop.					
5	I am given the time and opportunity to attend training, workshops, or courses.					
6	The organization fosters a culture of experimentation and learning from failures.					
7	I have the authority to make decisions that contribute to my learning and growth.					
Strategic leadership						
1	The organization provides opportunities for leadership development.					
2	I have access to leadership training programs that enhance my skills and knowledge.					
3	The leadership development programs are aligned with the organization's strategic goals.					
4	I receive regular feedback and coaching to support my leadership growth.					
5	Leadership learning opportunities are tailored to my individual development needs.					
6	Leadership training includes practical skills and tools that I can apply in my role.					
7	The organization encourages a culture of continuous leadership learning.					
Shared learning						
1	The organization has well-integrated systems that facilitate seamless sharing of information and knowledge.					
2	Information flows efficiently across different departments and teams due to well-connected systems.					
3	Our systems support real-time collaboration and communication across the organization.					
4	The integration of various systems enhances our ability to make informed and timely decisions.					
5	There is effective coordination and connection between technology platforms and organizational processes.					
6	Our systems allow for easy access to relevant data and knowledge for our tasks and projects.					
7	The organization invests in integrating and upgrading systems to enhance connectivity and efficiency.					

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PART 3
ORGANISATIONAL DESIGN

Please indicate the degree of your agreement with the following statements by ticking (√) the appropriate number. Use a scale of 1-5 with where: **1=Least form of agreement** to **5= Highest form of agreement.**

No	Organisational Design	1	2	3	4	5
1	The organizational hierarchy is clear and well-defined.					
2	The organization encourages collaboration and cross-functional teamwork.					
3	Decision-making processes are transparent and involve relevant stakeholders.					
4	The organization's structure allows for efficient communication and information flow.					
5	There are clear roles and responsibilities within the organization.					
6	The organization is adaptable and can quickly respond to changes in the external environment.					
7	The current organizational design fosters innovation and creativity.					
8	Employees have opportunities for career growth and advancement within the organization.					
9	I feel empowered to make decisions within my area of responsibility.					
10	The organization's design promotes a healthy work-life balance.					

PART FOUR (4)
ORGANISATIONAL PERFORMANCE

Please indicate the degree of your agreement with the following statements by ticking (√) the appropriate number. Use a scale of 1-5 with where **1=Least form of agreement** to **5= Highest form of agreement**

ORGANISATIONAL PERFORMANCE		1	2	3	4	5
1	The leadership in our organization sets clear performance expectations and provides guidance and support to achieve them.					
2	Our organization promotes a culture of accountability and results-oriented performance.					
3	Our organization consistently meets its financial targets and goals.					
4	Our organization effectively measures and tracks key performance indicators (KPIs) to monitor progress.					

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5	The performance management system in our organization provides clear and meaningful feedback on individual and team performance.					
6	Our organization regularly reviews and adjusts its strategies and objectives to enhance performance.					
7	Employees in our organization understand how their individual goals contribute to overall organizational performance.					
8	Our organization encourages and supports innovation and continuous improvement to enhance performance.					
9	Employees in our organization are provided with the necessary resources and tools to perform their roles effectively.					

Thank You!

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