Evaluating the quality of the organisational learning capability measurement model.

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Abstract

This study aims to answer pertinent questions related to the quality of the organisational learning capability measurement model.Design/methodology/approach .A time-separated design informed data collection. The organisational learning capability was exposed to classical higher-order and bifactor confirmatory factor analyses. Multigroup confirmatory factor analysis facilitated measurement invariance testing. This study assessed the predictive validity of the organisational learning capability subscales using hierarchical regression analysis.FindingsThis study replicated the second-order organisational learning capability model with four subscales. Bifactor modelling confirmed the multidimensionality of the organisational learning capability. The organisational learning capability was invariant between gender groups. The organisational learning capability subscales accounted for a significant variance in innovative work behaviour.Practical implicationsThe organisational learning capability exhibits robust properties, making it a plausible option for monitoring the quality of organisational learning. Organisations must appreciate the quality of this dynamic capability and leverage it to generate new sources of value.Originality/valueThis study fills a critical gap in organisational learning-related capabilities in sub-Saharan African contexts, providing a base to influence innovation-related trajectories positively.