

Anita Talaja, PhD

Associate professor
University of Split
Faculty of economics, business, and tourism
E-mail: anita.talaja@efst.hr
Orcid: <https://orcid.org/0000-0002-5007-365X>

Vicenco Dumanić, MA

University of Split
Faculty of economics, business, and tourism
E-mail: vduman00@live.efst.hr
<https://orcid.org/0009-0005-9924-7736>

ORGANIZATIONAL LEARNING CAPACITY AS A MEDIATOR IN CHANGE READINESS – CHANGE SUCCESS RELATIONSHIP

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Abstract

Organizational change becomes important when companies fail to accomplish planned goals in a turbulent business environment. However, successful change implementation becomes impossible without organizational members' change readiness. Resistance to change is a factor that can jeopardize change efforts the most, and change readiness reduces potential change resistance. Also, continuous learning of all organization members is an essential prerequisite for successful change implementation. The aim of this research is to analyze the impact of change readiness on change success and investigate the role of organizational learning capacity in this relationship. The study was conducted in September 2021, and the sample included 43 large companies operating in Croatia. The results of PLS-SEM analysis show that the impact of change readiness on the success of organizational change is fully mediated by organizational learning capacity.

Keywords: change success, change readiness, organizational learning capacity

1. INTRODUCTION

Organizations change daily, and those changes are mostly unplanned, unpredictable, and ubiquitous (Burke, 2018). Changes in organizations permeate due to the degree and speed of changes in the external environment (Cameron & Quinn, 2006). Lewin argued that the system could not be fully understood until we try to change it and that without the necessary intervention, we cannot learn the system's fundamental dynamics (Schein, 1996).

In today's dynamic and volatile environment with increasing levels of globalization, organizations are forced to constantly adapt their operations to various changes coming from the internal and external business environment. External changes affecting the decisions of the organization's management can differ according to the way and speed of development. Therefore, the organization's leadership must recognize and define external changes in time to adapt and implement organizational changes.

Organizational change is a difference in quality, form, or condition during a time period (Van de Ven, 2004). Change can refer to organizational structure, cost reduction, processes, and culture (Luecke, 2003). The success of change implementation largely depends on the readiness of the leadership and its members and other circumstances that can affect the situation. Therefore, readiness for change is not a fixed element of an individual or a system. It may differ due to changes in internal or external circumstances, the type of change, or the characteristics of potential initiators and agents of change (Madsen, Miller & John, 2005). Although there is a substantial theory about change readiness, the term is not consistently defined and conceptualized (Rusly, Corner & Sun, 2012). The other problem is that most researchers analyze individual readiness for change, stating that it refers to whole organizations' readiness for change (Rafferty, Jimmieson & Armenakis 2013). Also, the majority of research deals with antecedents of change readiness or factors that predict change readiness (Hanpachern, Morgan & Griego, 1998, Eby, Adams, Russell & Gaby, 2000, Madsen, Miller & John, 2005, Hameed, Khan, Sabharwal, Arain & Hameed, 2017). To fill the existing research gap in this area, the outcome of an individual's change readiness will be analyzed.

The theory indicates that organizational learning positively impacts various outcomes, some of which are innovative capabilities, strategy, vision, problem-solving, competitive advantage, and performance, but also change initiation and implementation (Imran, Rehman, Aslam & Bilal, 2016). Some authors have already linked organizational learning with change (Henderson, 2002, Rampersad, 2004). The logic behind this link is that a culture in which organizational learning is developed can minimize individuals' resistance to change and thus facilitate the company's adaptation to the newly emerging situation in finding potential solutions for achieving a competitive advantage in the market. Therefore, it is of great importance that organizations continuously learn to be ready for possible changes and adaptation. Also, literature shows that organizational learning and change readiness are positively related, but there is a

lack of empirical investigation of this relationship (Andrews & Delahaye, 2000, Maimone & Sinclair, 2014, Imran et al. 2016). To fill this gap, this research analyzes the indirect effect of change readiness on change success through organizational learning capacity, which according to Bess, Perkins, and McCown (2011), refers to the internal and external organizational system alignment and promoting learning and development through open communication, exploration, empowerment, and support for professional development.

First, a literature review covering the main change readiness and organizational learning aspects is presented, and hypotheses that are based on current theoretical and empirical advancements are elaborated. Next, a methodology is described, and the results of empirical analyses are presented. This is followed by a discussion of the results. The paper concludes by listing research limitations and suggesting possible future research areas.

2. LITERATURE REVIEW

Change is inevitable for every vital and living organization. Van de Ven (2004) determined change by calculating the difference in size and dimension of the organizational entity in several periods. If the difference exceeds zero, we can say a change has occurred. Organizations can implement different types of change, and we distinguish between process, technological, strategic, and structural changes (Imran et al., 2016). Changes in companies can happen at different levels. They can be changes in individuals, groups, organizations, or even populations of companies (Van de Ven, 2004). According to the research of Porras and Sliver (1991), the basic types of changes that can occur are episodic and discontinuous, as well as continuous and incremental. The difference between them is in the pace and period they appear. According to Weick and Quinn (1999), the ideal organization is one that can continuously change. From the strategic point of view, there are two approaches to change implementation: revolutionary and evolutionary (Stoddard & Jarvenpaa, 1995). Successful organizational change requires careful planning, constant communication, good processes and systems, and a clear vision. Furthermore, initiating organizational change, be it planned or urgent, will allow process participants to understand the context of the change and identify its critical elements based on which the organization's strategy is developed (Cameron & Green, 2009). Burnes (2014) claims that successful change does not depend on careful planning, but on perceiving the situation's complexity and searching for possible solutions. Moreover, researchers should be more focused on change readiness and exact steps in change implementation (By, 2005).

Luecke (2003) claims that change readiness refers to the ability and preparedness of people and organizational structures to accept change. Furthermore, he states three conditions that show an organization is ready for change: leaders are respected and influential, people feel motivated to change, an organization is not hierarchical, and people are used to cooperation. Since the creation of readiness is an essential prerequisite for change, managers and other

stakeholders involved in change preparation must understand how to create readiness (Madsen, Miller & John, 2005). Building change readiness should be encouraged by showcasing the change's benefits and possible drawbacks of the current state. Also, it should be highlighted that change would lead to better performance. Managers should provide resources needed for change implementation and reward employees who support change (Cameron & Green, 2006). Lack of change readiness shows that change management was not successful. The readiness for change will be missing if there are insufficient communication, experience, resources, or support mechanisms (Cameron & Green, 2006). Change readiness can refer to an individual, group, and organizational readiness. In this paper, the focus is on an individual readiness for change.

Change readiness is crucial for change success (Holt & Vardaman, 2013, Rusly, Sun & Corner, 2015). Research has shown that employees' willingness to change is decisive in successfully implementing organizational changes (Madsen, Miller & John, 2005). Moreover, By (2005) confirmed the relationship between change readiness and the success of the change. In general, employees resist changes because they do not want to change something they have learned and relearn what is needed to work more efficiently and effectively. Change readiness leads to commitment to change (Olafsen, Nielsen, Smedsrud & Kramaric, 2020) and lowers change resistance, which means there is a higher chance of successful change implementation (Imran et al., 2016). Since Rusly, Corner & Sun (2012) highlight the lack of empirical research focusing on the effect of change readiness on change success; we propose:

H1. Change readiness has a positive impact on the success of organizational change.

Since the culture in which organizational learning is embedded can minimize change resistance, organizations that continually learn will be more ready for change. Also, developed organizational learning culture gave employees higher satisfaction when encountering planned organizational changes (Lin & Huang, 2021). Organizational learning is linked to change (Henderson, 2002, Rampersad, 2004) and positively impacts change implementation (Imran et al., 2016).

Organizational learning assumes using knowledge and comprehension to improve performance (Fiol & Lyles, 1985). Many researchers have linked organizational learning to higher organizational performance (Hurley & Hult, 1998, Grunday, Ulusoy, Kilic & Alpkan, 2011, Garcia-Morales, Matias-Reche & Verdu-Jover, 2016, Argote, Lee & Park, 2020, Soomro, Mangi & Shah, 2021). Organizational learning includes learned behaviors and interpretations (Imran, et al., 2016). It is a dynamic process based on knowledge and translated through different activity levels (Antunes & Pinheiro, 2020). According to Örtenblad (2001), the concept of organizational learning presumes that individuals within an organization learn, but the knowledge (learning result) is stored outside them, i.e. in an organization (Xie, 2019).

Most authors distinguish between organizational learning at an individual level and organizational learning at the group or organization level. Organizational learning only occurs when an organization's members learn (Schein, 1966; Barrett,

Lemyre, Corneil & Beauregard, 2007). Usually, there has to be a trigger that leads to an individual's decision to learn. Individual learning is constrained by their skills, authority, resources, and power. Learning on an organizational level is a collective experience that happens because of an interactive, interdependent process. Change in knowledge must occur at every learning level, from individual to organizational, and these changes must become new practices that support the ability to use learning to improve performance. Learning at the organizational level is not the sum of many people learning. Individual learning is related to organizational learning but not equal to it. Individual learning is necessary but not sufficient for the organization to change. The increase in individuals' learning capacity can collectively enhance organizational learning capacity, but only if the organization enables, supports, and rewards the use of what is learned. For organizational learning to occur, rules, memory, values, structure, and the organization's underlying dynamic must change (Marsick & Watkins, 2003). However, Antunes and Pinheiro (2020) state that "there is no individual, organizational learning; however, organizations only learn thanks to the experiences and actions of individuals". Organizational learning capacity refers to preconditions for learning and is made of two components, organizational systems alignment, and culture of learning and development. The first describes practices that enable responding to challenges from external and internal environments. It is consistent with Pawlowsky's (2001) definition of organizational learning as modifying the knowledge system to understand and evaluate the internal and external environment. Organizational leaders built this component by managing through a systems lens and communicating system orientation to members. The second component, the culture of learning and development, includes open communication, learning, staff empowerment, and staff development (Bess, Perkins & McCown, 2011).

By (2005) singles out the importance of organizational learning for companies operating in a complex and uncertain environment. He suggests that companies should be open learning systems that follow changes in the environment and base strategy and organizational change on information collected from the environment. According to Dodgson (1993), the need for learning becomes prominent when adapting and improving performance to respond to environmental change is necessary. He believes learning is a deliberate search to preserve and enhance competitiveness, innovation, and performance in an uncertain environment. High environmental uncertainty will lead to an increased need for learning.

Argyris and Schon (1978) are of the few researchers who developed a model linking organizational learning with change. In their model, organizational learning is seen as a consequence of an organizational member's action to solve and overcome problematic situations. Reinholz and Andrews (2020) analyze the relationship between organizational change and 4I framework of organizational learning that deals with processes used to create, retain, and transfer knowledge within an organization (Crossan, Lane & White, 1999). Organizational learning helps develop individuals' capability to use new technology to adapt to work environment changes (Ishak & Mansor, 2020). Based on all previously elaborated, we propose:

H2: Change readiness has a positive impact on organizational learning capacity.

Knowledge is essential for developing change agents' capabilities leading to the success of organizational change, and this kind of knowledge can be developed through organizational learning mechanisms (Imran et al., 2014). Armankis and Bodeian (1999) state that knowledge is crucial for change success, and organizational learning refers to improving action through knowledge. Bess, Perkins and McCown (2010) highlight the importance of organizational learning capacity for managing change. We propose:

H3: Organizational learning capacity positively impacts the success of the organizational change.

Change readiness and organizational learning are beneficial for organizational change's success (Imran et al., 2016). According to Hayes (2014), in the reaction sequence of events, one party contests or resists the intentions of another party that tries to secure the desired outcome of the change. This can encourage those leading the change to overcome unwanted resistance to maintain the change's positive momentum. Since learning is necessary for organizational change implementation (Huy, 1999), challenges and resistance can prompt leaders to reassess the situation and initiate a process of reflection and learning that can ultimately lead to achieving desired outcomes. If there is change readiness, i.e. if employees believe that they are capable of change implementation and that change is appropriate for the organization, they will be willing to participate in organizational learning, which should lead to the successful implementation of organizational change. We propose:

H4: Organizational learning capacity mediates the change readiness-change success relationship.

3. METHODS

A questionnaire was used as the main instrument for data collection. In the questionnaire, respondents were asked to evaluate the change readiness, organizational learning capacity, and organizational change success concerning major change that was recently implemented in their organization. The questionnaire aimed to determine the employee's agreement with the statements related to the previously mentioned elements.

Data was collected from large companies operating in Croatia. According to the Croatian Accounting Law (120/16, 16/18), large companies include are the ones that exceed two of the three threshold indicators: (1) total assets of more than HRK 150,000,000.00, income higher than HRK 300,000,000.00, (3) more than 250 employees. According to Croatian Bureau of Statistics, large companies are the ones with more than 250 employees, and in 2020 there were 360 such companies. More than 20 years ago, Alfirević (2000) stated that the main problems of large companies in the Republic of Croatia are their inefficiency, outdated business systems, the excess workforce, inadequate organizational structure,

inability to adapt, and lack of necessary modernization. A lot of large Croatian companies have gone through significant changes since then, and even though they have the smallest share in the number of active companies (0.2 %), according to Croatian Bureau of Statistics, they still largely contribute to employment (30.5 %) and realized added value (39.8 %). That shows the importance of large companies for the Croatian economy, which is one of the reasons they were used as a sample for this research. Only large companies that have gone through significant changes participated in the survey. Implementing change in large companies is more challenging, making it more interesting to analyze factors that enable the successful implementation of significant change in such organizations. The data about the companies was accessed through the database of the Croatian Chamber of Economy, where we collected their contacts. The questionnaires were administered in Croatian. A total of 240 questionnaires were distributed, of which 43 usable were collected, forming a response rate of 17.9 %.

The first part of the questionnaire refers to the socio-demographic variables (gender, age, education, work experience and level within the company) and the second part refers to organizational learning capacity, readiness for change, and the beliefs about the outcome, or success of the implemented organizational change, noting that the respondents had to evaluate the last major organizational change that took place in their company.

The scale for change readiness was adopted from Hameed et al. (2017). Operationalization of an individual's change readiness includes the following items: I will be ready or open to: work more because of the change (CH1), create and accept new ideas (CH2), do things in a new or creative way (CH3), change the way I work because of the change (CH4), be a part of the change program (CH5), and learn new things (CH6).

We conducted interviews with the focus group of 6 employees and managers from large Croatian companies included in the survey to discuss the most suitable items that could cover organizational learning capacity and beliefs about change outcomes (success). The reasons for using a focus group in this part of the survey are explained in the following paragraphs.

For measuring organizational learning capacity, a combination of items adapted from Marsick and Watkins's (2007) and adopted from Yang's DLOQ-A (2003) short form of a survey, and Bess, Perkins and McGown's (2011) organizational learning capacity scale (OLCS) survey was used. The original Marsick and Watkins's (2007) DLOQ scale with 62 questions depicts three levels, individual, group, and organizational, and ten categories, namely continuous learning, inquiry and dialogue, collaboration, systems to capture learning, people empowerment, organization connection, strategic leadership for learning, financial performance, and knowledge performance. Our study aimed not to analyze the effects of underlying dimensions but to highlight the global impact of organizational learning capacity and its relationship with change readiness. Also, due to the high number of items, Marsick and Watkins (2007) scale could not be used in its original form. Yang's (2003) scale shares some items with Marsick and

Watkins DLOQ scale but is shorter, as well as Bess, Perkins and McGown (2011) OLCS scale. Moreover, Bess, Perkins and McGown (2011) did not differentiate between the levels of organizational learning but adopted individual level of organizational learning and organizational level of organizational learning items from Marsick and Watkins (2007) to reflect organizational learning capacity as a whole, the same as we did. So, based on feedback from the focus group, the items used in Marsick and Watkins (2007), which are also used by Bess, Perkins and McGown (2011), were chosen to depict organizational learning capacity as a whole. From Marsick and Watkins (2003), five items are adopted from individual level of organizational learning (also continuous learning scale) and five items from organizational level of organizational learning scale that also depicts systems to capture learning, organization connection and strategic leadership for learning. One of the items from the organizational level learning scale was modified from "in my organization leaders continuously look for opportunities to learn" to "in my organization people continuously look for opportunities to learn" to be more generalized.

Based on that, organizational learning capacity was operationalized through the following statements: people continually look for opportunities to learn (OLC1), people help each other learn (OLC2), people openly discuss mistakes to learn from them (OLC3), people view problems in their work as an opportunity to learn (OLC4), people are given time to support learning (OLC5), people are rewarded for learning (OLC6), people are enabled to get needed information at any time quickly and easily (OLC7), an up-to-date database of employee skills is maintained (OLC8), people are encouraged to get answers from across the organization when solving problems (OLC9), leaders support requests for learning opportunities and training (OLC10).

According to Armenakis (2007), a belief is a conviction about something that may not be obvious, for example, a description of an organizational outcome. Change beliefs capture the effectiveness with which the change process is implemented (Walker, Armenakis & Bernerth, 2007, Armenakis & Harris, 2009, Hameed et al., 2017). We operationalized change success, adapting statements from Armenakis (2007) and Hameed's (2017) scale. Based on feedback from focus group, we used and adapted to the context of our research items reflecting beliefs and attitudes about the success of the change implementation process.

Change success was evaluated through the following statements: the change was needed to improve our operations (OUT1), the change has improved the performance of our organization (OUT2), the implemented change was correct for our situation (OUT3), it was easy to implement this change (OUT4), the change is the best for our situation (in the long run) (OUT5), the top leaders supported this change (OUT6), my respected peers have embraced the change (OUT7). After additional consultation and testing, items OUT4 and OUT6 were removed from further analysis. The statements about change readiness, organizational learning capacity, and change success were evaluated using Likert 1-5 scale (from 1 – strongly disagree, to 5 - strongly agree).

PLS-SEM with SmartPLS was used for hypotheses testing and for descriptive statistics SPSS software package. Structural equation modeling is a

second-generation method of multivariate analysis that incorporates unobservable variables measured indirectly by indicators into the model (Hair, Hult, Ringle & Sarstedt, 2014) and analyzes the relationships simultaneously (Ramli, Latan & Nartea, 2018). According to the suggestions by Hair, Risher, Sarstedt and Ringle (2019), PLS-SEM is used due to the small sample size and the aim of testing a theoretical framework from a prediction perspective. Also, when testing mediation effects, PLS-SEM analysis provides less contradictory results than regression (Ramli, Latan & Nartea, 2018).

4. RESULTS

Before measurement model analysis and hypotheses testing, socio-demographic variables (gender, age, education, work experience, and level within the company) of the respondents are presented. Out of the total respondents, 48.8 % were men, and 51.2 % were women. The age group from 26 to 30 was the largest (25.6 %). The age groups from 26 to 30, 31 to 40, and 51 to 60 years old are the same in size, with nine respondents in each. Only three respondents (7 %) are over 60, and only two are between 41 and 50 (4.7 %). The majority of respondents are with graduate degrees (53.5 %), 14 % with an undergraduate degree, and 32.6 % that has graduated from high school. There are 34.9 % of respondents with less than five years of work experience, 20.9 % with work experience from 11 to 20 years, 16.3 % from 6 to 10 years, and 9.3 % from 21 to 30 years. More than half of respondents are not on managerial position (58.1 %), 32.6 % of respondents are from supervisory or middle management positions, and only 9.3% are senior managers.

Mann Withey and Kruskal-Wallis were used to analyze the relationship between investigated variables (organizational learning capacity, change readiness, and change success) and socio-demographic variables (gender, age, education, work experience, and level within the company). Out of 105 analyzed relationships, only 2 of them have proven significant. The significant relationship between gender and variable OLC5 ($p=0.019$) means that male respondents perceived that people are given time to support learning, while females generally awarded lower grades to this question. Work experience was significantly related to OLC9 ($p=0.18$), i.e. people with more than 30 years of work experience perceived that the organization does not encourage people to get answers from across the organization when solving problems.

To analyze the measurement and structural model, we used path analysis. We tested internal consistency using Cronbach's α and reliability using Composite reliability (CR) and Rho_A. We analyzed the Average variance extracted (AVE) to establish convergent validity. The results are presented in Table 1.

Table 1

Reliability and convergent validity

Construct	Cronbach's α	Rho_A	CR	AVE
Change readiness	0.830	0.862	0.873	0.538
Organizational learning capacity	0.930	0.942	0.941	0.618
Change success	0.874	0.882	0.909	0.666

Source: Authors

Cronbach's α , as well as Rho_a and CR, are above 0.8 for all constructs, which is higher than the minimum level of 0.7 suggested by Hair et al. (2010) and Hensseler et al. (2015). The presented results prove that the reliability of constructs has been achieved. AVE values are above 0.5, proving that acceptable convergent validity is established.

To test mediation, we followed the steps proposed by Baron and Kenny (1986) and Hair et al. (2010). First, we established that there is a significant relationship between change readiness on change success (0.514), change readiness and organizational learning capacity (0.679), and organizational learning capacity and change success (0.748). Then, we tested the initial model with only a direct relationship from change readiness to change success. As predicted, the tested relationship was significant ($\beta=0.538$, $p>0.001$), supporting hypothesis H1.

After that, we tested the second model with organizational learning as mediating variable and two additional paths (Figure 1).

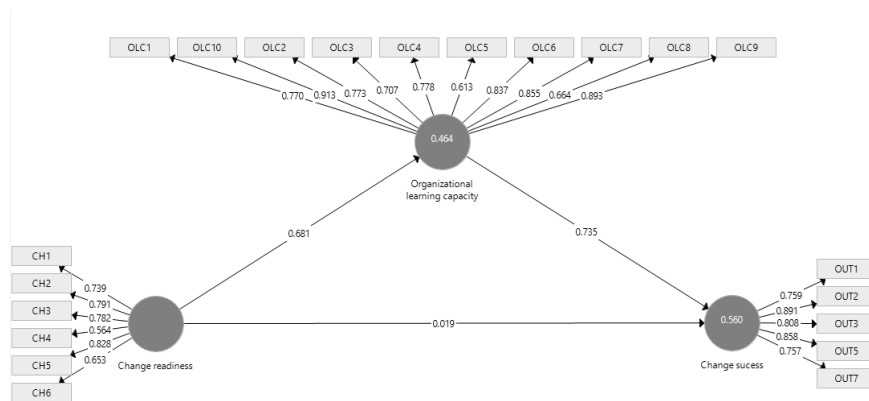


Figure 1 The structural model with partial mediation

The impact of change readiness on organizational learning capacity was positive and significant ($\beta=0.681$, $p>0.001$), which confirms hypothesis H2. The impact of organizational learning capacity on change success was also positive and significant ($\beta=0.735$, $p>0.001$), supporting hypothesis H3. After organizational learning capacity was included as a mediator construct, the impact of change readiness on change success was reduced to a point where it is not statistically significant anymore ($\beta=0.019$, $p=0.909$, $\Delta\beta=-0.607$). Based on that, it can be concluded that full mediation is supported, as well as H4. Since full mediation was confirmed, a new structural model presenting full mediation was tested (Figure 2).

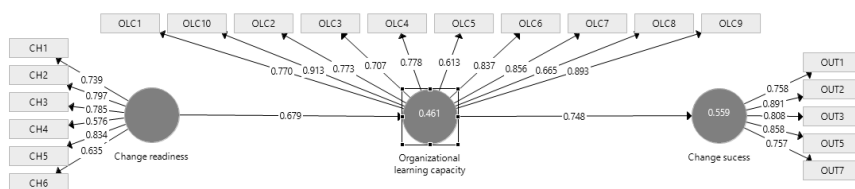


Figure 2 The structural model with a full mediation

In this model, the impact of change readiness on organizational learning capacity was still significant ($\beta=0.679$, $p>0.001$), and the impact of organizational learning capacity on change success was also significant, but somewhat higher than in the previous model ($\beta=0.748$, $p>0.001$). In this model, the indirect impact of change readiness on change success through mediator organizational learning capacity was 0.532.

To validate the structural model, the global goodness-of-fit measure (GoF) was calculated following propositions by Tenenhaus, Amato, and Espozito Vinzi (2004) and Tenenhaus et al. (2005). The GoF of the model with full mediation is 0.556.

5. DISCUSSION

Here we analyze the relationship between managing change and organizational learning capacity. To fill a gap in the existing literature, we focus on outcomes of change readiness and hypothesize that organizational learning capacity mediates the impact of change readiness on change success. In addition, this study highlights the importance of organizational learning for sustaining competitive advantage and facing changes in the external environment. Also, the importance of minimizing resistance to change and accomplishing change readiness is elaborated.

Although Holt & Vardaman (2013) and Rusly, Sun & Corner (2015) state that change readiness is crucial for change success, there is a shortage of empirical confirmation of this relationship. Our findings show a significant, direct effect of change readiness on change success, consistent with previous research confirming the correlation between change readiness and change success (By, 2005). That led to the confirmation of hypothesis H1, meaning that for an organization to implement change successfully, its employees must be ready to change, and the resistance should be minimized. However, this relationship is not direct. Although authors acknowledge a positive relationship between organizational learning and change readiness (Andrews & Delahaye, 2000, Maimone & Sinclair, 2014, Imran et al. 2016), there is a lack of empirical support. Here, the impact of change readiness on organizational learning capacity was also confirmed, leading to the

acceptance of H2. The relationship between organizational learning capacity and change success is also significant and positive, which confirms hypothesis H3, meaning that organizations that implement organizational learning will be more likely to implement organizational change successfully. That is in line with Bess, Perkins and McCown (2010) who highlight the importance of organizational learning capacity for successfully managing change. The mediating role of organizational learning capacity in the impact of change readiness on change success was also significant, in accordance with Imran, et al. (2016) stating that change readiness and organizational learning capacity are both critical for the success of the organizational change. The mediation occurred because the direct relationship between change readiness and change success became insignificant after including organizational learning capacity in the model. That confirmed full mediation and the acceptance of hypothesis H4. Successful change implementation is impossible without all organizational members' readiness and continuous learning. Conclusions derived from the results described above are essential for all companies, especially ones operating in turbulent business environments, since change becomes a prerequisite for survival in this kind of industry.

6. CONCLUSION

When companies do not achieve their goals, the need for organizational change arises. A turbulent environment and different impacts from internal and external environments may force a company to implement changes to stay competitive. Change readiness usually leads to less resistance to change; hence, it is a prerequisite for successful change implementation. Organizational learning can also be beneficial in managing change since it improves actions through knowledge. So, in this study, we combined organizational learning capacity and change readiness to analyze their influence on change implementation success.

Even though the present study contributes to the analysis of organizational change by integrating organizational learning capacity into the change framework, certain limitations must be noted. The sample consists of 43 large Companies operating in Croatia, so the small sample size, the fact that only large companies were analyzed, and the national context could impact research results. It would be beneficial if future research could use a larger sample and include small and medium-sized companies. A longitudinal study analyzing the changes over time would be interesting, as well as comparing different national contexts. Also, research that adopts a multilevel perspective of change readiness and organizational learning would be highly beneficial. In that way, individual, as well as organizational implications of change readiness could be understood, and relationships between individual and group organizational learning, as well as their impact on change, could be analyzed.

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Appendix: Questionnaire

1st part

1. Gender:

- a) male
- b) female

2. Age:

- a) up to 25 years old
- b) from 26 to 30 years old
- c) 31 to 40 years old
- d) 41-50 years old
- e) 51 -60 years old
- e) above 60 years old

3. What is your educational experience?

- a) did not complete high school
- b) 3-year high school graduate
- c) 4-year high school graduate
- d) Undergraduate degree
- e) Graduate degree

4. Work experience (in years):

- a) up to 5
- b) 6-10
- c) 11- 20
- d) 21-30
- e) above 30

5. What is your role?

- a) Non-management
- b) Supervisory or Middle management
- c) Senior management

2nd part

A) Note your opinion about the following statements on a scale from 1-5.

(1- strongly disagree; 2- disagree; 3-undecided; 4-agree; 5-strongly agree)

- 1. In my organization, people continuously look for opportunities to learn.
- 2. In my organization, people help each other learn.
- 3. In my organization, people openly discuss mistakes to learn from them.
- 4. In my organization, people view problems in their work as an opportunity to learn.
- 5. In my organization, people are given time to support learning.
- 6. In my organization, people are rewarded for learning.
- 7. My organization enables people to get needed information at any time quickly and easily.
- 8. My organization maintains an up-to-date database of employee skills.

9. My organization encourages people to get answers from across the organization when solving problems.
10. In my organization, leaders generally support requests for learning opportunities and training.

B) Note your opinion about the following statements on a scale from 1-5.

(1- strongly disagree; 2- disagree; 3-undecided; 4-agree; 5-strongly agree)

I will be open to:

1. Work more because of the change
2. Create and accept new ideas
3. Do things in a new or creative way
4. Change the way I work because of the change
5. Be a part of the change program
6. Learn new things

C) On a scale from 1 to 5, note your opinion about the following statements related to organizational change that was recently (in the last few years) implemented in your organization (it has to be the change whose outcomes are already visible).

(1- strongly disagree; 2- disagree; 3-undecided; 4-agree; 5-strongly agree)

1. The change was needed to improve our operations.
2. The change we have implemented in our operations has improved the performance of our organization.
3. The change we implemented was correct for our situation.
4. The change was easy to implement.
5. The change was the best for our situation (in the long run).
6. The top leaders supported this change.
7. Most of my respected peers have embraced the change.

Dr. sc. Anita Talaja

Izvanredna profesorica
Sveučilište u Splitu
Ekonomski fakultet
E-mail: anita.talaja@efst.hr
Orcid: <https://orcid.org/0000-0002-5007-365X>

Vicenco Dumanić, MA

Sveučilište u Splitu
Ekonomski fakultet
E-mail: vduman00@live.efst.hr
<https://orcid.org/0009-0005-9924-7736>

SPOSOBNOST ORGANIZACIJSKOG UČENJA KAO POSREDNIK U ODNOSU IZMEĐU SPREMNOSTI NA PROMJENU I USPJEHA PROMJENE

Sažetak

Organizacijska promjena postaje važna kada tvrtke ne uspiju ostvariti planirane ciljeve u turbulentnom poslovnom okruženju. Međutim, uspješna promjena je nemoguća bez spremnosti članova organizacije na promjene. Otpor promjenama je čimbenik koji najviše može ugroziti napore uložene u promjene, a spremnost smanjuje potencijalni otpor. Također, kontinuirana poduka svih članova organizacije bitan je preduvjet za uspješnu provedbu promjena. Cilj ovog istraživanja je analizirati utjecaj spremnosti na promjene na njihovu uspješnost i istražiti ulogu sposobnosti organizacijskog učenja u tom odnosu. Istraživanje je provedeno u rujnu 2021. godine, a uzorak je obuhvatio 43 velike tvrtke koje posluju u Hrvatskoj. Rezultati PLS-SEM analize pokazuju da je utjecaj spremnosti na promjenu na uspjeh organizacijske promjene u potpunosti posredovan sposobnostima organizacijskog učenja.

Ključne riječi: uspješnost promjena, spremnost na promjene, sposobnost organizacijskog učenja.

JEL klasifikacija: D83, I21, I26, L25, O31.