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INFLUENCE OF EMPLOYEE SKILLS AND COMPETENCIES ON EFFECTIVE IMPLEMENTATION OF LEARNING AGILITY STRATEGY AT KEN-GEN, KENYA

Henry Krop Loriono
MBA Candidate, Department of Commerce, Laikipia University, Kenya
henrykrop57@gmail.com

Peter Mwaura, PhD
Department of Commerce, Laikipia University, Kenya
pmn70@yahoo.com

Florence Opondo, PhD
Department of Commerce Laikipia University, Kenya
opondoflorence@gmail.com

Abstract

The objective of this study was to assess the impact of employee competencies and skills on the successful execution of the learning agility strategy at Ken-Gen, Kenya. To evaluate the factors that influence the effective implementation of the learning agility strategy at Ken-Gen, which is located in Naivasha Sub-County, Kenya, a descriptive research design was implemented. The total number of respondents was 171, with 70 being technical staff, 65 being middle-level managers, and 36 being senior managers. The research sample was composed of the population. The study examined the resource-based perspective of a company, with an emphasis on technologies, skills, and knowledge. It investigated the evolution of capabilities and the response to environmental turbulence. The experiential learning theory underscores the importance of practical skills and competencies, which improve employees' capacity to adapt and resolve intricate issues. This method is consistent with learning agility, which necessitates rapid adjustment to novel circumstances. The study recommends that KenGen should prioritize

enhancing employee skills and competencies to implement learning agility successfully. This involves providing targeted training, ensuring adequate resources, and investing in IT systems to create a supportive and flexible learning environment. This will help KenGen maximize the effectiveness of its learning agility strategy and adapt to changing conditions. Further, public sector organizations like KenGen face numerous challenges, making change agility crucial for efficient service delivery. Change-agile employees help align operational frameworks with new policies, and implementing a learning agility strategy fosters a collaborative work environment. Open to change, agile employees work together and share knowledge for better service delivery.

Keywords: Employee Skills, Competencies, Implementation, Learning Agility Strategy

INTRODUCTION

The competitive environment is continuously evolving and uncertain, and most organizations operate within it. These changes are dynamic and are the result of factors such as variegated consumer demands, heightened global competition, abbreviated product life cycles, and technological advancements (Kim, 2021). Strategic management is essential for the efficient allocation of a company's resources to guarantee its long-term success in competitive environments. According to Zhang, Liu, Shi, and Chen (2020), a specific degree of competition is generally considered essential for improving the efficacy of service provision.

The acquisition of a competitive edge necessitates the cultivation of agility, rapid responsiveness, and adaptability to environmental changes (Khoshnood & Nematizadeh, 2017). In addition to emphasising rapid responses, agility also prioritises strategic considerations and the ability to anticipate environmental changes in advance. In today's business environment, the critical ability to navigate unpredictable changes has become increasingly important due to global interconnectedness, rapid technological advancements, and dynamic shifts in consumer preferences.

In the intensely competitive market, agility is a pivotal advantage, as it is defined by the capacity to promptly and efficiently respond to unanticipated shifts in the business environment (De-Meuse, 2019). Organizations can effectively adapt to the constantly changing character of the business environment by strategically observing and forecasting its trajectory. Consequently, successful enterprises are consistently at the forefront of the implementation of innovative competitive strategies, seeking ongoing enhancement and customization on a broad scale through a resilient framework of adaptable processes (Ulrich & Yeung, 2019).

The successful execution of a learning agility plan relies on the competencies of the personnel (Rossignoli & Lionzo, 2018). They tackle emerging difficulties in organizations by using new skills and knowledge in the process of making decisions. Engaging in continual learning is crucial to overcoming any skill deficiencies and meeting the evolving requirements of the organization. Employee skills have a substantial impact on learning agility. These competencies provide the necessary knowledge, behaviours, and expertise to effectively address new and changing situations (Liu et al., 2021). These skills enable individuals to efficiently utilise their strengths, therefore facilitating quick adjustment and creative problem-solving in ever-changing settings. The presence of strong competences enhances an organization's capacity to adapt and respond to changing needs and opportunities, hence improving its overall flexibility and responsiveness.

It is crucial to use learning agility techniques in energy-generating enterprises in the United States to effectively navigate the ever-changing energy industry (Cyfert, Szumowski, Dyduch, Zastempowski, & Chudziński, 2022). The industry's dynamic legislative changes and increasing customer demands foster a culture of flexibility and ongoing education. The tactics for cultivating learning agility encompass the development of adaptable structures that enable employees to acquire novel competencies, embrace novelty, and effectively address emergent obstacles (Milani, Setti, & Argentero, 2021).

This all-encompassing strategy combines cutting-edge technology, rigorous training programs, and flexible management approaches. Due to the frequent and quick changes in the economy, technology, and infrastructure in South Africa, energy sector companies in the nation are promoting a culture of adaptation and continuous learning (Arokodare, 2021). In this unique context, learning agility solutions go beyond the integration of cutting-edge technology and practices to tackle special socio-economic and environmental factors. These include tailored training efforts, programs for improving skills, and adaptable management practices, enabling personnel to efficiently address the ever-changing energy demands and regulatory frameworks in emerging countries.

The energy sector in Kenya is a prosperous business, consisting of many divisions, each with specialized roles supervised by the Ministry of Energy & Petroleum (MOEP) (Musembi, Guyo, Kyalo, & Mbuthia, 2018). Notable organizations in Kenya's energy sector include the Geothermal Development Company (GDC), Kenya Electricity Transmission Company (KETRACO), Kenya Pipeline Company (KPC), Kenya Power (KPLC), National Oil Corporation of Kenya (NOCK), and the main electricity producer, Kenya Electricity Generating Company (KenGen). KenGen plays a vital role in power generating in the nation, with a significant 70% market share in electricity production. As of 2022, KenGen has an amazing installed capacity of

1904MW (Kibaara, Murage, Musau, & Saulo, 2020). The firm operates as a public-private partnership, with private sector shareholders owning 30% of the company and the Government of Kenya owning 70%.

KenGen, like other energy sector firms, has the primary responsibility of expanding Kenya's economy by fulfilling the increasing energy needs (Kibaara et al, 2020). To achieve this goal, the corporation undertakes a range of initiatives to increase the capacity for energy generation. Significant endeavors include the successful implementation of the Ngong I project in 2014, which added 5.1MW of electricity to the power grid. Additionally, KenGen's integrated annual report of 2019 highlights the continued progress of Ngong phases III and IV, which aim to contribute an additional 50MW to the national grid. In addition, KenGen intends to enhance the capacity of the Olkaria 1 geothermal power plant from 45MW to 50MW. KenGen is currently working on many projects, including the Seven Falls 40MW Solar PhotoVoltaic (PV) project, the Olkaria V project with a capacity of 172MW, and the addition of unit 6 to the Olkaria I project, which will have a capacity of 83.3MW.

KenGen's revenue decreased by 4% from Shs.45.966 billion in 2019 to Shs.44.11 billion in the year 2020. However, during the same year, drilling services in Tulu Moye, Ethiopia produced an extra income of Shs.440 million (according to KenGen's integrated annual report for 2019). Over time, there has been an expansion in the overall installed capacity of electricity, and KenGen has also seen development in its capacity. Nevertheless, the firm saw a decline in its market share for total electricity installed capacity, dropping from 70% to 62% between 2017 and 2022. This occurred despite an overall increase in installed capacity of 16.7% over the same time, as stated in KenGen's integrated annual report for 2022. Adopting a mindset of learning agility is essential for improving the performance of the Kenya Electricity Generating Company in the field of energy production.

Potentially inadequate information technology and resource allocation may contribute to KenGen's inadequate learning agility (Wakajummah & Kimaku, 2023). KenGen has encountered difficulties in fully incorporating these technologies into its learning and development programs, despite the fact that IT is essential for facilitating immediate information exchange, data analysis, and virtual collaboration. The organization's ability to promptly adapt to evolving market conditions and technological advancements has been impeded by its inadequate investment in human resources and training programs (Mugo & Omondi, 2024). Consequently, this limits KenGen's unrestricted innovation and flexibility. These circumstances underscore the importance of prioritising the development of employees' skills and knowledge, the effective utilisation of information technology, and the provision of adequate resources to improve the organization's capacity to learn and adapt.

Statement of the Problem

The efficacy of organizations within their respective industries is contingent upon their ability to adjust to a changing business environment. In contrast, organisations that are unable to adapt to environmental changes frequently struggle to establish a competitive advantage. Organizations are capable of adapting and flourishing in dynamic business environments through the implementation of effective resource management and the promotion of creativity and innovation. For example, KenGen has integrated technology, innovation, and learning to optimize operations, decrease expenses, and improve efficiency. However, the results of these endeavors in terms of the implementation of a comprehensive learning agility strategy and overall performance are still unfavourable.

Despite KenGen's efforts to promote innovation, creativity, and learning, the company's revenue decreased by 4% from Shs. 45.966 billion in 2019 to Shs. 44.11 billion in 2020, as indicated by the company's integrated annual report for 2019. This decline in earnings is a direct consequence of the effective implementation of a learning agility strategy, which impedes organizational development. Furthermore, KenGen's market share in terms of total installed electricity capacity decreased from 70% to 62% between 2017 and 2022, which may have been the result of inefficient employee skills. The efficacy of implementing a learning agility strategy that is specific to KenGen was the subject of this study which has limited empirical studies.

Objective of the Study

To examine the influence of employee skills and competencies on effective implementation of learning agility strategy in KenGen, Kenya

LITERATURE REVIEW

Theoretical Review

Dynamic Capabilities Theory

Dynamic Capabilities Theory is a pivotal framework within strategic management that focuses on a company's ability to develop and adapt its resources and competencies to effectively respond to changing market environments and competitive pressures. This theory suggests that organizations must possess the agility to continuously learn, innovate, and reconfigure their internal processes in order to stay competitive and achieve sustainable competitive advantage. By recognizing and leveraging their unique capabilities, firms can create value, differentiate themselves from competitors, and successfully navigate uncertain and complex business landscapes. In essence, Dynamic Capabilities Theory emphasizes the importance of fostering a culture of flexibility, foresight, and responsiveness within organizations

to optimize their ability to seize opportunities, mitigate risks, and thrive in an ever-evolving global marketplace.

Experiential Learning Theory

Experiential learning theory emphasizes the importance of learning through direct experience and active engagement, enabling individuals to gain practical knowledge that is deeply ingrained through hands-on activities and real-life situations. This theory suggests that learners are most likely to retain information and skills when they are actively involved in the learning process, as it allows them to connect new knowledge with prior experiences, enhancing their understanding and retention. Furthermore, experiential learning theory posits that reflection plays a significant role in the learning process, encouraging learners to analyze their experiences, extract meaningful insights, and apply them to future situations. By actively participating in their learning journey, individuals can develop a deeper understanding of concepts, improve their problem-solving abilities, and enhance their critical thinking skills. Experiential learning theory also promotes the idea that learning is a continuous and dynamic process that occurs through ongoing interactions with the environment, leading to personal growth and development. Embracing this theory can empower individuals to become lifelong learners, who are not just recipients of knowledge but active participants in their own learning experiences, driving personal and professional growth.

Empirical Review

Warui (2015) investigated the obstacles associated with the establishment of strategic alliances at Kenya Power PLC, revealing the significant influence of management control on power cost strategies, power distribution and transmission loss, and the strategic compatibility of partners. Musembi et al. (2018) conducted an investigation into the impact of employees' soft skills on the performance of public energy sector initiatives in Kenya. Their findings indicated a positive influence, which accounted for 63.3% of the variation.

In Kenya's electric power subsector, Oginda (2022) investigated the impact of technology innovation strategy on the completion of strategic projects. The research revealed that the completion of a project is significantly influenced by the technology innovation strategy. Mwangi (2016) investigated the incorporation of information communication technology and its influence on the performance of the energy sector in Kenya, identifying staff adaptability and management support as critical factors. The studies by Warui (2015); Musembi et al. (2018); Oginda (2022); Mwangi (2016) provide valuable insights into various aspects of management control, employee soft skills, technology innovation, and ICT adoption in Kenya's energy sector.

However, they fall short in explicitly linking employee competences and comprehensive technology adoption with the implementation of learning agility. The present study addresses these gaps by clearly articulating how employee competences and technology adoption, affect the implementation of learning agility strategies, thereby offering a more integrated view of these critical factors.

In the context of energy organizations, learning agility involves the acquisition of intricate skills that are essential for adapting to new methods of undertaking various organisational processes and the implementation of these newly acquired skills in a variety of situations (Mengmeng, Honghui, & Junxian, 2019). Consequently, learning agility is the ability of an organization to learn, adapt, implement, erase, and relearn processes in order to effectively navigate the constantly changing operational environment.

Organizations must allocate adequate resources to achieve learning agility, which guarantees a competitive edge (Wong et al., 2020). The integration of advanced production technology, enhanced information systems, the growing influence of customer empowerment, and the rapid tempo of innovation are critical catalysts for cultivating learning agility within energy organizations (Liu et al., 2021). These components underscore the necessity for organizations to align their competitive capabilities with innovative educational perspectives and customer contentment through strategic acceleration. As a result, consumers' perceptions of products and services, timeliness, adaptability, value, and various aspects of learning and innovation are identified as critical competitive dimensions (Mengmeng et al., 2019). Compared to its competitors, an organization's competitiveness is contingent upon its ability to satisfy consumer expectations. Therefore, to develop strategies that generate a competitive edge, organizations must capitalize on disparities in their resource allocations, capabilities, and proficiencies.

O'Reilly (2017) posits that organizations are developing their practices to emphasize the acquisition of skills that facilitate the delivery of results more efficiently, intelligently, and effectively. All in the pursuit of meeting consumer requirements, successful businesses continuously experiment to determine what works and what doesn't. They emphasize the importance of performance measurement based on results rather than bare outputs, shorter feedback cycles, and explicit goal-setting (Rossignoli & Lionzo, 2018). The capacity to continuously adapt, modify, and innovate is fostered by high-performing organizations. Training and development are essential for the reinforcement of the culture of continuous learning, which is characterized by a greater degree of agility (Potnuru, Sahoo, & Sharma, 2019).

Cross-functional training enables teams to become more agile by equipping them with the skills to perform various projects (Sabuhari, Sudiro, Irawanto, & Rahayu, 2020). Because of their wide skill set, these well-rounded teams can accelerate work execution, allowing them to

engage where and when needed. Thus, continuous learning is paramount to a team's agility, enabling them to tackle a variety of projects and execute them with greater speed (Vogel, 2014). Training and development serve as tools for enhancing continuous learning. Vogel (2014) suggests a positive correlation between the level of training and development and the level of team agility within an organization. For an organisation to undergo change, it is imperative that individual behaviour changes as well; otherwise, change is challenging to achieve (Piwowar-Sulej, 2021). Team members must unlearn skills that hinder progress and relearn skills that align with the organisation's objectives. This entails making time for reflection, retrospection, and deciding on the next steps or corrective actions instead of engaging in busywork.

By enabling organisations to excel in a dynamic environment, learning agility is enhanced through the facilitation of rapid knowledge assimilation and continuous improvement (O'Reilly, 2017). Consequently, it is essential for organisations to develop a learning agility strategy in order to maintain their competitiveness and resilience in a landscape that is constantly changing. A culture in which employees readily accept challenges and regard failures as valuable learning experiences is fostered by a learning agility strategy, which promotes a growth-oriented mindset (Mastepanov, 2020). The ability to rapidly and efficiently acquire new knowledge, as well as adaptability, are among the most highly sought-after skills, providing employees with the essential competencies necessary to adapt to new situations over time. Individual employees and the entire organisation can remain competitive in a rapidly evolving business environment by effectively executing learning agility (Jermsittiparsert & Pithuk, 2019).

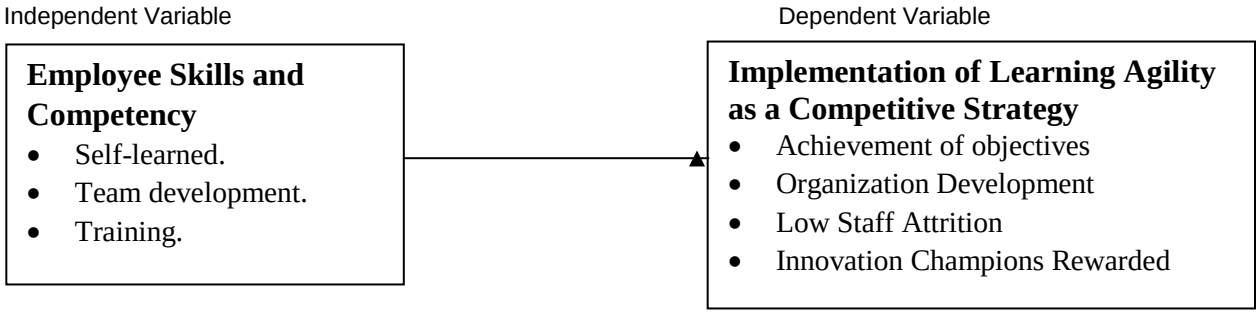

Figure 1: Conceptual Framework

METHODOLOGY

Research Design

In this study, a descriptive research design was adopted to assess the factors influencing the effective implementation of the learning agility strategy at KenGen. This design allows for the comprehensive examination of a phenomenon within its natural and unaltered context. This approach ensured the collection of abundant data within a relatively short timeframe.

Sampling

A research sample of 171 comprising 36 senior managers, 65 middle-level managers, and 70 technical staff was drawn randomly from a target population of 467, including 56 senior managers, 183 middle-level managers, and 228 technical personnel.

Data Collection Instrument

The primary data for this study was collected using a Likert scale questionnaire, thereby limiting the research to the analysis of primary data. Significantly, the questionnaire was designed to capture data relevant to all study variables, both independent and dependent, in alignment with the research objectives

Analytical Approach

Conditional diagnostics statistical tests were done in this investigation which included normality, heteroscedasticity, linearity, and multicollinearity were investigated. The distribution's shape and the scores for the dependent variable predicted normality in the final test (Chan, Leow, Bea, Cheng, Phoong, Hong, & Chen, 2022).

In order to assess the reliability and validity of the data acquisition instruments, the Geothermal Development Company implemented a pilot study at its Nakuru office. In order to prevent any potential bias, the final study did not include the individuals involved in the pilot test. This was in accordance with the recommendation by Mugenda and Mugenda (2012) that a pilot test should involve approximately 10% of the sample size. In this case, this amounted to 17 managers from various categories, which constituted 10% of the total sample size (171). Grey (2019) defines reliability as the consistency of measurements in a test when they are repeated on the same subject under identical conditions. In order to evaluate the reliability and internal consistency of the instruments, we implemented Cronbach's alpha analysis. This method, as recommended by Ercan, Yazici, Sigirli, Ediz, and Kan (2007), is a dependable approach to determining internal consistency. The acceptable threshold was met by all variables in the study, which attained a Cronbach alpha value of at least 0.7.

ANALYSIS AND FINDINGS

Correlation Analysis

Correlation analysis was conducted to assess the association between each determinant; resource adequacy, information technology adoption, employee skills, and competences and the implementation of the learning agility strategy at Kenya Electricity Generating Company. The detailed findings can be observed in Table 1.

Table 1: Correlations Matrix

		Implementation of Learning Agility Strategy	Employee Skills and Competences
Employee Skills and Competences	Sig. (2-tailed)	.000	
	N	139	
	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	.000
	N	139	139

The correlation to explain the effect of Employee Skills and Competencies on the Implementation of the learning agility strategy is (r=0.701**; p= 0.000) at a 99% confidence level. The correlation coefficient of 0.701 indicates a strong positive relationship between Employee Skills and Competencies and the Implementation of the learning agility strategy. This statistically significant correlation, with a p-value of 0.000 at a 99% confidence level, suggests that as Employee Skills and Competencies increase, the effectiveness of implementing the learning agility strategy also tends to rise. This finding underscores the importance of investing in and developing employee skills to enhance the successful execution of learning agility initiatives within an organization. Furthermore, the high confidence level of 99% associated with this correlation reinforces the reliability and validity of the relationship uncovered in this study. Overall, these results highlight the pivotal role that employee skills and competencies play in driving the successful implementation of strategic initiatives such as learning agility, emphasizing their impact on organizational performance and growth. Furthermore, these outcomes align with the research of Jo and Hong (2022) on the effect of agile learning on innovative behavior, indicating a direct association between learning agility and innovative behavior.

Regression analysis

Regression analysis was utilized to determine the association between the employee skills and competences and the learning agility, as demonstrated in table below.

Table 2: Regression Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.930[a]	.864	.864	.335	.864	5287.470	1	832	.000

a. Predictors: (Constant), Employee Skills and Competences

Table 2 provides a regression model that yielded impressive results with a coefficient of determination (R-squared) of 0.864, indicating that 86.4% of the variation in the learning agility can be explained by the employee skills and competences. The high adjusted R-squared value of 0.864 suggests that the model's explanatory power remains robust even after accounting for additional predictors. Additionally, the standard error of the estimate, which measures the accuracy of predictions made by the model, was found to be 0.335 which suggested that, on average, the model's predictions could deviate from the actual values by approximately 0.335 units. This is a small standard error signifying a higher precision and reliability in the predictions. The F-change statistic of 5287.470 indicates a significant improvement in model fit compared to the null model. This F-value signifies a substantial deviation from the expected results, indicating a strong impact of the employee skills and competences on the learning agility under investigation. The p-value of 0.000 demonstrates strong evidence against the null hypothesis, supporting the notion that the employee skills and competences have a significant impact on the learning agility. Overall, these findings indicate a strong correlation between the variables in the regression model, highlighting its reliability and effectiveness in capturing the underlying relationships within the data.

Table 3: ANOVA analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	592.980	1	592.980	5287.470	.000[b]
	Residual	93.307	832	.112		
	Total	686.288	833			

a. Dependent Variable: Learning Agility

b. Predictors: (Constant), Employee Skills and Competences

The ANOVA results in Table 3 provided valuable insights into the data analysis, revealing a significant total sum of squares amounting to 686.288. This was a substantial amount of dispersion within the dataset, indicating that there was a considerable degree of variability present in the observations. The calculated F-statistic stood impressively high at 5287.470, indicating a strong statistical relationship within the data. This observation was further reinforced by the resulting p-value of 0.000, signifying an extremely low probability of obtaining such results by chance.

These findings underscore the robustness of the statistical analysis conducted and emphasize the importance of the results in contributing to a deeper understanding of the underlying data patterns. The substantial total sum of squares identified in the ANOVA analysis

reflects the variance captured by the model, shedding light on the overall distribution of data points and their relationships. The F-value at 5287.470 signifies the strength of the relationships between variables, suggesting a high level of significance in the analysis conducted. Similarly, the very low p-value reinforces the statistical significance of the findings, indicating strong evidence against the null hypothesis and supporting the validity of the results obtained. In conclusion, the ANOVA results not only provide a comprehensive overview of the data but also offer statistically sound insights that contribute to the broader interpretation and implications of the study.

Table 4: Regression Coefficients[a]

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.993	.042		23.909	.000
	Employee Skills and Competencies	.750	.010	.930	72.715	.000

a. Dependent Variable: Learning Agility

The null hypothesis was stated as **H_0:** Employee skills and competencies have no statistical significant influence on implementation of learning agility strategy in KenGen, Kenya. Upon conducting a comprehensive analysis of the study's results in Table 4, it was revealed that the beta coefficient stood at 0.993 with statistical significance ($p=0.000<0.05$), confirming a notable relationship within the dataset. The coefficient value of 0.993 indicates a highly positive association between these two variables, suggesting that as employee skills and competencies increase, the effectiveness and efficiency of the learning agility strategy also improve significantly within the organizational context. Therefore, these findings highlight the critical importance of investing in the development and enhancement of employee skills and competencies to foster a culture of continuous learning and adaptability. By recognizing and leveraging this relationship, organizations can strategically align their talent development initiatives with the objectives of promoting agile learning practices, ultimately leading to enhanced performance, innovation, and sustained competitive advantage in today's dynamic and rapidly changing business environment.

The study conducted at KENGEN Kenya investigated into the intricate relationship between the skills and competencies of employees and the strategy of learning agility. The

analysis yielded significant statistical findings, with the unstandardized coefficient beta value being recorded at 0.750. This value demonstrates the strength of the relationship between employee attributes and the organization's approach to learning agility. Furthermore, the standard error of 0.010 indicates the margin of error in the estimation of this relationship, offering insights into the precision of the results obtained. However, the standardized coefficient of 0.930 portrays the extent to which employee skills and competencies impact the learning agility strategy at KENGEN Kenya. A coefficient of this magnitude signifies a robust and predominant influence of employee attributes on the organization's approach to fostering agility in learning processes. The high t value of 72.715 further reinforces the statistical significance of these findings, underscoring the credibility and reliability of the data analyzed.

These results highlight the importance of understanding how different factors, such as the Beta coefficient constant and employee skills, interact and influence the dynamics of the system being studied. The high values of these coefficients imply a robust association, which may have implications for decision-making processes and strategies implemented by management. It is crucial for decision-makers to take into account these statistical findings when making informed choices and designing interventions aimed at enhancing performance and fostering growth. Moreover, the significance of these coefficients underscores the need for ongoing monitoring and evaluation to ensure that organizational goals are achieved effectively and efficiently. Hence, by considering these statistical parameters, organizations can develop targeted interventions and policies that leverage employee skills and competencies to drive sustainable success and competitive advantage in the ever-evolving business landscape. These results align with the findigs of Liu et al., 2021; Rossignoli & Lionzo, 2018; Milani, Setti, & Argentero, 2021; Cyfert, Szumowski, Dyduch, Zastempowski, & Chudziński, 2022; Mengmeng, Honghui, & Junxian, 2019; Liu et al., 2021; Wong et al., 2020; and O'Reilly, 2017. This strategic approach can serve as a pivotal asset, allowing KenGen to optimize its operations and competencies within the ever-changing landscape of the energy sector.

CONCLUSION

In summary, this investigation demonstrated that KenGen's implementation of learning agility is influenced by the skills and competencies of its employees. The research suggested that a culture of continuous learning is indispensable for equipping employees with the adaptable skills required to flourish and navigate the constantly evolving dynamics of their work environment. The research also underscored the importance of skill acquisition and

development in enhancing productivity and enhancing the organization's adaptability to dynamic challenges. KenGen can more effectively prepare its workforce to address the changing demands and complexities of the energy sector by cultivating an environment that prioritizes continuous learning and skill development. The research also underscored the direct correlation between the company's capacity to proactively adapt and innovate and the development of employee skills, demonstrating that a culture of continuous learning is a critical component of KenGen's sustained growth and success.

RECOMMENDATIONS

Overall, KenGen should prioritize the development of employee competencies and skills to facilitate the successful implementation of learning agility. Employees will be able to more effectively contribute and acclimatize to altering conditions by receiving targeted training and development. Furthermore, it is imperative to guarantee that the essential learning infrastructure is adequately supported by sufficient financial and physical resources. KenGen should persist in its investment in the modernization of information technology systems to establish a learning environment that is both flexible and supportive, despite the importance of information technology. The efficacy of KenGen's learning agility strategy will be optimized by emphasizing these areas in this sequence.

AREAS FOR ADDITIONAL RESEARCH

In addition to studying the influence of employee skills and competencies on the effective implementation of the learning agility strategy at KenGen in Kenya, further research could explore the impact of organizational culture on the success of such strategies. Understanding how the prevailing culture within KenGen either supports or hinders the adoption and execution of learning agility initiatives can provide valuable insights for enhancing overall organizational performance. Furthermore, investigating into the role of leadership in fostering a climate conducive to learning and agility within KenGen could shed light on the importance of top-down support and guidance in driving successful implementation processes. By investigating these additional areas, researchers can gain a more comprehensive understanding of the multifaceted factors that contribute to the effective implementation of learning agility strategies in the context of the Kenya Electricity Generating Company. Such holistic insights can help inform strategic decision-making and organizational development efforts aimed at maximizing the benefits derived from initiatives aimed at enhancing learning and agility within KenGen.

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