

Catalysts for organisational sustainability and the moderating role of learning organisation culture

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Abstract:

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In recent years, sustainability has gained immense importance across various academic and professional disciplines. As global environmental, social, and economic challenges intensify, the need for effective strategies to foster sustainable development has become critical. This is especially true for organisations striving to balance their operational goals with responsible environmental and social practices. This study aims to examine and explore the organisational ecological factors and the mediating mechanisms that support sustainability-related activities and behaviours, thereby contributing to organisational sustainability. The study is a systematic research review, and data are collected from Google Scholar, ResearchGate, PsycINFO, PsycNET, Scopus, and Web of Science. This paper considers published research papers from 2000 to 2023. The researcher has also shared some avenues for future research. Understanding these factors can help organisations develop more sustainable strategies and practices, ultimately enhancing global efforts toward sustainability. By synthesising existing literature, this review offers valuable insights for scholars, practitioners, and policymakers committed to advancing sustainable development at organisational levels.

Keywords: Empowering leadership, Learning culture, Helping behaviour, Organisational sustainability, Strategic human resource management, Organisational ecology.

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1. Introduction

The objective of this research paper is to identify and examine the factors, variables, and antecedents that play a vital role in developing sustainable behaviours or promoting sustainability within organisations. The researcher has discussed the empowering leadership style in relation to employee helping behaviour and employee innovation behaviour, based on the theory of psychological ownership, paying particular attention to psychological ownership, employee voice, and knowledge-sharing behaviour as parallel mediators, and considering the learning organisation culture as a moderator. Figure 1 shows the conceptual model of the study.

This study demonstrates the theory of psychological ownership (Van Dyne et al., 2004) as an overarching theory. According to the cited theory, “when employees have feelings of possession toward the organisation, they become more attached to, protective of, and responsible for it.” This happens when empowering leaders accord great autonomy, power, responsibility, and support, enabling employees to perform their work independently and with self-efficacy, with a sense of self-determination and meaningfulness (Amundsen et al., 2014; Zhang & Bartol, 2010). Thus, employees feel motivated, work hard, and put their efforts into achieving organisational goals, thereby enhancing productivity (Fong & Snape, 2015; Vecchio et al., 2010).

Taking into account the assumptions of the theory of psychological ownership, this review paper explains the positive impact of empowering leadership on employees' psychological ownership and how psychological ownership supports employee voice and knowledge-sharing behaviour, leading to helping and innovation behaviour. However, the learning organisation culture strengthens the direct relationship between empowering leadership and psychological ownership.

2. Research methodology

This proposed study is a systematic literature review of prior research published in peer-reviewed journals. The researcher reviewed and compiled published research papers from Google Scholar, ResearchGate, PsycNet, Scopus, PsycINFO, and Web of Science. The available literature on the variables of interest, i.e., empowering leadership, psychological ownership, learning organisation culture, employee voice, knowledge sharing, helping, and innovation behaviour, was reviewed. The research avenues suggested by previous scholars were considered, and information was gathered, analysed, and elicited from 2000 to 2023. Hence, a conceptual model is presented, founded on the assumptions of overarching theory - the theory of psychological ownership and the research gaps.

3. The literature review

Empowering leaders empower their subordinates, give autonomy, decentralise authority, and believe in their abilities and performance (Spreitzer, 1995). There was a need to study other outcomes of empowering leadership, for instance, employee satisfaction, happiness at work, and psychological ownership (Kim, M., & Beehr, T.A., 2017). According to the theory of psychological ownership, the autonomy, trust, and confidence employees receive from their leader generate a sense of affiliation and possession in them (Abraham, 2000). As a result, employees feel a sense of psychological ownership and are obligated to reciprocate the leader's trust by demonstrating high performance, creativity, and innovative behaviour. Psychological

Ownership refers to “a state in which individuals feel as though the target of ownership or a piece of that target is theirs” (Avey et al., 2009). To fulfil the research gap, it would be useful to study the effect of shared autonomy on employee performance, psychological states and work-related outcomes (Kim, M., & Beehr, T.A., 2017).

Potential research scholars need to evaluate the process that harnesses employee voice (de Azevedo et al., 2021; Kwon & Farndale, 2020) and the joint effect of an empowering leader on employee voice (Elsetouhi et al., 2018). Employee voice refers to providing employees with the freedom to share their views, ideas, feedback, and opinions, and to challenge the status quo. According to Van Dyne & Le Pine (1988), employee voice is a proactive, extra-role behaviour or organisational citizenship behaviour that is not considered part of job requirements, but that employees engage in to improve organisational performance. Thus, employees adopt voice behaviour to challenge the status quo, bring about change, and support organisational sustainability. A few past studies have found that empowering leadership positively affects employee performance, job satisfaction, turnover intention (Sparrowe, 1994), perceptions of managerial effectiveness (Spreitzer, 1995), self-leadership (Yun et al., 2006), helping and creativity (Zhang & Bartol, 2010).

It was recommended to explore the effects and outcomes of employee voice and how it enables employees to share their knowledge to address workplace issues (Elsetouhi, A.M. et al., 2018). An empowering leader encourages and acknowledges their employees' contributions by sharing information and granting autonomy. As a result, employees feel psychologically empowered, develop a sense of ownership and commitment towards the organisation, and share insights that can benefit the organisation's overall performance and growth (Chen & Hou, 2016). Such an environment is encouraging for employees, where they can comfortably share notions, knowledge, suggestions, and creativity, and are proactively involved in organisational sustainability.

Past research has found that employee knowledge-sharing behaviour helps achieve multi-level objectives and remarkable performance, thereby increasing employee helping behaviour, organisational absorptive capacity, creativity, innovation, and organisational sustainability. When empowering leaders decentralise decision-making autonomy and encourage employees' involvement in work-related activities, employees feel a sense of ownership and willingly share their knowledge and learn from the exchange of information.

Creativity includes initiating novel ideas in the workplace (Amabile, 1997). This shows that employees are empowered to disagree with their supervisor or leader and encouraged to speak up for organisational improvement (Chughtai, 2016). Hence, creativity is amplified in an organisation that encourages and promotes a creative culture and environment (Chua et al., 2015) and where employees show knowledge-sharing behaviour. There was a need to explore variables that can explain employee innovation (Nguyen et al., 2019). Lee et al (2018 suggested focusing on objectively measurable creative output. De Jong (2007 defined innovative work behaviour as “individuals' behaviours directed toward the initiation and intentional introduction of new and useful ideas, processes, products, or procedures within a work role, group or organisation.” Such work behaviour involves generating, promoting, and applying novel ideas in the workplace to improve work and organisational performance (Janssen, 2000). A learning organisation focuses on continuous learning and on improving capabilities and skills to gain long-term benefits (Senge, 1990). Thus, employees working in organisations that promote a learning culture are advanced in skill, knowledge and capabilities (Gravin, 1993).

Researchers have shown interest in measuring not only organisational culture but also its effects on empowering leadership and other outcomes (Al-Musadieq et al., 2018; Alerasoul et al., 2022). Organisational learning culture supports teamwork, creativity, meaningfulness, and knowledge sharing behaviour (Confessore & Kops, 1988). A learning organisation emphasises continuous learning and ensures improvement at both the individual and organisational levels (Watkins & Marsick, 1993). Only the learning culture contributes to a sustainable learning organisation.

There are seven dimensions of learning organisation culture. Continuous learning refers to the provision of learning opportunities by organisations to their employees. Dialogue and inquiry learning encourage inquiry, dialogue, feedback and experimentation. Team learning means employees using resources as a team. Empowerment learning refers to a collective vision agreed upon and implemented by the organisation and its employees. The embedded system represents shared learning through knowledge sharing and collaboration. The system connection refers to evaluating the internal and external environment, thinking globally, taking actions and developing linkages. Strategic leadership refers to the leadership style that provides new direction to the organisation (Yang et al., 2004).

This study is significant as it addresses the global challenges faced by organisations and emphasises the importance of factors that support sustainable behaviours, resulting in organisational sustainability. This research contributes to the literature by proposing a parallel mediation model based on recent research gaps, drawing on insights from the theory of psychological ownership, the advantageous effect of empowering leadership, and the moderating effect of learning organisation culture. The study explores sustainability from a human resources perspective, considering the globally accepted Sustainable Development Goals (UN, n.d.).

4. Empowering Leadership

Empowering leadership is a strategic leadership style that significantly affects employee behaviour and attitude (Huy, 2002; Oreg & Berson, 2011). Empowering leaders share power, decentralise authority, give subordinates the autonomy to work independently, trust their subordinates, and show confidence in their ability to perform their roles and responsibilities (Spreitzer, 1995). Helping behaviour can be defined as “an interpersonal form of discretionary behaviour that is affiliative, cooperative, and directed at other individuals” (Mossholder et al., 2011). In an environment where employees are trusted, they show cooperation, support, and helping behaviour towards other employees. Also, they are allowed to flourish, take initiative, and have a positive work experience. When employees feel a sense of psychological ownership, they voluntarily engage in helping behaviour, supporting and facilitating other employees.

According to the theory of psychological ownership, when employees are empowered and trusted by their leader, they feel a sense of responsibility and affiliation toward their leader, who shares power, authorises them to work independently, and decentralises authority (Abraham, 2000). The employees reciprocate this privilege by demonstrating good performance, innovation, optimism, knowledge sharing, and helping behaviour (Cabrera et al., 2003; Wagner et al., 1997). Such an environment and realisation encourage employees to continue contributing to the organisation and to demonstrate their sense of obligation and responsibility by engaging in helping behaviour (Colquitt et al., 2012; Konovsky & Pugh, 1994).

Thus, based on the theory of psychological ownership, it can be assumed that when a leader shares power, delegates authority, encourages employee voice, shows trust and provides an opportunity for employees' self-development, as a result, they feel obligated to, responsible and concern for the organisation and demonstrates that ownership and affiliation toward the organization in their performance and helping behaviour. Hence, it is hypothesised that.

Proposition 1a: Empowering leadership is significantly related to employee helping behaviour.

An empowering leader shows confidence in subordinates' capabilities; as a result, they feel responsible for engaging in behaviours that benefit the organisation and for demonstrating their competencies through their work. As an empowering leader, acknowledge and appreciate the efforts and contributions of its employees, involve them in decision making, acknowledge their strengths and successes, and own their failures. In response to this, employees feel intrinsically motivated and engaged in efforts to match these privileges.

Innovative work behaviour is defined as "individuals' behaviours directed toward the initiation and intentional introduction of new and useful ideas, processes, products, or procedures within a work role, group or organisation" (De Jong, 2006). It involves generating, promoting, and applying novel ideas to improve performance at the individual and organisational levels (Janssen, 2000). Innovative work behaviour is a process that progresses through these stages (Scott & Bruce, 1994). At times, individuals can be involved in one stage or in combination with other stages. Individuals first need to find support to implement new ideas to address existing work-related issues. To complete the innovation process, an individual can enforce the novel idea within a group or organisation (Van der Vegt & Janssen, 2003). Innovative work behaviour involves resolving existing work constraints, fulfilling internal or external needs, identifying technological changes or other advancements (De Jong & Den Hartog, 2007), sharing novel ideas, suggestions, and feedback, and thinking outside the box (e.g., Woodman et al., 1993). Understanding technological changes and requirements, organisations invest in enhancing employees' innovation behaviour. Past research studies have investigated the relationship between organisational climate and other leadership styles (Oldham & Cummings, 1996) and found that psychological empowerment and perceived organisational or leader support have a positive effect on employee innovation behaviour (James et al., 2008; Martins & Terblanche, 2003).

Consistent with the definition of empowering leadership and the theory of psychological empowerment, it is proposed that when employees are provided with opportunities and delegated authority, they feel psychologically associated with that particular thing, object, place, or work and ultimately reflect that ownership in their work and performance. Empowered employees are proactive and productive (Hackman & Oldham, 1976). In line with the theory of psychological empowerment, I propose that:

Proposition 1b: Empowering leadership is significantly related to employee innovation behaviour.

5. Psychological ownership

Psychological ownership can be defined as "a state of intrinsic attachment in an employee, whereby they feel a sense of ownership in the organisation in which they work (Mustafa et al., 2016; Pan et al., 2014). We can say that psychological ownership is a state in which an

individual feels associated with and a sense of ownership of the target (Avey et al., 2009). As Pan et al. (2014) explained, psychological ownership evolves from an individual's sense of association, possession, and responsibility towards the target. An individual's involvement and sensitivity towards the target are evident in their performance and organisational behaviour.

In the literature, empowerment has been investigated from organisational (i.e., leader empowering behaviour) and individual (i.e., employees' state of empowerment) perspectives. The organisational perspective defines empowerment as acknowledging employees' efforts and abilities, promoting a participatory approach, and overcoming organisational issues and constraints (Ahearne et al., 2005; Kirkman & Rosen, 1999; Leach et al., 2003). Such leadership styles are positively related to followers' sense of ownership towards the organisation (Alok, 2014), which results in supportive organisational behaviours (Pan et al., 2014). Although the relationship between several leadership styles and psychological ownership has been established, the relationship between empowering leadership and psychological ownership, and the intervening role of psychological ownership between empowering leadership and work-related outcomes such as employee voice, job satisfaction, knowledge-sharing behaviour, and employee innovation behaviour, remains emerging. Additionally, based on the attributes of empowering leadership and psychological ownership, I have considered psychological ownership as an intervening mechanism between empowering leadership and work outcome. An empowering leader gives value to the employee's suggestions, promotes independence, inclusion, knowledge sharing behaviour and involves them in decision making, thus leading to the development of a sense of responsibility, ownership, and protection towards the organisation (Alotaibi et al., 2020; Mustafa et al., 2016; Pan et al., 2014). Employees depict that sense of psychological ownership (Cropanzano & Mitchel, 2005) through their behaviours and actions. Align with the theory of psychological ownership, I propose that.

Proposition 2: Empowering leadership is significantly related to psychological ownership.

6. Employee voice

Psychological ownership has been a focus of research scholars as an antecedent to employee workplace behaviour and attitudes. It is an important variable affecting organisational citizenship behaviour and strategic behaviour (Ikavalko et al., 2010), responsibility (Avey et al., 2009), employee voice, job satisfaction, commitment, employee organisational citizenship behaviour, and performance (Md-Sidin et al., 2009). Psychological ownership can be defined as "the sense of ownership for a thing, place, material or anything" (Pierce *et al.*, 2001). Psychological ownership generates positive work attitude and leads to improved performance and efficiency (Pierce et al., 1991), accountability, self-efficacy, self-identity, and a sense of belongingness (Avey et al., 2009). Empowering leaders stimulates a sense of ownership among employees towards the organisation by granting autonomy, decision-making authority, and independence; fostering trust; promoting their voice; encouraging criticism and feedback; and providing opportunities for self-development and performance.

Previous research has examined employee voice behaviour alongside several other variables of interest. It helps identify and address global challenges (Detert & Burris, 2007), adapt to change, foster innovation, improve decision-making, and enhance overall organisational success. (Van Dyne & Le Pine, 1998; Morrison & Milliken, 2000). Other researchers have defined employee voice as a proactive behaviour that challenges the status quo and expresses interest, ideas, constructive feedback, and opinions to add value to the organisation (Liu et al.,

2020). Employee voice is a voluntary behaviour and an attempt to contribute to the organisation and achieve its goals.

By empowering employees with information and autonomy, and encouraging them in decision-making, leaders manifest and acknowledge the employee voice and contributions. Employees reciprocate by developing psychological ownership, organisational commitment, employee engagement, and a sense of responsibility, thereby raising their voices and bringing creativity and innovation to the organisation's overall performance, growth, and success (Chen & Hou, 2016). Employees feel comfortable communicating with their leader, identifying key organisational issues, and taking initiative for organisational sustainability when they have trust in their leader (Morrison & Milliken, 2000). Under the theory of psychological empowerment, when employees are given trust and a sense of ownership, they reciprocate that trust and ownership through their voice, feedback, and work performance (Tsaur et al., 2019). Hence, in line with this theory, I can propose that:

Proposition 3a: Psychological ownership is positively related to employee voice.

7. Knowledge sharing behaviour

Successful organisations have leaders who motivate their employees to practice positive work behaviours that are not part of their job but benefit others. Because of the strategic value of knowledge sharing behaviour, it has been a subject of research interest (Wang & Noe, 2010). It refers to employees' behaviours in which they voluntarily share their knowledge to identify internal and external constraints and challenges, collaborate to solve issues, and work together to achieve organisational goals, improved systems and procedures, and prosperity (Kim & Lee, 2006; Wang & Noe, 2010). Previous research studies have found that knowledge-sharing behaviour leads to innovation, growth, sustainability, productivity, and profitability (Kumar & Che Rose, 2012). Employees engage in knowledge-sharing behaviour when they trust their leaders and coworkers (Connelly et al., 2012).

Empowering leaders serve as role models for their employees, and employees' productivity and efficiency depend on the leader's behaviour, as they learn from the leader's feedback, guidance, and performance. When a leader empowers their subordinates, encourages them in decision-making, and involves them in strategic processes, they feel psychological ownership and trust, and hence exchange information for self-development and organisational development. Past research has shown that, in the presence of empowering leadership, employees are inclined towards knowledge-sharing behaviour (Lee et al., 2018) due to a sense of ownership. According to past research studies and considering the theory of psychological ownership, we can deduce that when empowering leaders trust their employees and communicate transparently, this builds trust and a sense of ownership, and, in turn, employees are willing to coordinate, collaborate, and share information and knowledge. Consequently, I have formulated the following proposition:

Proposition 3b: Psychological ownership is positively related to knowledge-sharing behaviour.

8. Employee helping behaviour

Van Dyne and Pine (1988) define voice behaviour as "a proactive form of extra-role behaviour or organisational citizenship behaviour in which they are not considered a part of the job

requirements, but employees do it because they want to improve organisational functioning.” It is a voluntary behaviour, regardless of any fear or insecurity, in which employees address problems, show concern for the organisational status quo, challenge decisions, and emphasise change to benefit the organisation. Employee voice behaviour has a significant role in organisational success, performance and sustainability. When employees are confident that their voices are heard and considered, they feel their importance within the organisation and the organisation’s success. When a leader encourages employee voice, listens to their suggestions and promotes a collective and participative decision-making process, ultimately, employees feel that the organisation's success is because of them, they feel psychological ownership, are protective of and feel an obligation towards sharing their suggestions, feedback and raising their voice for the benefit of the organisation (Kim et al., 2022).

Helping behaviour towards other employees is a form of organisational citizenship behaviour that benefits the leader. Being helpful in the workplace not only fosters good relationships with colleagues but also builds positive relationships with the leader (Tremblay et al., 2022). Employees exhibit helping behaviour towards their colleagues as a result of psychological ownership, which is an antecedent of employee voice. I have explained the role of employee voice on employee helping behaviour based on the cited logic. Empowering leaders share power, support subordinates, allocate autonomy, and consider employees’ voices and suggestions. Thus, triggers a higher level of psychological ownership among employees. In response to it, employees feel motivated, obliged, responsible, and protected by the organisation, and show their concern through their performance and helping behaviour (Colquitt et al., 2012). Thus, based on the theory of psychological ownership, it can be assumed that empowering employees triggers a sense of psychological ownership, which ultimately results in employee voice and helping behaviour, reflecting a sense of responsibility and affiliation with the organisation. Hence, I propose.

Proposition 4: Employee voice is positively related to employee helping behaviour.

9. Employee innovation behaviour

In today’s era of globalisation, organisations need to adopt a flexible and responsive strategy and, therefore, support employees' innovative behaviour. As a result of globalisation and technological advancements, organisations now operate in an environment characterised by constantly changing and rising consumer demands and staff performance (Belleflamme & Peitz, 2015). Hence, in the context of globalisation, competition, and rapid, often abrupt changes in technology and demand, leaders are under enormous pressure to develop strategies that foster creativity and innovation, thereby driving organisational sustainability. Innovation has been identified as a key factor influencing an organisation's overall performance and sustainability (Lukes, M., & Stephan, U., 2017). Employee innovation behaviour comprises the generation, promotion, and implementation of ideas (Janssen, 2005) to achieve organisational goals.

According to Vinarski et al. (2011), employees often view innovation as a risk and as an activity that demands extra effort. Past research studies (Ma et al., 2013) have investigated leadership styles, such as ethical and transformational leadership, in relation to employee creativity. Moreover, some studies (Rego et al., 2014) have examined the relationship between authentic leadership and creativity. However, there is a lack of research considering the relationship between empowering leadership and innovation (idea promotion and its implementation). This

study aims to explore whether and how empowering leaders promote employee innovation behaviour. Employee innovation also entails going above and beyond what is expected of them within a team, group, or organisation and being prepared to take risks (Yuan & Woodman, 2010). In contrast to creativity, which emphasises only idea generation, employee innovation places equal emphasis on both idea promotion and implementation. This means that after generating novel ideas, an employee needs and expects support from their leader to promote and implement the idea, benefiting the organisation (Yidong & Xinxin, 2013).

According to Dutton et al. (2001), employees gladly serve as change agents, providing innovative ideas to management and making every effort to implement them when they are certain about the results those ideas can generate. Additionally, employees who believe their workplace is supportive will have a positive self-perception, even if the innovation fails to produce the expected results, thereby encouraging the organisation to practise continual innovation (Vinarski et al., 2011).

When individuals feel psychological ownership, they are inclined to engage in knowledge-sharing behaviour and innovation (Janssen, 2003). Furthermore, empowering leaders are always available for two-way communication. They consistently listen patiently to their subordinates and encourage them to speak up, share concerns and suggestions for improvement and innovation (de Azevedo et al., 2021; Martins & Terblanche, 2003). Under the theory of psychological ownership, we can assume that when employees feel safe to speak up and believe that the knowledge they share will be recognised and acknowledged, they will develop a sense of psychological ownership of the organisation, feeling protective of and responsible for its success. Hence, they will demonstrate a sense of responsibility, attachment, and protection for the organisation in their work, performance, and innovation behaviour. Therefore, it is proposed that:

Proposition 5: Knowledge sharing is positively related to employee innovation behaviour.

10. Learning organisation culture

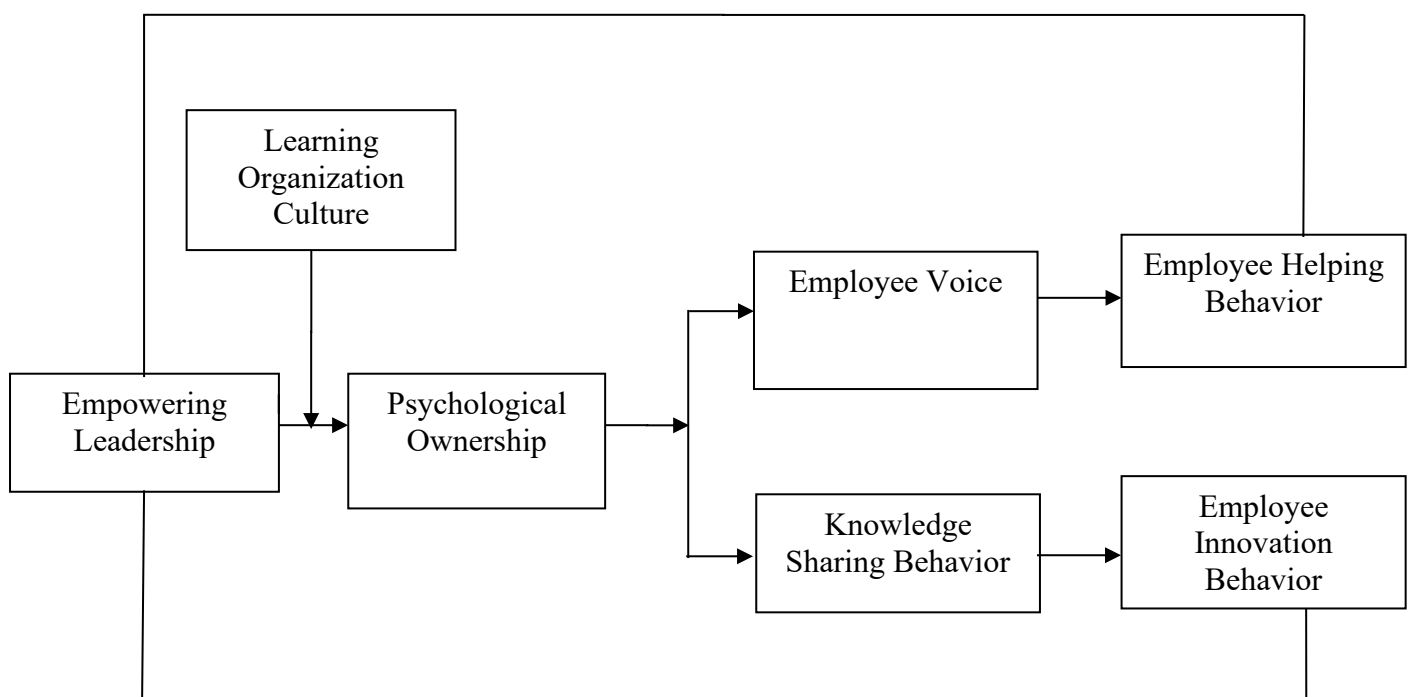
According to Schein (1988), culture is “a pattern of basic assumptions, invented, discovered, or developed by a given group”. It has a significant effect on employee behaviour and work-related outcomes (Huang & Wen, 2021). Through social conventions, shared values, and shared vision, an organisational culture fosters high levels of behavioural consistency among its employees (Dalkir, 2005). Organisations that aspire to be learning organisations must possess the traits necessary to support organisational-wide learning practices. A learning organisation can be stated as “an organisation skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights” (Garvin, 1993). It entails creating a setting in which organisational learning is structured to give collective meaning and value to cooperation, collaboration, teamwork, creativity, and the knowledge process (Confessore & Kops, 1998). A learning organisation's culture affects overall organisational performance and sustainability (Assoratgoon et al., 2023).

Although limited research has explored the direct relationship between other types of leadership (authentic, servant) and psychological ownership, few studies have examined the direct relationship between empowering leadership and employee psychological ownership, with organisational culture considered as a moderator. Given that organisational culture promotes information-sharing standards and fosters an environment in which employees are

inspired to share their expertise and knowledge with others, it is crucial to the creation, sharing, and application of knowledge (Cabrera & Cabrera, 2003). Empowering leaders with open communication channels, providing opportunities for self-development, participative decision-making, autonomy, and knowledge-sharing behaviour promotes a supportive environment and trust, which ultimately contributes to employees' sense of psychological ownership (Chughtai, 2016). Based on the theory of psychological ownership, individuals develop a cognitive affective state, i.e. a sense of psychological ownership, when interacting with objects, as if they belong to them. In line with the theory of psychological ownership, it can be proposed that:

Proposition 6: Learning organisation culture moderates the relationship between empowering leadership and psychological ownership, thereby strengthening it.

Figure 1: Conceptual framework: parallel mediation model



11. Conclusion

Organisational culture and leadership style play a pivotal role in organisational sustainability. An inclusive learning culture and a supportive leader foster psychological ownership and a sense of responsibility within employees, hence leading to sustainability-related activities and behaviours that promote organisational sustainability.

11.1. Practical and theoretical implications

This research study is unique in that it proposes a parallel mediation model. Considering the Sustainable Development Goals, this study identifies and explores the variables and factors that help in organisational sustainability by nurturing sustainability-related activities and behaviours within the organisation. Furthermore, the organisational learning culture has been studied as a moderator of the relationship between empowering leadership and employee psychological ownership. Moreover, it has studied empowering leadership style and how it

facilitates employee helping behaviour and employee innovation behaviour. Employee voice and employee knowledge-sharing behaviour are examined as contributors to employee helping and innovation behaviour.

This research offers useful insights for practitioners as well. For employees, especially in the marketing and telecom sectors, innovation-, social responsibility-, and sensitivity-based training programs should be arranged to develop or enhance their innovation skills and foster a culture of knowledge sharing. To achieve organisational sustainability, organisations must adopt an empowering leadership style, foster an inclusive work environment, ensure gender equality and growth, promote a learning culture, decentralise decision-making, welcome suggestions, and encourage creative ideas and innovation. The managers must be transparent in their communication. They must inform and share knowledge about the sustainability problems and the need for sustainability. Also, management must review and revise their vision based on the identified sustainability issues and involve their employees in identifying solutions, thereby transforming and building a shared organisational vision. Hence, practising the shared-vision process will nurture a sense of psychological ownership among employees. Additionally, leaders and management must develop a sustainability management plan to achieve organisational sustainability.

11.2. Limitations and future research directions

Like other research studies, this paper has certain limitations that can serve as avenues for future research. This is a systematic research review paper; therefore, prospective researchers can conduct qualitative or quantitative research on the proposed model. Also, there is a need to understand other motives and antecedents of employee voice and knowledge sharing behaviour. Future research scholars can focus on the factors that contribute to knowledge hiding among employees. The dark side of empowering leadership and the antecedents of psychological ownership, alongside other outcomes and contextual factors, can serve as avenues for future research. Other leadership styles, such as entrepreneurial leadership, can also be considered alongside innovation and other sustainable development goals. Also, the side effects and consequences of employee voice in bureaucratic organisations can be explored. Moreover, the modern climate or sustainability organisational culture can also be studied as a moderator in future research. Furthermore, future research scholars can test this conceptual model in organisations in the business or corporate sector.

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