

THE EFFECTS OF SUSTAINABLE LEADERSHIP ON EMPLOYEE LEARNING AS MEDIATED BY GREEN ORGANIZATIONAL CULTURE, EMPLOYEE EMPOWERMENT AND AFFECTIVE WELL-BEING

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dx.doi.org/10.18374/JIMS-23-1.6

ABSTRACT

Increasing speed and complexity of change make employee well-being and learning vital. This study examines the influence of sustainable leadership on employee learning as mediated by green organizational culture, employee empowerment and affective well-being. Questionnaire data were gathered from respondents from most states in the United States working in different organizations and industries. Findings show that sustainable leadership, green organizational culture, and empowerment positively influence employee learning. Sustainable leadership and green organizational culture had the strongest path coefficients and total effects. Most relationships involving affective well-being were weak or not significant, possibly reflecting effects of the intensive phase of the COVID-19 pandemic. Results are discussed and future research is suggested.

Keywords. *Sustainable leadership, green organizational culture, empowerment, affective well-being, employee learning.*

1. INTRODUCTION

Pandemic shocks, globalization of labor markets, remote work, the knowledge economy, information technologies, change's speed and complexity, and the need to transition toward sustainability, among others, have increased the importance of well-being and learning.

Globalization of labor markets facilitated by information technologies-the possibility of hiring from anywhere-the digitalization of processes -the possibility of working for others and or for yourself from anywhere- as well as the demographic evolution- as an increasing population cohort approaches the end of life, their life priorities may change with implications for talent availability in labor markets as well as for well-being at the workplace (Lazarova et al., 2023). For example, increased remote work may influence crucial organizational relationships (e.g., loyalty, commitment, belonging, knowledge sharing, and trust).

The economy of the last decades has become increasingly driven by information and knowledge (Wen & Ma, 2021). Growth of the knowledge economy relates, among others, to an increasing a) pace of change and the need to adapt and change, b) the contribution of the service sector to the economy and related structural socio-ecological changes, and c) the importance of thinking, education, the relational, and intellectual and intangible assets (Lopez-Gamero et al., 2011; Wen & Ma, 2021). Furthermore, a crucial change component has been its increasing speed and complexity, which demands an evolving capacity to respond quickly and effectively. As a result, rapid and complex change impinges upon employees' lives, impacting their well-being, development, and performance. Under these circumstances, rapid and effective learning is increasingly required if firms want to adapt and stay competitive.

Consequently, continuous learning, skill development, and the development of competent employees are vital. Similarly, well-being positively relates to learning (Furhmann et al., 2022; Boudrias et al., 2021; Konrad et al., 2016). Such challenges suggest the need to examine the well-being-learning nexus further.

One of the many outcomes generated by the COVID pandemic's shocks is the need for a re-examination by employees of life in the workplace and life in general. Alienation, fragility, vulnerability, and the lack of reciprocity and care may be involved (Cook, 2021; Field, 2021). Thus, well-being and mental health in the