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Driving Strategic Leadership and Organizational Learning Culture towards Organizational Sustainability

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Abstract: Based on leadership theory and social exchange theory, the study investigated the role of Strategic Leadership (SL) and Organizational Learning Culture (OLC) on Organizational Sustain ability (OS) among employees in the General Directorate of Residency and Foreigners Affairs (GDRFA), UAE. The current study adopted SEM to test the study's hypothesis. A sample of 372 employees in the GDRFA was selected randomly. In this representative sample, a survey was carried out to find out the extent of SL and OLC influence on OS. All the study's hypothesis were supported. SL is significantly predicting OS, SL is significantly predicting OLC and OLC is significantly predicting OS. As well as, OLC is significantly mediates the relationship between SL and OS. The proposed model explained 64.7% of the variance in OS. Finally, theoretical and managerial implications were discussed.

Key words: Strategic leadership, organizational learning, organizational sustainability, UAE, significantly, residency

INTRODUCTION

Sustainability has approached as a protuberant topic in corporate boardrooms, academia and organizational stability. Nidumolu *et al*. (2009) argued that sustainable sustainability is the only way available for enterprises growth, decreasing production costs and generating additional revenues from novel offerings or business expansion. Despite the core meaning of sustainability, organizational understanding is how to achieve it remains elusive. There are several concepts are around regarding sustainability defines underpinning by divergent values and believes. It is commonly has been considered as a crucial goal for organization which have arisen regarding vroles play in maintaining sustainability (Paulraj, 2011; Thomas and Lamm, 2012).

For instance, Steurer and Hametner, (2013) have identified long-term competitiveness and organizational economic impacts are key issues of organizational sustainability. Organizational sustainability represents an on-going process rather than a state of perfection. It is like a plant, it will grow and prosper if watered and cared for but wither quickly if it is not (Benn *et al*., 2014). Furthermore, organizations are like a body, if one part is ill the rest will not function like it should. If too many parts fail at once or in quick succession, the body dies. So, keeping an organization sustainable requires a constant effort and unity of purpose focused on one overarching mission (Moizer and Tracey, 2010). Every staff member and manager must see both the forest and the trees or the organization becomes entangled in the underbrush. So, organizational sustainability is most important for the research to allocate the organization stability with the productivity, employability, security and overall satisfaction (Alkathiri *et al*., 2018; Mohamed *et al*., 2018; Alharthi *et al*., 2019; Smith, 2012).

Accordingly, the strategic leadership has been stimulating in the corporate and industrial organization for achieving target goal by utilizing the strategic plan of the future activities (Alkathiri *et al*., 2018; Vera and Crossan, 2004). Many researchers ask what the competencies are that strategic leaders should possess, apart from the abilities of information retrieval, developing shared visions, team working, strategic planning, driving to excel and management administration and leadership improvement which are necessary for an effective leader (Boal and Hooijberg, 2000; Finkelstein *et al*., 2009). In this study strategic leadership has articulated as utilize the future plan maker and imply the strategies for a gaol to get success. It plays as an independent form to ensure the relationship with organizational learning culture directly. To the prior knowledge of the researchers this relationship means a good implication for the organization as it previously discussed in little consideration in the literature.

In addition, organizational learning culture has been practiced as an important key element of the organization (Abd-Elaziz *et al*., 2015; Abou-Shouk and Khalifa, 2017; Agwa *et al*., 2018; Badran and Khalifa, 2013; Khalefa, 2015; Khalifa and Fawzy, 2017; Khalifa and Hewedi, 2016; Khalifa and Mewad, 2017; Mohamed *et al*., 2018, 2019; Mohamud *et al*., 2017; Nusari *et al*., 2018;

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Alharthi *et al*., 2019). Joo and Park (2010) have emphasizes the importance of organizational learning culture for organizational success. It as a process through which managers try to increase organizational member's capabilities in order to better understand and manage the organization and its environment' (Jones *et al*., 2014). For instance, Watkins and Marsick developed an analytical framework of the learning organization which was used in the study by Egan as a substitute for learning culture (Hung *et al*., 2010). The research addresses organizational learning culture which is proposed and defined as a set of norms and values about the functioning of an organization. It is a combination of different culture types within the competing values framework (Joo and Shim, 2010). It is defined as the organization's skilled of creating, acquiring and transferring knowledge and at modifying its behaviour to reflect new knowledge and insights (Garvin, 1993). Therefore, learning practice and its culture to continuity by sharing knowledge with others is commonly essential for the knowledge building within the organization. Thus, organizational leaning culture explains in thus study as mediating place of between strategic leadership and organizational learning culture. Strategic leadership indirectly influence on organizational sustainability for corporate basis of planning implementation and clarify the place for learning in terms of healthy productivity.

Literature review

Strategic leadership: Past studies advocate that strategic leaders play a critical role in shaping their subordinate's motivation to accomplish set tasks (Ribiere and Sitar, 2003). Strategic ability enables organizations to flexibly respond to complex, global and dynamic environments (Van Houten and Jacobs, 2005). Yet achieving strategic ability is challenging in part because of inherent contradictions. Building capabilities for organizational renewal requires on the one hand of formal strategic planning laying the groundwork for competitive advantage (Daily *et al*., 2002). In addition, strategic leadership commitments allocate resources to build core competencies and provide a base from which organizations can learn and adapt (Rowe, 2001). On the other hand, demands strategic flexibility, quick and innovative responses to the dynamic competitive landscape. Such changes help organizations cope with technological discontinuities to anticipate market trends and disruptions (Koons, 2009). Strategic leaders are made appropriate investments for future viability while maintaining an appropriate level of financial stability in the present situation. It is common that they are not only increasing the financial stability but also increasing the total plan for establishment (Elenkov *et al*., 2005). Under pure strategic leadership there is a much wider range of wealth creation possible that may influence of a managerial leader. Unfortunately, most of the administrative organization, specially, government rules oriented organization implicitly and explicitly train their followers to be general leader (Alsaadi *et al*., 2019; Alharthi and Khalifa, 2019). This is not bad but when such leadership does not allow visionary and strategic leadership to flourish it damaging the organization for long-time (Leithwood *et al*., 2004). The direct influence of strategic leadership to organizational learning culture ensure the leaders can cooperate with their capabilities and knowledge or combining both of approaches of getting future success by achieving goal. Consequently, strategic leadership indirectly relates with the organizational sustainability in order to ensure the sustainable context within the organization. Little studies have been researched for the direct and indirect relationship which fulfil by this contribution. Consequently, the following hypothesis is proposed:

- H_1: SL has a positive effect on OS
- H_2: SL has a positive effect on OLC

Organizational learning culture: Skerlavaj *et al*. (2010) showed that an organization's learning culture promotes sustainability. It encourages knowledge sharing among the colleagues and supports the new ideas implementation, utilization of knowledge for commercialization (Joo, 2010). Thus, it needs to be supported by an organization capability to explore and exploit the knowledge (Joo and Shim, 2010; Sanz-Valle *et al*., 2011; Templeton *et al*., 2002). Therefore, organization learning culture is inferred that its absorptive capacity will result in enhanced outbound open sustainable outcomes (Froehlich *et al*., 2014). The basic idea behind this research is that organizational learning culture is very important when trying to improve organizational sustainability. In addition, it is a complex process that refers to the development of new knowledge and has the potential to change behaviour (Naqshbandi and Kamel, 2017). Organizations have developed a strong learning culture are good at creating, acquiring and transferring knowledge as well as at modifying behaviour to reflect new knowledge and insight (Garvin, 1993). Hence, organizations stressing organizational learning culture must first acquire information, interpret it to fully understand its meaning and transform it into knowledge. Senge (2006) defined organizational learning as a continuous testing of experience and its transformation into knowledge available to whole organization and relevant to their mission. Cook and Yanow (1993) saw it as a combination of four processes: information acquisition, information distribution, information interpretation and organizational memory. However in this study organizational learning culture implement the relation with organizational

sustainability in order to focus on sharing the learning culture in term of build-up sustainability. As discussed in the literature review, we used Skerlavaj *et al.* (2007) understanding of organizational learning culture that relates the process of organizational learning to the competing values framework of organizational culture. In this regard, organizational learning culture plays in essential role in relationship with organizational sustainability directly. It placed as mediating between strategic leadership and organizational sustainability in order to make the consistency of the organization. Hence, it is hypothesized as follows:

- H_3: OLC influences positively on OS
- H_4: OLC mediates the relationship between SL and OS

Organizational sustainability: The literature regarding organizational sustainability of business focuses primarily on rationales for adopting sustainability strategies and operational practices in support of that goal (Mohrman and Worley, 2010). Organizational sustainability has a normative underpinning that considers an organization or a community sustainable when it contributes to a more sustainable world as can be understood with our current knowledge and understanding of what sustainability might entail (Florea *et al*., 2013). In other words, a sustainable organization does not refer to an organization that succeeds in keeping itself going by maintaining for instance, profitability but rather to one that given what we know today, successfully balances people, prosperity (Linnenluecke and Griffiths, 2010). Organizational sustainability poses particular problems for organization (Foster and Bradach, 2005). In order to explain the potential relationship between the learning culture of an organization and the pursuit of organizational sustainability principles, researcher first review and explore the concept of sustainability (Eccles *et al*., 2014). It is argued that although, this concept has received much attention in recent organizational and management studies there is still little insight into how the adoption of sustainability practices can be achieved inside organizations (Wikstrom, 2010). Furthermore, the concepts of organizational sustainability and organizational learning culture share similarities across various dimensions and provide a conceptual foundation for a more thorough analysis on sustainability-related culture change. Several scholars maintain that there are insufficient as they are only superficial and not conducive to the formation of sustainable organizations and industries (Hart and Milstein, 1999; Senge and Carstedt, 2001). They argued that in order to fully respond to environmental and social challenges, organizations will have to undergo significant cultural change and transformation (Dingwerth and Pattberg, 2009; Presley *et al*., 2007). On top of that organizational sustainability actually makes affordable situation as part of create stability of its future palace to the market. The complimentary situational broad place of its standard possibility in the market builds up organizational power of productivity. In this study, organizational sustainability plays as the dependent place of resolve learning culture and provide organizational strategies for future plan.

MATERIALS AND METHODS

Overview of the proposed research model: For this study, the hypothesized variables and their relationships in the model have been derived from the available literature of the models and theories that have been prescribed in the literature mentioned above. The proposed model can be seen in Fig. 1. While examining the proposed model, it can be seen that SL and OLC predicts OS. These relationships are derived from (Gauhara, 2014) for SL for OLC and for OS. The proposed extended model examines the relationship between SL, OLC as antecedent variables that explain OS as an output variable among employees from GDRFA in the United Arab Emirates. The proposed model has four hypothesis to test.

Development of Instrument: A 48-item questionnaire was developed for this study. Because the respondents were Arab-speaking, it was imperative that it be accurately translated from English to Arabic. Back translation was used in this study, a procedure commonly used in cross-cultural surveys to test the accuracy of the translation (Brislin, 1970).

This study applied multi-item Likert scales which have been widely used in the questionnaire-based perception studies (Lee *et al*., 2009). Unlike actual usage which is measured using a 5-point ranking scale, other variables are subjectively measured using the 5-point Likert scale with 5 being 'Strongly agree' and 1 being 'Strongly disagree'. For this study, a pre-testing was conducted with 50 employees from GDRFA, UAE to resolve any ambiguity associated with wording or measurement. Then the items were pilot-tested to examine their internal consistency. Out of 500 surveys administered GDRFA, 372 employees were returned with complete and valid data. In the final questionnaire, all items had acceptable reliability as the individual Cronbach's alpha coefficients of the constructs which ranged from 0.874-0.919 were all greater than the recommended value of 0.7 (Nunnally and Bernstein, 1994).

Data collection: Data collection was conducted using a self-administered paper questionnaire which was

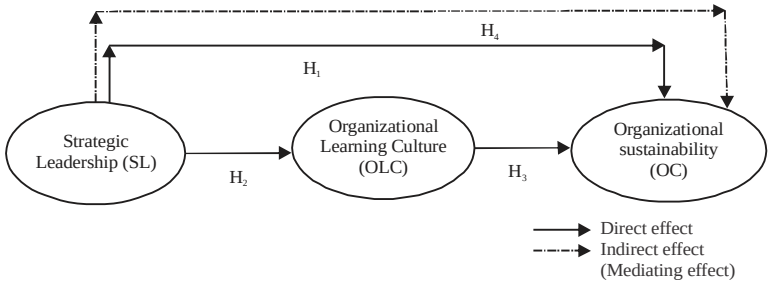

Fig. 1: Proposed research model

delivered 'in-person' from October, 2017 until August, 2018 to GDRFA, UAE. The researcher investigated 11 GDRFA units out of 15 units in UAE. The researcher distributed 500 questioners to the UAE GDRFA's employees; the valid questionnaires received by the researcher are 372 questionnaires by responding rate is 74.4%. The final sample size was considered as adequate (Krejcie and Morgan, 1970; Tabachnick and Fidell, 2012). The 74.4% response rate is considered very good (Cable and DeRue, 2002) and above average (Baruch and Holtom, 2008) by comparison with other studies found in the relevant literature. A total of 15 questionnaires were deleted of which 10 cases were removed due to missing data for more than 15% of the questions and 5 cases involving straight lining.

RESULTS AND DISCUSSION

Descriptive analysis: The responding sample (n = 372) consisted of 58.1% male and 41.9% female employees which refers that the majority of the GDRFA's employees are male. The majority ages of the participants range from 30-39 years old. As Table 1 presents that 41.4% of the respondents were aged 30-39 years, 28% of employees are <30 years. The employee's educational level is limited by below secondary school, secondary school, Bachelor, Master and PhD (7, 23.1, 58.6, 6.5 and 4.8%, respectively). Surprisingly, the job tenure of the workers reflects that the period that employees stay at their work are moderate. For instance, more than 66.1% of those employees stay in their work <15 years. Employees nationalities show that 98.4% of them are local, see Table 1.

Table 1:Summary of demographic profile of respondents

Variables	Frequency	Valid percentage
Gender		
Male	216	58.10
Female	156	41.90
Age		
<30	104	28.00
30-39	154	41.40
40-49	87	23.40
50-59	23	6.20
60 above	4	1.10
Education		
Below secondary school	26	7.00
Secondary school	86	23.10
Bachelor	218	58.60
MSc	24	6.50
PhD	18	4.80
Tenure		
<5 (years)	77	20.70
5-10	76	20.40
11-15	93	25.00
16-20	71	19.10
More than 20	55	14.80
Nationality		
UAE	366	98.40
Foreigner	6	1.60

Measurement model assessment: This study employed Structural Equation Modeling-Variance Based (SEM-VB) through Partial Least Squares (PLS) method to analyze the research model using the software of Smart PLS 3.0 (Ringle *et al*., 2015). After the descriptive analysis, this study follows the two-stage analytical technique recommended by (Anderson and Gerbing, 1988; Hair *et al*., 2017) starts with the measurement model assessment (validity and reliability) followed by the structural model assessment (testing the hypothesized relationships). Schumacker and Lomax (2004) and Hair *et al*. (2010) indicate that the two steps assessment procedure which includes measurement model and structural model has an advantage over the one step assessment procedure. According to Hair *et al*. (2017) measurement model specifies how each construct is measured while structural model specifies how the variables are related to each other in the structural model. The main reasons for choosing PLS as a statistical method for this study that for both measurement and structural model PLS offer simultaneous analysis which leads to more accurate estimates (Barclay *et al*., 1995).

The assessment of measurement model was done through construct reliability as well as validity (including convergent and discriminant validity). For construct reliability, this study tested the individual Cronbach's alpha coefficients to measure the reliability of each of the core variables in the measurement model. The results

Table 2: Mean, standard deviation, loading, Cronbach's alpha, CR and AVE

Constructs/Item	Loading (>0.5)	M	SD	α (>0.7)	CR (>0.7)	AVE (>0.5)
Organizational Culture Practices (OCP)				0.894	0.934	0.825
OCP1	0.918	-	-	-	-	-
OCP2	0.906	-	-	-	-	-
OCP3	0.902	-	-	-	-	-
Human Capital Practices (HCP)				0.874	0.922	0.798
HCP1	0.880	-	-	-	-	-
HCP2	0.893			-	-	-
HCP3	0.907	-	-	-	-	-
Strategic Vision Practices (SVP)				0.907	0.941	0.843
SVP1	0.915	-	-	-	-	-
SVP2	0.920	-	-	-	-	-
SVP3	0.919	-	-	-	-	-
Organizational Control Practices (OCON)				0.893	0.934	0.824
OCON1	0.919	-	-	-	-	-
OCON2	0.916			-	-	-
OCON3	0.888	-	-	-	-	-
Organizational Learning culture (OLC)				0.919	0.934	0.639
OLC1	0.733	-	-	-	-	-
OLC2	0.791	-	-	-	-	-
OLC3	0.834	-	-	-	-	-
OLC4	0.846			-	-	-
OLC5	0.831	-	-	-	-	-
OLC6	0.784	-	-	-	-	-
OLC7	0.798	-	-	-	-	-
OLC8	0.771	-	-	-	-	-
Organizational sustainability (OS)				0.959	0.963	0.520
ADMIN1	0.889	-	-	-	-	-
ADMIN2	0.895	-	-	-	-	-
ADMIN3	0.916	-	-	-	-	-
ADMIN4	0.886	-	-	-	-	-
ADMIN5	0.864	-	-	-	-	-
ADMIN6	0.816	-	-	-	-	-
ECO1	0.856	-	-	-	-	-
ECO2	0.845	-	-	-	-	-
ECO3	0.890	-	-	-	-	-
ECO4	0.855	-	-	-	-	-
ECO5	0.786	-	-	-	-	-
ECO6	0.804	-	-	-	-	-
ENV1	0.844	-	-	-	-	-
ENV2	0.850	-	-	-	-	-
ENV3	0.897	-	-	-	-	-
ENV4	0.923	-	-	-	-	-
ENV5	0.805	-	-	-	-	-
ENV6	0.875	-	-	-	-	-
Social1	0.771	-	-	-	-	-
Social2	0.788	-	-	-	-	-
Social3	0.776	-	-	-	-	-
Social4	0.817	-	-	-	-	-
Social5	0.749	-	-	-	-	-
Social6	0.695	-	-	-	-	-

M = Mean; SD = Standard Deviation, α = Cronbach's alpha; CR = Composite Reliability, AVE = Average Variance Extracted; the measurement used is seven-point scale ranging from 1 (strongly disagree) to 7 (strongly agree). All the factor loadings of the individual items are statistically significant ($p<0.01$)

indicate that all the individual Cronbach's alpha coefficients ranging from 0.874-0.959 were higher than the suggested value of 0.7 (Kannan and Tan, 2005; Nunnally and Bernstein, 1994). Additionally, for testing construct reliability all the Composite Reliability (CR) values ranging from 0.922-0.963 were higher than 0.7 (Werts *et al*., 1974; Kline, 2010; Gefen *et al*., 2000) which adequately indicates that construct reliability is fulfilled as shown in Table 2. Therefore, the achieved Cronbach's alpha and CR for all constructs were considered to be sufficiently error-free.

Factor loading was used to test indicator reliability. High loadings on a construct indicate that the associated indicators seem to have much in common which is captured by the construct (Hair *et al*., 2017). Factor loadings >0.50 were considered to be very significant (Hair *et al*., 2010). The loadings for all items exceeded the recommended value of 0.5 as shown in Table 2. The loading for all items in the model has therefore fulfilled all the requirements.

For testing convergent validity (the extent to which a measure correlates positively with alternative measures

of the same construct) this study used the Average Variance Extracted (AVE) and it indicated that all AVE values were higher than the suggested value of 0.50 (Hair *et al*., 2010) ranging from 0.520-0.843. The convergent validity for all constructs has been successfully fulfilled and adequate convergent validity exhibited as Table 2 shows.

The discriminant validity (the degree to which items differentiate among constructs or measure distinct concepts) of the measurement model was checked using three criteria, namely cross-loadings, Fornell-Larcker and the Heterotrait-Monotrait ratio (HTMT). According to Hair *et al*. (2017) the cross-loadings are typically the first approach to assess discriminant validity of the indicators. As shown in Table 3 the cross loading criterion fulfills the requirements because the indicators outer loadings on a construct were higher than all its cross-loadings with other constructs (bold values).

The results of discriminant validity by using the Fornell-Larcker criterion is shown in Table 4 where the square root of the AVEs on the diagonals as represented by the bolded values are higher than the correlations between constructs (corresponding row and column values). This indicates that the constructs are strongly related to their respective indicators compared to other constructs of the model (Fornell and Larcker, 1981; Chin, 1998a, b) thus, suggesting a good discriminant validity (Hair *et al*., 2017). In addition, the correlation between exogenous constructs is <0.85 (Awang, 2014). Hence, the discriminant validity of all constructs is fulfilled.

There has been some criticism of the Fornell-Larcker criterion, Henseler *et al*. (2015) mentioned that it does not accurately reveal the lack of discriminant validity in common research situations. They have proposed an alternative technique which is the Heterotrait-Monotrait ratio (HTMT) of correlations based on the multitrait-multimethod matrix. This study assesses discriminant validity through HTMT. While the discriminant validity has a problem when the HTMTvalue is greater than $HTMT_{0.90}$ value of 0.90 (Gold *et al*., 2001), or the $HTMT_{0.85}$ value of 0.85 (Kline, 2010) all values as Table 5 shows were lower than the recommended value of 0.85 indicating that discriminant validity has been ascertained.

Structural model assessment: Hair *et al*. (2017) suggested assessing the structural model by looking at the beta (β), R^2 and the corresponding t-values via. a bootstrapping procedure with a resample of 5,000. Moreover, they recommend reporting the effect sizes (f^2) as well as the predictive relevance (Q^2). As (Sullivan and Feinn, 2012) argue that the p-value determine whether the effect exists but it does not reveal the size of the effect (Fig. 2).

Hypothesis tests: The structural model assessment as shown in Fig. 2 and Table 6 provides the indication of the hypothesis tests with 3 out of the 3 hypothesis are supported. SL, significantly predict OS. Hence, H_1 is accepted with (β = 0.345, τ = 6.409, p<0.001. SL, significantly predict OLC. Hence, H_2 is accepted with (β = 0.745, τ = 26.199, p<0.001.OLC, significantly predict OS. Hence, H_3 is accepted with (β = -0.414, τ = 11.236, p<0.001. SL and OLC are explaining 64.7% of the variance in OS. The R^2 values achieved an acceptable level of explanatory power as recommended by Cohen (1988) and Chin (1998a, b) indicating a substantial model.

This study also assessed effect sizes (f^2). Effect size f^2 determines whether an exogenous latent construct has a substantial, moderate or weak impact on an endogenous latent construct (Gefen and Rigdon, 2011). Hair *et al*. (2017) recommend to test the change in the R^2 value. Cohen (1988) suggested a guideline measure the

Table 3: Results of discriminant validity by the cross loading

Variables	OLC	OS	SL
ADMIN1	0.594	**0.889**	0.626
ADMIN2	0.636	**0.895**	0.643
ADMIN3	0.574	**0.916**	0.568
ADMIN4	0.603	**0.886**	0.556
ADMIN5	0.536	**0.864**	0.598
ADMIN6	0.650	**0.816**	0.622
ECO1	0.512	**0.856**	0.510
ECO2	0.494	**0.845**	0.410
ECO3	0.566	**0.890**	0.503
ECO4	0.568	**0.855**	0.468
ECO5	0.616	**0.786**	0.588
ECO6	0.607	**0.804**	0.578
ENV1	0.559	**0.844**	0.474
ENV2	0.558	**0.850**	0.502
ENV3	0.519	**0.897**	0.492
ENV4	0.567	**0.923**	0.503
ENV5	0.546	**0.805**	0.519
ENV6	0.555	**0.875**	0.505
Social1	0.561	**0.771**	0.503
Social2	0.563	**0.788**	0.534
Social3	0.533	**0.776**	0.476
Social4	0.531	**0.817**	0.524
Social5	0.463	**0.749**	0.482
Social6	0.395	**0.695**	0.388
HCP1	0.650	0.631	**0.880**
HCP2	0.602	0.537	**0.893**
HCP3	0.561	0.502	**0.907**
OCON1	0.473	0.565	**0.919**
OCON2	0.509	0.585	**0.916**
OCON3	0.591	0.554	**0.888**
OCP1	0.491	0.461	**0.918**
OCP2	0.533	0.478	**0.906**
OCP3	0.571	0.491	**0.902**
SVP1	0.602	0.544	**0.915**
SVP2	0.592	0.635	**0.920**
SVP3	0.618	0.643	**0.919**
OLC1	**0.733**	0.566	0.607
OLC2	**0.793**	0.609	0.588
OLC3	**0.832**	0.645	0.590
OLC4	**0.845**	0.701	0.602
OLC5	**0.829**	0.643	0.619
OLC6	**0.786**	0.592	0.611
OLC7	**0.796**	0.600	0.568
OLC8	**0.774**	0.560	0.582

SL: Strategic Leadership, OLC: Organizational Learning Culture, OS: Organizational Sustainability

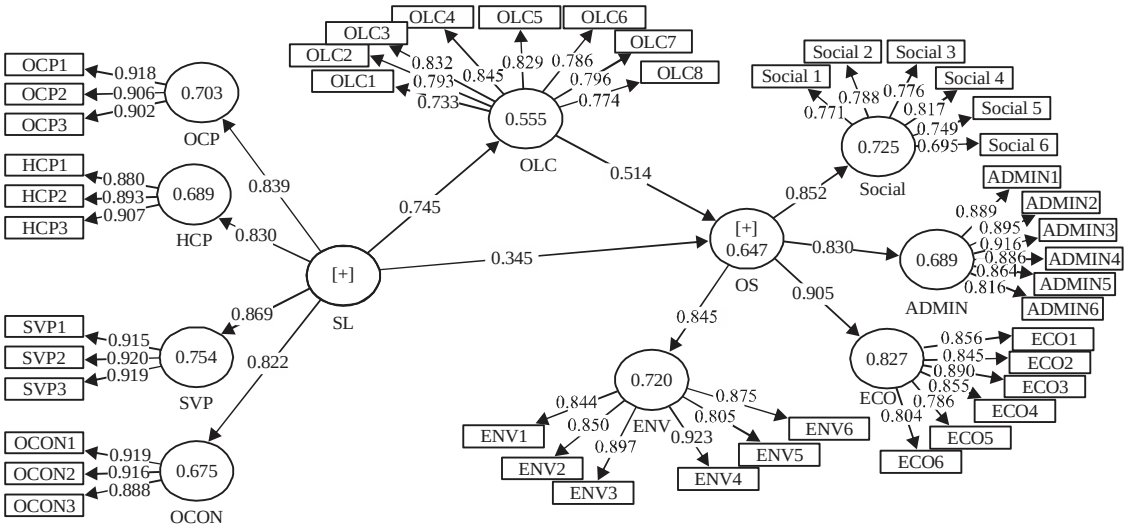

Fig. 2: PLS algorithm results, OCP: Organizational Culture Practices, HCP: Human Capital Practices, SVP: Strategic Vision Practices, OCON: Organizational Control Practices, OLC: Organizational Learning culture, ADMIN: Adminstrative dimension, ECO: Economic dimension, ENV: Ennvironmental dimension, Social: Social dimension, OS: Organizational Sustainablity, SL: Strategic Leadership

Table 4: Results of discriminant validity by Fornell-Larcker criterion

Variables	ADMIN	ECO	ENV	HCP	OCON	OCP	OLC	SVP	Social
ADMIN	**0.878**	-	-	-	-	-	-	-	-
ECO	0.641	**0.840**	-	-	-	-	-	-	-
ENV	0.571	0.725	**0.867**	-	-	-	-	-	-
HCP	0.545	0.568	0.530	**0.893**	-	-	-	-	-
OCON	0.602	0.542	0.457	0.535	**0.908**	-	-	-	-
OCP	0.494	0.403	0.425	0.631	0.581	**0.908**	-	-	-
OLC	0.683	0.668	0.636	0.679	0.579	0.586	**0.799**	-	-
SVP	0.658	0.526	0.519	0.630	0.649	0.615	0.658	**0.918**	-
Social	0.620	0.759	0.604	0.507	0.552	0.488	0.664	0.577	**0.767**

Diagonals represent the square root of the average variance extracted while the other entries represent the correlations. OCP: Organizational Culture Practices, HCP: Human Capital Practices, SVP: Strategic Vision Practices, OCON: Organizational Control Practices, OLC: Organizational Learning Culture, ADMIN: Adminstrative dimension, ECO: Economic dimension, ENV: Ennvironmental dimension, Social: Social dimension

magnitude of the f^2 which is 0.35 (large effects), 0.15 (medium effects) and 0.02 (small effects). The result of f^2 as Table 4 shows that one relationship with large effect sizes and two relationships with medium effect sizes.

Further by using the blindfolding procedure this study examined the power of research proposed model regarding the predictive relevance. As recommended by Hair *et al.* (2017) the blindfolding procedure should use only on the endogenous constructs with a reflective measurement. If the value of Q^2 is >0 then the predictive relevance of the proposed model exists for a certain endogenous construct (Fornell and Cha, 1994; Hair *et al.*, 2017). As Table 4 shows that all the values of Q^2 >0 indicate that there is an adequate predictive relevance for the proposed model. For the Q^2 values, Hair *et al.* (2017) suggested values of 0.35 (large), 0.15 (medium) and 0.02 (small) as a relative measure of predictive relevance and the result of this study shows that the exogenous have medium predictive relevance.

An issue of the multicollinearity could exist in any study which is not desirable, it means that the variance exogenous constructs explain in the endogenous construct are overlapping with each other and thus, not each explaining unique variance in the endogenous variable (O'Brien, 2007). To measure and assess the degree of multicollinearity, Variance Inflation Factor (VIF) widely used (O'Brien, 2007). There is cause for concern when the largest VIF is >10 (Bowerman, 1990; Myers, 1990). And according to Hair *et al.* (2017) a multicollinearity issue exists when the largest VIF is >5. Table 5 shows multicollinearity diagnostic through VIF which indicates that there is no evidence of significant multicollinearity among the study exogenous constructs because all VIF values are <5 ranging from 2.250-1.00. It means that the variance of exogenous constructs explains in the endogenous construct are not overlapping with each other.

Indirect hypothesis testing (mediation assessment): To test the mediation hypothesis H_4, the Preacher and Hayes (2004, 2008) method of bootstrapping the indirect effect was applied:

Table 5: Results of discriminant validity by HTMT

Variables	ADMIN	ECO	ENV	HCP	OCON	OCP	OLC	SVP	Social
ADMIN	-	-	-	-	-	-	-	-	-
ECO	0.690	-	-	-	-	-	-	-	-
ENV	0.609	0.781	-	-	-	-	-	-	-
HCP	0.597	0.632	0.584	-	-	-	-	-	-
OCON	0.658	0.599	0.501	0.598	-	-	-	-	-
OCP	0.538	0.444	0.468	0.708	0.648	-	-	-	-
OLC	0.733	0.727	0.686	0.757	0.638	0.645	-	-	-
SVP	0.711	0.576	0.564	0.705	0.719	0.682	0.721	-	-
Social	0.689	0.855	0.671	0.575	0.631	0.555	0.743	0.652	-

OCP: Organizational Culture Practices, HCP: Human Capital Practices, SVP: Strategic Vision Practices, OCON: Organizational Control Practices, OLC: Organizational Learning Culture, ADMIN: Adminstrative dimension, ECO: Economic dimension, ENV: Ennvironmental dimension, Social: Social dimension

Table 6: Structural path analysis result

Hypothesis	Relationship	Standard β	SE	t-value	p-value	Decision	R^2	f^2	Q^2	VIF
H_1	SL->OS	0.345	0.344	6.906	0.000	Supported	0.647	0.150	0.310	1.000
H_2	SL->OLC	0.745	0.746	26.149	0.000	Supported	0.555	1.250	0.331	2.250
H_3	OLC->OS	0.514	0.512	11.236	0.000	Supported	0.647	0.332	0.310	1.000

OLC: Organizational Learning culture, OS: Organizational Sustainablity, SL: Strategic Leadership

Table 7: Bootstrapping the indirect effect of OLC

Hypothesis	Relationship	Standard β	SE	t-value	p-value	Decision
H_4	SL->OLC->OS	0.383	0.382	10.451	0.000	Supported

Preacher and Hayes (2004, 2008) OLC: Organizational Learning Culture, OS: Organizational Sustainablity, SL: Strategic Leadership

- H_4: OLC mediates the relationship between SL and OS

The bootstrapping analysis showed that the indirect effect was significant with a t-value of 4.646 and p-value <0.001. Preacher and Hayes (2008) indicated that when the indirect impact of employee performance on organizational productivity through excellence principles with 95% Boot CI: [LL = 0.308, UL = 0.455] does not straddle a 0 in between this indicates there is mediation. Thus we can conclude that the mediation effect is statistically significant, indicating that H_4 was also supported Table 7.

Importance-Performance Map Analysis (IPMA): This study ran an Importance-Performance Matrix Analysis (IPMA) as a post-hoc procedure in PLS using organizational performance as the outcome construct. The IPMA estimates the total effects represented by the importance of predecessor constructs in shaping the target construct (organizational performance) while their average latent variable scores represent their performance, the computation of the index values (performance scores) was accomplished by rescaling the latent constructs scores to a range of 100 (highest performance) down to 0 (lowest performance) (Hair *et al*., 2017). According to Ringle and Sarstedt (2016) IPMA enriches the PLS analysis results. Instead of only analyzing the path coefficients (i.e., the importance dimension), it also takes into consideration the average value of the latent constructs and their indicators (i.e., performance dimension). Table 8 shows the findings of importance (total effects) and performance (index values) used for the IPMA.

Table 8: IPMA for OS

Latent constructs	Total effect of the construct organizational productivity (Importance)	Index values (Performance)
Strategic Leadership (SL)	0.688	60.314
Organizational Learning Culture (OLC)	0.419	58.210

As shown in Fig. 3 this study plotted the total effects scores and index values in a priority map. It can be observed that SL is a very important factor in determining the OS due to its relatively higher importance value compared to other constructs in the proposed model.

Accordingly, the performance of this significant factor (SL) lagged before the OLC. According to Hair *et al*. (2017). The goal of IPMA is to identify predecessors that have a relatively high importance for the target construct (i.e., those that have a strong total effect) but also a relatively low performance (i.e., low average latent variable scores), the aspects underlying these constructs represent potential areas of improvement that may receive high attention. In sum, in order to increase the OS practices, the managerial activities should focus on enhancing the performance of SL.

Waldman *et al*. (2006) posit that there is a lack of research on managerial variables directly relevant to CSR actions (Thomas and Simerly, 1995). Bertels suggest that instead of focusing on long-term organizational performance as has largely been the case in prior research investigators should examine managerial tendencies toward using OS values in their decision-making because managers are largely responsible for OS implementation (Hart and Milstein, 1999; Leal Filho *et al*., 2015; Linnenluecke and Griffiths, 2010; Nidumolu *et al*., 2009;

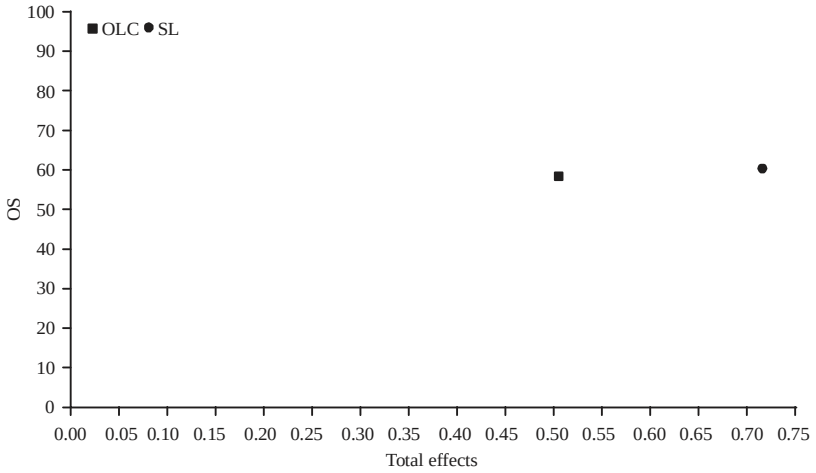

Fig. 3: IPMA (Priority Map) for OS; OLC: Organizational Learning Culture, OS: Organizational Sustainablity, SL: Strategic Leadership; importance performance map

Sajjad and Eweje, 2014; Senge, 2006). Based on Strand (2014) this study suggests that strategic leadership has a significant direct and indirect impact on OS. SL influences OS directly and indirectly through mediating variable of OLC. OS correlates directly with OLC and SL while correlates indirectly with SL. Hence, improved SL will result in better OLC which in turn increase OS activities. The recognition of OLC as mediators in the relationship between SL and OS help the GDRFA's management to develop appropriate strategies to improve SL behaviours within the institutions. Based on the proposed model this study improves the understanding of the role played by SL and OLC in the OS at GDRFA, UAE and highlights relevant implications and suggestions for management and policy makers. The study found that SL positively affect OS among employees within the GDRFAin the United Arab Emirates, this is supported by previous studies (Angus-Leppan *et al*., 2010; Arevalo and Aravind, 2017; Baumgartner and Rauter, 2017; Chung *et al*., 2015; Daily *et al*., 2002; Elenkov *et al*., 2005; Finkelstein *et al*., 2009; Leithwood *et al*., 2004; Morgeson *et al*., 2013; Orlitzky, 2013; Orlitzky *et al*., 2011; Rowe, 2001; Rowe *et al*., 2005; Stogdill, 1974; Strand, 2014; Thomas and Simerly, 1995; Van Marrewijk, 2003). It is explained by the fact that the institutional drivers for OS are thought to come from the national business system and leadership is essential to successful CSR practice (Jones Christensen *et al*., 2014; Morgeson *et al*., 2013; Rowe, 2001; Rowe *et al*., 2005; Waddock and Bodwell, 2017; Waldman and Siegel, 2008). In order to enhance SL, GDRFA's management can create projects and activities to form confidence and trust between the followers. Employees who trust the leader's visionand love their jobs are welling to be engaged on OS activities. Additionally, GDRFA's management should good example the essential organisational standards to help employees to learn and disguise and to have feeling of involvement and accomplishment in the CSR practices. Role modelling at the management level helps to gain respect and trust from the employees. SL is a desirable supervisor behaviour which positively improves employees to participate in OS activities.

Besides focusing on enhancing SL, GDRFA's management should also pay attention to all antecedents of enhancing OLC in order to increase OS. In order to achieve better commitment and engagement, GDRFA's management should help employees to align their objectives to GDRFA's objectives by implementing management by objective strategy. Likewise, it was found that OLC positively affect OS among employees within the GDRFA in the United Arab Emirates this is supported by previous studies (Alexander, 2012; Alexius *et al*., 2016; Galpin *et al*., 2015; Klettner *et al*., 2014; Leal Filho *et al*., 2015; Mohrman and Worley, 2010; Sajjad and Eweje, 2014; Senge, 2006). Dixon (2017) highlighted the importance of organizational learning, job engagement as a tool to fuel positive emotions and motivations towards the firm. In addition, Lu *et al*. (2016) show the importance of engaging employees in OS activates and find a suitable job-fit for the employees in order to instil a sense of purpose at work.

The associations among SL and OLC and OS have been investigated rarely. This study's results provide extra support for these causal relationships, mainly in public sector employees and propose that SL is additional significant factor that directly affects these significant organization outcomes. Similary, the results also revealed that SL has an indirect effect on OS via. OLC among employees within the GDRFA in the United Arab Emirates which confirms the mediation role that OLC has in this context. This concept has significant value for

researchers interested in OS. Moreover, the variance explained by the proposed model in the current study for OS among employees within the GDRFA in the United Arab Emirates is 64.7%. Thus, GDRFA's managers who want to foster better OLC and OS among employees of the GDRFA should take actions to confirm a more SL (Baumgartner and Rauter, 2017; Orlitzky *et al*., 2011; Presley *et al*., 2007; Strand, 2014). It is explained by the fact that SL not only has a normative role by encouraging ethical behavior among followers (Brown *et al*., 2005; Brown and Trevino, 2014, 2006), it also has a positive impact on in-role performance by strengthening subordinate's relationship with their supervisors and increasing employee's attachment to their organizations. Previous studies showed a positive association between OS and firm performance (Baumgartner and Rauter, 2017; Eccles *et al*., 2014; Stead and Stead, 1995; Wiengarten *et al*., 2017).

CONCLUSION

The proposed model explained 64.7% of the variance in OS. Finally, theoretical and managerial implications were discussed.

IMPLICATIONS

Theoretical contribution for research: We have also addressed Waldman and Siegel (2008) concern at a lack of research around leadership behaviour and OS, finding that an organization implementing OS could be using leadership styles as well as allowing for emergent leaders (Angus-Leppan *et al*., 2010; Klettner *et al*., 2014; Morgeson *et al*., 2013; Orlitzky *et al*., 2011; Stead and Stead, 1995; Strand, 2014; Wiengarten *et al*., 2017). This research study has made use of the available literature of the concept of SL and OLC by applying it to the context of GDRFA in the United Arab Emirates to examine its role as a source of SL and its effect on the OS practices. This research can be seen as an attempt to contribute to the understanding of the organizational performance that leads to a firm's enhanced sustainablity and thus, enhanced competitive advantage (Eccles *et al*., 2014; Rao, 2016; Stead and Stead, 1995; Wiengarten *et al*., 2017). This concept has significant value for researchers interested in OS. Moreover, the variance explained by the proposed model in the current study for OS among employees within GDRFA in the United Arab Emirates is 64.7%. To the best of the researcher's knowledge, this study is the first study to examine the mediating role of OLC in the relationship between SL and OS. The current study has revealed that OLC partially mediate the relationship between SL and OS. This research offers empirical support to the theoretical relevance of SL and OLC to predict the OS involvement of organization's employees.

Implication for practice: The present research is of significant for practitioners as it illustrates the importance of SL, OS and OLC, although, a link of causality between the variables of this study cannot be clearly recognized because of the cross-sectional design, the results indicate that SL and OLC are vital to increase the employee's involvement on CSR activities. The order of this sequence should encourage organizations to put more emphasis on nurturing supervisor moral person dimension and moral manager one. Moreover, the implications of the key findings provide significant benefits not only for at GDRFA but also to the UAE local government authorities. Incorporating the findings, a number of practical implications were found such as promoting SL behavior as well as OLC which leads to increasing involvement on CSR practices in order to improve the quality of work and the corporate competitive advantages.

It is expected that key findings, especially, the proposed model will help in supporting the UAE government policy initiatives, especially, to increase performance as part of the job at all levels of organizations. The evidence shows a link between OS involvement and better SL and OLC (Baumgartner and Rauter, 2017; Lozano, 2014; Molnar and Mulvihill, 2003; Orlitzky *et al*., 2011; Presley *et al*., 2007; Senge, 2006; Smith, 2012; Strand, 2014).

LIMITATIONS

The first limitation concerns the generalizability of the findings; the targeted sampling of this study includes an employee working in GDRFA in the United Arab Emirates only. Another limitation is that data was gathered by cross-sectional and is not longitudinal in nature. The relationships between variables prescribed in the model of this study are highly case-dependent and thus they vary from organization to another, the model was implemented for an example organization which is GDRF. As described in the introduction section of this research. Moreover, the exclusion of other organizational resources for instance, financial resources represents another limitation of the model. Although, such resources are necessary for organizations in the successful implementation of their capability-building plans, it was decided that taking into account these organizational resources in the model will result in more unnecessary complications to the model and reduce from the main objectives of this research.

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