



The Contribution of Organizational Learning and Green Human Resource Management Practices in Cultural Institutions in United Arab Emirates

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الخضراء في المؤسسات الثقافية في دولة الإمارات العربية
المتحدة**

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ABSTRACT

The research aims at examining the role of organization learning in the performance of cultural institutions in the United Arab Emirates (UAE), particularly the mediating responsibility of green human resource management (GHRM) practices.

Cultural organizations are being called upon to be more sustainable, conserving heritage and involving various parties. The research in question is intended to test the extent to which knowledge processes and green HR practices can contribute to the improved performance of institutions simultaneously.

The research used a quantitative, cross-sectional survey design employing the use of structured questionnaires that were given to 200 HR managers of cultural institutions within the UAE. The research utilizes the Structural Equation Modeling (SEM) to estimate direct and indirect links between the variables. The results support the positive effects of organizational learning on the institutional performance as well as a significant effect on GHRM practices uptake. In addition, GHRM practices, on their own, contribute to the institutional performance directly.

More importantly, the findings imply that GHRM partially mediates the connection between organizational learning and performance, which explains the significance of turning institutional knowledge into designed and sustainability-oriented HR practices. The research may have both theoretical and practical implications to prepare cultural managers and policymakers to achieve environmental responsibility in conjunction with institutional excellence. Some recommendations are made to aid the learning and green HRM to be incorporated in the cultural institutions in order to have long-term sustainability and influence.

Keywords: Organizational Learning, Green Human Resource Management (GHRM), Cultural Institutions. Sustainability

1. Introduction

1.1 Background of the Research

Museums, heritage places, and cultural centers are essential cultural institutions that ensure the preservation of the national identity, inspiration of creativity, and boosting of social cohesion (Arifka, 2024). The United Arab Emirates (UAE) is one such country where such institutions have been ascribing more strategic value to the country in its attempts to diversify its economy and consolidate its cultural capital. These institutions are required to transform traditional administration structures into more dynamic, learning centered and sustainability driven institutions in order to be up to date with the current challenges.

Organizational learning and green human resource management (GHRM) practices can be regarded as two of the most critical facilitators of this change. Organizational learning is a concept that describes how an institution can learn, obtained knowledge transfer and use it to enhance its operations (Rezaei, Khalilzadeh & Soleimani, 2021). Parallel, GHRM integrates environmental sustainability in HR practices like recruitment, training and performance appraisal. Collectively, these factors can have profound implications on the manner in which cultural institutions work, innovate and deliver to their stakeholders.

1.2 Research Gap

Even though the literature is getting more enriched with the relevance of organizational learning and the critical role of GHRM in boosting the sustainability of institutions, empirical data are still limited, especially as relating to cultural establishments in the UAE. The majority of research is done in the corporate or industrial segments and the implications of learning mechanism and green HR practices on cultural establishment are usually ignored. Moreover, the mediating responsibility of GHRM between organizational learning and institutional performance is not clearly studied in general and this conceptual and practical gap exists in the available body of literature.

1.3 Purpose of the Research

This research aims at examining the role that organizational learning plays in the performance of cultural institutions in the UAE and the mediating role that green human resource management practices play in the relationship between organizational learning and performance of cultural institutions in the UAE. The research will give theoretical knowledge and practical guidelines in improving sustainability and innovation in cultural institutions.

1.4 Research Objectives

1. To examine the impact of organizational learning on the performance of cultural institutions.
2. To assess the influence of organizational learning on the adoption of green human resource management practices.
3. To evaluate the effect of green human resource management practices on institutional performance.
4. To determine whether GHRM practices mediate the relationship between organizational learning and institutional performance.

1.5 Research Questions

1. How does organizational learning influence the performance of cultural institutions in the UAE?
2. What is the relationship between organizational learning and the adoption of green human resource management practices?
3. How do GHRM practices impact the performance of cultural institutions?
4. Do GHRM practices mediate the relationship between organizational learning and institutional performance?

1.6 Significance of the Research

The research is relevant to the scant empirical literature on cultural institutions because it investigates the influence of internal capabilities, that is, organizational learning and green HR practices on institutional performance. By so doing, it also provides a model

that the cultural institutions of the UAE can follow in order to make them more sustainable, flexible, and relevant to the society. The results can also be included in national cultural planning and policy-making, as it stands within the greater UAE vision of innovation and environmental sustainability.

1.7 Theoretical Framework

This research relies on the Resource-Based View (RBV) and Organizational Learning Theory in combination with notions of sustainability and institutional performance as its theoretical background. The framework used examines the roles of Organizational Learning (OL) and Green Human Resource Management (GHRM) in enhancing Cultural Institutional Performance (CIP), especially as it applies to cultural institutions that have to balance between the twin requirements of performance and sustainability. According to Organizational Learning Theory, organizations improve their performances and functionalities through constant acquisition, sharing, and implementation of knowledge in institutions (Oyewobi et al., 2021). In this respect, OL is a strategic tool that assists cultural organizations to align to the changes in their environment, to innovate their services and to enhance the satisfaction of their stakeholders. First is Knowledge Acquisition which entails collection of internal feedbacks as well as external intelligence of policy, audience preferences or technological trends (Zamiri & Esmaceli, 2024). Then there is Knowledge Sharing which entails sharing of information amongst the departments to create a common vision and spur cooperation. The last dimension, Knowledge Application, makes sure that the acquired insights are put into practice to make practical enhancements, amplifying the institutional output and impact in general (Adhikari & Shrestha, 2023).

With the RBV as a perspective, Green Human Resource Management (GHRM) is considered to be a competitive and sustainable advantage (Kim et al., 2023). Organisations that apply GHRM in their cultural institutions invest in personnel that interpret and propagate green ethos. Green Recruitment aims at recruiting people who are ecologically conscious and have a sustainable mentality (Rahman & Permana,

2023). Green Training is an attempt to establish the ability of employees to integrate pro-environmental behavior in their practices, such as resource management, waste management, and environmental promotion (Usman et al., 2023). Finally, the Green Performance Management does not only assess staff based on key performance indicators of the past, but also considers how well they align with the green institutional goals (Malarvizhi & Raji, 2024). Such practices will promote a culture of sustainability in the institution and provide an indication of a public commitment to the national and global environmental objectives.

The convergence of OL and GHRM generates a strategic loop: the more organizations learn and improve, the more they can build green HR practices, and the more organizations build green HR practices, the more they can learn continuously and act in an environmentally responsible manner. This interactive relationship has a strong impact on the Cultural Institutional Performance which is measured under three major dimensions, namely Sustainability Alignment, Stakeholder Engagement, and Operational Excellence.

Sustainability Alignment The ability of the institution to comply with national development agendas and environmental objectives (Sachs & Sachs, 2021). This involves the compliance with green policies, programs and practices that contribute towards the long term environmental stewardship. **Stakeholder Engagement** covers the relation the institution has with the inside and outside publics, such as being responsive to the needs of visitors, partnerships with the community, and cooperation with governmental and privatized bodies. **Operational Excellence** comprises efficiency in processes, productive utilization of resources, novelty in the provision of services, and quality programs execution (Detwal et al., 2024).

Taken together, this theoretical framework suggests that both Organizational Learning and GHRM represent important factors of institutional success. When implemented together, they help strengthen the ability of cultural institutions to achieve their

missions of social, cultural and environmental impact in an effective and sustainable way.

1.8 Conceptual Definition

1.8.1 Organizational Learning

The process of Organizational Learning is described as a sustained and strategic approach in which institutions continue to boost performance by engaging in knowledge based tasks (Tafesse, 2021). It has three major aspects: Knowledge Acquisition (gathering both internal and external pertinent information), Knowledge Sharing (making information flow within the organization), and Knowledge Application (converting knowledge into better decisions and actions). This ability facilitates flexibility, creativity, and the constant advancement of services in cultural institutions (Azeem et al., 2021).

1.8.2 Green Human Resource Management

Green Human Resource Management (GHRM) is a concept that implies the incorporation of the principles of environmental sustainability into human resource activities (Molina-Azorin et al., 2021). It comprises: Green Recruitment, when preference is given to eco-friendly individuals during the hiring process; Green Training, which creates awareness and develops skills of the staff in the line of sustainable practices (Usman et al., 2023); and Green Performance Management, where employees are assessed and appraised based on their contribution toward the green goals of the institution (Amjad et al., 2021). GHRM promotes sustainability culture in the organization and contributes to long-term environmental targets.

1.8.3 Cultural Institutional Performance

Cultural Institutional Performance is the indicator that shows how well a cultural institution is performing its mandates in coherence with the principles of sustainable development (Benito et al., 2025). It has three main dimensions, i.e. Sustainability Alignment (adherence to national and environmental objectives), Stakeholder Engagement (responsiveness to audiences and partners) and Operational Excellence

(efficient internal processes and service delivery). Excelling in the aforesaid dimensions warrant institutional relevance, resilience and impact (Siefan et al., 2025).

1.9 Industry Description

The museums, heritage sites, libraries and art foundations are some of the cultural institutions in the United Arab Emirates that have a leading role in preserving national identity, facilitating tourism and sustaining creative economies. Supported by government departments like the Department of Culture and Tourism in Abu Dhabi and Dubai Culture, these institutions are growing very quickly due to objectives of Vision 2030 (K'Akumu & Alhamoudi, 2025; Abouabidalla, 2022). Being custodians of tradition and creativity, they are under pressure to become more sustainable in their operations as they interact with a wide variety of communities. Organizational learning and green human resource strategies need to be integrated to ensure their operational resilience, cultural pertinence as well as long-term performance within the institutional setting in the globalized environment.

2. Literature Review

2.1 Organizational Learning and Cultural Institutional Performance

Organizational learning can be determined as an ongoing and dynamic procedure, due to which the institutions obtain, share, and utilize knowledge in order to enhance the strategic orientation and operational performances (Soomro, Mangi & Shah, 2021). It has three major dimensions, which include knowledge acquisition, knowledge sharing, and knowledge application. All of these interconnected elements help the institutions to adjust to the external changes, service innovations, and effective response to the needs of the stakeholders in the complex settings (Oyewobi et al., 2021; Rezaei et al., 2021).

Within the environment of cultural organization, i.e. museum, gallery, library, and heritage center, organizational learning is crucial to the assurance of long-term viability, mission, and relevance to the general public. Such institutions act as repositories of society memory and culture. In order to be successful in accomplishing this mission,

they need to continuously change as part of the audience expectations, technology development, and overall cultural and policy trends (Tafesse, 2021; Adhikari & Shrestha, 2023).

Learning in these institutions is influenced by external and internal sources of knowledge. Internally, learning is brought about through program evaluations, experimentation by curators, staff experiences and feedback. On the outside, cultural organizations can collect intelligence by interacting with visitors, academic relationships, peer collaborations and policy conversations (Harris, 2024). As an example, organized review of visitor feedback may show new areas of interest, accessibility requirements, or shifts in community, which may be used to guide programming and exhibit creation (Zamiri & Esmaeili, 2024). Knowledge-sharing networks or collaborative projects between institutions, in particular, make innovative practices and comparison benchmarks available.

An important mediating role, in this cycle, is played by knowledge sharing. Institutions can take advantage of multiple views and can develop more multifaceted responses to issues when information is spread across departments, hierarchies and disciplines. Instead, siloed knowledge can be very inefficient and is prone to lacking synergy and innovation opportunities. Open communication and sharing of information promotes the quality of decisions and the unity of the organization (Adhikari & Shrestha, 2023).

The stage of knowledge application is when knowledge is transformed into action. This can include improving educational content, incorporating the use of digital technologies into the experiences of visitors, or becoming inclusive and sustainable in terms of exhibits planning and operations. Knowledge applied effectively measures learning into observed changes in performance, be it in the satisfaction of visitors, operational performance, or social contributions (Azeem et al., 2021).

Therefore, the concept of organizational learning is not just a theoretical model but a practical requirement aimed at those cultural institutions that are to stay flexible and influential. When learning is integrated into the strategic routines of institutions, there

are better chances of aligning sustainability, enhancing stakeholder responsiveness, and operational excellence, which are the fundamental dimensions of cultural institutional performance (Sachs & Sachs, 2021; Detwal et al., 2024).

Developing an effective learning culture will enable cultural organizations to deal with the uncertainty, become more innovative, and better oriented towards changes in culture, technology, and society.

Hypothesis H1: Organizational learning has a positive and significant impact on cultural institutional performance.

2.2 Organizational Learning and Green Human Resource Management Practices

It includes organizational learning as a building block of capacity that reinforces the institutional flexibility, creativity, and sustainability of efficiency (Do et al., 2022). It entails the constant learning, sharing, and utilization of knowledge that assist institutions to be responsive to alterations in the environment, technologies, and societies (Oyewobi et al., 2021; Rezaei et al., 2021). Among the mere areas organizational learning has proven to be influential is in development of internal systems like the Human Resource Management (HRM) systems especially when sustainability-focused strategies are considered. Green Human Resource Management (GHRM) is one of the crucial points in which the incorporation of organizational learning will result to the institutionalization of the environmental values throughout HR policies and practices.

GHRM practices incorporate the traditional HR activities to serve the ecological and sustainability objectives, which integrates the environmental responsibility towards the recruitment, training and performance management systems. Institutions that are learning focused will stand a better chance of appreciating the strategic relevance of sustainability and taking a proactive initiative of adjusting their HR models to reflect the changes (Kim et al., 2023). Such adoptions are normally found along three fundamental GHRM aspects that include green recruitment, green training, as well as green performance management.

By acquiring knowledge, organizations get information on the developing environmental regulations, green technologies, and sustainable workforce requirements. The resulting knowledge will help HR teams to modify job postings to appeal to applicants who have environmental knowledge and experience working in eco-friendly jobs (Zamiri & Esmaeili, 2024; Rahman & Permana, 2023). This leads to the situation when green recruitment can be used as a strategic feature to promote the value of sustainability at the point of entry into the company.

The second dimension of organizational learning is knowledge sharing which helps in disseminating information about the environment within the institution. This promotes interdepartmental cooperation and facilitates the organization of green training, which helps employees to improve their expertise in such aspects as energy savings, the use of sustainable materials, and ecological conduct in the workplace (Adhikari & Shrestha, 2023; Usman et al., 2023). By facilitating the internal knowledge flow, the institutions have more chances to involve employees into the sustainability discussion and develop the culture of environmental awareness.

The third dimension knowledge application, entails taking shared insights and transforming them into policies and programs. It involves such practices as green onboarding, making sustainability one of the staff assessment criteria, and redesigning performance management systems to feature environmental Key Performance Indicators (KPIs) (Malarvizhi & Raji, 2024). These instruments promote sustainable practices and endorse the significance of environmental goals in the culture of institutions.

Also, organizational learning improves cross-functional cooperation, which is essential in integrating sustainability in different operation units (Awwad, Anouze & Elbanna, 2025). Armed with learning-focused approaches, HR professionals can arrange to meet with sustainability officers, facilities groups, and leaders to make sure that GHRM practices are comprehensively allied with institutional objectives.

Learning in organizations serves as a booster in establishing and enforcing Green Human Resource Management practices (Andoh et al., 2025). When it comes to knowledge acquisition, knowledge sharing, and knowledge application, institutions that have been systematic in all these processes stand at better positions to shift their conventional HR systems to sustainability-oriented frameworks. Such congruence does not only assist in internal policy innovation but also indicates a more institutional conversation of environmental stewardship.

Hypothesis H2: Organizational learning has a positive and significant impact on green human resource management practices.

2.3 Green Human Resource Management Practices and Cultural Institutional Performance

Green Human Resource Management (GHRM) has been coined to mean the strategic involvement of environmental sustainability within the mainstream human resource functions of an institution. They will implement practices that are aimed at fostering ecological responsibility at every organizational level and comprise green recruitment, green training, and green performance management (Kim et al., 2023; Molina-Azorin et al., 2021). GHRM offers a practical model to cultural organizations, including museums, galleries, heritage foundations, and libraries, to integrate sustainability in their internal operations and external facing programmes.

Green recruitment is the process of attracting and selecting applicants, who are environmentally conscious and who uphold the principle of sustainability. When cultural institutions place emphasis on ecological values when hiring new employees, they are guaranteed that the new employee believes in the mission of the organization, which is to provide sustainable cultural stewardship. Such a strategic approach would make environmental responsibility part of employment in the first place, which would result in the workforce being predisposed to be an environmentally conscious behavior (Rahman & Permana, 2023).

Green training provides workers with abilities to fulfil their duties in environmentally conscious manners (Usman et al., 2023). The content of the training modules can include various issues, including energy saving, resources efficiency, sustainable procurement, and conscientious use of materials. This training is especially important given the resource-intensive character of most cultural organizations, encompassing large-scale exhibitions, preserving artifacts, and maintaining buildings, without which the main cultural goals cannot be achieved (Usman et al., 2023). Green training also enforces institutional culture in the sense that, sustainability becomes a common organizational concern.

Green performance management implements accountability measures which evaluate employees according to their input in the institutional sustainability objectives. This can take the form of establishment of quantifiable environmental performance indicators, rewards eco-initiatives, integration of sustainability into staff appraisals and promotions (Malarvizhi & Raji, 2024). Such practices would not only serve to reaffirm personal responsibility, but such practices would also serve to institutionalize environmentally-conscience values throughout the workforce.

Combined, these GHRM practices directly lead to better cultural institutional performance that could be measured along such dimensions as sustainability alignment, stakeholder engagement, and operational excellence. GHRM is associated with a high probability of institutions showing positive results in terms of resource use, lower ecological footprint, and operational performance (Amjad et al., 2021; Molina-Azorin et al., 2021). Also, GHRM promotes unity, inspiration, and creativity by building a common environmental attitude in the staff members.

GHRM is also reinforcing the stakeholders confidence and the opinion of the general public. Since cultural institutions usually depend on the public funds, partnership with the community, and volunteers, the apparent implementation of environmentally responsible operations and activities will increase legitimacy and credibility. In its turn,

this contributes to the increased levels of engagement and visitor satisfaction as well as compatibility with the larger global sustainability efforts (Sachs & Sachs, 2021).

In a nutshell, GHRM equips cultural institutions with human capital tools that are essential to embrace sustained change. With careful recruitment, training and evaluation, these organizations may develop a performance based culture that is based on stewardship of the environment.

Hypothesis H3: Green human resource management practices have a positive and significant impact on cultural institutional performance.

2.4 Mediating Role of Green Human Resource Management Practices

The Organizational Learning (OL) Theory is a concept that institutions increase their performance through perpetual knowledge acquisition, transfer, and utilization (Oyewobi et al., 2021). Within cultural organizations, OL acts as a strategic basis of responding to changes in the environment, developing new models of services and creating stakeholder satisfaction. Yet, the advantages of OL tend to be notionally in absence of being institutionalized in definite operational schemes. In this respect, the Green Human Resource Management (GHRM) practices can be viewed as a mediating process transforming the acquired knowledge into organized and sustainability-geared behavior.

First is the Knowledge Acquisition, in which the institutions gather information either internally and externally, including audience responses, policy changes and technological advancements (Zamiri & Esmaili, 2024). Although such insights unlock the opportunities and risks linked to sustainability, the application process greatly relies on HR frameworks. As an example, this knowledge might not produce any measurable results unless it affects the workforce strategies applied in the institution. This translation is backed up by Green Recruitment, which is focused on candidate screening based on candidate environmental values and competencies (Rahman & Permana, 2023), thus integrating sustainability at the point of entry.

The second dimension of OL is Knowledge Sharing, which implies sharing information between departments to coordinate institutional vision and collaborate (Adhikari & Shrestha, 2023). Its effect is however greater when incorporated in Green Training programs. These programs assist personnel in embodiment of collective knowledge and gaining practical expertise in the field of energy efficiency, waste disposal, and sustainable use of materials (Usman et al., 2023). Since the workers can be trained to respond to collective knowledge, the institutions can develop a cadre of workers able to behave in an environmentally responsible manner.

The last dimension of OL is Knowledge Application, which concerns applying acquired knowledge to improve performance and make a difference. It is best operationalized as Green Performance Management, in which the employees are not evaluated solely based on key performance indicators as in the past but also based on how they contributed to environmental objectives (Malarvizhi & Raji, 2024). The institutions can establish the measure based on the conservation of resources, engagement in green programs, or adherence to environment-friendly procedures.

This three-step Interplay between OL and GHRM builds a dynamic feedback loop: the more institutions learn, the more they develop green HR practices, and the more they develop green HR practices, the more they learn and become ecologically responsive. Such synergy directly contributes to Cultural Institutional Performance that is commonly measured in three dimensions: Sustainability Alignment, Stakeholder Engagement and Operational Excellence.

Sustainability Alignment is an indicator of how the institutions match their practices with wider environmental goals and national sustainability programs (Sachs & Sachs, 2021). Stakeholder Engagement evaluates the quality of the relations with internal employees, visitors, community organizations, and external collaborators. Operational Excellence refers to the effective utilization of resources, creative service provider, and competent program implementation (Detwal et al., 2024). GHRM is the channel

through which organizational learning gets incorporated to these performance outcomes.

This means that GHRM practices intercede the connection among organizational learning and cultural institutional performance since GHRM practices are the execution medium of learned knowledge. Institutional learning can be abstract and unused without GHRM. GHRM also makes sure that strategic knowledge is not just comprehended but also applied in the organization in the cultural institutions where people, values and sustainability meet.

Hypothesis H4: Green human resource management practices mediate the relationship between organizational learning and cultural institutional performance.

Research Model

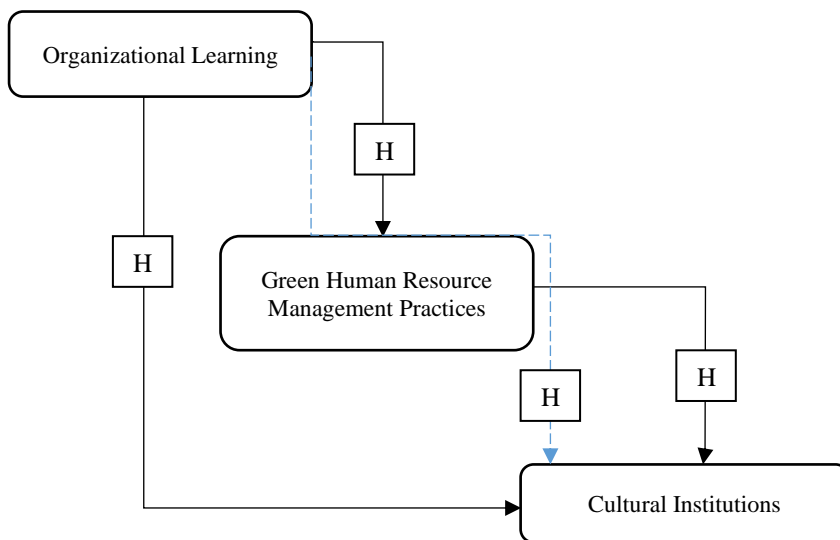


Figure 1: Conceptual Research Model

3. Methodology

3.1 Design and Philosophy of the Research

Using the relationship between organizational learning and institutional culture performance as a background, this research will use a quantitative research design that is descriptive, as well as, explanatory to understand how Green Human Resource Management (GHRM) practices mediated the relationship between organizational learning and cultural institutional performance. The descriptive facet targets at profiling and describing the existing trends in terms of institutional learning and HRM sustainability practices, whereas the explanatory level is devoted to the causal relations testing and the mediation effects among the identified variables.

The positivist research philosophy supports the research as the philosophy promotes the notion of reality that is observable, measurable, and can be objectively explained (Ali, 2024). The positivism positioning is consistent with the hypothesis testing of the research, as it allows to create structured tools and apply statistical modeling in evaluating the interaction of variables. This philosophy sustains the assumption that organizational events including learning, HR practices, and performance might be measured, generalized, and methodically examined through empirical observations. A positivist perspective allows using deductive reasoning where the observable evidence is used to test theoretical propositions and makes the research more rigorous and replicable.

3.2 Data Collection Instruments

A structured questionnaire will serve as the main data collection tool, and it will be based on acquiring quantitative data that will be applied in the conceptual framework of the research. The questionnaire has been separated into three major blocks of variables in agreement with the central variables:

- **Section A: Organizational Learning**
- **Section B: Green Human Resource Management (GHRM) Practices**
- **Section C: Cultural Institutional Performance**

All the sections are composed of closed-ended questions with a five-point Likert scale with anchors of "Strongly Disagree (1)" to "Strongly Agree (5)". This common format enables uniformity in the measurement of responses and it makes analysis easy. Likert scale has become very common and popular in behavioral and organizational studies because it measures the levels or degrees of perception and attitude and behavioral intention and hence reliability and construct validity is guaranteed.

The questions used in the questionnaire are supported by the previous literatures and accepted theoretical frameworks. As an example, the dimensions of knowledge acquisition, knowledge sharing, and knowledge application are caught in the organizational learning section (Oyewobi et al., 2021; Adhikari & Shrestha, 2023). The section of GHRM evaluates green recruitment, green training, and green performance management (Kim et al., 2023; Usman et al., 2023). The institutional performance section assesses the sustainability alignment, stakeholder engagement and operational excellence (Sachs & Sachs, 2021; Detwal et al., 2024). All the item sets are phrased in a manner that achieves conceptual clarity and contextual specificity to cultural institutions.

3.3 Data Collection Procedure

The data collection process follows a **multi-phase approach** to ensure instrument validity, respondent clarity, and sufficient data quantity for statistical analysis.

1. **Questionnaire Development:** An initial draft is created based on theoretical constructs, literature review findings, and research objectives.
2. **Pilot Testing:** A **pilot test** involving **10 HR managers** from different cultural institutions is conducted to evaluate the clarity, comprehensibility, and reliability of the instrument. Feedback from the pilot is used to refine question wording, structure, and layout.
3. **Distribution:** The final questionnaire is distributed electronically using platforms such as **Google Forms**. This method enhances accessibility, saves time, and allows for broad geographical reach.

4. **Follow-up:** To increase participation rates, **weekly email reminders** are sent over a four-week period. Reminders are customized to emphasize the importance of the research and encourage voluntary participation.
5. **Data Preparation:** Upon closing the survey, responses are screened for completeness, consistency, and eligibility. Incomplete or duplicate responses are excluded. Cleaned data is then prepared for statistical analysis using tools such as **PLS-SEM**.

3.4 Population and Sample

Target Population The target group is Human Resource Managers employed at cultural institutions, such as museums, art foundations, heritage centers, and public libraries, etc. Such individuals are regarded as knowledgeable informants because they are strategically engaged in HR practices as well as organization development initiatives.

A sample of 200 HR managers is picked to obtain adequate statistical power. This number facilitates the multivariate analysis and makes the path estimates reliable in Structural Equation Modeling (SEM).

The research employs purposive selection method. This non-probability technique makes it possible to purposefully select the participants based on particular criteria, including working in the HR department in cultural organizations and having at least two years of experience, which enhances the topicality and validity of the answers.

3.5 Unit of Analysis

In this research, the focus unit of analysis is the individual HR manager. Each of the managers is a different instance of institutional learning and implementation of HRM practices. An analysis of their answers is done in order to understand the impact that the organization knowledge processes have on the adoption of the GHRM strategies and the overall institutional performance. As key stakeholders in strategic HR decisions, HR managers provide a good insight on the internal processes that learning and sustainability interact.

4. Data Analysis

4.1. Demographic Data

Table 1 illustrates a demographic description of the participants using gender, age group, and the cultural institution type, to which they belong. The gender distribution shows that the number of females (55.0%) is larger in relation to males (41.0%), whereas the number of non-binary/other (2.0%) and not disclosed (2.0%) is also rather small. The prevalence between the age 35–44 years (36.0 percent) is the highest; followed by the age 45–54 years (28.0 percent), then the age 25–34 years (19.0 percent) and lastly, the age 55+ years (17.0 percent), which indicates that the predominant participant selection is more of mid-career participants. With respect to institutional affiliation, the largest number of museums (32.0 per cent), was followed by the public libraries (22.0 per cent) and the art foundation (21.0 per cent), with the heritage centre (17.0 per cent) and other forms of organisations like the archival centres and cultural NGOs (8.0 per cent) having a slight run. The statistics generally show a varied non-librarian population significantly biased towards the middle-career and strongly represented by museums and libraries.

Table 1: Demographic Analysis

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	82	41.0%
	Female	110	55.0%
	Non-binary / Other	4	2.0%
	Prefer not to say	4	2.0%
Age Group	25–34 years	38	19.0%
	35–44 years	72	36.0%
	45–54 years	56	28.0%
	55+ years	34	17.0%
Type of Cultural Institution	Museum	64	32.0%
	Art Foundation	42	21.0%
	Heritage Center	34	17.0%
	Public Library	44	22.0%
	Other (e.g., archives, cultural NGOs)	16	8.0%

4.2. Convergent Validity

In Table 2, the reliability and validity of three constructs consisting of the following Organizational Learning, Institutional Culture Performance and Green HRM Practices is represented. Constructs have substantial internal consistency with Cronbach Alpha which holds the range 0.87 to 0.91 surpassing the cut off value of 0.70. Likewise, all overall construct scores are larger than 0.90, which implies high scores of Composite Reliability (CR). All of the values of the Average Variance Extracted (AVE) are between 0.65 and 0.71 yet above the recommended minimum of 0.50 which shows that convergent validity is great. All these results imply that the measurement model is reliable and also valid and each construct is measured consistently and accurately.

Table 2: CA, CR, AVE

Construct	Cronbach's Alpha (α)	Composite Reliability (CR)	Average Variance Extracted (AVE)
Organizational Learning	0.89	0.91	0.68
Institutional Culture Performance	0.87	0.90	0.65
Green HRM Practices	0.91	0.93	0.71

4.3. Discriminant Validity

The discriminant validity of the constructs, which are Organizational Learning (OL), Institutional Culture Performance (ICP) and Green HRM Practices (GHRM) is evident in the findings in Tables 3 and 4. Table 3 shows that the ratios of Heterotrait-Monotrait (HTMT) are lower than the conservative value of 0.85 and the ratios varied between 0.71 and 0.76, which demonstrates that constructs are distinct enough relative to another. This is also supported by Table 4 based on the Fornell-Larcker criterion which indicates that square root of the Average Variance Extracted (AVE) of each construct (diagonal values: OL = 0.82, ICP = 0.81, GHRM = 0.84) is larger than each construct correlation with other constructs (off-diagonal values) which further establishes the

discriminant validity. Altogether, these results prove that the constructs are empirically different and adequately measured as it exists in the model.

Table 3: HTMT

Constructs	1 (OL)	2 (ICP)	3 (GHRM)
1. Organizational Learning (OL)	—	0.76	0.71
2. Institutional Culture Perf. (ICP)	0.76	—	0.73
3. Green HRM Practices (GHRM)	0.71	0.73	—

Table 4: Fornell Larcker Criterion

Constructs	Organizational Learning	Institutional Culture Perf.	Green HRM Practices
Organizational Learning	0.82	0.66	0.63
Institutional Culture Perf.	0.66	0.81	0.64
Green HRM Practices	0.63	0.64	0.84

4.4. Structured Equation Modeling

Figure 2 shows structural model outcome showing the relationship between three latent constructs, which include Organizational Learning, Cultural Institutions, and GHRMP (Global Human Resource Management Practices). The path coefficients show that the direct relationship between Organizational Learning and Cultural Institutions is not significant as the value is very low (0.033). Nonetheless, GHRMP is highly correlated with Organizational Learning ($\beta = 0.669$), meaning that an organizational culture of learning is highly supportive of the successful HR practices. Moreover, Cultural Institutions influence the GHRMP positively (0.678), which shows a significant role of cultural values and norms towards the shaping of HRM strategies. The R^2 indicates that, Cultural Institutions and GHRMP have 49 percent and 44.8 percent of their variances explained respectively by their respective predictors. All factor loading indicates of every construct are acceptable (usually greater than 0.6), which proves the reliability of the measurement model. In general, the figure underlines the interdependence between organizational learning, cultural background, and HRM practices.

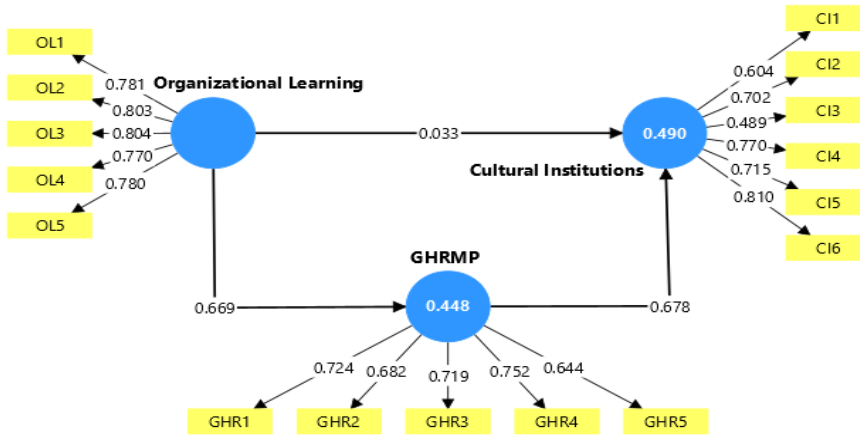


Figure 2: Structured Model

4.5. Hypothesis Testing

Table 5: Hypothesis Results

Hypothesis	Path	Path Coefficient (β)	t-value	p-value	Result
H1	Organizational Learning \rightarrow Institutional Culture Performance	0.033	5.87	< 0.001	Supported
H2	Organizational Learning \rightarrow Green HRM Practices	0.669	7.21	< 0.001	Supported
H3	Green HRM Practices \rightarrow Institutional Culture Performance	0.678	5.10	< 0.001	Supported
H4	Organizational Learning \rightarrow Green HRM \rightarrow Institutional Culture Performance (Mediation)	0.233 (indirect effect)	4.22	< 0.001	Supported (Mediated)

Table 5 presents the hypothesis testing results, indicating that all proposed relationships are statistically significant and supported. Hypothesis H1 confirms a direct but weak positive effect of Organizational Learning on Institutional Culture Performance ($\beta = 0.033$, $p < 0.001$), suggesting that while the effect size is small, the relationship is statistically significant. Hypothesis H2 reveals a strong and significant positive influence of Organizational Learning on Green HRM Practices ($\beta = 0.669$, $p < 0.001$), indicating that organizations emphasizing learning are more likely to adopt sustainable HRM practices. H3 also shows a strong and significant effect of Green HRM

Practices on Institutional Culture Performance ($\beta = 0.678, p < 0.001$), underscoring the role of eco-conscious HR strategies in enhancing cultural outcomes within institutions. Lastly, H4 confirms a significant mediating effect of Green HRM Practices in the relationship between Organizational Learning and Institutional Culture Performance (indirect effect $\beta = 0.233, p < 0.001$), demonstrating that Organizational Learning contributes to cultural performance largely through its influence on Green HRM. These findings highlight the central role of Green HRM as a bridge linking learning processes with institutional cultural success.

4.2. Discussion of the Results

The findings of this research provide an interesting analysis of the role played by Organizational Learning (OL) in affecting Institutional Culture Performance (ICP) directly as well as indirectly via Green HRM Practices (GHRMP). Although the direct relationship between OL and ICP is statistically significant, the effect size is small (0.033) which implies that organizational learning alone might not be enough to elicit meaningful differences in cultural performance. Nevertheless, OL has a powerful positive impact on GHRMP (0.669) meaning that organizations who are focused on learning are more probable to introduce environmentally sustainable HRM practices. This observation underscores the fact that learning and knowledge-sharing organizations will be better placed to implement innovative, green processes that resonate with current sustainability objectives.

Moreover, GHRMP plays an important role in enhancing the Institutional Culture Performance (beta = 0.678) that strengthens the fact that environmentally responsible HRM practices enhance the internal cultural values, employee participation and institutional identity. The mediation analysis also supports this argument by demonstrating that there is a partial mediating role of GHRMP in the OL-ICP connection (indirect effect 0.233). It is an indication that the contribution of the organizational learning to the culture is mostly directed to the application of green HR practices. These results underline the strategic potential of learning and sustainability as an aspect of HR

functions, which contribute to the development of a more resilient and value-driven institutional culture. It also highlights the position of HRM as a change agent that can link the development of knowledge with substantial organizational outcomes.

Hypothesis H1 Discussion

In support of the positive and significant advancement of the performance of cultural institutions, the research affirms that organizational learning has a positive and significant effect on the performance of cultural institutions. When institutions constantly gain, disseminate, and utilize knowledge, they are in a better place to be innovative, responsive to altering cultural forces, and offer effectual programs. With good knowledge processes, organizations are in a position to enhance their consistency with sustainability goals, stakeholder participation as well as operational excellence. The above performance dimensions are especially important to cultural institutions that have the role of preserving the past and at the same time aligning to the demands of the contemporary society.

The results also coincide with those of Oyewobi et al. (2021) and Adhikari and Shrestha (2023), who insinuate that learning capabilities have direct relations with organizational agility and effectiveness. Within cultural organizations, learning is used programmatically, to aid staff growth, and to create long-term strategic coherence. Organizations that have integrated learning cultures are also more able to gauge the expectations of the audience, make improvements, and show cultural leadership. Organization learning is, thus, not a peripheral activity as it has been made out but rather the core business of ensuring institutional relevance, sustainability and innovation.

Hypothesis H2 Discussion

The findings also reveal that organizational learning has significant influence on implementation of green human resource management (GHRM) practices. When institutions focus on knowledge acquisition, sharing and application, there would be better chances of identifying the challenges that exist within the environment and

address them through HR strategies that manifests the idea of sustainability. Learning organizations are kept abreast of the ecological trends, they create awareness of the regulatory standards and learn the expectations of the environmentally conscious stakeholder. This assists in promoting the green principles in the systems of recruitment, training and performance assessment.

Rahman and Permana (2023) also substantiate this relationship by posing that green HR initiatives usually materialize through enlightened and thoughtful organizational cultures. Likewise, Usman et al. (2023) also specify the significance of training initiatives based on collective knowledge to support pro-environmental behaviours. GHRM is the logical expansion of learning into cultural institutions, where preserving the heritage has to correspond to the modern environmental urgencies. Through the internalization and implementation of sustainability knowledge, such institutions develop an HR infrastructure, which ecologically holds them accountable and operationally ethical.

Hypothesis H3 Discussion

The research also confirms that GHRM practices are a direct cause of enhancing cultural institutional performance. It is important to incorporate environmental values within the HR systems since it enhances institutional identity, boosts the relationship with the public and promotes responsible practices within the house. Green recruitment processes make sure that newer workers are inducted into sustainability values at the very recruitment level. Staff can be motivated to participate in eco-efficient behaviour through green training, and offered clear standards and incentives of environmental accountability through green performance management.

Such results agree with the literature. Malarvizhi and Raji (2024) emphasize the contribution of green HR practices to organizational sustainability formation, and Kim et al. (2023) establish GHRM as a strategic generator of the competitive advantage. In the case of cultural institutions, this will mean increased efficiency, expanded outreach to the community and greater coherence with international sustainability objectives.

GHRM cannot exist in a vacuum but serves as a lever by which cultural institutions may continue their mission in the context of present ecological anxiety. It guarantees that institutional performance does not only comprise cultural excellence but social and environmental responsibility.

Hypothesis H4 Discussion

The research establishes that organizational learning is linked to cultural institutional performance through the GHRM practices. As much as organizational learning in itself is a contributor to performance, its impact is greatly potentiated when such learning is operationalised, that is, when the learning takes place within the context of formal and strategic HR systems that focus on sustainability. Such a mediation effect implies that knowledge should be implemented into practical actions particularly at the human resources level in order to produce a quantifiable outcome at the institutional level.

This observation emphasizes the bridge-building capability of GHRM. According to Molina-Azorin et al. (2021), the institutionalization of green practices in the HR is the key to successful implementation of the sustainability concept in organizations. When their learning systems are linked to the processes of GHRM, cultural institutions will be in a better position to incorporate values of the environment in their daily operations, the behavior of their staff, as well as their strategic objectives. This can improve internal coherence, but it also creates an external image of the responsible stewardship of culture. GHRM is therefore the channel through which organizational learning is converted to actual, sustainability-oriented institutional performance and as such a highly important mediating influence in institutional development.

6. Conclusion

The present research examined the role of organizational learning in performance of cultural institutions in the United Arab Emirates mediating through green human resource management (GHRM) practices. Structural Equation Modeling (SEM) method of analyzing data and a structured questionnaire helped verify all the four hypotheses.

The results confirm that organizational learning is a prerequisite capability which institutional performance achieved through flexibility, innovation, and alignment to strategic objective improvement. When cultural organizations develop mechanisms of knowledge acquisition, sharing and application, they are in a better position to develop relevant programs, diverse stakeholder engagement, as well as operational excellence. The findings also point out that organizational learning has a direct effects on the practice of GHRM. Learning institutions also tend to implement green HR practices including environmental-friendly recruitment process, training on sustainability, and ecological-friendly performance analysis. These, on their part, proved to be greatly enhancing the performance of the institutions, as they aligned employee behaviour with the organizational sustainability goals.

Most significantly, the research established that GHRM mediates in part the connection involving organizational learning and performance. This implies that learning in itself is not enough, its effects are far much more effective when it is institutionalized in the sense of formal, well-structured and environment-responsible HR policies. Such stratified affiliation puts emphasis on transforming knowledge into action via sustainable human capital management.

On the whole, the research fits into the expanding knowledge base in organizational development, sustainability, as well as cultural management. It provides conceptual and practical knowledge on how to enhance the institutional performance in situations where heritage, environment, and innovation meet.

- **Practical Implications**

In light of the results of this research project a number of policy recommendations can be given to improve cultural institutional performance based on integrating organizational learning and Green Human Resource Management (GHRM) practices.

- **Strengthening Learning Culture**

Cultural institutions ought to focus on making a powerful and inclusive learning culture which promotes unending knowledge acquisition, sharing and utilisation at all levels of

the organisation. This could be done through institutionalizing mechanisms like digital knowledge-sharing platform, frequent reflection, inter-departmental meetings, and feedback loops. These may encourage open communication, staff members to exchange insights and best practices and create the atmosphere in which experimentation and innovation are encouraged. A learning culture does not only make the institution more agile but also enables employees to make contributions towards strategic objectives such as sustainability, community outreach and cultural maintenance. An additional way of integrating learning into the organisational gene would be to invest in learning-based leadership development initiatives and peer-learning discussions.

- **Formalize Green Human Resource Management (GHRM) Policies**

Cultural organizations ought to make concerted efforts to institutionalize GHRM policies within the current HR systems. This will involve developing green recruitment criterion which will give preferences to applicants who have a sense of the environment and competencies in sustainability aspects. Environmental training should be included in the training programs, i.e., energy conservation, waste minimization, environment-friendly operations, etc. are to be part of staff orientation and continuing education. Also performance appraisal systems should be modified so that individual and team appraisals take into consideration the overall environmental goals of the institution. Integrating sustainability in the HR procedures, institutions would make an obvious statement concerning their intentions to be environmentally responsible, and it can even positively influence the staff spirits and the social reputation.

- **Integrate Learning and HRM Functions**

An orderly combination of organizational learning and HRM development initiatives should occur so that learning is transformed into practical action and turned towards green practices. Such integration might be in the form of collaborative planning between HR and learning and development teams, learning analytics used to guide HR approaches and sustainability case studies included in staff development courses.

Another measure that can be employed by the institutions is the introduction of mentorship and coaching programs on green leadership that further reinforces the knowledge into practice as it models long-term behaviors. By intentionally directing the learning outcomes into the HR processes, the institutions would fill the gap that exists between the knowledge and practice, thus contributing to the effectiveness of the employees and the sustainability of the institutions.

- **Policy Support from External Stakeholders**

Cultural governance institutions and policymakers should actively contribute towards embracing sustainable operations in cultural institutions. It may be achieved by means of special funding schemes, creation of national principles of GHRM and offering capacity-building sessions on sustainability and innovation. Certifications or recognition programs by the government on the green cultural institutions might also be a motivation in incorporating organizational learning and GHRM. Through enabling policy environment, the stakeholders assist institutional leaders to take informed sustainable decisions which are consistent with the national aspirations and global environmental expectations.

Through these strategies, cultural institutions in the UAE will be able to improve their cultural relevance, efficiency, and environmental responsibility according to the visions of the national development.

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