

Elevating Employee Effectiveness in Academia: Exploring The Impact of Self-Leadership, Knowledge Sharing, And Innovative Work Behavior

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Abstract

Employee effectiveness is a critical factor in the success of higher education institutions, as it directly contributes to the quality of education, research, and overall institutional performance. This concept paper presents a systematic literature review that explores the impact of self-leadership, knowledge sharing, and innovative work behavior on employee effectiveness in academia. The review aims to synthesize existing research, identify key themes and relationships, and propose a conceptual framework that integrates these concepts. The systematic literature review follows a rigorous protocol, including a comprehensive search strategy, clear inclusion and exclusion criteria, and a thorough analysis of the selected studies. The findings of the review suggest that self-leadership plays a pivotal role in enhancing employee effectiveness by promoting self-motivation, self-direction, and self-regulation among academic staff. Furthermore, knowledge sharing and innovative work behavior emerge as essential mediators in the relationship between self-leadership and employee effectiveness. The conceptual framework derived from the review highlights the interplay between these variables and proposes potential pathways through which higher education institutions can foster employee effectiveness. The paper concludes by discussing the theoretical and practical implications of the findings, emphasizing the need for higher education institutions to prioritize the development of self-leadership skills, create supportive environments for knowledge sharing, and encourage innovative work behavior to elevate employee effectiveness. The systematic literature review and conceptual framework presented in this paper provide a foundation for future empirical research and offer valuable insights for academic leaders and policymakers seeking to enhance employee effectiveness in higher education.

Keywords: self-leadership; knowledge sharing; innovative work behavior; employee effectiveness; higher education