

EFFECT OF PERCEIVED DESPOTIC LEADERSHIP ON CREATIVITY: MEDIATING EFFECT OF INTRINSIC MOTIVATION AND KNOWLEDGE-SHARING BEHAVIOR

● LE NGOC THANG - HUYNH DO BAO CHAU - NGUYEN QUOC THO
- TRUONG THANH VY - TRAN VIET YEN - HUYNH TUYET NHU

ABSTRACT:

This study is to explore the impact of Perceived Despotic Leadership on Creativity. A quantitative method using PLS-SEM analysis is used to conduct this study. The study's results show that the Perceived Despotic Leadership negatively affect the Creativity through the mediating role of Intrinsic Motivation and Knowledge-sharing Behavior variables.

Keywords: perceived despotic leadership, creativity, intrinsic motivation, knowledge-sharing behavior, PLS-SEM.

1. Introduction

Knowledge and creativity are essential factors in the knowledge economy that help organizations gain a competitive advantage [15]. Therefore, the factors affecting students' creativity have become an important research topic in education [30]. Previous studies have found that individual factors (e.g., leadership style) and contextual factors (e.g., organizational factors) are antecedents of creativity [36]. However, researchers still do not fully understand the variables through which leadership style can affect creativity at the individual level [9]. Over the last two decades, the despotic leadership research stream has emerged, but literature still has few in-depth studies on its influence on subordinates' behaviors in organizations [26]. Similarly, until now, there is a lack of scientific knowledge about the influence of leadership styles

of those who have to lead and supervise roles in academic activities (such as instructors and group leaders) on students' creativity in the field of higher education [25]. Therefore, the effect of group leaders' perceived despotic leadership on group members' creativity in the field of higher education is the focus of this study.

2. Literature review and research model

2.1. Componential Theory of Creativity

Amabile (1983, 2013) proposed the Componential Theory of Creativity (CTC), which identified four components that affect individual creativity: (1) expertise (scientific and practical knowledge), (2) creative thinking (cognitive style), (3) task motivation (genuine interest in personal commitment to the task), and (4) social environment (the environment in which the individual is working) [1-2]. Three of the four components (expertise,

creative thinking, task motivation) pertain to individual factors (e.g., intrinsic motivation, knowledge). The fourth component is the factors belonging to the organizational environment (e.g., leadership style, extrinsic motivation) [3, 34].

2.2. Student Creativity

In the organizational context, individual creativity refers to generating new and valuable ideas [31]. In the education sector, student creativity (SC) is "the tendency of a student to generate novel ideas that are useful in product or service implementation within an individual learning environment through interaction and knowledge sharing with other students" [35, p. 29]. Pioneering empirical studies have concluded that the social environment can facilitate or inhibit an individual's creativity [27].

2.3. Perceived Despotism Leadership

Despotic leadership is an egotistical leadership style based on personal dominance and authoritarian behavior that serves the leader's interests and exploits subordinates [4, 10-11] which "includes the most important characteristics of negative leadership" [33, p. 143]. Despotic leaders are authoritarian, want their subordinates to obey unconditionally, use control mechanisms, manipulate and exploit subordinates for personal gain, disregard ethical standards, and cannot encourage their subordinates to achieve work-related goals [5]. This style can be called Perceived Despotic Leadership (PDL) from the perspective of subordinates. In the field of education, so far, there has been very little research related to PDL. For group-based learning, team leaders can have different leadership styles during the leadership role, including PDL.

2.4. Intrinsic motivation of team members

Motivation is often defined as the psychological process that gives rise to purpose and direction [20]. It is generally thought of as having two types: extrinsic and intrinsic motivation [12]. While extrinsic motivation leads to performing a behavior for the sake of receiving a reward or benefit separate from the behavior, intrinsic motivation leads to achieving the behavior because the person enjoys pleasure, and satisfaction arises from itself [13]. Group membership Intrinsic motivation (IM) is the

internal state that drives students to join a learning group because of the enjoyment and satisfaction of being in the group.

2.5. Knowledge-sharing behavior

Knowledge is information that is selected and interpreted [28]. Knowledge-sharing behavior (KSB) refers to making knowledge available to others in the organization [6]. In a learning group, KSB is behavior for collecting, providing, receiving, debating, and refining knowledge related to a particular domain among group members. KSB helps team members gain cognitive benefits and improve learning outcomes, namely acquiring the knowledge needed to answer questions, solve assignments, learn new things and improve their understanding of a particular learning topic [37].

2.6. Research model and hypothesis

According to CTC, leadership style influences (positively or negatively) the components that makeup creativity, including professional components, creative thinking components, and task motivation components. Gu, He, and Liu (2015), and Mainemelis, Kark, and Epitropaki (2015) show that leaders with a negative leadership style often motivate followers to solve problems mandated duties [16, 23]. This style causes followers to focus on the leader's concerns rather than their concerns in search of new and better ways to perform tasks, i.e., they have little intrinsic incentive to solve the task. Thus, a negative leadership style will reduce the intrinsic motivation of followers. So, it can be seen that PDL will leave group members with little intrinsic motivation to tackle tasks in group-based learning. Therefore, the following hypothesis is proposed:

H1: The perceived despotic leadership of the group leader is negatively related to the intrinsic motivation of students in group-based learning.

In the field of education, IM factors mainly affect students' learning activities [29]. Students who want enjoyment and joy from learning activities will actively participate in those activities, which increases the quality of learning and creativity in the learning environment. Based on CCT, it can be seen that IM will motivate students to focus on finding ideas and creative ways when solving learning tasks in groups.

Sharing knowledge in a community will help individuals receive new, high-quality knowledge, which combines with their ability to create new knowledge [2, 22]. Besides, CCT believes that knowledge is one of the factors that generate creativity of individuals. Therefore, when members of the study group share and discuss content related to the modules, specialized scientific knowledge with each other will help them create collaboration in the group and improve their professional knowledge, generating creative ideas. From the above arguments, the following hypotheses are proposed:

H2: Intrinsic motivation is positively related to the Knowledge-sharing behavior of students in the learning group.

H3: Knowledge-sharing behavior is positively related to students' creativity in the learning group.

H4a: Intrinsic motivation is positively related to students' creativity in the learning group.

H4b: Intrinsic motivation is positively related to students' creativity in learning groups through the mediating role of the Knowledge-sharing behavior of students in the learning group.

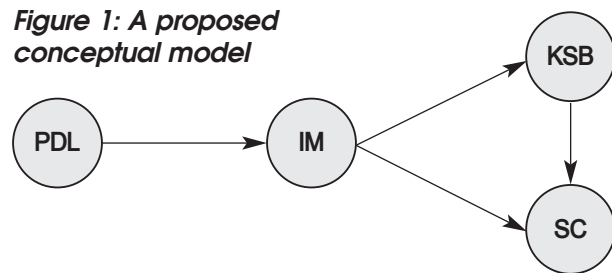
Dedahanov, Lee, Rhee, and Yoon (2016) research has shown that authoritarian leaders negatively impact team creativity. Similarly, studies by Gu et al. (2015) and Mainemelis et al. (2015) showed that a negative leadership style would reduce intrinsic motivation, negatively affecting followers' creativity. Since PDL is a primary form that includes the most important features of negative leadership styles [33], from the above arguments, the following hypotheses are proposed:

H5: The perceived despotic leadership of the group leader is negatively related to the Knowledge-sharing behavior through the mediating role of students' intrinsic motivation in the learning group.

H6a: The perceived despotic leadership of the group leader is negatively related to Students' creativity through the mediating role of students' intrinsic motivation in the learning group.

H6b: The perceived despotic leadership of the group leader is negatively related to Students' creativity through the mediating role of Intrinsic motivation and the Knowledge-sharing behavior of students in the learning group.

Figure 1: A proposed conceptual model



From the above theoretical basis and hypotheses, the research model is proposed as shown in Figure 1 below:

3. Research Methods

3.1. Methods and procedures for data collection

This study used a quantitative method carried out over a period. First, qualitative research was carried out in March 2022 using individual in-depth interviews (8 students) and group interviews (2 groups, each group of 5 students) to adjust semantics, confirm the clarity, relevance, and intelligibility of the scale of research concepts and the construction of a formal questionnaire. Data collected by convenient sampling and self-administered interviews were collected in September 2022. The total number of questionnaires collected is 765, of which 695 meets the condition that the sample size must be at least five times the number of observed variables [17], and is suitable with the advantage of not needing a large sample of the PLS-SEM analysis method [19].

Quantitative research uses a linear structural model based on partial least squares (PLS-SEM) and SmartPLS 4.0 software to analyze data. The procedure and data analysis criteria proposed by Hair, Hult, Ringle, and Sarstedt (2016) were used [18].

3.2. Measurements

The scales used in this study are inherited from previous studies. PDL is measured by the four items with the highest factor loading in the scale developed by De Hoogh and Den Hartog (2008). SC is measured by four items with the highest factor loading in the scale developed by Zhou and George (2001) [38]. For the measurement of IM, we used four items, and the items were adapted from Lazarides, Rohowski, Ohlemann, and Ittel (2015) [21]. For the measurement of KSB, we used four items, which were adapted from Schepers and van

den Berg (2007) and Chiang, Nielsen, Han, and Chuang (2011) [8, 32]. All scales in this study were on a seven-point Likert-type scale format (1 = disagree extremely to 7 = agree extremely).

4. Research results and discussion

4.1. Study sample characteristics

In our sample, 73.5% of respondents were female, and 26.5% were male. Regarding the educational year, 34.6% of respondents are sophomores, and 65.4% are juniors and seniors.

4.2. Measurement model assessment

The scales are tested through Cronbach's Alpha coefficient, composite reliability (CR), and extracted mean-variance (AVE). After removing two items: PDL1, SC4 ($\lambda_{PDL1} = 0.181$, $\lambda_{SC4} = 0.472$), respectively unsatisfactory in the scales of PDL and SC, all 14 observed variables remained in the scales of PDL, IM, KSB, and SC all met the measurement requirements (Table 1).

The results of data analysis by the PLS Algorithm show that the Heterotrait-Monotrait Ratio (HTMT) values are all less than 0.85. In addition, the results of 95% bootstrap analysis with 5000 samples to test hypothesis $HTMT \geq 1$ presented in Table 2 show that all the HTMT values are less than 1, which is

statistically significant. So, each pair of scales of latent variables in the research model is distinguished from each other together.

4.3. Structural model assessment

Estimation results of the structural model show that all values of the Variance Inflation Factor (VIF) are less than 3, so the model does not appear to have multicollinearity. The values R^2_{adj} (Table 3) show PDL's weak to moderate effect on endogenous variables. All of the p-values of the relationships are less than 0.05 (Table 4), and all values F^2 are greater than 0.02, showing that input variables all play an explanatory role for the respective dependent variable of the relationships. All of the values Q^2 of endogenous variables are greater than 0 (Table 3), so the models of the structural components achieve the predictive power of exogenous variables for endogenous variables. According to Cohen (1988), the values q^2 (Table 4) show that PDL has a minimal predictive effect for IM; IM and KSB have a small predictive effect for SC; IM has a small predictive effect for KSB.

4.4. Tests of hypotheses

The results of hypothesis testing are presented in Table 5 and Figure 2, and the impact of research concepts is shown in Table 6.

The results of hypothesis testing showed that all six hypotheses were accepted. The effects of the research concepts are statistically significant. Multi-group analysis showed that the difference in effects between latent variables in groups was not statistically significant.

Overall, the results of the data analysis showed that PDL is negatively related to SC; IM and KSB both act as mediators in this relationship. The positive effect from IM to SC is the strongest ($\beta = 0.473$, $p = 0.000$), the positive effect from IM to KSB is the second ($\beta = 0.429$, $p = 0.000$), the positive effect from KSB to SC is the

Table 1. Reliability and validity of measurement

Latent variables	Items	Outer loadings	Cronbach's alpha	Composite reliability	Average variance extracted
PDL	PDL02	0.908	0.851	0.909	0.769
	PDL03	0.833			
	PDL04	0.888			
IM	IM1	0.843	0.811	0.877	0.643
	IM2	0.864			
	IM3	0.813			
	IM4	0.672			
SC	SC1	0.785	0.715	0.841	0.637
	SC2	0.820			
	SC3	0.790			
KSB	KSB1	0.758	0.761	0.848	0.584
	KSB2	0.827			
	KSB3	0.775			
	KSB4	0.691			

Table 2. Results of testing hypothesis HTMT ≥ 1

Pair of latent variables	Original sample (O)	Sample mean (M)	Bias	2.5%	97.5%
KSB $\rightarrow$ IM	0.546	0.546	0.000	0.453	0.632
PDL $\rightarrow$ IM	0.188	0.191	0.003	0.109	0.271
PDL $\rightarrow$ KSB	0.133	0.141	0.008	0.062	0.220
SC $\rightarrow$ IM	0.621	0.622	0.001	0.537	0.700
SC $\rightarrow$ KSB	0.668	0.668	0.000	0.584	0.746
SC $\rightarrow$ PDL	0.093	0.103	0.010	0.039	0.176

Table 3. Explanation level and predictive power of the model

Endogenous variables	R ²	R ² _{adj}	Q ²
IM	0.027	0.025	0.016
KSB	0.184	0.183	0.104
SC	0.328	0.326	0.206

Source: analysis results on Smart PLS 4.0 software

Table 4. Model's effect relationships by f² ansquared effected size

Relationships	p - values	f ²	q ²
IM $\rightarrow$ KSB	0.000	0.232	0.116
IM $\rightarrow$ SC	0.000	0.128	0.065
KSB $\rightarrow$ SC	0.000	0.157	0.082
PDL $\rightarrow$ IM	0.039	0.030	0.016

third ($\beta = 0.357$, $p = 0.000$). IM has both a direct effect ($\beta = 0.320$, $p = 0.000$) and an indirect effect through the mediating role of KSB ($\beta = 0.153$, $p = 0.000$) on SC; together with the coefficient f² of the

reduce the role of factors forming SC, negatively affecting SC.

It should be noted that although the values of the regression coefficients in the relationships PDL and

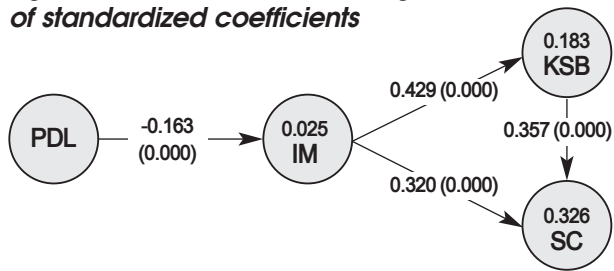
relationship between KSB and SC at a medium level, it is that KSB participates significantly and increases the effect of IM on SC. This result is consistent with the results of previous studies (e.g., [22], [24], [35]). The research results are consistent with the practical logic that students participating in learning groups may want a learning environment to increase knowledge or prefer small-group learning. To increase knowledge, the students will actively participate in discussions, exchange knowledge, and collect new knowledge; in the process, they will come up with creative solutions to solve their learning tasks. With a preference for small group learning, students will experience group learning as an integral part of student life.

The negative effect from PDL to SC ($\beta = -0.077$, $p = 0.000$) and the negative effect from PDL to KSB ($\beta = -0.070$, $p = 0.000$) have approximately the same strength. The concepts IM and KSB both play a mediating role in the influence of PDL on SC - this is consistent with previous studies, (e.g.: [3], [14], [34]). Therefore, PDL will

Table 5. Results of testing the research hypotheses

No.	Hypothesis	Relationships	Path coefficients	t-values	p-values	Result
1	H1	PDL $\rightarrow$ IM	-0.163	4.427	0.000	Accept
2	H2	IM $\rightarrow$ KSB	0.429	11.537	0.000	Accept
3	H3	KSB $\rightarrow$ SC	0.357	9,934	0.000	Accept
4	H4a	IM $\rightarrow$ SC	0.320	8,996	0.000	Accept
	H4b	IM $\rightarrow$ KSB $\rightarrow$ SC	0.153	7.283	0.000	Accept
5	H5	PDL $\rightarrow$ IM $\rightarrow$ KSB	-0.070	4.109	0.000	Accept
6	H6a	PDL $\rightarrow$ IM $\rightarrow$ SC	-0.052	3,903	0.000	Accept
	H6b	PDL $\rightarrow$ IM $\rightarrow$ KSB $\rightarrow$ SC	-0.025	3,799	0.000	Accept

Figure 2: PLS-SEM bootstrapping results of standardized coefficients



5. Conclusion, managerial implications, and recommendations

This study obtained the results of the measurement model and structural model. Regarding the measurement model, the scales inherited from studies around the world and adjusted for application in Vietnam have contributed to suggesting the rationality and

Table 6. Bootstrapping results of analysis of the direct and indirect effects

No.	Path	Effects type	Path coefficients of the original sample	Path coefficients of bootstrap sample	t-values	p-values
1	PDL → IM	Direct	-0.163	-0.166	4.427	0.000
2	IM → KSB	Direct	0.429	0.431	11.537	0.000
3	KSB → SC	Direct	0.357	0.356	9.934	0.000
4	IM → SC	Total	0.473	0.475	14.265	0.000
	IM → SC	Direct	0.320	0.322	8.996	0.000
	IM → KSB → SC	Indirect	0.153	0.153	7.283	0.000
5	PDL → KSB	Indirect	-0.070	-0.071	4.109	0.000
	PDL → IM → KSB	Indirect	-0.070	-0.071	4.109	0.000
6	PDL → SC	Total	-0.077	-0.079	4.208	0.000
	PDL → IM → SC	Indirect	-0.052	-0.053	3.903	0.000
	PDL → IM → KSB → SC	Indirect	-0.025	-0.025	3.799	0.000

SC, PDL, and KSB are low, this does not mean that the effect of PDL is small. PDL affects KSB indirectly and inversely through the mediating role of IM; meanwhile, IM has a positive and robust effect on KSB. Therefore, the positive effect of IM contributed to attenuating the negative effect of PDL, making the combined effect from PDL to KSB at a low level. Similarly, PDL affects SC indirectly and negatively through the mediating role of IM and KSB, respectively; meanwhile, IM and KSB both have a positive and robust effect on SC. Thus, the positive effect of IM and KSB contributed to reducing the negative effect of PDL, making the combined effect from PDL to SC at a low level. From the results of the data analysis above, it can be concluded that PDL affects the root factors, thereby negatively affect to SC, consistent with the logic of CTC.

effectiveness of using the reduced version of cumbersome measurement scales. Regarding the structural model, the test results show that it fits with the data as well as the acceptance of the research hypothesis. Theoretically, this study is the first to confirm the negative effect of PDL on SC through the mediating role of IM and KSB; previous works have not directly used the concept of PDL in research models related to similar dependent variables. This study also initially suggests that the adverse effects of PDL altogether cancel out the positive effects of IM and KSB on SC.

The results of this study suggest the following managerial implications. Firstly, universities should pay attention to guiding students in learning group leading style appropriately to encourage creativity and develop professional knowledge for

individuals. Secondly, guiding students about the nature and benefits of learning groups is necessary to help them form a positive intrinsic motivation for participating, promoting knowledge sharing, and enhancing their creative capacity. Third, a deep understanding of the effect mechanism of PDL on SC will contribute to helping managers in organizations build an appropriate mechanism that encourages and motivates members' creativity.

Like any other study, this study is not without its limitations. Firstly, the research sample consists of students from only one university in Ho Chi Minh

City, so it is necessary to conduct similar studies at other universities in Vietnam to strengthen and increase the generalizability of this topic. Second, the research is limited to PDL, which is one of the contextual factors that affect the creativity of individuals. Therefore, further studies may incorporate other factors, such as extrinsic motivation or organizational climate, into the research model. Third, further studies can investigate some moderating effects to understand better the mechanism of leadership style's effect on creativity at the individual level ■

REFERENCES:

1. Amabile, T. M. (1983). The social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology*, 45(2), 357-376.
2. Amabile, T. M. (2013). Componential Theory of Creativity. In E. H. Kessler (Ed.), *Encyclopedia of Management Theory* (pp. 134-139). Thousand Oaks: SAGE Publications, Ltd.
3. Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in organizational behavior*, 36, 157-183.
4. Aronson, E. (2001). Integrating Leadership Styles and Ethical Perspectives. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 18(4), 244-256.
5. Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, 62(1), 25-33.
6. Bavik, Y. L., Tang, P. M., Shao, R., & Lam, L. W. (2018). Ethical leadership and employee knowledge sharing: Exploring dual-mediation paths. *The Leadership Quarterly*, 29(2), 322-332.
7. Chen, J.-K., & Chen, I. S. (2012). Critical creativity criteria for students in higher education: taking the interrelationship effect among dimensions into account. *Quality & Quantity*, 46(4), 1057-1075.
8. Chiang, H. H., Nielsen, P., Han, T. S., & Chuang, J. S. (2011). The relationship between high-commitment HRM and knowledge-sharing behavior and its mediators. *International Journal of Manpower*, 32(5/6), 604-622.
9. Contreras, F., Juarez, F., et. al. (2020). Critical factors for innovative work behaviour in Latin American firms: Test of an exploratory model. *Cogent Business & Management*, 7(1), 1-27.
10. De Clercq, D., Fatima, T., & Jahanzeb, S. (2021). Ingratiation with Despotic Leaders to Gain Status: The Role of Power Distance Orientation and Self-enhancement Motive. *Journal of Business Ethics*, 171(1), 157-174.
11. De Hoogh, A. H. B., & Den Hartog, D. N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The Leadership Quarterly*, 19(3), 297-311.
12. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior* (1 ed.). New York: Springer Science & Business Media New York.
13. Deci, E. L., & Ryan, R. M. (2007). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/Psychologie canadienne*, 49(1), 14-23.
14. DiLiello, T. C., & Houghton, J. D. (2010). Leadership development: the key to unlocking individual creativity in organizations. *Leadership & Organization Development Journal*, 31(3), 230-245.
15. Gamlath, S., & Wilson, T. (2020). Dimensions of student-to-student knowledge sharing in universities. *Knowledge Management Research & Practice*, 20(4), 542-556.

16. Gu, J., He, C., & Liu, H. (2015). Supervisory styles and graduate student creativity: the mediating roles of creative self-efficacy and intrinsic motivation. *Studies in Higher Education*, 42(4), 721-742.
17. Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis: A global perspective* (Vol. 7): Upper Saddle River, NJ: Pearson.
18. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). *A Primer on Partial Least Squares Structural Equation Modeling (Second edition ed.)*. Los Angeles: SAGE Publications, Inc.
19. Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2-24.
20. Kreitner, R. (2009). *Management* (11 ed.). Boston, MA, NY: Houghton Mifflin Harcourt Publishing Company.
21. Lazarides, R., Rohowski, S., Ohlemann, S., & Ittel, A. (2015). The role of classroom characteristics for students' motivation and career exploration. *Educational Psychology*, 36(5), 992-1008.
22. Lee, J. (2018). The Effects of Knowledge Sharing on Individual Creativity in Higher Education Institutions: Socio-Technical View. *Administrative Sciences*, 8(21), 1-16.
23. Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative Leadership: A Multi-Context Conceptualization. *The Academy of Management Annals*, 9(1), 393-482.
24. Malik, M. J., Ahmad, M., Kamran, M. R., Aliza, K., & Elahi, M. Z. (2020). Student use of social media, academic performance, and creativity: the mediating role of intrinsic motivation. *Interactive Technology and Smart Education*, 17(4), 403-415.
25. Meng, Y., Tan, J., & Li, J. (2017). Abusive supervision by academic supervisors and postgraduate research students' creativity: the mediating role of leader-member exchange and intrinsic motivation. *International Journal of Leadership in Education*, 20(5), 605-617.
26. Nauman, S., Zheng, C., & Basit, A. A. (2021). How despotic leadership jeopardizes employees' performance: the roles of quality of work life and work withdrawal. *Leadership & Organization Development Journal*, 42(1), 1-16.
27. Niu, W., & Sternberg, R. J. (2003). Societal and school influences on student creativity: The case of China. *Psychology in the Schools*, 40(1), 103-114.
28. Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York, NY: Oxford University Press.
29. Pintrich, P. R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95(4), 667-686.
30. Richardson, C., & Mishra, P. (2018). Learning environments that support student creativity: Developing the SCALE. *Thinking Skills and Creativity*, 27, 45-54.
31. Runco, M. A., & Jaeger, G. J. (2012). The Standard Definition of Creativity. *Creativity Research Journal*, 24(1), 92-96.
32. Schepers, P., & van den Berg, P. T. (2007). Social Factors of Work-Environment Creativity. *Journal of Business and Psychology*, 21(3), 407-428.
33. Schilling, J. (2009). From Ineffectiveness to Destruction: A Qualitative Study on the Meaning of Negative Leadership. *Leadership*, 5(1), 102-128.
34. Shalley, C. E., Zhou, J., & Oldham, G. R. (2004). The Effects of Personal and Contextual Characteristics on Creativity: Where Should We Go from Here? *Journal of Management*, 30(6), 933-958.
35. Tsai, C.-Y., Horng, J.-S., Liu, C.-H., Hu, D.-C., & Chung, Y.-C. (2015). Awakening student creativity: Empirical evidence in a learning environment context. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 17, 28-38.
36. Wang, C.-J., Tsai, H.-T., & Tsai, M.-T. (2014). Linking transformational leadership and employee creativity in the hospitality industry: The influences of creative role identity, creative self-efficacy, and job complexity. *Tourism Management*, 40, 79-89.
37. Yuen, T. J., & Majid, M. S. (2007). Knowledge-sharing patterns of undergraduate students in Singapore. *Library Review*, 56(6), 485-494.
38. Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal*, 44(4), 682-696.

Received date: Oct 15, 2022

Reviewed date: Nov 4, 2022

Accepted date: Nov 15, 2022

Author information:

1. LE NGOC THANG^{1,2}

2. HUYNH DO BA CHAU²

3. NGUYEN QUOC THO²

4. TRUONG THANH VY²

5. TRAN VIET YEN²

6. HUYNH TUYET NHU²

¹Ph.D. student, University of Economics Ho Chi Minh City

²Ho Chi Minh City University of Banking

ẢNH HƯỞNG CỦA PHONG CÁCH LÃNH ĐẠO CHUYÊN QUYỀN ĐẾN SỰ SÁNG TẠO: TÁC ĐỘNG TRUNG GIAN CỦA ĐỘNG LỰC NỘI TẠI VÀ HÀNH VI CHIA SẺ TRI THỨC

- LÊ NGỌC THẮNG^{1,2}
- HUỲNH ĐỖ BẢO CHÂU²
- NGUYỄN QUỐC THỌ²
- TRƯƠNG THANH VY²
- TRẦN VIỆT YÊN²
- HUỲNH TUYẾT NHƯ²

¹ Nghiên cứu sinh, Trường Đại học Kinh tế thành phố Hồ Chí Minh

² Trường Đại học Ngân hàng thành phố Hồ Chí Minh

TÓM TẮT:

Nghiên cứu này nhằm phân tích tác động của phong cách lãnh đạo chuyên quyền đối với sự sáng tạo thông qua việc sử dụng phương pháp phân tích định lượng và phân tích mô hình cấu trúc bình phương nhỏ nhất từng phần (PLS-SEM). Kết quả nghiên cứu cho thấy, phong cách lãnh đạo chuyên quyền có ảnh hưởng tiêu cực đến sự sáng tạo thông qua tác động trung gian của các biến số, gồm: động lực nội tại và hành vi chia sẻ tri thức.

Từ khóa: lãnh đạo chuyên quyền, sự sáng tạo, động lực nội tại, hành vi chia sẻ tri thức, PLS-SEM.