



Vol. 3 No. 7 (July) (2025)

Linking Responsible Leadership to Employee Creativity: Insights from Knowledge Donation Practices in Higher Education

Dr. Hafiz Muhammad Waqas

Assistant Controller of Examinations, Government

College University Faisalabad

Email: hafizwaqas@gcuf.edu.pk

Dr Aamir Abbas

Lecturer, Lyallpur Business School, GCUF

Chiniot Campus

Email: aamirabbasmkt@gmail.com

Dr. Muhammad Zohaib Irshad (Corresponding Author)

Lecturer, College of Commerce, Government

College University Faisalabad

Email: mzohaibirshad@gcuf.edu.pk

ABSTRACT

The administrative employees in public sector higher educational institutions (PHEIs) play an equally important role in the development of the institutions. Thus, their creativity can help the institutions to perform better and enhance their quality. Prior studies have mainly focused on the creativity of teachers, while overlooking the importance of administrative employees' creativity. Therefore, this research aimed to determine the factors leading to the creativity of employees working at different administrative posts in public sector higher educational institutions (PHEIs). It examined the role of responsible leadership on knowledge donation and employee creativity. Moreover, it aimed to determine the mediating role of knowledge donation in the relationship between responsible leadership and employee creativity. The data were gathered from 434 administrative employees in public sector higher educational institutions (PHEIs) of Punjab, Pakistan. The results highlighted that responsible leadership significantly influences the knowledge donation and employee creativity. Furthermore, knowledge donation partially mediates the relationship between responsible leadership and creativity of administrative employees working at different administrative posts in public sector higher educational institutions.

Keywords: Responsible Leadership, Knowledge Donation, Knowledge Sharing, Higher Education, Creativity

Introduction

Organizations continually strive for excellence to outperform their competitors by emphasizing creativity. Nowadays, creativity and innovation of organizations are essential for organizational growth (Hassan & Din, 2019). Particularly, it is important for higher educational institutions as, besides several opportunities, they are facing the market demands that require new ideas and updated management or administrative practices. Thus, creativity and innovation are both required in the modern, dynamic, and progressive academic world (Agboola & Ukoette, 2018). Currently, Pakistan is lagging in terms of



Vol. 3 No. 7 (July) (2025)

creativity; it ranks 113th out of 127 countries in terms of innovation. Over 81 indicators are used in the Global Innovation Index (GII) survey to cover topics such as infrastructure, institutions, knowledge, and creativity. Creativity is the result of an act of innovation (Leonard-Barton & Swap, 1999). In all service-providing institutions, the administrative staff supports and assists the academic staff at every step to complete projects and to reach the organization's ultimate goals. Despite having significant importance, the level of satisfaction of the administrative staff is less than that of the academic staff (Hong et al., 2012), which leads to a low level of happiness and satisfaction, which hinders creativity. The administrative staff of the University are also involved in supporting teaching; their job responsibilities differ from those of academic staff in that they are responsible for managing non-academic affairs, such as handling admission queries, composing construction/ project work, ensuring safety, and addressing other important operational matters. Moreover, they control day-to-day university operations, including the supervision of academic employees and the preparation of budget. These administrative employees also work with students on different activities (QS World University Ranking, 2022b).

The administrative leaders in Higher Education Institutions must identify and practice their roles to enhance the quality of work in the universities, particularly the roles related to management or allocation of budget and expenditure. In universities, the budget is actually the working plan of income and expenses, where every item to be purchased for the University is documented. Every year, the administrative leaders, along with other administrative employees, prepare the plan for budget expenditure and conduct regular auditing to maintain the record of accounts. Moreover, these leaders manage discipline and employee-related matters. In public universities, these roles of administrative leaders help in ensuring a quality-oriented learning environment. However, unfortunately, the predefined roles for these leaders are absent in some universities, and according to (Rodríguez-Ponce et al., 2022), there is a need for a clear job description to avoid overlapping of roles between teaching and administrative employees. Furthermore, the additional duties of administrative leaders should be waived to enhance their creativity. There is a significant impact from these factors on the quality of higher education, as their appropriate adjustment ensures the system's working efficiency (Williams et al., 2013). An organization's innovation stems from employee creativity (Chen & Ruan, 2021).

The competition in the 21st century has directed the attention of every organization towards creativity for survival. In educational institutions, teachers are widely believed to be responsible for cultivating creativity and innovation in society today; hence, the importance of creativity in educational organizations is relatively higher than in other service sectors. Organizations can develop positive attitudes towards work can be through creative behaviors and knowledge sharing (Hassan & Din, 2019). Employees' attitudes and behaviors towards willingness and consistency can be changed positively to encourage knowledge sharing in a firm (Connelly & Kelloway, 2003; Lin & Lee, 2004).

In higher Education Institutions, a greater emphasis should be placed on individual creativity and the quality of knowledge sharing. Thus, this research aimed to explain the effects of knowledge sharing on individual creativity. It also intends to contribute towards spreading awareness regarding how the knowledge sharing process, and individual creativity can improve (Lee, 2018). Knowledge sharing (i.e. knowledge donating) is influenced by the leadership (Wu & Lee, 2017). An employee's creative behavior is positively correlated with responsible leadership. By improving RL characteristics, employees can perform better in the creativity arena. To maintain an organization's sustainability, leaders must foster employees' creativity. Moreover, responsible leadership



Vol. 3 No. 7 (July) (2025)

encourages employees to think creatively, which inspires creative and collaborative behavior (Zulfiqar et al., 2022). Thus, responsible leadership can enhance the knowledge donation and creativity of the administrative employees in the public sector universities of Punjab. Therefore, this research has aimed to determine the influence of responsible leadership on knowledge donation and creativity of the administrative employees. Furthermore, it has examined the mediating role of knowledge donation in the relationship between responsible leadership and employee creativity.

Literature

Responsible Leadership and Employee Creativity

Responsible leaders strongly influence employees' behaviour in organizations (Cheng & Stockdale, 2003). Thus, this research has focused on public sector higher educational institutions and aimed to determine how responsible leadership leads to employee creativity and knowledge donation behaviour. Creating an environment conducive to employee creativity is one of the ways leaders influence employee creativity (Hughes et al., 2018). To understand the individual components of the responsible management concept, responsible leadership is of paramount importance (Marques, & Gomes, 2020). It was originally understood that responsible leadership consisted of "a social-relational and ethical phenomenon, which occurs in social processes of interaction" overcome traditional organizational boundaries with a sense of responsibility (Maak & Pless, 2006). RL boosts employees' sense of psychological ownership and enables them to participate in decision-making, which supports their intrinsic needs. Researchers have advocated RL to develop employee motivation, which influences organizational commitment (Sobhani et al., 2021), Employees and organizations both benefit from responsible leadership, such as enhanced performance (Wang et al., 2015). An ethical leader behaves ethically and by leading by example, they inspire their followers to follow suit (Freeman & Auster, 2011). Moreover, the responsible leadership articulates the thoughts of an employee, creating an open environment of information and encouraging creative behavior (Zulfiqar et al., 2022). Thus, the following hypothesis is designed to determine the influence of responsible leadership on employees' creativity in the public sector higher educational institutions (PHEIs).

H₁. Responsible leadership has a significant positive impact on employees' creativity.

Responsible Leadership, Knowledge Donation, and Employee Creativity

Organizations aiming to outperform their competitors must develop a culture of knowledge sharing (Du et al., 2014), particularly through knowledge donation. Moreover, they must focus on responsible leadership (Coleman, 1996) that can develop such a culture. A leader plays an essential role in inspiring employees to perform with motivation; thus, they are understood to be role models for all stakeholders (Doh & Quigly, 2014). Employees are motivated to share knowledge by being inspired to work hard with excellent efficiency. To enhance organizational efficiency and reciprocation, researchers recommend that employees share their knowledge (Du et al., 2014).

Developing and succeeding in an organization enables responsible leaders and employees to share knowledge, so knowledge sharing is given great attention (Lim & Lee, 2013), and responsible leadership (Lynham & Chermack, 2006). A responsible leader is a person who is capable of inspiring others through communication, motivation, empowerment, and convincing them to make positive changes in the organization (Doh & Quigly, 2014; Liu & Lin, 2018). As per social exchange theory, responsible leadership positively influences employee behavior when employees or subordinates believe their leaders are responsible.



Vol. 3 No. 7 (July) (2025)

In return, they tend to participate in knowledge-sharing activities to maximize output for their leader and organization. In essence, responsible leadership involves fairness, honesty, openness, values, and trustworthiness, which make for an effective manager or leader who can encourage followers to share Knowledge (Mai, Do & Phan, 2022).

Creativity is becoming increasingly important in many workplaces, and it often relies on knowledge sharing and exchange among employees. However, there can be challenges when it comes to motivating individuals to share their knowledge, due to the potential social dilemma involved (Rhee & Choi, 2017). Knowledge sharing is crucial for enhancing domain-relevant skills and creative-thinking skills. Employees need to share their knowledge in order to improve their overall performance. By exchanging knowledge, individuals can learn from each other's experiences and perspectives, leading to better decision-making and problem-solving. In addition, knowledge sharing can foster a culture of creativity and innovation within the organization (Lee & Seol, 2021). Thus, the following hypotheses are designed to determine the influence of responsible leadership on knowledge donation in the public sector higher educational institutions (PHEIs) and highlight the mediating role of knowledge donation.

H₂: Responsible leadership has a significant positive impact on knowledge donation.

H₃: Knowledge donation has a significant positive impact on employee creativity

H₄: Knowledge donation significantly mediates the relationship between responsible leadership and employee creativity.

Based on the discussion given above, the following framework is developed (See Figure 1).

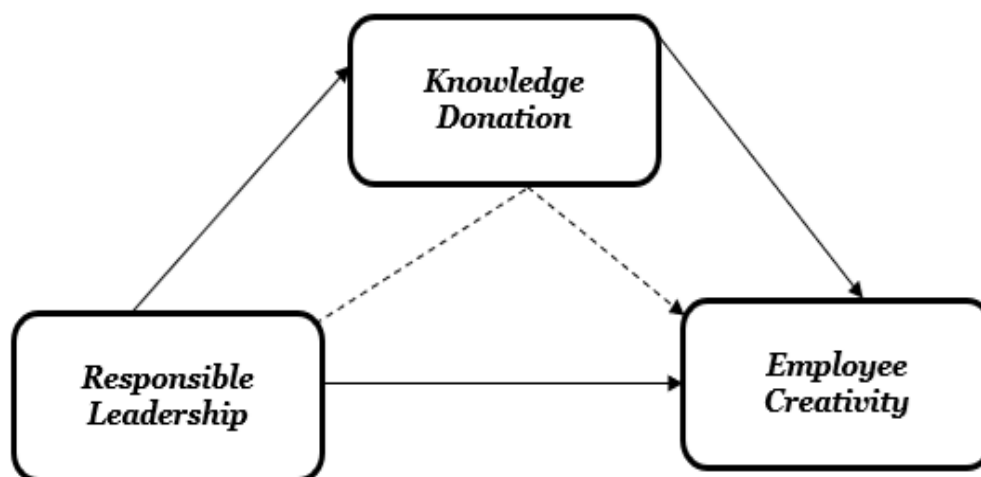


Figure 1. Research Model

Research Method

In the field of social sciences, there are numerous competing philosophical assumptions dominated by different schools of thought, such as interpretivism, positivism, and realism (Gill & Johnson, 2010). Positivism involves the use of statistical methods to enable generalization and quantifiable observations while evaluating results. It is based on a critical and objective method and is usually followed in natural sciences. The goal of research using a positivist approach is to study and explore the relationship between the



Vol. 3 No. 7 (July) (2025)

constructs under study with quantitative techniques (Saunders et al., 2011). Thus, based on the nature and objectives of the current study, we investigated the relationship between leadership style and employees’ creativity, and focused on the positivist approach. The sampling frame and main design for the research is given below in figure 2.

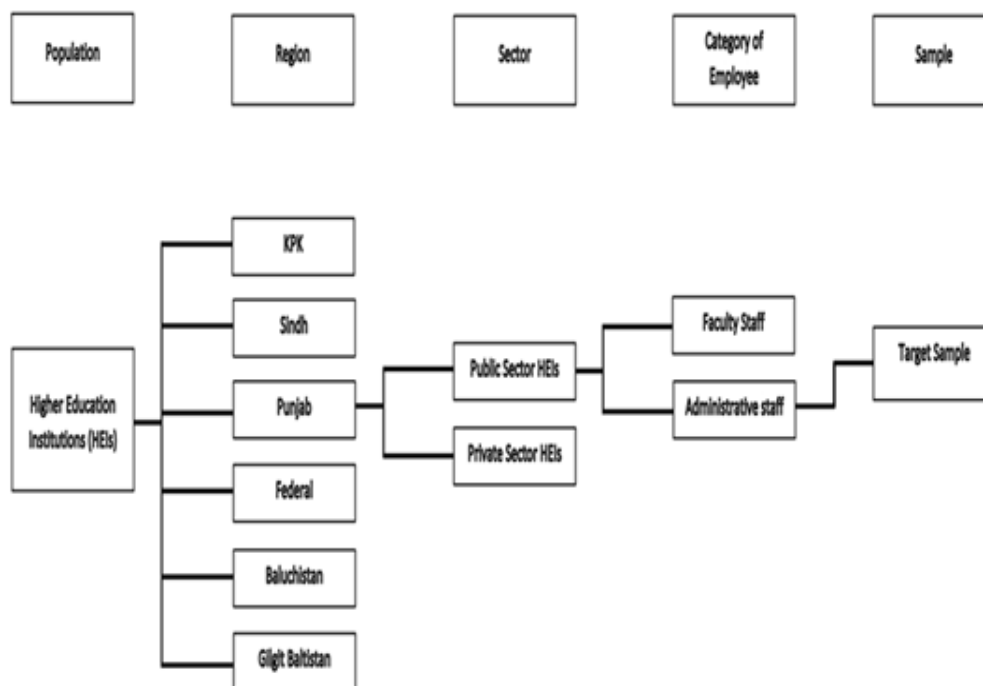


Figure 2. Sample Data

The research has used convenient sampling, a non-probability method, and gathered data from 434 administrative employees working at different PHEIs in Punjab, Pakistan. The analysis was done using SPSS and SmartPLS4. SEM is a powerful technique for multivariate analysis. This advanced approach is a combination of factor analysis and multiple regression. There is no assessment of the measurement model and structural model in the traditional techniques for calculating regression. Moreover SEM provides a flexible and customized method for calculating measurement models and structural models (Suhr, 2006). Further, it also provides an efficient estimation of a series of regression equations (Byrne, 2013). SEM can also investigate the interdependence of constructions. This technique can estimate reliability, validity, and hypothesis testing (Lowry & Gaskin2014).

Results

In the first stage of data analysis, the demographic characteristics of the respondents were examined using SPSS (See Table 1 for results). In the second stage, the SmartPLS 4 was used to evaluate measurement and structural model.

Table 1. Demographics of Respondents

Table	Demographic Analysis		
	Item	Total	%Age
Gender	Male	249	57.4



Vol. 3 No. 7 (July) (2025)

The of the	Female	179	41.2	
		Prefer not to say	6	1.4
	Age	18- 25	101	23.5
		26-33	142	32.7
		34-41	140	32.0
		Above 41	51	11.8
	Qualification	Bachelors	83	19.1
		Masters	157	36.2
		Post-Graduation	117	27.0
		Ph.D	77	17.7
	Marital Status	Married	272	62.7
		Unmarried	162	37.3
	Experience	1-5 years	195	44.9
		6-10 years	128	29.5
		11-15 years and above	68	15.7
		16 years and above	43	9.9

results

measurement model ensured the reliability and discriminant and convergent validity as the values were within the standards (i.e., factor loadings were above 0.5, CR was more than 0.7, AVE was more than 0.5, and HTMT values were below 0.90). Table 2 and figure 1 shows the results of the measurement model.

Table 2. Measurement Model

Constructs	Factor Loading	VIF	AVE	CR
Responsible Leadership (α : 0.887)			0.640	0.890
RL1	0.772	1.874		
RL2	0.797	1.987		
RL3	0.786	1.955		
RL4	0.831	2.233		
RL5	0.805	2.095		
RL6	0.806	2.058		
Employees' Creativity (α : 0.872)			0.723	0.872
EC1	0.845	2.061		
EC2	0.866	2.37		
EC3	0.835	1.993		
EC4	0.854	2.252		
Knowledge Donation (α : 0.894)			0.655	0.898
KD1	0.822	3.539		
KD2	0.837	2.682		
KD3	0.742	1.99		
KD4	0.84	3.734		
KD5	0.806	2.202		
KD6	0.805	2.288		

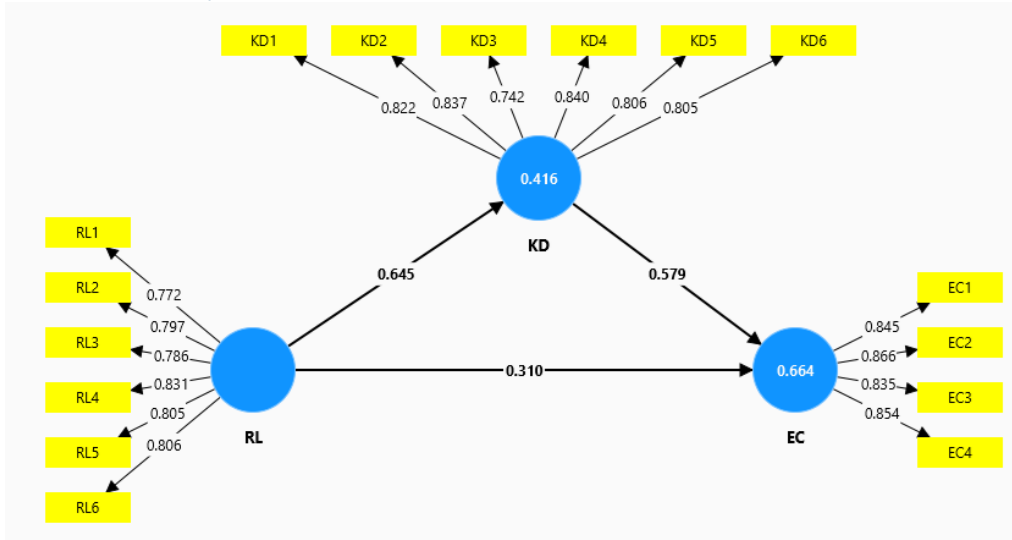


Figure 2. Measurement Model (Source: SmartPLS4)

Divergent validity is another name for discriminant validity, which constructs a stronger relationship with the measures other than discriminant validity (Hair et al., 2014). Discriminant validity can be measured through three methods, such as the Fornell and Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio of correlation. The current study considered these two methods to validate the model. In 1981, the Fornell and Larcker criterion was developed. According to the method, AVE divisors should have a greater square root value than their variances with each other. All the values are greater than the shared variance. Table 3 presents the discriminant validity.

Table 3. Discriminant validity

HTMT			
	EC	KD	RL
EC			
KD	0.879		
RL	0.776	0.719	
Fornell and Larcker criterion			
	EC	KD	RL
EC	0.850		
KD	0.779	0.809	
RL	0.630	0.645	0.800

***EC: Employee Creativity, KD: Knowledge Donation, RL: Responsible Leadership**

The structural model converts the model into structural paths to evaluate and measure the strength of the relationship with the help of a data set and explains the extent to which constructs are influenced by their observed effects. The path analysis for this study has been measured through SmartPLS algorithm. The results are given below in Table 4 and Figure 3.

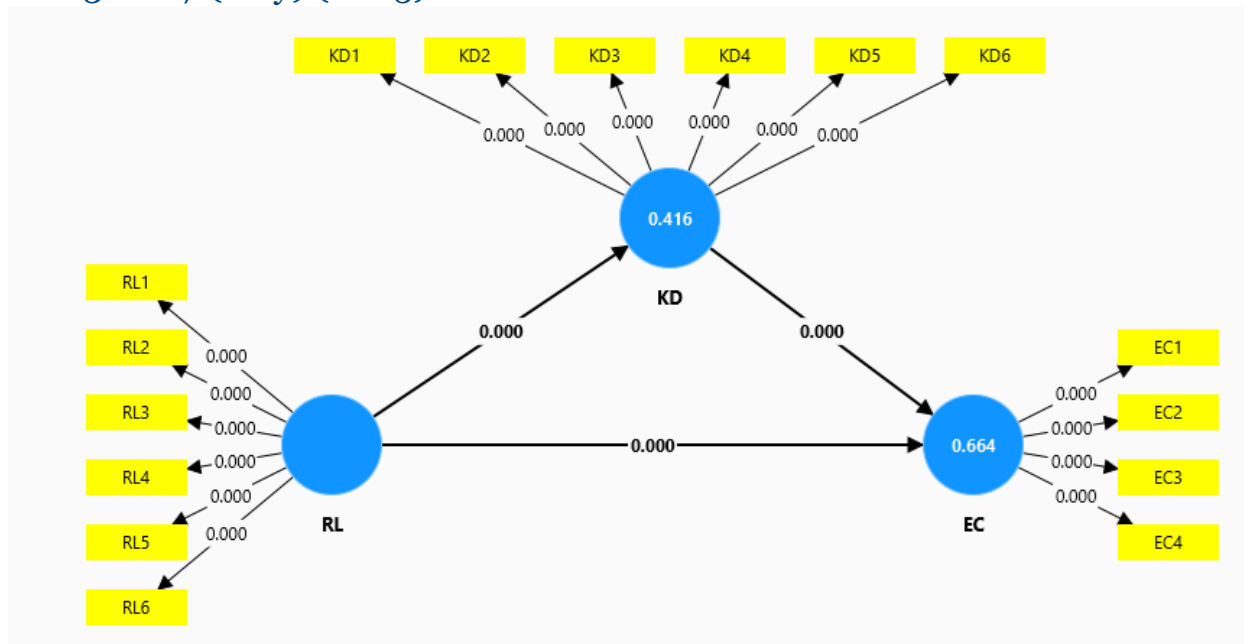


Figure 3. Structural Model

Table 4. Hypotheses Testing (Direct Path & Mediating Path)

Direct Path				
Path	Beta	T-Value	P Value	Results
RL -> EC (H1)	0.310	6.307	0.000	Supported
RL -> KD (H2)	0.645	17.330	0.000	Supported
KD -> EC (H3)	0.579	11.280	0.000	Supported
RL -> KD -> EC (H4)	0.374	10.086	0.000	Supported

*EC: Employee Creativity, KD: Knowledge Donation, RL: Responsible Leadership

Hypothesis 1 (i.e., H1) examined the effect of RL on EC. Results (Table 4, Figure 3) highlighted a significant effect of responsible leadership on employee creativity ($\beta= 0.310$, $t = 6.307$), thus supporting Hypothesis 1. The second hypothesis was developed to examine the influence of RL on KD, and the results indicated a significant influence of responsible leadership on knowledge donation ($\beta= 0.645$, $t = 17.330$). Thus, H2 was also supported. Hypothesis 3 examined the effect of KD on EC. Results highlighted a significant effect of knowledge donation on employee creativity ($\beta= 0.579$, $t = 11.280$), thus supporting Hypothesis 3. The fourth hypothesis examined the mediating role of knowledge donation in the relationship between responsible leadership and employee creativity. The findings reported the complementary partial mediation of knowledge donation in the relationship between responsible leadership and employee creativity ($\beta= 0.347$, $t = 10.086$).

Discussion

The first hypothesis investigated how responsible leadership influences the behaviour of administrative employees of public sector Higher Education Institutions of Punjab towards creativity. The findings show support for the hypotheses and highlighted that making creative efforts requires an appreciation of creativity (Haslam et al., 2013) that can come from a responsible leader. Responsible leadership plays a crucial role in fostering a work environment that encourages and supports employees' creativity. When leaders prioritize responsibility, they demonstrate a commitment to ethical practices, sustainability, and the



Vol. 3 No. 7 (July) (2025)

well-being of both their employees and the broader community. This commitment can significantly impact the creative culture within an organization. The success of an organization depends on employee creativity (AlKayid, et al., 2023). Responsible leadership has a significant impact on the creativity of administrative employees in public sector universities by creating a supportive, ethical, and innovative work environment. When administrative staff are empowered, recognized, and provided with opportunities for professional growth, they are more likely to contribute creatively to the university's goals and objectives. This, in turn, enhances the overall effectiveness and adaptability of the institution in Higher Education Institutions. This finding is in line with the literature that a responsible leader is the type of person who should both represent and convey the importance of socially responsible actions in a company, and suggests that responsible leadership is positively related to salespeople's (Employees) creativity (Castro et al., 2019). The second hypothesis aimed to determine the influence of responsible leadership on knowledge donation (i.e., a part of knowledge sharing). The results supported the hypothesis and highlighted that responsible leadership sets the tone for a positive organizational culture that values transparency, collaboration, and continuous learning. This, in turn, positively influences knowledge donation by creating an environment where employees are willing to share their knowledge for the collective benefit of the organization. In an organization, responsible leadership refers to influencing employees to boost desired motivations, whereas knowledge sharing refers to employees influencing each other to boost motivations (Lin, Huang, & Huang, 2020). Responsible leadership and knowledge sharing are closely intertwined concepts, and a responsible leader significantly influences the culture of knowledge sharing within an organization. Employees' knowledge-sharing behavior is significantly influenced by supervisor support (Malik et al., 2023; Saif et al., 2024).

The third hypothesis aimed to examine the influence of knowledge donation on employees' creativity, and the findings supported the hypothesis. Similarly, the fourth hypothesis was also supported, and the results revealed that knowledge donation significantly mediates the relationship between responsible leadership and employees' creativity. Knowledge donation and employees' creativity are interconnected aspects within an organization. When knowledge is shared effectively, it can fuel creativity by providing individuals with diverse perspectives, insights, and information. Knowledge donation is a catalyst for employees' creativity. Organizations that prioritize and facilitate effective knowledge sharing create an environment where individuals are empowered, informed, and inspired to think creatively. When employees are motivated to share knowledge and help others, they are more likely to donate knowledge to the company and collect information from colleagues (Kim et al., 2013; Rubel et al., 2023). The findings are in line with the literature that suggests continuous learning contributes to knowledge donation and ultimately to creativity. To be creative and innovative, employees must work together and share knowledge voluntarily. Sharing knowledge is essential to creating a culture of innovation in an organization (Men et al., 2019).

Conclusion

In public sector universities, administrative employees perform their duties while also supporting teachers and students. Therefore, their creativity is equally important for the sustainability of institutions. Thus, this research has highlighted that their creativity is associated with responsible leadership and knowledge donation. Responsible leadership fosters knowledge sharing and creativity. The public sector higher educational institutions must provide training for administrative leaders, making them responsible and enabling



Vol. 3 No. 7 (July) (2025)

them to foster a culture of knowledge sharing.

References

- Agboola, B. M., & Ukoette, I. U. (2018) Utilization of Creativity and Innovation on Effective Administration of a Nigerian University Education.
- AlKayid, K., Selem, K. M., Shehata, A. E., & Tan, C. C. (2023). Leader vision, organizational inertia and service hotel employee creativity: Role of knowledge-donating. *Current Psychology*, 42(4), 3382-3394.
- Bhatti, S.H., Vorobyev, D., Zakariya, R. and Christofi, M. (2020), "Social Capital, knowledge sharing, work meaningfulness and creativity: evidence from the Pakistani pharmaceutical industry", *Journal of Intellectual Capital*, Vol. 22 No. 2, doi: 10.1108/jic-02-2020-0065.
- Byrne, B. M. (2013). *Structural equation modeling with AMOS: Basic concepts, applications, and programming*: Routledge.
- Castro-González, S., Bande, B., & Fernández-Ferrín, P. (2019). Responsible leadership and salespeople's creativity: the mediating effects of CSR perceptions. *Sustainability*, 11(7)
- Cheng, Y., & Stockdale, M. S. (2003). The validity of the three-component model of organizational commitment in a Chinese context. *Journal of Vocational Behavior*, 62(3), 465-489
- Coleman, H. J. (1996). Why employee empowerment is not just a fad. *Leadership & Organization Development Journal*, 17(4), 29-36
- Connelly, C.E. and Kelloway, E.K. (2003), "Predictors of employees' perceptions of knowledge sharing culture", *Leadership & Organization Development Journal*, Vol. 24 No. 5, pp. 294-301.
- Doh, J. P., & Quigley, N. R. (2014). Responsible leadership and stakeholder management: Influence pathways and organizational outcomes. *Academy of Management Perspectives*, 28(3), 255-274
- Freeman, R. E., & Auster, E. R. (2011). Values, authenticity, and responsible leadership. In *Responsible leadership* (pp. 15-23). Dordrecht: Springer Netherlands.
- Gill, J., & Johnson, P. (2010). *Research methods for managers*.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2013). *A primer on partial least squares structural equation modeling (PLS-SEM)*: Sage Publications
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long range planning*, 46(1-2), 1-12.
- Haslam, S.A., Adarves-Yorno, I., Postmes, T. and Jans, L. (2013), "The collective origins of valued originality: a social identity approach to creativity", *Personality and Social Psychology Review*, Vol. 17 No. 4, pp. 384-401.
- Hassan, S., & Din, B. (2019). The mediating effect of knowledge sharing among intrinsic motivation, high-performance work system and authentic leadership on university faculty members' creativity. *Management Science Letters*, 9(6), 887-898.
- Hong, K. S., Lim, J. M., Tan, K. W., & Othman, A. E. A. (2012). Job satisfaction among academic and administrative staff in Universiti Malaysia Sarawak. *Sains Humanika*, 59(1).
- Hughes, D.J., Lee, A., Tian, A.W., Newman, A. and Legood, A. (2018), "Leadership, creativity, and innovation: a critical review and practical recommendations", *Leadership Quarterly*, Vol. 29 No. 5, pp. 549-569



Vol. 3 No. 7 (July) (2025)

- Islam, T., Ahmad, S., Kaleem, A., & Mahmood, K. (2021). Abusive supervision and knowledge sharing: moderating roles of Islamic work ethic and learning goal orientation. *Management Decision*, 59(2), 205-222.
- Kim, T. T., & Lee, G. (2013). Hospitality employee knowledge-sharing behaviors in the relationship between goal orientations and service innovative behavior. *International journal of hospitality management*, 34, 324-337.
- Lee, J. (2018). The effects of knowledge sharing on individual creativity in Higher Education Institutions: socio-technical view. *Administrative Sciences*, 8(2), 21.
- Lee, J., & Seol, H. D. (2021). An inquiry into transformational leadership, knowledge management strategies, and employee creativity. *Knowledge and Process Management*, 28(4), 364-376.
- Lee, P., Gillespie, N., Mann, L., & Wearing, A. (2010). Leadership and trust: Their effect on knowledge sharing and team performance. *Management learning*, 41(4), 473-491.
- Leonard-Barton, D., & Swap, W. C. (1999). *When sparks fly: Igniting creativity in groups*. Harvard Business Press.
- Lim, T. and Lee, A. (2013), "A study on the knowledge implementation strategy and its influence on the knowledge sharing attitude among knowledge workers and individual job performance", *Journal of Economics and Behavioral Studies*, Vol. 5 No. 12, pp. 894-904
- Lin, C. P., Huang, H. T., & Huang, T. Y. (2020). The effects of responsible leadership and knowledge sharing on job performance among knowledge workers. *Personnel Review*, 49(9), 1879-1896.
- Lin, C. P., Huang, H. T., & Huang, T. Y. (2020). The effects of responsible leadership and knowledge sharing on job performance among knowledge workers. *Personnel Review*, 49(9), 1879-1896.
- Lin, H. F., & Lee, G. G. (2004). Perceptions of senior managers toward knowledge-sharing behaviour. *Management decision*, 42(1), 108-125.
- Lowry, P. B., & Gaskin, J. (2014). Partial least squares (PLS) structural equation modeling (SEM) for building and testing behavioral causal theory: When to choose it and how to use it. *IEEE transactions on professional communication*, 57(2), 123-146.
- Lv, J., Chen, W., & Ruan, Y. (2021). The impact of calling on employee creativity: evidence from internet companies. *Frontiers in Psychology*, 12, 773667.
- Lynham, S. and Chermack, T. (2006), "Responsible leadership for performance: a theoretical model and hypotheses", *Journal of Leadership and Organizational Studies*, Vol. 12 No. 4, pp. 73-88
- Lin and Wang (2006) Lin, H.-H., & Wang, Y.-S. (2006). An examination of the determinants of customer loyalty in mobile commerce contexts. *Information & Management*, 43(3), 271-282.
- Maak, T., & Pless, N. M. (2006). Responsible leadership in a stakeholder society—a relational perspective. *Journal of Business Ethics*, 66(1), 99–115.
- Mai, N. K., Do, T. T., & Phan, N. A. (2022). The impact of leadership traits and organizational learning on business innovation. *Journal of Innovation & Knowledge*, 7(3), 100204.
- Malik, M. F., Khwaja, M. G., Hanif, H., & Mahmood, S. (2023). The missing link in knowledge sharing: the crucial role of supervisor support-moderated mediated model. *Leadership & Organization Development Journal*, 44(6), 771-790.
- Marques, T. M., & Gomes, J. F. (2020). Responsible leadership and versus responsible management. In *Research handbook of responsible management* (pp. 138-154). Edward Elgar Publishing.



Vol. 3 No. 7 (July) (2025)

- Men, C., Fong, P. S., Luo, J., Zhong, J., & Huo, W. (2019). When and how knowledge sharing benefits team creativity: The importance of cognitive team diversity. *Journal of Management & Organization*, 25(6), 807-824.
- Rhee, Y. W., & Choi, J. N. (2017). Knowledge management behavior and individual creativity: Goal orientations as antecedents and in-group social status as moderating contingency. *Journal of Organizational Behavior*, 38(6), 813-832
- Rodríguez-Ponce, E., Pedraja-Rejas, L., & Labraña, J. (2022). Liderazgo en el gobierno universitario e innovaciones en la docencia: una revisión de la literatura. *Revista iberoamericana de educación superior*, 13(36), 102-123.
- Saif, N., Goh, G. G. G., Rubin, A., Shaheen, I., & Murtaza, M. (2024). Influence of transformational leadership on innovative work behavior and task performance of individuals: The mediating role of knowledge sharing. *Heliyon*, 10(11).
- Saunders, M. N., Saunders, M., Lewis, P., & Thornhill, A. (2011). *Research methods for business students*, 5/e: Pearson Education India.
- Sobhani, F. A., Haque, A., & Rahman, S. (2021). Socially responsible HRM, employee attitude, and bank reputation: the rise of CSR in Bangladesh. *Sustainability*, 13(5), 2753.
- Wang, S., Huang, W., Gao, Y., Ansett, S., & Xu, S. (2015). Can socially responsible leaders drive Chinese firm performance?. *Leadership & Organization Development Journal*, 36(4), 435-450
- Williams, T. (2013). Unleashing sustainable leadership in schools: The paradox of distributed leadership. *Educational Research Journal*, 28(1/2), 33-50.
- Wu, W. L., & Lee, Y. C. (2017). Empowering group leaders encourages knowledge sharing: integrating the social exchange theory and positive organizational behavior perspective. *Journal of Knowledge Management*
- Zhao, S., Jiang, Y., Peng, X., & Hong, J. (2021). Knowledge sharing direction and innovation performance in organizations: do absorptive capacity and individual creativity matter?. *European Journal of Innovation Management*, 24(2), 371-394.
- Zulfiqar, S., Khan, Z., & Huo, C. (2022). Uncovering the effect of responsible leadership on employee creative behaviour: from the perspective of knowledge-based pathway. *Kybernetes*