

## Coercive Intellectual Leadership Antecedent towards Organizational Performance

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### Abstract

*This study bases the research gap between learning and organizational performance. Organizational learning has a direct influence on company performance but other studies state that organizational learning is not able to produce better profits, especially long-term revenue growth. Therefore, this study proposes a coercive intellectual leadership development model that is driven by organizational learning so that it can increase the need for achievement and have an impact on maximum performance. Focus on coercive intellectual leadership which is a novelty in the organizational performance development model.*

**Keywords:** *organizational learning; coercive intellectual leadership; need of achievements; performance; organizational performance.*

### 1. Introduction

In a disruptive era where openness and transparency through the media creates high-pressure situations, a leader must be able to control these stressful situations so the leadership is not failure (Lopez, 2018). Transparency and openness lead to individual freedom that almost too far. It requires a leadership style that has "power" (Salovaara & Bathurst, 2018). Power theory is a potential theory to influence (Zhang, et al., 2018). Power refers to company power usage to modify decision making which is related to financial profit, value creation, communication, delivery processes, market access, and etc. While, coercive power is often targeted to influence a particular event or decision to control strategic or operational goals (Wen, 2018).

The transformational-transactional leadership framework (Bass, 1985) continues to dominate the leadership literature. Many studies have linked transformational leadership with various outcome variables, including motivation (Andersen et al., 2018; Deschamps, et al., 2016). Transformational leadership facilitates generation of new knowledge and ideas through the application of intellectual stimulation aspects which motivates employees to approach organizational problems in a newer approach (Ghasabeh, et al., 2015). Theories about leadership and motivation have many similarities, so it has many contradictions and variables inconsistency which can influence the conclusions. This study is very important to understand human behavior and its impact on performance. Transformational leaders strive to create a climate that is conducive to the development of innovation and creativity. Different opinion is seen as a natural thing to happen. The leader encourages subordinates to come up with new ideas and creative solutions to the problems faced. Therefore, subordinates are truly involved and empowered in problem formulation and solution finding.

Busato, Prins, Hamaker & Visser (1995) examine the relationship between intellectual ability and learning style. When learning style is directed, positive and significant influence of intellectual abilities is found. While, learning style that is not directed has a negative and significant influence. Learning style that is not directed also appears to be negative predictors of academic success.

Basically, the essence of transformational leadership is sharing of power which involves subordinates to make changes. Through the application of various managerial practices, leaders are able to empower their subordinates so that they become more confident in their own abilities. With a stronger sense of self-efficacy, subordinates will be able and succeed in conduct various challenging tasks. Coercive intellectual leadership is proposed to complete the existing leadership style with leadership behavior pattern that is based on developing science and intellectually able to translate it in productive performance.

Generative learning is a learning model about how a person builds knowledge in his mind, such as building ideas about a phenomenon, constructing the meaning of a term, and also building strategies to explain how and why question (Ullah & Salo, 2018). Some studies correlate generative learning with transformational leadership. One of them is Bowlby (2019) which states that leaders are not born to be leaders but everyone must learn to lead. The learning process for a leader is a process to deal with unpredictable environmental changes. Learning is needed to enrich a leader in very dynamic changes. Learning is very important to shape the leadership style of a public office holder (Broekema, et al. 2019). In addition, learning also influences motivation as Garrido et al. (2018) state that learning will increase one's motivation in an organizational context.

The research gap between organizational learning and performance provides research opportunities. Organizational

learning has a direct influence on company performance (Olejarski, A. M., Potter, M., & Morrison, R. L. 2019) but other study states that organizational learning at the group and individual level do not have a significant influence on performance (Tortorella, et al. 2019). Organizational learning is an antecedent factor of organizational performance (Olejarski et al., 2019) while Seok (2018) states that learning organization has a low influence in improving performance.

Factors that influence the achievement of performance are the ability and motivation. It is in accordance with Keith Davis opinion which is translated by Mangkunegara (2004), namely: a) Ability; Psychologically, employees' abilities consist of potential abilities (IQ) and real abilities (knowledge and skills). It means that employee who has an IQ above average (110-120) and has adequate education for their positions and skilled in doing daily work, he will easily achieve the expected performance. Therefore, employees need to be placed in jobs that match their expertise. b) Motivation; Motivation is formed from the employee's attitude in dealing the work situations. Motivation is a condition that drives directed employees to achieve organizational goals.

The organization sustainability is not only seen from the material performance outcome, but also the believed values by the people in it, including applying the four characteristics of the prophet, namely sidiq, fathonah, amanah, and tabligh (Kamaluddin et.al, 2018). Hamdani et al. (2019) shows congruence between corporate spiritual normativity and better company performance. It means that companies which conduct their activities spiritually are able to generate better profits, especially long-term revenue growth. Therefore, this study proposes a coercive intellectual leadership development model that is driven by generative learning so it can increase the need of achievement and have an impact on maximum performance.

## 2. Theoretical foundations and proposition development

### 2.1. Coercive intellectual leadership

Power theory describes the ability of a person or group to influence the behavior of other people or groups in accordance with perpetrator's desire (Salovaara & Bathurst, 2018). Power can be interpreted as a possibility that makes a person has power in social relations to conduct their own desires and remove obstacles (Damanpour & Mankelwicz, 2018). According to French and Raven (1959), power is divided into 5 types, namely: reward power, coercive power, referent power, legitimate power, and expert power. Coercive power is the use of threats or penalties to influence someone to be willing to do something as they wish. Examples of threats or penalties imposed such as the issuance of warning letters, salary reduction, demotion, and termination of employment or layoffs. This power has limitations in several dimensions, including, (Rojek, 1986), individuation of personal space, coding activity, routinization of activity, and synchronization of activities.

Transformational leadership has the ability to change organizations through their future vision and clarify their vision, they can empower employees to responsible for achieving that vision (Buil et al., 2019). Intellectual stimulation is a leader whose attitude and behavior is based on developing science and intellectually able to translate it in productive performance. Leaders always explore new ideas and creative solutions from staff and always encourage staff to learn and practice new approaches to work.

When conducting work, every human being is required to act and behave accordance with ethics and morals. In conducting work, every human wish is success to emulate the Allah's Messenger. The success that was obtained by the Allah's Messenger do not come suddenly. Many challenges and obstacles must pass through him to become a successful worker. There are four keys to success which are the attributes of the

Prophet Muhammad as a leader, namely: Shiddiq (true and (honest), Amanah (trusted), Fathanah (intelligent) and Tabligh (communicative).

Based on the derivation of Islamic values, transformational leadership and power theory can develop coercive intellectual leadership propositions. Coercive intellectual leadership is a leadership style that uses its strength to develop the human resource's intellectual qualities with their intelligence to map human resource learning activities, communicative and inspiring routine human resource activities, honesty behavior, trustworthy activities and think firmly against courageous responsible behavior. Increased Coercive intellectual leadership will actualize organizational performance.

A leader is not a person who is born to be a leader but he/she must learn to be a leader. The public leaders tend to learn after a crisis by allocating knowledge and allocating mistakes, both types of organizational learning are experienced as important in building organizational defense. The results of this study emphasize the importance of learning before becoming a public office (Broekema, et al. 2019). However, other studies state that leadership has a key role to enable organizations to learn (Senge, 1990; Schein, 1993; Argyris and Schon, 1996; Davenport and Prusak, 1998; Farhan, 2018; Bligh, et al., 2018; Khan & Khan et al., 2019; Park & Kim, 2018). Some literature also correlate elements of transactional leadership and transformational leadership that are consistent with higher education reform (Cameron, 1981; Senge, 1990; Leithwood, 1992; Bass and Avolio, 1994; Smart et al., 1997; Bass, 1996; Ramsden, 2007; Leithwood et al., 1999; Pounder, 2006; Avolio et al., 1999; Albulushi and Hussain, 2008; Basham, 2010).

Study in the context of organizational learning still have many contradictions. According to Olejarski et.al (2019), organizational learning is an antecedent factor of organizational performance while Seok (2018) states that organizational learning has very little influence in improving performance, because organizational learning processes depend on the quality of knowledge exploration and exploitation that has been owned by human resource. Organizational learning is a process undertaken to deal with unpredictable environmental changes. Organizational learning is a dynamic process that allows organizations to quickly adapt the changes that result in the production of new behaviors and skills to improve organizational efficiency. However, organizational learning only occur when groups want to try to learn, interact, and share their knowledge with other members so that the combined capacity groups have improved, and members gain the ability to understand and act effectively (Alsabbagh & Abdul, 2016).

There is almost no study which is examining the influence of organizational learning and individual performance on teaching practices (Hartono et al., 2017). Broekema (2019) suggests examining the influence of organizational learning in increasing motivation. Several studies about the influence of learning on motivation have varying results. Conejo (2019) finds that learning not increase one's n-Ach, while Garrido et al. (2018) find that learning will increase one's motivation in organizational context. Intellectual leadership and deep and targeted social power will produce reliable coercive intellectual leadership, thereby increasing organizational performance.

Therefore, coercive intellectual leadership is proposed to provide solutions in the differences in study results. Intellectual leadership and deep and targeted social power will produce reliable coercive intellectual leadership, thereby increasing organizational performance.

## 3. Proposed model

### 3.1. Generative learning

Generative learning is described as a situation where the brain does not receive information passively, but actively constructs an interpretation of information and makes a

conclusion (Ulusoy & Onen, 2013). Generative learning is proactive learning which includes reading skills, knowledge, behavior, and interaction patterns to improve team performance (Sessa et al., 2011). Generative learning is a process of analyze and discuss, seek knowledge and skills, review new information and data, develop new protocols and tests and practice it.

Generative learning can be concluded as a learning model, where the participants learn to actively participating in the learning process and constructing the information meaning around them based on their initial knowledge and experience. Generative learning is measured by need of learning and change, so explore alternative methods, ask questions, challenge assumptions, seek different perspectives, evaluate alternatives, and reflect on their actions (Gerben Van der Vegt & Bunderson, 2005). Generative organizational learning is an organizational learning model that emphasizes the active integration of new knowledge using previously owned knowledge. The new knowledge will be tested by answering problems or symptoms which are related (Arygyris and Schon 1978; Bateson 1972; Nonaka 1994; Chiva et al., 2010). The generative learning concept is reflected in the proactive learning, ability to update knowledge, find innovative solutions, and ability to elaborate.

### 3.2. Need of achievements

Need of motivation theory is stated by David McClelland, this theory center on human needs. Some of the needs expressed in this motivation are the need of achievement, power, and affiliation (Jaquays & Thompson, 2018). Need of achievement (n-Ach) is one type of motivation that grows because of the needs motive that distinguishes from other needs (Black & Allen, 2018). Other opinion says that employees who have a high need of achievement have control over their behavior and like difficult challenges, while employees who have low need of achievement are easily satisfied with little challenge. Need of achievement has certain characteristics that can be developed namely (Mc. Clelland, 1987) innovative, need feedback, responsible, persistence, and *likes challenges*.

Therefore, it can be concluded that Need of achievement is a motivation to achieve success with difficult challenges, the right target, take risky decisions, and consider the achieved standard of expertise and skills.

### 3.3. Organizational performance

Performance is an achievement level of implementation of activity, program, or policy to actualize the goals, objectives, mission, and vision of the organization which is contain in the organization's planning strategy. According to Manik, E. (2016) performance is an achievement level of implementation of activity, program, or policy to actualize the goals, objectives, mission, and vision of the organization as outlined in the organization's planning strategy. While Seok-Young Oh, (2018), states that performance is the work achieved by a person or group of people in organization which is suitable with their authorities and responsibilities, in order to achieve the organization's objectives legally, not against the law, and match with moral or ethical. Based on the several expert's opinions, it can be concluded that performance is the work of individuals or groups in an organization to achieve organizational goals within a certain period which is later can be used as a basis for evaluating whether the target of the organization's goals is achieved or not.

Robbins et al. (2007) state that there are several indicators of performance measurement, namely: Knowledge (subject knowledge), testing (assessment) procedures, student-teacher relations, organizational skills, communication skills, subject relevance, and utility of assignments. It is important to note that these dimensions overlap with some recommendations which have suggested by the previous experts. Based on the opinions of several experts, it can be concluded that performance is the

work of individuals or groups in an organization in order to achieve organizational goals within a certain period and later can be used as a basis for evaluating whether the target of the organization's goals is achieved or not. Performance measurement uses indicators according to learning and growth perspectives which has aim to develop existing human resources in the company.

Lecturer performance is defined as the quantity and quality of work presentation, work performance, work achievement, or work results which are achieved by a lecturer in accordance with the responsibilities of the university three tridharma (Ministry of Education and Culture, 1990). The construct of lecturer performance is measured by 5 indicators, namely: teaching performance, research performance, publication performance, public engagement performance, and supporting performance (seminars, awards, members of professional organizations, organizational representation in any case, and members of government or university projects, etc.).

## 3.4. Theoretical development

### 3.4.1. Power theory

Power is the most basic concept in the social sciences and there are different points of emphasis expressed therein. According to Russel (1988), there is a general limitation of power namely the product of the expected influence. If someone wants to achieve the goals that he and many people desired, he/she must have a great power. There are two driving factors that made someone wants to have power, namely: explicit and implicit factors. An explicit factor comes from within a person, while implicit factor is external factors which can influence a person to have a power. Power is defined as the ability to achieve a goal which is clearly different from other goals (Lopez, 2018).

According to French and Raven (1959), power is divided into 5 types, namely: Reward Power, Coercive Power, Referent Power, Legitimate Power, and Expert Power.

### 3.4.2. Transformational leadership theory

Transformational leadership is defined as a proactive leader or a leader who is able to increase the follower's awareness of collective interests and help followers achieve extraordinary goals. A transformational leadership is someone who inspires followers to achieve extraordinary results (Robbins, 2007). Transformational leadership has an idealized influence or "charisma" which is refers to a leader who shows high standards of moral and ethical behavior (Wang et al. 2019). Individual consideration involves paying attention to the follower's individual needs of achievement and growth, as well as providing training and guidance. Transformational leadership can also be defined as leadership that includes organizational change efforts (as opposed to leadership designed to maintain the status quo). It is believed that this style of leadership will lead a superior performance in organizations that are facing demands of renewal and change. A leader can transform his subordinates in four ways called Four I (Bass, et al. 1985), namely:

1. *Idealized Influence (Charisma)*  
Transformational leadership provides examples and acts as a positive role model in behavior, attitudes, achievements, and commitments for subordinates.
2. *Inspirational Motivation*  
Transformational leader motivates and inspires their subordinates by clearly communicating high expectations and work challenges, using symbols to focus on their efforts or actions, and express important goals in simple ways.
3. *Intellectual Stimulation*  
A leader shows new way of completing tasks and encourages employees to be more innovative, invites employees to look at problems from different perspectives, and find new



way of solving problems.

#### 4. Individualized Consideration

Transformational leaders pay special attention to the needs of each individual to excel and develop by acting as a coach or advisor.

Basically, the essence of transformational leadership is power sharing which involves subordinates to make changes. Through the application of various managerial practices, leaders are able to empower their subordinates so that they become more confident in their own abilities. With a stronger sense of self-efficacy, subordinates will be better able and succeed to conduct various challenging tasks.

### 3.5. Proposition

#### 3.5.1. Antecedents of coercive intellectual leadership

Learning is needed as a process to enrich a leader to face very dynamic changes (Bowlby, 2019). Learning is very important to shape the leadership style of a public office holder (Broekema, et al. 2019). Organizational learning emphasizes its relation with different leadership behaviors, the distribution related to the transformational leadership component which is directed to develop follower abilities (vision and intellectual stimulation), and creating opportunities for sharing knowledge (Levitats & Grimland, 2019). Effective organizational learning can increase motivation for human resources (Widodo et al., 2019).

*P1: Increased generative learning has potency to increase coercive intellectual leadership*

*P2: Increased generative learning has potency to increase need of achievement*

#### 3.5.2. Consequences of coercive intellectual leadership

The transformational leadership component was found to be related to the follower's motivation to work well in a group namely inspirational communication and personal recognition (Levitats & Grimland, 2019). Transformational leadership influences achievement motivation (Manik, 2016). Someone's leadership will greatly influence the motivation level of Human Resource, intrinsic and extrinsic, and increase the Human Resource desire to have power, achievement, and affiliation with colleagues. Transformational leadership has a positive and significant influence on employee motivation (Tucunan, et al., (2014).

*P3: Increased coercive intellectual leadership has potency to increase need of achievements*

Hartono et al. (2017) shows a significant and positive influence on need of achievement on lecturer performance. It is indicated by the encouragement of need of higher achievement that will improve lecturers' performance. In line with Omollo (2015), Jeffrey & Soleman (2017) reveal that motivation influences employee performance. Transformational leaders motivate followers to achieve performance beyond expectations by changing attitudes, beliefs, and values of followers so it will improve employee performance (Buil, et al., 2019). Transformational leaders inspire followers to share their vision and empower them to achieve it (Lai et al., 2020). Job performance is an important organizational benefit that comes from transformational leadership.

*P4: Increased coercive intellectual leadership has potency to improve organizational performance*

Motivation is defined as all internal and external driving forces that make the individual to perform an activity, what determines the limits and forms of activity and which give it its activities oriented towards achieving certain goals. The question is whether the motivation really has an influence on people's performance at work. Research shows that indeed there is a relationship between motivation and performance (Ofelia. R, 2016).

*P5: Increased need of achievement has potency to improve organizational performance*

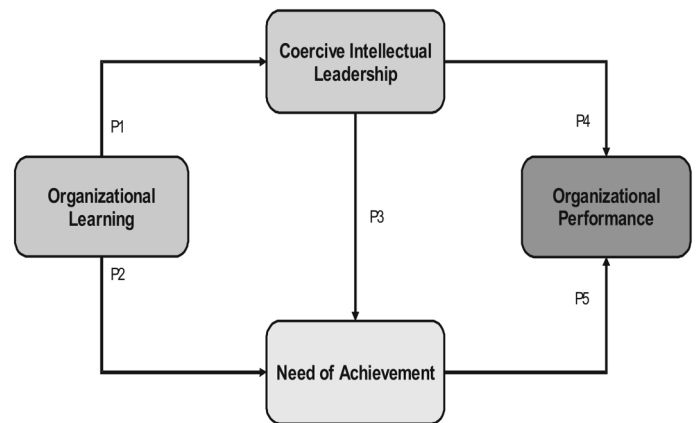


Figure 1. Proposed model

## 4. Contribution and implication

The contribution of this study is providing a better insight about factors that have potency to influence coercive intellectual leadership and performance outcome. Testing and proving this proposition must provide a more complete model of coercive intellectual leadership implementation. Organizational learning factors are very important in shaping coercive intellectual leadership and its impact on performance. It is also important to offer a deeper understanding of important contextual issues which have an impact on efforts to implement coercive intellectual leadership on employee motivation. This study describes and analyzes the influence of coercive intellectual leadership based on generative learning so that it grows the need of achievement and improves the performance of human resources. Beside that, this study also develop a model for developing human resource performance based on generative learning so that it can actualize performance that has a need of achievement.

Proof of this proposed model contributes to transformational leadership theory, power theory, and human resource management. The integration of the two theories shows that the implementation of coercive intellectual leadership is influenced by the human resources learning, communicative behavior, inspiring the routine human resources activities, honesty in behavior and activities as well as being trustworthy and able to think firmly about courageous responsible behavior. Coercive intellectual leadership is also associated with the values of Shiddiq (true and honest), Amanah (trusted), Fathanah (intelligent), and Tabligh (communicative). The application of coercive intellectual leadership is associated with motivation and employee performance outcome. This study also validating the view of the Islamic context from transformational leadership and power theory. This study fills the existing research gaps.

## 5. Directions for future research

This study contributes to research on coercive intellectual leadership predictors and the consequences that arise in its application. This study provides research opportunities that focus on employee performance results based on power theory and transformational leadership. Empirical research is needed to test the model generalization with appropriate sample. Power refers to the level of use of company power in modifying decision making related to financial profits, value creation, communication, delivery processes, market access, etc. Coercive Power is often targeted to influence a particular event or decision to control strategic or operational objectives. It is also involves how coercive intellectual leadership practice is applied in various multi-unit and/or multi-cultural company which vary in industry, business strategy, work type, business level, etc. As a

result, increased motivation and performance is part of future research efforts that focus on implementing effective coercive intellectual leadership.

## 6. Practical implications

This study provides a better understanding of the factors that influence coercive intellectual leadership. The model of human resource performance development based on generative learning such as proactive learning attitude, ability to update knowledge, finding innovative solutions and ability to elaborate so it will actualize performance that has a need of achievement. Implementation of coercive intellectual leadership is indicated by the leader's ability to map individual learning, inspire individual routine activities, has honesty in behavior and activities and able to think firmly. Need of achievement is actualized by facing the challenges, having the right goals, taking risky decisions, and considering the standard of expertise and expertise to be achieved so it will be able to have a real impact on improving human resources performance.

## 7. Conclusion

This study proposes that coercive intellectual leadership is influenced by learning process which is discuss and analyze, seek knowledge and skills, review new information and data, develop new protocols and develop ways of testing and practice them. As a consequence is influence the level of motivation of employees to excel, innovative, requires feedback, responsible, persistence, and likes challenges.

A more comprehensive implementation model of coercive intellectual leadership fills the research gap from Olejarski et al. (2019) and Seok (2018) who have controversy about the influence of organizational learning on organizational performance. This study also fills the research gap from Conejo (2019) and Garrido et al., (2018) who have controversy over the results of the influence of need of achievement on organizational performance. This study provides a strong basis that supports future research on the factors of Islamic values in shaping coercive intellectual leadership. This increased understanding of coercive intellectual leadership is the key to the performance model. This study enhances the insights needed to increase the impact of coercive intellectual leadership on organizational performance.

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