

Authentic Leadership and Knowledge-Sabotaging Behavior: A Test of Self-Determination Theory

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ABSTRACT

This study aims to see how the mediation of controlled motivation to share knowledge on the effect of authentic leadership on knowledge sabotage (study at one of the HTI companies in Riau). In addition, this study will also look at the interaction of the two variables. The type of research is explanatory research. The population is 198 people. Data analysis in this study uses SEM-PLS. Based on data processing, it was found that authentic leadership has a negative effect on knowledge-sabotage behavior, controlled motivation to share knowledge has a negative effect on knowledge-sabotage behavior, and controlled motivation to share knowledge mediates the influence of authentic leadership on knowledge-sabotage behavior. Specifically, the findings in this study indicate that authentic leadership indirectly plays an important role in reducing and preventing subordinates from engaging in counterproductive behavior such as knowledge-sabotage behavior. Controlled motivation is found to function as a mediation mechanism that explains the effect of authentic leadership on knowledge-sabotage behavior. Findings of this research offers a valuable contribution to broaden understanding of the mechanisms underlying authentic leadership to knowledge sabotage behavior.

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Theory

Introduction

Authentic Leadership is a topic of discussion that is quite popular, especially in relation to Human Resources (HR) research. Authentic leadership is a positive psychological capacity possessed by a person as the main strength of a leader which contains optimism, self-confidence, hope and resilience (Avolio et al., in Winbaktianur, 2019: 71). According to Azanza et al (2015) authentic leadership can increase employee engagement through the transmission of commitment and work relationships by making leaders as role models. Authentic leadership also ensures that everything in the organization is running well, especially the dissemination of knowledge.

Knowledge is part of HR that has a big role in business activities. Business activities run based on knowledge. Running or not a business activity depends on the knowledge possessed by all levels of employees. This is in accordance with Riege's opinion which states that the competitiveness of companies (organizations) depends on the effectiveness of knowledge management. The reasons mentioned above why the dissemination of knowledge needs to be optimized. Huang et al (2014) define knowledge sharing in companies (organizations) as the

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act of making knowledge available to others in the company. Mastery of knowledge by one or two people will be very detrimental to the company. It is a form of knowledge sabotage behavior.

Sabotage behavior (knowledge sabotage) in general is acting against an organization or company with the aim of bringing down the company and harming others, and at the same time pursuing personal ego (Crino, in Sarenko, 2019: 1261). While its relation to knowledge, namely sabotaging the company's knowledge process by deliberately providing wrong knowledge or intentionally hiding important work-related knowledge. Knowledge sabotage behavior is the most extreme form of counterproductive behavior. Knowledge sabotage behavior can be overcome through controlled motivation. One theory that discusses employee self-motivation in the work environment is the theory of self-determination. According to Ryan and Deci (2017) self-determination is a theory about human motivation in relation to function and development in a social context. In short, self-determination emphasizes individual determination and determination to achieve certain goals. Motivation itself can come from within or outside a person. That is why authentic leadership is needed in running the company.

Research related to authentic leadership has been carried out by several previous researchers, for example research by Anita et al (2020), Bavik et al (2018) and Winbaktianur and Sutono (2019). However, these two studies did not examine the link between authentic leadership and knowledge sabotage behavior. Research related to self-knowledge-sabotage behavior was previously conducted by Serenko (2019). Knowledge workers or employees become a very important part in an organization (company). When knowledge is not spread optimally within the company, it will bring huge losses. The behavior of intentionally hiding information or giving wrong information to others is known as knowledge-sabotage behavior. Knowledge-sabotaging behavior within a company is the most extreme form of counterproductive behavior. Sabotage behavior can occur due to a lack of trust in the recipient of knowledge, as well as the selfish nature of wanting to develop on your own and being able to do many things at work. Such behavior can be disruptive and harmful to the company. Knowledge sabotage behavior can be overcome through controlled motivation. In this case, the leader has enormous control to manage this, both as an example and in decision making.

The aim of research is to expand knowledge and understanding regarding a phenomenon that is carried out scientifically by considering its relevance to practical uses, as well as contributing to managerial (practical) fields.

Theoretical Support

Self-Determination Theory

According to Ryan and Deci (2017) self-determination is a theory about human motivation in relation to function and development in a social context. In short, self-determination emphasizes individual determination and determination to achieve certain goals.

Self-determination theory is a theory related to motivation, well-being and human personality development. The main focus of this theory is on a person's will or determination towards social and cultural conditions in doing something. This is as stated by Ryan and Deci (2017) that this theory focuses on the nature of motivation, meaning the assumption why a person behaves is because humans are active and growth-oriented organisms that naturally tend to incorporate their psychic elements into a feeling within, and incorporate themselves into the larger social structure. Self-determination (Self-Determination Theory) is an intrinsic motivation situation that comes from within the individual himself which can encourage action to take the goals that the individual wants himself. In self-determination it shows someone to seek new knowledge, challenge within oneself, find new things which will eventually be applied in one's activities and actions which will be carried out according to needs.

Deci & Ryan's Self Determination Theory (STD) is a comprehensive theory of motivation through differentiating intrinsic motivation from extrinsic motivation. Intrinsic motivation is self-determined by individuals who are not interfered with by influences from outside themselves. Conversely, extrinsic motivation is instrumental because individual actions are carried out under the control of parties outside the individual. Thus Self-Determination (SDT) can be concluded as the ability to control behavior that comes from within the individual and not from outside the individual where decisions are not influenced by external factors and the tendency of individuals to seek new knowledge about themselves which will later be applied in other activities. relate to other people.

Knowledge Sabotage

Knowledge sabotage behavior in general is acting against an organization or company with the aim of bringing down the company and harming others, and at the same time pursuing personal ego (Crino, in Sarenko, 2019: 1261). While its relation to knowledge, namely sabotaging the company's knowledge process by deliberately providing wrong knowledge or intentionally hiding important work-related knowledge. Knowledge sabotage behavior can damage the climate in the work environment. Knowledge sabotage behavior is the most extreme form of counterproductive behavior. But in fact, employees often do not fully share their knowledge with other employees. This is usually because they think that the research they have is very valuable and unique, besides that sometimes because they do not trust the recipient of the knowledge (Ford and Staples, 2010).

Knowledge sabotage behavior is intentional addition of knowledge by employees, but they hide the fact that they have that knowledge. At the same time, hoarders of knowledge will usually personally develop the skills and knowledge they have, so that they become very efficient in their work. Knowledge sabotage behavior can result in enormous losses to the company, because the company does not realize the potential of its resources. These actions were primarily motivated by his personal interests and a desire to consider himself an expert at the expense of the company's overall performance.

Buss (in Serenko, 2019: 1265) suggests that counterproductive workplace behavior can be categorized along an active-passive dichotomy. Examples of active behavior include assault, hostile acts, obscene gestures, threats and negative comments. Examples of passive behavior include exclusion from important work-related activities and social gatherings, inhibition of self-expression, silent treatment. According to Serenko (2019), indicators of knowledge sabotage behavior are divided into 4 categories, namely targets, motivation, impact and regret (guilt).

Authentic Leadership

Authentic leadership is a positive psychological capacity possessed by a person as the main strength of a leader which contains optimism, self-confidence, hope and resilience (Avolio et al, in Winbaktianur, 2019: 71). Walumbwa (in Winbaktianur and Sutono, 2019: 73) states the same thing, that authentic leadership is a pattern of behavior, where a leader has good awareness in thinking and acting, broad-minded, optimistic, confident, confident, tough, aware of the situation and location, transparent, have hope, and high moral character.

According to Azanza et al (2015) authentic leadership can increase employee engagement through the transmission of commitment and work relationships by making leaders as role models. Authentic leadership is a positive psychological capacity possessed by a person as the main strength of a leader which contains optimism, self-confidence, hope and resilience (Avolio et al, in Winbaktianur, 2019: 71).

This study will use authentic leadership indicators proposed by Walumbwa et al, namely:

1. Self-awareness (self-awareness).
2. Relational transparency.
3. Balanced processing.
4. Internalized moral perspective.

Research Framework

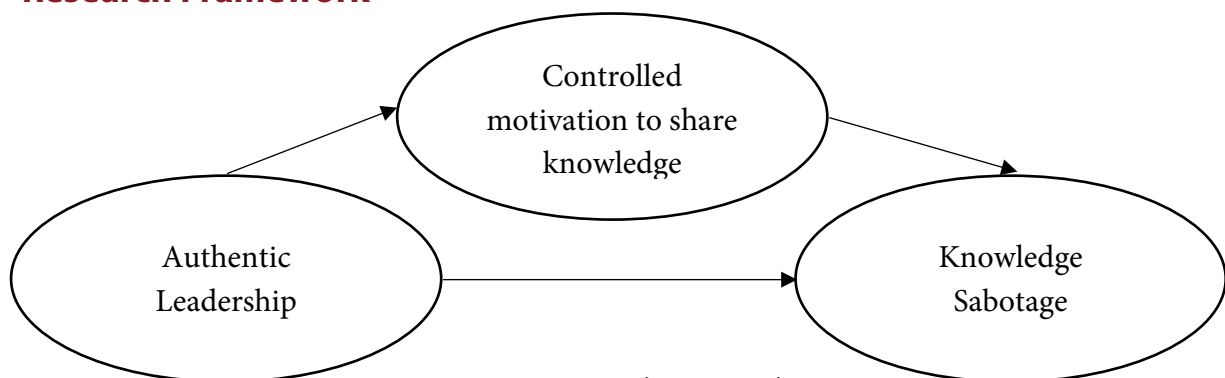


Figure 1. Research Framework.

Research Method

Descriptive and Explanatory Survey

Based on the use and audience, it is stated that in the field of science, research must contribute to the academic field. Abdillah (2020) states, this aims to broaden knowledge and understanding regarding a phenomenon that is carried out scientifically by considering its relevance to practical use, as well as contributing to the managerial (practical) field.

Based on the objectives, it is stated that this research is included in explanatory research, namely research that seeks to explain the reasons for a phenomenon appearing, as well as to test, elaborate, build, and expand theory (Neuman, 2011). This research itself seeks to explain the effect of authentic leadership on knowledge sabotage behavior, where motivation is controlled as the mediating variable.

This study uses a quantitative research method, which is a research method that focuses on numbers as data used as hypothesis testing that is processed using statistical methods (Muhammad, 2013: 100).

The variables of this study consist of three parts, namely authentic leadership as the independent variable, knowledge sabotage behavior as the dependent variable, and motivation which is controlled as the intervening or mediating variable.

Results

Common Method Variance (CMV) Test Results

Table 1. VIFs full collinearity test results
Motivational Authentic Leadership Controlled Knowledge Sabotage

1,40	1,44	1,05
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The results table 1 show that each variable has a VIFs full collinearity value lower than 3.3. Thus, the research data does not have the potential to produce common method variance (CMV) (Cock, 2015).

Test results for Model Fit and Quality Indices

Table 2 displays testing the model fit and quality indices in the PLS analysis in this study including the average R-Square (ARS), average path coefficient (APC) and average variance inflation (AVIF). The test results show that the model fits the data [ARS], average path coefficient (APC), and average variance inflation factor (AVIF). The test results show that the model fits the data [ARS=0.17(p<0.001); APC=0.28 (p<0.001); AVIF=1 .02]. A VIF value lower than 3.3 indicates that the model is free from multicollinearity problems (Hair, et al., 2014).

Table 2. The results of testing the Fit and quality indices model

Kriterian Quality indices	Nilai	Rule of thumb
Average path coefficient (APC)	0.28***	p-value <0.05
Average R-squared (ARS)	0.17***	p-value <0.05
Average block VIF (AVIF)	1.02	< 3.3

Tenenhaus GoF (GoF)	0.34 \geq 0.10 (small effect size), medium effect size \geq 0.25, large \geq 0.36
Koefisien Q-Squared (Q2) :	
*Happiness at work	0,28 $>$ 0 (predictive models are acceptable)
* Subordinate Silence Behavior	0,04

*** significant at the 0.001 level

The test results also calculate the Goodness of Fit (GoF) index. The GoF index aims to evaluate the suitability of the outer and inner models in PLS (Tenenhaus, et al., 2005). The limit values for GoF are 0.1 (small), 0.25 (moderate), and 0.36 (large) (Wetzels et al., 2009). The GoF value in this study was 0.36, which is the same as the threshold value of 0.36. This shows that the model in this study performed well (Wetzels et al., 2009). In addition, the Q2 coefficient in table 4.5 shows a value greater than zero, which explains that the model has an acceptable predictive value (O'Cass & Weerawardena, 2010).

Structural Test Results

After evaluating the measurement model, this study then evaluates the structural model. The purpose of this evaluation is to test all hypotheses that have been proposed.

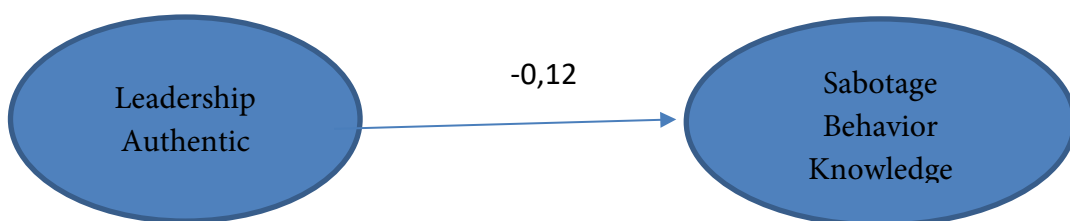
The first hypothesis (H1) suspects that authentic leadership has a negative effect on knowledge sabotage behavior. The results in the table show that this hypothesis is supported statistically ($\beta = -0.12$, $p < 0.001$). The table shows that without a direct mediating variable, authentic leadership negatively affect knowledge-sabotage behavior.

Table 3. Hypothesis Testing Results

Direct Influence	
Authentic Leadership >>> Knowledge Sabotage Behavior	-0,12
Controlled motivation >>> Knowledge Sabotage Behavior	-0,20
Indirect Influence	
Authentic Leadership >>> Controlled Motivation >>> Knowledge Sabotage Behavior	0,11
Total Influence	
Authentic Leadership >>> Knowledge Sabotage Behavior	-0,01
R-squared	
R2 (Controlled motivation)	0,28
R2 (Knowledge Sabotage Behavior)	0,05

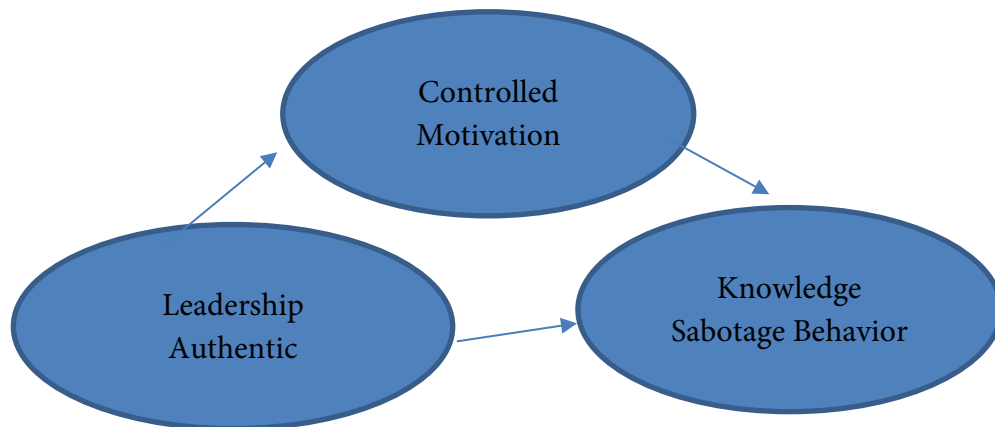
t.s = not significant, *** significant level 0,001

Figure 2. Direct Influence without mediating variables



t.s = not significant, *** significant level 0,001

Figure 1. Indirect influence



The third hypothesis (H2) suspects that controlled motivation to share knowledge has a negative effect on knowledge sabotage behavior. The results in table 4.9 and figure 4.5 show that this hypothesis is supported statistically ($\beta=-0.20$). The table shows that the variable motivation is controlled for knowledge sharing negatively affects knowledge sabotage behavior variable.

Furthermore, the third hypothesis (H3) predicts that controlled motivation to share knowledge mediates the influence of authentic leadership on knowledge sabotage behavior. The results in table 4.9 show that this hypothesis is statistically supported ($\beta=0.11$, $p < 0.001$). The table shows that the controlled motivation variable for knowledge sharing significantly mediates the effect of authentic leadership on knowledge-sabotage behavior. The table also shows that when the mediating variable (self-determination theory) is included in the model, the value of the effect of authentic leadership on knowledge-sabotage behavior decreases from -0.12 to -0.01 and not significant. This indicates that the variable of motivation is controlled to share knowledge in this study fully mediating the effect of authentic leadership on knowledge sabotage behavior.

Discussions

Authentic leadership is a style of a leader who understands how they think and behave. This type of leader is perceived by others or his subordinates as a leader who is aware of the values (norms), knowledge, strengths of their own country and others; a leader who aware of the context and environment in which they work. This type of leader is also self-confident, hopeful, optimistic, tenacious and has a high moral character. Based on the job demand resource theory, current research seeks to explain why and how authentic leadership can reduce subordinate involvement in knowledge sabotage behavior. In particular, the findings in this study indicate that authentic leadership indirectly plays an important role in reducing and preventing subordinates from engaging in counterproductive behavior such as knowledge sabotage behavior.

Furthermore, controlled motivation was found to function as a mediating mechanism that explains the effect of authentic leadership on knowledge sabotage behavior. The findings from

this study offer a valuable contribution to broaden understanding of the mechanisms underlying authentic leadership to knowledge sabotage behavior in previous studies (Bavik, 2018). Next will be discussed regarding the theoretical and practical contributions in this research.

Theoretical Implications

This study investigates a new mediating variable outside the existing literature on the mechanisms underlying the process of the relationship between authentic leadership and knowledge-sabotaging behavior. In particular, this research investigates the controllable motivational mechanisms (self-determination theory) in the function of authentic leadership. In addition, the results The findings clearly demonstrate that authentic leadership to knowledge sabotage behavior is fully mediated by controlled motivation to share knowledge.

Authentic Leadership and Knowledge-Sabotaging Behavior

The findings in this study expand the existing evidence (Bavik et al, 2018) which has explained that controlled motivation influences the sharing of knowledge among employees which shows that the better the motivation controlled by a leader, the better the sharing of knowledge among employees, conversely the worse the motivation controlled by the leader, the worse the spread of knowledge among employees. This study found that authentic leadership directly influences knowledge sabotage behavior (Hypothesis 1). These findings indicate that leaders who have a high moral perspective, high self-awareness, high processing balanced processing, and high relationship transparency can prevent and minimize subordinates from engaging in knowledge sabotage behavior. On the other hand, leaders who have low perspective, low self-awareness, unbalanced information processing, and low relationship transparency will tend subordinates to engage in knowledge-sabotaging behavior.

Mechanisms of Self-Determination Theory (Controlled Motivation to Share Knowledge)

Similarly, the relationship between authentic leadership and knowledge sabotage behavior. Research that discusses the relationship between controlled motivation and knowledge sabotage behavior has not yet been explored. However, regarding knowledge sharing, previous research found that controlled motivation has a positive effect on knowledge sharing among employees (Bavik et al, 2018). This research shows that the better the motivation controlled by a leader, the better knowledge sharing among employees. Conversely, the worse the motivation that is controlled by the leader, the worse the spread of knowledge among employees. Meanwhile, in this study, the opposite is true which can expand on the research above, where it was found that controlled motivation to share knowledge has a negative effect on knowledge-sabotage behavior. (hypothesis 2), controlled motivation to share knowledge mediates the relationship between authentic leadership and knowledge sabotage behavior (hypothesis 3). These findings contribute to a solid understanding of the mechanisms underlying the process between authentic leadership that upholds high moral standards and values and understands the role controlled motivation to share knowledge with employees can prevent knowledge sabotage behavior.

Furthermore, the findings in this study can also broaden understanding of the role of human-centered leadership associated with self-determination theory as the ability to control behavior that originates from within and not from outside the individual where decisions are not influenced by external factors and the tendency of individuals to seek new knowledge about themselves which will later be applied in activities related to other people, with these two things greatly influencing the prevention of knowledge sabotage behavior among employees.

Managerial Implications

Apart from having theoretical implications, this research also has some practical (managerial) contributions or implications. The findings in this study provide useful insights for managers to design strategies in an effort to prevent and minimize counterproductive behavior such as knowledge sabotage behavior. findings in this study.

Utilization of Authentic Leadership Functions

This study found that authentic leadership can lead to controlled motivation to share knowledge (self-determination theory) and prevent knowledge-sabotage behavior. This provides an explanation that authentic behavior from leaders plays a very important role in providing additional social resources in the community a workplace that can stimulate attitudes and such as: (a) understand how they think and behave; (b) aware of the values (moral perspective), knowledge, power that leaders have and other people; (C) aware of the context and environment in which leaders work; (d) have confidence, full of hope, optimistic, tenacious, and have character high morale (Avolio, et al., 2004) a leader can stimulate positive attitudes of subordinates such as having controlled motivation to share knowledge (self-determination theory) such as positive passion and high enthusiasm, satisfied objective evaluation of job characteristics, and high affective sense of the organization through the application of job demand resource theory (hobfooll, 2001, 2002).

In line with these findings, to encourage positive attitudes and behavior at work, it is very important for organizations to encourage their managers to promote authentic behavior at work. The effort that can be made by management in promoting authentic behavior is to recruit and select prospective organizational talents (employees and/or leaders) who have authentic attitudes and behaviors.

In addition, leadership talent development programs can also be an effort to promote authentic leader behavior in the workplace. Although this development program requires challenges and a lot of time (Hogan, et al. ., 1994) this program should be a priority when the organization wants to minimize counterproductive behavior such as knowledge sabotage behavior.

Creating Controlled Motivation to Share Knowledge (Self-Determination Theory)

This study explains that controlled motivation to share knowledge mediates psychological mechanisms in the function of authentic leadership in an effort to prevent knowledge sabotage behavior, has implications for management within the organization to pay extra attention to building controlled motivation to share knowledge in the workplace. psychological factors such as controlled motivation to share knowledge in the workplace can encourage positive behavior

and prevent employees from engaging in counterproductive behavior such as knowledge sabotage behavior. Thus, establishing and creating environmental conditions and considering other factors can build a controlled motivation to share knowledge in employment must be considered in addition to recruiting and selecting the authentic leadership candidates described earlier.

Conclusion

This research provides a valuable contribution to management studies, particularly on the topic of leadership, organizational behavior, and human resource management studies. Based on the job-demand resource theory, the findings of this study describe how and why the psychological mechanisms of motivation that are controlled for sharing knowledge mediates the influence of authentic leadership in preventing the involvement of subordinates in knowledge-sabotage behavior. The findings of this study also provide input to organizational management in designing strategies to prevent knowledge-sabotage behavior. The results of this study also provide additional support regarding the importance of the function of authentic leadership in organizations to shape attitudes. and positive employee behavior. Finally, the current research is expected to be a catalyst in giving more attention to future studies from academics and practitioners in explaining the function of authentic leadership and employee behavior in the workplace.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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