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Leading with Insight: How Intellectual Capital Shapes Supervisory Leadership

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This study investigates the impact of various dimensions of intellectual capital—domain knowledge, formal knowledge, management experience, and intrinsic motivation and creativity—on supervisory leadership. Using the knowledge-based view (KBV) as the theoretical framework, the research aims to elucidate how these elements contribute to effective leadership. The findings reveal that domain knowledge, management experience, and intrinsic motivation and creativity significantly enhance supervisory leadership, while formal knowledge alone does not show a significant impact. These results underscore the importance of integrating both formal and experiential knowledge, as well as fostering intrinsic motivation and creativity, to develop effective leaders. The study contributes to the KBV by providing empirical evidence on the nuanced roles of different types of knowledge and experiences in shaping leadership effectiveness. The implications for theory and practice suggest that organizations should adopt a holistic approach to leadership development, prioritizing experiential learning and creating a culture that supports intrinsic motivation and innovation.

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1. Introduction

In today's dynamic and competitive business environment, effective leadership is recognized as a critical factor in achieving organizational success. Supervisory leadership, in particular, plays a vital role in shaping team performance, employee satisfaction, and overall productivity (Keung & Rockinson-Szapkiw, 2013; Nembhard & Edmondson, 2006; Poza & Daugherty, 2014). Supervisors act as the bridge between upper management and front-line employees, translating strategic goals into actionable tasks (Yukl, 2013). Therefore, understanding the factors that influence supervisory leadership is paramount for organizations aiming to enhance their operational efficiency and foster a positive workplace culture (Northouse, 2018).

Intellectual capital, defined as the collective knowledge, skills, and experiences possessed by an organization's members, has emerged as a crucial element in driving innovation and competitive advantage (Ali et al., 2022; Tamirat & Amentie, 2023; Teece, 2014). Intellectual capital encompasses domain knowledge, formal knowledge, management experience, and intrinsic motivation and creativity (Fry, 2003; Pitts, 2008; Puhakka, 2009; Unwin, 2009). These components are not only valuable assets in their own right but also pivotal in enhancing leadership capabilities within an organization (Vidotto et al., 2017). However, the specific ways in which intellectual capital influences supervisory leadership remain underexplored, warranting a focused investigation into this relationship.

Despite the growing recognition of the importance of intellectual capital, the existing literature predominantly focuses on its impact on organizational performance, innovation, and competitive advantage at a macro level (Ahmed et al., 2020; Bailey & Dragoni, 2013; Khadir-Poggi & Keating, 2015). There is a scarcity of research examining the direct influence of intellectual capital on supervisory leadership at the micro level (Youndt et al., 2004). Most studies that do address leadership tend to concentrate on higher-level executive leadership (Bock et al., 2021; Fernández-Pérez et al., 2012; Nyachanchu et al., 2017), leaving a gap in understanding how intellectual capital shapes the leadership capabilities of supervisors who manage day-to-day operations and directly interact with employees.

Furthermore, while components of intellectual capital such as domain knowledge and management experience have been studied individually in relation to leadership, there is limited research that integrates all four components—domain knowledge, formal knowledge, management experience, and intrinsic motivation and creativity—into a comprehensive model. This gap highlights the need for a holistic examination of how these facets of intellectual

capital collectively influence supervisory leadership.

Given the pivotal role of supervisors in translating organizational strategy into actionable outcomes and the potential of intellectual capital to enhance leadership capabilities, it is essential to investigate the specific ways in which intellectual capital shapes supervisory leadership. This study seeks to address the following research problem: How do the components of intellectual capital—domain knowledge, formal knowledge, management experience, and intrinsic motivation and creativity—affect supervisory leadership within organizations?

The primary objective of this research is to explore the impact of intellectual capital on supervisory leadership. Specifically, this study aims to:

- Examine the influence of domain knowledge on supervisory leadership.
- Assess the impact of formal knowledge on supervisory leadership.
- Investigate the effect of management experience on supervisory leadership.
- Analyze the role of intrinsic motivation and creativity in shaping supervisory leadership.

By addressing these objectives, this study seeks to contribute to the theoretical understanding of the relationship between intellectual capital and supervisory leadership and provide practical insights for organizations aiming to enhance their leadership capabilities through the strategic development of intellectual capital.

The Knowledge-Based View (KBV) of the firm is a theoretical framework that posits knowledge as the most strategically significant resource within an organization (Öhman et al., 2021). This perspective extends the Resource-Based View (RBV) by emphasizing the role of knowledge in gaining and sustaining a competitive advantage (Tamirat & Amentie, 2023). KBV suggests that firms are heterogeneous entities laden with unique knowledge assets that determine their performance and strategic direction (Grant & Phene, 2022; Pereira & Bamel, 2021; Stoian et al., 2024).

Intellectual capital is a vital component of the KBV, encompassing the collective knowledge, skills, and capabilities of an organization's workforce (Rindermann et al., 2015). In this research, intellectual capital is categorized into four dimensions: domain knowledge, formal knowledge, management experience, and intrinsic motivation and creativity. Domain knowledge refers to specialized expertise and understanding in a particular field or industry. It is crucial for identifying new opportunities and making informed decisions based on a deep

understanding of specific contexts. Domain knowledge enables organizations to navigate industry-specific challenges and leverage niche markets. Formal knowledge encompasses the educational background and professional qualifications of employees. This includes degrees, certifications, and formal training that provide a foundational understanding of various subjects. Formal knowledge equips individuals with the theoretical and practical insights necessary to perform their roles effectively (Becker, 1964). Management experience pertains to the practical wisdom and insights gained through years of leadership and managerial roles. It includes strategic decision-making, team leadership, and the ability to guide organizations through complex situations. Management experience contributes to organizational stability and strategic direction (Mintzberg, 1973). Intrinsic motivation and creativity refer to the internal drive and innovative capacity of individuals within the organization. Intrinsic motivation fosters engagement and a commitment to excellence, while creativity leads to the generation of novel ideas and solutions. Together, these elements are vital for continuous innovation and problem-solving (Amabile, 1996).

Each of these components plays a distinct yet interconnected role in contributing to an organization's success. Organizations that effectively manage and exploit their knowledge assets can cross functional team relationship more effectively (Cabrita et al., 2015). This involves recognizing emerging trends, understanding customer needs, and developing innovative solutions that address market demands (Suherman, 2017). The KBV framework provides a comprehensive understanding of how different forms of intellectual capital contribute to these processes, highlighting the strategic importance of knowledge management (Morales-Huamán et al., 2023; Naim & Lenka, 2018). The Knowledge-Based View (KBV) offers a robust theoretical foundation for understanding the strategic significance of intellectual capital in organizations. By emphasizing the critical role of knowledge in achieving competitive advantage, KBV underscores the importance of managing and leveraging intellectual assets effectively. Intellectual capital is a multifaceted construct that encompasses the knowledge, skills, and relationships within an organization (Andreeva & Garanina, 2016). It plays a critical role in driving innovation, improving financial performance, and facilitating organizational learning. By understanding and leveraging the dimensions of intellectual capital—domain knowledge, formal knowledge, management experience, and intrinsic motivation and creativity—organizations can enhance their competitive advantage and achieve long-term success.

The relationship between domain knowledge and supervisory leadership is grounded in the premise that specialized knowledge enhances a supervisor's capability to lead effectively. Supervisors with extensive domain knowledge are better positioned to understand the

technical aspects of their team's work, anticipate potential issues, and devise appropriate solutions (Camisón & Forés, 2010; Hoffman & Tadelis, 2021). This expertise not only boosts the supervisor's credibility and authority but also fosters trust and confidence among team members (Elms et al., 2023; Kour & Jyoti, 2022). Additionally, domain knowledge enables supervisors to provide more relevant and precise feedback, mentor team members in their professional development, and make informed decisions that align with organizational goals (Funko et al., 2023). The depth of understanding that comes with domain knowledge allows supervisors to identify and leverage the strengths of their team, thus enhancing overall team performance (Bond-Barnard et al., 2018). Empirical studies have shown that domain knowledge positively impacts various aspects of leadership effectiveness, including task performance, team cohesion, and innovation (Carter et al., 2019). Supervisors who possess comprehensive domain knowledge are often seen as more competent and reliable leaders, which can lead to higher levels of employee engagement and satisfaction (Valmohammadi, 2011).

Based on these theoretical insights and empirical findings, the following hypothesis is proposed:

H1: Domain Knowledge Has a Significant Impact on Supervisory Leadership

The relationship between formal knowledge and supervisory leadership is premised on the idea that formal education and training provide supervisors with the theoretical frameworks and technical skills necessary to lead effectively. Supervisors who possess substantial formal knowledge are better equipped to understand and apply advanced concepts and methodologies relevant to their field, thereby enhancing their ability to make strategic decisions and solve complex problems (Afandi et al., 2017; Fergusson, 2022). Formal knowledge also contributes to a supervisor's credibility and authority, as it often signifies a certain level of expertise and competence recognized by both peers and subordinates (Kucharska, 2021). This credibility can enhance a supervisor's ability to lead by example and gain the trust and respect of their team members (Bantel & Jackson, 1989; Collins & Smith, 2006; Kour & Jyoti, 2022). Moreover, formal knowledge allows supervisors to stay updated with the latest advancements and best practices in their domain, which can be crucial for driving innovation and continuous improvement within their teams (Morales-Huamán et al., 2023; Saramolee et al., 2022; Triaa et al., 2016). Empirical research has demonstrated that formal education and training are positively associated with leadership effectiveness, particularly in areas requiring specialized technical knowledge and skills (Mumford et al., 2000). Supervisors with formal knowledge are often more adept at developing and

implementing efficient work processes, providing informed feedback, and mentoring their team members (Puhakka, 2009).

Based on these theoretical insights and empirical findings, the following hypothesis is proposed:

H2: Formal Knowledge Has a Significant Impact on Supervisory Leadership

The relationship between management experience and supervisory leadership is grounded in the premise that hands-on experience in managerial roles significantly enhances a supervisor's ability to lead effectively. Supervisors with extensive management experience have had the opportunity to develop and refine their leadership skills through real-world challenges and situations (Andreeva & Garanina, 2016; Zhu et al., 2013). This practical exposure allows them to better understand the nuances of team dynamics, employee motivations, and organizational processes, thereby enabling them to provide more effective guidance and support (Despotovic et al., 2022; Lehmann-Willenbrock et al., 2017). Management experience also contributes to a supervisor's confidence and decision-making capabilities. Experienced managers are often more adept at anticipating potential problems, devising effective solutions, and implementing strategies that align with organizational goals (Noor et al., 2020). This experience fosters a sense of competence and authority that can enhance the supervisor's credibility and influence among team members (Athamneh & Jais, 2023; Muduli & Pandya, 2018). Empirical research has demonstrated that management experience is positively associated with leadership effectiveness, particularly in complex and dynamic organizational environments (Cakir & Adiguzel, 2020; Parr & Bernthal, 2017). Supervisors with substantial management experience are better equipped to handle the diverse and often unpredictable challenges of leadership, thereby fostering a more resilient and adaptable team (Lord & Hall, 2005).

Based on these theoretical insights and empirical findings, the following hypothesis is proposed:

H3: Management Experiences Has a Significant Impact on Supervisory Leadership

The relationship between intrinsic motivation, creativity, and supervisory leadership is based on the premise that intrinsically motivated and creative supervisors are better equipped to lead effectively. Intrinsic motivation fosters a genuine commitment to one's work, which translates into a more engaged and enthusiastic approach to leadership (Wang et al., 2019; Yang et al., 2021). Supervisors who are intrinsically motivated are likely to be more proactive, resilient, and persistent in the face of challenges (Deci & Ryan, 2000). Creativity complements

intrinsic motivation by enabling supervisors to think outside the box and devise innovative solutions to problems (Vestal & Mesmer-Magnus, 2020). Creative supervisors are more likely to encourage a culture of innovation and continuous improvement within their teams, which can lead to enhanced team performance and satisfaction (Shalley & Gilson, 2004). By fostering an environment that values and nurtures creativity, these leaders can inspire their team members to explore new ideas and approaches, thereby driving organizational success (Mumford et al., 2002). Empirical research has shown that intrinsic motivation and creativity are positively associated with various aspects of leadership effectiveness, including the ability to inspire and motivate others, facilitate team cohesion, and drive innovation (Kewaiy et al., 2021; Li et al., 2022). Supervisors who exhibit high levels of intrinsic motivation and creativity are often seen as more effective leaders, capable of fostering a supportive and dynamic work environment (Lorenzetti et al., 2022).

Based on these theoretical insights and empirical findings, the following hypothesis is proposed:

H4: Intrinsic Motivation and Creativity Has a Significant Impact on Supervisory Leadership.

2. Method

The research adopts a quantitative explanatory design to explore and analyse complex relationships between multiple variables using Smart PLS 4.096 software. The sample size was determined primarily by statistical power and pointing arrows. With a statistical power of 80% and five pointing arrows (R^2 is 0.5 and error is 5%), the minimum sample size is 45 (Cohen, 1992). Total of 130 questionnaires via hard copy questionnaire have been distributed to business owner (entrepreneur) across the Central Java province. Within 1 month there were 115 questionnaires that had been filled out by entrepreneurs. After data processing and modification, the number of respondents used for analysis was 102.

3. Result and Discussion

Convergent validity was evaluated by examining the factor loadings, average variance extracted (AVE), and outer loading for each indicator in the measurement model. The results in figure 2 indicate that all factor loadings exceeded the recommended threshold of 0.60, ranging from 0.695 – 0.871. Additionally, the AVE values in table 3 for each construct exceeded the acceptable threshold of 0.50, ranging from 0.665 – 0.767. These findings provide strong support for the convergent validity of the measurement model, indicating that each latent construct adequately

captures the variance shared by its respective indicators.

Discriminant validity was evaluated using the Heterotrait-Monotrait Ratio (HTMT), which compares the average correlation between constructs (heterotrait correlations) to the average correlation between indicators of the same construct (monotrait correlations). The results of the HTMT analysis in table 2 indicate that all HTMT ratios were below the recommended threshold of 0.90, ranging from 0.546 – 0.780, providing strong evidence of discriminant validity. These findings suggest that the constructs in the measurement model are distinct from one another, as they exhibit stronger correlations with their own indicators than with indicators of other constructs.

Reliability was assessed through the examination of Cronbach's alpha coefficients and composite reliability values for each latent construct. The results in table 3 indicate that all constructs achieved satisfactory levels of internal consistency, with Cronbach's alpha coefficients exceeding the recommended threshold of 0.60, ranging from 0.662 – 0.752. Moreover, composite reliability values for each construct surpassed the threshold of 0.70, ranging from 0.820 – 0.868. These findings indicate that the measurement model exhibits high levels of reliability, suggesting that the latent constructs are reliably measured by their respective indicators.

In summary, the results of the confirmatory factor analysis provide strong evidence of convergent validity, discriminant validity, and reliability within the measurement model. These findings support the robustness and validity of the measurement model, affirming its suitability for subsequent structural equation modelling analyses and hypothesis testing.

TABLE 1: Outer loading.

Construct	Indicator	Outer Loadings 1	Outer Loadings 2	Conclusion
Domain Knowledge	ICD 1	0.745	0.783	Valid
	ICD 2	0.779	0.827	Valid
	ICD 3	0.794	0.836	Valid
	ICD 4	0.572	Dropped	Invalid
	ICD 5	-0.483	Dropped	Invalid
Formal Knowledge	ICF 1	0.815	0.847	Valid
	ICF 2	0.871	0.903	Valid
	ICF 3	0.470	Dropped	Invalid
Management Experience	ICM 1	0.729	0.818	Valid
	ICM 2	0.832	0.889	Valid
	ICM 3	0.597	Dropped	Invalid

Construct	Indicator	Outer Loadings 1	Outer Loadings 2	Conclusion
Intrinsic Motivation and Creativity	ICM 4	0.778	0.745	Valid
	ICM 5	-0.565	Dropped	Invalid
	ICI 1	0.805	0.816	Valid
	ICI 2	0.088	Dropped	Invalid
	ICI 3	-0.498	Dropped	Invalid
	ICI 4	0.788	0.850	Valid
	OEL 1	-0.543	Dropped	Invalid
	OEL 2	0.852	0.835	Valid
Supervisory Leadership	OEL 3	0.783	0.839	Valid
	OEL 4	0.695	0.777	Valid
	OEL 5	0.421	Dropped	Invalid

TABLE 2: Heterotrait-monotrait ratio output.

	Domain Knowledge	Formal Knowledge	Intrinsic Motivation and Creativity	Management Experience	Supervisory Leadership
Domain Knowledge					
Formal Knowledge	0.692				
Intrinsic Motivation and Creativity	0.531	0.780			
Management Experience	0.739	0.636	0.618		
Supervisory Leadership	0.546	0.556	0.603	0.594	

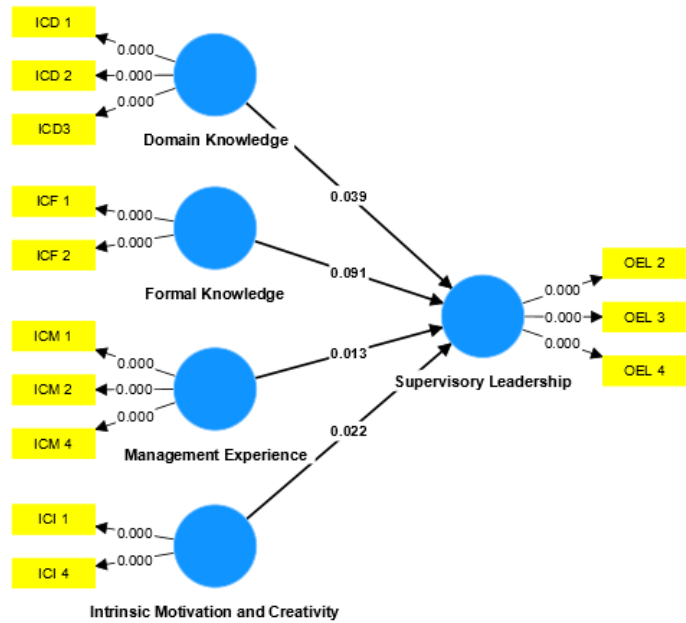


FIGURE 2: Partial least squares outputs.

TABLE 3: Validity and reliability test output.

Variabel Laten	Cronbach's alpha	Composite reliability (rho a)	Composite reliability (rho c)	Average variance extracted (AVE)
Domain Knowledge	0.752	0.769	0.856	0.665
Formal Knowledge	0.699	0.721	0.868	0.767
Intrinsic Motivation and Creativity	0.662	0.565	0.820	0.695
Management Experience	0.752	0.752	0.859	0.672
Supervisory Leadership	0.751	0.753	0.858	0.669

The results of the SEM in table 4 analysis revealed that (i) domain knowledge had a statistically significant positive effect on supervisory leadership ($\beta = 0.166$, $p < 0.05$). Thus, Hypothesis 1 was supported, indicating that entrepreneur with higher levels of domain knowledge is more likely to become a capable supervisory leadership in the business environment. (ii) formal knowledge had a statistically not significant positive effect on supervisory leadership ($\beta = 0.132$, $p < 0.05$). Thus, Hypothesis 2 was not supported, suggests that entrepreneurs with higher levels of formal knowledge may not necessarily be capable supervisory leaders in the business environment. (iii) management experience had a statistically significant positive effect on supervisory leadership ($\beta = 0.218$, $p > 0.05$). Thus, Hypothesis 3 was supported, indicating that entrepreneur with higher levels of management experience is more likely to become a capable supervisory leadership in the business environment. (iv) intrinsic motivation and creativity had a statistically significant positive effect on supervisory leadership ($\beta = 0.181$, $p < 0.05$). Thus, Hypothesis 4 was supported, indicating that entrepreneur with higher levels of intrinsic motivation and creativity is more likely to become a capable supervisory leadership in the business environment.

TABLE 4: Path coefficient.

Hypothesis	β	T-Statistics	P-Values	Conclusion
Domain Knowledge \rightarrow Supervisory Leadership	0.166	2.064	0.039	Accepted
Formal Knowledge \rightarrow Supervisory Leadership	0.132	1.692	0.091	Rejected
Management Experience \rightarrow Supervisory Leadership	0.218	2.482	0.013	Accepted
Intrinsic Motivation and Creativity \rightarrow Supervisory Leadership	0.181	2.297	0.022	Accepted

TABLE 5: Goodness-of-fit index.

Construct	R- Square	AVE
Domain Knowledge		0.665
Formal Knowledge		0.767
Intrinsic Motivation and Creativity		0.695
Management Experience		0.672
Supervisory Leadership	0.292	0.669
Average	0.292	0.694

TABLE 6: Value of standardized root mean square residual.

SRMR	0.077
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Assessment of Goodness of Fit is using 2 components, that is Standardized Root Mean Square Residual (SRMR) and Goodness of Fit (GoF) Index. The SRMR analysis in table 5 yielded a value of 0.077. Based on established guidelines, an SRMR value below 0.08 is indicative of a good model fit (Hair et al., 2021). In this study, the obtained SRMR value of 0.077 falls below this threshold, indicating a satisfactory fit between the observed data and the proposed measurement model. Similarly, the GoF index in table 4 value of 0.466 suggests a good overall fit of the model to the data.

Overall, the attainment of satisfactory goodness of fit statistics underscores the robustness of the structural equation model and strengthens the validity of the study's conclusions. By providing evidence of a good fit between the hypothesized model and the observed data, the goodness of fit assessment enhances the overall quality and credibility of the research findings, thereby contributing to the advancement of knowledge within the field.

Discussion

The findings from this study indicate that domain knowledge has a significant positive effect on supervisory leadership. This result underscores the importance of specialized expertise and understanding within a particular field or industry in enhancing leadership capabilities at the supervisory level. In this section, we will discuss the theoretical and practical implications of this finding, compare it with existing literature, and provide recommendations for future research and practice. The significant effect of domain knowledge on supervisory leadership supports the knowledge-based view (KBV) of the firm, which posits that knowledge is a critical organizational resource that provides a competitive advantage (Tu, 2018). According to KBV, the unique and valuable knowledge that individuals possess, particularly in specific domains, is crucial for organizational success. Supervisors who have substantial domain knowledge can leverage this expertise to improve their leadership effectiveness (Grant & Phene, 2022; Stoian et al., 2024).

Domain knowledge equips supervisors with a deep understanding of the technical aspects and nuances of their team's work. This expertise enables them to provide informed guidance, anticipate and solve problems more effectively, and make strategic decisions that align with organizational goals (Katz, 1974; Mumford et al., 2000). By applying their specialized

knowledge, supervisors can enhance team performance, foster innovation, and contribute to achieving organizational objectives, thereby confirming the KBV premise that knowledge is a fundamental resource for leadership and organizational success. The significant effect of domain knowledge on supervisory leadership is consistent with findings from previous research that emphasize the importance of specialized knowledge in leadership effectiveness. For instance, studies have shown that leaders with strong technical and domain-specific skills are better able to understand and address the challenges faced by their teams, which enhances their credibility and influence (Lord & Hall, 2005; Mumford et al., 2007).

This study extends the existing literature by providing empirical evidence of the specific impact of domain knowledge on supervisory leadership, as opposed to leadership at higher organizational levels. It highlights the unique role that domain expertise plays in shaping the leadership capabilities of supervisors, who are directly involved in the day-to-day operations and management of their teams. The significant effect of domain knowledge on supervisory leadership underscores the critical role that specialized expertise plays in enhancing leadership capabilities at the supervisory level. This finding has important theoretical and practical implications, highlighting the need for organizations to invest in the continuous development of their supervisors' domain-specific knowledge. By fostering a culture of continuous learning and knowledge sharing, organizations can enhance the effectiveness of their supervisory leaders and drive overall organizational success.

The findings from this study indicate that formal knowledge does not have a significant effect on supervisory leadership. This result highlights a critical area of interest, suggesting that while formal education and training are valuable, they may not directly enhance the leadership capabilities of supervisors. In this section, we will discuss the theoretical and practical implications of this finding, compare it with existing literature, and provide recommendations for future research and practice. The lack of a significant relationship between formal knowledge and supervisory leadership challenges some traditional views within the knowledge-based view (KBV) of the firm, which posits that knowledge is a critical organizational resource that provides a competitive advantage (Tu, 2018). Formal knowledge, typically acquired through structured education and training programs, is often seen as a foundation for developing expertise and competence in various fields (Fergusson, 2022). However, the findings suggest that formal knowledge alone may not be sufficient to enhance leadership effectiveness at the supervisory level.

One possible explanation is that formal knowledge, while essential for understanding

fundamental principles and theories, may not adequately prepare individuals for the practical challenges and complexities of leadership. Supervisory leadership often requires skills that are developed through hands-on experience, interpersonal interactions, and the ability to navigate real-world scenarios, which may not be fully addressed by formal education and training programs (Mintzberg, 1973).

Furthermore, the KBV suggests that tacit knowledge, which is acquired through practical experience and is often difficult to codify, plays a crucial role in leadership effectiveness (Polanyi, 1966). Supervisors who rely solely on formal knowledge may lack the experiential insights and context-specific understanding necessary to lead effectively in dynamic and complex environments (Nonaka, 1994). The finding that formal knowledge does not have a significant effect on supervisory leadership is consistent with some existing literature that emphasizes the limitations of formal education and training in preparing individuals for leadership roles. For example, Welsh et al., (2016) argued that the nature of managerial work is often complex and unpredictable, requiring skills and insights that are best developed through practical experience rather than formal education. Similarly, Durán et al., (2022) found that successful executives often attribute their leadership development to challenging job assignments and hands-on experiences rather than formal training programs. These findings suggest that while formal knowledge is valuable, it must be complemented by practical experiences to develop effective leadership capabilities.

This study extends the existing literature by providing empirical evidence of the specific impact of formal knowledge on supervisory leadership. It highlights the need to reevaluate the role of formal education and training in leadership development and underscores the importance of integrating practical experiences into leadership development programs. The insignificance of formal knowledge on supervisory leadership underscores the limitations of formal education and training in developing effective leadership capabilities at the supervisory level. This finding has important theoretical and practical implications, highlighting the need for organizations to complement formal knowledge with experiential learning opportunities. By integrating practical experiences into leadership development programs and providing opportunities for real-world problem-solving and on-the-job training, organizations can enhance the effectiveness of their supervisory leaders and drive overall organizational success.

The findings from this study indicate that management experience has a significant positive effect on supervisory leadership. This result emphasizes the importance of practical experience in management roles in enhancing leadership capabilities at the supervisory level. In this

section, we will discuss the theoretical and practical implications of this finding, compare it with existing literature, and provide recommendations for future research and practice. The significant effect of management experience on supervisory leadership supports the knowledge-based view (KBV) of the firm, which posits that knowledge is a critical organizational resource that provides a competitive advantage (Tu, 2018). Management experience encompasses accumulated knowledge, skills, and competencies gained through practical involvement in managerial roles. This experiential knowledge enhances a supervisor's ability to navigate complex organizational dynamics, make informed decisions, and lead their teams effectively (Mumford et al., 2000).

Experienced managers are better equipped to handle the multifaceted challenges of leadership, including conflict resolution, strategic planning, and performance management. Their experience allows them to draw on a rich repertoire of past situations and solutions, thereby enhancing their problem-solving capabilities and leadership effectiveness (Macher & Mowery, 2009). This finding aligns with the KBV premise that the practical knowledge accumulated through management experience is a valuable asset that enhances leadership capabilities (Grant & Phene, 2022; Stoian et al., 2024). Furthermore, the development of tacit knowledge through management experience is particularly significant. Tacit knowledge, which is deeply rooted in an individual's actions and experiences, is crucial for effective decision-making and problem-solving in leadership roles (Lebas & Euske, 2010; O. Szabó et al., 2024). The ability to draw on this implicit understanding enables supervisors to respond to complex and dynamic situations with greater agility and insight (Nonaka, 1994).

The significant effect of management experience on supervisory leadership is consistent with findings from previous research that highlights the importance of practical experience in enhancing leadership effectiveness. Studies have shown that leaders with extensive management experience are better able to understand and address the complexities of their roles, which enhances their credibility and influence (Yukl, 2013; Day, 2001). For example, Nguyen & Fan, (2022) found that successful executives often attribute their leadership development to challenging job assignments and practical experiences. Similarly, Dragoni et al. (2011) demonstrated that job rotations and varied management experiences are critical for developing effective leadership skills. These findings underscore the importance of diverse and challenging management experiences in building leadership effectiveness.

This study extends the existing literature by providing empirical evidence of the specific impact of management experience on supervisory leadership, as opposed to leadership at higher

organizational levels. It highlights the unique role that practical management experience plays in shaping the leadership capabilities of supervisors, who are directly involved in the day-to-day operations and management of their teams. The significant effect of management experience on supervisory leadership underscores the critical role that practical experience plays in enhancing leadership capabilities at the supervisory level. This finding has important theoretical and practical implications, highlighting the need for organizations to invest in the continuous development of their managers' practical experience. By fostering a culture of experiential learning and providing opportunities for practical involvement in management roles, organizations can enhance the effectiveness of their supervisory leaders and drive overall organizational success.

The findings from this study indicate that intrinsic motivation and creativity have a significant positive effect on supervisory leadership. This result emphasizes the importance of internal drive and innovative thinking in enhancing leadership capabilities at the supervisory level. In this section, we will discuss the theoretical and practical implications of this finding, compare it with existing literature, and provide recommendations for future research and practice. The significant effect of intrinsic motivation and creativity on supervisory leadership supports the knowledge-based view (KBV) of the firm, which posits that knowledge and innovation are critical organizational resources that provide a competitive advantage (Tu, 2018). Intrinsic motivation, characterized by an internal desire to engage in activities out of interest and enjoyment, drives supervisors to pursue excellence and mastery in their roles (Bumann & Younkin, 2022; Conțu, 2020). Creativity, involving the generation of novel and useful ideas, enables supervisors to devise innovative solutions to complex problems (Amabile, 1996).

The KBV suggests that the unique and valuable knowledge generated through intrinsic motivation and creativity enhances leadership effectiveness (Grant & Phene, 2022; Stoian et al., 2024). Supervisors who are intrinsically motivated and creative are more likely to engage deeply with their work, foster a culture of innovation, and inspire their teams to achieve high levels of performance (Nonaka, 1994). This finding aligns with the KBV premise that knowledge and innovation are essential for effective leadership and organizational success. The significant effect of intrinsic motivation and creativity on supervisory leadership is consistent with findings from previous research that emphasizes the importance of internal drive and innovative thinking in enhancing leadership effectiveness. Studies have shown that leaders who are intrinsically motivated and creative are better able to inspire and motivate their teams, foster a culture of innovation, and drive organizational success (Cakir & Adiguzel, 2020; Fry, 2003; van der Haar et al., 2017).

For example, Amabile et al. (2004) found that intrinsic motivation is a critical component of creativity, which in turn is essential for effective leadership. Similarly, Mumford et al. (2002) demonstrated that creative leaders are better able to navigate complex and dynamic environments, making them more effective in their roles. These findings underscore the importance of fostering intrinsic motivation and creativity among supervisory leaders. This study extends the existing literature by providing empirical evidence of the specific impact of intrinsic motivation and creativity on supervisory leadership, as opposed to leadership at higher organizational levels. It highlights the unique role that internal drive and innovative thinking play in shaping the leadership capabilities of supervisors, who are directly involved in the day-to-day operations and management of their teams.

The significant effect of intrinsic motivation and creativity on supervisory leadership underscores the critical role that internal drive and innovative thinking play in enhancing leadership capabilities at the supervisory level. This finding has important theoretical and practical implications, highlighting the need for organizations to foster an environment that supports and nurtures intrinsic motivation and creativity among supervisors. By creating a supportive organizational culture and providing opportunities for meaningful work and professional growth, organizations can enhance the effectiveness of their supervisory leaders and drive overall organizational success.

Conclusion

This study aimed to investigate the impact of various dimensions of intellectual capital—domain knowledge, formal knowledge, management experience, and intrinsic motivation and creativity—on supervisory leadership. Using the knowledge-based view (KBV) as the theoretical framework, the research sought to understand how these elements contribute to or hinder effective supervisory leadership.

Key Findings

The study found that domain knowledge significantly enhances supervisory leadership. Supervisors with deep expertise in their field are better equipped to make informed decisions, guide their teams effectively, and address complex challenges. This supports the KBV's assertion that specialized knowledge is a critical organizational asset.

Contrary to expectations, formal knowledge did not show a significant effect on supervisory leadership. While formal education and training provide foundational knowledge, they appear insufficient on their own to develop effective leadership capabilities at the supervisory level.

This suggests the need for integrating formal education with practical, hands-on experiences to foster leadership development.

Management experience was found to have a significant positive impact on supervisory leadership. Experienced supervisors bring practical insights, problem-solving skills, and a nuanced understanding of organizational dynamics, which are essential for effective leadership. This aligns with the KBV's emphasis on the importance of experiential knowledge.

Intrinsic motivation and creativity were also found to significantly enhance supervisory leadership. Supervisors who are internally driven and innovative are more likely to inspire their teams, foster a culture of creativity, and effectively navigate complex and dynamic environments. This finding underscores the value of fostering intrinsic motivation and creativity within organizations.

Theoretical Implications

The findings support and extend the knowledge-based view of the firm, highlighting the nuanced roles of different types of knowledge and experiences in shaping supervisory leadership. The study underscores the importance of integrating both formal and experiential knowledge, as well as fostering intrinsic motivation and creativity, to develop effective leaders. It also challenges the traditional emphasis on formal education alone as the primary pathway to leadership development.

Practical Implications

For practitioners, the results of this study provide valuable insights into leadership development strategies. Organizations should:

- Prioritize experiential learning opportunities, such as on-the-job training, mentorship programs, and real-world problem-solving experiences, to complement formal education and training.
- Recognize and reward intrinsic motivation and creativity and create an organizational culture that supports innovation and internal drive.
- Consider the specific needs of supervisory leaders when designing leadership development programs, ensuring a balanced approach that incorporates domain expertise, practical experience, and opportunities for creative thinking.

Recommendations for Future Research

Future research should explore the specific types of formal knowledge that are most effective

in enhancing supervisory leadership, as well as the contextual factors that influence the relationship between intellectual capital and leadership effectiveness. Longitudinal studies could provide deeper insights into how the development and integration of different types of knowledge and experiences over time impact leadership capabilities.

4. Conclusion

In conclusion, this study provides a comprehensive understanding of how various dimensions of intellectual capital influence supervisory leadership. While domain knowledge, management experience, and intrinsic motivation and creativity significantly enhance leadership effectiveness, formal knowledge alone appears insufficient. These findings have important implications for both theory and practice, highlighting the need for a balanced and integrated approach to leadership development that combines formal education with practical experiences and fosters intrinsic motivation and creativity. By adopting such an approach, organizations can enhance the effectiveness of their supervisory leaders and drive overall organizational success.

5. References

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