HONG KONG JOURNAL OF SOCIAL SCIENCES

香港社會科學學報

最新第62期 (2023年秋/冬季) Vol. 62 Autumn/Winter 2023

Open Access Article https://doi.org/10.55463/hkjss.issn.1021-3619.62.58

Strategizing Perspectives Influence Organizational Learning and Creativity: A PLS-SEM Approach for Vietnam

Mai Ngoc Khuong, Pham Dang Tuan*, Nguyen Ngoc Duy Phuong, Nguyen Ngoc Anh Thu

School of Business, International University, Vietnam National University, Ho Chi Minh City, Vietnam

Received: December 11, 2023 ▪ Reviewed: January 18, 2024

▪ Accepted: January 24, 2024 ▪ Published: February 28, 2024

Abstract:
This study aims to analyze the impact of the analytic and holistic reasoning perspectives on organizational creativity with the mediated role of knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory. The theoretical framework developed in this study is based on an interactionist model of organizational creativity and conceptual links among creative persons, processes, situations, and products proposed by Woodman et al. (1993). The data were collected from 382 top managers in small and medium-sized enterprises in the southern region of Vietnam. Partial least squares structural equation modeling (PLS-SEM) is applied to test the proposed relationship. The findings show that the analytic reasoning perspective significantly affects organizational creativity. Knowledge interpretation and organizational memory moderate the positive influence of the two perspectives of strategizing on organizational creativity, contributing to the theoretical framework. Constructive implications for organizations and company managers include logically analyzing and evaluating business activities, especially building concrete beliefs, routines, and physical artifacts.

Keywords: analytic reasoning perspective, holistic reasoning perspective, organizational creativity, knowledge acquisition, knowledge distribution.

战略视角影响组织学习和创造力：越南的偏最小二乘扫描电镜方法

摘要：
本研究旨在分析分析性和整体性推理视角对组织创造力的影响，以及知识获取、知识分配、知识解释和组织记忆的中介作用。本研究中开发的理论框架基于伍德曼等人提出的组织创造力的互动模型以及创造性人员、过程、情境和产品之间的概念联系。（1993）。该数据收集自越南南部地区382名中小企业高层管理人

Corresponding Author: Pham Dang Tuan, *School of Business, International University, Vietnam National University, Ho Chi Minh City, Vietnam*; email: tuanbidc@gmail.com

员。应用偏最小二乘结构方程模型（偏最小二乘扫描电镜）来测试所提出的关系。研究结果表明，分析推理视角显着影响组织创造力。知识解释和组织记忆调节了战略制定这两个视角对组织创造力的积极影响，有助于构建理论框架。对组织和公司管理者的建设性影响包括逻辑分析和评估业务活动，特别是建立具体的信念、惯例和物理制品。

关键词：分析推理视角、整体推理视角、组织创造力、知识获取、知识分配。

1. Introduction

Organizational creativity is increasingly attracting scholarly attention. In the rapidly changing external environment, organizational creativity is believed to be a driver of organizational success, long-term survival (Shalley & Gilson, 2004), and organizational development (Amabile, 1988). Likewise, extensive literature on strategic management strengthens the importance of organizational creativity on competitive advantage (Anderson et al., 2014). To generate and maintain the competitive advantage, organizational creativity acts as a driving force for all activities in the value chain of enterprises.

Various authors have widely defined organizational creativity. It mainly focuses on creating novel and valuable ideas for goods, services, and procedures. An abundance of research demonstrates antecedents of organizational creativity, including intrinsic motivation (Amabile, 1997), individual/team creativity (Amabile & Pratt, 2016), individual learning orientation (Giustiniano et al., 2016), transformational leadership (Gumusluoglu & Ilsev, 2009), information systems (Olszak et al., 2018), group idea exchange processes (Paulus & Yang, 2000), employee creativity and creative work environments (Smith & Green, 2019), individual, group, and organizational characteristics, creative behaviors, and creative situations (Woodman et al., 1993). Some organizations demonstrate negative determinants of organizational creativity, such as environmental uncertainty and organizational agility (Darvishmotevali et al., 2020), rational thought, excessive bureaucracy, and intolerance of differences (Brennan & Dooley, 2005). Moreover, many studies have been conducted on individual or employee creativity (Ford, 1996; Oldham & Cummings, 1996). Antecedents of organizational creativity are primarily on the scale of individualism and team, which is the form of organizational creativity. Studies focusing on strategizing reasoning and organizational learning for organizational creativity are scarce. This study examines connections between the two perspectives of strategizing reasoning, organizational learning, and organizational creativity to address this gap.

Organizational learning is multi-conceptual. This paper considers organizational learning in terms of knowledge management (Andrews & Delahaye, 2000), which consists of knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory. Strategic reasoning is mainly a thinking system; specifically, the analytic reasoning perspective is logical, and the holistic reasoning perspective is intuitive. Organizational creativity, organizational learning, and the two reasoning perspectives are developed and bonded based on cognitive activities, cognitive maps, and cognitive abilities.

In Vietnam, in the first quarter of 2021, production enterprises mentioned their weaknesses and difficulties, such as high competition, low demand, poor financial health, shortage of materials, shortage of human resources, and outdated technology (General Statistics Office, 2021). These elements are support activities and primary activities in the value chain to deliver competitive advantage (Porter, 2004); however, in this situation, these elements failed to deliver it. Service enterprises must achieve a higher level according to Decision No. 283/QD-TTg (Prime Minister, 2020). According to organizational creativity, the concept can improve conditions and help Vietnamese enterprises achieve higher targets.

The results enrich the strategic management literature. First, the relationships between strategic reasoning perspectives, organizational learning, and organizational creativity are examined. Second, the findings strengthen the magnitude of organizational creativity and the moderating role of the four elements of organizational learning to heighten the effect of strategic reasoning perspectives on organizational creativity. Practically, the findings of this study suggest constructive implications.

2. Literature Review and Hypotheses

2.1. Organizational Creativity

In a business context, creativity is defined as the creation of products, services, processes, procedures, and people when ensuring elements of novelty and usefulness (Amabile, 1996; Oldham & Cummings, 1996). Specifically, products and services result from creative endeavors (Uwadia, 1990); processes and procedures are the paths of generating creative work or thinking creatively; people possess the creative ability, specific trait, and cognitive abilities to deliver creative ideas (Uwadia, 1990). Unlike the aforementioned definitions, other studies consider personal and contextual factors as the key to creativity (Rodan & Galunic, 2004; Shalley & Gilson, 2004). Plucker et al. (2004) defined creativity with all elements "creativity is the interaction among aptitude, process, and the environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context" (p. 90). Novelty and usefulness are emphasized in almost all definitions and especially emphasized by various authors (Mohrman et al., 2001) in creativity definition.

Woodman et al. (1993) defined “organizational creativity as the creation of a valuable, useful new product, service, idea, procedure, or process by individuals working together in a complex social system” (p. 293). Other scholars shared the same view regarding the organizational creativity definition (Gong et al., 2009).

Organizational creativity is seen as integrating individual, group, and organizational factors (Drazin et al., 1999) with the external environment (Amabile et al., 1996; Hughes et al., 2018). On an individual level, an abundance of research focuses on demography, employee personality (Amabile, 1988), emotions (Madijar et al., 2002), cognitive abilities, competence, intrinsic motivation (Eisenberger & Aselage, 2009), and leadership style (Payne, 1990). On a larger scale, group characteristics (De Dreu & West, 2001), group compositions (Hughes et al., 2018), and group subculture impact creativity. In an organization, factors such as organizational structure, strategy, mission, vision, human resources (Walton, 2003), organizational culture (Brennan & Dooley, 2005), organizational commitment to creativity (Amabile, 1996), organizational policies (Hargadon & Douglas, 2001), reward system (Eisenberger & Aselage, 2009), working environment (Somech & Drach-Zahavy, 2013), and supervision (Oldham & Cummings, 1996) are components that form creativity. The external environment influences creativity through economic factors, government status, and financial investment. Consequently, a wide range of factors on various scales affect organizational creativity, and these factors should be included in the definition of organizational creativity.

This study defines organizational creativity according to the definition of Woodman et al. (1993). The definition includes cognitive styles and cognitive abilities, which are seen as the link between variables in this study. Following cognition, two schools of thought, sensing and intuition, are logical and creative thinking, respectively. These two are compatible with strategists’ analytical reasoning perspective and with strategists’ holistic reasoning perspective. In addition, cognition also relates to organizational learning.

2.2. Organizational Learning

There is exponential growth in organizational learning (Crossan & Berdrow, 2003; Perez Lopez et al., 2005) in knowledge management, management, and strategic management literature. The concept is well known for advancing an organization’s competitive advantage and capabilities (Fiol & Lyles, 1985). Organizational learning has diverse definitions; generally, it is defined as “a dynamic process of creation, acquisition, and integration of knowledge aimed at the development of resources and capabilities that contribute to better organizational performance” (Perez Lopez et al., 2005, p. 228).

Significant agreement was found on two dimensions of organizational learning, single- and double-loop learning (Argyris & Schon, 1978), while others agreed on four dimensions of 4I: intuiting, interpreting, integrating, and institutionalizing (Crossan et al., 1999; Mintzberg et al., 1998). Organizational learning is related to knowledge management (Andrews & Delahaye, 2000), which is compatible with four knowledge-related dimensions: knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory (Huber, 1991; Tippins & Sohi, 2003). This study considers the four knowledge-related dimensions in an examination of relations with other mentioned factors.

The four-element framework of organizational learning is centered on knowledge, which is a valuable intangible asset of the business (Olszak et al., 2018). The reason is that continuously obtaining, sharing, interpreting, and storing knowledge creates new ideas to help businesses generate new products and solutions (Borghini, 2005). Similarly, people who participate in obtaining, sharing, interpreting, and storing knowledge are essential because they decide whether the process is effective. These individuals, groups, and organizations possess cognitive abilities (Mumford et al., 2015). Therefore, cognitive abilities are decisive factors when linking process knowledge, new ideas, and business solutions. In addition, knowledge is recognized to connect with cognition (Lant & Mezias, 1992), delivering creativity (Hargadon & Bechky, 2006). Based on these findings, knowledge is generally relative to creativity in an organization, from the small scale as an individual to the larger scale as organizational creativity (Carmeli et al., 2015). However, there is scarce research on knowledge acquisition, knowledge interpretation, knowledge distribution, and organizational memory concerning organizational creativity and mediating role in the relationship between strategic reasoning and organizational creativity. The following discusses each segment deeply and the above relations.

2.2.1. Knowledge Acquisition

Knowledge acquisition is the process of obtaining knowledge in an organization. This process can occur in various ways. According to Huber (1991), there are five stages of acquiring knowledge in an organization: congenital learning, experiential learning, vicarious learning, grafting, and searching. Congenital learning integrates inherited and additional knowledge before birth, i.e., all knowledge at the beginning of an organization; this is also considered an organizational knowledge base (Salavou & Lioukas, 2003). Experiential learning is acquiring knowledge during the organization operation and includes organizational experiments, organizational self-appraisal, experimenting organizations, and unsystematic learning. Vicarious learning is obtaining knowledge such as strategies, practices, and technologies from rivals, passing new knowledge from new persons to the organization. Searching or noticing involves investigating information outside (Chang & Cho, 2008) and inside the organization and evaluating the organization's effectiveness. These steps are not sufficient to ensure the quality of knowledge acquisition. It is necessary to consider effectiveness based on absorptive capacity (Cohen & Levinthal, 1990) and cognitive abilities on various scales in the organization. The effectiveness of knowledge acquisition can be seen as generating good organizational outcomes; this paper focuses on organizational creativity.

2.2.2. Knowledge Distribution

Knowledge distribution, in other words, knowledge sharing, is the spreading of available knowledge within the organization; this process occurs on individual, group, and organizational scales. Distribution raises knowledge awareness (Huber, 1991) and provides a knowledge base obtained in the knowledge acquisition process for the entire organization. The process can proceed through communication, face-to-face meetings, and social media platforms (Paulus & Yang, 2000). During the process, individuals, groups, and organizations can combine shared knowledge to obtain a complete picture and generate new ideas. Therefore, it is understandable to link knowledge distribution and creativity. The connection has been widely proven by various scholars (Schepers & van den Berg, 2007). However, there is a lack of scholars comparing the four elements of organizational learning with organizational creativity.

2.2.3. Knowledge Interpretation

Knowledge interpretation is widely defined as the process of generating meaning from knowledge (Weick, 1995). According to Starbuck and Milliken (1988), interpretation is a cognitive activity that allows understanding, explaining, and extrapolating. Huber (1991) mentioned the cognitive element in terms of cognitive maps, which shape the process of understanding, explaining, and extrapolating knowledge. Combining with cognitive maps, Huber (1991) also included media richness, information overload, and unlearning. Interpretation is the base and source for developing new ideas because interpreted knowledge is valuable (Davenport & Prusak, 2000). Not many studies research the effect of knowledge interpretation on organizational creativity.

2.2.4. Organizational Memory

Organizational memory is seen as organizational storage of information and knowledge, which is developed and retained as rules, protocols, systems, structures, and procedures for organizations (Perez Lopez et al., 2005; Walsh & Ungson, 1991) to deliver competitive advantage (Ebbers & Wijnberg, 2009) and success (Cohen & Levinthal, 1990). Significantly, the concept is divided into three forms: cognitive elements, organization's experience, and physical artifacts, which are beliefs, routines, and structures, respectively.

Organizational memory acts as individual and personal knowledge storage on an individual level, which becomes existing knowledge and a base for developing and generating new ideas. At an organizational level, retained knowledge in the different forms mentioned above is the know-how for new persons in the organization and the base for the organization to use, re-design, and develop. Consequently, organizational memory can be understood as a generator of new ideas and creativity.

2.3. Perspectives on Strategizing

Strategic reasoning perspectives are rooted in and relate to cognitive concepts (Huff, 1982). Therefore, cognition is discussed in this study. Cognition is the answer to how people shape their views and make decisions (de Wit, 2017). The concept includes cognitive activities and cognitive maps. Cognitive activities solve strategic problems and consist of four stages: sense-making, diagnosing, seizing, and reconfiguring. Among them, both sense-making (Marcy & Mumford, 2010; Weick, 1995) and seizing (de Wit, 2017) are mostly discussed. First, sense-making acknowledges existing challenges, threats, and opportunities (Maitlis & Christianson, 2014) through scanning and selection (de Wit, 2017); second, diagnosing is understanding problems and reasons; third, seizing is the generation of solutions; finally, reconfiguring is the evaluation and retention of problem solutions. Cognitive maps integrate knowledge acquired after long-term education, experiences, and interactions, which focus and ignore other unnecessary information.

The compatibility between the four elements of organizational learning and the four stages of cognitive activities is highlighted. They intertwine and happen simultaneously. Knowledge acquisition and sense-making are connected, which can be explained as both obtaining processes. Problems are raised in the organization; the organization will obtain knowledge and clarify problems to solve and generate new ideas. Knowledge interpretation and diagnosis explain and understand; one explains knowledge gathered and clarifies problems. Simultaneously, shared knowledge contributes to the process of generating solutions as seizing. Finally, organizational memory and reconfiguring are the storage and retention of knowledge and new ideas in the organization. Notably, there are concepts on logic and intuitive reasoning, which are the foundation for analytic and holistic reasoning. The concepts of logic and intuitive reasoning are embedded in the four cognitive activities (de Wit, 2017).

2.3.1. Analytic Reasoning Perspective

Logical thinking is generally "conscious and rigorous, based on formal rules" (de Wit, 2017, p. 60) and is thinking within cognitive maps. This concept is consistent with thinking cognitive functions (Jung, 1923). Following de Wit (2017), logical thinking is dominant in the analytic reasoning perspective. Significantly, when problems and challenges occur in the organization, the entire organization, individuals, and groups engage in cognitive activities to solve problems and generate new ideas. In this process, the strategists in the organization follow an analytic reasoning perspective in the four stages of cognitive activities to solve problems. Specifically, clarification, understanding, solutions, and storage are based on data, evaluation, and comparison between strengths and weaknesses, while ignoring the factors of irrationality, emotions, and feelings. The method used while generating ideas and solutions affects the outcome. In this study, the outcome is considered to be organizational creativity. March (1991) mentioned the relationship between sense-making and creativity; however, the concept lacks other stages in cognitive activities. Moreover, the four cognitive activities have not been examined from strategic reasoning perspectives.

2.3.2. Holistic Reasoning Perspective

The opposite term for logical thinking is intuition, which is unconsciously learning and thinking. Intuition, thought, and knowledge are encouraged to be outside of the cognitive maps and are "comprehensive, flexible, and fast, instead of fragmentary, rigid, and slow" (de Wit, 2017, p. 63). Importantly, intuition is at the core of the holistic reasoning perspective. In this sense-making, the problems are defined subjectively; at diagnosing, the problems are interpreted without barriers; at seizing, solutions are not fixed and limited; and at reconfiguring, the evaluation is diverse because there are no absolute standard data and number to clarify. The process of thinking without a barrier can be a source of new ideas and organizational creativity.

Based on the proposed connections between organizational creativity, knowledge acquisition, knowledge distribution, knowledge interpretation, organizational memory, and strategists' analytic and holistic reasoning perspectives, the relation between organizational creativity and strategists' reasoning perspectives with the mediating role of the four elements of organizational learning remains unclear.

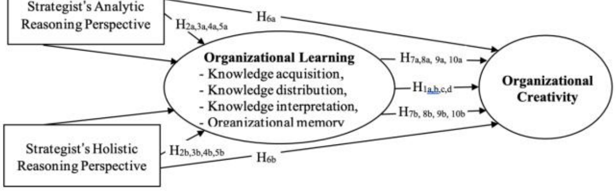

Figure 1. Conceptual research model and hypotheses (The authors)

H1: Analytic reasoning perspective has a positive relationship with employee commitment.

H2: Analytic reasoning perspective has a positive relationship with knowledge acquisition.

H3: Analytic reasoning perspective has a positive relationship with knowledge distribution.

H4: Analytic reasoning perspective has a positive relationship with knowledge interpretation.

H5: Analytic reasoning perspective has a positive relationship with organizational memory.

H6: Knowledge acquisition is positively related to employee commitment.

H7: Knowledge distribution is positively related to employee commitment.

H8: Knowledge interpretation is positively related to employee commitment.

H9: Organizational memory is positively related to employee commitment.

H10: Strategists' holistic reasoning perspective has a positive relationship with employee commitment.

H11: Strategists' holistic reasoning perspective has a positive relationship with knowledge acquisition.

H12: Strategists' holistic reasoning perspective has a positive relationship with knowledge distribution.

H13: Strategists' holistic reasoning perspective has a positive relationship with knowledge interpretation.

H14: Strategists' holistic reasoning perspective has a positive relationship with organizational memory.

3. Research Methodology

3.1. Research Background and Sampling

This study investigates the effects of perspective strategizing and organizational learning on organizational creativity. The study employs a quantitative method in research design. The sampling frame of this study uses questionnaires distributed to top managers in small and medium-sized enterprises in the southern region of Vietnam. The questionnaire survey format is a 5-point Likert's scale ranging from strongly disagree (1) to strongly agree (5). A total of 382 data were collected after questionnaire distribution in Vietnam.

Adapting partial least squares structural equation modeling (PLS-SEM), the study uses Smart PLS version 3.0 (Ringle et al., 2015) to predict and explore the relationships between endogenous and exogenous constructs.

The gender statistics indicate 62.6% and 37.4% of male and female respondents, respectively. The primary respondents were at university (73.6%) and master level (12.3%). A significant number of respondents were at the position of a department head (39.3%) and company owner (23%); the others were nearly equal: management board assistant (13.9%), chief executive officer (12.3%), and vice-director (11.5%). Private companies' percentage is the highest (56%), and stateowned companies' percentage is the second-highest (34.6%). As shown in Table 2, most of the industry having companies responding in the survey is trade and service (55.2%); then, the following are production (25.9%), others (10.2%), and real estate (8.6%).

3.2. Measures

Organizational creativity is adapted from Woodman et al.'s (1993) concept including five items.

Organizational learning is adapted from the study by Perez Lopez et al. (2005). Knowledge acquisition has three items, knowledge distribution has three items, knowledge interpretation has three items, and organizational memory has four items.

Strategists' analytical (6 items) and holistic reasoning perspectives (6 items) are adapted from the work by Ron Mayer (2017).

4. Data Analysis and Research Results

4.1. Reliability

In PLS-SEM analysis, this study determines the reliability of latent variables (Hair et al., 2011). According to Nunnally and Bernstein (1994), composite reliability (CR) must be higher than 0.7 and lower than 0.9 to be considered satisfactory. In this study, as shown in Table 1, all CR values ranged from 0.798 to 0.887, confirming the reliability of the analysis.

Table 1. Composite reliability, average variance extracted, and Cronbach's alpha (Developed by the authors)

Latent variable	Manifest variable	Outer loadings	CR value	Cronbach's alpha (α)	AVE
Organisational Creativity (OCRE)	OCRE1	0.764	0.852	0.782	0.537
	OCRE2	0.805			
	OCRE3	0.774			
	OCRE4	0.643			
	OCRE7	0.664			
Knowledge Acquisition (OLKA)	OLKA1	0.807	0.873	0.783	0.697
	OLKA2	0.869			
	OLKA3	0.827			
Knowledge Distribution (OLKD)	OLKD1	0.819	0.861	0.758	0.673
	OLKD2	0.845			
	OLKD3	0.798			
Knowledge Interpretation (OLKI)	OLKI1	0.854	0.880	0.796	0.710
	OLKI2	0.850			
	OLKI3	0.824			
Organizational Memory (OLOM)	OLOM1	0.700	0.872	0.803	0.631
	OLOM2	0.851			
	OLOM3	0.808			
	OLOM4	0.810			
Analytic Reasoning Perspective (ANAPER)	ANAPER1	0.764	0.887	0.841	0.613
	ANAPER2	0.842			
	ANAPER3	0.802			
	ANAPER4	0.829			
	ANAPER5	0.665			
Strategists' Holistic Reasoning Perspective (HOLPER)	HOLPER2	0.691	0.798	0.673	0.500
	HOLPER3	0.829			
	HOLPER4	0.633			
	HOLPER5	0.658			

4.2. Convergent Validity

In convergent validity, the average variance extracted (AVE) should be higher than 0.5 (Hair et al., 2011). AVE values in this study, according to Table 4, are all equal to and higher than the threshold values, confirm that they can explain the indicators' variance equal to and more than 50%, and are valid for the analysis.

4.3. Discriminant Validity

For discriminant validity, the Fornell-Larcker criterion requires that square root AVE values be greater than the latent construct's correlation with the other latent constructs. From Table 2, the square values of AVE are greater than the correlation, proving discriminant validity.

Table 2. The Fornell-Larker criterion (Developed by the authors)

Latent variable	OCRE	OLKA	OLKD	OLKI	OLOM	ANAPER	HOLPER
OCRE	0.733						
OLKA	0.532	0.835					
OLKD	0.519	0.647	0.821				
OLKI	0.547	0.607	0.662	0.843			
OLOM	0.608	0.593	0.622	0.601	0.794		
ANAPER	0.545	0.414	0.322	0.351	0.427	0.783	
HOLPER	0.368	0.326	0.307	0.346	0.263	0.361	0.707

4.4. Testing Multicollinearity

To examine whether variables are highly correlated, multicollinearity should be examined. According to Hair et al. (2011), multicollinearity is assessed with variance inflation factor (VIF) values, and these VIF values must fall below 5. In this study, both inner and outer VIF values ranged from 1.150 to 2.318, indicating no significant multicollinearity problems.

4.5. Testing the Predictive Power of the Structural Model

In a structural model, R^2 values represent the power of prediction. R^2 values of endogenous constructs are 0.521 for organizational creativity, 0.207 for knowledge acquisition, 0.196 for organizational memory, 0.178 for knowledge interpretation, and 0.146 for knowledge distribution.

4.6. Testing Predictive Relevance

The capability to predict the structural model is tested using the Stone-Geisser Q^2, which should be greater than 0. In the blindfolding table, regarding construct cross-validated redundancy, all Q^2 values are higher than 0, ranging from 0.089 to 0.259. Therefore, the results ensure predictive relevance in this study.

4.7. Hypothesis Testing

The direct results, according to Table 3, show that knowledge acquisition (β = 0.079, p = 0.210) and knowledge distribution (β = 0.074, p = 0.222) are not significantly associated with organizational creativity; in contrast, knowledge interpretation (β = 0.151, p = 0.010) and organizational memory (β = 0.279, p = 0.000) are significantly associated with organizational creativity. Hence, both hypotheses H1c and H1d are supported.

Table 3. Hypothesis assessment (direct) (Developed by the authors)

	Hypothesis Path	β-value	t-value	p-value	Decision
H1a	OLKA → OCRE	0.079	1.254	0.210	Rejected
H1b	OLKD → OCRE	0.074	1.223	0.222	Rejected
H1c	OLKI → OCRE	0.151	2.566	0.010	Supported
H1d	OLOM → OCRE	0.279	5.284	0.000	Supported
H2a	ANAPER → OLKA	0.340	5.984	0.000	Supported
H2b	HOLPER → OLKA	0.203	3.514	0.000	Supported
H3a	ANAPER → OLKD	0.243	4.629	0.000	Supported
H3b	HOLPER → OLKD	0.219	3.645	0.000	Supported
H4a	ANAPER → OLKI	0.260	5.233	0.000	Supported
H4b	HOLPER → OLKI	0.252	4.621	0.000	Supported
H5a	ANAPER → OLOM	0.382	6.988	0.000	Supported
H5b	HOLPER → OLOM	0.125	2.061	0.039	Supported
H6a	ANAPER → OCRE	0.284	6.686	0.000	Supported
H6b	HOLPER → OCRE	0.092	1.953	0.051	Supported

According to associations between the two strategizing perspectives and the four dimensions of organizational learning, the results support all the hypotheses. Specifically, the analytic reasoning perspective was significantly associated with knowledge acquisition (β = 0.340, p = 0.000), knowledge distribution (β = 0.243, p = 0.000), knowledge interpretation (β = 0.260, p = 0.000), and organizational memory (β = 0.1382, p = 0.000). Similarly, the holistic reasoning perspective was significantly associated with knowledge acquisition (β = 0.203, p = 0.000), knowledge distribution (β = 0.219, p = 0.000), knowledge interpretation (β = 0.252, p = 0.000), and organizational memory (β = 0.125, p = 0.039). Thus, the results support H2a, H2b, H3a, H3b, H4a, H4b, H5a, and H5b.

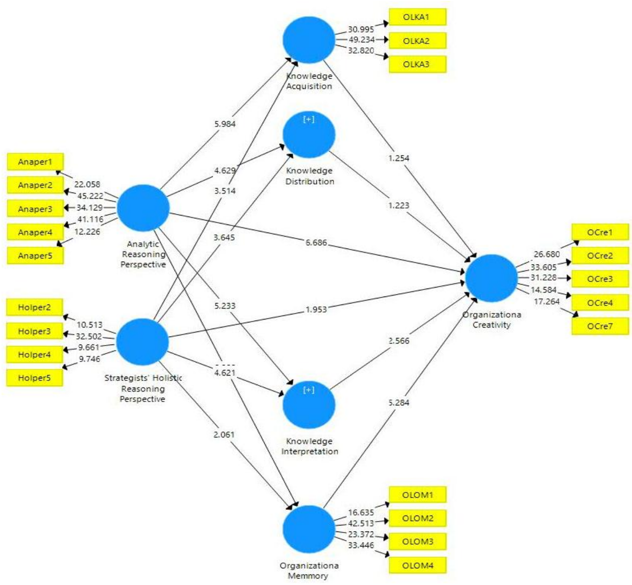

Figure 2. Structural path model (significant level at t-value > 1.96; p-value < .05) (The authors)

The two strategizing perspectives, the analytic (β = 0.284, p = 0.000) and holistic reasoning (β = 0.092, p = 0.051), are significantly associated with organizational creativity, which supports hypotheses H6a and H6b, respectively.

The indirect results, according to Table 4, focus on the association between the two strategizing perspectives and organizational creativity with the mediating role of the four dimensions in organizational learning. Analytic (β = 0.027, p = 0.229) and holistic reasoning perspectives (β = 0.016, p = 0.251) are negatively associated with organizational creativity when knowledge acquisition plays a mediating role, which does not support hypotheses H7a and H7b. Similarly, analytic (β = 0.018, p = 0.235) and holistic reasoning perspectives (β = 0.016, p = 0.285) are negatively associated with organizational creativity when knowledge distribution plays a mediating role, which does not support hypotheses H8a and H8b. In contrast, the analytic (β = 0.039, p = 0.018) and holistic reasoning perspectives (β = 0.038, p = 0.032) were positively associated with organizational creativity when knowledge interpretation played a mediating role, supporting hypotheses H9a and H9b. Importantly, when organizational memory played a mediating role, the analytic reasoning perspective (β = 0.107, p = 0.000) was significantly associated with organizational creativity, but the holistic reasoning perspective (β = 0.035, p = 0.055) was not significantly associated with organizational creativity. Therefore, hypothesis H10a is supported, whereas hypothesis H10b is not.

Table 4. Hypothesis assessment (indirect) (Developed by the authors)

	Hypothesis Path	**β-value**	**t-value**	**p-value**	**Decision**
H7a	ANAPER → OLKA → OCRE	0.027	1.202	0.229	Rejected
H7b	HOLPER → OLKA → OCRE	0.016	1.149	0.251	Rejected
H8a	ANAPER → OLKD → OCRE	0.018	1.189	0.235	Rejected
H8b	HOLPER → OLKD → OCRE	0.016	1.068	0.285	Rejected
H9a	ANAPER → OLKI → OCRE	0.039	2.358	0.018	Supported
H9b	HOLPER → OLKI → OCRE	0.038	2.149	0.032	Supported
H10a	ANAPER → OLOM → OCRE	0.107	4.088	0.000	Supported
H10b	HOLPER → OLOM → OCRE	0.035	1.923	0.055	Rejected

5. Discussion and Recommendations

The research results reveal that knowledge acquisition and knowledge distribution negatively affect organizational creativity. Appraising knowledge sharing will boost work-environment creativity (Schepers & van den Berg, 2007); however, the research results do not support this argument. Indeed, this result may be explained by the fact that organizational creativity is seen under the concept of cognition, which is how people shape the views and make decisions in the creation of valuable, novel products and services, rather than the tendency of individuals in the organization to create useful and new ideas. Conversely, knowledge interpretation and organizational memory have a positive effect on organizational creativity. Significantly, knowledge interpretation mediates the relationships between the two perspectives on strategizing and organizational creativity, while organizational memory mediates the relationship between the analytic reasoning perspective and organizational creativity. In comparison with the other three elements of organizational learning, as the results demonstrate, organizational memory has the greatest impact on organizational creativity. On the basis of these findings, this paper enriches the theoretical basis for the relation between the two elements of organizational learning and organizational creativity when research is absent.

Managers in small and medium-sized enterprises must be aware of the importance of organizational memory and analytical reasoning perspective. Organizational memory and analytical reasoning perspective positively affect organizational creativity and form a path to generate organizational creativity. In practice, managers can build organizational memory in three forms (Moorman & Miner, 1997). Specifically, they should build beliefs for their employees through storytelling regarding values and norms in the organization. In operating activities, managers should enforce formal procedures, such as standard procedures in manufacturing, staffing, and selling products, and informal activities, such as scripted brainstorming and meetings. Managers can improve physical artifacts through training, introduction, research, and job rotation for employees to gain organizational memory. The research and development department, for example, needs features of product lines to be creative and create new products with enhancement. Managers should understand and apply the role, utility, misuse, and abuse of organizational memory according to Walsh and Ungson (1991).

Managers should build and operate business activities from an analytical reasoning perspective. All business activities should be based on quantitative information and critical evaluation. Specifically, the company should collect data and then critically pinpoint strengths, weaknesses, opportunities, and threats to evaluate. Evaluation criteria are necessary to enhance the evaluation process. Managers should be logical, rigorous, and comprehensive in all business activities, while eliminating all emotional factors such as “love, hate, guilt, regret, pride, anxiety, frustration, and embarrassment” (de Wit, 2017, p. 65). The analytical reasoning perspective is centered on cognitive abilities and cognitive maps. Therefore, managers can enhance cognitive abilities and cognitive maps by training, educating, staffing, and recruiting employees.

Organizational memory is motivated by analytical reasoning perspective. Therefore, in beliefs, managers should share the message and shape the employees’ logical thoughts. In standard routines, managers should rationally analyze and evaluate the procedures before spreading the standards in organizations. In physical artifacts, managers should encourage critical evaluation of results generated from physical artifacts, regardless of emotional factors. Overall, managers play a crucial role when operating all these activities and all departments in the organization to achieve organizational creativity.

6. Conclusion

In conclusion, the findings indicate that the analytic and holistic reasoning perspectives positively affect organizational creativity. The analytic reasoning perspective is found to be a crucial factor due to its highest impact on organizational creativity and organizational memory. In the indirect results, the analytical reasoning perspective mostly positively affects organizational creativity with the mediated role of organizational memory.

The findings of this study provide some advice that can assist managers in understanding how to develop their analytical and holistic reasoning views, which has a vital role in determining the level of creativity that a business possesses. In light of this, it is possible that our research will lead to the discovery of a great deal of advice for managers. The findings of our study indicate that an analytical and holistic reasoning perspective is a crucial factor in determining the level of organizational creativity. This suggests that organizations encourage the use of analytical and holistic reasoning views. In enabling individuals and businesses to generate, exploit, renew, and apply innovation to create the fundamental capabilities required for improvement in business performance, analytical and holistic thinking perspectives play a crucial role.

7. Limitations and Further Research

The study has some limitations that should be considered.

First, the study focuses on the impact of the analytic and holistic reasoning perspectives on organizational creativity with the mediated role of knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory. It is possible to observe the effects of organizational creativity in various domains, including profitability, customer satisfaction, and profitability. The conduct of additional research is necessary to determine whether these components are relevant for the creativity of organizations.

Second, the study collects enterprises from the southern region of Vietnam. Therefore, it lacks data from other regions in Vietnam. Data should be collected from enterprises in all regions of Vietnam to generate general results.

Theoretically, future research can focus on the effect of both strategizing perspectives on organizational creativity with the mediating role of organizational learning to consider whether those two reasonings negatively or positively affect each other when they both exist simultaneously. Further studies should be conducted on knowledge acquisition and knowledge distribution to confirm the connection between them and organizational creativity.

References

[1] AMABILE, T.M. (1988). A model of creativity and innovation in organizations. *Research in Organizational Behavior*, 10, 123-167.

[2] AMABILE, T.M. (1996). *Creativity in Context: Update to the Social Psychology of Creativity*. Westview Press.

[3] AMABILE, T.M. (1997). Motivating Creativity in Organizations: On Doing What You Love and Loving What You Do. *California Management Review*, 40(1), 39-58. https://doi.org/10.2307/41165921

[4] AMABILE, T.M., & PRATT, M.G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in Organization Behavior*, 36, 157-183. https://doi.org/10.1016/j.riob.2016.10.001

[5] AMABILE, T.M., CONTI, R., COON, H., LAZENBY, J., & HERRON, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39(5), 1154–1184. https://doi.org/10.5465/256995

[6] ANDERSON, N., POTOCNIK, K., & ZHOU, J. (2014). Innovation and creativity in organizations: a state-of-the-science review, prospective commentary, and guiding framework. *Journal of Management*, 40(5), 1297–1333. https://doi.org/10.1177/0149206314527128

[7] ANDREWS, K.M., & DELAHAYE, B.L. (2000). Influences on knowledge processes in organizational learning: the psychosocial filter. *Journal of Management Studies*, 37(6), 797–810. https://doi.org/10.1111/1467-6486.00204

[8] ARGYRIS, C., & SCHON, D. (1978). Organizational learning: A theory of action perspective. Reading, Massachusetts: Addison-Wesley.

[9] BORGHINI, S. (2005). Organizational creativity: breaking equilibrium and order to innovate. *Journal of Knowledge Management*, 9(4), 19-33. https://doi.org/10.1108/13673270510610305

[10] BRENNAN, A., & DOOLEY, L. (2005). Networked creativity: a structured management framework for stimulating innovation. *Technovation*, 25, 1388–1399. https://doi.org/10.1016/j.technovation.2004.08.001

[11] CARMELI, A., DUTTON, J., & HARDIN, A. (2015). Respect as an engine for new ideas: Linking respectful engagement, relational information processing and creativity among employees and

teams. *Human Relations,* 68(6), 1021–1047. https://doi.org/10.1177/0018726714550256

[12] CHANG, D.R., & CHO, H. (2008). Organizational memory influences new product success. *Journal of Business Research*, 61(1), 13-23. https://doi.org/10.1016/j.jbusres.2006.05.005

[13] COHEN, W.M., & LEVINTHAL, D.A. (1990). Absorptive capacity: a new perspective on learning and innovation. *Administrative Science Quarterly,* 35, 128–152. https://doi.org/10.2307/2393553

[14] CROSSAN, M., LANE, H., & WHITE, R. (1999). An organizational learning framework: From intuition to institution. *Academy of Management Review,* 24, 522-537. https://doi.org/10.2307/259140

[15] CROSSAN, M.M., & BERDROW, I. (2003). Organizational Learning and Strategic Renewal. *Strategic Management Journal,* 24, 1087-1105. https://doi.org/10.1002/smj.342

[16] DARVISHMOTEVALI, M., ALTINAY, L., & KÖSEOGLU, M.A. (2020). The link between environmental uncertainty, organizational agility, and organizational creativity in the hotel industry. *International Journal of Hospitality Management,* 87, 102499. https://doi.org/10.1016/j.ijhm.2020.102499

[17] DAVENPORT, T.H., & PRUSAK, L. (2000). *Working Knowledge: How Organizations Manage What They Know*. Boston, Massachusetts: Harvard Business School Press.

[18] DE DREU, C.K., & WEST, M.A. (2001). Minority dissent and team innovation: The importance of participation in decision making. *Journal of Applied Psychology,* 86(6), 1191–1201. https://psycnet.apa.org/doi/10.1037/0021-9010.86.6.1191

[19] DE WIT, B. (2017). *Strategy: An International Perspective.* 6th ed. Cengage Learning.

[20] DRAZIN, R., GLYNN, M.A., & KAZANJIAN, R.K. (1999). Multilevel theorizing about creativity in organizations: a sensemaking perspective. *Academy of Management Review,* 24(2), 286-307. https://doi.org/10.2307/259083

[21] EBBERS, J.J., & WIJNBERG, N.M. (2009). Organizational memory: From expectations memory to procedural memory. *British Journal of Management,* 20(4), 478–490. https://doi.org/10.1111/j.1467-8551.2008.00603.x

[22] EISENBERGER, R., & ASELAGE, J. (2009). Incremental effects of reward on experienced performance pressure: Positive outcomes for intrinsic interest and creativity. *Journal of Organizational Behavior,* 30(1), 95-117. https://doi.org/10.1002/job.543

[23] FIOL, C.M., & LYLES, M. (1985). Organizational Learning. *Academy of Management Review,* 10(4), 803-813. https://doi.org/10.2307/258048

[24] FORD, C.M. (1996). A Theory of Individual Creative Action in Multiple Social Domains. *Academy of Management Review,* 21(4), 1112-1142. https://doi.org/10.2307/259166

[25] GENERAL STATISTICS OFFICE (2021). *Socio-economic situation in the fourth quarter 2021.* Retrieved from https://www.gso.gov.vn/du-lieu-va-so-lieu-thong-ke/2021/03/bao-cao-tinh-hinh-kinh-te-xa-hoi-quy-i-nam-2021/

[26] GIUSTINIANO, L., LOMBARDI, S., & CAVALIERE, V. (2016). How knowledge collecting fosters organizational creativity. *Management Decision,* 54(6), 1464-1496. https://doi.org/10.1108/MD-04-2015-0111

[27] GONG, Y., HUANG, J.-C., & FARH, J.-L. (2009). Employee Learning Orientation, Transformational Leadership, and Employee Creativity: The Mediating Role of Employee Creative Self-Efficacy. *Academy of Management Journal*, 52(4), 765-778. https://doi.org/10.5465/amj.2009.43670890

[28] GUMUSLUOGLU, L., & ILSEV, A. (2009). Transformational Leadership, Creativity, and Organizational Innovation. *Journal of Business Research,* 62, 461-473. http://dx.doi.org/10.1016/j.jbusres.2007.07.032

[29] HAIR, J.F., RINGLE, C.M., & SARSTEDT, M. (2011). PLS-SEM: Indeed a silver bullet. *The Journal of Marketing Theory and Practice*, 19, 139-151. https://doi.org/10.2753/MTP1069-6679190202

[30] HARGADON, A.B., & BECHKY, B.A. (2006). When collections of creatives become creative collectives: A field study of problem solving at work. *Organization Science,* 17, 484–502. https://doi.org/10.1287/orsc.1060.0200

[31] HARGADON, A.B., & DOUGLAS, Y. (2001). When Innovations Meet Institutions: Edison and the Design of the Electric Light. *Administrative Science Quarterly,* 46, 476-501. http://dx.doi.org/10.2307/3094872

[32] HUBER, G.P. (1991). Organizational Learning: The Contributing Processes and the Literatures. *Organization Science,* 2(1), 88-115. https://doi.org/10.1287/orsc.2.1.88

[33] HUFF, A.S. (1982). Industry Influences on Strategy Reformulation. *Strategic Management Journal,* 3(2), 119-131. https://doi.org/10.1002/smj.4250030204

[34] HUGHES, D.J., LEE, A., TIAN, A.W., NEWMAN, A., & LEGOOD, A. (2018). Leadership, creativity, and innovation: a critical review and practical recommendations. *The Leadership Quarterly,* 29(5), 549-569. https://doi.org/10.1016/j.leaqua.2018.03.001

[35] JUNG, C. (1923). *Psychological types.* New York: Harcourt Brace.

[36] LANT, T.K., & MEZIAS, S.J. (1992). An organizational learning model of convergence and reorientation. *Organization Science,* 3, 47-71. https://doi.org/10.1287/orsc.3.1.47

[37] MADIJAR, N., OLDHAM, G.R., & PRATT,

M.G. (2002). There's no place like home? The contributions of work and non-work creativity support to employees' creative performance. *Academy of Management Journal*, 45, 757–767. http://dx.doi.org/10.2307/3069309

[38] MAITLIS, S., & CHRISTIANSON, M. (2014). Sensemaking in organizations: Taking stock and moving forward. *Academy of Management Annals*, 8(1), 57-125. https://doi.org/10.5465/19416520.2014.873177

[39] MARCH, J. (1991). Exploration and exploitation in organizational learning. *Organization Science*, 2, 71–87. https://doi.org/10.1287/orsc.2.1.71

[40] MARCY, R.T., & MUMFORD, M.D. (2010). Leader cognition: Improving leader performance through causal analysis. *Leadership Quarterly*, 21, 1-19. https://doi.org/10.1016/j.leaqua.2009.10.001

[41] MINTZBERG, H., AHLSTRAND, B., & LAMPEL, J. (1998). *Strategy Safari: A Guided Tour through the Wilds of Strategic Management.* Upper Saddle River: Prentice Hall.

[42] MOHRMAN, S.A., GIBSON, C.B., & MOHRMAN, A.M. (2001). Doing research that is useful to practice: A model and empirical exploration. *Academy of Management Journal*, 44, 357-375. http://dx.doi.org/10.5465/3069461

[43] MOORMAN, C., & MINER, A. (1997). The impact of organizational memory on new product performance and creativity. *Journal of Marketing Research*, 34(1), 91-106. https://doi.org/10.1177/002224379703400108

[44] MUMFORD, M.D., WATTS, L.L., & PARTLOW, P.J. (2015). Leader cognition: Approaches and findings. *Leadership Quarterly*, 26(3), 301-306. https://doi.org/10.1016/j.leaqua.2015.03.005

[45] NUNNALLY, J.C., & BERNSTEIN, I. (1994). *Psychometric Theory*. 3th ed. New York: McGraw-Hill.

[46] OLDHAM, G.R., & CUMMINGS, A. (1996). Employee Creativity: Personal and Contextual Factors at Work. *Academy of Management Journal*, 39(3), 607-634. https://doi.org/10.5465/256657

[47] OLSZAK, C.M., BARTUŚ, T., & LOREK, P. (2018). A comprehensive framework of information system design to provide organizational creativity support. *Information & Management*, 55(1), 94-108. https://doi.org/10.1016/j.im.2017.04.004

[48] PAULUS, P.B., & YANG, H.-C. (2000). Idea Generation in Groups: A Basis for Creativity in Organizations. *Organizational Behavior and Human Decision Processes*, 82(1), 76-87. https://doi.org/10.1006/obhd.2000.2888

[49] PAYNE, R. (1990). *The effectiveness of research teams: a review.* In: WEST, M.A., & FARR, J.L. (eds.) *Innovation and Creativity at Work.* New York: Wiley, pp. 101–122. Retrieved from https://psycnet.apa.org/record/1991-97989-005

[50] PEREZ LOPEZ, S., MONTES PEON, J.M., & VAZQUEZ ORDAS, C.J. (2005). Organizational learning as a determining factor in business performance. *Learning Organization*, 12(3), 227-245. https://doi.org/10.1108/09696470510592494

[51] PLUCKER, J.A., BEGHETTO, R.A., & DOW, G.T. (2004). Why Isn't Creativity More Important to Educational Psychologists? Potentials, Pitfalls, and Future Directions in Creativity Research. *Educational Psychologist*, 39(2), 83-96. https://doi.org/10.1207/s15326985ep3902_1

[52] PORTER, M.E. (2004). *Competitive advantage: creating and sustaining superior performance*. Free Press.

[53] PRIME MINISTER (2020). *Decision No. 283/QD-TTg Dated February 19, 2020 of the Prime Minister Approving the Scheme on the Plan to Restructure the Service Industry to 2020, with Orientations toward 2025*. LuatVietnam. Retrieved from https://english.luatvietnam.vn/ecision-no-283-qd-ttg-dated-february-19-2020-of-the-prime-minister-on-approving-the-scheme-for-the-2020-plan-to-restructure-the-service-industry-wi-180665-Doc1.html

[54] RINGLE, C.M., WENDE, S., & BECKER, J.-M. (2015). *SmartPLS 3.* Bonningstedt: SmartPLS GmbH. Retrieved from http://www.smartpls.com

[55] RODAN, S., & GALUNIC, C. (2004). More than network structure: How knowledge heterogeneity influences managerial performance and innovativeness. *Strategic Management Journal*, 25, 541–562. https://doi.org/10.1002/smj.398

[56] SALAVOU, H., & LIOUKAS, S. (2003). Radical product innovations in SMEs: the dominance of entrepreneurial orientation. *Creativity and Innovation Management*, 12(2), 94-108. https://doi.org/10.1111/1467-8691.00272

[57] SCHEPERS, P., & VAN DEN BERG, P.T. (2007). Social factors of work–environment creativity. *Journal of Business and Psychology*, 21, 407–428. https://doi.org/10.1007/s10869-006-9035-4

[58] SHALLEY, C.E., & GILSON, L.L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity? *Leadership Quarterly*, 15, 33-53. https://doi.org/10.1016/j.leaqua.2003.12.004

[59] SMITH, P.P., & GREEN, J.N. (2019). *Modern Latin America.* Oxford and New York: Oxford University Press.

[60] SOMECH, A., & DRACH-ZAHAVY, A. (2013). Translating Team Creativity to Innovation Implementation: The Role of Team Composition and Climate for Innovation. *Journal of Management*, 39, 684-708. https://doi.org/10.1177/0149206310394187

[61] STARBUCK, W.H., & MILLIKEN, F.J.

(1988). Executives' Perceptual Filters: What They Notice and How They Make Sense. In: HAMBRICK, D. (ed.) *The Executive Effect: Concepts and Methods for Studying Top Managers.* Greenwich, Connecticut: JAI Press, pp. 35-65. Retrieved from https://www.researchgate.net/publication/239060615_Executives"Perceptual_Filters_What_They_Notice_and_How_They_Make_Sense

[62] TIPPINS, M.J., & SOHI, R.S. (2003). It Competency and Firm Performance: Is Organizational Learning a Missing Link? *Strategic Management Journal*, 24(8), 745-761. https://doi.org/10.1002/smj.337

[63] UWADIA, F.E. (1990). Creativity and innovation in organizations: Two models and managerial implications. *Technological Forecasting and Social Change*, 38, 65-80. https://doi.org/10.1016/0040-1625(90)90018-Q

[64] WALSH, J.P., & UNGSON, G.R. (1991). Organizational memory. *Academy of Management Review*, 16(1), 57-91. https://doi.org/10.2307/258607

[65] WALTON, J. (2003). How shall a thing be called? An argumentation on the efficacy of the term HRD. *Human Resource Development Review*, 2, 310-326. https://doi.org/10.1177/1534484303256222

[66] WEICK, K. (1995). *Sensemaking in Organizations*. Thousand Oaks, California: Sage Publications.

[67] WOODMAN, R., SAWYER, J., & GRIFFIN, R. (1993). Toward a theory of organizational creativity. *Academy of Management Review*, 18(2), 293-321. https://doi.org/10.2307/258761

参考文:

[1]阿玛比莱，T.M.（1988）。组织中创造力和创新的模型。组织行为研究，10, 123-167。

[2]阿玛比莱，T.M.（1996）。情境中的创造力：创造力社会心理学的更新。西景出版社。

[3]阿玛比莱，T.M.（1997）。激发组织创造力：关于做你喜欢做的事和热爱你所做的事。《加州管理评论》，40(1)，39-58。https://doi.org/10.2307/41165921

[4] AMABILE, T.M., & PRATT, M.G.（2016）。组织中创造力和创新的动态组成模型：取得进步，创造意义。组织行为研究，36, 157-183。https://doi.org/10.1016/j.riob.2016.10.001

[5] AMABILE, T.M.、CONTI, R.、COON, H.、LAZENBY, J. 和 HERRON, M. (1996)。评估创造力的工作环境。管理学院杂志，39(5)，1154–1184。https://doi.org/10.5465/256995

[6] ANDERSON, N.、POTOCNIK, K. 和 ZHOU, J. (2014)。组织中的创新和创造力：最新的科学评论、前瞻性评论和指导框架。管理杂志，40（5），1297-1333。https://doi.org/10.1177/0149206314527128

[7] 安德鲁斯 (K.M.) 和德拉海耶 (B.L.)（2000）。对组织学习中知识过程的影响：社会心理过滤器。管理研究杂志， 37(6), 797–810。https://doi.org/10.1111/1467-6486.00204

[8] ARGYRIS, C., & SCHON, D. (1978)。组织学习：行动理论视角。马萨诸塞州雷丁：艾迪生韦斯利。

[9]博尔吉尼，S.（2005）。组织创造力：打破平衡和秩序进行创新。知识管理杂志，9(4), 19-33。https://doi.org/10.1108/13673270510610305

[10] 布伦南，A.，和杜利，L. (2005)。网络创造力：刺激创新的结构化管理框架。技术创新，25，1388-1399。https://doi.org/10.1016/j.technovation.2004.08.001

[11]卡梅利，A.，达顿，J.， &哈丁，A.（2015）。尊重是新想法的引擎：将员工和团队之间的尊重参与、关系信息处理和创造力联系起来。人际关系，68（6），1021–1047。https://doi.org/10.1177/0018726714550256

[12] 张 D.R. 和 CHO, H. (2008)。组织记忆影响新产品的成功。商业研究杂志， 61(1), 13-23。https://doi.org/10.1016/j.jbusres.2006.05.005

[13] W.M. 科恩和 D.A. 莱文塔尔（1990）。吸收能力：学习和创新的新视角。行政科学季刊，35，128-152。https://doi.org/10.2307/2393553

[14] CROSSAN, M.、LANE, H. 和 WHITE, R. (1999)。组织学习框架：从直觉到制度。管理学院评论，24，522-537。https://doi.org/10.2307/259140

[15] CROSSAN, M.M. 和 BERDROW, I. (2003)。组织学习和战略更新。战略管理杂志，24，1087-1105。https://doi.org/10.1002/smj.342

[16] DARVISHMOTEVALI, M.、ALTINAY, L. 和 KÖSEOGLU, M.A. (2020)。酒店业环境不确定性、组织敏捷性和组织创造力之间的联系。国际酒店管理杂志，87, 102499。https://doi.org/10.1016/j.ijhm.2020.102499

[17] 达文波特，T.H. 和普鲁萨克，L. (2000)。工作知识：组织如何管理他们所知道的知识。马萨诸塞州波士顿：哈佛商学院出版社。

[18] DE DREU, C.K., & WEST, M.A. (2001)。少数派异议和团队创新：参与决策的重要性。应用心理学杂志，86（6），1191-

1201。https://psycnet.apa.org/doi/10.1037/0021-9010.86.6.1191
[19]德威特，B.（2017）。战略：国际视角。第6版。圣智学习。
[20] DRAZIN, R.、GLYNN, M.A. 和 KAZANJIAN, R.K.（1999）。关于组织创造力的多层次理论：意义建构的视角。管理学院评论， 24(2), 286-307。https://doi.org/10.2307/259083
[21] J.J. EBBERS 和新墨西哥州 WIJNBERG (2009)。组织记忆：从期望记忆到程序记忆。英国管理杂志， 20(4), 478–490。https://doi.org/10.1111/j.1467-8551.2008.00603.x
[22] EISENBERGER, R. 和 ASELAGE, J. (2009)。奖励对经历的绩效压力的增量影响：内在兴趣和创造力的积极结果。组织行为杂志，30 (1), 95-117。https://doi.org/10.1002/job.543
[23] FIOL, C.M. 和 LYLES, M. (1985)。组织学习。管理学院评论， 10(4), 803-813。https://doi.org/10.2307/258048
[24]福特，C.M.（1996）。多个社会领域中的个人创造性行动理论。管理学院评论， 21(4), 1112-1142。https://doi.org/10.2307/259166
[25]统计总局（2021）。2021年第四季度社会经济形势。摘自https://www.gso.gov.vn/du-lieu-va-so-lieu-thong-ke/2021/03/bao-cao-tinh-hinh-庆德夏海奎伊南-2021/
[26] GIUSTINIANO, L.、LOMBARDI, S. 和 CAVALIERE, V. (2016)。知识收集如何培养组织创造力。管理决策, 54(6), 1464-1496。https://doi.org/10.1108/MD-04-2015-0111
[27]龚宇，黄俊成，法尔健林。（2009）。员工学习导向、变革型领导与员工创造力：员工创造性自我效能感的中介作用。管理学会杂志，52(4), 765-778。https://doi.org/10.5465/amj.2009.43670890
[28] GUMUSLUOGLU, L. 和 ILSEV, A. (2009)。变革型领导力、创造力和组织创新。商业研究杂志，62, 461-473。http://dx.doi.org/10.1016/j.jbusres.2007.07.032
[29] HAIR, J.F., RINGLE, C.M., & SARSTEDT, M. (2011)。偏最小二乘扫描电镜：确实是灵丹妙药。营销理论与实践杂志， 19, 139-151。https://doi.org/10.2753/MTP1069-6679190202
[30] 哈格登，A.B. 和贝奇基，B.A.（2006）。当创意集合成为创意集体：工作中解决问题的实地研究。组织科学，17, 484–502。https://doi.org/10.1287/orsc.1060.0200
[31] 哈格登，A.B. 和道格拉斯，Y. (2001)。当创新遇到制度：爱迪生和电灯的设计。行政科学季刊, 46, 476-501。http://dx.doi.org/10.2307/3094872
[32]休伯，G.P.（1991）。组织学习：贡献过程和文献。组织科学， 2(1), 88-115。https://doi.org/10.1287/orsc.2.1.88
[33]赫夫，A.S.（1982）。行业对战略调整的影响。战略管理杂志， 3(2), 119-131。https://doi.org/10.1002/smj.4250030204
[34]休斯，D.J.，李，A.，田，A.W.，纽曼，A.，& 乐古德，A.（2018）。领导力、创造力和创新：批判性评论和实用建议。《领导力季刊》，29(5), 549-569。https://doi.org/10.1016/j.leaqua.2018.03.001
[35]荣格，C.（1923）。心理类型。纽约：哈考特·布雷斯。
[36]T.K.兰特和S.J.梅齐亚斯（1992）。融合和重新定位的组织学习模型。组织科学， 3, 47-71。https://doi.org/10.1287/orsc.3.1.47
[37] MADIJAR, N.、OLDHAM, G.R. 和 PRATT, M.G.（2002）。金窝银窝不如自己家里的狗窝？工作和非工作创造力的贡献支持员工的创造性表现。管理学会杂志，45, 757–767。http://dx.doi.org/10.2307/3069309
[38]梅特利斯，S.，&克里斯蒂安森，M.（2014）。组织中的意义建构：盘点并前进。管理学院年鉴， 8(1), 57-125。https://doi.org/10.5465/19416520.2014.873177
[39]马奇，J.（1991）。组织学习中的探索和利用。组织科学，2, 71-87。https://doi.org/10.1287/orsc.2.1.71
[40] MARCY, R.T. 和 MUMFORD, M.D. (2010)。领导者认知：通过因果分析提高领导者绩效。领导季刊，21, 1-19。https://doi.org/10.1016/j.leaqua.2009.10.001
[41] MINTZBERG, H.、AHLSTRAND, B. 和 LAMPEL, J. (1998)。战略探险：战略管理荒野的导游。萨德尔河上游：普伦蒂斯·霍尔。
[42] MOHRMAN, S.A.、GIBSON, C.B. 和 MOHRMAN, A.M.（2001）。进行对实践有用的研究：模型和实证探索。管理学院杂志， 44, 357-375。http://dx.doi.org/10.5465/3069461
[43] MOORMAN, C. 和 MINER, A. (1997)。组织记忆对新产品性能和创造力的影响

。营销研究杂志， 34(1), 91-106。https://doi.org/10.1177/002224379703400108
[44] MUMFORD, M.D.、WATTS, L.L. 和 PARTLOW, P.J. (2015)。领导者认知：方法和发现。领导力季刊， 26(3), 301-306。https://doi.org/10.1016/j.leaqua.2015.03.005
[45] 努纳利，J.C., 和伯恩斯坦，I. (1994)。心理测量理论。第三版。纽约：麦格劳-希尔。
[46] 奥尔德姆，G.R., &卡明斯，A. (1996)。员工创造力：工作中的个人和背景因素。管理学会杂志， 39(3), 607-634。https://doi.org/10.5465/256657
[47] OLSZAK, C.M.、BARTUŚ, T. 和 LOREK, P. (2018)。全面的信息系统设计框架，提供组织创造力支持。信息与管理, 55(1), 94-108。https://doi.org/10.1016/j.im.2017.04.004
[48] PAULUS, P.B., & YANG, H.-C.（2000）。小组中的创意产生：组织创造力的基础。组织行为和人类决策过程，82(1), 76-87。https://doi.org/10.1006/obhd.2000.2888
[49]佩恩，R.（1990）。研究团队的有效性：回顾。见：WEST, M.A. 和 FARR, J.L.（编）《工作中的创新与创造力》。纽约：威利，第 101-122 页。检索自 https://psycnet.apa.org/record/1991-97989-005
[50]佩雷斯·洛佩兹，S.，蒙特斯·佩翁，J.M.，和巴斯克斯·奥达斯，C.J.（2005）。组织学习是业务绩效的决定因素。学习型组织， 12(3), 227-245。https://doi.org/10.1108/09696470510592494
[51] PLUCKER, J.A.、BEGHETTO, R.A. 和 DOW, G.T.（2004）。为什么创造力对教育心理学家来说不是更重要？创造力研究的潜力、陷阱和未来方向。教育心理学家, 39(2), 83-96。https://doi.org/10.1207/s15326985ep3902_1
[52] 波特，M.E. (2004)。竞争优势：创造并维持卓越绩效。新闻自由。
[53]总理（2020）。总理于2020年2月19日第283/量子点TTg号决定批准到2020年服务业重组计划方案，面向2025年。越南卢阿特。摘自https://english.luatvietnam.vn/ecision-no-283-qd-ttg-dated-february-19-2020-of-the-prime-minister-on-approving-the-scheme-for-the-2020年服务业重组计划wi-180665-Doc1.html
[54] RINGLE, C.M.、WENDE, S. 和 BECKER, J.-M.（2015）。智能偏最小二乘法3. 邦宁施泰特：智能偏最小二乘法有限公司。取自 http://www.smartpls.com
[55] RODAN, S. 和 GALUNIC, C. (2004)。不仅仅是网络结构：知识异质性如何影响管理绩效和创新。战略管理杂志，25, 541–562。https://doi.org/10.1002/smj.398
[56] SALAVOU, H., & LIOUKAS, S. (2003)。中小企业激进的产品创新：创业导向的主导地位。创造力与创新管理， 12(2), 94-108。https://doi.org/10.1111/1467-8691.00272
[57] SCHEPERS, P. 和 VAN DEN BERG, P.T.（2007）。工作环境创造力的社会因素。商业与心理学杂志，21, 407-428。https://doi.org/10.1007/s10869-006-9035-4
[58] SHALLEY, C.E. 和 GILSON, L.L. (2004)。领导者需要了解什么：审查可以促进或阻碍创造力的社会和背景因素？领导力季刊，15, 33-53。https://doi.org/10.1016/j.leaqua.2003.12.004
[59]史密斯，P.P., &格林，J.N.（2019）。现代拉丁美洲。牛津和纽约：牛津大学出版社。
[60] SOMECH, A. 和 DRACH-ZAHAVY, A. (2013)。将团队创造力转化为创新实施：团队组成和创新氛围的作用。管理杂志，39, 684-708。https://doi.org/10.1177/0149206310394187
[61]星巴克，W.H., &米利肯，F.J.（1988）。高管的感知过滤器：他们注意到什么以及他们如何理解。见：HAMBRICK, D.（主编）《执行效应：研究高层管理者的概念和方法》。康涅狄格州格林威治：贾伊出版社，第 35-65 页。摘自https://www.researchgate.net/publication/239060615_Executives"Perceptual_Filters_What_They_Notice_and_How_ They_Make_Sense
[62]蒂平斯，M.J., & SOHI，R.S.（2003）。它能力和公司绩效：组织学习是缺失的一环吗？战略管理杂志， 24(8), 745-761。https://doi.org/10.1002/smj.337
[63]乌瓦迪亚，F.E.（1990）。组织中的创造力和创新：两种模型和管理含义。技术预测和社会变革，38, 65-80。https://doi.org/10.1016/0040-1625(90)90018-Q
[64] WALSH, J.P. 和 UNGSON, G.R.（1991）。组织记忆。管理学院评论，16(1), 57-91。https://doi.org/10.2307/258607
[65]沃尔顿，J.（2003）。一个东西该如何称呼？关于人力资源开发一词有效性的争论。人力资源开发评论，2, 310-326。https://doi.org/10.1177/1534484303256222
[66]韦克，K.（1995）。组织中的意义建构。加利福尼亚州千橡市：贤者出版社。
[67]伍德曼，R.，索耶，J., &格里芬，R.（1993）。走向组织创造力理论。管理学院评论，18(2), 293-321。https://doi.org/10.2307/258761