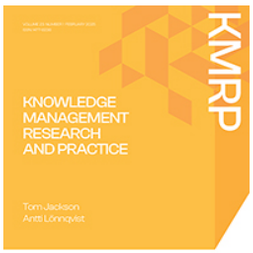

Knowledge Management Research & Practice

ISSN: (Print) (Online) Journal homepage: www.tandfonline.com/journals/tkmr20

Linking innovative knowledge sharing and employees' innovative behaviour: the mediating role of thriving at work

Zhongmin Wang

To cite this article: Zhongmin Wang (2025) Linking innovative knowledge sharing and employees' innovative behaviour: the mediating role of thriving at work, Knowledge Management Research & Practice, 23:1, 52-62, DOI: 10.1080/14778238.2023.2261411

To link to this article: https://doi.org/10.1080/14778238.2023.2261411

Published online: 26 Sep 2023.

KNOWLEDGE MANAGEMENT RESEARCH & PRACTICE
2025, VOL. 23, NO. 1, 52–62
https://doi.org/10.1080/14778238.2023.2261411

THE OPERATIONAL RESEARCH SOCIETY
Taylor & Francis
Taylor & Francis Group

RESEARCH ARTICLE

Linking innovative knowledge sharing and employees' innovative behaviour: the mediating role of thriving at work

Zhongmin Wang

College of Business, Law and Governance, James Cook University, Townsville, Australia

ABSTRACT

Existing research on knowledge management has verified the critical influence of knowledge sharing on employees' innovative behaviours. However, the underlying mechanism of how knowledge sharing can foster innovation-related behaviours is still less clear. This study aims to explore how employees' innovative knowledge sharing can impact their innovative behaviours, with a focus on the mediating role of thriving at work. Using an online survey, data were collected from 547 full-time employees working in mainland China. The results supported a mediation model, showing that workers' innovative knowledge sharing positively affected their sense of thriving at work, which in turn was positively associated with their innovation behaviours. The practical implications of this study are also discussed.

ARTICLE HISTORY
Received 16 October 2022
Accepted 15 September 2023

KEYWORDS
Innovative knowledge sharing; thriving; innovative behaviours

Organisations have placed an increasing emphasis on knowledge sharing influences on employees' work-related outcomes like innovation behaviours, which is vital to an organisation's competitiveness and sustainability (Akhavan et al., 2015; Castaneda & Cuellar, 2020). Given its importance, over the past few decades, knowledge sharing has attracted extensive attention and has been widely studied across various domains, including information technology, healthcare, and other knowledge-intensive industries (Derin et al., 2022; Liao et al., 2007; Wah et al., 2018). However, most research has primarily focused on the general construct of knowledge sharing without distinguishing the different types of knowledge. This unclear definition of the shared knowledge content can potentially undermine the research's validity and lead to confusion or inconsistency in future research.

Indeed, in the organisational context, knowledge can be categorised as tacit knowledge and explicit knowledge based on the extent of its presentation form (Abbas et al., 2022; Cavusgil et al., 2003). Knowledge sharing involves several types (e.g., tacit and explicit knowledge) and presents in multiple forms, such as face-to-face, and technology-mediated (e.g., email and social media). Explicit knowledge is knowledge that has been specified in the format of text and is easy to access from the organisation's manuals and procedures. While tacit knowledge refers to one's own intellectual asset generated through digesting the explicit knowledge and is accumulated through continuous cognitive processing (Astorga-Vargas et al., 2017; Gubbins et al., 2012). Research shows that tacit knowledge places a greater role in helping one gain competitiveness because it promotes individuals' creativity and performance (Smith, 2001; Wang & Wang, 2012). In line with this, Reychav and Weisberg (2010), Wah et al. (2018) reveal that tacit knowledge is the proximal predictor of individuals' innovative behaviours. However, many studies have neglected the specific type of knowledge at these process (Swan & Newell, 2000) or have treated sharing knowledge as synonymous with innovation knowledge (Singh & Power, 2014). In fact, tacit knowledge is an essential element of all knowledge (Mohajan, 2016) and serves as a cornerstone of new knowledge related to innovation outcomes (Quintane et al., 2011). Moreover, the extent of tacitness in embedded knowledge limits transferability and, consequently, affects innovation capability.

Thus, it is critical to clarify the type and/or nature of knowledge in knowledge management research. Further, innovative knowledge (e.g., novel ideas or thoughts) derives from human cognitive activities, such as the application of the acquired information into practice, and the conversion into one's own experience and skills (Drucker, 2012). Prior research reveals that the creation and sharing of innovative knowledge contributes to ongoing knowledge mastery, learning improvement, effective performance, and organisation growth (Mehralian et al., 2018). In this study, I define "innovative knowledge" as encompassing novel, creative ideas, concepts, and insights capable of creating novelty (e.g., new products, services,

CONTACT Zhongmin Wang aaron.zhongminwang@gmail.com Management Discipline, College of Business, Law and Governance, James Cook University, Townsville, QLD 4811, Australia

and processes). This category of knowledge often emerges from combining existing knowledge (e.g., explicit knowledge and tacit knowledge) in a new way or generating entirely new knowledge through research and experimentation. Throughout this study, I use the terms "knowledge sharing" and "innovative knowledge sharing" interchangeably to represent the same concept, aligning with common conceptual conventions.

Research suggests that knowledge sharing behaviours have a significant impact on one's work outcomes (Jiang et al., 2019). For example, Pian et al. (2019) found that employees who share knowledge with their colleagues may be more likely to come up with innovative ideas. Nevertheless, despite this line of research indicates a strong connection between knowledge sharing practices and innovative behaviours, what remains less clear is how or why knowledge sharing can promote an employees' innovative work behaviours. As such, this research attempts to further explore the mechanism underlying this relationship; with a focus that is different from prior studies (e.g., Pian et al., 2019; Yu et al., 2013), I focus on how the sharing of innovative knowledge may contribute to one's innovative behaviours.

Innovative behaviour refers to creative actions that can help generate and apply new ideas to improve the existing procedure, optimise work processes, and update services or products (De Jong & Den Hartog, 2007; Oh & Lee, 2022). From the definition, two types of behaviours are included in this construct: the generation of new ideas, and the implementation of ideas into practice to solve problems (Scott & Bruce, 1994). However, prior research on innovative behaviour primarily focused on the former type(i.e., idea generation) of innovation (McAdam & McClelland, 2002). One possible explanation for this gap is that previous studies often used the instrument designed to assess only one dimension of innovative behaviour (Kleysen & Street, 2001). Additionally, some research misused the term "creativity" with "innovation" (Xerri & Brunetto, 2013). In fact, creativity refers to an individual coming up with novel ideas and solutions (Amar & Juneja, 2008; Runco & Jaeger, 2012), and thus it has been viewed as the initial phase of innovative behaviour (Wang et al., 2015). To provide a more comprehensive understanding of innovative behaviour, this study adopts a broader perspective by including both the generation and promotion of novel ideas when testing the relationship between innovative knowledge sharing and individuals' innovative behaviour.

I propose that innovative knowledge sharing can stimulate an individual's innovative behaviour by enabling one to thrive at work. According to their socially embedded model, Spreitzer et al. (2005) describe workplace thriving as a desirable subjective joint experience of vitality (i.e., feeling energised and alive) and learning (i.e., progress and knowledge). Research shows that thriving is related to a series of positive work-related outcomes, such as innovative behaviours, job satisfaction, and organisational citizenship behaviours (Jaiswal & Dhar, 2017; Kleine et al., 2019; Shahid et al., 2020; Walumbwa et al., 2018). Thriving employees are self-learners who are keen to absorb new information and spark new ideas and new suggestions that can improve work efficiency and productivity (Carmeli & Spreitzer, 2009; Jaiswal & Dhar, 2017). thriving employees contribute more innovation suggestions, create higher productivity than non-thriving employees. Thriving equips an individual with the energy to apply what he/she has learned into daily work practice and gain tangible feedback, which triggers creativities/innovation (Madjar et al., 2011). In summary, thriving individuals supposedly create more new resources (e.g., ideas, meaning, and knowledge) at work, and lead innovation trends.

Drawing on the socially embedded thriving model (Spreitzer et al., 2005), this study constructed a mediation model (see Figure 1) to investigate the relationship between innovative knowledge sharing and innovative behaviours through thriving. This research makes two major contributions to the knowledge management literature. First, it defines the scope of knowledge sharing context by specifically focusing on the innovative nature of knowledge. This approach sets it apart from prior studies by providing a clear angle to analyse the personal consequence of knowledge sharing. Second, drawing on this novel focus, this research provides fresh empirical insights that assist in explaining underlying mechanism between knowledge sharing and innovative behaviours.

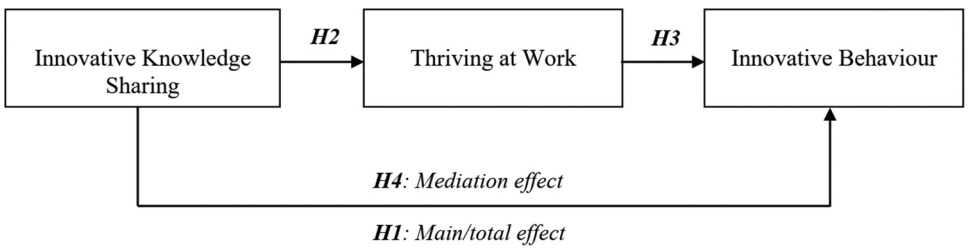

Figure 1. Proposed conceptual model.

1. Literature review and hypothesis development

1.1. Innovative knowledge sharing and innovative behaviour at work

Individual innovation serves as a critical foundation that promotes firm performance and facilitates organisations to gain sustainable competitive advantages in dynamic business environments (De Jong & Den Hartog, 2007; Eid & Agag, 2020; Scott & Bruce, 1994). Previous research has explored the determinants that drive individuals to behave innovatively in the workplace, such as institutional pressure, leadership, a supportive climate, empowerment, and job characteristics (De Jong & Kemp, 2003; Eid & Agag, 2020; Janssen, 2005; Knol & Van Linge, 2009; Newman et al., 2020; Slåtten et al., 2020). Organisations, especially those facing intense competition in their respective industries (e.g., service, hospitality), intend to create a nurturing environment, where employees are enabled to innovate. Although previous studies expand our understanding of the impact of contextual factors on individuals' innovative behaviour, there is a relative scarcity empirical research offering solid evidence regarding the impact of personal factors (e.g., knowledge sharing) on innovative behaviour (Abukhait et al., 2019; Wang et al., 2017).

Knowledge sharing process typically encompass two aspects: knowledge donation and knowledge collection (e.g., Magnier-Watanabe & Benton, 2017; Van Den Hooff & Van Weenen, 2004). Knowledge donation means that an individual transfers what s/he knows regarding one particular subject to other colleagues through various means multiple ways such as verbal communication, training, and her/his memo. This transforming process emphasises the delivery of knowledge to recipients which may enable the deliverer's feeling of being needed as the recipients often show grateful manners along the sharing interaction (Van Den Hooff & De Ridder, 2004). Conversely, knowledge collection refers to individuals acquiring knowledge (e.g., information, experience, and skills etc.) from their co-workers (e.g., Kamaşak & Bulutlar, 2010). This process emphasises the act of gaining and receiving knowledge through social interactions with colleagues (Sharratt & Usoro, 2003). It is importantly to note that these two processes occur simultaneously, and no clear boundary between these two forms. That is, when someone shares their knowledge to other, they not only repeats what they already knows but also replenishes their knowledge framework and strengthens their long-term memory, and consequently, they may come up with new ideas or thoughts (Cabrera et al., 2006). Meanwhile, recipients interpret the shared context and acquire insights from activities like imitating, communicating, or reviewing materials (Hendriks, 1999; Sharratt & Usoro, 2003).

Empirical research supports a positive relationship between knowledge sharing and innovative behaviour (Derin et al., 2022; Wah et al., 2018). Extending this streamline of theorisation, it can be posited that employees who actively participant in sharing innovative knowledge, are more likely to generate, promote, and/or implement innovative ideas in the future (Bock et al., 2005). Thus, I propose:

Hypothesis 1: Innovative knowledge sharing has a positive influence on employees' innovative behaviour.

1.2. Innovative knowledge sharing, thriving at work, and innovative behaviour

I propose that workplace thriving can provide a new angle of explaining why knowledge sharing boosts employees' innovative behaviours. I first elaborate on the relationship between knowledge sharing and thriving, and then I theorise the link between thriving and innovation activities. Thriving is an important internal psychological state that serves as a self-use indicator to measure one's growth and development. It consists of two positive components, learning and vitality, which embraces "both hedonic and eudaimonic perspectives of psychological functioning and development (Spreitzer et al., 2005, p. 538)". In detail, while learning reflects one's intention to realise one's potential through acquiring and applying knowledge. Vitality reflects one's feeling of energy manifested by, for example, pleasurable experience and positive affect. These two elements unite to reflect a positive psychological state, indicating one's sense of making progress in self-development. In the following section, I will elaborate on the relationship between knowledge sharing and thriving from two aspects separately.

Current research shows that knowledge sharing may stimulates individuals' thriving because it can positively influence both vitality experience and learning intention. First, knowledge sharing activities help establish trustful relationships among colleagues (Jiang & Hu, 2016; Rosendaal & Bijlsma-Frankema, 2015), in which individuals can feel energetic and aliveness from the positive interaction (Spreitzer et al., 2005). When individuals share their knowledge and expertise with colleagues, they build connections that enable mutual learning and more efficient collaboration which, in turn, may increase job satisfaction and retention (Cugueró-Escofet et al., 2019; De Vries et al., 2006; Wang & Noe, 2010). Meanwhile, close interpersonal relationships often drive knowledge sharing in the workplace (Abrams et al., 2003). For example, during the courses of knowledge-sharing interactions, the knowledge donor may feel needed when assisting colleagues in solving problems or feel respected when their suggestions positively contribute

to workplace improvement. In some cases, the donors might also receive rewards or recognition from the organisation for their contributions. These positive returns may continuously increase knowledge donors' euphoria experience and motivate them to continue acquiring new knowledge that may be shared in the future (Bock et al., 2005).

In addition to fostering vitality, social interactions in the workplace (e.g., through sharing knowledge) may also facilitate learning (e.g., Gherardi et al., 1998; Spreitzer et al., 2005). Learning involves the acquisition of information and the application of refined knowledge, thus has the potential to produce new knowledge (Barron et al., 2015). Sharing knowledge benefits not only the recipient but also the donor to learn new things and grow (Allameh, 2018; Park & Kim, 2018). This can lead to increased innovation and problem-solving skills that can contribute to a sense of accomplishment and fulfilment at work (Akram et al., 2020; Singh et al., 2021).

Indeed, previous research on thriving has also revealed that the reciprocation process of knowledge sharing enables individuals to explore the unknown field at work and gain new skills, which fosters the development of thriving (Rozkwitalska & Basińska, 2015). Applying these arguments into the context of sharing innovative knowledge, I propose,

Hypothesis 2: Innovative knowledge sharing is positively related to thriving.

Next, I theorise the relationship between workplace thriving and innovative behaviour. Thriving at work service as a gauge for positive development (Spreitzer et al., 2005). Encouraging employees to thrive is critical at work because thriving individuals demonstrate positive work outcomes, including work engagement, job performance, and career development (Jiang et al., 2021; Kleine et al., 2019; Porath et al., 2012). The literature suggests that both components of thriving may trigger employees' innovative behaviours. For instance, Fredrickson's (2001) broaden-and-build theory explains that positive emotions (e.g., feeling vital and energetic) enhance cognitive abilities, generate new ideas, and prompt development. Walumbwa et al. (2018) argued that thriving strengthen employees' emotional commitment to the organisation, and as a result, they are more likely to work creatively to reinforce this emotional attachment. Elahi et al. (2020) further confirmed that high-level thriving employees present intense task engagement and multiple faceted performance. Altogether, the innovation activities may be realised by thriving employees as a result of possessing the intention and willingness to innovate (Wallace et al., 2016).

Furthermore, learning at work is viewed as the foundation of innovative behaviours because it can trigger deeper thinking about individuals' daily routine tasks and motivate them to come up with better approaches (Carmeli & Spreitzer, 2009). Thriving employees are in a state in which they experience continuous learning and vitality (Spreitzer et al., 2012). Learning and growing at work provide ideal opportunities for identifying existing problems and implementing improvements. In other words, thriving individuals prioritise personal growth and are self-motivated to seize learning opportunities, and seek out new strategies and solutions. Thus, this intrinsic motivation for creativity enables thriving individuals to work actively and purposely, and make improvements that potentially leads to innovative behaviours (Spreitzer & Porath, 2014).

Existing research provide substantial evidence that thriving has a positive influence on work-related performance (Carmeli & Spreitzer, 2009; Kleine et al., 2019; Niessen et al., 2017; Wallace et al., 2016). Given that innovative behaviour is a specific part of work performance, it is likely that determinants factors of work performance may have the same impact on individual innovation (Knol & Van Linge, 2009).

Riaz et al., (2018) empirical study supported this point that thriving has a positive impact on innovative work behaviours. Building on these arguments and empirical evidence, I anticipate replicating this relationship in this study.

Hypothesis 3: Thriving has a positive influence on individuals' innovative behaviour.

Research on antecedents of thriving suggested that certain individual characteristics (e.g., psychological capital, positive affect, and engagement) and contextual features (e.g., colleague support, culture, and leadership) can generate resources prompting agentic behaviours. Spreitzer et al. (2005) specified that task focus, exploration, and heedful relating are three agentic behaviours that nurture employees to thrive in their socially embedded thriving model. Knowledge sharing at work is related to broad information exchange, a context enabler of thriving (Spreitzer et al., 2012), which can stimulate employees to act in an agentic manner. Further, social interactions during knowledge sharing create positive moods, trust, and support, facilitating agentic behaviour and, eventually thriving at work.

On the other hand, thriving individuals tend to focus on their daily tasks and devote themselves to their job, which may enable them to think beyond the boundaries and create new ideas and thoughts. Substantial studies viewed thriving as an internal impetus that drives individuals to behave innovatively for growth and development (Anderson et al., 2014). Carmeli et al. (2009) believe that vitality may be

a critical predictor of innovative behaviour due to its close connection with intrinsic motivation. When thriving, positive emotions and moods help individuals increase psychological resources, enhance cognitive abilities, and facilitate innovative behaviours (Carmeli & Spreitzer, 2009; Kwon & Kim, 2020).

As discussed above, innovative knowledge sharing could potentially enable an employee to thrive at work (Hypothesis 1), and the resulting sense of thriving may motivate this employee to engage in innovative behaviour (Hypothesis 2). These connected two paths suggest a mediation model, in which thriving at work transmits the positive influence of innovative knowledge sharing to the knowledge donor's innovative behaviour. As such, I propose:

Hypothesis 4: Employees' innovative knowledge sharing will have a positive effect on their own innovative behaviour via thriving at work.

2. Methods

2.1. Sample and data collection

A cross-sectional online survey was used to collect data through an online panel in mainland China. Participants were full-time, adult workers from a variety of occupations and industries so as to assist with the generalisation of the study results. Participants were informed that participation of the survey was completely voluntary, anonymous, and confidential. A total of 547 valid samples were returned. More than half ($n = 357$, 65.3%) of the respondents were male. The age of the respondents ranged from 22 to 52 years and the mean age of was 31.04 years (SD = 8.84). The average tenures was 6.24 years (SD = 6.22). In total, 378 (69.1%) had at least a tertiary diploma or degree.

2.2. Measures

As participants in this study were full-time employees in mainland China, all instrument items were translated into Chinese adopting the back-translation methods recommended by Brislin (1980). Before the formal questionnaire distribution, a pre-test was implemented to identify if there were some vague or unclear descriptions that may cause misinterpretation. The items on the questionnaire were reported via a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

2.2.1 Innovative knowledge sharing

A five-item scale developed by Connelly et al. (2012) was adapted to measure the extent to which participants had shared their innovative knowledge at work. Connelly et al. (2012) original measure assessed general knowledge sharing. I adapted this measure by providing an overall introduction which asked to refer to the innovative knowledge specifically. That is, participants were asked when colleagues requested innovative knowledge or information from them, what they did. A sample item is, "I told my co-worker exactly what s/he needed to know". The Cronbach's alpha for this scale was .69.

2.2.2 Thriving at work

A seven-item measure refined by Jiang et al. (2019) was used to measure thriving. This refined Chinese-version instrument has achieved a better fit in eastern culture (e.g., China) compared with the origin ten-item scale developed by Porath et al. (2012). Jiang et al. (2019) refined scale, which has increased reliability and validity, uses four items to assess vitality and three to assess learning. A sample item measuring vitality is "I feel alive and vital", and a sample item measuring learning is "I find myself learning often". The Cronbach's alpha for thriving was .82. Since the focus of this study is on overall thriving, I used the mean score of the seven items in data analysis.

2.2.3 Innovative behaviour

Innovative behaviour was assessed using three items from Scott and Bruce's (1994) measure. These three had the highest factor loadings according to a study by Yuan and Woodman (2010). An example item is "I search out new techniques, technologies, and or product ideas". The Cronbach's alpha for innovative behaviour was .69.

2.2.4 Control variables

Control variables in this study included age, gender, education, and tenure. Literature review shows that these demographic variables may influence thriving and innovative behaviour.

2.3. Data analysis

Prior to testing the hypotheses, I conducted confirmatory factor analysis (CFA) to test the measurement model. The hypotheses were examined by multiple regression as well as Hayes' (2013) PROCESS Macro for SPSS. Model 4 in Hayes' PROCESS is designed for testing the mediation model, and this method has been popularly accepted by researchers. Due to the use of bootstrap samples, the PROCESS can generate more accurate and reliable results, especially for small sample size. Even though the sample of this current study is large, the application of Hayes's approach can provide more robust evidence. In the present study, the mediating mechanism was analysed based on 5000 bootstrap samples.

Table 1. Confirmatory factor analysis results.

Models	χ^2	*df*	$\Delta\chi^2$	Δdf	χ^2/df	SRMR	RMSEA	CFI
3-factor model	195.67	87	—	—	2.25	0.04	0.05	0.95
2-factor model A	294.51***	89	98.84***	2	3.31	0.05	0.07	0.91
2-factor model B	273.02***	89	77.35***	2	3.07	0.04	0.06	0.92
2-factor model C	296.28***	89	100.61***	2	3.33	0.05	0.07	0.91
1-factor model	369.70***	90	174.03***	3	4.10	0.06	0.08	0.87

Note. N = 547. Three cases were excluded because of missing values. 3-factor model: each variable was treated as a single factor; 2-factor model A: Innovative behaviour and knowledge sharing were combined; 2-factor model B: Innovative behaviour and thriving were combined; 2-factor model C: thriving and knowledge sharing were combined; 1-factor: all variables were combined.

3. Results

3.1. The measurement model

To verify the factor structure of the three main variables in this study, CFA was conducted to assess distinctive validity of the measurement model. The three-factor model, three two-factor models, and a single-factor model were compared. The CFA results (shown in Table 1) indicated that the three-factor model ($\chi^2 = 195.67$, $df = 87$, $\chi^2/df = 2.25$, SRMR = 0.04, RMSEA = 0.05, CFI = 0.95) fit the data better than the others. The fit indexes suggested that the three main variables in this study were distinct constructs and should be treated as separate variables.

3.2. Descriptive statistics

The means, standard deviations, and correlations were presented in Table 2. Innovative knowledge sharing was positively and significantly related to thriving ($r = .55$, $p < .01$) and innovative behaviour ($r = .44$, $p < .01$). Thriving was also positively and significantly related to innovative behaviour ($r = .57$, $p < .01$).

3.3. Hypothesis testing

The multiple regression analysis was applied to test the relationship between knowledge sharing and innovative behaviour in SPSS. The demographic variables, including age ($b = -0.00$, $se = 0.00$, $p > .05$), gender ($b = -0.09$, $se = 0.06$, $p > .05$), education ($b = -0.09$, $se = 0.03$, $p < .01$), and job tenure, were controlled. The regression results showed that innovative knowledge sharing has a significant, positive impact on innovative behaviour ($b = .49$, $se = 0.04$, $p < .001$). Thus, Hypothesis 1 was supported.

Then, I ran Model 4 in Hayes' PROCESS to test this mediation model. The control variables (age, gender, education, and job tenure), innovative knowledge sharing, thriving, and innovative behaviour were entered into the pre-set model formula. I specified a bootstrap sample of 5000 with a 95% confidence interval. The unstandardised coefficients were presented in Tables 3 and 4. As shown in Table 3, the results showed that knowledge sharing was positively related to thriving ($b = 0.54$, $se = 0.04$, $p < .001$), providing support for Hypothesis 2. The results showed that thriving had a positive relation with innovative behaviour ($b = 0.52$, $se = 0.05$, $p < .001$), providing support for the downstream of the mediation path (Hypothesis 3). Lastly, the results presented in Table 4 confirmed the mediating effect of thriving on the relationship between innovative knowledge sharing and innovative behaviour ($b = 0.28$, Boot $se = 0.03$, 95% $CI = [0.22, 0.35]$), supporting Hypothesis 4.

In summary, all the paths of the proposed mediation model (Figure 1) were statistically significant, and thriving played a mediating role in the indirect effect of innovative knowledge sharing on innovative behaviour.

3.4. Common method bias

In this study, self-report data were collected using a single survey questionnaire, raising concerns about common method bias. To address this potential issue, Harman's one-factor analysis was conducted, a popular used technique (Chang et al., 2020). All the measurement items from the three main variables (15 items) were loaded at one time for principal component analysis. The results showed the extraction of three factors explaining 50.8% of the variance. Based

Table 2. Means, standard Deviations, and correlations.

Variables	Mean	SD	1	2	3	4	5	6
1. Gender	1.66	0.48						
2. Age	31.04	8.78	−.13**					
3. Education	3.80	0.79	−.05	−.08				
4. Job tenure (years)	6.24	6.22	−.11*	.43**	−.20**			
5. Knowledge sharing	3.65	0.62	.03	−.02	.15**	−.12**		
6. Thriving	3.72	0.62	.00	−.03	.15**	−.05	.55**	
7. Innovative behaviour	3.36	0.69	−.05	−.05	.16**	−.07	.44**	.57**

Note. N = 547. Listwise deletion was applied. Gender was dummy coded (male = 1 and female = 2).
*$p < .05$, **$p < .01$.

Table 3. Results of mediating regression analyses.

	Thriving		Innovative behaviour	
	b (*se*)	95% *CI*	*b* (*se*)	95% *CI*
(Constant)	1.59***(0.20)	[1.19, 1.98]	0.71***(0.23)	[0.27, 1.16]
Age	−0.00 (0.00)	[−0.01, 0.00]	−0.00 (0.00)	[−0.00, 0.00]
Gender	−0.02 (0.05)	[−0.11, 0.07]	−0.08 (0.05)	[−0.18, 0.02]
Education	0.06* (0.03)	[0.00, 0.13]	0.06 (0.03)	[−0.00, 0.12]
Job tenure (years)	0.01 (0.00)	[−0.00, 0.00]	−0.00 (0.00)	[−0.01, 0.01]
Knowledge sharing	0.54*** (0.04)	[0.47, 0.61]	0.20*** (0.05)	[0.11, 0.29]
Thriving (mediator)			0.52*** (0.05)	[0.42, 0.61]
R^2	.31***		.36***	

Note. N = 547. b = unstandardised regression coefficient; se = standard error. CI = confidence interval.
*$p < .05$, **$p < .01$, ***$p < .001$.

Table 4. Results of total and indirect effects (PROCESS module 4).

	b	*se*	*t*	*p*	95%CI
Total effect	0.48	0.04	11.09	0.00	[0.39, 0.56]
Direct effect	0.20	0.05	4.26	0.00	[0.11, 0.29]
Indirect effect[a]	0.28	0.03			[0.22, 0.35]

Note: N = 547. b = unstandardised regression coefficient; se = standard error; CI = confidence interval. Analyses were based on 5,000 bootstrap samples.
[a]Since the indirect effect was not examined based on normal theory test, the values of *t* and *p* were not reported.

the results, it can be concluded that the common method bias is unlikely to significantly impact on this research.

4. Discussion

4.1. Theoretical implications

The present research examined the relationship between innovative knowledge sharing, thriving, and innovative behaviour among Chinese full-time employees, making significant contributions to the literature on knowledge management and innovation behaviour. First, having attempted to clarify the content of knowledge sharing, this study serves as starting point to build a more distinct conceptualisation (i.e., innovative knowledge sharing) that may set a foundation for future research. This study treated knowledge as one's possessed intelligence asset, combining aspects of tacit knowledge and innovative knowledge created by individuals, and this is also to a large extent differentiated from general knowledge. This reframed construct emphasised knowledge generated through novel cognitive activities and its potential practical impact on innovation (Pérez-Luño et al., 2019). As supported by empirical evidence, innovative knowledge has a direct link with individuals' innovative activities (Magnier-Watanabe & Benton, 2017; Xerri et al., 2009).

In addition, this research explored the underlying mechanism of the relationship between knowledge sharing and innovative behaviour through work thriving. It offers empirical evidence to explain why or how innovative knowledge sharing can foster subsequent innovative behaviour at work. This empirical exploration also contributes to the literature on thriving by focusing on its "innovative" nature aspect as both an antecedent (i.e., innovative knowledge sharing) and an outcome (i.e., innovative behaviour) of thriving at work. Recently, innovative behaviour has been incorporated into the assessment system of employees' performance due to its critical influence on companies' performance. Therefore, it is important to explore the latent predictors that strengthen innovative behaviours. The findings of this study provide new evidence that thriving at work can enhance not only sharing innovative knowledge but also can enable individuals' innovative behaviours. It is desirable to maintaining employees thriving status at daily work because it improve productivity and performance (Usman et al., 2020).

4.2. Limitations and directions for future research

There are some limitations that need to be addressed by future researchers. Firstly, although collecting all variables on a single questionnaire at the same time point is popular, as noted earlier, this can potentially cause common method bias. Ideally, future research could collect independent variables, mediating variables, and dependent variables at multiple time points, providing more robust empirical evidence (Chang et al., 2020). Furthermore, future researchers may consider employing a longitudinal design, such as interventions or experiments that prime innovative knowledge sharing and measure its impact on thriving and innovative behaviour before and after the intervention. A three – wave surveys approach, with repeated measurements of all variables, could be effective in identifying causal relationships among knowledge sharing, thriving, and innovative behaviours.

Second, this study established a mediation mechanism between innovative knowledge sharing, thriving, and innovative behaviour, but there might be factors that hinder individuals' innovative behaviours, which may provide more comprehensive information that guides managers in developing proactive strategies to mitigate such inhibitors. Organisations usually endeavour to create a nurturing atmosphere that encourages knowledge exchange and innovation. Future research may consider exploring the potential influence of unfavourable or counterproductive work behaviours like knowledge hiding/hoarding, on individuals' innovative behaviours, particularly the process or mechanism underlying their influence. These counterproductive behaviours may have significant impact on thriving, making it difficult for individuals to find energy and motivation needed for learning and innovation (Jiang et al., 2019). Additionally, it may also be worth comparing two distinct knowledge management behaviours, such as knowledge sharing and hiding, within a single study. Such a comparative approach may yield interesting findings that may advance our understanding of these behaviours and their impact in this field.

Lastly, while this study verified the underlying mediation mechanism between knowledge sharing, thriving, and innovative behaviours, it is essential to consider potential boundary conditions that impact this relationship. For example, trust has been identified as a factor that might influence the effects of knowledge sharing (Holste & Fields, 2010; Kmieciak, 2020). It might be worthwhile to examine the effects of innovative knowledge sharing on thriving and then on individuals' innovative behaviours across low and high levels of trust (e.g., interpersonal trust between the knowledge donor and the knowledge recipient, or the trust climate in the workplace). Future researchers may also consider examining the impact of other contextual factors such as leadership style, workplace social support, and civility on the strength of the aforementioned relationships. In this way, a complex moderated mediation model might offer more insights into how and when (or under what conditions) the knowledge sharing behaviour affects innovative behaviours.

4.3. Practical implications

This study has significant practical implications for practitioners. Firstly, it is recommended that managers foster a culture of civility to facilitate knowledge sharing, encourage learning from colleagues, and stimulate the creation of new knowledge. For instance, department leaders can organise internal knowledge exchange seminars, such as brainstorming sessions, to inspire learning and spark innovation. This approach to knowledge transfer can motivate employees to gain fresh insights from their peers, resulting in the generation of creative ideas. Furthermore, organisations should consider implementing mechanisms for recognising and rewarding knowledge sharing efforts while also cultivating an environment of psychological safety to encourage employees to share their knowledge openly.

Secondly, the research findings highlight the pivotal role of thriving in enabling innovative behaviours. This outcome implies that managers should focus on creating conditions that empower employees to thrive, thereby encouraging them to participate in innovative activities. Human resources managers, for instance, could strategically support employees' personal development and guide them towards achieving their career aspirations. This support can foster positive sentiments among employees and motivate them to seek out new knowledge (e.g., Spreitzer et al., 2005, 2012). Meanwhile, organisations may consider setting up dedicated innovation funding to support employees' innovation endeavours, thus providing them with the means to implement their novel ideas.

Disclosure statement

No potential conflict of interest was reported by the author(s).

ORCID

Zhongmin Wang http://orcid.org/0000-0003-1113-8198

References

Abbas, Y., Martinetti, A., Rajabalinejad, M., Schuberth, F., & van Dongen, L. A. M. (2022). Facilitating digital collaboration through knowledge management: A case study. *Knowledge Management Research & Practice*, *20*(6), 797–813. https://doi.org/10.1080/14778238.2022.2029597

Abrams, L. C., Cross, R., Lesser, E., & Levin, D. Z. (2003). Nurturing interpersonal trust in knowledge-sharing networks. *Academy of Management Perspectives*, *17*(4), 64–77. https://doi.org/10.5465/ame.2003.11851845

Abukhait, R. M., Bani-Melhem, S., & Zeffane, R. (2019). Empowerment, knowledge sharing and innovative behaviours: Exploring gender differences. *International Journal of Innovation Management*, *23*(1), 1950006. https://doi.org/10.1142/S1363919619500063

Akhavan, P., Hosseini, S. M., Abbasi, M., & Manteghi, M. (2015). Knowledge-sharing determinants, behaviors, and innovative work behaviors: An integrated theoretical view and empirical examination. *Aslib Journal of Information Management*, *67*(5), 562–591. https://doi.org/10.1108/AJIM-02-2015-0018

Akram, T., Lei, S., Haider, M. J., & Hussain, S. T. (2020). The impact of organizational justice on employee innovative work behavior: Mediating role of knowledge sharing.

Journal of Innovation & Knowledge, *5*(2), 117–129. https://doi.org/10.1016/j.jik.2019.10.001

Allameh, S. M. (2018). Antecedents and consequences of intellectual capital: The role of social capital, knowledge sharing and innovation. *Journal of Intellectual Capital*, *19* (5), 858–874. https://doi.org/10.1108/JIC-05-2017-0068

Amar, A. D., & Juneja, J. A. (2008). A descriptive model of innovation and creativity in organizations: A synthesis of research and practice. *Knowledge Management Research & Practice*, *6*(4), 298–311. https://doi.org/10.1057/kmrp.2008.18

Anderson, N., Potočnik, 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

Astorga-Vargas, M. A., Flores-Rios, B. L., Licea-Sandoval, G., & Gonzalez-Navarro, F. F. (2017). Explicit and tacit knowledge conversion effects, in software engineering undergraduate students. *Knowledge Management Research & Practice*, *15*(3), 336–345. https://doi.org/10.1057/s41275-017-0065-7

Barron, A. B., Hebets, E. A., Cleland, T. A., Fitzpatrick, C. L., Hauber, M. E., & Stevens, J. R. (2015). Embracing multiple definitions of learning. *Trends in Neurosciences*, *38*(7), 405–407. https://doi.org/10.1016/j.tins.2015.04.008

Bock, G.-W., Zmud, R. W., Kim, Y.-G., & Lee, J.-N. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. *MIS Quarterly*, *29*(1), 87–111. https://doi.org/10.2307/25148669

Brislin, R. W. (1980). Translation and content analysis of oral and written materials. *Methodology*, 389–444. https://doi.org/10.4236/adr.2022.103030

Cabrera, A., Collins, W. C., & Salgado, J. F. (2006). Determinants of individual engagement in knowledge sharing. *The International Journal of Human Resource Management*, *17*(2), 245–264. https://doi.org/10.1080/09585190500404614

Carmeli, A., Brueller, D., & Dutton, J. E. (2009). Learning behaviours in the workplace: The role of high-quality interpersonal relationships and psychological safety. *Systems Research and Behavioral Science: The Official Journal of the International Federation for Systems Research*, *26*(1), 81–98. https://doi.org/10.1002/sres.932

Carmeli, A., & Spreitzer, G. M. (2009). Trust, connectivity, and thriving: Implications for innovative behaviors at work. *The Journal of Creative Behavior*, *43*(3), 169–191. https://doi.org/10.1002/j.2162-6057.2009.tb01313.x

Castaneda, D. I., & Cuellar, S. (2020). Knowledge sharing and innovation: A systematic review. *Knowledge & Process Management*, *27*(3), 159–173. https://doi.org/10.1002/kpm.1637

Cavusgil, S. T., Calantone, R. J., & Zhao, Y. (2003). Tacit knowledge transfer and firm innovation capability. *Journal of Business & Industrial Marketing*. https://doi.org/10.1108/08858620310458615

Chang, S.-J., Witteloostuijn, A. V., & Eden, L. (2020). Common method variance in international business research. In *Research methods in international business* (pp. 385–398). Springer International Publishing. https://doi.org/10.1007/978-3-030-22113-3_20

Connelly, C. E., Zweig, D., Webster, J., & Trougakos, J. P. (2012). Knowledge hiding in organizations. *Journal of Organizational Behavior*, *33*(1), 64–88. https://doi.org/10.1002/job.737

Cugueró-Escofet, N., Ficapal-Cusí, P., & Torrent-Sellens, J. (2019). Sustainable human resource management: How to create a knowledge sharing behavior through organizational justice, organizational support, satisfaction and commitment. *Sustainability*, *11*(19), 5419. https://doi.org/10.3390/su11195419

De Jong, J. P., & Den Hartog, D. N. (2007). How leaders influence employees' innovative behaviour. *European Journal of Innovation Management*. https://doi.org/10.1108/14601060710720546

De Jong, J. P., & Kemp, R. (2003). Determinants of co-workers' innovative behaviour: An investigation into knowledge intensive services. *International Journal of Innovation Management*, *7*(2), 189–212. https://doi.org/10.1142/S1363919603000787

Derin, O. B., Toker, K., & Gorener, A. (2022). The relationship between knowledge sharing and innovative work behaviour: The mediating role of ethical climate. *Knowledge Management Research & Practice*, *20*(4), 557–570. https://doi.org/10.1080/14778238.2020.1860666

De Vries, R. E., Van den Hooff, B., & De Ridder, J. A. (2006). Explaining knowledge sharing: The role of team communication styles, job satisfaction, and performance beliefs. *Communication Research*, *33*(2), 115–135. https://doi.org/10.1177/0093650205285366

Drucker, P. (2012). *Post-capitalist society*. Routledge.

Eid, R., & Agag, G. (2020). Determinants of innovative behaviour in the hotel industry: A cross-cultural study. *International Journal of Hospitality Management*, *91*, 102642. https://doi.org/10.1016/j.ijhm.2020.102642

Elahi, N. S., Abid, G., Arya, B., & Farooqi, S. (2020). Workplace behavioral antecedents of job performance: Mediating role of thriving. *The Service Industries Journal*, *40*(11–12), 755–776. https://doi.org/10.1080/02642069.2019.1638369

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, *56*(3), 218. https://doi.org/10.1037/0003-066X.56.3.218

Gherardi, S., Nicolini, D., & Odella, F. (1998). Toward a social understanding of how people learn in organizations: The notion of situated curriculum. *Management Learning*, *29*(3), 273–297. https://doi.org/10.1177/1350507698293002

Gubbins, C., Corrigan, S., Garavan, T. N., O'Connor, C., Leahy, D., Long, D., & Murphy, E. (2012). Evaluating a tacit knowledge sharing initiative: A case study. *European Journal of Training & Development*, *36*(8), 827–847. https://doi.org/10.1108/03090591211263558

Hendriks, P. (1999). Why share knowledge? The influence of ICT on the motivation for knowledge sharing. *Knowledge & Process Management*, *6*(2), 91–100. https://doi.org/10.1002/(SICI)1099-1441(199906)6:2<91:AID-KPM54>3.0.CO;2-M

Holste, J. S., & Fields, D. (2010). Trust and tacit knowledge sharing and use. *Journal of Knowledge Management*, *14*(1), 128–140. https://doi.org/10.1108/13673271011015615

Jaiswal, N. K., & Dhar, R. L. (2017). The influence of servant leadership, trust in leader and thriving on employee creativity. *Leadership & Organization Development Journal*, *38*(1), 2–21. https://doi.org/10.1108/LODJ-02-2015-0017

Janssen, O. (2005). The joint impact of perceived influence and supervisor supportiveness on employee innovative behaviour. *Journal of Occupational and Organizational Psychology*, *78*(4), 573–579. https://doi.org/10.1348/096317905X25823

Jiang, Z., & Hu, X. (2016). Knowledge sharing and life satisfaction: The roles of colleague relationships and gender. *Social Indicators Research*, *126*(1), 379–394. https://doi.org/10.1007/s11205-015-0886-9

Jiang, Z., Hu, X., Wang, Z., & Jiang, X. (2019). Knowledge hiding as a barrier to thriving: The mediating role of psychological safety and moderating role of organizational cynicism. *Journal of Organizational Behavior*, *40*(7), 800–818. https://doi.org/10.1002/job.2358

Jiang, Z., Jiang, Y., & Nielsen, I. (2019). Workplace thriving in China. *International Journal of Manpower*, *40*(5), 979–993. https://doi.org/10.1108/IJM-08-2018-0256

Jiang, Z., Jiang, Y., & Nielsen, I. (2021). Thriving and career outcomes: The roles of achievement orientation and resilience. *Human Resource Management Journal*, *31*(1), 143–164. https://doi.org/10.1111/1748-8583.12287

Kamaşak, R., & Bulutlar, F. (2010). The influence of knowledge sharing on innovation. *European Business Review*, *22*(3), 306–317. https://doi.org/10.1108/09555341011040994

Kleine, A. K., Rudolph, C. W., & Zacher, H. (2019). Thriving at work: A meta-analysis. *Journal of Organizational Behavior*, *40*(9–10), 973–999. https://doi.org/10.1002/job.2375

Kleysen, R. F., & Street, C. T. (2001). Toward a multidimensional measure of individual innovative behavior. *Journal of Intellectual Capital*, *2*(3), 284–296. https://doi.org/10.1108/EUM0000000005660

Kmieciak, R. (2020). Trust, knowledge sharing, and innovative work behavior: Empirical evidence from Poland. *European Journal of Innovation Management*, *24*(5), 1832–1859. https://doi.org/10.1108/EJIM-04-2020-0134

Knol, J., & Van Linge, R. (2009). Innovative behaviour: The effect of structural and psychological empowerment on nurses. *Journal of Advanced Nursing*, *65*(2), 359–370. https://doi.org/10.1111/j.1365-2648.2008.04876.x

Kwon, K., & Kim, T. (2020). An integrative literature review of employee engagement and innovative behavior: Revisiting the JD-R model. *Human Resource Management Review*, *30*(2), 100704. https://doi.org/10.1016/j.hrmr.2019.100704

Liao, S.-H., Fei, W.-C., & Chen, C.-C. (2007). Knowledge sharing, absorptive capacity, and innovation capability: An empirical study of Taiwan's knowledge-intensive industries. *Journal of Information Science*, *33*(3), 340–359. https://doi.org/10.1177/0165551506070739

Madjar, N., Greenberg, E., & Chen, Z. (2011). Factors for radical creativity, incremental creativity, and routine, noncreative performance. *Journal of Applied Psychology*, *96*(4), 730. https://doi.org/10.1037/a0022416

Magnier-Watanabe, R., & Benton, C. (2017). Management innovation and firm performance: The mediating effects of tacit and explicit knowledge. *Knowledge Management Research & Practice*, *15*(3), 325–335. https://doi.org/10.1057/s41275-017-0058-6

McAdam, R., & McClelland, J. (2002). Individual and team-based idea generation within innovation management: Organisational and research agendas. *European Journal of Innovation Management*, *5*(2), 86–97. https://doi.org/10.1108/14601060210428186

Mehralian, G., Nazari, J. A., & Ghasemzadeh, P. (2018). The effects of knowledge creation process on organizational performance using the BSC approach: The mediating role of intellectual capital. *Journal of Knowledge Management*, *22*(4), 802–823. https://doi.org/10.1108/JKM-10-2016-0457

Mohajan, H. (2016). Sharing of tacit knowledge in organizations: A review.

Newman, A., Round, H., Wang, S., & Mount, M. (2020). Innovation climate: A systematic review of the literature and agenda for future research. *Journal of Occupational and Organizational Psychology*, *93*(1), 73–109. https://doi.org/10.1111/joop.12283

Niessen, C., Mäder, I., Stride, C., & Jimmieson, N. L. (2017). Thriving when exhausted: The role of perceived transformational leadership. *Journal of Vocational Behavior*, *103*, 41–51. https://doi.org/10.1016/j.jvb.2017.07.012

Oh, S.-Y., & Lee, J. (2022). Knowledge acquisitions and group reflexivity for innovative behaviours of SME workers: The moderating role of learning climates. *Knowledge Management Research & Practice, Ahead-Of-Print*, 1–15. https://doi.org/10.1080/14778238.2022.2113346

Park, S., & Kim, E.-J. (2018). Fostering organizational learning through leadership and knowledge sharing. *Journal of Knowledge Management*, *22*(6), 1408–1423. https://doi.org/10.1108/JKM-10-2017-0467

Pérez-Luño, A., Alegre, J., & Valle-Cabrera, R. (2019). The role of tacit knowledge in connecting knowledge exchange and combination with innovation. *Technology Analysis & Strategic Management*, *31*(2), 186–198. https://doi.org/10.1080/09537325.2018.1492712

Pian, Q. Y., Jin, H., & Li, H. (2019). Linking knowledge sharing to innovative behavior: The moderating role of collectivism. *Journal of Knowledge Management*, *23*(8), 1652–1672. https://doi.org/10.1108/JKM-12-2018-0753

Porath, C., Spreitzer, G., Gibson, C., & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior*, *33*(2), 250–275. https://doi.org/10.1002/job.756

Quintane, E., Mitch Casselman, R., Sebastian Reiche, B., Nylund, P. A., & Martín-de Castro, G. (2011). Innovation as a knowledge-based outcome. *Journal of Knowledge Management*, *15*(6), 928–947. https://doi.org/10.1108/13673271111179299

Reychav, I., & Weisberg, J. (2010). Bridging intention and behavior of knowledge sharing. *Journal of Knowledge Management*, *14*(2), 285–300. https://doi.org/10.1108/13673271011032418

Riaz, S., Xu, Y., & Hussain, S. (2018). Understanding employee innovative behavior and thriving at work: A Chinese perspective. *Administrative Sciences*, *8*(3), 46. https://doi.org/10.3390/admsci8030046

Rosendaal, B., & Bijlsma-Frankema, K. (2015). Knowledge sharing within teams: Enabling and constraining factors. *Knowledge Management Research & Practice*, *13*(3), 235–247. https://doi.org/10.1057/kmrp.2013.45

Rozkwitalska, M., & Basińska, B. (2015). *Thriving in multicultural work settings* [Paper presentation]. 8th Annual Conference of EuroMed Academy of Business. Innovation, Entrepreneurship and Sustainable Value Chain in dynamic Environment. Verona, Italy.

Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal*, *24*(1), 92–96. https://doi.org/10.1080/10400419.2012.650092

Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of Management Journal*, *37*(3), 580–607. https://doi.org/10.2307/256701

Shahid, S., Muchiri, M. K., & Walumbwa, F. O. (2020). Mapping the antecedents and consequences of thriving at work. *International Journal of Organizational Analysis*, *29*(1), 78–103. https://doi.org/10.1108/IJOA-09-2019-1881

Sharratt, M., & Usoro, A. (2003). Understanding knowledge-sharing in online communities of Practice.

Electronic Journal of Knowledge Management, *1*(2), 18-27. https://doi.org/10.1016/j.dss.2006.04.001

Singh, S. K., Gupta, S., Busso, D., & Kamboj, S. (2021). Top management knowledge value, knowledge sharing practices, open innovation and organizational performance. *Journal of Business Research*, *128*, 788–798. https://doi.org/10.1016/j.jbusres.2019.04.040

Singh, P. J., & Power, D. (2014). Innovative knowledge sharing, supply chain integration and firm performance of Australian manufacturing firms. *International Journal of Production Research*, *52*(21), 6416–6433. https://doi.org/10.1080/00207543.2013.859760

Slåtten, T., Mutonyi, B. R., & Lien, G. (2020). The impact of individual creativity, psychological capital, and leadership autonomy support on hospital employees' innovative behaviour. *BMC Health Services Research*, *20*(1), 1–17. https://doi.org/10.1186/s12913-020-05954-4

Smith, E. A. (2001). The role of tacit and explicit knowledge in the workplace. *Journal of Knowledge Management*, *5*(4), 311–321. https://doi.org/10.1108/13673270110411733

Spreitzer, G. M., & Porath, C. (2014). Self-determination as nutriment for thriving: Building an integrative model of human growth at work. In M. Gagné (Ed.), *The oxford handbook of work engagement, motivation, and self-determination theory* (pp. 245–258). Oxford University Press.

Spreitzer, G., Porath, C. L., & Gibson, C. B. (2012). Toward human sustainability: How to enable more thriving at work. *Organizational Dynamics*, *41*(2), 155–162. https://doi.org/10.1016/j.orgdyn.2012.01.009

Spreitzer, G., Sutcliffe, K., Dutton, J., Sonenshein, S., & Grant, A. M. (2005). A socially embedded model of thriving at work. *Organization Science*, *16*(5), 537–549. https://doi.org/10.1287/orsc.1050.0153

Swan, J., & Newell, S. (2000). Linking knowledge Management and innovation. Paper presented at the ECIS 2000 Proceedings, Vienna, Austria.

Usman, M., Liu, Y., Li, H., Zhang, J., Ghani, U., & Gul, H. (2020). Enabling the engine of workplace thriving through servant leadership: The moderating role of core self-evaluations. *Journal of Management & Organization*, *27*(3), 582–600. https://doi.org/10.1017/jmo.2020.11

Van Den Hooff, B., & De Ridder, J. A. (2004). Knowledge sharing in context: The influence of organizational commitment, communication climate and CMC use on knowledge sharing. *Journal of Knowledge Management*, *8*(6), 117–130. https://doi.org/10.1108/13673270410567675

Van Den Hooff, B., & Van Weenen, F. D. L. (2004). Committed to share: The relationship between organizational commitment, knowledge sharing and the use of CMC. *Knowl and Process Management*, *11*(1), 13–24. https://doi.org/10.1002/kpm.187

Wah, N. C., Zawawi, D., Yusof, R. N. R., Sambasivan, M., & Karim, J. (2018). The mediating effect of tacit knowledge sharing in predicting innovative behaviour from trust. *International Journal of Business and Society*, *19*(3), 937–954. https://doi.org/10.1002/job.2216

Wallace, J. C., Butts, M. M., Johnson, P. D., Stevens, F. G., & Smith, M. B. (2016). A multilevel model of employee innovation: Understanding the effects of regulatory focus, thriving, and employee involvement climate. *Journal of Management*, *42*(4), 982–1004. https://doi.org/10.1177/0149206313506462

Walumbwa, F. O., Muchiri, M. K., Misati, E., Wu, C., & Meiliani, M. (2018). Inspired to perform: A multilevel investigation of antecedents and consequences of thriving at work. *Journal of Organizational Behavior*, *39*(3), 249–261. https://doi.org/10.1002/job.2216

Wang, X. H., Fang, Y., Qureshi, I., & Janssen, O. (2015). Understanding employee innovative behavior: Integrating the social network and leader-member exchange perspectives. *Journal of Organizational Behavior*, *36*(3), 403–420. https://doi.org/10.1002/job.1994

Wang, S., & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, *20*(2), 115–131. https://doi.org/10.1016/j.hrmr.2009.10.001

Wang, Z., & Wang, N. (2012). Knowledge sharing, innovation and firm performance. *Expert Systems with Applications*, *39*(10), 8899–8908. https://doi.org/10.1016/j.eswa.2012.02.017

Wang, J., Yang, J., & Xue, Y. (2017). Subjective well-being, knowledge sharing and individual innovation behavior: The moderating role of absorptive capacity. *Leadership & Organization Development Journal*, *38*(8), 1110–1127. https://doi.org/10.1108/LODJ-10-2015-0235

Xerri, M. J., & Brunetto, Y. (2013). Fostering innovative behaviour: The importance of employee commitment and organisational citizenship behaviour. *The International Journal of Human Resource Management*, *24*(16), 3163–3177. https://doi.org/10.1080/09585192.2013.775033

Xerri, M., Brunetto, Y., & Shacklock, K. (2009, December 1-4). *The innovative behaviour of employees within a small to medium sized enterprise: A social capital perspective* [Paper Presentation]. 23rd ANZAM Conference, 2009, Sustainability Management and Marketing. Crown Promenade Hotel, Southbank, Melbourne/ANZAM, Southbank, Melbourne.

Yuan, F., & Woodman, R. W. (2010). Innovative behavior in the workplace: The role of performance and image outcome expectations. *Academy of Management Journal*, *53*(2), 323–342. https://doi.org/10.5465/AMJ.2010.49388995

Yu, C., Yu, T.-F., & Yu, C.-C. (2013). Knowledge sharing, organizational climate, and innovative behavior: A cross-level analysis of effects. *Social Behavior & Personality: An International Journal*, *41*(1), 143–156. https://doi.org/10.2224/sbp.2013.41.1.143