Knowledge management behavior and individual creativity: Goal orientations as antecedents and in-group social status as moderating contingency

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Summary   Creativity is an increasingly important domain of performance largely based on knowledge held and exchanged among employees. Despite the necessity of knowledge exchange, individual employees tend to experience mixed motivation caused by the inherent social dilemma of knowledge sharing. To pragmatically explain how individuals deal with this motivational dilemma, we propose an expanded framework of knowledge management behavior (KMB) that includes knowledge sharing, hiding, and manipulation. Individual choices among these KMBs may be driven by dispositional goal orientations. We also propose that the effects of KMB on creativity of employees vary depending on their social status in a work group. Our analyses based on 214 employees from 37 teams reveal that (i) learning goal orientation increases knowledge sharing and decreases knowledge manipulation; (ii) avoiding goal orientation increases knowledge sharing and manipulation; and (iii) proving goal orientation increases knowledge hiding and manipulation. Knowledge hiding is negatively related to employee creativity, particularly for employees with high social status. Knowledge manipulation is positively related to creativity, particularly for those with high social status. This study develops and validates a theoretical framework explaining the formative process and distinct outcomes of the multifaceted and strategic approaches to KMB at the individual level. Copyright © 2016 John Wiley & Sons, Ltd.

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Generating novel and useful ideas through employee creativity is increasingly acknowledged as a core competence for organizations to survive and prosper (Lin, 2007). Given its growing importance, scholars have examined various personal and contextual antecedents of creativity (Shalley, Zhou, & Oldham, 2004). Among various factors, knowledge exchange among employees has been consistently identified as a meaningful antecedent of creativity observed at multiple levels of analysis, including individual employees (Gilson, Lim, Luciano, & Choi 2013), teams (Mesmer-Magnus & DeChurch, 2009; Sung & Choi, 2012), and entire organizations (Darroch, 2005). Knowledge is the fundamental raw material for creativity that enables the recombination, restructuring, and heuristic search for new knowledge and information (Ohlsson, 2011). Accordingly, through unconstrained knowledge exchange, employees may effectively pool and utilize knowledge distributed across individuals and work units, thereby promoting the identification of creative solutions (Hansen, 2002).

Despite the known benefits of knowledge exchange, employees may refuse to share their knowledge because of *knowledge sharing dilemma*. This social dilemma represents an arising motivational tension among employees because once knowledge is shared, it becomes public goods that can be accessed and used freely by others including competitors (Cabrera & Cabrera, 2002). This social and motivational dilemma elicits a mixed motivation or misalignment between personal and collective interests (Kimmerle, Wodzicki, Jarodzka, & Cress, 2011). Individuals who share knowledge contribute to the public knowledge repository necessary for collective performance but can no

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longer claim the exclusive value of their privately held knowledge and know-how, which usually constitute the reason for their employment and status in their organization (Cabrera & Cabrera, 2002; Mudambi & Navarra, 2004). Amid the tension between self-interest and collective interest, employees may resort to different strategies to handle their knowledge. Unfortunately, the literature is disorganized and fails to explain cohesively how employees strategically manage their knowledge to mitigate motivational dilemma (Černe, Nerstad, Dysvik, & Škerlavaj, 2014). To address this issue, the present research contributes to the literature by theorizing an integrated framework of how employees resolve their knowledge-specific dilemma through engagement in a certain strategic behavior to manage their knowledge.

To explain individuals' tactical choices involving knowledge, separate streams of literature have been developed around several distinct behaviors, namely, knowledge sharing, knowledge hiding, and knowledge manipulation (Bettis-Outland, 1999; Černe et al., 2014; Steinel, Utz, & Koning, 2010; Wang & Noe, 2010). Phenomenologically, each behavior represents different solutions for knowledge sharing dilemma. Based on the consensus framework, knowledge sharing presents how employees behave functionally in congruence with team and organizational goals (Schultze & Stabell, 2004). By contrast, knowledge hiding and knowledge manipulation illustrate how employees can manage their knowledge based on self-interest and political needs, which are consistent with the dissensus theory of knowledge management (Schultze & Stabell, 2004). Integrating the fragmented streams of research and generating a unified theoretical framework is critical because multifaceted consideration of various knowledge-handling strategies can provide a comprehensive and realistic explanation of individual efforts to resolve the mixed motivation situation. Considering the increasing importance of organizational creativity and knowledge exchange as a critical venue toward creativity, further elaboration of knowledge-related dynamics at the individual level is significant for both organizational researchers and practitioners.

To specify the motivational underpinnings of the multidimensional approach to knowledge management behavior (KMB), we focus on employee goal orientation, which comprises critical motivational disposition guiding behavioral choices in achievement situations (Dweck, 2000). As a dispositional antecedent of workplace behavior, goal orientations are demonstrated to be a significant predictor of an interpersonal behavior such as information sharing (Poortvliet, Janssen, & Van de Vliet, 2007). In the present study, we extend previous discussions and propose that goal orientations are critical antecedents to different KMBs because they affect how individuals approach and interpret knowledge sharing dilemma. In doing so, this study contributes to the literature by presenting a plausible explanation of the relationship between goal orientations and creativity, extending previous findings of the link between goal orientations and knowledge exchange (Poortvliet et al., 2007), and those involving the relationship between goal orientations and creativity (Hirst, Van Knippenberg, & Zhou, 2009). The present study contributes to the literature by proposing goal orientations as distinct motivational antecedents to different KMBs and offering an integrated theory that combines goal orientation, knowledge management, and creativity at the individual level.

We also investigate the distinct effects of the three KMBs on individual creativity. Contrasting the consistent positive effects of collective knowledge exchange on organizational, team, and individual creativity (Gong, Kim, Zhu, & Lee, 2013; Mesmer-Magnus & DeChurch, 2009; Van Wijk, Jansen, & Lyles, 2008; Sung & Choi, 2012), the implication of individual knowledge exchange toward individual creativity has been controversial with mixed empirical findings (Flynn, 2003; Kane, Argote, & Levine, 2005; Haas & Hansen, 2005). We argue that such ambiguity is partly because of the neglect of distinguishing different knowledge-handling behaviors that may lead to varying creative outcomes. By specifying distinct KMBs and drawing on the social exchange theory (Cropanzano & Mitchell, 2005), the present study offers a fine-grained understanding of the way KMBs affect creativity at the individual level.

Finally, we isolate social status as a boundary condition such that the effects of KMBs on individual creativity may take different forms depending on social status because KMBs reflect social exchanges shaped by social status among actors. Social exchanges based on KMBs affect creativity by promoting mutual intellectual stimulation and expanding the knowledge pool for participating actors (Perry-Smith, 2006). In this context, social status is a critical relational characteristic that governs the emergence and form of social exchange relationships (Lawler & Thye, 1999). Social status is ascribed to an individual who can contribute to team or organizational goal achievement

by possessing valuable information and skills (Anderson & Kennedy, 2012; Groysberg, Polzer, & Elfenbein, 2011). Under knowledge sharing dilemma inducing mixed motivations, how high-status members manage their knowledge may have greater social and individual ramifications compared with low-status members whose knowledge may not be pursued or valued by others. Accordingly, social status may accentuate the relationship between KMB and employee creativity. These theoretical propositions are empirically validated with field data on 214 employees from 37 teams that perform knowledge-intensive tasks.

Conceptual Framework and Hypotheses

To explore the multifarious approaches used by employees to deal with the knowledge sharing dilemma, we identify three types of KMB that reflect the strategic intentions of employees in managing knowledge (Kimmerle et al., 2011, Steinel et al., 2010). (i) Knowledge sharing is "the provision of task information and know-how to help others" (Wang & Noe, 2010, p. 117). (ii) Knowledge hiding is "the intentional attempt by an individual to withhold or conceal knowledge that has been requested by another person" (Connelly, Zweig, Webster, & Trougakos, 2012, p. 65). (iii) Knowledge manipulation refers to the intentional exaggeration of the value and content of one's knowledge in favor of one's benefit (Bettis-Outland, 1999).

To advance a theory of KMB including its antecedent, outcome, and boundary condition, we offer a conceptual framework (Figure 1). This framework proposes that KMBs are driven by individual goal orientation or the dispositional motivation that influences the manner in which individuals approach, interpret, and respond to achievement circumstances (Dweck, 2000). Specifically, we theorize that three types of goal orientations, namely, learning, avoiding, and proving goal orientations, provide the motivational bases of the three KMBs by furnishing a corresponding construal toward knowledge sharing dilemma (VandeWalle, 1997). The current framework also specifies that each KMB is differentially related to creativity through its distinct social exchange implications. Drawing on the social exchange theory and knowledge sharing dilemma literature, we isolate social status as a critical boundary condition.

Goal orientations as antecedents to knowledge management behavior

As a construct, goal orientation has received extensive research attention given its implications for critical workplace outcomes, such as task performance and extra-role behavior (Hirst et al., 2009). In the present study, we propose that under knowledge sharing dilemma, employees may adopt a specific KMB consistent with their task strategy and motivation as reflected in their goal orientation.
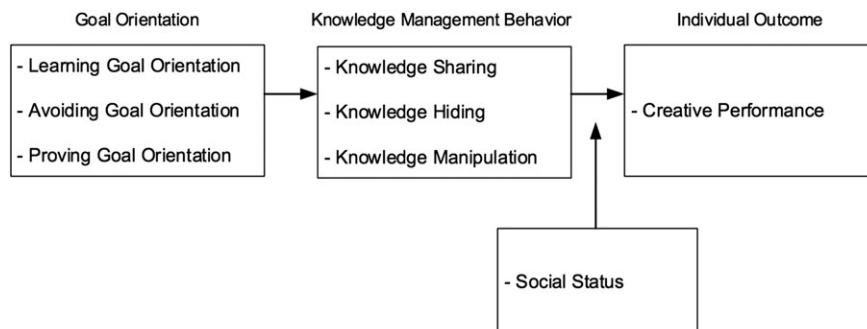

Figure 1. Conceptual framework

Knowledge sharing and learning goal orientation

Employees share knowledge by communicating task-related ideas, information, and know-how required by their colleagues (Wang & Noe, 2010). In addition to contributing to the stock of collective knowledge, employees who share knowledge can organize and improve their cognitive system by retrieving and verbalizing knowledge to others (Dominowski, 1998; Hislop, 2013). From a social exchange perspective, knowledge sharing assists employees in gaining trust and respect as well as expands resources through reciprocation from coworkers (Flynn, 2003) on one hand. On the other hand, knowledge sharing incurs unavoidable costs, such as extra time and effort (Klotz & Bolino, 2013). Employees must also relinquish the exclusive informational power embedded in privately held knowledge (Empson, 2001). The presence of both costs and benefits leads to conflicting motivational states, that is, knowledge sharing dilemma (Cabrera & Cabrera, 2002).

Learning-oriented employees perceive additional benefits and minimal costs in undertaking knowledge sharing because of their motivation toward learning and mastery that can be promoted by knowledge exchange with others (Brett & VandeWalle, 1999). These employees engage in extra-role behavior that facilitates personal development even when such behavior is inessential and time consuming (Hirst et al., 2009). They may regard knowledge sharing as an opportunity to organize and refine their knowledge by discussing it with others and expand their competence through reciprocated knowledge from others (Wang & Noe, 2010). In summary, learning-oriented employees tend to share knowledge actively based on the expectation that the enriched stock of collective knowledge and reciprocating positive spiral of knowledge exchange can fulfill their learning goal. Knowledge sharing may be a type of KMB aligned with the pursuit of learning goals.

Hypothesis 1: Learning goal orientation is positively related to knowledge sharing.

Knowledge hiding and avoiding and proving goal orientations

Knowledge hiding is a deliberate attempt to conceal or suppress readily available knowledge, whereas low-level knowledge sharing is a behavior largely driven by the lack of knowledge to share (Connelly et al., 2012; Dyne, Ang, & Botero, 2003). Employees engage in knowledge hiding because it facilitates enhanced time management by enabling them to concentrate on core tasks without distractions or conserve cognitive resources (Anseel, Lievens, & Schollaert, 2009). Knowledge hiding can also help employees to retain exclusive informational power embedded in classified skills and know-how (Empson, 2001; Mudambi & Navarra, 2004). Moreover, by choosing to hide their knowledge, employees can avoid potential embarrassing circumstances, such as receiving criticisms that jeopardize the value of their knowledge (Bordia, Irmer, & Abusah, 2006).

We expect that employees with avoiding goal orientation tend to hide knowledge because they are anxious that their incompetence may be revealed by sharing irrelevant knowledge (Pintrich, 2000). These employees retreat from situations that can draw others' attention to their personal deficiencies because they are vulnerable to external threats to their ego (VandeWalle, 2004). Avoidant individuals prefer to hide knowledge and pursue an incognito state to preclude potential embarrassment and humiliation from the negative evaluation of their contributions (Bordia et al., 2006). Conversely, knowledge hiding can be driven by one's desire to achieve higher performance than others. Employees with proving goal orientation are sensitive to the loss of informational advantage embedded in privately held knowledge (Dyne et al., 2003; Mudambi & Navarra, 2004). They hesitate to contribute to public knowledge, and this indecision can potentially harm their performance by reducing their knowledge advantage over competitors (Swift, Balkin, & Matusik, 2010). Knowledge hiding is a KMB type that can be driven by either avoiding or proving goal orientation.

Hypothesis 2a: Avoiding goal orientation is positively related to knowledge hiding.

Hypothesis 2b: Proving goal orientation is positively related to knowledge hiding.

Knowledge manipulation and proving goal orientation

Individuals engaging in knowledge manipulation promote the value of knowledge by exaggerating the expected return of knowledge and omitting or downplaying its potential drawbacks (Bettis-Outland, 1999; Steinel et al., 2010). As a rational choice to increase personal outcome in a dilemmatic situation, knowledge manipulation presents distinct benefits and costs. Individuals generally level, sharpen, or disguise the content or value embedded in a particular knowledge to acquire leading positions among competitors and influence the distribution of power (Ford & Staple, 2010). This approach can be effective because most decisions and solutions settled in organizations are driven by subjective values and contestable characteristics of knowledge (Dutton, Ashford, O'Neill, & Lawrence, 2001). However, engaging in knowledge manipulation can be dangerous in the long term if the promised value is not realized and others become aware of the manipulative intention (Tenbrunsel, 1998).

Employees with proving goal orientation may opt for knowledge manipulation because they are eager to demonstrate their competence to others (VandeWalle, 1997). They pursue tangible and intangible rewards, such as incentives, promotion, and reputation, to create the impression of a capable performer. In dealing with the knowledge sharing dilemma, these employees tend to promote and oversell their knowledge as part of their persistent endeavors to establish favorable impressions and attain performance advantage (Chiaburu & Marinova, 2005). Highly competitive individuals tend to engage in intra-organizational tournaments by manipulating information to take advantage of others (Empson, 2001). Employees with a strong proving goal orientation may manipulate the value and content of their knowledge to maximize their performance gain.

Hypothesis 3: Proving goal orientation is positively related to knowledge manipulation.

Knowledge management behavior and employee creativity

Different from the relatively consistent benefits of collective knowledge exchange, the effect of individual knowledge management on his/her own creativity remains unclear (Černe et al., 2014). We resort to the social exchange theory to theorize the implications of the three types of KMB for employee creativity. Social exchange theory proposes that individuals decide to engage in sequential exchange relationships based on anticipated costs and benefits (Lawler & Thye, 1999). Previous studies have consistently demonstrated the robustness of the reciprocity norm in developing a positive or negative spiral of social exchange. When individuals sufficiently repay a favor given by their interaction partners, they can develop mutual trust and further engage in social exchange (Aryee, Budhwar, & Chen, 2002). By contrast, when they consider only their self-interest and violate reciprocity norms, they may become socially isolated and retaliated by others (Brandts & Solà, 2001).

These social exchanges may shape the effects of KMB on creativity because KMB is a social behavior that requires interaction partners to perform. We expect that the creativity benefits of KMB can be ascertained with the quality of exchange relationships embedded in a particular type of KMB. Specifically, continuous knowledge exchange based on positive social exchange relationships is conducive to creativity because such exchange provides employees with various information, knowledge, and perspective (Perry-Smith, 2006). The opposite situation may occur when employees violate exchange norms while performing KMB targeted at their coworkers.

Positive effect of knowledge sharing

Gaining great knowledge stock and flow to increase the number of possible new combinations is imperative because creativity is a knowledge-intensive process (Ohlsson, 2011). In this respect, knowledge sharing can promote employee creativity by stimulating knowledge flow and expanding available knowledge stock. Employees who share knowledge can expand their knowledge base through informational remuneration from their coworkers (Cropanzano & Mitchell, 2005). Knowledge sharing also triggers creative idea generation by forming strong social capital with others, thus exposing individuals to a divergent frame of thinking and stimulating new combinations of various ideas. In addition, verbalizing tacit knowledge into an explicit form renders meta-cognitive benefits, such as

in-depth understanding and refined knowledge (Dominowski, 1998). In summary, the cognitive and social exchange gains embedded in knowledge sharing may facilitate creative idea generation.

Hypothesis 4: Knowledge sharing is positively related to creativity.

Negative effect of knowledge hiding

Knowledge hiding isolates employees from the social network of mutual idea exchange (Connelly et al., 2012). This exclusion from the knowledge exchange network deprives these individuals of the benefits of the social exchanges elaborated earlier (Černe et al., 2014). These employees are rejected socially and labeled as free riders, thereby intensifying the "loop of distrust" (Černe et al., 2014). Knowledge hiding is negatively reciprocated or retaliated by others, resulting in a low-quality social exchange relationship (Brandts & Solà, 2001). With this degenerated social exchange, employees are locked in their own perspective and knowledge and cannot access the collective knowledge network (Perry-Smith, 2006). Consequently, their personal capacity to produce creative outcomes is limited (Ohlsson, 2011). These employees may also become ignorant of the current directions or urgent issues in their organization because of their deficient social interaction with others (Haas, Criscuolo, & George, 2015). They tend to fail in generating ideas appropriate and appreciated by their organization.

Hypothesis 5: Knowledge hiding is negatively related to creativity.

Positive effect of knowledge manipulation

We propose that knowledge manipulation can be conducive to employee creativity. Although employees exaggerate the value of knowledge and modify the content to promote its importance, they continue to exchange knowledge with others and participate in the knowledge network, thereby generating an impression of a reliable exchange partner (Wayne & Liden, 1995). Consequently, they can maintain mutual exchange with others, supplying employees with various new knowledge and perspectives (Bettis-Outland, 1999; Kimmerle et al., 2011). Similar to knowledge sharing, knowledge manipulation can provide cognitive and social exchange benefits toward employee creativity.

Employees can also claim extra recognition of their contribution when they successfully convince others of the value of the knowledge they offer (Harris, Kacmar, Zivnuska, & Shaw, 2007). They can enhance the perceived value of their knowledge by actively promoting and packaging their ideas as significant to the current task challenges (Marshall & Rollinson, 2004). When successful, these strategic and manipulative behaviors may shift the directions and agenda in an organization, boosting the influence of the employees and the value of their ideas (Dutton et al., 2001). Accordingly, these employees proactively shape the task challenges and issues in their organization, enabling them to claim greater value and recognition for their knowledge and ideas compared with those who simply share knowledge as is (Levy, Collins, & Nail, 1998; Wayne & Liden, 1995). With intact access to the collective knowledge reservoir and strong positioning and promotion of their ideas, employees engaging in knowledge manipulation may exhibit creative performance.

Hypothesis 6: Knowledge manipulation is positively related to creativity.

In-group social status as critical moderating contingency

Drawing on the social exchange theory and social dilemma literature, we propose that the relationships between various KMBs and employee creativity are stronger for employees with high than low status within their group. Social status refers to social standing reflected in the honor, prestige, and influence of a person based on his/her possession of desirable capabilities that can contribute to goal achievements in a given social setting (Groysberg et al., 2011). Social status is also ascribed to a person who can bolster team performance by sacrificing his/her own resources for others (Anderson & Kennedy, 2012). Social status is particularly pertinent in the present research framework because it influences social exchanges by increasing an individual's confidence and ease in building

social relationships in his/her favor based on the distinct resources he/she possesses (Lawler & Thye, 1999). Knowledge receiving also signifies the social status of the knowledge giver to judge the credibility, value, and authenticity of the given knowledge because social status implies an individual's possession of task-relevant resources (Jensen & Roy, 2008). Therefore, the implications of KMB depend on one's social status.

First, we expect that social status intensifies the effect of knowledge sharing on employee creativity. The information and know-how held by high-status members are highly regarded, well accepted, and tend to be reciprocated by others who perceive such knowledge as useful and credible resources for their goal achievement (Groysberg et al., 2011). Coworkers appreciate and respond positively to knowledge sharing by high-status members, and they reciprocate their own knowledge and offer other forms of assistance to benevolent high-status members (Ball & Eckel, 1996). High-status members are in a good position to realize social exchange benefits of knowledge sharing by receiving various forms of reciprocated returns from others to improve their creativity.

Second, if these high-status members choose to hide knowledge, the negative repercussion can be considerable because others regard them as a critical source of high-quality knowledge and expect them to contribute their know-how for collective goal achievement (Anderson, John, Keltner, & Kring, 2001). When this expectation (or, in a sense, social obligation) is unfulfilled, the attribution of such behavior to egoistic, free-riding motivation becomes salient and damaging for high-status members (Lawler & Thye, 1999). By contrast, others are significantly less concerned about the knowledge hiding of low-status members with no valuable information for the group, and thus choosing this self-interested knowledge-handling strategy may not generate punitive reactions from others (Bunderson, 2003). Accordingly, the negative effect of knowledge hiding on creativity may be salient for high-status members because of the strong interpersonal ramifications (e.g., negative reciprocity or retribution) when they withdraw from knowledge exchange.

Finally, we expect a positive relationship between knowledge manipulation and creativity to be pronounced for high-status employees. Knowledge manipulation can be a distinct form of issue selling to promote the value of imparted knowledge (Dutton et al., 2001). Other members positively evaluate and readily accept such issue-selling initiatives based on the credence and authority ascribed to high-status members; thus, knowledge manipulation is more effective for high-status than low-status members. High-status members can easily promote the value of their knowledge and complicate the message to confuse the details of the knowledge by exploiting their credence and reputation (Bunderson, 2003; Gammelgaard, 2009). Compared with low-status members, high-status members can better exploit social exchange benefits because of their stronger control or dominance over important resources for the collective. We propose that social status accentuates the effects of all three types of KMBs on employee creativity.

> *Hypothesis 7*: The higher the employee social status is, the stronger (i) the positive relationship between knowledge sharing and creativity, (ii) the negative relationship between knowledge hiding and creativity, and (iii) the positive relationship between knowledge manipulation and creativity.

Method

Sample and data collection

To validate the present theoretical framework, we collected data from managers enrolled in an executive MBA program of a university in South Korea. Specifically, we solicited voluntary participation from 100 students who occupied managerial positions in their respective organizations, representing a broad range of industries, including banking, research institutes, telecommunication, consumer service, and manufacturing. Of the 100 managers, 51 agreed to participate in the research (initial response rate = 51 percent). Subsequently, we sent the separate survey packages to those 51 managers and their 281 team members via postal mail with separate stamped and addressed

return envelopes. Of this initial sample, 45 managers and 231 members completed and returned their surveys (secondary response rate = 82.2 percent). After removing three members without matching supervisor ratings, five member surveys from a team with no KMB ratings, and seven teams with one or two members (nine members from seven teams), we obtained a final analysis sample of 214 employees working in 37 teams. On average, each team in the final sample had 5.8 members (SD = 3.30). These teams performed various functions, including general administration, technical support, marketing, and research and development.

The employee sample included 42.9 percent women with an average age of 35.3 years and an average organizational tenure of 6.6 years (SD = 3.75). They occupied different ranks, including rank-and-file employees (35.5 percent), associates (24.3 percent), managers (24.8 percent), deputy senior managers (11.2 percent), and senior managers or higher (4.2 percent). The educational levels of the employees were high school (3.6 percent), two-year college (8.2 percent), undergraduate degree (60.7 percent), and graduate degree (27.5 percent). The data also included responses from 37 supervisors. The majority of the supervisors (91.9 percent) were males with an average age of 43.7 years and an average organizational tenure of 13.2 years (SD = 7.99). The hierarchical ranks of the supervisors were associates (5.6 percent), managers (13.8 percent), deputy senior managers (30.6 percent), and senior managers or higher (50.0 percent). Their educational levels were two-year college (2.8 percent), undergraduate degree (58.3 percent), and graduate degree (38.9 percent).

Measures

Data were collected from two different sources to avoid potential problems of common method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Specifically, the employees responded to scales for independent and moderating variables, and the supervisors evaluated the creativity of employees. All items were rated on a five-point Likert scale ranging from "strongly disagree" to "strongly agree."

Three dimensions of goal orientation
We assessed workplace goal orientation using the scales validated by VandeWalle (1997). These scales comprised five items for learning goal orientation, four items for avoiding goal orientation, and four items for proving goal orientation. From the original scale of VandeWalle (1997), we adopted three items with the highest factor loadings from each goal orientation dimension, resulting in nine items for assessing goal orientations. The sample items for learning, avoiding, and proving goal orientation were "I am willing to select a challenging work assignment that I can learn a lot from" (α = .85), "I prefer to avoid a situation at work where I may perform poorly" (α = .80), and "I enjoy it when others at work are aware of how well I am doing" (α = .81), respectively.

Knowledge sharing
We adopted four items (α = .81) from Connelly et al. (2012) to assess knowledge sharing. The participants reported the extent to which they fully shared their knowledge with their coworkers upon request. Specifically, they rated four items in Table 1 by following this instruction: "*Knowledge refers to certain fact, experience, information, and technology that can be earned through education, learning, mastery, and experience. Please think of recent interactions with coworkers who requested knowledge from you and how you responded to them*" (adapted from Connelly et al., 2012). This instruction enabled us to distinguish between a low level of knowledge sharing and intentional knowledge hiding (Connelly et al., 2012).

Knowledge hiding
We adopted four items (α = .86) from previous studies to assess knowledge hiding. Peng (2013) conceptualized a single dimension of knowledge hiding that originates from feelings of evaluation apprehension, and Connelly et al. (2012) specified different types of knowledge-hiding behaviors, such as evasive hiding and "playing dumb."

Table 1. Exploratory factor analysis results of the three types of knowledge management behaviors.

Items	Factor 1	Factor 2	Factor 3
Knowledge sharing			
I looked into the request to make sure my answers were accurate.	−.01	.64	.00
I explained everything very thoroughly.	−.02	.75	−.04
I answered all his/her questions immediately.	−.16	.65	.02
I told my coworker exactly what he/she needed to know.	.07	.78	−.08
Knowledge hiding			
I agreed to help him/her but never really intended to.	.66	.02	.04
I pretended that I did not know the information.	.68	−.15	.10
I said that I did not know even though I did.	.83	.00	.05
I tried to hide innovative solutions and achievement.	.73	.00	.14
Knowledge manipulation			
I padded my knowledge to make it greater than it actually is.	.01	.13	.67
I omitted potential problems inherited from my knowledge.	.14	−.11	.69
I emphasized that uncertainties in knowledge had limited significance.	−.01	−.07	.86
I equivocated with the core information while explaining my knowledge.	.28	−.06	.58

The current measure integrated these different operationalizations of knowledge hiding by including one item of intentional hiding used by Peng and three items (one item for evasive hiding and two items for "playing dumb") used by Connelly et al. (Table 1).

Knowledge manipulation

We constructed a four-item measure ($\alpha = .81$) of knowledge manipulation based on previous studies on motivated information exchange and manipulative communication (Bettis-Outland, 1999; Empson, 2001; Hislop, 2013). Consistent with the definition of knowledge manipulation, the four items assessed the extent to which employees promote the value of their knowledge by exaggerating the importance, downplaying potential shortcomings, and equivocating on the critical aspects of such knowledge to mystify its value (Table 1).

Social status

We adopted the social status scale from Flynn (2003) and Anderson et al. (2001) that was designed to assess the level of status, influence, and prominence of an individual in a group. The three items ($\alpha = .84$) in the scale included "I am well respected in this group," "My contribution at work is highly regarded and valued," and "I exert great influence over decisions at work."

Creativity

We adopted three items from Madjar, Greenberg, and Chen (2011) to measure the extent to which employees generate original and useful ideas that differ considerably from their routine performance. The supervisors rated employee creativity using three items ($\alpha = .87$), namely, "This employee is a good source of highly creative ideas," "This employee demonstrates originality in his/her work," and "This employee suggests radically new ways of doing things."

Control variables

We controlled the effects of gender, age, education, tenure, and hierarchical rank in our hypothesis testing. Studies on knowledge sharing and creativity indicate that these demographic factors influence individual KMB and creative performance (Choi, 2007; Wang & Noe, 2010). We also controlled social status in the analysis involving employee creativity as the outcome because status presents a significant implication for individual creativity ratings (Shalley & Gilson, 2004). We also controlled the effect of task interdependence (three-item measures, $\alpha = .89$, e.g., "To do my

task well, I must frequently coordinate with others") in our analysis because the knowledge exchange and creative performance of members can be shaped by the extent to which their tasks demand coordination and collaboration with others (Staples & Webster, 2008).

Results

Prior to hypothesis testing, we conducted an exploratory factor analysis on the three forms of KMB to verify their empirical distinctiveness. We conducted an exploratory factor analysis with CEFA 3.04 using oblique-CF-Varimax rotation, which is known to generate a plausible factor structure by precluding factor collapse (Browne, 2001). The rotated factor matrix of the three KMB scales is detailed in Table 1.

We then performed a confirmatory factor analysis on all eight variables in our analysis, and the result showed a good fit to the data (χ^2 (296) = 465.67, $p < .01$, CFI = .94, RMSEA = .052). We also conducted alternative confirmatory factor analyses on plausible seven-factor or six-factor models by combining different types of KMBs or goal orientations as a single factor (Price, Choi, & Vinokur, 2002). All these alternative models exhibited a significantly worse fit than the hypothesized eight-factor model (all $\Delta\chi^2$ tests, $p < .01$) and manifested a less desirable model fit (all CFIs < .90). Therefore, we performed hypothesis testing using eight scales. Table 2 reports the descriptive statistics and correlations among study variables.

The hypotheses were tested by performing a series of hierarchical linear modeling (HLM) analyses because the participants were nested in teams. The creativity of employees from the same team was evaluated by the same supervisor. The ICC value of employee creativity is .25, which indicates a substantial between-group variance that necessitated the use of multilevel modeling. We used the group-mean centering of all study variables because our theoretical focus was on individual-level predictors and their interactions (Enders & Tofighi, 2007).

Goal orientations and knowledge management behavior

Table 3 presents the results of HLM analysis in which we examined the effects of goal orientations on different types of KMB. Demographic controls, including gender, age, education, tenure, and organizational rank as well as social status and task interdependence of members were entered first in all analyses. Hypothesis 1, which states that learning goal orientation is a significant positive predictor of knowledge sharing, is confirmed ($\gamma = .25$, $p < .001$). Although not hypothesized, learning goal orientation exerts a significant negative effect on knowledge manipulation ($\gamma = -.15$, $p < .05$). These patterns indicate that employees with learning goal orientation engage in "genuine" knowledge sharing without promoting or manipulating their knowledge.

Hypotheses 2a and 2b indicate that knowledge hiding is predicted by avoiding and proving goal orientations, respectively. In support of Hypothesis 2b, proving goal orientation is significantly and positively related to knowledge hiding ($\gamma = .20$, $p < .05$). By contrast, avoiding goal orientation is an insignificant predictor of knowledge hiding ($\gamma = .12$, ns.), thus disconfirming Hypothesis 2a. Rather, avoiding goal orientation is significantly and positively related to knowledge sharing and knowledge manipulation ($\gamma = .12$, $p < .05$ and $\gamma = .25$, $p < .01$, respectively). This unexpected pattern involving avoiding goal orientation is discussed later. Hypothesis 3, which posits that proving goal orientation increases knowledge manipulation, is supported ($\gamma = .22$, $p < .01$). As presented previously, knowledge manipulation is also predicted by other goal orientations, thus suggesting that the motivational processes underlying knowledge manipulation are not as straightforward as we theorized.

Table 2. Descriptive statistics and intercorrelations.

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Gender	.63	.49	—													
2. Age	3.43	1.45	.15*	—												
3. Education	3.12	.72	.05	.23**	—											
4. Tenure	6.72	6.53	-.06	.69**	-.12	—										
5. Rank	2.21	1.15	.16*	.77**	.29**	.47**	—									
6. Task interdependence	3.97	.85	.03	.03	-.18**	.11	-.08	—								
7. Learning goal orientation	3.60	.73	.07	.12	-.01	.01	.12	.25**	—							
8. Avoiding goal orientation	2.56	.78	-.11	-.02	-.04	.03	-.05	-.15*	-.25**	—						
9. Proving goal orientation	3.64	.72	-.05	.05	.02	.02	.06	.12	.37**	.11	—					
10. Knowledge sharing	3.84	.54	-.02	.28**	.04	.25**	.21**	.27**	.34**	.01	.25**	—				
11. Knowledge hiding	2.01	.72	.05	-.22**	-.05	-.16**	-.11	-.17*	-.06	.14*	.12	-.27**	—			
12. Knowledge manipulation	2.10	.69	.04	.16*	-.01	-.08	-.10	-.13*	-.14*	.31**	.14*	-.30**	.59**	—		
13. Social status	3.49	.69	.07	.12	-.11	.16*	.13	.26**	.38**	-.10	.42**	.43**	-.09	-.08	—	
14. Creative performance	3.28	.74	-.01	.06	-.01	.16*	.12	.17*	.23**	-.08	.13	.10	.04	.12	.26**	—

Note: n = 214.
*$p < .05$. **$p < .01$.

Table 3. Hierarchical linear model of the relationships between goal orientations and knowledge management behaviors.

Variables	Outcome: knowledge sharing		Outcome: knowledge hiding		Outcome: knowledge manipulation	
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Step 1: Controls						
Gender	−.09 (.08)	−.08 (.08)	.02 (.10)	.04 (.08)	.09 (.09)	.14 (.08)†
Age	.04 (.04)	.01 (.03)	−.17 (.09)†	−.12 (.07)†	−.11 (.08)	−.09 (.07)
Education	.05 (.06)	.04 (.04)	.12 (.10)	.12 (.10)	.05 (.10)	.16 (.10)
Tenure	.02 (.01)	.01 (.01)*	−.01 (.01)	−.01 (.01)	.01 (.01)	.01 (.01)
Rank	.05 (.05)	.05 (.04)	.18 (.09)†	.14 (.07)†	−.01 (.08)	.01 (.07)
Task interdependence	.21 (.04)***	.16 (.05)**	−.18 (.07)**	−.23 (.08)**	−.12 (.06)†	−.12 (.07)†
Step 2: Main effects						
Learning goal orientation		.25 (.04)***		−.07 (.07)		−.15 (.07)*
Avoiding goal orientation		.12 (.05)*		.12 (.08)		.25 (.07)**
Proving goal orientation		−.01 (.06)		.20 (.07)*		.22 (.07)**
Individual-level variance σ^2	.23	.19	.43	.31	.41	.34
Change in variance $\Delta\sigma^2$		.04		.12		.07
Proportion of explained variance		17.35%		27.30%		16.36%

Note: $n = 214$. Values in parentheses are standard errors.
†$p < .10$.
*$p < .05$. **$p < .01$. ***$p < .001$.

Knowledge management behavior and creativity

We tested the relationships between KMBs and employee creativity using HLM equations. As reported in Model 2 of Table 4, employee creativity is positively related to knowledge manipulation ($\gamma = .23$, $p < .01$) but is marginally and negatively related to knowledge hiding ($\gamma = −.14$, $p < .10$). These results offer empirical support for Hypotheses 5 and 6. On the contrary, knowledge sharing fails to show any meaningful relationship with creative performance ($\gamma = −.10$, *ns.*), thereby rejecting Hypothesis 4.

Moderating effects of social status

We tested the hypothesized moderating effect of social status on the relationship between KMB and creativity by entering the interaction terms between the KMBs and status in Model 3 of Table 4. The interaction between knowledge sharing and status is insignificant ($\gamma = −.13$, *ns.*), thus rejecting Hypothesis 7(i). By contrast, the interaction between knowledge hiding and status is a significant and negative predictor of creativity ($\gamma = −.28$, $p < .05$). To further examine this significant interaction, we conducted a simple slope analysis that considers the variance of covariates and multilevel unique effects (Aiken & West, 1991; Bauer & Curran, 2005). Figure 2 illustrates that knowledge hiding is a significant negative predictor of creativity for high-status members ($b = −.28$, $p < .05$), whereas the same relationship is insignificant for low-status members ($b = .11$, *ns.*). This pattern demonstrates that the negative effect of knowledge hiding is more salient for high-status members who hold and are expected to share critical know-how than low-status members. Thus, Hypothesis 7(ii) is supported.

The interaction between knowledge manipulation and status is also significantly related to creativity ($\gamma = .49$, $p < .01$). The results of the simple slope analysis depicted in Figure 3 confirm that knowledge manipulation is a positive predictor of creativity for high-status members ($b = .51$, $p < .01$) but is a negative predictor of creativity for low-status members ($b = −.16$, $p < .10$). This pattern supports Hypothesis 7(iii).

Table 4. Hierarchical linear models predicting creative performance.

Variables	Model 1	Model 2	Model 3
Step 1: Controls			
Gender	.10 (.09)	.05 (.09)	.16 (.08)[†]
Age	−.14 (.07)[†]	−.18 (.07)*	−.21 (.07)**
Education	.10 (.09)	.15 (.08)[†]	.20 (.09)*
Tenure	.03 (.01)[†]	.04 (.02)*	.05 (.01)**
Rank	.13 (.08)	.20 (.07)**	.19 (.07)*
Task interdependence	.13 (.08)	−.01 (.05)	−.01 (.04)
Status	.24 (.07)**	.32 (.09)**	.26 (.07)**
Step 2: Main effects			
KS		−.10 (.09)	−.08 (.07)
KH		−.14 (.08)[†]	−.09 (.07)
KM		.23 (.08)**	.17 (.08)*
Step 3: Moderating effects			
KS* status			−.13 (.17)
KH* status			−.28 (.13)*
KM* status			.49 (.17)**
Individual-level variance σ^2	.26	.21	.14
Change in variance $\Delta\sigma^2$		.05	.07
Proportion of explained variance		18.25%	36.07%

Note: $n = 214$. Values in parentheses are standard errors.
KS, knowledge sharing; KH, knowledge hiding; KM, knowledge manipulation.
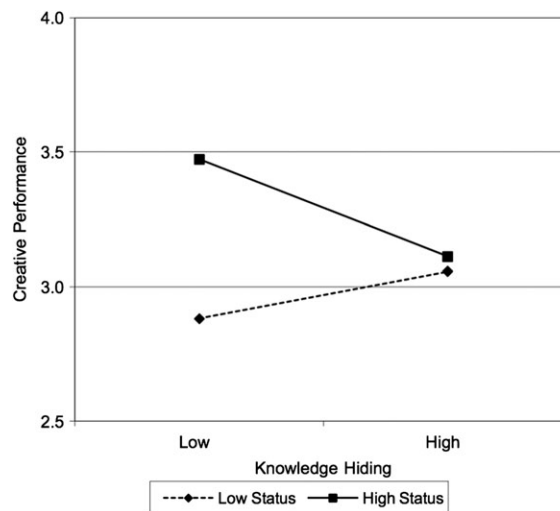[†]$p < .10$.
*$p < .05$. **$p < .01$.

Figure 2. Interaction between knowledge hiding and social status in predicting creative performance

Post hoc analysis

The current conceptual framework identifies goal orientations as the individual dispositions that motivate the choice of different types of KMB. Nevertheless, the overall structure of the model (Figure 1) suggests that goal orientations may indirectly affect employee creativity through their direct effects on KMB, which can also be moderated by
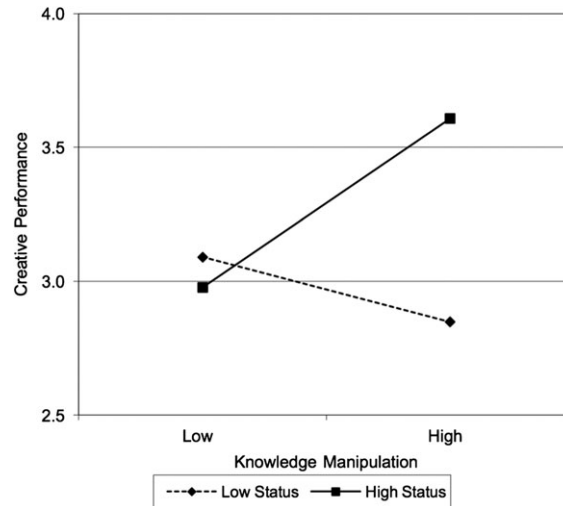
Figure 3. Interaction between knowledge manipulation and social status in predicting creative performance

social status. We further examined this potential moderated mediation by testing conditional indirect effects. Considering the hierarchically clustered nature of the data, we adopted a multilevel structural equation modeling paradigm (Preacher, Zyphur, & Zhang, 2010). Given the relatively small number of clusters in our data, multilevel path analysis was employed to obtain robust path estimates (Lüdtke, Marsh, Robitzsch, & Trautwein, 2011). According to the results, our model indicates an acceptable fit to the data (RMSEA = .056, CFI = .905, SRMR within = .047, SRMR between = .000). However, the results of the multilevel path analysis should be interpreted with caution because the number of parameters exceeds the number of clusters in the data. We also had to omit the rank of the participants and task interdependence from control variables because of the model convergence problem.

From this *post hoc* analysis of the potential multilevel moderated mediation, we found the following significant indirect effects. The indirect effect of avoiding goal orientation on creativity through knowledge manipulation is marginally significant (*indirect effect* = .048, $p < .10$, 90 percent confidence interval (CI) [.006, .090]). This indirect effect of avoiding orientation on creativity through knowledge manipulation is particularly salient among employees with high social status (*conditional indirect effect* = .090, $p < .10$, 90 percent CI [.010, .170]. The indirect effect of proving goal orientation on creativity through knowledge manipulation is also marginally significant among employees with high social status (*conditional indirect effect* = .069, $p < .10$, 90 percent CI [.002, .136]).

Discussion

Knowledge is a critical resource for finding innovative solutions in the context of complex and unstructured tasks in contemporary organizations (Darroch, 2005). This increasing importance highlights the motivational dilemma of knowledge (Connelly et al., 2012). The present study offers a comprehensive understanding of behavioral strategies for handling knowledge at the individual level. The conceptual and empirical analysis demonstrates that the three KMBs feature distinct motivational antecedents and are associated with different levels of creativity. The analysis also reveals that different KMBs offer distinct performance implications for high-status versus low-status members, thus indicating that knowledge exchange dilemma presents unique challenges for members possessing different levels of knowledge resources. In the following subsection, we discuss the theoretical and practical implications of our analysis and provide directions for future research.

Motivational underpinnings of individual choices of knowledge management behavior

This study shows that employees adopt various KMBs according to their goal orientations that offer goal-aligned solutions to knowledge sharing dilemma (Kimmerle et al., 2011). A simple bifurcation of sharing or non-sharing of knowledge may be inadequate to capture diverse behavioral choices for handling this social dilemma. The results reveal that the motivational processes underlying the choice of KMB are more complicated than we initially theorized. First, we affirm the positive association between learning goal orientation and knowledge sharing reported in previous studies (Chiaburu & Marinova, 2005). Consistent with the genuine intent to enhance skills and knowledge (VandeWalle, 2004), learning-oriented employees show a low level of knowledge manipulation that can block the free flow of information. Learning goal orientation appears to maximize the comprehensive and transparent knowledge exchange among employees that effectively enlarges the public knowledge pool.

Second, avoiding goal orientation exhibits empirical patterns different from what we hypothesized. Rather than positively related to knowledge hiding, avoiding goal orientation is a significant and positive predictor of knowledge sharing and manipulation. Highly avoidant individuals are known for their extreme apprehension toward evaluation (Pintrich, 2000); thus, we expect avoiding goal orientation to increase knowledge hiding (Wang & Noe, 2010). However, in the current research context of assessing individual reactions toward knowledge requests from coworkers, highly avoidant employees are urged to share or even manipulate their knowledge. Although enforced by social situation, knowledge sharing or manipulation may effectively prevent the potential negative evaluations resulting from knowledge hiding, such as being ignorant (thus incompetent) or selfish, depending on how the interacting coworkers attribute their cause of knowledge hiding or silence (Leary & Kowalski, 1990). The passive achievement motivation characterizing avoidant individuals can compel them to engage in knowledge exchange when such behavior is demanded socially and organizationally (Elliot & Thrash, 2002). Further investigations are required to distinguish the KMB choices of avoidant individuals with or without explicit knowledge request from others.

Third, as expected, proving goal orientation is positively related to knowledge hiding and manipulation. Individuals with proving goal orientation make a strategic choice to exploit their knowledge for their personal benefits and future performance despite its potential detriment to collective performance (Evans, Hendron, & Oldroyd, 2015; Haas & Park, 2010). In summary, our multifarious conceptualization of KMB offers a comprehensive and realistic account of how employees handle their knowledge that reflects diverse motivational orientations toward social dilemmas.

Main and status-dependent effects of knowledge management behavior on creativity

Drawing on the social exchange theory (Cropanzano & Mitchell, 2005), we propose distinct implications of KMBs for employee creativity. In contrast to our expectation, knowledge sharing is unrelated to individual creativity. Considered together with previous discoveries showing how candid knowledge sharing can increase team creativity (Gong et al., 2013), this finding highlights the ambivalence of a genuine, straightforward knowledge sharing that results in both benefits and costs to a focal person, thereby creating a social dilemma (Cabrera & Cabrera, 2002). Employees who share knowledge are compensated with the informational remuneration of coworkers and positive social images but are also distracted and harmed by losing exclusive informational advantage (Kimmerle et al., 2011). These competing and offsetting forces probably obscure the performance implications of individual knowledge sharing. Future studies should clarify the social exchange consequences of knowledge sharing in terms of positive reciprocation or free riding of others, which may lead to varying individual outcomes.

Knowledge hiding is negatively related to creativity, albeit marginally significant. This finding reaffirms the recent findings of Černe et al. (2014) who argued that knowledge hiding negatively affects creativity by initiating the "loop of distrust" that isolates a member further from the knowledge exchange network. Future studies can explore potential theoretical reasons behind the negative effect of knowledge hiding, such as the development of

a vicious cycle of social isolation, collective penalty taxed on the person violating reciprocity norm, shrinkage of available knowledge stock over time, or simple social vengeance through non-recognition or under-recognition of the contribution of a focal person (Connelly et al., 2012).

Of the three KMBs, knowledge manipulation is the most significant predictor of creativity. The regression coefficient associated with knowledge manipulation is significantly different from those associated with knowledge sharing and hiding (χ^2 [1] = 4.51 and 6.12, respectively, both $p < .05$). Thus, offering knowledge accompanied by value-promoting tags that emphasize the significance of knowledge to recipients may substantially increase the personal return from knowledge provision (cf., issue selling, Gammelgaard, 2009). Perhaps, the value of knowledge in organizations is constructed socially through collective negotiation, debates, consensus, and/or political discourses rather than endowed by its inherent value (Hislop, 2013). Nonetheless, the possibility of knowledge manipulation to advance individual benefits at the expense of collective goal achievement clearly presents the need for aligning individual and collective incentive structures to solve constructively the dilemmatic situation involving knowledge exchange (Evans et al., 2015). In any case, further empirical validation and replication are required because the knowledge manipulation scale developed in this study and the current analysis is the first attempt to simultaneously consider three different KMBs in predicting employee creativity.

The results also demonstrate that the relationship between KMB and creativity is accentuated by social status, thus indicating that the choice of KMB is important for individuals possessing valuable resources appreciated by others. Specifically, knowledge hiding is damaging for highly respected members given that they are ascribed to such status because they possess performance-enhancing resources (Anderson et al., 2001; Groysberg et al., 2011). Knowledge hiding can then be attributed to either the lack of critical knowledge resources or the pursuit of personal interests, both of which violate expectations on high-status members. Consequently, in social exchange dynamics, high-status members may face more severe retaliation than low-status members following knowledge hiding. Although these speculations offer theoretically plausible rationales for the status-dependent effects of knowledge hiding, they must be validated empirically through further studies.

Finally, social status significantly augments the relationship between knowledge manipulation and creativity. Interestingly, the relationship is significantly positive for high-status members but significantly negative for low-status members. This contrasting pattern suggests that issue-selling efforts can be a valid strategy for high-status members who can convince others by mystifying the content and complexity of their knowledge without eliciting a manipulative impression (Harris et al., 2007; Klotz & Bolino, 2013). Although not tested in this study, the results suggest that high-status members can interfere with or distort intra-team knowledge flow to achieve their own goals, consequently sacrificing team performance. By contrast, low-status members cannot enjoy such benefits because others are inquisitive regarding elusive knowledge, and other experienced members can easily notice their deceptive attempts. Overall, the findings reveal the importance of the focal person's relative position in his/her social surroundings in fully understanding the dynamics and consequences of various KMBs.

Study limitations and future research directions

Our findings should be interpreted with the following limitations in mind. First, our study variables were assessed at the same period, and thus the causal direction among them could not be ascertained. For example, creative employees can engage in more or less knowledge hiding and manipulation rather than vice versa. Future studies must use a longitudinal panel design or perform controlled laboratory experiments to rule out the potential reverse causality and specify the causal order among these constructs. Longitudinal investigation provides a new opportunity for addressing theoretically significant questions. For example, previous studies on social status and performance revealed that social status hierarchy features a rigid characteristic such that simple misbehavior or inept performance does not necessarily lead to a downfall of a prominent individual (Anderson & Kennedy, 2012). However, an accumulated history of engaging in knowledge hiding or manipulation and its eventual detection by others may lead to a different result because these manipulative attempts can cause severe disruption in team goal

achievements. Such temporal dynamics can help to reveal long-term performance implications of KMB, such as knowledge manipulation, and consequential shifting trajectories of members' position in team status hierarchy.

Second, the current outcome measure was based on the ratings of supervisors on the creativity of their followers, which could confuse the objective and evaluative aspects of creativity. Nonetheless, this operationalization has long been used, and such ratings appear to offer a valid calibration of human performance, including creativity (Åstebro & Koehler, 2007). Employing self-reported measures of status may also exhibit limited validity compared with other reported measures because of increased social desirability. A self-ascribed and other-ascribed status may exert distinct effects on the relationship between KMB and creativity because self-ascribed status is more related to one's own behavior and other-ascribed status is more related to other's reaction. Despite this limitation, previous studies demonstrated that self-perceived social status is highly accurate and positively correlated with that rated by others, thus mitigating the concerns regarding source-dependent effects of social status (Anderson et al., 2006; Sumanth & Cable, 2011). The current study also focused on the moderating role rather than the main effect of social status, which was documented to be less prone to same source bias (Chang, Van Witteloostuijn, & Eden, 2010). Nevertheless, future research must replicate the present findings by utilizing alternative measures of creativity and social status.

Third, the current participants were employees of Korean organizations with relatively high levels of collectivism and power distance (Hofstede, 1983). Given the predominant role of status and hierarchy in such cultural context, the moderating function of social status could be exaggerated. Future studies must further validate the role of status and other boundary conditions that explain the relationship between KMB and outcomes in various cultural contexts. The positive relationships between avoiding goal orientation and knowledge sharing and manipulation could be a consequence of the unique characteristic of Korean culture (e.g., excessive concern for saving face). Considering that the dynamics involving knowledge exchange and social status are bound to cultural contexts, a multicultural comparison of the present research framework can be a meaningful approach to expand the theoretical horizon of conventional theories on social exchange, knowledge sharing dilemma, and social status.

In contemporary organizations, knowledge sharing is regarded as a cornerstone of improved performance (Mesmer-Magnus & Dechurch, 2009; Van Wijk et al., 2008). This study offers a sophisticated understanding of how individuals strategically handle knowledge sharing dilemma by developing an expanded framework that reflects the multifaceted nature of employee KMB. Our analysis results demonstrate that employees adopt different KMBs according to their goal orientation. These KMBs offer distinct performance implications depending on the social status of the focal person. This study paves the way for further theoretical and empirical endeavors that seek to uncover the complex and ecologically valid dynamics of knowledge management at the individual level in organizational settings.

Acknowledgements

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