



The mediation between participative leadership and employee exploratory innovation: Examining intermediate knowledge mechanisms

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innovation: Examining intermediate knowledge mechanisms

Abstract

Purpose – This study examines the role of intermediate knowledge mechanisms on the participative leadership–employee exploratory innovation relationship using a distal mediation model.

Design/methodology/approach – Deploying a time-lagged questionnaire method implemented over four business quarters, data is generated from 1600 responses in R&D units of Taiwanese technology firms.

Findings – The structural equation modeling results reveal that (1) participative leadership is positively related to employee exploratory innovation; (2) coworker knowledge and (3) absorptive capacity partially mediate the relationship between participative leadership and employee exploratory innovation independently; and, (4) coworker knowledge sharing *in combination with* absorptive capacity partially mediates this relationship.

Originality/value – The findings contribute new knowledge on the relationship between participative leadership and employee exploratory innovation by uncovering intermediate knowledge mechanisms that augment this relationship.

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4 **Keywords** Participative leadership, Coworker knowledge sharing, Employee
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7 absorptive capacity, Employee exploratory innovation, Organizational learning
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10 theory, Emerging economy.
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13 **Paper type** Research paper.
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The mediation between participative leadership and employee exploratory

innovation: Examining intermediate knowledge mechanisms

Introduction

Most leadership research to date has focused on exploring the relationship between transformational leadership and associated outcomes (Chen *et al.*, 2012; Jansen *et al.*, 2009; Kang *et al.*, 2015; Li, Lin *et al.*, 2015; Lin *et al.*, 2016), or empowering leadership and associated outcomes (Amundsen and Martinsen, 2015; Hao *et al.*, 2018; Kim and Beehr, 2017; Lam *et al.*, 2012; Li, He *et al.*, 2015; Lorinkova *et al.*, 2013; Lorinkova and Perry, 2017). Also, previous research in participative management and organization innovation had indicated that participative management procedure is one of important way to get employee involved in improving organizational innovation (Monge *et al.*, 1992). Participative management can use both formal and informal approaches to help improve organizational innovation performance such as creation of formal system for collecting promising innovations proposed by organizational employees (Monge and Cozzens, 1986). Organizations can also adopt project teams or R&D Departments to facilitate innovation (Morton, 1971; Zaltman *et al.*, 1973). In addition, organizations may efficiently search their environments for innovative means or products so that assure success (Kanter, 1988; Mohr, 1969; Tushman, 1977). Studies on employee driven innovation revealed that

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4 democratic dialogue as a conversation to share knowledge creation to let others
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7 participate your knowledge, to dare your own basic assumptions and those of others
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10 on willingness basis, and to care each other with respect despite various attitudes and
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13 interests (Kristiansen and Bloch-Poulsen, 2005). Consequently, dialogue can be
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16 realized as a special form of conversation with a unique quality (Stewart, 1999) that
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19 differentiates it from discussion or negotiation (Kristiansen and Bloch-Poulsen, 2010).
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22 Dialogue about work practices or other issues in a space as one of numerous drivers
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25 of employee driven innovation where it is key you discourse paradoxes and variances
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28 (Stewart *et al.*, 2004; Baxter, 2006). Practice-based innovation refers to the interface
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31 and the interplay between explicit and implicit dimensions of work practices which
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34 can be sources for learning and innovation processes (Feldman, 2000; Feldman and
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37 Pentland, 2003). The underlying idea is that paradoxes and differences between work
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40 processes can be officially agreed (the explicit dimension) and perceived in practice
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43 (the implicit dimension) and thus creates potentials for learning and practice-based
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46 innovations in an organization (Ellström, 2010). Regarding explicit dimension of
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49 practice-based innovation, it focuses on how the explicit work process is reproduced
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52 and realized in actual practice. Accordingly, it covers activities that aim to implement
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55 and sustain the officially agreed work processes/tasks in practical action (Ellström,
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58 2010). The driving forces for practice-based innovation are facing new possible crisis
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4 situation or turning point that organizational members start to challenge and become
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7 ready to change established patterns of thought and action (Barley and Tolbert, 1997).
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10 Rapid technical development, increased quality requirements, or changing demands
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13 from customers, colleagues or management (Lundvall and Nielsen, 1999).
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16 The foundational assumption for this body of investigation is that leadership is a
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18 recognized source of competitive advantage (Clark and Waldron, 2016). There has,
19
20 however, been less attention given to the relationship between participative leadership
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22 and outcomes such as innovation (e.g., Huang *et al.*, 2006; Trevor-Roberts *et al.*,
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28 2003).
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31 Exploratory innovation is defined by characteristics such as search, variation,
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33 flexibility, experimentation, and risk-taking (March, 1991). It has the potential to
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35 change institutionalized learning through researching and developing innovative
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37 technologies and new markets to adapt to environmental dynamism and
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39 competitiveness (Lubatkin *et al.*, 2006). Exploratory innovation is, therefore, central
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41 to the performance of firms facing dynamic environments (Gibson and Birkinshaw,
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43 2004; Lubatkin *et al.*, 2006) and for their future growth (Wei *et al.*, 2014). Yet,
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45 investigation of the role of participative leadership as an antecedent of exploratory
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47 innovation remains in its infancy (Jansen *et al.*, 2006; Mom *et al.*, 2009).
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58 Participative leadership is defined as leadership that draws on member
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4 information and intelligence, reducing hierarchical barriers by involving individual
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7 organizational members in decision-making (Arnold *et al.*, 2000). Though this
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10 approach has recently been linked to manager exploratory innovation (Jansen *et al.*,
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13 2006; Mom *et al.*, 2009; Li, Lin *et al.*, 2015; Mom *et al.*, 2015; Rogan and Mors,
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16 2014), how participative leadership can deliver *employee* exploratory innovation
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19 remains neglected and is an important knowledge void in the leadership literature.
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22 Since innovation is deemed an outcome of organizational learning (Andreeva and
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25 Kianto, 2011; Lane *et al.*, 2006), we examine mediation effects of coworker
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28 knowledge sharing and absorptive capacity on the participative leadership–employee
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31 exploratory innovation relationship in R&D units of Taiwanese technology firms. In
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34 doing so, this study contributes to the Organizational Learning Theory (OLT) and
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37 innovation research by explaining how firm-level leadership and the knowledge
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40 sharing and absorptive capacities of employees interact to shape employees’
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43 exploratory innovation application. The conceptual framework is shown in Figure 1.
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46 Coworker knowledge sharing is defined as coworkers sharing task-relevant
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49 ideas, information, and suggestions with others (Kim and Yun, 2015; Srivastava *et al.*,
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52 2006); while absorptive capacity is defined as the ability to acquire external
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55 knowledge, assimilate it, and exploit it (Cohen and Levinthal, 1990). The argument is
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58 made that this capacity exists at the employee-level such that employees drive the
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4 organizational learning ability, consistent with Chang *et al.* (2012). Both of these
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7 knowledge mechanisms have been linked to participative leadership effectiveness and
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10 the achievement of firm-level outcomes. For instance, Huang *et al.* (2010) argue that
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13 coworker knowledge sharing is a mechanism for organizational learning processes
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16 between participative leadership and outcomes; Nambisan (2013) suggests that
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19 employees' absorptive capacity increases exploratory innovation under a participative
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22 approach, but highlight the need to examine how this relationship works; while,
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25 employee knowledge sharing is suggested to interact with employee absorptive
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28 capacity for innovation ends (Liao *et al.*, 2007). Taken together, the roles played by
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31 these knowledge mechanisms form the basis of hypotheses development.

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34 This paper is structured accordingly: first, the theory underpinning the
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37 conceptual framework is presented and the study hypotheses are outlined. Next, the
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40 research methodology is considered then data analysis is outlined. The study's results
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43 are presented and discussed with managerial implications drawn for leadership theory
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46 and practice.

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49 **...Insert Figure 1 about here...**
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52 53 54 55 **Theory and hypotheses development** 56 57 58 59 60

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4 We begin by presenting the logic for a direct relationship between participative
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7 leadership and employee exploratory innovation. Next, drawing on the OLT, the
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10 hypotheses for the mediation effect of each intermediate mechanism in
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13 turn—coworker knowledge and absorptive capacity—are developed. Then, their joint
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16 mediation effect on the participative leadership–employee exploratory innovation
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19 relationship is presented.
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22 Srivastava *et al.* (2006) contend that leader behavior stimulates an employee
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25 response. They find that empowering leadership is positively related to employee
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28 performance. This finding builds on the positive relationship between
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31 transformational leadership and outcomes, reported by Wang *et al.* (2005). With
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34 regard to innovation, Berson *et al.* (2006) suggest that leaders stimulate employee
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37 exploratory innovation by providing contextual support to develop their ideas.
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40 Similarly, Newman *et al.* (2016) argue that participative leaders promote employee
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43 involvement in decision-making processes by providing encouragement, support, and
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46 influence. It is through employee involvement in decision-making processes that
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49 participative leaders subsequently create the opportunities for employees' skill and
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52 career development (Miao *et al.*, 2013), which in turn fosters employees' innovation
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55 efforts. This relationship is indirectly supported by Jansen *et al.* (2006) who contend
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58 that the higher the level of centralization in decision-making (i.e. lower employee
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4 participation), the lower the firm's level of exploratory innovation. In a similar vein
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7 but for managers, Mom *et al.* (2009) argue that decision-making authority is
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10 positively related to manager exploratory innovation. Extended to the employee level,
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13 then, reduced authority and autonomy to make decisions would weaken employee
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16 exploratory innovation. Since the contextual conditions created through participative
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19 leadership counter these impediments, this leadership approach is related to
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22 innovative work behavior (de Jong and den Hartog, 2010) as well as exploratory
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25 innovation more broadly (Jansen *et al.*, 2009; Mom *et al.*, 2009). Participative
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28 leadership, therefore, is expected to enhance employee exploratory innovation, but
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31 this relationship is expected to strengthen through coworker knowledge sharing and
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34 employee absorptive capacity.
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40 *The roles of coworker knowledge sharing and employee absorptive capacity*

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43 We focus on knowledge mechanisms that exist at the employee-level, in part to
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46 address the neglect of micro-level processes in the leadership—outcome relationship.
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49 Wang and Noe (2010, p. 117) identify that:

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52 ‘knowledge sharing refers to the provision of task information and know-how to
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55 help others and to collaborate with others to solve problems, develop new ideas,
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58 or implement policies or procedures...Knowledge sharing can occur via written
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4 correspondence or face-to-face communications through networking with other
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7 experts, or documenting, organizing and capturing knowledge for others.’
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10 While coworker knowledge sharing is a micro-level process that occurs between
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12 individuals (Wang and Noe, 2010), absorptive capacity is often assumed to be an
13
14 organizational-level construct (e.g. Cohen and Levinthal, 1989, 1990; Lane and
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16 Lubatkin, 1998; Lane *et al.*, 2001; Van den Bosch *et al.*, 1999), but it also exists at the
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18 micro-level as observed by Lane *et al.* (2006). Specifically, it is ‘a function of the
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20 personal absorptive capacity of its members, as well as the structures and processes of
21
22 the organizational subunits to which they belong. Understanding these relationships
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24 and interactions can shed new light on how a firm develops and *uses* its absorptive
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26 capacity’ (Lane *et al.*, 2006, p. 854 [*emphasis added*]).
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37 The role of knowledge mechanisms at the employee-level in conjunction with
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39 the organizational-level leadership approach adopted highlights the multi-level
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41 interactions that might be taking place, but which remain overlooked in the
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43 investigation of leadership effectiveness. This neglect has been signaled in the
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45 knowledge sharing and absorptive capacity literatures. For instance, Wang and Noe
46
47 (2010, p. 127) stress, ‘more work using multilevel analysis is needed to appropriately
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49 examine knowledge sharing dynamics’; similarly, Martinkenaite and Breunig (2016,
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51 p. 701) contend that ‘neglecting a multi-level construct of absorptive capacity limits
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4 the understanding of how learning and innovation processes emerge?.

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7 Simon (1978) indicates that exploratory innovation originates from the process
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10 of knowledge sharing with others, but also the way in which information and
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13 knowledge is processed by individuals (Shiffrin and Schneider, 1977). Adhering to
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16 this logic, we suggest that participative leadership is more likely to influence
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19 employee exploratory behavior through the intermediate knowledge mechanisms of
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22 coworker knowledge sharing and employee absorptive capacity. These mechanisms
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25 reflect the two learning flow directions for converting individual learning into actual
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28 knowledge resources: feed-forward (knowledge sharing) and feed-back (absorptive
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31 capacity) (Vera and Crossan, 2004); both of which are positively related to
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34 exploratory innovation (Raisch and Birkinshaw, 2008). We now address the role of
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37 coworker knowledge sharing and employee absorptive capacity in turn.

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40 First, we hypothesize that coworker knowledge sharing—sharing task-related
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43 knowledge with others—is an intermediate mechanism between participative
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46 leadership and employee exploratory innovation. This is consistent with the finding
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49 of Srivastava et al. (2006) that knowledge sharing has a positive impact on the
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52 empowering leadership and performance relationship, and Lorinkova *et al.* (2013)
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55 who highlights the positive role of knowledge sharing behaviors for innovation more
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57
58 generally. Participative leaders encourage communication flows between employees
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4 and, as a result, knowledge sharing is generated creating knowledge at a collective
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7 level (Bartol and Srivastava, 2002). More specifically, participative leadership fosters
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10 knowledge sharing by establishing mutual trust, effective systems for communication,
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13 and shared organizational norms, such as an expectation of coworkers to engage with
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16 this process (Jo and Joo, 2011). This approach drives employees to research new
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19 technologies/procedures and/or develop new products/services/markets, i.e.
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22 demonstrate employee exploratory innovation. For instance, according to Wang and
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25 Noe (2010, p. 115) “knowledge sharing is the fundamental means through which
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28 employees can contribute to... innovation, and ultimately the competitive advantage
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31 of the organization”. We suggest, therefore, that participative leadership will have a
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34 positive effect on employee exploratory innovation through coworker knowledge
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37 sharing. Thus:

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43 *H1.* Coworker knowledge sharing mediates the relationship between
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46 participative leadership and employee exploratory innovation.
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52 While absorptive capacity can reflect the firm's stocks of external knowledge
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55 (Cohen and Levinthal, 1990) it also comprises the collective knowledge of employee
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58 learnings (Chang *et al.*, 2012). The latter builds on the view of absorptive capacity as
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4 knowledge sharing routines and emphasizes the role of organizational members in
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7 developing, deploying, and maintaining absorptive capacity (Lane *et al.*, 2006).
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10 Participative leaders that involve employees in decision-making subsequently raise
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13 employees' perceptions and understanding of the business environment (Cohen and
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16 Levinthal, 1990), developing their absorptive capacity in turn (Jansen *et al.*, 2005).
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18
19 This directionality is supported by Martinkenaite and Breunig (2016, p. 700) who
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21
22 contend that "governance mechanisms influence how employees interact with the
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24
25 external environment, how they communicate and integrate new knowledge". i.e.
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28 leadership driving employee absorptive capacity. Individuals can then rapidly acquire
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31 and assimilate their knowledge by independently selecting suitable knowledge stocks
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34 to transform and exploit during meetings and discussions (Nambisan, 2013). Tsai
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37 (2001), for example, observe that technical engineers are in possession of related
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40 knowledge that can be used to develop new ideas, products, or new markets through
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43 new technologies, resulting in exploratory innovation according to Cohen and
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45
46 Levinthal (1990). Similarly, Enkel *et al.* (2017) demonstrate that employees
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49 contribute to the realization of exploratory innovation through their ability to identify,
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51
52 assimilate, and utilize external knowledge; while Nambisan (2013) reports that
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55 exploratory innovation is achieved via the knowledge assimilation abilities of
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58 organizational members for increased risk-taking and experimentation.
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4 Participative leadership, then, is expected to encourage greater employee
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7 absorptive capacity by motivating employees to transform and exploit new external
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10 knowledge through increasing their participation in decision processes (e.g. inclusive
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12 meetings that embrace employee brain-storming, involvement, and input). In turn, this
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14 absorption and assimilation of knowledge enables exploratory innovation by
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16 employees. Hence:
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25 *H2.* Absorptive capacity mediates the relationship between participative
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27 leadership and employee exploratory innovation.
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34 Van den Bosch *et al.* (1999) contend that absorptive capacity is driven in part by
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36 the transfer of knowledge across and within subunits, where prior related knowledge
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38 is used to advance exploratory innovation (García-Morales *et al.*, 2008). Drawing on
39
40 the OLT, Lane *et al.* (2006, p. 848) explain how “increased learning in a particular
41
42 area enhances the organization's knowledge base in that area, which further increases
43
44 its absorptive capacity”. Following this logic but applying it to the employee level,
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46 transfer of knowledge occurs through coworker knowledge sharing that increases
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48 collective knowledge and in turn develops employee absorptive capacity. This echo
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50 recent developments in the information systems field that extends the discussion of
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4 drivers of organizational absorptive capacity from formal knowledge processing, such
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7 as internal compensation practices and firm's organization structure (e.g. Lane and
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10 Lubatkin, 1998), toward employee absorptive capacity and the micro-level processes
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13 and mechanisms that serve as its antecedents.
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16 For instance, Oliveira *et al.* (2015) indicate that knowledge sharing is likely to
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18 assist individuals' new external knowledge awareness, but then requires individuals to
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20 acquire, assimilate, transform, and exploit that new external knowledge (capacity to
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22 absorb new or at least new-to-the individual external information) for innovation
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24
25 ends. The inference here is that when a firm establishes a culture of knowledge
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27
28 sharing from a participative leadership approach, their employees' subsequently
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31 acquire new learning abilities such as absorptive capacity to process this knowledge
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34 (Liao *et al.*, 2007). A sequential process in the intermediate knowledge mechanisms
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36
37 being investigated is, therefore, suggested here such that coworker knowledge sharing
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39
40 may precede and subsequently drive employee absorptive capacity for innovation
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43 ends. In other words, employee absorptive capacity mediates the path between
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46 employee knowledge sharing and innovation (e.g. Liao *et al.*, 2007). Thus, both
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49 coworker knowledge sharing and absorptive capacity will act together as integrated
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52 mediating mechanisms between participative leadership and employee exploratory
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55 innovation.
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4 To summarize participative leaders build a supportive environment for employee
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7 participation through establishing shared learning norms that, in turn, facilitate
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10 coworker knowledge sharing, the first mediator in the sequence to employee
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13 exploratory innovation. This knowledge then requires employees' assimilation and
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16 transformation through absorptive capacity, which is the second necessary mediator in
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19 the sequence to increase employee exploratory innovation. Thus:
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25 *H3.* Coworker knowledge sharing and absorptive capacity together mediate the
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28 relationship between participative leadership and employee exploratory
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31 innovation.
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37 **Method**

38 *Sample and procedures*

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43 Our research framework aimed to examine the intermediate knowledge mechanisms
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46 between participative leadership and employee exploratory innovation. To test our
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49 framework, we sent an invitation letter to Chief Executive Officers (CEOs) to
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52 participate in the study, randomly selected technology firms from the Taiwan
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55 Economic Journal (TEJ) database. We used personal contact to access these CEOs to
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58 accept our invitation. Technology sectors were chosen because these sectors typically
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4 contend with environmental dynamism and competitiveness across different markets
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7 and pursue exploratory innovation organization-wide (He and Wong, 2004).
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10 Technology-oriented firms also feature heavily in the industrial policy of emerging
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13 economies as a means to generate future industry growth and income (Hodgkinson *et*
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15
16 *al.*, 2016). We distributed 1786 supervisor's and their direct subordinate's
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19 questionnaires in R&D units from 79 firms in Taiwan. Sectors covered include: 39
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22 high technology (49.4%), 4 medium technology (5.0%), and 36 low technology
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25 (45.6%). Due to varying firm size in the sample, the samples varied in size from 6 to
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28 80.

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31 Data collection was conducted across 4 business quarters in 2016. We included a
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34 \$15 (U.S.) dollar incentivization to each participant and offered free consultancy
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37 services for each participant's firm. We conducted three rounds of reminders in each
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40 of the quarters. In quarter 1, we sent surveys to the 1786 subordinates to rate their
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43 direct supervisor's participative leadership. We recycled 1745 valid subordinate's
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46 questionnaires (97.7%) from 79 firms. In quarter 2, we once again sent surveys to the
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49 1745 subordinates to rate their coworker knowledge sharing. We recycled 1701 valid
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52 subordinate's questionnaires (97.5%) from 79 firms. In quarter 3, we sent surveys to
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55 1701 supervisors within those same firms to rate their direct subordinate's absorptive
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58 capacity. We recycled 1652 valid supervisor's questionnaires (97.1%) from 79 firms.
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4 In quarter 4, we again sent surveys to the 1652 supervisors to rate their direct
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6 subordinate's exploratory innovation. We finally acquired 1600 valid supervisor's
7
8 questionnaires (89.6%) from 79 firms. Data from the respondent firms ranged from 6
9
10 to 73 supervisor's and subordinate's samples. Each firm had on average 20.25
11
12 supervisor's and subordinate's samples (s.d. = 9.56). Supervisors were on average
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14 aged 41.48 (s.d. = 7.01) and 29.3% were women; subordinates were on average aged
15
16 32.92 (s.d. = 6.16) and 43.2% were female. CEO firm tenure was on average 7.38
17
18 years (s.d. = 9.08). For education level, supervisors with (1) Masters or above
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20 comprised 61.8%, (2) Bachelor's degree comprised 34.9%, (3) and Others comprised
21
22 3.3% of the sample; for subordinates, (1) Masters or above comprised 52.8%, (2)
23
24 Bachelor's degree comprised 41.8%, and (3) Others comprised 5.4% of the respective
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26 sample. In assessing non-response bias, no significant differences were found between
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28 the first 10% of respondents and the last 10% of respondents for either the supervisor
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30 or subordinate samples.
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46 To attempt to eliminate common method variance (CMV), we collected data on
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48 the independent variables and dependent variables from different respondents
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50 (subordinates and their direct supervisors). We followed the advice of Podsakoff *et al.*
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52 (2003) across survey administration: First, we collected data from multiple sources
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54 across four different time periods. Second, we used a Harman one-factor test to
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4 examine the CMV and we conducted an unrotated factor analysis. The results showed
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7 that five factors were obtained (so more than one factor); the variance explained by
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10 the first factor was 22.92% (so less than 50%); and finally, the variance explained by
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13 the first factor was less than half of the total variance explained (63.39%). Third, we
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16 also used a marker variable correlation procedure. Following Podsakoff et al. (2003),
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19 social desirability was used as the marker variable in the model and this variable is
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22 theoretically unrelated to any other variable in the model. The analysis revealed that
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25 social desirability was not correlated to the research variables ($p \geq .05$), with no
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27
28 significant difference between the two models found. Collectively, we can conclude
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31 that CMV does not appear to be present in the data.
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37 *Measures*

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40 Measurement items were adapted and translated into Chinese by using the
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43 back-translation method (Brislin, 1980) and all items were assessed on a 5-point
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46 Likert scale. Please refer to Appendix for all measurement items.
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49 *Employee exploratory innovation.* We adapted the 7-item measures of Mom *et al.*
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51
52 (2009) to assess employee exploratory innovation ($\alpha = .70$) ($\chi^2/df = 2.82$, $p > .05$,
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55 RMSEA = .03, CFI = .99, GFI = .99, TLI = .99). In terms of adaptations, we changed
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58 the subject from managers to employees.
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4 *Participative leadership.* A 6-item measure by Arnold *et al.* (2000) was adopted to
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7 assess participative leadership ($\alpha = .70$) ($\chi^2/df = 5.32, p < .01, RMSEA = .05, CFI$
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9
10 = .99, GFI = .99, TLI = .99).

11
12
13 *Coworker knowledge sharing.* Kim and Yun's (2015) 7-item measure was adopted to
14
15
16 assess coworker knowledge sharing ($\alpha = .89$) ($\chi^2/df = 14.78, p < .01, RMSEA = .08,$
17
18
19 CFI = .98, GFI = .96, TLI = .97).

20
21
22 *Absorptive capacity.* The 6-item measure of Chang *et al.* (2012) was adopted to assess
23
24
25 absorptive capacity ($\alpha = .86$) ($\chi^2/df = 13.81, p < .01, RMSEA = .08, CFI = .98, GFI$
26
27
28 = .98, TLI = .97).

33 34 *Control variables*

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37 We included various items as control variables that may be related to employee
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39
40 exploratory innovation. First, we controlled for specific firm-level variables: (1) firm
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42
43 size and firm age (He and Wong, 2004; Ozer and Zhang, 2015); (2) unit size and unit
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45
46 age (Jansen *et al.*, 2006); (3) technology sector (He and Wong, 2004); (4) top
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48
49 management team (TMT) size (Beckman, 2006); and, (5) CEO tenure (Cao *et al.*,
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51
52 2010; Jansen *et al.*, 2009). Second, we also controlled for specific employee-level
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54
55 variables: (1) age (Mom *et al.*, 2015; Rogan and Mors, 2014), (2) firm tenure (years)
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57
58 (Mom *et al.*, 2015), (3) unit tenure (years) (Mom *et al.*, 2015), and (4) education level
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(Mom *et al.*, 2015). Third, we controlled for environmental dynamism and environmental competitiveness (Jansen *et al.*, 2006; Mom *et al.*, 2009). Finally, we used social desirability as the marker variable (as discussed above).

Environmental dynamism. A 5-item measure by Jansen *et al.* (2006) was adopted to assess environmental dynamism ($\alpha = .76$) ($\chi^2/df = 5.65$, $p < .01$, RMSEA = .05, CFI = .99, GFI = .99, TLI = .99).

Environmental competitiveness. A 4-item measure by Jansen *et al.* (2006) was adopted to assess environmental competitiveness ($\alpha = .70$) ($\chi^2/df = 8.15$, $p < .001$, RMSEA = .07, CFI = .99, GFI = .99, TLI = .98).

Social desirability response. A 5-item measure by Hays *et al.* (1989) was adopted to assess socially desirability ($\alpha = .95$) ($\chi^2/df = 3.58$, $p < .05$, RMSEA = .04, CFI = .99, GFI = .99, TLI = .99).

Results

Table I shows the descriptive statistics and correlations. No correlation coefficients exceed .65, which is indicative of a lack of multicollinearity among these variables (Cao *et al.*, 2009; Tabachnick and Fidell, 1996). We also conducted a series of indicators of multicollinearity tests among these variables, including tolerance (criteria: 0~1), variance inflation factor (VIF) (criteria ≤ 10) and condition index

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4 (criteria < 30) (Tabachnick and Fidell, 1996). All indicators met with criteria
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6
7 (tolerance = .28~.47, VIF = 2.11~3.61 and condition index = 28.78).
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9

10 **...Insert Table I about here...**
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16 *Testing the measurement model*

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19 In order to confirm the construct-related discriminant validity, we examined whether
20
21 these four measures were different constructs rather than one single construct
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23 (Anderson and Gerbing, 1988; Bagozzi *et al.*, 1991). The four-factor baseline model
24
25 (i.e., employee exploratory innovation; participative leadership; coworker knowledge
26
27 sharing; absorptive capacity) was compared to 11 alternative models. Table II shows a
28
29 comparison of the measurement models. Results reveal that the baseline model has
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31 the best model fit in comparison to the other models.
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40 **...Insert Table II about here...**
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46 *Analytical strategy*

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49 He and Wong (2004) indicate that sector (including high technology; medium
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51 technology; low technology) is related to employee exploratory innovation.
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53 Additionally, Mom *et al.* (2015) also claim that education level (including masters or
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55 above; bachelor; 'other') is related to employee exploratory innovation. Following the
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4 rules of dummy variables in the model, the categorical variables for sector and
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6
7 education were transformed into two dummy variables, respectively (high technology,
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10 low technology; master above, bachelor). Firm size was transformed into the natural
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12
13 log values (Cao *et al.*, 2009).
14

15
16 All data analysis was undertaken following the recommendations of James *et al.*
17
18 (2006) and employed Mplus 7.4 to conduct structural equation modeling (SEM) with
19
20 estimated confidential interval (CI) by normal distribution and Monte Carlo
21
22 simulation. The SEM method benefits to estimate every effect of paths (James *et al.*,
23
24
25 simulation. The SEM method benefits to estimate every effect of paths (James *et al.*,
26
27
28 2006). In order to meet our theoretical hypotheses, our framework was considered as
29
30
31 a partial mediating model (James *et al.*, 2006). The Mplus software provides the
32
33
34 normal distribution and Monte Carlo simulation (Muthén and Muthén, 2015) to
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36
37 examine the confidence intervals (CIs). Monte Carlo simulation would avoid the bias
38
39
40 of parameters estimates to apply robust testing the CIs because data may present
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42
43 skew of the distributions this method (Preacher *et al.*, 2010). The results of Monte
44
45
46 Carlo simulation were a robust check of our model. Due to the manager-employee
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49 data were nested in each firm, we chose a multilevel SEM (MSEM) analysis to
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51
52 correctly interpret the results. For instance, firm-related variables (i.e., firm size, firm
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55 age, TMTs, high technology, low technology, and CEOs tenure) were taken as the
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57
58 firm-level, and other variables were taken as at the individual-level.
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7 *Hypothesis testing*
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10 The results of the normal distribution are presented in Table III. The robustness
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12 results of Monte Carlo simulation are shown in Table IV.
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16 **...Insert Table III and Table IV about here...**
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19 Following James *et al.* (2006), three conditions of partial mediation effects need
20
21 to exist. First, the parameter of direct effect is significant. Second, all parameters of
22
23 indirect paths are significant. Finally, these parameters of indirect effects are
24
25 significant. Finally, these parameters of indirect effects are
26
27 significant.
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29

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31 Hypothesis 1 proposed that coworker knowledge sharing mediates the
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33 relationship between participative leadership and employee exploratory innovation.
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35 The results reveal that coworker knowledge sharing does significantly mediate the
36
37 relationship between participative leadership and employee exploratory innovation (b
38
39 = .12, $p < .01$; 95% CI as a normal distribution: .05, .19; 95% CI as Monte Carlo
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41 simulation: .05, .21), providing full support for hypothesis 1.
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49 Hypothesis 2 expected that absorptive capacity would mediate the relationship
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51 between participative leadership and employee exploratory innovation. The results
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53 reveal that absorptive capacity significantly mediates the relationship between
54
55 participative leadership and employee exploratory innovation ($b = .05$, $p < .05$; 95%
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4 CI as a normal distribution: .02, .08; 95% CI as Monte Carlo simulation: .02, .09), and
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7 again, full support is found.
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10 Finally, hypothesis 3 posited that coworker knowledge sharing and absorptive
11
12 capacity together mediate the relationship between participative leadership and
13
14 employee exploratory innovation. The results reveal that coworker knowledge sharing
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16 *and* absorptive capacity significantly mediate the relationship between participative
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18 leadership and employee exploratory innovation ($b = .04, p < .05$; 95% CI as a normal
19
20 distribution: .01, .07; 95% CI as Monte Carlo simulation: .01, .08), providing support
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28 for this hypothesis.
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34 **Discussion**

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37 Drawing on the OLT, this study sought to investigate the nature of the relationship
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40 between participative leadership and employee exploratory innovation in R&D units
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43 of Taiwanese technology firms. Specifically, the concern of this study was the role of
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45 intermediate knowledge mechanisms in explaining the participative leadership–
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47 employee exploratory innovation path.
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52 Until now, the role of intermediate mechanisms and how they feature in this
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54 relationship has been neglected in the leadership literature, which has focused
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58 predominantly on the direct participative leadership–manager exploratory innovation
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4 relationship (Jansen *et al.*, 2006; Mom *et al.*, 2009; Li, Lin *et al.*, 2015; Mom *et al.*,
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6
7 2015; Rogan and Mors, 2014). Yet, employees are frequently the source of innovation
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10 or executors of the innovation process within organizations. Therefore, we sought to
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13 understand how firms and managers can leverage participative leadership for this end
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16 through those knowledge mechanisms that exist at the employee-level. The findings
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18
19 establish some insights of participative leadership for *employee* exploratory
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21
22 innovation. Further, employee coworker knowledge sharing and employee absorptive
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25 capacity, both independently and in combination, are observed to be necessary
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27
28 intermediate knowledge mechanisms between participative leadership and employee
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31 innovation.

32 33 34 35 36 37 **Theoretical implications**

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40 The results extend previous research on participative leadership and innovation by
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42
43 demonstrating that participative leadership is related to employee exploratory
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46 innovation (Lee and Meyer-Doyle, 2017; Mom *et al.*, 2009). The finding of a positive
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48
49 relationship here extends the empirical results of de Jong and den Hartog (2010), de
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52 Poel *et al.* (2012), Jansen *et al.* (2006), Mom *et al.* (2009), and Newman *et al.* (2016)
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55 from the manager-level to the employee-level. However, the inclusion of intermediate
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58 knowledge mechanisms in our analysis reveals that while participative leadership can
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4 directly affect employee innovative behavior as expected, there are clear additional
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7 indirect mediation effects from coworker knowledge sharing and employee absorptive
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10 capacity. Specifically, the results confirm that participative leadership is related to
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13 employee exploratory innovation through coworker knowledge sharing. Wang and
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15
16 Noe (2010) theorize that leadership characteristics may affect the level of knowledge
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19 sharing through creating knowledge sharing norms. The finding of a positive
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21
22 mediation effect sheds much needed light on this interaction by specifically linking
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25 participative leadership and its characteristics to individual knowledge sharing
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28 activity and employee exploratory innovation in turn. This finding directly addresses
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30
31 the call by Huang *et al.* (2010) for greater understanding of the impact of participative
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34 leadership, by demonstrating its multi-level interaction with coworker knowledge
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37 sharing for employees' radical innovation. The finding of a positive mediation effect
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39
40 also generates meaning of participative management and organization, employee
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43 driven innovation, and practice-based innovation. Specifically, previous on
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46 participative management innovation and organization, employee driven innovation
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49 and practice-based innovation mainly focused on drivers and consequences of such
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51
52 participative management and organization as well as employee driven innovation.
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54
55 This study contributes to the field of participative management and innovation in
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58 general by revealing the intermediation linkages as the call for previous studies (e.g.,
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4 Ellström, 2010; Monge *et al.*, 1992; Feldman and Pentland, 2003). In other words,
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7 this study indicated that organizations can use participative leadership through
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10 different paths such as coworker knowledge sharing and absorptive capacity to
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12
13 promote employee exploratory innovation. In line with previous studies (e.g., Cohen
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15
16 and Levinthal, 1990; Chang *et al.*, 2012; Jansen *et al.*, 2005; Minbaeva *et al.*, 2003),
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18
19 knowledge transfer/sharing and absorptive capacity can serve vital mechanisms to
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21
22 facilitative employee exploratory innovation and organizational performance.
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25 Results also confirm that participative leadership drives employee exploratory
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28 innovation through employee absorptive capacity. This reinforces the need
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31 highlighted by Lane *et al.* (2006) to investigate the role of absorptive capacity at the
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34 individual-level. Since extant absorptive capacity studies have positioned their
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37 analysis at the organizational-level, the contribution of absorptive capacity as
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40 displayed by individual organizational members has been neglected. Yet, the finding
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43 here clearly demonstrates that this learning ability at the micro-level enables
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45
46 participative leaders to drive employee exploratory innovation. The multi-level
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48
49 interactions observed demonstrate how learning processes and innovation emerge at
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51
52 the employee-level, which has been lacking both in the application of OLT constructs
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55 (Martinkenaite and Breunig, 2016; Wang and Noe, 2010) and in the leadership
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58 literature.
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4 Collectively, while participative leadership is important for employee
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7 exploratory innovation it is the knowledge mechanisms existing and interacting at the
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10 employee-level that are central to generating increased employee exploratory
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13 innovation from this leadership approach. Rather than emphasizing the positive role
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16 of sources of external advice for leaders (e.g. van Doorn *et al.*, 2017), based on the
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19 findings we contend that employee-level knowledge mechanisms internal to the firm
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22 augment the positive participative leadership effect. Future research should consider
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25 such multi-level reasoning for further theoretical development of the leadership–
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28 innovation relationship. We also reveal a serial mediation aspect here consistent with
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31 theoretical extensions derived from the OLT, i.e. the relationship between knowledge
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34 creation and knowledge use process as the micro-level (Lane *et al.*, 2006).
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36
37 Specifically, knowledge sharing is a significant precursor to absorptive capacity and
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40 both mechanisms in conjunction act as an enabler of employee exploratory innovation
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43 outcomes, from participative leadership. This finding highlights a sequential and joint
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46 relationship in their mediation effects. Thus, participative leadership promotes
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49 employee exploratory innovation through both the feed-forward and the feed-back of
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52 knowledge flows, as proposed by Vera and Crossan (2004). While barriers to
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55 knowledge diffusion and use within firms are exacerbated by structural hierarchy, i.e.
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58 where detachment between leaders, managers, and employees exist (Reitzig and
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4 Maciejovsky, 2015), our finding here demonstrates that participative leadership
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7 circumvents these barriers. Specifically, it nurtures the micro-level coworker
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10 knowledge sharing and employee absorptive capacity that are necessary for greater
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13 employee exploratory innovation.
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16 Beyond the findings here, there is an opportunity to further integrate leadership
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18 and learning theories into a single lens to illuminate the intermediate knowledge
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20 mechanisms involved in the generation of employee innovation outcomes across
21
22
23 different leadership styles, such as transformational, empowering approaches, or
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25
26 knowledge governance (Ali *et al.*, 2018). This highlights the need for leadership
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28
29 theory to integrate the OLT in future investigation of the innovation legacies of
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32 leadership across organizational levels to capture the complexities of leader-
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35 employee relationships.
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43 **Practical implications**

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46 This study carries a number of practical implications for technology firms in Taiwan
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48 and other similar emerging economies. First, we encourage leaders to adopt a
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50 participative leadership approach since this drives employee involvement in
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53 organizational decision-making and fosters opportunities for coworker knowledge
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56 sharing. In doing so, managers and leaders will nurture employee exploratory
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4 innovation from their participative leadership approach. Second, we also recommend
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6
7 that participative leaders increase discussion in meetings and seek to stimulate
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9
10 employees' brainstorming and their contributions to decision-making to enhance
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12
13 employees' absorptive capacity. Here, employees need access to information and to
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15
16 be given roles in not only acquiring information and knowledge, but also be granted
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18
19 the opportunities to assimilate and use new knowledge for exploratory innovation
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21
22 ends independently, i.e. employees need autonomy and authority to draw on their
23
24
25 absorptive capacity. Third, organizations should use more participative management
26
27
28 methods such joint decision making, coworker support to share the knowledge and
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30
31 create a space to dialogue the potential innovation and barriers. More participative
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33
34 management methods such as learning in project groups (McGrath, 2001), providing
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36
37 more autonomy to individuals or groups in performing a task to develop exploratory
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39
40 innovation. Also, more participative management methods such as collectively
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43 redefining problems and collectively handling problems are vital to promote
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46 exploratory innovation in organizations (e.g., Campbell, 1960; Zollo and Winter,
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48
49 2002). Finally, while developing these distinct intermediate knowledge mechanisms
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52 separately will enhance the participative leadership–employee exploratory innovation
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55 relationship, there are additional benefits to be gained from developing coworker
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58 knowledge sharing *and* employee absorptive capacity simultaneously. These
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4 mechanisms are not mutually exclusive, but rather there is a sequential relationship
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7 between these mechanisms, such that coworker knowledge sharing generates
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10 new-to-the-individual knowledge which then requires employee absorptive capacity
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13 to transform this knowledge for employee innovation ends. In developing both, firms
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16 and their managers ought to experience tangible benefits and improvements to
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19 employee exploratory innovation from a participative leadership approach.
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25 **Limitations and future research directions**

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28 We acknowledge a number of limitations to this study. First, since we focus
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30
31 specifically on technology firms in Taiwan we cannot conclude if these findings will
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34 generalize beyond the emerging economy context. Second, the study examines
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37 individual-level mediation effects and, thus, the inclusion of boundary conditions of
38
39
40 related variables such as organizational culture and team-level variables was beyond
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42
43 the scope of this investigation, but should be explored. For instance, future research
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46 should explore possible cross-level effects, as per calls from authors such as Berson *et*
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48
49 *al.* (2006), Martinkenaite and Breunig (2016), and Wang and Noe (2010). Third, the
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52 study draws on the OLT as a theoretical lens to develop an integrative model of the
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55 intermediate knowledge mechanisms that influence the participative leadership–
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58 employee exploratory innovation relationship. There are of course other theoretical
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4 lenses that could contribute further to our understanding of the causal mechanisms
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7 between leadership and employee innovation. For instance, theories of motivation,
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10 citizenship, or entrepreneurship may well offer significant insights here. As such,
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13 future research may draw on different theories or views to shed further light on the
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16 intermediate links, three-way boundary conditions, or mediated moderation
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19 relationships between leadership and innovation. Finally, the study adopted a
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21
22 time-lagged data collection method but, ultimately, the data is cross-sectional despite
23
24
25 its dyadic nature. Future research should extend this research effort through a
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28 longitudinal investigation of dyad relationships.
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34 **Conclusion**

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37 Knowledge on the relationship between participative leadership and employee
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40 innovation outcomes remains in its infancy. The majority of extant leadership studies
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43 focus on other forms of leadership and their impact on macro-level outcomes rather
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45
46 than micro-level outcomes, such as the role of transformational leadership for unit
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49 innovation, corporate entrepreneurship (Chang *et al.*, 2017) or performance (Chang *et*
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51
52 *al.*, 2018). Those studies that have sought to address this weakness have established
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54
55 that participative leadership is related to manager exploratory innovation (e.g., Jansen
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58 *et al.*, 2006; Mom *et al.*, 2009; Mom *et al.*, 2015; Li, Lin *et al.*, 2015; Rogan and
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4 Mors, 2014), but its relationship with employee exploratory innovation is not clear.
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7 This knowledge void is addressed here in the context of Taiwanese technology firms.
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10 The findings clearly demonstrate that while participative leadership is indeed
11
12 important to realizing employee exploratory innovation there exist key intermediate
13
14 knowledge mechanisms that carry significant mediation effects both independently
15
16 and jointly. Specifically, the findings demonstrate that coworker knowledge sharing
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18 and employee absorptive capacity are fundamental for firms to realize enhanced
19
20 employee exploratory innovation from participative leadership, both independently
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22 and in their joint effect which strengthens this relationship further. The study calls for
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24 the integration of leadership and the OLT to explore further the multi-level knowledge
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26 dynamics at play for leadership effectiveness.
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Table I.
Descriptives and correlations

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Age	32.92	6.16																		
2. Unit tenure	4.19	4.14	.58***																	
3. Firm tenure	4.86	5.08	.61***	.64***																
4. Master above	.53	.50	-.11**	-.10**	-.17**															
5. Bachelor	.42	.49	.06**	.06**	.13***	-.61**														
6. Unit size	2643.55	4454.92	.05***	.15***	.09***	.54***	-.45**													
7. Unit age	11.12	10.88	-.04*	.03	.02	-.15**	.13***	-.17**												
8. Firm size	23695.68	2828926.81	.03	.10***	.06**	.49***	-.43**	.60***	-.26**											
9. Firm age	17.92	17.33	.04*	.03	.03	-.20**	.18***	-.25**	.55***	-.32**										
10. CEO tenure	7.38	9.08	-.09**	-.11**	-.13**	-.07**	.04	-.25**	.49***	-.25**	.40***									
11. TMT size	36.84	43.63	-.08**	-.15**	-.19**	.36***	-.29**	.24***	.00	.37***	.04*	.14***								
12. Environmental dynamism	4.19	.59	-.08**	-.08**	-.11**	.34***	-.26**	.15***	-.10**	.19***	.04*	.04*	.33***							
13. Environmental competitiveness	4.26	.58	-.07**	-.14**	-.13**	.30***	-.21**	.16***	-.16**	.24***	-.02	-.02	.33***	.57***						
14. Sector	1.71	.95	-.09**	-.23**	-.18**	-.20**	.15***	-.43**	.08***	-.27**	.07**	.34***	-.02	.06*	.02					
15. Participative leadership	4.13	.46	-.15**	-.16**	-.20**	.32***	-.24**	.176***	-.22**	.20***	-.13**	-.07**	.38***	.50***	.47***	-.01				
16. Coworker knowledge sharing	4.26	.49	-.21**	-.21**	-.24**	.31***	-.24**	.178***	-.12**	.22***	-.03	.01	.38***	.55***	.55***	.02	.56***			
17. Absorptive capacity	4.17	.48	-.16**	-.17**	-.20**	.33***	-.24**	.23***	-.17**	.24***	-.08**	-.00	.37***	.53***	.55***	-.03	.61***	.62***		
18. Employee exploratory innovation	3.63	.40	-.18**	-.24**	-.24**	.17***	-.10**	.06**	-.10**	.13***	-.00	.05*	.34***	.45***	.44***	.11***	.50***	.57***	.55***	

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* $p < .05$, ** $p < .01$, *** $p < .001$.



Table II.

Comparisons of measurement models

Model	No. of factors	χ^2	df	$\Delta\chi^2$	Δdf	RMSEA	CFI	GFI	TLI
Baseline	Four ^a	813.08	293	-	-	.08	.94	.90	.93
1	Three ^b	1151.71	294	338.63***	1	.10	.93	.86	.92
2	Three ^c	1231.14	294	418.06***	1	.11	.93	.86	.92
3	Three ^d	1218.68	294	405.6***	1	.11	.93	.86	.92
4	Three ^e	1120.71	294	307.63***	1	.11	.93	.86	.92
5	Three ^f	1210.60	294	397.52***	1	.11	.93	.86	.92
6	Three ^g	1191.85	294	378.77***	1	.11	.93	.86	.92
7	Two ^h	1949.55	296	1136.47***	3	.12	.82	.75	.81
8	Two ⁱ	1937.09	296	1124.01***	3	.12	.82	.75	.82
9	Two ^j	1951.48	296	1138.4***	3	.12	.82	.75	.81
10	Two ^k	1929.99	296	1116.91***	3	.12	.82	.75	.82
11	One ^l	2956.18	299	2143.1***	6	.15	.72	.65	.71

Note. ^aemployee exploratory innovation (EEI); participative leadership (PL); coworker knowledge sharing (CKS); absorptive capacity (AC). ^bEEI + PL; CKS; AC. ^cEEI + CKS; PL; AC. ^dEEI + AC; PL; CKS. ^ePL + CKS; EEI; AC. ^fPL + AC; EEI; CKS. ^gCKS + AC; EEI; PL. ^hEEI + PL + CKS; AC. ⁱEEI + PL + AC; CKS. ^jEEI + CKS + AC; PL. ^kPL + CKS + AC; EEI. ^lEEI + PL + CKS + AC.

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table III.
Results of the mediation model^a

Part (unstandardized estimates)	Estimate	Normal distribution	
		LLCI ^d	ULCI ^d
Participative leadership → coworker knowledge sharing	.66***	.51	.81
Participative leadership → absorptive capacity	.39***	.31	.47
Coworker knowledge sharing → absorptive capacity	.56***	.47	.65
Coworker knowledge sharing → employee exploratory innovation	.18***	.08	.28
<i>A: Direct effect</i>			
Participative leadership → employee exploratory innovation	.13***	.08	.18
Absorptive capacity → employee exploratory innovation	.10*	.02	.18
Firm size (log) ^b → employee exploratory innovation	-.01	-.03	.01
Firm age ^b → employee exploratory innovation	-.001	-.004	.002
Unit size → employee exploratory innovation	.00	.00	.00
Unit age → employee exploratory innovation	.00	-.01	.01
Environmental dynamism → employee exploratory innovation	-.04	-.15	.07
Environmental competitiveness → employee exploratory innovation	.12*	.03	.21
High technology ^b → employee exploratory innovation	.17	.01	.33
Low technology ^b → employee exploratory innovation	.17	.01	.33
Age → employee exploratory innovation	.008*	.003	.013
Firm tenure → employee exploratory innovation	-.03**	-.05	-.01
Unit tenure → exploratory innovation	.01	-.02	.03
Master above → employee exploratory innovation	-.02	-.20	.16
Bachelor → employee exploratory innovation	.07	-.12	.26
TMT size ^b → employee exploratory innovation	.002**	.001	.003
CEO tenure ^b → employee exploratory innovation	.003	-.003	.009
<i>B: Indirect effect</i>			
Participative leadership → coworker knowledge sharing → employee exploratory innovation	.12**	.05	.19
Participative leadership → absorptive capacity → employee exploratory innovation	.05*	.02	.08
Participative leadership → coworker knowledge sharing → absorptive capacity → employee exploratory innovation	.04*	.01	.07
<i>C: Total effect</i>			
	.34***	.25	.43

^an = 1600 at the individual level (level 1); n = 79 at the firm level (level 2). ^bthese variables were marked at level 2, and others were at level 1. ^c* p < .05, ** p < .01, *** p < .001. ^dCI = confidence interval; LLCI = lower level of the 95% confidence interval; ULCI = upper level of the 95% confidence interval.

Table IV.
Results of the mediation model^a

Part (unstandardized estimates)	Estimate	Monte Carlo Simulation ^e	
		LLCI ^d	ULCI ^d
Participative leadership → coworker knowledge sharing	.66***	.51	.88
Participative leadership → absorptive capacity	.39***	.31	.51
Coworker knowledge sharing → absorptive capacity	.56***	.47	.71
Coworker knowledge sharing → employee exploratory innovation	.18***	.08	.30
<i>A: Direct effect</i>			
Participative leadership → employee exploratory innovation	.13***	.08	.20
Absorptive capacity → employee exploratory innovation	.10*	.02	.20
Firm size (log) ^b → employee exploratory innovation	-.01	-.04	.01
Firm age ^b → employee exploratory innovation	-.001	-.01	.002
Unit size → employee exploratory innovation	.00	.00	.00
Unit age → employee exploratory innovation	.00	-.01	.01
Environmental dynamism → employee exploratory innovation	-.04	-.16	.07
Environmental competitiveness → employee exploratory innovation	.12*	.03	.23
High technology ^b → employee exploratory innovation	.17	.01	.35
Low technology ^b → employee exploratory innovation	.17	.01	.35
Age → employee exploratory innovation	.008*	.003	.02
Firm tenure → employee exploratory innovation	-.03**	-.06	-.01
Unit tenure → exploratory innovation	.01	-.02	.04
Master above → employee exploratory innovation	-.02	-.21	.16
Bachelor → employee exploratory innovation	.07	-.12	.27
TMT size ^b → employee exploratory innovation	.002**	.001	.004
CEO tenure ^b → employee exploratory innovation	.003	-.003	.01
<i>B: Indirect effect</i>			
Participative leadership → coworker knowledge sharing → employee exploratory innovation	.12***	.05	.21
Participative leadership → absorptive capacity → employee exploratory innovation	.05*	.02	.09
Participative leadership → coworker knowledge sharing → absorptive capacity → employee exploratory innovation	.04*	.01	.08
<i>C: Total effect</i>			
	.34***	.25	.47

^an = 1600 at the individual level (level 1); n = 79 at the firm level (level 2). ^bthese variables were marked at level 2, and others were at level 1. ^cp < .05, **p < .01, ***p < .001. ^dCI = confidence interval; LLCI = lower level of the 95% confidence interval; ULCI = upper level of the 95% confidence interval. ^e50000 times.

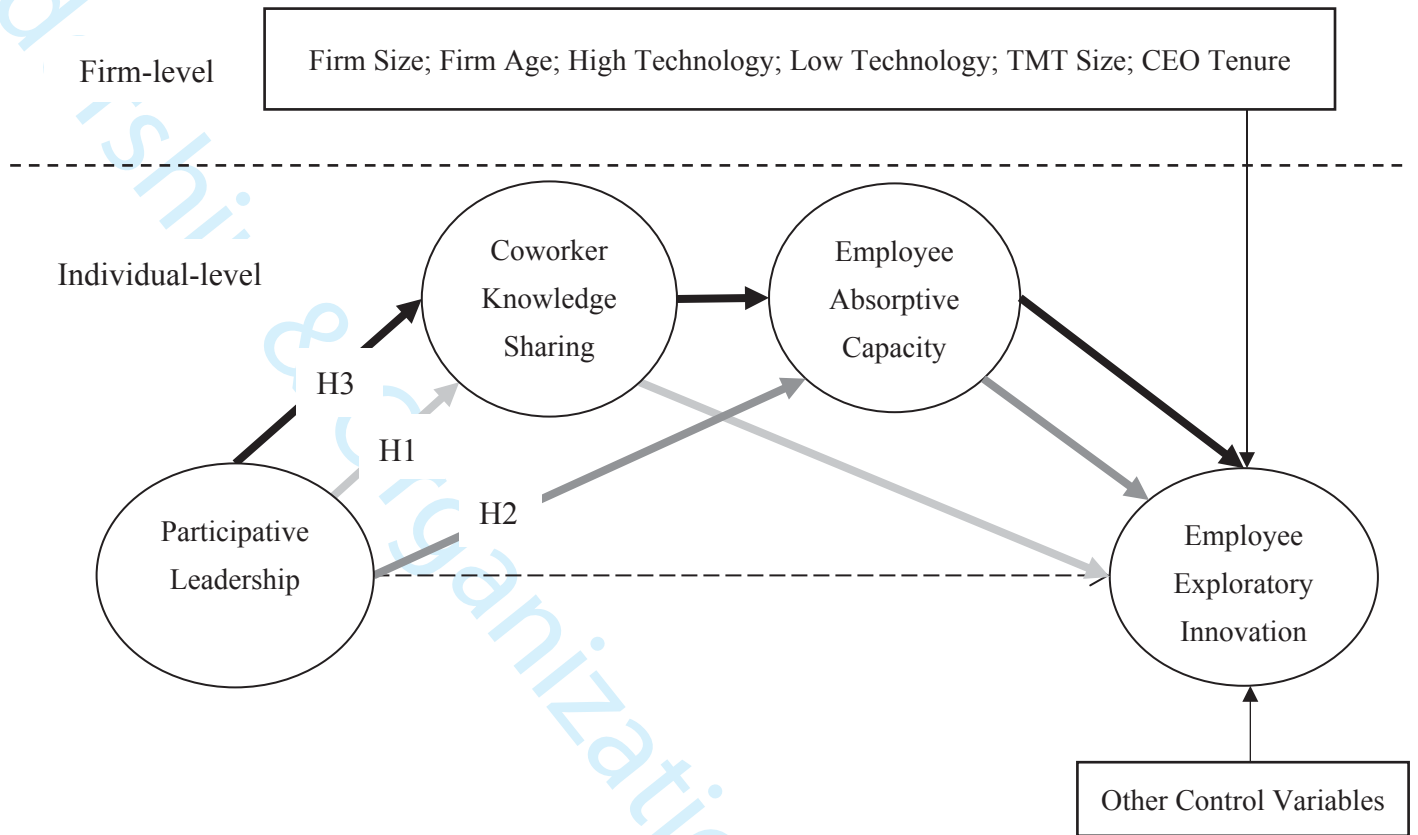


Figure 1.
Research framework

Appendix. Survey items

Employee exploratory innovation

(building on Mom *et al.*, 2009, 1 = very small extent to 7 = very large extent)

- Searching for new possibilities with respect to products/services, processes, or markets.
 - Evaluating diverse options with respect to products/services, processes, or markets.
 - Focusing on strong renewal of products/services or processes.
 - Activities of which the associated yields or costs are currently unclear.
 - Activities requiring quite some adaptability of your employee.
 - Activities requiring your employee to learn new skills or knowledge.
 - Activities that are not (yet) clearly existing company policy.
-

Participative leadership

(building on Arnold *et al.*, 2000, 1 = strongly disagree to 7 = strongly agree)

- Encourages work group members to express ideas/suggestions.
 - Listens to my work group's ideas and suggestions.
 - Uses my work group's suggestions to make decisions that affect us.
 - Gives all work group members a chance to voice their opinions.
 - Considers my work group's ideas when he/she disagrees with them.
 - Makes decisions that are based only on his/her own ideas.
-

Coworker knowledge sharing

(building on Kim and Yun, 2015, 1 = strongly disagree to 7 = strongly agree)

- Coworkers in our team shares their special knowledge and expertise with one another.
 - If coworkers in our team have some special knowledge about how to perform the task, they are likely to tell one another about it.
 - Coworkers in our team exchange information, knowledge, and sharing of skills with one another.
 - Coworkers in our team freely provide one another with hard-to-find knowledge or specialized skills.
 - Coworkers in our team help one another in developing relevant strategies.
 - Coworkers in our team share lot of information with one another.
 - Coworkers in our team offer lots of suggestions to one another.
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Absorptive capacity

(building on Chang *et al.*, 2012, 1 = strongly disagree to 7 = strongly agree)

- Have the ability to acquire new knowledge from the company to achieve targets.
 - Have a vision of what the unit is trying to achieve through the transfer of knowledge from the company.
 - Have the technical competency to absorb the knowledge from the company.
 - Have the necessary skills to implement the practices from the company.
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- Have the ability to convert knowledge or the practices from the company.
 - Have the ability to exploit new knowledge or practices from the company.
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Environmental dynamism

(building on Jansen *et al.*, 2006, 1 = strongly disagree to 7 = strongly agree)

- Environmental changes in our local market are intense.
 - Our clients regularly ask for new products and services.
 - In our local market, changes are taking place continuously.
 - In a year, nothing has changed in our market.
 - In our market, the volumes of products and services to be delivered change fast and often.
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Environmental competitiveness

(building on Jansen *et al.*, 2006, 1 = strongly disagree to 7 = strongly agree)

- Competition in our local market is intense.
 - Our organizational unit has relatively strong competitors.
 - Competition in our local market is extremely high.
 - Price competition is a hallmark of our local market.
-

Social desirability

(building on Hays *et al.*, 1989, 1 = definitely true to 7 = definitely false)

- I am always courteous even to people who are disagreeable.
 - There have been occasions when I took advantage of someone.
 - I sometimes try to get even rather than forgive and forget.
 - I sometimes feel resentful when I don't get my way.
 - No matter who I'm talking to, I'm always a good listener.
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