Organizational Social Activities and Knowledge Management Behaviors:

An Affective Events Perspective

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Abstract

Research indicates that relationship-oriented HR practices can increase organizational knowledge, yet we know little about the effects of relationship-oriented HR practices on employee knowledge management behaviors. Drawing from affective events theory, we examine the indirect effect of participation in one type of relationship-oriented HR practice (i.e., organizational social activities) on three knowledge management behaviors (i.e., knowledge sharing, knowledge hiding, knowledge manipulating) via positive affect, as well as the conditional indirect effect of intrinsic motivation for organizational social activities on these relationships. Utilizing a time-separated field study (n = 163), our analysis reveals positive affect fully mediates the relationship between participation in organizational social activities and (a) knowledge sharing and (b) knowledge hiding, and partially mediates the relationship between participation in organizational social activities and (c) knowledge manipulating. Most interestingly, we unexpectedly found a positive direct effect of participation in organizational social activities on knowledge manipulation, even though the indirect effect via positive affect

was negative. The results also indicate that, for individuals with high intrinsic motivation for social activities, there is a significant indirect effect of participation in organizational social activities on all three knowledge management behaviors.

Keywords: Relationship-oriented HR practices; social activities; positive affect; knowledge management behaviors; intrinsic motivation, affective events theory

Notes:

- All authors equally contributed to this manuscript.
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Human resource management (HRM) scholars are increasingly acknowledging the influence of HR practices on interpersonal interactions (Collins & Clark, 2003; Evans & Davis, 2005; Jackson et al., 2006; Soltis et al., 2018). One interpersonal interaction that is critical in today's knowledge economy relates to interactions involving knowledge management (e.g., Gilson et al., 2013; Hislop et al., 2018; Stenius et al., 2017). However, as HRM scholars have predominantly limited their investigation of HR practices and knowledge management to the macro (e.g., Gittell et al , 2010) and meso (e.g., Kehoe & Collins, 2017) levels, we have little insight into how HR practices shape individual-level knowledge management behaviors (KMBs) (Stenius et al., 2017), including knowledge sharing, knowledge hiding, and knowledge manipulating.

Research on HR practices emphasizes the importance of relationship-oriented HR practices in creating social environments that provide greater access to organizational knowledge (Kehoe & Collins, 2017). Specifically, relationship-oriented HR practices support knowledge exchange by fostering cooperation, strengthening existing bonds, and building shared understandings between employees through relationship-building opportunities (Kehoe & Collins, 2017). While some relationship-oriented HR practices are designed to unidirectionally communicate knowledge *to employees* (e.g., training sessions, unit-wide meetings; Kehoe & Collins, 2017), we focus on the relationship-oriented HR practice of organizational social activities because these activities allow organizations to regularly foster relational exchanges *between employees* (e.g., Gittell et al., 2010; Leana & Van Buren, 1999). Organizational social activities provide opportunities for coworkers to develop trust-based relationships (Oh et al., 2004), promote openness during interactions (Gittell et al., 2010), and mutually share

information (Luthans & Youssef, 2004) – conditions that are critical for open knowledge exchanges (Rhee & Choi, 2017).

Despite the intended effects of organizational social activities, research shows that participation in these social activities can lead to both positive (e.g., Gittell et al., 2010; Kehoe & Collins, 2017) and negative (e.g., Morgan & Martin, 2008; Rippin, 2011) outcomes. Given that existing research indicates that participation in social activities can shape affective experiences (Pryor et al., 2010), we argue that these mixed results may be partially explained by affective events theory (AET) (Weiss & Cropanzano, 1996), which suggests that employee participation in organizational social activities triggers an emotional response that shapes employee behaviors. Specifically, as employees may have a positive affective experience from participating in organizational social activities (Pryor et al., 2010), these positive experiences may promote positive knowledge management behaviors. This suggests that positive affect – a state of "high energy, full concentration, and pleasurable engagement" (Watson et al., 1988, p. 1063) – may play a critical mediating role in the relationship between participation in organizational social activities and KMBs.

Furthermore, researchers have started to recognize that employee participation in organizational social activities is affected by whether employees *want* to participate in these social activities (Michel et al., 2019). Based on work motivation research that shows employees who have high intrinsic motivation are likely to experience interactions in their work environment quite differently than those with low intrinsic motivation (Fernet & Austin, 2014; Trépanier et al., 2020), we expect intrinsic motivation for social activities (i.e., a desire to engage in social activities out of interest and enjoyment) to moderate the effect of participation in organizational social activities on positive affect. Using self-determination theory (Deci & Ryan,

2000), we argue that, because employees who are high in intrinsic motivation for social activities respond with greater involvement in organizational social activities, they are likely to experience strong positive affect from their immersion in such activities. In sum, we test the moderating effect of intrinsic motivation for social activities on the indirect effect of participation in organizational social activities on KMBs via positive affect using data from a field study collected over three periods of time.

This research provides three important contributions. First, this study addresses calls for research to examine the effects of relationship-oriented HR practices on interpersonal interactions (Gittell & Douglass, 2012), with a particular focus on knowledge management. While existing research that connects relationship-oriented HR practices to knowledge management outcomes largely adopts higher level, behavioral perspectives (i.e., Gittell et al., 2010; Kehoe & Collins, 2017), we utilize an affective perspective to illustrate how emotional responses to participation in a specific HR practice may be associated with more desirable (i.e., knowledge sharing) and less undesirable (i.e., knowledge hiding, knowledge manipulating) behaviors that are critical for effective knowledge management (Rhee & Choi, 2017). Second, an affective lens (i.e., AET) provides new insights into the effect of relationship-oriented HR practices at the individual level by addressing some of the mixed results of the outcomes of organizational social activities (Tews et al., 2014). We contribute to this literature by showing that positive affect is a critical factor in explaining why participation in social activities is related to desirable knowledge exchange. Third, we introduce the concept of intrinsic motivation for social activities as a critical boundary condition to show that motivation for non-work activities can importantly influence employee work behaviors (i.e., knowledge behaviors).

Organizational Social Activities and Employee Outcomes

One important relationship-oriented HR practice that organizations draw upon to foster positive relational interactions is that of social activities (Methot et al., 2018). Organizational social activities refer to organization-wide activities that involve relational interactions between employees. Examples of these social activities include team-building activities, social events, friendly competitions, recognition of personal milestones, and celebrations of notable achievements (Tews et al., 2014). Although organizational social activities comprise a general concept to describe organization-wide social events, there are more specific concepts that researchers have examined, such as fun activities (i.e., social activities designed to be fun) (e.g., Michel et al., 2019) or team-building exercises (i.e., activities designed for teams) (e.g., Klein et al., 2009). Since this research examines organization-wide social activities that were not necessarily deemed by the organization to be fun (e.g., fitness challenges may not be fun), this research uses the broader construct of organizational social activities.

Although several studies reveal that relationship-oriented HR practices, including organizational social activities, affect relational interactions (Collins & Clark, 2003; Hernaus et al., 2021; Tews et al., 2014), we know little about how these practices shape how employees exchange their knowledge (Kehoe & Collins, 2017). This is important as HR scholars have alluded to the need to open up the ‘black box’ between HR practices and organizational performance (Guest, 2011; Paauwe, 2009), with some research pointing to the importance of organizational knowledge in shaping these effects (Gagné, 2009; Stenius et al., 2017). Contributing to this vein of research, we investigate how the employee experience of organizational social activities affects how employees exchange their knowledge with others. This micro focus is important as HR research reveals that employees experience HR practices

differently than their managers (Liao et al., 2009). As such, we focus on *employee-rated participation* in organizational social activities (i.e., the extent to which employees attend organizational social activities), given that we are most interested in how the actual involvement in these social activities affect how employees feel and act.

Given the highly social nature of these activities, there is little surprise that the individual-level research on social activities echo the higher-level organizational findings on relationship-oriented HR practices. That is, social activities are associated with positive relational interactions, such as citizenship behaviors (Fluegge-Woolf, 2014), constituent attachment (Tews et al., 2014), and connectedness and camaraderie (Plester & Hutchison, 2016). Although research shows that fun activities foster overall informal learning (Tews et al., 2017), to the best of our knowledge, there have been limited theoretical insights that link organizational social activities to (un)desirable knowledge management behaviors (KMBs). While Tews et al. (2017) focus on the direct effect of fun activities on learner-initiated behaviors to acquire new knowledge and skills, we seek to build upon this research with an investigation of how organizational social activities affect how employees *manage* their previously acquired knowledge through KMBs. This distinction between the acquisition and management of knowledge is important, as research suggests that acquiring new knowledge is generally positive for the organization (Bloodgood, 2019), but how employees manage their knowledge may lead to positive (e.g., knowledge sharing) or negative (e.g., knowledge hiding, knowledge manipulating) behaviors (Rhee & Choi, 2017). Support for this direction of research is further offered by macro and meso level research that suggests relationship-oriented HR practices (which include social activities) can foster knowledge exchange (e.g., Kehoe & Collins, 2017).

Despite the importance of this, we do not yet understand how employee participation in organizational social activities at the individual level can affect their KMBs.

This research examines three KMBs: knowledge sharing, knowledge hiding, and knowledge manipulating. *Knowledge sharing* occurs when employees provide task information and offer know-how information to benefit others (Cummings, 2004; Pulakos et al., 2003; Wang & Noe, 2010). *Knowledge hiding* occurs when there is a deliberate effort to withhold or conceal knowledge that has been requested by someone else (Connelly et al., 2012).[1] *Knowledge manipulating* refers to the purposeful exaggeration of knowledge (including its value and content) to another person in order to benefit oneself (Bettis-Outland, 1999; Rhee & Choi, 2017). We focus on these KMBs because they represent the three primary ways in which employees strategically manage their knowledge (Rhee & Choi, 2017). AET research suggests that accounting for the strategic intentions of behaviors (such as those associated with these KMBs) is critical to more deeply understand the implications associated with affective responses to organizational events (Ashton-James & Ashkanasy, 2005).

Organizational Social Activities and Knowledge Management Behaviors: An Affective Events Perspective

The core premise of affective events theory (AET) is that organizational events are affective experiences that induce changes in terms of how employees feel and behave in the workplace (Weiss & Cropanzano, 1996). Organizational social activities are specific events that elicit an appraisal process involving the evaluation of their experience in these social activities

[1] Knowledge hiding differs from knowledge sharing, in that it reflects an intentional withholding of information that has been requested, which is different from simply not sharing knowledge with others (that may or may not have been requested by others) (Connelly et al., 2012). Furthermore, while knowledge hiding and knowledge sharing may seem to be similar constructs, they are conceptually distinct in that the motivations that drive these behaviors are different (Connelly et al., 2012).

(Weiss & Cropanzano, 1996). This evaluation process prompts an affective reaction that leads to a change in affective states, such as moods, emotions, and affect (Weiss & Cropanzano, 1996). Research suggests that positive evaluations of social activities are associated with greater positive affect (Ilies et al., 2015), suggesting that participation in organizational social activities will lead employees to experience greater positive affect.

AET further notes that affective states influence two distinct types of behaviors, namely, affect- and judgment-driven behaviors (Weiss & Cropanzano, 1996). Affect-driven behaviors are short-term, state-like behaviors (e.g., work withdrawal) that are directly caused by affective states (Judge & Kammeyer-Mueller, 2012). Judgment-driven behaviors are long-term, reasoned behaviors (e.g., turnover) that are directly caused by work attitudes (e.g., job satisfaction), which are formed based on affective states (Judge & Kammeyer-Mueller, 2012). Therefore, affective reactions have a direct influence on state-like behaviors (i.e., affect-driven behaviors) and an indirect influence (via work attitudes) on long-term behaviors (i.e., judgment-driven behaviors). We reason that positive affect influences affect-driven behaviors in that employees who experience positive affect are more likely to engage in desirable KMBs.

However, since AET offers limited theoretical guidance in terms of *how* emotions affect behaviors (Weiss & Beal, 2005), we draw insights from broaden-and-build theory (Fredrickson, 1998, 2001) to help discern how affective states influence these desirable KMBs. Importantly, broaden-and-build theory sheds important insights into how positive affect influences how employees manage their resources, including their intellectual resources. Since knowledge is inherently an intellectual resource (Li et al., 2018), this theoretical lens illuminates how positive affect can influence how employees manage their knowledge through KMBs. According to broaden-and-build theory, positive affect leads to broadened thought-action repertories, which

facilitate the acquisition of personal resources (Fredrickson, 1998). Unlike discrete emotions theorists, Fredrickson (1998, 2001) states that positive emotions *broaden* scopes of attention and cognition, which are instrumental to *build* personal resources through cognitive (and perhaps behavioral) actions. Accordingly, employees who experience positive affect are more likely to experience broadened scopes of attention and cognition, which fosters more inclusive thinking that draws a deeper consideration to the interests of others (Fredrickson, 1998). Thus, employees who experience positive affect are more likely to consider the interests of others, thereby leading to desirable KMBs that benefit others.

AET further asserts that person-related factors (e.g., intrinsic motivation) moderate the relationship between organizational events and affective states because "individuals are not passive recipients" (Weiss & Cropanzano, 1996, p. 39). Although employees may participate in social activities for several reasons (e.g., Dumas et al., 2013), we investigate the moderating role of intrinsic motivation, referring to the motivation of "doing an activity for its own sake, that is, because it is interesting and enjoyable in itself" (Gagné et al., 2015, p. 179). While much of the work motivation literature examines intrinsic motivation for work (e.g., Dysvik & Kuvaas, 2011; Menges et al., 2017), we follow the lead of researchers who investigate a context-specific form of intrinsic motivation (e.g., Messmann & Mulder, 2014). Specifically, we focus on *intrinsic motivation for social activities* (i.e., the extent to which employees desire to participate in organizational social activities out of interest and enjoyment) to more deeply understand how the motivational pursuit of organizational social activities may influence the relationship between their participation in social activities and their subsequent outcomes.

We investigate the moderating role of intrinsic motivation on the effect of organizational social activities because, although participation in organizational social activities is inherently an

affective experience, how much employees experience enjoyment from these social activities depends on whether they *want* to participate in these activities out of their own interest and enjoyment. This moderating role of intrinsic motivation corresponds with research that posits work motivation shapes how employees evaluate and respond to their work environment (Fernet & Austin, 2014; Kim et al., 2018; Tu & Lu, 2016; Zhou et al., 2012). To illustrate, Dysvik and Kuvaas (2011) show that intrinsic motivation moderates the perceived autonomy and job performance relationship, such that intrinsically motivated employees are more apt to seize the opportunities associated with autonomy to perform better. Similarly, Trépanier et al. (2013) found that autonomous motivation moderates the relationship between job demands and psychological distress, suggesting that how employees evaluate job demands affects how they manage their work to alleviate distress. Thus, research suggests that the effect of social activities on positive affect is likely shaped by intrinsic motivation.

Based on insights from self-determination theory (Deci & Ryan, 2000), we expect that the positive relationship between organizational social activities and positive affect strengthens for those with high intrinsic motivation for social activities. Compared to employees with low intrinsic motivation for social activities, we posit that employees who are intrinsically motivated are more apt to evaluate their experience more favorably (Michel et al., 2019). This is because these employees are much more fully immersed in the social activities out of interest and enjoyment, leading to greater positive affect and subsequently desirable KMBs.

Organizational Social Activities and KMBs via Positive Affect

Drawing from AET (Weiss & Cropanzano, 1996), we propose that employees who participate in organizational social activities are likely to have a positive affective experience. Organizational social activities provide employees with a platform for interpersonal interactions

(Fluegge-Woolf, 2014). These interpersonal interactions facilitate greater social immersion, leading to smiles and laughter between employees (Kraut & Johnston, 1979). It is these positive momentary experiences, in which employees are socially engaged, that employees experience a sense of delight (Klein et al., 2009; Reis et al., 2017; Watson et al., 1992). As such, social activities can be engaging (Becker & Tews, 2016) and energizing (Sonnentag, 2001). As these social experiences can color the experience and evaluation of these social activities (Methot et al., 2017), employees are posited to experience elevated positive affect (e.g., Clark & Watson, 1988; Ilies et al., 2015; Nezlek & Plesko, 2003). Accordingly, we propose that participation in organizational social activities is associated with greater positive affect.

We further expect that employees who experience this positive affect are more likely to engage in desirable KMBs. Although AET suggests affective states, such as positive affect, prompt affect-driven behaviors (Weiss & Cropanzano, 1996), we draw insights from broaden-and-build theory (Fredrickson, 1998, 2001) to illuminate *how* positive affect leads to desirable KMBs. The *broadening hypothesis* asserts that positive emotions broaden thought-action repertories that involve the consideration of an "array of behaviors, viewpoints, or results" (Michel et al., 2019, p. 106) that prompt "a wider range of thoughts and actions" (Fredrickson & Branigan, 2005, p. 314). Positive affect involves broadened scopes of attention and cognition, which reflects more inclusive thinking, holistic information processing, and extensive cognitive elaboration (Fredrickson, 1998). Research further reveals that other-focused employees tend to share critical information, while self-focused employees are more likely to strategically conceal and lie about important information (Steinel et al., 2010). Therefore, we propose that positive affect enables for broadened thought-action repertories that facilitate desirable KMBs.

The *building hypothesis* suggests that employees who experience positive affect engage in cognitive (and perhaps behavioral) actions to build their personal resources (Fredrickson, 2001). Employees who feel positive affect experience more holistic and inclusive thinking that compels them to attend to the interests of others (Fredrickson, 1998), such as through extra-role behaviors (van Woerkom & Meyers, 2015). Building on this, we assert this also leads to greater knowledge sharing in that there are a plethora of benefits associated with knowledge sharing (Wang & Noe, 2010). To illustrate, knowledge sharing is critical for improved innovation and performance at the individual (Carmeli et al., 2013; Huang et al., 2014), team (Dong et al., 2017; Jamshed & Majeed, 2019) and organizational (Wang et al., 2016) levels. Thus, although knowledge sharing may incur some personal costs (Cabrera & Cabrera, 2002), employees who experience positive affect understand the value of sharing their knowledge to benefit others, leading to greater knowledge sharing behaviors (Chiu et al., 2018; Huang, 2009).

The *building hypothesis* further suggests that employees who experience positive affect may build their resources through cognitive actions (Fredrickson, 1998). Accordingly, positive affect involves broadened patterns of thought, leading to the abandonment of behaviors that fail to align with these cognitions (Fredrickson, 1998). Research reveals that positive affect is related to the abandonment of behaviors that fail to support the interests of others, such as organizational deviance (Mackey et al., 2021) and tendencies to gossip (Brady et al., 2017). Similarly, we propose that employees with positive affect are likely to abandon two KMBs, namely, knowledge hiding and knowledge manipulating, given that these behaviors often fail to support the interests of others (Rhee & Choi, 2017).

Although knowledge hiding is not always necessarily destructive to the interests of others (Connelly & Zweig, 2015), knowledge hiding largely fails to serve the interests of others (e.g.,

Burmeister et al., 2019; Černe et al., 2017; Jiang et al., 2019; Wang et al., 2018). Employees with positive affect are likely to abandon knowledge hiding behaviors because hiding knowledge from those who request it fails to support the interests of these requestors (Connelly et al., 2012). For instance, knowledge hiding decreases psychological safety (Jiang et al., 2019) and hinders team creativity (Bogilović et al., 2017; Zhu et al., 2019). Furthermore, employees with positive affect are also more likely to abandon knowledge manipulating behaviors because these behaviors also largely fail to attend to the interests of others (Larson & King, 1996). Although employees seek to manipulate their knowledge by exaggerating its value and downplaying its drawbacks to benefit oneself (Rhee & Choi, 2017), these behaviors often harm others in that this manipulated information is not fully accurate. For instance, research shows that systematic information distortion, such as downplaying negative performance information, reduces organizational learning and performance (Fang et al., 2014). Moreover, Siano and colleagues (2017) show that organizational leaders may engage in deceptive manipulation to mislead stakeholders. Taken together, participation in organizational social activities leads to desirable KMBs through positive affect.

Hypothesis 1a: Positive affect positively mediates the relationship between participation in organizational social activities and knowledge sharing.

Hypothesis 1b: Positive affect negatively mediates the relationship between participation in organizational social activities and knowledge hiding.

Hypothesis 1c: Positive affect negatively mediates the relationship between participation in organizational social activities and knowledge manipulating.

The Moderating Role of Intrinsic Motivation for Social Activities

AET theory (Weiss & Cropanzano, 1996) suggests that, as person-related factors can shape how employees affectively experience social activities, they can moderate the relationship between organizational social activities and positive affect. We draw insights from self-

determination theory (SDT) (Deci & Ryan, 2000) to propose that participation in social activities is associated with greater positive affect for those who are intrinsically motivated to participate in social activities out of their own volition. SDT describes a meta-theory of human motivation wherein individual motivation influences wellbeing and performance (Deci & Ryan, 2000). Individuals can have autonomous (as opposed to controlled) motivation, which reflects their willingness, choice, and volition to partake in social activities (Deci et al., 2017). The purest form of autonomous motivation is intrinsic motivation (Grant, 2008). In this case, individuals pursue activities out of interest and enjoyment, which is fully self-determined, volitional, and autonomous (Kehr, 2004). Employees with high intrinsic motivation for social activities participate out of their own interest and enjoyment for social activities. Thus, we expect that the relationship between participation in organizational social activities and positive affect will be stronger when employees are intrinsically motivated to participate in the activities.[2]

Drawing insights from this theoretical lens, we suggest that social activities provide those with high intrinsic motivation for social activities with a vessel in which to satisfy their need for relatedness (Trougakos et al., 2014). SDT suggests that intrinsic motivation directs attention towards actions that satisfy innate psychological needs (Deci & Ryan, 2000; Ryan & Deci, 2000), which includes the need for relatedness – the pervasive need to create and sustain enduring interpersonal relationships (Baumeister & Leary, 1995). Given that intrinsically motivated employees devote their energies and efforts out of interest and enjoyment to such activities (Grant, 2008), employees are likely to feel enjoyment from these social activities as they help to satisfy their need for relatedness. Given that these social activities enable for

[2] Following the lead of others (e.g., Kuvaas, 2006; Tu & Lu, 2016), we conceptualize intrinsic motivation as a dispositional trait that characterizes a consistent motivation to participate in organizational social activities for the sake of their interest and enjoyment. This contrasts a state-like approach that would focus on understanding motivation to participate in a specific social activity.

strengthened relationships (Methot et al., 2018), there is little surprise that social activities are associated with constituent attachment (Tews et al., 2014) and workplace friendships (Boekhorst et al., 2021). Compared to those who have low intrinsic motivation for social activities, we propose that intrinsically motivated employees are more immersed in social activities, allowing them to satisfy their relatedness needs. In turn, these employees experience elevated positive affect. In support, Tu and Lu (2016) find that ethical leadership is more positively related to general self-efficacy when intrinsic motivation at work is high, which they partly explain by the fact that ethical leaders are able to fulfil some of their relational needs. In sum, participation in organizational social activities is likely to lead to greater positive affect for those who are intrinsically motivated to participate in these activities.

> *Hypothesis 2: Intrinsic motivation for social activities positively moderates the relationship between participation in organizational social activities and positive affect.*

Drawing from AET (Weiss & Cropanzano, 1996), we suggest that employees who participate in organizational social activities evaluate their involvement as enjoyable, thereby leading to greater positive affect. Consistent with SDT theory (Deci & Ryan, 2000), we further propose that participation in organizational social activities leads to greater positive affect for those who are intrinsically motivated to participate out of interest and enjoyment. In turn, employees who experience this elevated positive affect have broadened thought-action repertoires that leads to affect-driven behaviors (Fredrickson, 1998; Weiss & Cropanzano, 1996), which includes KMBs that benefit others.

> *Hypothesis 3: Intrinsic motivation for social activities moderates the indirect effect of participation in organizational social activities on knowledge management behaviors through positive affect. Specifically, we hypothesize that, when intrinsic motivation for social activities is high, there will be a (a) positive indirect effect of participation in organizational social activities on knowledge sharing, (b) negative indirect effect of participation in organizational social activities on knowledge hiding, and (c) negative*

indirect effect of participation in organizational social activities on knowledge manipulating.

Method

Procedure and Sample

Data were collected using a time-separated survey research design across three intervals in a high-tech medium-sized organization that operates in the consumer electronics sector in Canada for three reasons. First, collecting data at different time periods reduces common method bias concerns (Podsakoff et al., 2012). Second, this organization was selected because of the significant investment made in organizational social activities. For instance, the HR team frequently hosts social activities (on a weekly basis) that include, for example, organized trips to sporting events and public celebrations of achievements. Third, this organization was selected because KMBs are important for high-tech organizations, such that KMBs can contribute to the competitive advantage of organizations in knowledge-intensive industries (Jones et al., 2018).

All employees (n = 389) received an email invitation to participate in three separate surveys that were separated by one-week intervals. In line with calls for more 'shortitudinal' studies (Dormann & Griffin, 2015), we selected a one-week interval, as one week is sufficient to account for the effect of social interactions on knowledge behaviors (Gerpott et al., 2020). The response rates were as follows: survey 1 was 55% (n = 215), survey 2 was 56% (n = 219), and survey 3 was 55% (n = 213). The overall response rate was 42% across all waves (n = 163). Since each of the three waves resulted in a response rate above 50%, the overall response rate is deemed acceptable (Baruch & Holtom, 2008). Employee identification numbers were used to link employee surveys over time.

Most of this sample was male (71%) and educated (76% held a university degree or higher degree). Approximately two-thirds of the sample (68%) were between the ages of 18 and

35 years old. While the average tenure in the organization was just over a year (M = 1.44), the average number of years in the field was nearly 12 years (M = 11.65). The fact that the representation of this sample is consistent with the broader make-up of the organization (e.g., the entire organization is male-dominated with 71% male employees) provides further confidence in the adequacy of this sample (Baruch & Holtom, 2008).

Measures

Survey items are included in the Appendix (which includes details of the required modifications).

Participation in organizational social activities. At time 1, employees responded to the modified 5-item Tews et al. (2014) social activities scale (α = .80) to assess the extent to which they attend these activities using a 5-point Likert scale ranging from 1 (never) to 5 (all the time). Similar to Tews et al. (2014), we adapted the original line items to the current organizational context (e.g., original item: "Competitions (e.g., team sales and productivity contests)"; modified item: "Competitions (e.g., Halloween costume contest, fitness challenge)") based on our discussion with the Vice President of Human Resources (VP HR), which ensured that the social activities items were relevant to this organization. We elected this measure over other relationship-oriented HR practices measures (e.g., Kehoe & Collins, 2017) as it provides specific examples of social activities. To ensure that the modifications to the line items did not interfere with convergent validity, we conducted a confirmatory factor analysis (CFA) by loading the five items onto a single factor. Our single-factor model (χ^2 = 3.01; df = 5; χ^2/df = .6; CFI = .99; TLI = .98; RMSEA = .05; SRMR = .02) reflects adequate convergent validity.

Intrinsic motivation for social activities. At time 2, we operationalized intrinsic motivation for social activities by adapting the multidimensional work motivation scale (Gagné

et al., 2015). Specifically, respondents were asked: “To what extent do the following statements reflect reasons that you put particular time and effort in social work-related activities (e.g., public celebrations of work achievements, team building activities, social events, recognition of personal milestones)?”. Respondents used a 7-point scale (1 = never to 7 = always) to respond to the following two items: “because I get enjoyment from doing these social activities” and “because these social activities are interesting”. At the request of the VP HR, we removed one item from the original three-item scale due to item similarity. However, other researchers have similarly used this shortened scale (e.g., Hewett & Conway, 2016).

Positive affect. At time 2, employees responded to the 5-item positive affect scale (α = .92) (Thompson, 2007) that was originally developed by Watson et al. (1988) using a 5-point Likert scale (1 = never to 5 = always). In line with AET theory (Weiss & Cropanzano, 1996), this study uses a state positive affect version (Nelis et al., 2016).

Knowledge management behaviors (KMBs). At time 3, employees responded to Rhee and Choi’s (2017) 12-item KMB scale. We first introduced the term “knowledge” (Connelly et al., 2012), which was described as: “certain facts, experience, information, and technology that can be earned through education, learning, mastery, and experience”. Respondents were then asked to respond to items for the three types of KMBs, namely, sharing (α = .70) (e.g., “I explain everything very thoroughly”), hiding (α = .83) (e.g., “I pretend that I do not know the information”), and manipulating (α = .86) (e.g., “I pad my knowledge to make it greater than it actually is”). These three facets were assessed with four items each using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Controls. Four control variables were included in the first survey. Gender, organizational tenure, and years in field were included because these demographic variables are related to

KMBs (Rhee & Choi, 2017). We also controlled for 'organizational social activities offered' by asking how frequently each of the social activities occur in their workplace using the same 5-item Tews et al. (2014) social activities scale (α = .86) according to a Likert scale (1 = never to 5 = all the time). We controlled for this measure because we wanted to account for the potential differential effects of participation in organizational social activities (our antecedent) and the extent to which employees perceive their organization offers social activities.

Procedure

SPSS AMOS was used to perform CFA and structural equation modelling (SEM). The validity of the measures was first assessed using CFA on the hypothesized measurement model, which included five latent variables (i.e., participation in organizational social activities, positive affect, knowledge sharing, knowledge hiding, knowledge manipulating). All paths were freely estimated and error variances were constrained to one. The mediation hypotheses were tested using nested structural equation models (Shrout & Bolger, 2002), while the moderation hypotheses were tested using latent interaction SEM techniques (Steinmetz et al., 2011). In both cases, bootstrapping procedures were used to test the significance of the hypothesized direct, indirect, and moderating paths (Shrout & Bolger, 2002).

Results

Table 1 summarizes the means, standard deviations, and correlations between study variables. Two correlations were above .4 but below .5 (i.e., between intrinsic motivation for social activities and participation in organizational social activities; between positive affect and participation in organizational social activities), which indicates a low likelihood of multicollinearity. The measurement model reveals adequate fit (χ^2 = 462.288; *df* = 430; χ^2/df = 1.075; CFI = .95; TLI = .93; SRMR = .06; RMSEA = .04). For purposes of comparison, the

hypothesized measurement model was compared to a one-factor model in which all of the hypothesized variables were set to load on a single underlying factor (χ^2/df = 1.092; $\Delta\chi^2$ = 6.24 ($p < .05$); CFI = .94; TLI = .93; SRMR = .06; RMSEA = .04) and a two-factor model in which the time 3 variables were set to load on one factor and all other variables were set to load on another factor (χ^2/df = 1.108; $\Delta\chi^2$ = 11.95 ($p < .01$); CFI = .95; TLI = .93; SRMR = .06; RMSEA = .04). The hypothesized measurement model outperformed the one-factor and two-factor model in terms of chi-squared difference testing and fit indices.

INSERT TABLE 1

Direct and Indirect Effects

Structural equation modelling analysis revealed adequate fit (χ^2 = 246.21; df = 170; χ^2/df = 1.45; CFI = .92; TLI = .90; SRMR = .082; RMSEA = .05). To determine whether the possible mediation effects would be partial or full, the hypothesized model was compared to an alternative model that involved an additional direct path between participation in organizational social activities and each KMB. Unexpectedly, the alternative model demonstrated better fit than the hypothesized model (χ^2 = 237.80; df = 167; χ^2/df = 1.42; $\Delta\chi^2$ = 8.41 ($p < .05$); CFI = .93; TLI = .91; SRMR = .08; RMSEA = .05) and revealed a significant positive direct path between participation in organizational social activities and knowledge manipulating (β = .283, $p < .05$). The direct paths from participation in organizational social activities to knowledge sharing (β = .237, *n.s.*) and knowledge hiding (β = .109, *n.s.*) were insignificant. As such, the alternative model was retained and is summarized in Figure 1.

INSERT FIGURE 1

The first hypothesis posited that positive affect mediates the relationship between participation in organizational social activities and (a) knowledge sharing, (b) knowledge hiding, and (c) knowledge manipulation. The results show that, via positive affect, participation in organizational social activities has a positive indirect effect on knowledge sharing (β = .170, p < .05) (supporting Hypothesis 1a) and a negative indirect effect on knowledge hiding (β = -.100, p < .05) (supporting Hypothesis 1b) and knowledge manipulating (β = -.100, p < .05) (supporting Hypothesis 1c). Supporting Hypothesis 1, these results indicate positive affect fully mediates the relationship between participation in organizational social activities and knowledge sharing and between participation in organizational social activities and knowledge hiding, and partially mediates the relationship between participation in organizational social activities and knowledge manipulation.

Moderation Effects

Latent interaction SEM techniques were used to test the moderation hypotheses (Steinmetz et al., 2011). Hypothesis 2 postulated intrinsic motivation for social activities moderates the relationship between participation in organizational social activities and positive affect. To examine this moderating effect, we first centered our independent and moderating variables (Shrout & Bolger, 2002) and then multiplied them to develop an interaction term. Simple slopes analysis (Figure 2) reveals that participation in organizational social activities is a significant positive predictor of positive affect for employees with high intrinsic motivation for social activities (β = .242, p < .01), whereas the same relationship is insignificant for those with low intrinsic motivation for social activities (β = .172, *n.s.*). This pattern demonstrates that the positive affect from participation in organizational social activities is more salient for employees

who are intrinsically motivated to engage in social activities than those with low intrinsic motivation for such activities. Thus, Hypothesis 2 is supported.

INSERT FIGURE 2

Lastly, we hypothesized that when intrinsic motivation for social activities is high, there is a positive indirect effect of participation in organizational social activities on knowledge sharing (Hypothesis 3a) and a negative indirect effect of participation in organizational social activities on knowledge hiding (Hypothesis 3b) and knowledge manipulating (Hypothesis 3c). Hypothesis 3 was partially supported. When intrinsic motivation for social activities is high, there is a positive indirect effect of participation in organizational social activities on knowledge sharing (β = .047, p < .05), and a negative indirect effect of participation in organizational social activities on knowledge hiding (β = -.025, p < .05) and knowledge manipulating (β = -.047, p < .05). Accordingly, Hypothesis 3 was fully supported.

Discussion

Given the importance of effective knowledge management in organizations (Mesmer-Magnus & DeChurch, 2009), we sought to address the dearth of research on the effects of a specific relationship-oriented HR practice on knowledge management within organizations. In contributing to the intersection of these literatures, the results reveal an indirect effect of participation in organizational social activities on favorable KMBs (i.e., increased sharing, decreased hiding, decreased manipulating) via positive affect. The results further demonstrate that intrinsic motivation for social activities moderates the effect between participation in organizational social activities and KMBs via positive affect. These findings advance the HRM literature in three important ways.

Theoretical Contributions

First, we contribute to research that delves into how relationship-oriented HR practices influence interpersonal interactions (e.g., Gittell et al., 2010; Soltis et al., 2018) that involve knowledge management (e.g., Tews et al., 2017). Unlike existing studies that have adopted a behavioral perspective to examine the effects of relationship-oriented HR practices on organizational knowledge (e.g., Gittell et al., 2010; Kehoe & Collins, 2017), we use an affective perspective to illustrate how one specific relationship-oriented HR practice may influence employee knowledge behaviors. Extending previous research that shows organizational social activities contribute to knowledge acquisition (Tews et al., 2017), this study explores the effect of employee participation in organizational social activities on how employees manage their knowledge through desirable (i.e., knowledge sharing) and undesirable (i.e., knowledge hiding, knowledge manipulating) behaviors. In doing so, we highlight how relationship-oriented HR practices can influence how employees manage their own knowledge, ultimately resulting in positive or negative implications for knowledge development in the organization.

Second, we follow the lead of other researchers (Guest, 2011; Paauwe, 2009) to shine light on the main 'black box' in HRM research – potential mediating mechanisms of the HR practices-performance relationship (Stenius et al., 2017) – that are associated with relationship-oriented HR practices and knowledge management. By adopting an individual-level theoretical lens (i.e., AET), we advance previous empirical research that largely investigates the direct effects (e.g., Tews et al., 2017) by unexpectedly finding a *positive* direct effect of participation in organizational social activities on knowledge manipulation, and a *negative* indirect effect of participation in organizational social activities on knowledge manipulation via positive affect. One possible explanation to reconcile these individual-level findings draws on insights from

KMB research, which posits self-interest motivates knowledge manipulation, whereas other-interest demotivates knowledge manipulation (Rhee & Choi, 2017). We suggest that participation in organizational social activities provides opportunities for employees to satisfy their self-interest motivations through knowledge manipulation, as self-interest often motivates political activity in social settings (Amah, 2021). However, employees who have a positive affective experience from participating in organizational social activities are more likely to have an other-interest from their heightened positive affect (Fredrickson, 2001), leading to less knowledge manipulation. Altogether, our affect-based perspective at the individual-level complements the existing macro and meso level research by demonstrating that positive affective experiences stemming from organizational social activities influences KMBs that attend to the interests of others.

Third, this research also contributes to the relationship-oriented HR practices literature by introducing a new boundary condition (i.e., intrinsic motivation for social activities) of the effect of organizational social activities. While previous research tends to examine how work-related motivation shapes work-related outcomes (e.g., Menges et al., 2017), this research investigates how intrinsic motivation for non-work-related events (i.e., social activities) may indirectly shape work-related behaviors. In doing so, the introduction of this new concept helps us to highlight an important nuance from the mainstream literature on intrinsic motivation, which emphasizes how intrinsic motivation is associated with greater involvement in work tasks (e.g., Dysvik & Kuvaas, 2011; Menges et al., 2017), in that we examine how intrinsic motivation for non-work related tasks (i.e., social activities) can actually influence behaviors related to work tasks. We show that intrinsic motivation for social activities shapes how employees experience their participation in organizational social activities, which then influences their KMBs via positive affect. By

showing that the effects of the employee experience of organizational social activities are shaped by their intrinsic motivation for such activities, our research importantly provides empirical support that corroborates assertions that the effect of social activities on employee outcomes are affected by their desire to actually participate (Michel et al., 2019).

Limitations and Avenues for Future Research

The results should be interpreted in light of the limitations of this research, which open several additional lines of inquiry. First, similar to social activities research (Tews et al., 2014), we used a general previously validated measure of organizational social activities. While this prevents illuminating potential differences between team- and organization-focused social activities, this reflects a fruitful area of inquiry in which to tease out the potential implications that stem from team-focused social activities in contrast to those that exist organization-wide. Future research is further encouraged to adopt a temporal investigation to the effects of organizational and team-based social activities. For example, future research should explore the temporal effect of single social activities compared to multiple social activities over a specified time period. Building on this, we further encourage researchers to investigate how employee appraisals before, during, and after the social activity may shape their associated experiences. Furthermore, our study is limited in our general use of KMB measures, limiting our understanding of how social activities may influence targeted KMBs (e.g., employees within the team, employees outside the team). Future research should also investigate how positive affective experiences from participating in organizational social activities may influence knowledge exchange with others outside of the organization (e.g., clients, spouses). Relatedly, these KMB measures do not tap into the quality of this knowledge exchange, but this represents a ripe opportunity for future research. Similarly, we follow the lead of others who use a

shortened version of intrinsic motivation due to survey length (e.g., Hewett & Conway, 2016). While this reflects a measurement limitation, we encourage future studies to replicate and extend this research using a longer version of this scale.

Second, despite the strengths of this dataset (e.g., time-separated, organizational data), there are several data limitations. Self-report data were used, which raises the potential for common method biases. Despite following several best practices to limit such concerns (e.g., temporal separation; Podsakoff et al., 2012), future research may benefit from collecting other-rated data (e.g., HR managers record employee participation in organizational social activities). Although there are strong theoretical foundations to the investigated relationships, our research design also prevented the establishment of causal inferences (Maxwell & Cole, 2007). Future research is therefore encouraged to investigate the relationship between participation in organizational social activities, positive affect, and KMBs along with the moderating role of intrinsic motivation using a research design that allows for causal inferences (Podsakoff et al., 2012). Another data limitation is that our respondents were largely male (with little organization tenure, which is similar to other relatively new and quickly growing organizations in the region) in the Western context. Despite that this is representative of the organization, this limits the generalizability of the results, in that the experience of social activities can be affected by demographic characteristics, such as gender (Ortlieb & Sieben, 2019; Pierce, 1995).

Third, while we examined the moderating role of intrinsic motivation based on theory and research (e.g., Dysvik & Kuvaas, 2011; Tu & Lu, 2016), future research should explore its potential alternative roles. For instance, participation in organizational social activities may have a direct effect on intrinsic motivation for such activities that could be examined using a different theoretical perspective (e.g., ability-opportunity-motivation framework). Building on this, future

research should explore other moderators (e.g., personality) that may shape the effect of participation in organizational social activities in terms of facilitating or hindering KMBs. Furthermore, future research should explore additional possible mechanisms (e.g., social capital, informal learning) that may affect the organizational social activities and KMBs relationship.

Lastly, similar to other researchers who explore the link between positive affect and employee behavior (e.g., Bissing-Olson et al., 2013), we used insights from broaden-and-build theory to theoretically explain why positive affect can be associated with favorable KMBs. Although broaden-and-build theory is often used as a theoretical framework to investigate the effects of positive affect (e.g., Alfes et al., 2019; Kaše et al., 2019; van Woerkom & Meyers, 2015), we encourage future research to more deeply explore this relationship using alternative theoretical perspectives (e.g., hedonic contingency hypothesis; Wegener & Petty, 1994) to better understand why positive affect influences KMBs.

Practical Implications

Our research points to several important implications for organizational leaders and HR practitioners who wish to encourage positive knowledge exchange in their organization. This research emphasizes that, while relationship-oriented HR practices (specifically, organizational social activities) may promote positive knowledge exchange, these practices may also promote KMBs (i.e., knowledge manipulating) that may fail to serve the collective interest. Given the important role of managers for HR practices (Steffensen et al., 2019), managers should be cognizant that simply offering organizational social activities may not be sufficient to encourage positive knowledge exchange. Thus, organizational leaders and managers should offer social activities that are likely to be evaluated by employees in a positive light given that employees *and* their organization benefits when employee participation in organizational social activities is

experienced as enjoyable. As such, HR practitioners should solicit employee feedback (e.g., administer surveys) to identify the types of social activities that are likely to be viewed and experienced in a positive light. Although employees can have different motivations for participating in social activities (which is likely to affect their experience during these activities and its subsequent implications), our study finds that intrinsically motivated employees are most likely to gain from organizational social activities. Thus, HR practitioners should carefully select and implement social activities that are most likely to be interesting and enjoyable to employees in attempt to foster intrinsic motivation for social activities.

Conclusion

As HR practitioners seek to support organizational leaders in creating an environment that is conducive to positive knowledge exchange, this research makes it clear that social activities are essential. Our study offers important theoretical and practical insights that reveal that organizational social activities (i.e., a specific relationship-oriented HR practice) that make employees feel positive can elicit positive knowledge exchanges, particularly for those who are intrinsically motivated to participate in such activities.

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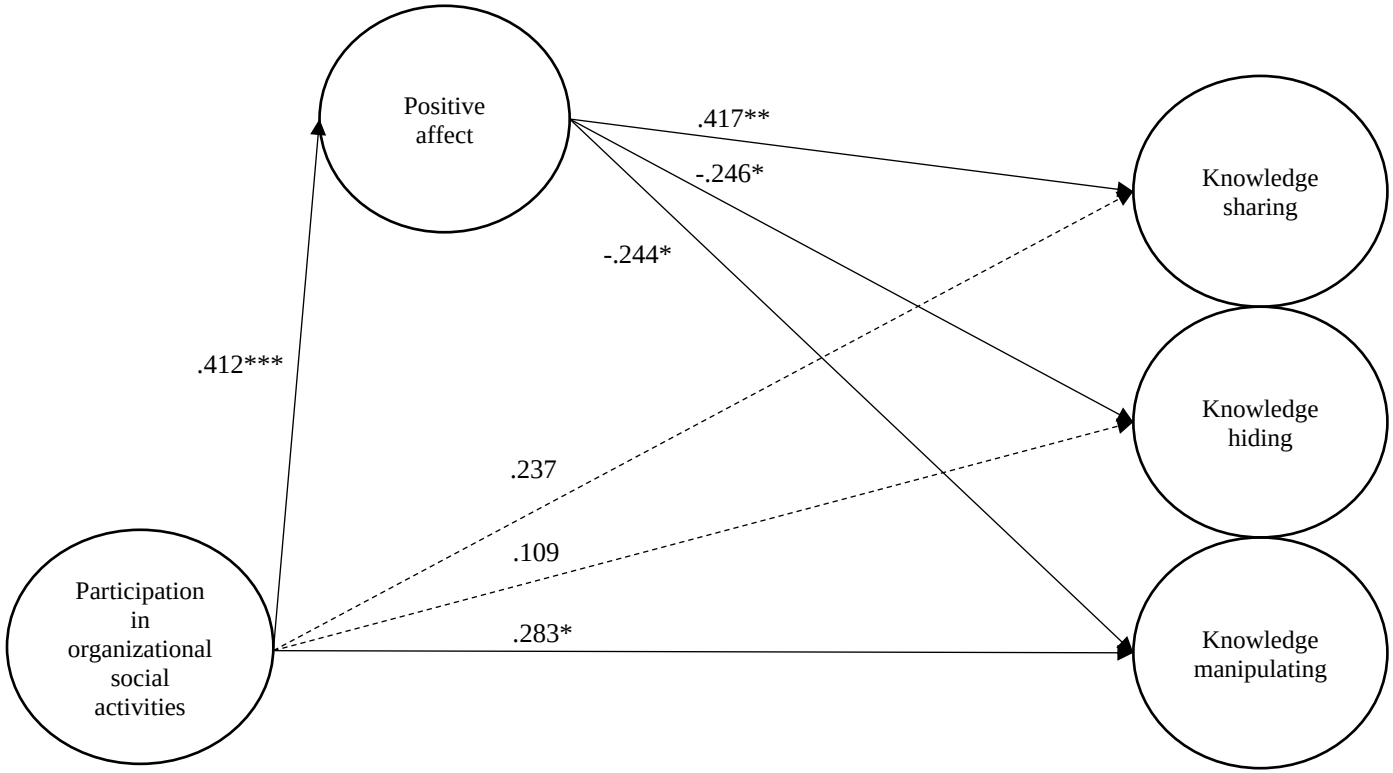
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Table 1. Means, Standard Deviations, and Correlations

	Mean	Standard Deviation	Cronbach's alpha	AVE	1	2	3	4	5	6	7	8
1. Gender	.29	.52	--	--								
2. Years in organization	1.44	1.22	--	--	.01							
3. Years in field	11.65	8.76	--	--	-.10	-.02						
4. Participation in organizational social activities	2.75	.79	.80	.54	-.02	-.02	.05	(.73)				
5. Positive affect	3.60	.63	.92	.66	-.02	-.05	.10	.46***	(.81)			
6. Knowledge sharing	4.15	.50	.70	.57	-.09	.19	.24	.36***	.39	(.75)		
7. Knowledge hiding	1.22	.43	.83	.66	-.22	.01	-.02	-.03	-.24**	-.30**	(.81)	
8. Knowledge manipulation	1.97	.58	.86	.57	-.07	-.19	-.25	.24*	-.18	-.24*	.39***	(.75)
9. Intrinsic motivation for social activities	4.67	1.32	--	--	.09	.01	-.02	.47***	.36***	.14	-.13	-.05

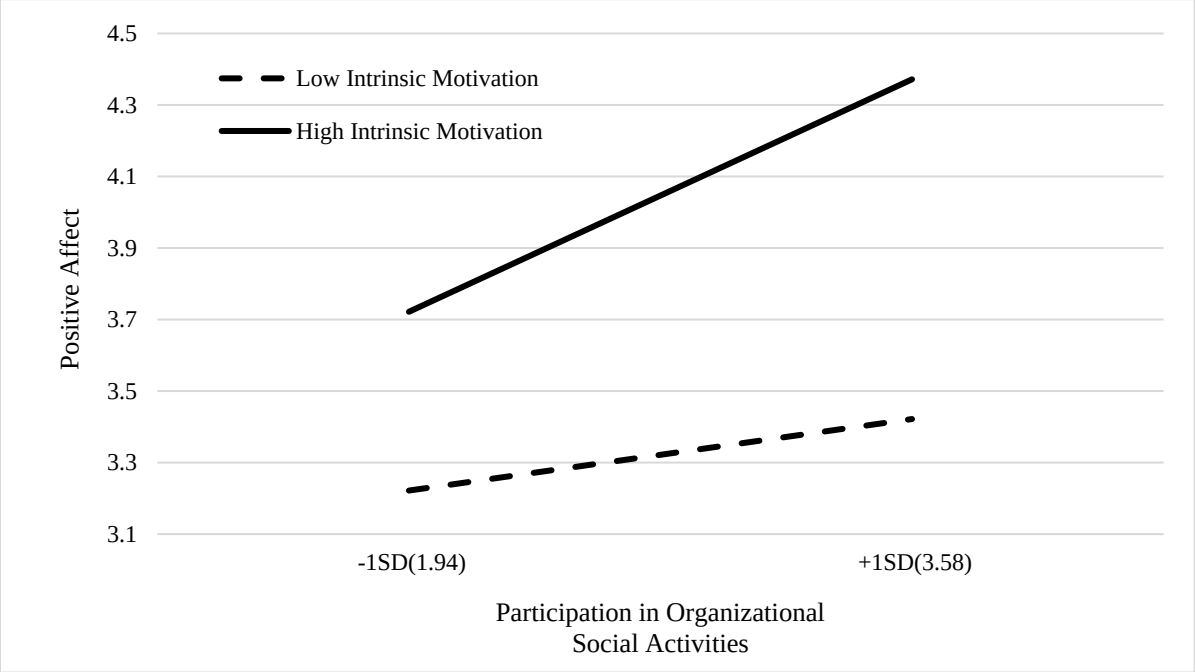
Note. N = 163 * $p < .05$. ** $p < .01$. *** $p < .001$. AVE = average variance extracted. Values on the diagonal in parentheses are the square roots of the average variance extracted. Gender was coded as Female = 1, Male = 0.

Figure 1. The Indirect Effect of Participation in Organizational Social Activities on Knowledge Management Behaviors via Positive Affect



Note. Standardized regression coefficients are shown. Dashed lines indicate insignificant paths. Gender, years in organization, years in the field, and organizational social activities offered included as control variables. * $p < .05$. ** $p < .01$. *** $p < .001$. Indirect paths: participation in organizational social activities to knowledge sharing ($\beta = .170$, $p < .05$), participation in organizational social activities to knowledge hiding ($\beta = -.100$, $p < .05$), participation in organizational social activities to knowledge manipulating ($\beta = -.100$, $p < .05$).

Figure 2. Intrinsic Motivation for Social Activities as a Moderator between Participation in Organizational Social Activities and Positive Affect



APPENDIX

Measures

Measure	Final Items	Original Items	Modifications & Source
Participation in organizational social activities	1. Public celebrations of work achievements (e.g., public recognition for outstanding results) 2. Team building activities (e.g., board games/trivia, paintball, potluck, tea party) 3. Recognition of personal milestones (e.g., public recognition of birthdays, weddings, and anniversaries of employment) 4. Social events (e.g., family day at waterpark, baseball game trips) 5. Competitions (e.g., Halloween costume contest, fitness challenge)	1. Public celebrations of work achievements (e.g., public recognition for outstanding results) 2. Team building activities (e.g., company-sponsored athletic teams and bowling nights) 3. Recognition of personal milestones (e.g., public recognition of birthdays, weddings, and anniversaries of employment) 4. Social events (e.g., holiday parties and picnics) 5. Competitions (e.g., team sales and productivity contests)	Modified existing items to reflect the organization's social activities Source: Tews et al. (2014)
Intrinsic motivation for social activities	1. Because I get enjoyment from doing these social activities 2. Because these social activities are interesting	1. Because I have fun doing my job 2. Because what I do in my work is exciting 3. Because the work I do is interesting	Changed to refer to social activities (and removed one item at request of HR) Source: Gagné et al. (2015)
Positive affect	1. Attentive 2. Alert 3. Inspired 4. Determined 5. Active	1. Attentive 2. Alert 3. Inspired 4. Determined 5. Active	No changes Source: Thompson (2007)
Knowledge management behaviors (Knowledge sharing (KS); Knowledge manipulating (KM); Knowledge hiding (KH))	1. I look into the request to make sure my answers are accurate (KS) 2. I explain everything very thoroughly (KS) 3. I answer all of his/her questions immediately (KS) 4. I tell my co-worker exactly what he/she needs to know (KS) 5. I pad my knowledge to make it greater than it actually is (KM) 6. I omit potential problems with others that are inherit with my knowledge (KM) 7. I emphasize to others that uncertainties in knowledge have limited significance (KM) 8. I use ambiguous language when I explain my knowledge (KM) 9. I agree to help him/her but never really intend to (KH) 10. I pretend that I do not know the information (KH) 11. I say that I do not know even though I do (KH) 12. I try to hide innovative solutions and achievement (KH)	1. I looked into the request to make sure my answers were accurate (KS) 2. I explained everything very thoroughly (KS) 3. I answered all of his/her questions immediately (KS) 4. I told my co-worker exactly what he/she needed to know (KS) 5. I padded my knowledge to make it greater than it actually is (KM) 6. I omitted potential problems inherited from my knowledge (KM) 7. I emphasized that uncertainties in knowledge had limited significance (KM) 8. I equivocated with the core information while explaining my knowledge (KM) 9. I agreed to help him/her but never really intended to (KH) 10. I pretended that I did not know the information (KH) 11. I said that I do not know even though I did (KH) 12. I tried to hide innovative solutions and achievements (KH)	Modification to tense and languages at request of HR Source: Rhee & Choi (2017)