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Understanding Innovative Work Behaviour: A Proposed Framework For University Lecturers in Malaysia

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Abstract: This paper aims to explore the relationship between knowledge sharing, rewards, and charismatic leadership with innovative work behavior among university lecturers in Malaysia. This paper discusses the importance of innovation and innovative work behavior in organizations, particularly in the context of higher education institutions. It highlights the role of academics in generating new knowledge and the need to examine the impact of innovative work behavior on academics. This study proposed quantitative research that involves public university lecturers as respondents and implementing purposive sampling. Later, this study also proposes to analyze the data using Smart Partial Least Squares (SmartPLS) to test the hypothesis development. According to the discussions, universities play an important role in encouraging innovative performance, and knowledge sharing among academicians promotes collective learning and stimulates innovation. Overall, the discussion emphasizes the urgency of conducting a study on the influence of innovative work behavior on academics and the importance of developing a structured framework to enhance innovative work behavior among university lecturers.

Key Words: *Innovative Work Behavior; Knowledge Sharing; Rewards; Charismatic Leadership; University Lecturers*

1. Introduction

In light of the expanding global market, organizations must prioritize innovation to generate novel ideas and expertise to navigate the volatile internal and external environment effectively. According to Salem (2014), it has been considered a fundamental component of entrepreneurship to boost economic development. In addition to participating in the global economy, developing nations must guarantee that their higher education system contributes to the formation of a proficient workforce capable of adapting to the evolving demands of the modern knowledge-driven economy. Education is a crucial source of information that helps improve human talents and attitudes, ultimately creating knowledgeable workers (Mohd Zain, Aspah, Mohmud, Abdullah & Ebrahimi, 2018). The contribution of academics is significant in developing and formulating new knowledge, theories, models, practices, systems, technologies, tools, and methodologies. These advancements are only accomplished via innovative behavior.

In dynamic and complex environments, it is critical for leaders to proactively seek out innovative approaches for their businesses to ensure the sustained success and viability of an organization (Salam & Senin, 2022). Furthermore, in light of the ever-changing business environment, the importance of an employee's innovative work conduct is progressively being acknowledged as a critical factor in enhancing the competitiveness and efficiency of an organization (Afsar & Umrani, 2020). Additionally, according to Wissmann (2021), employees are a critical asset within an organization and possess considerable value; neglecting to utilize their innovative potential would result in a substantial detriment to the organization. Therefore, organizations must understand how to motivate and support the innovative work behavior of their employees. Therefore, it is critical to develop a structured framework to enhance innovative work behavior (Ranihusna et al., 2021).

Problem Statement and Urgency To Conduct the Study

Over the last ten years, globalization has presented institutions in numerous sectors with obstacles, such as increased performance expectations (Mohd Rasdi et al., 2022). This assertion holds particular validity within the realm of higher education, given the global emphasis that governments place on university-level instruction (Chankseliani et al., 2021). Universities are integral components of the wider academic delivery system, which serves essential roles in education and research (Janib et al., 2021). They are vital and dynamic contributors to

the expansion of a nation's economy and society, serving as scientific and academic institutions that propel progress (Bayuo et al., 2020).

According to Brekke (2021), professors play a crucial role in a university's success and growth via their innovative ideas. Teaching, supervising, publishing, competing in research, seeking research funding, and administrative work are only a few of the many responsibilities placed on academic staff in public universities (Janib et al., 2021). Cremin and Chappell (2019) note that their main role is to develop and execute innovative pedagogy.

Therefore, it is critical to examine the impact of innovative work behavior on academics to enhance the capacity of universities to generate new knowledge (Yean, Johari & Yahya, 2016). Furthermore, previous research on the factors that influence innovative work behavior primarily concentrated on Western nations (Zhou & Velamuri, 2018), with comparatively less emphasis placed on service-oriented sectors, especially among university lecturers (Daud, Rahim, Abdullah, Sehat, Sarkam, Abas & Suhaime, 2024; Abdullah, 2019; Javed, Raza, Khan, Arjoon & Tayyeb 2017).

2. Literature Review and Hypothesis Development

Innovative Work Behavior

Innovative work behavior (IWB) is the multifaceted behavior of workers that produces, presents and implements novel ideas. Three essential aspects of this multifaceted behavior are idea generation—the capacity to generate fresh and original ideas; idea promotion—the capacity to explain and promote new ideas to others; and idea realization—the capacity to take fresh ideas and make them a reality. Organizations hoping to stay ahead of the competition must exhibit innovative work behavior. Organizations can foster an innovative culture that will support their success by understanding the elements that affect IWB and acting to promote it.

Initially, Farr and Ford (1990) were the originators of the concept of innovative approaches to workplace practices. "Innovative work behavior" pertains to individuals who proactively produce and apply novel and valuable ideas, processes, items, or procedures. Scott and Bruce (1994) later described innovative work behavior as a sequence of behaviors to identify, nurture, alter, accept, and implement ideas. Innovative work behavior refers to the systematic process of identifying, promoting, implementing, and executing an idea inside a particular operation of an organization, resulting in improved performance at the individual, group, and organizational levels (West & Farr, 1990). This procedure is commonly known as the method of inventive work behavior. De Jong and Hartog (2010) define innovative work behavior as intentional actions undertaken by individuals to suggest or implement original ideas, products, processes, and procedures within their specific work roles, departments, or organizations. This term is derived from the authors' definition of innovative work behavior. According to Yuan and Woodman (2010), creative work behavior refers to the act of starting, cultivating, achieving, and executing new ideas that can improve goods, services, processes, and work methods. To clarify, innovative work behavior can be described as follows. Xerri & Brunetto (2013) described innovative work behavior as a process that seeks to improve the efficiency and effectiveness of problem-solving in the workplace. In a recent study, Farrukh et al. (2022) defined creative work behavior as the actions taken by people and teams in an organization to develop and implement distinctive services, products, tasks, or ideas that enhance the overall performance of the organization.

Innovative work behavior refers to the deliberate introduction of novel ideas, processes, items, or procedures into a particular organizational unit to improve the organization or the community as a whole (Odoardi, 2018). Innovative work behavior refers to the deliberate efforts made by employees to generate, oversee, and implement novel ideas that enhance the organization's competitive advantage and ensure its long-term stability (Bawuro et al., 2018). Qi et al. (2019) found that workers demonstrate innovative work behavior when they give more importance to the process of innovation, such as participating in creative tasks, rather than focusing solely on the outcomes, such as generating new items that lack originality. Innovative work behavior encompasses a variety of acts that empower employees to engage in creative thinking, hence improving their job performance and optimizing procedures and tasks (Samma et al., 2020). Innovative work behavior is the term used to describe employee behavior that affects employee performance (Groselj et al., 2020). Innovative work behavior is a multidimensional concept that includes all employee actions that lead to the creation of

innovative processes (Saeed et al., 2019). There is no denying that universities play a crucial role in fostering innovative performance.

Knowledge Sharing

Distinguishing between knowledge-sharing behaviors and mindsets is important. Behaviors are tangible expressions of attitudes in motion. According to de Vries et al. (2006), an individual's attitude, namely their inclination to share knowledge, significantly influences their behavior in sharing knowledge. Willingness is a quantifiable assessment of an individual's state of being prepared and eager to share their intellectual assets with others. People who are willing to share their knowledge and skills in a group do so because they believe it is beneficial for the group as a whole and they expect others in the group to do the same in return. De Vries et al. (2006) distinguished between willingness and eagerness to share knowledge. They defined eagerness as an individual's strong internal drive to transfer knowledge without expecting any form of compensation. Enthusiastic individuals have the potential to get peer recognition and an improved reputation (de Vries et al., 2006).

Therefore, the act of sharing knowledge encourages the exchange of specialized knowledge and skills among staff members, enhances collective learning, and stimulates self-reflection on current understanding (Chen et al., 2010; Michna, 2018). Hence, the likelihood of engaging in innovative work behaviors and other non-routine activities is higher due to knowledge exchange (Anser et al., 2020). Knowledge sharing is the process by which individuals share their expertise, abilities, and knowledge through action or method (van den Hooff and de Ridder, 2004; Mirzaee and Ghaffari, 2018). Knowledge sharing within organizations comprises the exchange of useful explicit or implicit knowledge among employees. This process leads to the creation of new knowledge, enhances the overall knowledge of the organization, and brings many benefits to the organization. Knowledge sharing has a crucial role in promoting innovation at both the organizational and individual levels, as supported by studies conducted by Kim and Park (2017), Lin (2007), Michna (2018), and Pittino et al. (2018). Knowledge sharing involves the transfer of information, ideas, skills, and other types of assistance among individuals to help carry out a certain task or role (Wang, Wang, & Liang, 2014). King (2006) defines knowledge sharing in the workplace as the exchange of information between individuals and organizations. Similarly, the distribution of information acts as the basis for intellectual resources, a crucial asset in the field of financial planning.

Relationship Between Knowledge Sharing and Innovative Work Behavior

Prior research has largely established the beneficial association between knowledge sharing and innovative work behavior (Anser et al., 2020; Kim and Park, 2017; Radaelli et al., 2014). Previous studies conducted by Radaelli et al. (2014), Akhavan et al. (2015), Jaberi (2016), Phung et al. (2017), and Akram et al. (2018) have all confirmed the notion that there is a significant association between knowledge sharing and innovative work behavior.

Thus, the hypothesis that can be derived from the above discussion is,
H1: There is a significant relationship between knowledge sharing and innovative work behavior.

Rewards

Mascareno, Rietzschel, and Wisse (2020) investigate the little amount of research conducted on the impact of rewards on promoting creativity and innovation. Zhou et al. (2009) and Ong and Teh (2012) define reward as the monetary compensation that an employee receives from an organization in exchange for their services or as a form of remuneration for completing their job. Ong and Teh (2012) assert that rewards play a pivotal role in motivating workers to participate in innovative work behavior. In addition to that, awards serve as a means of acknowledging and compensating individuals for their contributions to innovation. The Innovation Value Institute (2012) asserts that rewards are necessary and essential for promoting innovation.

Relationship Between Rewards and Innovative Work Behavior

Chandler et al. (2002) assert that reward systems significantly influence innovative activity, either by reinforcing innovative activities or by incentivizing other behaviors to contribute to the task. The rewards enhance the creativity and abilities of the workers. According to Rose, Holzle, and Bjork's (2020) research, it encourages people to work hard and makes a significant contribution to boosting employee dedication and

competency, ultimately increasing IWB. Dong, Bartol, Zhang, and Li (2017) assert that workers' motivation and commitment to their organizations increase when they receive recognition for their efforts.

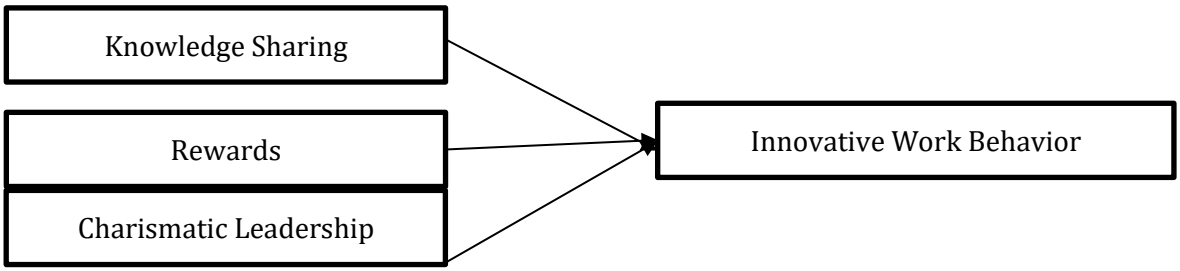
Thus, the hypothesis that can be derived from the above discussion is,
H2: There is a significant relationship between rewards and innovative work behavior.

Charismatic Leadership
Mursaleen, Parveen, and Shahzad (2022) and Higgs (2021) all said that dynamic leadership is a transformational style that focuses on the future and how leaders' vision affects the drive of their followers. Nugraha (2021) says that charismatic leadership is having the power to change other people's thoughts, actions, and feelings because of a unique skill or talent. Additionally, a charismatic style has a big effect on subordinates. Some subordinates believe what the leader says and are ready to follow the leader (Nugraha, 2021). If the favorable impact of these attributes of a charismatic leader on the staff is seen, the organization will probably achieve success in innovation (Adiguzel and Sonmez Cakir, 2020). Thus, academics must possess charismatic leadership qualities to motivate their colleagues to engage in creative work behavior.

Relationship Between Charismatic Leadership And Innovative Work Behavior
Le Blanc (2020) discovered a significant correlation between charismatic leadership and creative work behavior in Spanish banks. Mursaleen, Parveen, and Shahzad, (2022) have conducted quantitative research in Pakistan among manufacturing staff and charismatic leadership has a positive relationship with innovative work behavior. Higgs (2021) also found charismatic leadership has a positive relationship with innovative work behavior among staff in the United States of America.

Thus, the hypothesis that can be derived from the above discussion is, H3: There is a significant relationship between charismatic leadership and innovative work behavior.

Figure 1: Proposed research framework



Underpinning Theory (Social Exchange Theory)
Social exchange theory (SET) pertains to the voluntary behaviors of people that are driven by the anticipated and often realized benefits they get from others. The social exchange theory, proposed by Blau (1964), serves as a suitable theoretical framework for comprehending the connection between servant leadership and charismatic leadership with workers' extra-role behaviors, as discussed by Aboramadan et al (2022). According to Ahmad (2020), employees are more inclined to develop a trusting connection with their leader when they have a favorable impression of their leaders. As a result, workers feel compelled to respond to the charismatic and servant leader's actions by producing favorable work-related results (Aboramadan et al., 2022). Furthermore, personnel who get the requisite training and are paid fair rewards for carrying out creative tasks have the potential to improve the human capital of both individuals and organizations via training methodologies (Zreen et al, 2021). According to Zreen et al. (2021), workers who experience happiness and job satisfaction are more likely to actively contribute their innovative and creative ideas. These three variables could help to enhance the existing idea of theory particularly in SET.

3. Research Methodology

This section explains the use of methodology for this proposed study. Researchers would like to explore the nature of innovative work behavior among lecturers, especially in public universities. This study will be

implementing quantitative research which planning to use purposive sampling. This study also will be using Smart Partial Least Squares (SmartPLS) to analyze the data as well as hypothesis development.

4. Discussion

In the current global market, organizations need to give importance to innovation to create new and original ideas and skills to navigate the unpredictable internal and external environment. Education is an essential means of acquiring knowledge that enhances human skills and attitudes, resulting in the development of competent professionals. Academics have a crucial role in generating novel knowledge, theories, models, practices, systems, technologies, tools, and procedures through inventive behavior. In dynamic and complicated contexts, executives must actively pursue creative strategies for their firms to guarantee the long-term success and sustainability of an organization. Employees are crucial assets in an organization and have significant value. Failing to harness their innovative potential would have a significant negative impact on the organization. Hence, organizations need to comprehend the methods of motivating and facilitating the creative work behavior of their staff.

Institutions have encountered challenges due to globalization, including heightened performance standards, especially in the realm of higher education. Universities are crucial elements of the broader academic system, playing vital roles in teaching and research. Professors are essential contributors to a university's success and expansion through their inventive concepts, which encompass teaching, supervising, publishing, engaging in research competitions, pursuing research funding, and performing administrative tasks.

It is crucial to study the influence of innovative work behavior on academics to boost the ability of institutions to generate new knowledge. Prior research predominantly focused on the characteristics that influence innovative work behavior in Western nations, with relatively less attention given to service-oriented sectors, specifically among university professors.

Innovative work behavior (IWB) refers to the diverse range of actions undertaken by employees to generate, present, and put into practice original ideas. The process encompasses the generation, promotion, and realization of ideas. Organizations can cultivate an inventive culture that will bolster their achievement by comprehending the factors that influence internal work behavior (IWB) and taking steps to encourage it. Innovative work behavior encompasses intentional actions undertaken by individuals to propose or implement distinctive ideas, products, processes, and procedures within their respective work roles, departments, or organizations. Innovation entails introducing novel concepts, procedures, products, or techniques into a particular organizational entity with the deliberate intention of enhancing the organization or community. Workers demonstrate innovative work behavior when they prioritize the process of innovation rather than solely focusing on the outcomes, even if it means generating new goods that lack inventiveness. Universities have a crucial role in promoting and fostering innovative performance.

Knowledge sharing is an essential element for the success of an organization, as it entails the transfer of expertise and skills among employees. It facilitates the process of collaborative learning, self-reflection, and creativity at both the individual and organizational levels. Knowledge sharing entails the transfer of information, ideas, and specialized knowledge among individuals to enhance the performance of particular tasks or functions. Previous studies have established a clear and direct relationship between the act of sharing knowledge and the display of innovative work behavior.

Incentives have a crucial role in promoting creativity and innovation. Rewards can be described as monetary compensation that an employee receives from an organization in exchange for their services or as remuneration for the tasks they have accomplished. They are regarded as the primary factor that influences workers to participate in creative work behavior. Reward systems have a substantial impact on innovative activity, either by strengthening it or by providing incentives for other behaviors that contribute to the task. They improve workers' inventiveness and skills, motivating them to work diligently and have a substantial impact on enhancing employee commitment and proficiency, ultimately leading to an increase in IWB.

Charismatic leadership is a transformative approach that emphasizes the future and the impact of leaders' vision on the motivation of their followers. A charismatic leader possesses the ability to influence the thoughts, behaviors, and emotions of others due to their exceptional skill or aptitude. If the charismatic leader's traits have a favorable influence on the workers, the organization will probably attain success in innovation.

The social exchange theory (SET) offers a good theoretical framework for comprehending the correlation between servant leadership, charismatic leadership, and employees' extra-role behaviors. Employees are more likely to establish a trusting relationship with their boss when they hold a positive perception of their leader. In addition, by implementing effective training methods and providing appropriate incentives for innovative work, people and organizations can significantly improve their human capital. Employees who experience feelings of happiness and job satisfaction are more inclined to actively contribute their inventive and creative ideas. These variables have the potential to improve the current theory, especially in the realm of SET.

Therefore, this study aims to investigate the correlation between information sharing, rewards, and charismatic leadership and their impact on innovative work behavior, specifically among university lecturers in Malaysia.

5. Conclusion and Recommendations

This study examines the significance of innovation in organizations and the contribution of academics in producing novel knowledge. It emphasizes the importance for organizations to comprehend how to stimulate and assist the creative work behavior of their staff. The study highlights the difficulties that universities encounter in the globalized environment and underscores the significance of innovative work behavior among academics. This study aims to further investigate the concept of innovative work behavior, encompassing the activities of generating, promoting, and implementing new ideas. The text elucidates that organizations can cultivate an innovative culture by comprehending the elements that influence inventive work behavior and actively encouraging it.

This study also examines the connection between information sharing and innovative work conduct, emphasizing the positive correlation between both. Furthermore, this study examines the impact of incentives on promoting innovative work behavior. The text highlights the significance of rewards in motivating individuals to participate in innovative activities and acknowledging their contributions to innovation. This study also examines the concept of charismatic leadership and its demonstrated favorable influence on innovative work behavior. The input highlights the significance of innovation in organizations and the influence of elements like information exchange, rewards, and leadership in promoting innovative work behavior. It offers a thorough examination of the subject matter and emphasizes the necessity for additional investigation in this field. This study aims to present a framework for innovative work behavior among university teachers in Malaysia.

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