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Stimulating Salesperson's Innovative Work Behavior: A Study of Microfinance Institutions in Indonesia

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Abstract

In today's uncertain market environment, salesperson innovative work behavior (IWB) has become critical for business sustainability. This research aims to develop a conceptual model for explaining the process of how psychological empowerment, learning goal orientation (LGO), and core self-evaluations (CSE) improve salespersons' IWB by investigating the potential mediating of knowledge sharing. The participants were 279 salespeople working at microfinance institutions (MFIs) in Central Java, Indonesia. The results revealed that psychological empowerment and LGO are positively related to a salesperson's IWB. Knowledge sharing shares a mediating effect on the relationship between psychological empowerment and LGO on IWB. However, CSE has a nonsignificant effect on the salesperson's IWB. The findings provide a new perspective in understanding the intervening mechanisms underlying psychological empowerment and individual characteristic of a salesperson's IWB. This present study also contributes to the human resource practice in sales organization setting regarding nurturing a work environment that stimulates salesperson' IWB.

Keywords: Innovative work behavior; core self-evaluation, learning goal orientation; knowledge sharing; microfinance institutions

Introduction

The new normal era has accelerated radical changes that forced the small business sector like microfinance institutions to adapt and prepare for the new business practice. Shifts in consumer behavior along with the development of information technology have an impact on business uncertainty. In response to unprecedented business challenges, microfinance institutions are required to improve innovation by utilizing firm resources. However, it is difficult for small businesses like microfinance institutions to innovate with their limited resources. Thus, they need to become more focused on internal resources by stimulating employees' innovative behavior. Employees' capability to generate an idea and transform it into a more efficient work practice become the fundamental need for business survival.

Past research recognized that to encourage innovative work behavior (IWB), organizations should accommodate employees' autonomy, self-determination, and responsibility in doing work as well as in decision-making dependency (Saether, 2019). In this perspective, psychological empowerment is crucial for individual to perform innovative behavior (Grošelj et al., 2020). Psychological empowerment stimulates employees to be proactive in improving their creative work. In other words, a feeling of empowerment can be a self-strength that encourages employees to be more innovative.

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Studies on the relationship between salesperson empowerment and innovative selling are increasing (Ružić & Benazić, 2018; Grass et al., 2020; Asgari & Nikokar, 2016), indicating that empowerment receives more attention as a success factor of innovation. However, it is intriguing to note that, in the context of small businesses, previous studies have shown inconsistent findings. For instance, Kmiecik et al. (2012) investigated 109 SMEs in Poland. The results show that empowerment has no impact on innovation. Inline, Helmy et al., (2019) also found that impact as a dimension of psychological empowerment shared no effect on employees' innovation in SMEs. In response to the contradictory and inconclusive findings, this present study is directed to build a theoretical model that addresses the link between psychological empowerment and IWB, including potential antecedents and mediating variables.

In building a model linking psychological empowerment and innovative work behavior, this study promotes knowledge sharing as mediating variable to scrutinize the link between psychological empowerment and IWB. Knowledge sharing is conceptualized as employees' willingness to share knowledge with others (Hwang et al., 2018). Knowledge sharing will increase the ability to solve problems and improve individual innovation capability (Keszei, 2018). Finally, we added two individual characteristics: core self-evaluation (CSE) and learning goal orientation (LGO) as an antecedent of knowledge sharing and innovative work behavior. Knowledge sharing and innovative work behavior emphasize the individual level, which is certainly influenced by personal characteristics (Hammond et al., 2011).

Microfinance institutions (MFIs) are expected to be an accelerator for economic development in Indonesia. Data from the Ministry of Cooperatives and Small and Medium Enterprises per 2020 shows that the number of micro-entrepreneurs in Indonesia is around 62 million that consist of 757 thousand small business, 58.6 thousand medium enterprises, and 5.5 thousand corporations. The contribution of SMEs to Indonesia's GDP reaches more than 62 percent, equivalent to IDR 8.000 trillion. The role of MFIs is essential, especially in the uncertain economic conditions due to the Covid-19 pandemic. In the aftermath of the COVID-19 pandemic, MFI's work becomes more complicated. Recent research demonstrates how the post-COVID pandemic is compelling sales organizations to adapt to technological advances and shifting consumer preferences (Guenzi and Habel, 2020). This fact certainly significantly impacts MFIs' business practices and performance. Therefore, MFIs must survive by adapting and innovating to face uncertain business conditions.

This study contributes to the body of knowledge both theoretically and practically. Theoretically, this research has scrutinized the unclear conclusion on the connection between psychological empowerment and innovative work behavior by integrating knowledge sharing and individual characteristics (LGO and CSE) in the conceptual model. Moreover, this study investigates innovative work behavior in the context of microfinance institutions which is relatively underexplored. Practically, this research provides insight for MFIs managers on nurturing psychological empowerment that stimulates knowledge sharing and improves innovative work behavior. Finally, by testing CSE and LGO, this study explains the salesperson's personality that potentially improves innovative work behavior.



Literature Review

Psychological Empowerment

Psychological empowerment represents an employee's feeling of powerfulness (Menon, 2001). In line with Conger and Kanungo (1988), who considered psychological empowerment as a motivational construct, Thomas and Velthouse (1990) developed a cognitive model of psychological empowerment. Furthermore, Spreitzer (1995) formulated four multidimensional cognition of psychological empowerment called meaning, competence, impact, and self-determination. Meaning is the congruence between an individual's value system with the work environment. Competence is conceptualized as equivalent to self-efficacy, reflecting individuals' belief in their ability to accomplish the work. Impact explained how individuals could influence the strategy or results of operations in the workplace. Self-determination reflects the individual's autonomy in initiating and continuing work behavior or processes. Prior study revealed the positive influence of psychological empowerment on job satisfaction (Mathew, & Nair, 2021), organizational citizenship behavior (Thakre et al., 2020), and individual performance (Mahmoud et al., 2021).

Innovative Work Behavior

Innovative work behavior explains innovation at the employee level, which includes three critical stages: idea-generating, idea promoting, and idea realization (De Jong & Den Hartog, 2010;). Idea generating reflects creative stages where individual identification of new ideas or opportunities. Idea promotion is a stage that provides force to those ideas and attempts to remove organizational resistance and barriers to making a change. In the final stage, the idea realization is a process of implementing an idea into practical reality and results in developing new products, services, and job procedures. Several previous studies often interpreted IWB interchangeably with creativity (Carmeli et al., 2006; Ghosh, 2015). However, scholars have confirmed that the main distinction between IWB and creativity is that innovation involves implementing and applying new ideas. Meanwhile, creativity is only limited to creating ideas (Khessina et al., 2018). An innovative salesperson is needed to creatively explore the sales process, be active in finding ideas when selling, be able to articulate the value in sales, and have a unique approach to dealing with consumers (Kuo-Pin et al., 2015).

Knowledge Sharing

Knowledge sharing is conceptualized as a process of delivering information, method, or work report between individuals (Huang, 2009). Sharing knowledge among salespeople can improve their ability to face various customer demands (Schmitz & Ganesan, 2004). However, theoretically, the term knowledge sharing used still unclear and often interchangeable with knowledge exchange and knowledge transfer (Zheng, 2017). For example, Le & Lei (2019) explicitly stated that managers must increase knowledge transfer between individual employees within the organization. In contrast, research by Hsu and Wang (2008) and Al-Alawi et al. (2007) defines knowledge sharing as the process of transferring knowledge between individuals and groups within an organization. Responding to this difference, Tangaraja et al. (2016) and Paulin and Suneson (2012) strictly stated that knowledge sharing is a series of actions taken by employees (people to people process) in disseminating relevant information to employees in the organization. At the same time, knowledge transfer is used

mainly to describe the movement of knowledge amongst a larger entity within the organization, such as between departments or divisions or between the organization itself.

Learning Goal Orientation

Don Valle Walle (1997) divides goal orientation into three types: learning goal orientation, proving goal orientation, and avoiding goal orientation. Learning goal orientation reflects the desire to develop oneself by learning new skills, mastering new situations, and improving self-competence. Meanwhile, the Proving goal orientation is the individual orientation to show competencies and task achievements to others. Finally, avoiding goal orientation is the desire of individuals to avoid situations that can deny their competence and avoid negative judgments from others. Based on goal orientation theory, learning goal orientation positively impacts an individual's behavior (Yao & Chang, 2017). Individuals with a learning goal orientation are more focused on behavioral processes related to learning and work context.

Core-Self Evaluation

Core self-evaluations (CSE) indicate a constant personality trait that reflects an individual's instinctive judgment about themselves, abilities, and control (Judge & Bono, 2001). Employees who have CSE perceive themselves positively and are more confident in their abilities. Conversely, people with low core self-evaluations will have negative self-assessments and lack self-confidence. The concept of core self-evaluation was first examined by Judge, Locke, and Durham (1998) and involved four personality dimensions: locus of control, neuroticism, general self-efficacy, and self-esteem. These traits were developed as dispositional predictors of job satisfaction but have evolved to predict various other outcomes. Core self-evaluations are critical because they represent personality traits that will remain consistent over time (Ahn et al., 2018). In addition, the way people rate themselves using core self-evaluation can predict positive work outcomes. Study Helmy & Wiwoho (2020) about salesperson performance stated that CSE gives more power and confidence to achieve sales targets.

Hypothesis Development

Psychological Empowerment and IWB

Prior research claimed that psychological empowerment positively affects individual and organizational outcomes. Azizi et al. (2019) found that psychological empowerment increases assertiveness in decision-making and interaction with the organizational member. Some researchers also argued that providing employees with more feeling of empowerment could improve proactive behavior (Huang, 2017), job engagement (Kyoo Joo et al., 2018), job satisfaction (Singh & Singh, 2019), OCB (Turnipseed, & VandeWaal, 2020), and affective commitment (Yogalakshmi & Suganthi, 2020). Drawing on social cognitive theory (Thomas and Velthouse, 1990; Singh & Sarkar, 2012), this study proposed a research framework for psychological empowerment and innovative work behavior. The social cognitive theory postulates dynamic and reciprocal interaction between environment, person, and behavior in a social context. An employee who experienced psychological empowerment tends to be more innovative. This study propose hypothesis:

H1: Psychological Empowerment significantly affects IWB



CSE and IWB

Individuals with positive self-evaluations consider themselves worthy, capable, and competent, making them more engaged and participatory. In addition, they are more likely to generate and pursue intrinsic work goals (intrinsic goals) than to seek extrinsic goals (extrinsic goals) (Lee, 2015). Previous studies argued that a positive relationship between CSE and motivation leads to engaging and devoting oneself to creative activities (Attiq et al., 2017). Another study, Baek-Kyoo Joo & Jo (2017), concluded that individuals with high CSE are more confident, optimistic, controlled, and able to manage themselves. This tendency allows them to be more willing to take risks and innovate at work. This study propose hypothesis:

H2: CSE significantly affects a salesperson's innovative work behavior

LGO and IWB

Goal orientation is a factor that determines the development of individual perceptions, motivations, and attitudes. According to self-determination theory (SDT), LGO generates autonomous motivation that impacts self-regulation or the ability to control behavior (Matsuo et al., 2019). Shariq et al., (2019) revealed that individuals who have high LGO are more oriented to understand work, develop skills, and improve their competence at work. Inline, Matsuo (2021) stated that employees with high LGO consider their work meaningful, and it has an important impact on the company. Learning-oriented employees are likely to thrive at work, precisely plan their work, think creatively, and improve their adaptive capacity (Tan et al., 2017). This study propose hypothesis:

H3: LGO significantly affects a salesperson's innovative work behavior.

Knowledge Sharing and IWB

Knowledge sharing is a critical factor to improve individuals to generate an idea and transform it into practical work solutions (Akram et al., 2020). When employees intensively share knowledge, knowledge is collected and facilitates conditions to develop innovative work behavior. Afsar et al., (2019) stated that transferring knowledge will be faster and more effective if it is formulated through sharing that stimulates thinking and creativity. Knowledge sharing enables individuals to exchange ideas, discuss ideas with coworkers, attract their attention to the advantages of ideas and realize ideas by transforming them into beneficial solutions (Wang et al., 2017). Therefore, the hypotheses are proposed as follows:

H4: LGO significantly affects a salesperson's innovative work behavior.

Psychological Empowerment and Knowledge Sharing

Psychological empowerment is a psychological need that can enhance the intrinsic motivation to complete work and do more for the organization (Kang et al., 2017). Psychological empowerment can increase the effectiveness of providing and distributing information and knowledge within the organization. Employees feel empowered when the values they have are in line with the value of the job or organization (meaningful of work). Pee & Min (2017) concluded that the fitness between individual values and organizations increases the sense of belonging, which means that employees feel part of the company and make the company a

partner who has the same goals. This encourages them to want to be connected and share knowledge with members of the organization. This study propose hypothesis:

H5: Psychological empowerment significantly affects knowledge sharing

LGO and Knowledge Sharing

Employees with high LGO tend to engage in learning activities to acquire new knowledge and skills (Yao & Chang, 2017). Knowledge sharing provides an interaction activity between individuals in a business that is mutually beneficial to each other by exchanging thoughts, opinions or information they have. In addition, knowledge sharing activities in the workplace provide a lot of knowledge contributions that can be adapted to improve performance. The results showed that employees with high LGO were more active in sharing knowledge. This is because knowledge and skills are indispensable in completing tasks (Layaman et al., 2021). In addition, according to Matzler & Muller (2011) the LGO character will encourage people to challenge themselves, so they will be more proactive in sharing knowledge. Based on above explanation, this study propose hypothesis:

H6: LGO significantly affects knowledge sharing.

CSE and Knowledge Sharing

Previous research has shown that employees with high CSE have a positive attitude and the more willing to participate in organizational activities (Judge & Bono, 2001). In addition, they are more likely to awaken and pursue the goal of an intrinsic job (intrinsic goals) rather than looking for an extrinsic purpose (extrinsic goals). Some studies found a positive relationship between the CSE and motivation was led to a decision to get involved and devote themselves to knowledge sharing behavior (Zhang et al., 2020). This study propose hypothesis:

H7: CSE significantly affects knowledge sharing

Mediating Role of Knowledge Sharing

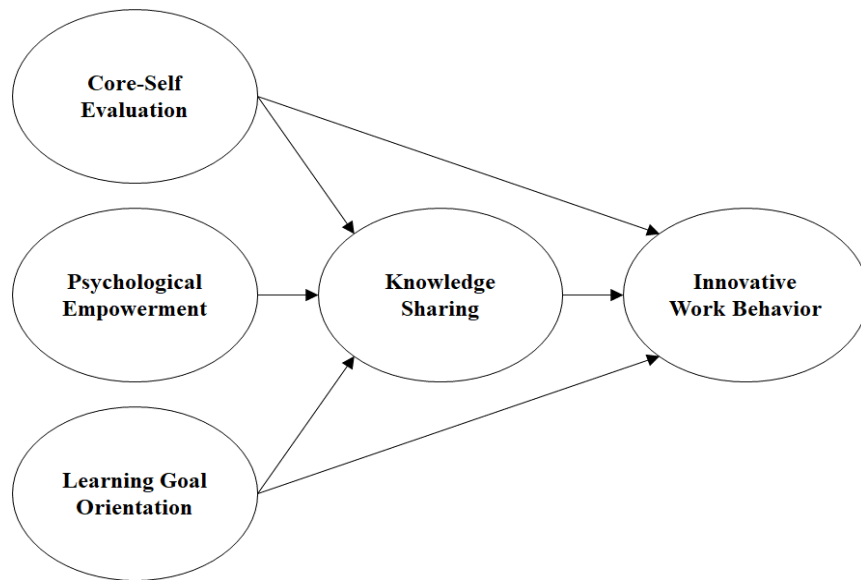
Several previous studies identified that knowledge sharing is often placed as a variable that mediates research related to innovation (Wang and Kwek, 2018). In addition, knowledge sharing is also proven to directly increase individual innovation, absorptive capacity, and innovativeness (Kim et al., 2013; Yesil and Dereli, 2013). Based on this explanation, it is logical to implement the knowledge sharing variable as a mediating variable in the conceptual model. In addition, Helmy et al. (2019) study revealed that psychological empowerment would increase knowledge sharing behavior, improving employees' innovative behavior. On the other hand, Rhee and Choi (2017) conclude that employees with personal characteristics (learning goal orientation) have better creative performance through knowledge-sharing mechanisms. Based on previous studies, this research proposed hypothesis:

H8a: Knowledge sharing mediates the relationship between CSE and IWB

H8b: Knowledge sharing mediates the relationship between psychological empowerment and IWB

H8c: Knowledge sharing mediates the relationship between LGO and IWB



Figure 1. Empirical Research Model

Methodology

Sample and Data Collection

This study employed a survey method, using a questionnaire to test the conceptual model and hypothesis. This research focuses on the microfinance institutions in the Central Java Region, which represent the region with the highest number of microfinance in Indonesia (OJK, 2021). The respondents are sampled from 122 microfinance that registered in the Financial Services Authority (OJK) in 2021. Questionnaires were delivered through the sales manager. Specifically, there was a two-step process for identifying sample participants. First, we contacted the Sales manager to request their voluntary participation in representing the company in the survey. Second, the sales manager selected qualified salesperson employees that serve as research respondents. Of the 415 salespeople who received the questionnaire, 279 salespeople returned completed surveys within the specified time limit, yielding a 67,2 percent response rate.

Measurement

The measurement of all variables in this study was carried out by adopting from existing research. All indicator items in English had been translated into the Indonesian language, then checked, validated, and back-translated by a bilingual management scholar. Innovative work behavior was measured using items from Scot & Bruce's (1994) studies. An example of the item is "I search out new technologies, processes, techniques, and/or product ideas". Psychological empowerment was measured using 12-items from Spreitzer's (1995) studies. An example of the item is "I am confident about my ability to do my job". Core-self evaluations were measured using 12-items from Judge & Bono (2001) studies. An example of the item is "I am confident I get the success I deserve in life". Learning goal orientation was measured

using items from VandeWalle's (1997) studies. An example of the item is "For me, development of my workability is important enough to take a risk". Knowledge sharing was measured using 5-items from Casimir, Lee, & Loon's (2012) studies. An example of the item is "I voluntarily share my skills with colleagues within my department". All variables were assessed on a five-point Likert-type scale (1="strongly disagree," 5="strongly agree").

Result

Table. 1 Respondent's Demographic Characteristic

Demographic Charecteristic	Frequency	Percentage
Gender		
Male	198	70,97%
Female	81	29,03%
Total	279	100,00%
Last Education		
Secondary and High School	75	26,88%
Vocational School	54	19,35%
University	150	53,76%
Total	279	100,00%
Job Tenure		
Under 3	75	26,88%
3-5	120	43,01%
6-9	55	19,71%
9-12	24	8,60%
Above 12	5	1,79%
Total	279	100,00%

As indicated in Table 1, out of 279 respondents, 198 respondents, equivalent to 70.97%, were males. The majority of the respondents (53.76%) graduated from university, while 26.88% were possessed secondary and high school and 19.35% were vocational school holders. Most of the respondents (43.01%) had work experience between 3-and 5 years, while 26.88% were under three years of working experience.

Measurement Model Evaluation

This study uses SMART PLS 3.0 to examine the proposed conceptual model and hypothesis. The result showed that all minimum requirements fit with the measurement model. First, loading factors for all indicators are significantly over the cut-off value of 0.7. According to Hair et al., (2017), a higher level of outside loading factor indicates a higher level of reliability. Second, all extracted means values (AVE) exceed the 0.5 thresholds, supporting the convergent validity of the construct steps. Composite reliability (CR) describes the convergence and internal consistency of the developed measures. CR calculates the degree to which the particular indicators signal the latent construct.

The CR estimates of the latent variables of the present study ranged from 0.84 to 0.91 (Table 2), which exceeded the cut-off value of 0.7. In the third step, to assess discriminant validity, we examined by comparing the square root of the AVE to each variable relation (Fornell & Larcker, 1981). The result showed that discriminant validity is established between two constructs association among indicators and more significant than that between a construct



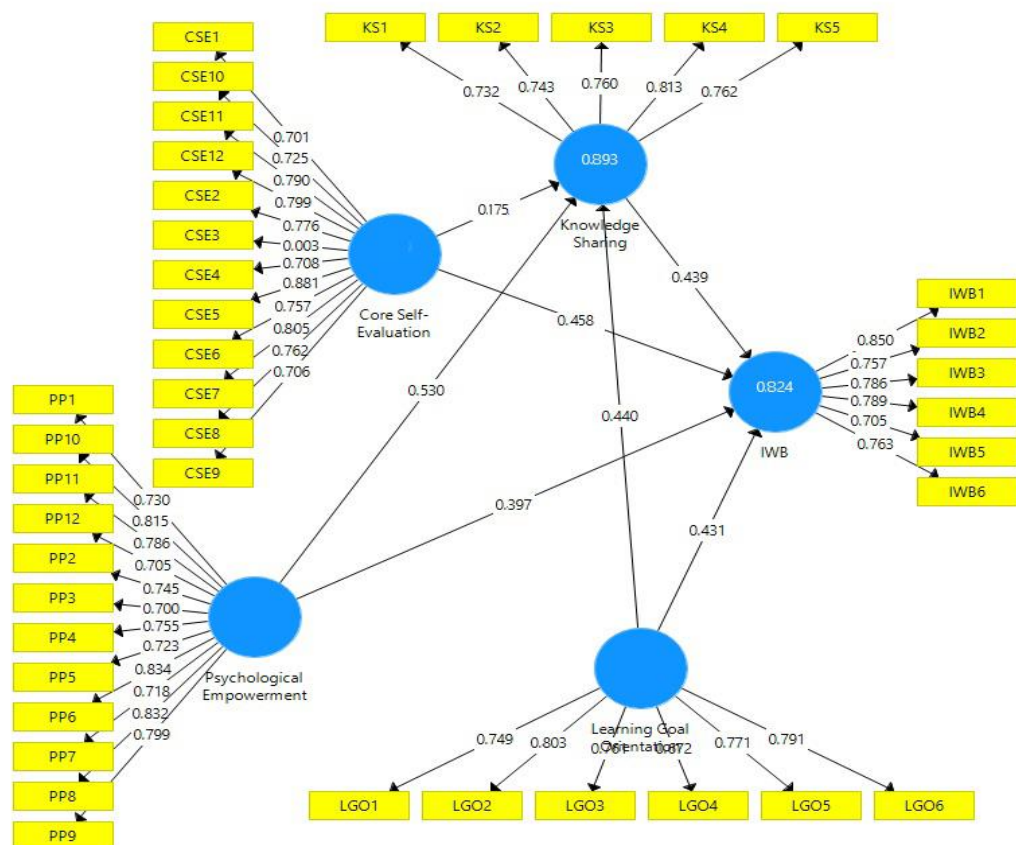
and any other construct (Hair et al. 2017). Cronbach's alpha coefficients for the multiple-item innovative work behavior, knowledge sharing, psychological empowerment, learning goal orientation and core self evaluation were 0.80, 0.84, 0.81, 0.81 and 0.78, respectively, indicating an acceptable level of reliability.

Tabel 2. Measurment Model Evaluation, Convergent, and Reliability

Instrumen	Mean	SD	CA	CR	AVE	Instrumen				
						1	2	3	4	5
IWB (1)	3.56	0.21	0.80	0.84	0.71	0.82				
KS (2)	3.45	0.15	0.84	0.91	0.69	0.65	0.81			
PE (3)	3.51	0.12	0.81	0.87	0.75	0.66	0.58	0.86		
LGO (4)	3.67	0.20	0.81	0.88	0.73	0.58	0.45	0.71	0.84	
CSE (5)	3.10	0.31	0.78	0.80	0.69	0.63	0.61	0.61	0.59	0.70

* IWB: Innovative Work Behavior; KS : Knowledge Sharing PE: Psychological Empowerment; CSE: Core Self-Evaluation; LGO; Learning Goal Orientation;

Figure 2. Empirical Research Model



Findings

Table 3 summarizes the results of the best-fit model and explains the direct and indirect relationship between dependent and independent variables. In hypotheses H1, H2, and H3, the authors examined the effects of psychological empowerment, CSE, and LGO on IWB. The results found that psychological empowerment significantly affects IWB ($\beta=0.397$; $p<0.001$). Thus H1 was supported.

Tabel 3. Structural Equation Model Assessment

Variables	Original Samples	STDev	T-Value	p-values	Hypotesis
PE -> IWB	0.397	0.112	3.545	0.000	H ₁ : Supported
CSE -> IWB	0.458	0.154	2.974	0.003	H ₂ : Supported
LGO -> IWB	0.431	0.178	2.421	0.016	H ₃ : Supported
KS -> IWB	0.439	0.109	4.028	0.000	H ₄ : Supported
CSE-> KS	0.175	0.241	0.726	0.468	H ₅ : Not Supported
PE-> KS	0.430	0.141	3.050	0.003	H ₆ : Supported
LGO-> KS	0.440	0.211	2.085	0.038	H ₇ : Supported
Spesific Indirect effect					
PE-KS-IWB	0.358	0.114	3.140	0.002	H _{8a} : Supported
CSE-KS-IWB	0.135	0.089	1.517	0.130	H _{8b} : Not Supported
LGO-KS-IWB	0.485	0.212	2.288	0.023	H _{8c} : Supported

PE: Psychological Empowerment; CSE: Core Self-Evaluation; LGO; Learning Goal Orientation; IWB: Innovative Work Behavior; KS : Knowledge Sharing

For individual characteristic variables, both CSE ($\beta=0.458$; $p<0.01$) and LGO ($\beta=0.431$; $p<0.05$) were significantly related to IWB, thus H2 and H3 were supported. However, in contrast with prediction, CSE has no significant effect on knowledge sharing ($\beta=0.175$; $p>0.05$). Only LGO showed a connection to knowledge sharing. These results indicate support for H4, and H5 is not supported. Next, H8 proposed knowledge sharing as mediating variable. The result found that knowledge sharing has mediated the effect of PE ($\beta=0.358$; $p<0.01$) and LGO ($\beta=0.135$; $p<0.05$) on IWB; thus, H8a and H8c were supported. However, the mediating role of knowledge sharing on the CSE–IWB relationship is not significant. Consequently, H8b was not supported.

Discussions

This present study confirms that psychological empowerment positively influenced a salesperson's innovative work behavior. The salesperson needs to be psychologically empowered to respond promptly and fully to meet evolving customer needs. Drawing on Social Cognitive Theory, the perceived significance of empowerment for the salesperson is well understood, given the increasing need to provide fast, customized solutions to customer needs without waiting for multiple levels of approval. In particular, when they interact outside the company's boundary environment with customers, empowerment can unleash their creative problem-solving potential and give them the freedom to be more adaptive to sales situations. This means the more empowered salespeople, the better the ability to transfer value to the customer as a strategic tool for improving sales innovativeness.

Employee characteristics display a critical role in determining the success of individual innovation. In addition, employees with high LGO can demonstrate more innovative behavior through knowledge-sharing activities. First, CSE has a positive effect on



salespeople's innovative work behavior. Employees who reflect on themselves positively are more open to trying new things. They are more confident in expressing new ideas and applying them to work. In addition, CSE establishes serenity when facing obstacles or challenges in the innovation process. In an era pandemic, customer behavior tends to change and is unpredictable. Salespeople with high CSE are more confident in taking a creative approach in proposing to customers. However, inconsistent with the previous finding, CSE indicated a nonsignificant effect of knowledge sharing.

Second, this study revealed that learning goal orientation is significantly related to innovative work behavior guided by achievement motivation theory. Goal-oriented salespeople are intrinsically motivated to complete complex tasks and generally do not care about their performance relative to others or meet normative performance. They tend to engage in challenging tasks, acquire new skills and experiences, and increase their persistence and efforts in the face of failure. Thus, sales staff with a learning goal orientation are more innovative under challenging sales situations, can generate new efforts, and improve sales strategies.

Third, this study found that knowledge sharing significantly mediates psychological empowerment- IWB and LGO-IWB relationships. The following results revealed that empowered employees tend to share more knowledge with colleagues, which is, in turn, will produce more innovative work behavior. These results showed that empowered employees tend to share more knowledge with colleagues, which is, in turn, produces more innovative work behavior. They are more confident to share information about an experience of facing customers. In addition, discussions with colleagues help employees formulate a novel ideas to improve sales performance. Knowledge sharing also mediates the relationship between LGO and IWB. Salespersons with high LGO are more open and interested in sharing their thoughts with colleagues and increasing their knowledge about marketing conditions. This provision makes it easier for them to create new ideas to solve the problems.

Conclusion and Implications

Based on the literature review, this study proposed that psychological empowerment and individual characteristic (LGO and CSE) contribute positively to innovative work behavior. Overall, psychological empowerment, LGO, and CSE implied a positive and significant impact on the salesperson's innovative work behavior. It also proposed that psychological empowerment, LGO, and CSE significantly affect knowledge sharing. However, only CSE has a nonsignificant effect on knowledge-sharing in contrast with expected. Moreover, this study also brings a new insight by adding a mediating effect of knowledge sharing in the research model. It is suggested that psychological empowerment shares a positive impact on innovative work behavior through knowledge sharing. On the other hand, knowledge sharing was also a mediating variable between LGO and innovative work behavior.

Improving a salesperson's innovative work behavior is vital to building long-term relationships with the customer. This present study addressed some issues managers are likely to understand in nurturing salespeople's innovative work behavior. First, the manager needs to provide a work atmosphere that fosters salespeople's meaningful work experiences and promotes a sense of competence, self-determination, and an appreciation of the impact, encouraging innovative work behavior. Second, the managers could take specific measures to promote individual learning goal orientations, such as strengthening leadership-member relationships, setting learning goals, and common awareness. Meanwhile, managers should

select salespeople who have learning goal orientation in recruitment, selection, training, and organizational reform to realize innovative work behavior. Third, a friendly work environment is needed to support salespeople's knowledge-sharing behavior. Managers should create a benevolent knowledge-sharing climate that enables employees to share information, ideas, and experience. This research also contains several limitations. First, this study used a cross-sectional method, and it would be interesting for the following studies to employ a longitudinal method to understand the cause and effect relationship. Secondly, the sample of this study consisted of the MFi sector. Therefore, further research could test our theoretical model in different sectors. This study focused on MFi in an Indonesian setting. This research also could be replicated in other regions' geographical areas and countries to generalize this result, especially in a broader Asian context.

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