

Empowering Innovative Team Among Knowledge Workers: McClelland's Needs Theory with Rasch Model Analysis

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Abstract

Human capital components are seen as critical knowledge resources for long-term success. As a result, knowledge sharing has become an essential component of organizational innovation. Individual and organizational learning, performance, job satisfaction, and creative behaviors are predicted in knowledge sharing. Personal objectives and needs, according to experts, have a significant impact on human behavior, such as creativity and innovativeness. Most need-based motivation theories assume very identical fundamental needs. Achievement, affiliation, and power describe the three basic psychological needs. This study aims to contribute to current research on McClelland's Needs Theory in knowledge management, especially team knowledge sharing. The research used Rasch Model analysis and Multiple Regression to examine McClelland's Theory of Needs in team knowledge sharing among knowledge workers in a service-oriented business. These Rasch results prove that team knowledge sharing varies greatly depending on the needs for achievement, affiliation, and power. While the regression analysis results also reveal that the need for achievement is greater than the effect of the need for affiliation on knowledge sharing. On the other hand, the need for power has a detrimental influence on information sharing.

Keywords

McClelland's needs theory, Team knowledge sharing, Innovative behavior, Rasch Model, and Service Business

1. Introduction

Knowledge and learning have emerged as critical components in maintaining competitiveness in business which are becoming increasingly complex, global, and fast-paced (Ogulin et al. 2020). Moreover, the efficacy of people, teams, and/or units, mainly, is strongly dependent on how well knowledge is communicated between individuals and/or groups (Wang and Wang 2012).

Knowledge is an intangible asset frequently developed within a company by creating and deploying human resources (human capital pool). Knowledge is significantly tied to employees' individual jobs, talents, cognitive capacities, and behaviors and practices that contribute to organizational performance (Abdul-Jalal et al. 2013; Wang and Wang 2012).

Knowledge is also composed of experiences, information, values, and attitudes that provide a proper framework for evaluating new information and experiences. When employees share their tacit or explicit knowledge, new knowledge is created. Hence, it is referred to as knowledge sharing (Hussein et al. 2019b; Mohajan 2019; Si Xue 2017). Individual knowledge sharing is essential in organizations because it drives knowledge creation and competitiveness. Even though measuring the effectiveness of sharing activities is difficult, knowledge sharing can improve organizational performance (Ahn and Kim 2017; Castaneda and Cuellar 2020; Si Xue 2017).

According to scholars, businesses produce new knowledge through employee interaction and combination. It suggests that the exchange and variety of ideas and knowledge contribute to creating new knowledge. It connects previously disconnected ideas and knowledge or recombines previously connected ideas and knowledge in novel ways (Ahn and Kim 2017; Mohajan 2019; Ogulin et al. 2020; Sun et al. 2020). Human inputs include ideas, attitudes, leadership, management planning, creativity, and self-efficacy. According to scholars, they constitute the foundation of innovativeness, in addition to research and development. Human exchanges of competence, expertise, information,

intuitions and creative approaches underpin creativity. Finally, knowledge exchange is inextricably tied to innovation (Castaneda and Cuellar 2020; Dei and van der Walt 2020; Quan et al. 2021).

The knowledge-based view of competitive advantage recognizes the relevance of knowledge and Human Resource (HR) competencies as significant assets for an organization's sustainability. The competitive advantage is determined by knowledge resources, or what is known as knowledge workers (Wang and Wang 2012). Knowledge workers rely on creativity and innovativeness to provide suitable work outcomes. In addition, they are more receptive to performance feedback as a motivating reference for self-evaluation and self-improvement (Tsai 2018).

A service-oriented organization can employ the new method of integrating knowledge in time so that assets can be used to meet the needs of different situations. Previous research has shown that knowledge sharing occurs at the organization, group, or individual level (Hussein et al. 2019a; Mohajan 2019; Si Xue 2017). Researchers are examining how a receiving unit (department or division) learns from the experiences of other teams within an organization at the organizational level. In addition, the individual-level study examines the efficacy of learning-sharing strategies in imparting knowledge to individual employees (Gerpott et al. 2017 2019; Lim 2015). As a result, knowledge sharing is, at its core, a human process that necessitates dynamic engagement and positive employee relationships.

Individual goals and needs, according to researchers, have a tremendous influence on human behavior, such as creativity and innovativeness. Therefore, most need-based motivation theories presume somewhat similar basic needs. The three essential psychological needs are explained by self-determination: competence, relatedness, and autonomy (Devloo et al. 2015; Fan et al. 2021; Fischer et al. 2019; Melhem 2018; Schüler et al. 2010). The need for competence is concerned with the satisfaction of proficiency and a sense of effectiveness in one's work. This urge was referred to as the need for achievement by McClelland (Fischer et al. 2019). Relatedness fosters a sense of belonging, enhanced by collaboration and teamwork. This urge was referred to as the need for affiliation by McClelland (Fischer et al. 2019).

McClelland's Theory of Needs in the Entrepreneurial Field has focused on previous research. Debora did a study to see if McClelland's entrepreneurial behavioral traits model was present in universities in Portugal and Brazil. These findings backed up McClelland's theory (Locatelli et al. 2021). According to (Kusumawijaya 2019), the need for achievement can predict SME employee entrepreneurial intent in Bali. In another study, the Human Resource Management sector looked into McClelland's Theory of Needs. (Werdhiastutie et al. 2020) assessed accomplishment motivation in human resources and the aspects of improvement that will be used and evaluated to increase the quality of human resources organizations. There are very few studies on McClelland's Theory of Needs in knowledge management, specifically team learning and knowledge sharing.

1.1 Objectives

This study aims to contribute to existing research on McClelland's Theory of Needs in knowledge management, specifically team sharing. First, the researchers identify the enablers of team sharing based on McClelland's Theory of Needs. It serves as the foundation for the regeneration of a strong innovative team. Second, this research examines the effect of the need for achievement, the need for affiliation, and the need for power on team sharing. Finally, this study examines McClelland's Theory of Needs in team knowledge sharing, specifically in a service-oriented organization using Rasch Model analysis and Multiple Regression.

2. Literature Review

2.1 McClelland's Needs Theory

David McClelland expanded on this study in his 1961 book "The Achieving Society." He recognized three motivators that he believed we all had: a need for achievement, a need for affiliation, and a need for power. According to McClelland, all people have three motivating factors regardless of gender, culture, or age. One of these will be the primary motivating driver (Fischer et al. 2019; MindTools.com 2022; Royle and Hall 2012).

A dominant Motivator for a need for achievements is a person who has a strong desire to create and achieve challenging goals. To achieve the objectives, they take calculated risks. Likes to receive regular feedback on their development and successes. They often prefer to work alone. A person with a high dominator in need of affiliation is

a person who wants to be a part of the group. They want to be liked and will often go along with whatever the rest of the group wants to do. They favor collaboration over competition. They do not enjoy significant risk or uncertainty. The last one is a person with a dominant motivator, a need for power, and a desire to exert control over and influence people. They like to win arguments. They enjoy competing and winning and have a high level of status and recognition (Fischer et al. 2019; MindTools.com 2022; Royle and Hall 2012).

McClelland observed that individuals with high achievement needs seek situations where they can take personal responsibility for developing creative solutions to challenges. One underlying motivator of such behaviors is a desire to alleviate concerns about their future in the business. These people are known to be quite tenacious in problem resolution. According to research, those with high achievement needs are often more effective leaders (Fan et al. 2021; Fischer et al. 2019; Royle and Hall 2012).

Gaining control over others is at the core of one's need for power. Individuals with power can then leverage their informal accountability for others to amass more significant resources that will help them advance in their careers (Fan et al. 2021; Fischer et al. 2019; Royle and Hall 2012). However, according to a previous study, expressing power needs has a mixed influence, specifically on direct subordinates who generally react badly to leaders with high power needs (Fan et al. 2021; Fischer et al. 2019; Royle and Hall 2012). Despite these findings, excessive displays of power-seeking tend to destabilize managers' interpersonal relationships (Fan et al. 2021; Fischer et al. 2019; Royle and Hall 2012).

Furthermore, persons with solid affiliation need to engage in team activities that emphasize interdependence and cooperation with others (Fan et al. 2021; Fischer et al. 2019; Royle and Hall 2012). Those who value friendship and prefer collaboration over rivalry may interpret a readiness to meet established norms of conduct and accept accountability for others as an indication of organizationally wanted civility (Fan et al. 2021; Fischer et al. 2019; Royle and Hall 2012). Individuals with high levels of affiliation are more sympathetic and accommodating toward others. Previous research has found that affiliation has an impact on leadership. Persons with strong affiliation need to lead others in desired directions and, in doing so, feel accountable to the same ethical rules of conduct as their peers (Fan et al. 2021; Fischer et al. 2019; Royle and Hall 2012).

The need for affiliation is the basis of social capital, which is defined as the ability to form qualified relationships among coworkers (Di Fabio and Saklofske 2019; Ngoc-Tan and Gregar 2018; Nguyen et al. 2019). It means that employees can receive many types of social aid, such as informational, instrumental, and emotional support. It enables employees to gain the knowledge and resources needed to execute their tasks more successfully and improves career sponsorship from other organizational members (Ahn and Kim 2017; Di Fabio and Saklofske 2019). Employees with a high social capital level will frequently communicate with coworkers, express their worries, offer assistance, and share expertise about effective customer service strategies. Because of these encounters, they are more likely to feel a vital member of the business and recognize their dedication. It will also support them with their job involvement (Ahn and Kim 2017; Ko et al. 2018).

2.2 Team Knowledge Sharing

Knowledge workers are a valuable resource for knowledge-based enterprises in the knowledge era. Employees who are constantly looking for innovative solutions to issues are known as knowledge workers (Jia and Fan 2014). In addition, they also have abilities, knowledge, talents, ideas, and commitments that are considered valuable organizational assets. Therefore, organizational techniques, tactics, formal knowledge, human abilities, and experiences have become valuable assets (Hussein et al. 2019b; Mohajan 2019; Si Xue 2017).

Knowledge exchange among individuals, groups, units, or organizations is known as knowledge sharing. In this context, knowledge is commonly defined as information that has been selected and interpreted (Fischer 2022; Hussein et al. 2019a; Mohajan 2019; Si Xue 2017). The word "knowledge sharing" is typically used to represent a one-way knowledge exchange. When one person explains a work technique to another or writes knowledge about a process in a guideline. Knowledge sharing can also be bi- or even multidirectional, as in team meetings or consultation processes. However, in this study, knowledge sharing is defined as the transfer of knowledge on an individual level in groups (Ahn and Kim 2017; Castaneda and Cuellar 2020; Fischer 2022; Si Xue 2017).

Knowledge sharing is influenced by a variety of factors. These determinants can be internal or external in nature. External factors that influence knowledge sharing include the organizational context of in-group collectivism,

uncertainty avoidance, performance orientation, and power distance (Fischer 2022). Internal determinants of knowledge sharing include a good mood, age, and motivation (Fischer 2022).

Human resources are the most valuable assets. As a result, business performance is the total personnel performance and job accomplishment. It is the outcome of the amount and quality of work employees can accomplish based on their responsibilities (Hermawati et al. 2020; Sutia et al. 2020). The knowledge-based views of human capital components as knowledge resources. It is crucial for long-term innovative performance (Ahn and Kim 2017; Razzaq et al. 2019). Therefore, knowledge sharing is an essential aspect of knowledge management. Knowledge sharing is viewed as a predictor of individual and organizational learning, performance, job satisfaction, and innovative capability (Ahn and Kim 2017; Fischer 2022; Razzaq et al. 2019). After a thorough literature review, the researchers came up with the hypotheses

Hypothesis 1: Needs for achievement make a significant difference in team knowledge sharing

Hypothesis 2: Needs for an affiliation make a significant difference in team knowledge sharing

Hypothesis 3: Needs of power make a significant difference in team knowledge sharing

Hypothesis 4: Needs for achievement have a significant influence on team knowledge sharing

Hypothesis 5: Needs for affiliation have a significant influence on team knowledge sharing

Hypothesis 6: Needs of power have a significant influence on team knowledge sharing

3. Methods

The research instrument was developed based on literature reviews and research reviews. The questions used as a measure of McClelland's need theory were adapted from (Mu et al. 2020; Mutlutürk and Mardikyan 2018; Papachroni and Heracleous 2020; Schnellbacher and Heidenreich 2020)(Mardi et al. 2018; Mu et al. 2020; Papachroni and Heracleous 2020; Schnellbacher and Heidenreich 2020), consisting of 30 indicators. Team knowledge sharing instrument is adapted from the work of (Ferretti and Afonso 2017; Kordab et al. 2020), consisting of 6 indicators.. The questionnaire items were examined using Rasch Model Analysis with WINSTEPS Version 5.2.1.0. The Rash Model is also used to run the validity and reliability tests on research instruments and analyze research hypotheses. Furthermore, Rasch Model Analysis can assist in reducing the number of biased responses on self-report questionnaires (Boone et al. 2014; Miftahuddin et al. 2020; Sumintono 2014).

The reliability of the research instrument indicates that all responses are acceptable (0.81, 0.72, 0.75, 0.72). It implies that the respondents understood the questionnaire items. The research instrument items are also excellent (0.97, 0.99, 0.97, 0.88). The instruments have a strong Cronbach alpha (0.87, 0.74, 0.81, 0.87). It implies good correlations between the items and the respondents' responses (Boone et al. 2014; Miftahuddin et al. 2020; Sumintono 2014).

Table 1. Reliability and Validity Test Results

Research Variables	Alpha Cronbach	Item Reliability	Person Reliability	Item Validity
Need of Achievement	0.87	0.97	0.81	10 items – accepted
Need of Affiliation	0.74	0.99	0.72	10 items – accepted
Need of Power	0.81	0.97	0.75	10 items – accepted
Team Knowledge Sharing	0.87	0.88	0.72	6 items – accepted

Source: Primary Data, 2021

4. Data Collection

The research was conducted at a service-based organization in Greater Jakarta, Indonesia in 2021. Approximately six months after starting, the research was completed. The study could collect the primary data from 202 knowledge workers, with female knowledge workers for 49% of the workforce and male knowledge workers accounting for 51%. In addition, 13% percent of them are above 40 years old (Gen X), while 25% are below 25 years old (Gen Z), and the majority 62% are, between 26 years old to 40 years old (Gen Y). Furthermore, 30% of respondents hold a master's degree and above, 12% are high school graduates, 3% are diploma degree holders, and 54% have a bachelor's degree. The working level consists of 61% officer, 19% supervisor, 15% associate manager, 3% senior manager, and 1% associate director. According to the Rasch Model analysis, only 192 respondents can examine further.

5. Results and Discussion

5.1 The Rasch Analysis

The Person Map Recapitulation (figure 1) shows that the most dominant motivator is the need for affiliation since it has the highest logit value. It infers that these knowledge workers tend to participate in team activities that promote interdependence and cooperation with others. They value friendship and favor collaboration over rivalry. They also may be willing to follow established conduct rules and accept responsibility for others as a sign of organizationally desired civility. Individuals with a strong sense of belonging are more sensitive and accommodating to others. This result is in line with the works of (Fan et al. 2021; Fischer 2022; Fischer et al. 2019; Royle and Hall 2012).

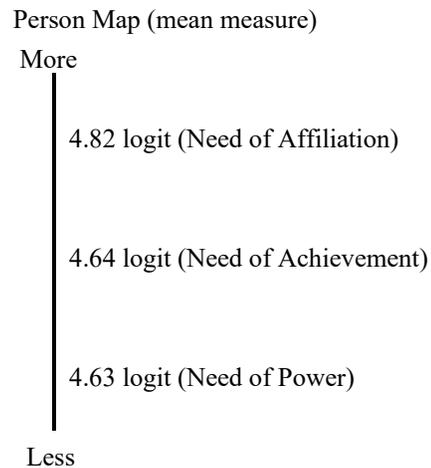


Figure 1. Person Map Recapitulation

5.3 Validation

Table 2 compares each dimension of McClelland's need theory on team knowledge sharing. According to the Rasch Model Analysis, knowledge workers with a high need for achievement will eagerly share knowledge with their peers in the team (6.09 logit > 4.64 logit). At the same time, knowledge workers with a high need for affiliation will also eagerly share knowledge with their peers in the team (6.12 logit > 4.82 logit). Meanwhile, knowledge workers with a high need for power will eagerly share knowledge with their peers in the team (5.22 logit > 4.63 logit).

All hypotheses are statistically accepted, as shown by the test results in table 2. Because all significant results are below the threshold of significance (0.05), These findings suggest that team knowledge sharing differs significantly depending on the needs for achievement, affiliation, and power. These findings support prior research that found that persons with a high need for achievement will be good leaders in generating innovative solutions to problems. People who have a strong need for affiliation will also participate in team activities. While, people that have a strong desire for power would like to take control by sharing their knowledge (Fan et al. 2021; Fischer 2022; Fischer et al. 2019; Royle and Hall 2012).

Table 2. Mean Measure Hypothesis Testing

McClelland Needs Theory	Code	Knowledge Sharing	Probability Value	Validation
Need of Achievement	All	4.64 logit	0.00 < 0.05 (α)	H1 accepted
	High	6.09 logit		
	Low	3.41 logit		
Need of Affiliation	All	4.82 logit	0.00 < 0.05 (α)	H2 accepted
	High	6.12 logit		
	Low	3.66 logit		
Need of Power	All	4.63 logit	0.03 < 0.05 (α)	H3 accepted
	High	5.22 logit		
	Low	3.96 logit		

The findings also suggest that knowledge workers with a strong need for affiliation are more motivated to share their expertise and knowledge (6.12 logit) than those with a high need for achievement (6.09 logit). Knowledge workers with a high need for power, on the other hand, are less eagerly to share their knowledge (5.22 logit).

Table 3. Hypotheses Testing with Multiple Regression

Coefficients^a

Model 1	Unstandardized Coefficients	Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.262	1.184		1.910	0.058		
Nach (X1)	0.334	0.039	0.513	8.590	0.000	0.631	1.586
Naff (X2)	0.238	0.046	0.329	5.118	0.000	0.543	1.841
Npow (X3)	-0.005	0.041	-0.008	-0.132	0.895	0.583	1.717

a. Dependent Variable: KS (Y)

The second type of analysis is multiple regression, which looks at how the independent variable affects the dependent variable (Hope et al., 1977) with SPSS22. It is known that, based on the findings of multiple regression analysis, hypothesis 4, *the need for achievement has a significant influence on team knowledge sharing* is statistically accepted. It implies that a team with people in high need of achievement will be motivated by their need for achievement. They have a strong drive to set and attain tough goals. They take calculated risks to achieve their goals. They are also open to receiving feedback on their progress and achievements. They frequently prefer to work alone; therefore, the Rasch model shows that achievement is lower than the need for affiliation in team knowledge sharing (Fischer 2022; Fischer et al. 2019; Royle and Hall 2012).

Furthermore, hypothesis 5, *the need for affiliation significantly influence team knowledge sharing*, is also statistically accepted. It infers employees with a high social capital level will frequently communicate with coworkers. They express their worries, offer assistance, and share expertise about effective customer service strategies. Because of these encounters, they are more likely to feel a vital member of the business and recognize their dedication. It will also help them with their job involvement (Ahn and Kim 2017; Ko et al. 2018).

On the contrary, hypothesis 6, *the need for power significantly influence team knowledge sharing*, is statistically declined. Their desire to exert control over and influence people will not support team knowledge sharing. It is in line with the previous study that explains the high need for power needs will cause a bad reaction from direct subordinates and destabilize interpersonal relationships (Fischer 2022; Fischer et al. 2019; Royle and Hall 2012).

Regression equations can be created by examining the value of B (Coefficient Beta) in the unstandardized Coefficients. For example, according to the above table, the regression equation is:

$$\hat{Y} = 2.262 + 0.334 X1 + 0.238 X2 - 0.005 X3$$

The regression analysis results also show that the effect of the need for achievement on knowledge sharing is greater than the effect of the need for affiliation. It suggests that close relationships among team members can facilitate team knowledge sharing. They can find creative solutions to every problem, which has a more significant impact on knowledge sharing. The practical implication of these two analyses is that team building is the primary forum for team knowledge sharing because team members need affiliation and support from one another. However, each team member can be trained by increasing their desire for success to be more creative in team interactions. When they are together but still dare to show their individual creativity. Teams with a high need for affiliation tend to harbor personal abilities to be accepted by other team members, so they do not dare to come up with ideas that are different from their team.

However, the desire for power has a negative impact on knowledge sharing. This indicates that team members with a high need for power will dominate their work teams and impose their own will. They want to always give orders to other team members and close the team's discussion room. It can harm team performance and team spirit.

6. Conclusion

Knowledge and learning have emerged as critical components in retaining competitiveness in an increasingly complicated, global, fast-paced corporate environment. The effectiveness of individuals, teams, and/or units is heavily reliant on how successfully information is transferred between individuals and/or groups.

Human capital components are seen as knowledge resources. In the knowledge-based model, it is critical for long-term success in terms of innovation. As a result, knowledge sharing is an essential component of knowledge management. Individual and organizational learning, performance, job satisfaction, and innovative capabilities are all predicted by knowledge sharing.

The Person Map Recapitulation reveals that the desire for connection is the most powerful motivation, with the greatest logit value. It implies that these knowledge workers are more likely to engage in team activities that foster interdependence and collaboration with others. They cherish friendship and prefer cooperation over competition.

All hypotheses are statistically accepted. These findings suggest that team knowledge sharing differs significantly depending on the needs for achievement, affiliation, and power.

The regression analysis findings also suggest that the need for achievement is more significant than the effect of the need for affiliation on knowledge sharing. Although intimate ties among team members might enhance team knowledge sharing, the capacity to solve problems creatively has a more significant influence on knowledge sharing.

On the other hand, the need for power has a detrimental influence on knowledge sharing. It suggests that team members with a strong need for power will dominate their work teams. They impose their will since they wish to constantly issue commands to other team members and shut their discussion room. It can have a detrimental influence on team performance and team spirit.

The study still has limitations. First, using the research instrument in other service businesses such as hospitality, education, or public service is preferable. Other organizational characteristics, such as leadership and organizational culture, should be included. Finally, more items should be included in the research instrument to address McClelland's need theory in the local cultural context.

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