Journal of International Economics and Management
Journal homepage: http://jiem.ftu.edu.vn

# High-performance work system based on the AMO model, knowledge sharing, and employee performance in Vietnam's private firms

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**Received:** 05 August 2023; **Revised:** 19 May 2024; **Accepted:** 30 May 2024
https://doi.org/10.38203/jiem.024.2.0087

## Abstract

This study investigates the relationship between knowledge sharing and high-performance work systems (HPWS) using the ability, motivation, and opportunity (AMO) framework. It is presumed that AMO-enhancing practices encourage knowledge sharing among staff members. Additionally, this research focuses on the impact of knowledge sharing on employee performance. The data were obtained from 260 employees and 79 line managers in 26 private Vietnamese companies. Exploratory and confirmatory factor analyses were conducted to verify the data, and structural equation modeling was used to evaluate the hypotheses. The results show that the HPWS is positively related to knowledge sharing. Opportunity-enhancing practices have the greatest impact on employees' knowledge sharing, whereas motivation-enhancing practices have the least effect. These findings provide a strong basis for improving employee performance by stimulating knowledge sharing among organizational employees. This study also contributes to the literature by employing knowledge sharing to explore the connection between HPWS and employee performance in the private sector.

**Keywords:** HPWS, AMO model, Knowledge sharing, Employee performance

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## 1. Introduction

Promoting knowledge sharing in companies has attracted the attention of management researchers. In recent years, there has been a growing body of research on knowledge sharing, exploring various aspects of this complex phenomenon. Given that knowledge sharing is influenced by many individual, organizational, and contextual factors, researchers have placed significant emphasis on identifying the factors that either facilitate or hinder it (Foss *et al.*, 2009). Prior research has recognized the relevance of analyzing personal motivational factors that either encourage or inhibit information-sharing behaviors (Foss *et al.*, 2009). Besides, the role of human resource management (HRM) in promoting knowledge-sharing behavior in organizations also received attention from scholars (Foss *et al.*, 2015). AMO-enhancing HRM practices are frequently used in the HRM field (Bos-Nehles *et al.*, 2023). The fundamental concept of the AMO model is that each ability (A), motivation (M), and opportunity (O) for engagement all affect the effectiveness of the organization (Boselie, 2014). By classifying each activity into traditional HRM activities and analyzing how they influence organizational outcomes focused on the workforce's needs, the AMO framework strives to thoroughly understand the relationships between various HRM practices. Improvement of ability, motivation, and opportunities for employees favor organizational outcomes, work satisfaction, and organizational performance (Vermeeren *et al.*, 2014), as well as growth and development (Žibert and Starc, 2018). In addition, several studies using the AMO framework have shed light on how people's motives and skills impact how they share knowledge (Reinholt *et al.*, 2011; Wang *et al.*, 2014). The impact of individual perception of organizational opportunities on knowledge-sharing behavior has also been examined (Gooderham *et al.*, 2022).

The literature still shows some significant gaps, nevertheless. This paper focuses on knowledge-sharing enablers as implemented high-performance work systems (HPWS) practices (based on the AMO model) as organizational factors perceived by employees.

Prior studies have indicated that there might be a discrepancy between employee-experienced HPWS and organizational-level HPWS (Zhang *et al.*, 2018). Employees may act in ways inconsistent with the organization's strategic intentions due to this disparity in understanding the objectives of their employers. Thus, this study focuses on employees' perceptions of HPWS. It is thought that HR practices can positively affect employee attitudes and behaviors if they are perceived, understood, and accepted by employees (Boon and Kalshoven, 2014). Examining HPWS practices (based on the AMO model) from the employees' perspective is crucial.

In addition, previous studies have often combined the different dimensions of HPWS into an overall HPWS score to predict desirable outcomes such as knowledge sharing (Abbasi *et al.*, 2021; Chang *et al.*, 2017). However, this practice can mask the unique effects of specific HPWS dimensions. Not all HPWS practices will have the same level of impact on knowledge sharing (Bhatti *et al.*, 2021). As a result, this research aims to investigate how the top-down effects of three dimensions of HPWS based on the AMO model drive knowledge sharing differently.

Furthermore, knowledge sharing about HPWS measured by behavior approach has been examined in many previous studies (Abbasi *et al.*, 2021; Bhatti *et al.*, 2021; Chang *et al.*, 2017). However, this study takes a different approach by investigating how HPWS practices influence knowledge-sharing practices (including formal and informal activities) within the organization. The results of this study will shed light on whether the implemented HPWS practices perceived by employees encourage or hinder the spread of knowledge among members of the organization.

Additionally, the current study seeks to close the gap by determining the relationship between HPWS based on the AMO model and knowledge sharing in the Vietnamese context. Noteworthy is that several empirical studies examine the determinants of HPWS practices (Le *et al.*, 2019) and target the macro-level system of HPWS on organizational performance (Do *et al.*, 2019), firm innovation (Do and Shipton, 2019), individual performance as an employee's creativity (Tran Huy, 2023a). There is little research on the relationship between HPWS and knowledge sharing in Vietnamese businesses and interest in knowledge-sharing outcomes as individual performance. Besides, Tran Huy (2023b) indicated that the dark-side view of HPWS on employees' outcomes when HPWS leads to hoarded knowledge with the mediating role of competitive climate and the moderating role of psychological contract breach. There is currently a lack of conclusive information about how HPWS practices (with the AMO model) may influence knowledge sharing in Vietnam. The results of this study also contribute to further discussion on whether there exists a dark-side view of HPWS in hindering knowledge sharing in organizations, as mentioned in Tran Huy's (2023b) findings.

Besides, sharing employee knowledge about their jobs is one method to boost performance (Davenport *et al.*, 1998). Employees are believed to cooperate to solve issues, develop fresh ideas, and make wise judgments when they share their expertise (Cummings, 2004). Thus, focusing on this particular setting and providing new insights into the research on knowledge sharing and employee performance is anticipated in this research.

The rest of this study consists of five parts. Section 2 is dedicated to theory and hypotheses. Section 3 describes the research method. Section 4 presents and discusses the results. Subsequently, section 5 identifies theoretical and managerial contributions in sections of the study. Finally, section 6 concludes the research.

## 2. Literature review and hypothesis development

### *2.1 Theoretical framework and literature review*

#### *2.1.1 High-performance work system (HPWS) based on AMO model*

The AMO model was introduced by Bailey (1993) and further developed with contributions from Appelbaum *et al.* (2000). It proposes that firms can improve their performance by ensuring that all employees have the ability, motivation, and opportunity (AMO) to perform their jobs effectively. The model posits that firms need to provide their employees with three components: ability, which refers to the talent, knowledge, skills, proficiency, and experience

required to accomplish a task; motivation, which is defined as the willingness or degree to which an individual is motivated to perform a task; and opportunity, which refers to the search and utilization of resources and opportunities through social relationships or participation in decision-making to solve difficulties (Chang *et al.*, 2017). The AMO model abbreviation symbolizes the three elements that enhance an employee's performance together: individual ability (A), motivation (M), and opportunity to participate (O) (Ozcelik and Uyargil, 2015). Researchers have frequently utilized the AMO model to explain the relationship between HRM practices and performance (Demortier *et al.*, 2014).

The HPWS is a system of integrated HR practices that improve firm performance by encouraging employees to respond favorably and to view their jobs more favorably (Giannikis and Nikandrou, 2013). In other words, HPWS affects workers' skills and knowledge, their motivation to work hard, and their ability to access opportunities to use their talents at work (Jyoti and Dev, 2016). The AMO theory put forth by Appelbaum *et al.* (2000) is one of the most significant theories in this area, despite many unresolved issues regarding the precise behaviors that make up HPWS (Jyoti and Dev, 2016). According to the AMO theory, HPWS is a collection of essential practices that improve employee abilities, motivation, and opportunities to do their jobs well (Fabi *et al.*, 2015; Edgar *et al.*, 2021). Ability-enhancing practices include training, competence development, and performance appraisal feedback that influence the kind and degree of employees' knowledge, skills, and abilities (Edgar *et al.*, 2021). According to Edgar *et al.* (2021), ability-enhancing recruitment and selection methods are encountered early in the work relationship, making it difficult for participants to recall them accurately. As a result, these were left out of the measure. Motivation-enhancing practices include job security and person-organization (PO) fit and rewards for performance (Boxall and Macky, 2009; Edgar *et al.*, 2021). Empowerment, job autonomy, and decision-making participation are opportunities-enhancing practices (Boxall and Macky, 2009; Edgar *et al.*, 2021). Therefore, it can be inferred from the preceding discussion that HPWS is reflected through AMO. Additionally, Boxall and Purcell (2022) emphasized that HPWS are a byproduct of AMO.

At the start of strategic HRM research, general and HR managers are respondents to recognize and evaluate HPWS at the organizational level (Chang *et al.*, 2014). This study, however, focused on how employees experienced HPWS. Employees' perceptions of HPWS describe a cognitive process before they cognitively organize incoming information into well-known categories, during which they selectively absorb the cues that define their work environment. The organized information is interpreted and given significance by the staff (Alfes *et al.*, 2021). According to this perspective, HPWS systems designed by organizations may be implemented successfully if such systems can be perceived, understood, and accepted by employees (Katou *et al.*, 2014).

### *2.1.2 Knowledge sharing*

The process of identifying, disseminating, and exploiting existing knowledge to solve issues effectively is known as knowledge sharing (Law and Ngai, 2008). Hence, knowledge sharing

is exchanging and disseminating ideas, experiences, and knowledge with others to ensure the knowledge continues, is sustained, and is retained in the business. The knowledge occurs at different levels, such as the individual, team, and organization levels; however, sharing knowledge at the individual level is crucial to an organization (Law and Ngai, 2008). In other words, knowledge sharing is the daily knowledge exchange between at least two people (Aksoy *et al.*, 2016). This means that knowledge sharing in companies focuses on the organized and unstructured exchange of various types of knowledge between individuals or groups for productive use. Informal and formal knowledge sharing can be broadly divided into these two categories. Formal rules and structures can be easily implemented in an organization to facilitate the transfer of formal knowledge, which is systematically stored in databases, libraries, or manuals (Zahra *et al.*, 2007). All programs, tools, and procedures that make it simple and quick for employees to access the knowledge they need are included in knowledge sharing. Contrarily, informal knowledge sharing relies on a person's daily work habits, trust level, and face-to-face interactions with coworkers (Nonaka, 2008).

Demortier *et al.* (2014) suggested that knowledge sharing aims to adequately inform people about crucial organizational issues (performance, financial, operating, or strategic information). These procedures also strive to ensure communication between management and staff. As a result, sharing knowledge serves as a mechanism that promotes the creation of new knowledge, the improvement of existing knowledge, and the synthesis of additional expertise in the future.

#### *2.1.3 Employee performance*

Performance involves how people behave while carrying out their responsibilities and achieving the organization's objectives (Campbell *et al.*, 1992). Due to the complexity and interdependence of organizational difficulties, measuring one's performance is challenging (Teigland and Wasko, 2009). However, it is a suitable approach to evaluate employee performance subjectively (Merchant *et al.*, 2010). Employee performance is a person's accomplishment as determined by the standards or criteria established by the firm. Employees' performance is measured by how well they complete tasks and reach their goals. Employee performance is the chosen individuals' successful accomplishment of duties with the desired and accepted criteria (Armstrong and Murlis, 2007). These descriptions lead to the conclusion that an employee's success depends on both the quality and quantity of their work and that they can achieve this in a set amount of time (Giri *et al.*, 2016).

### *2.2 Hypothesis development*

#### *2.2.1 Ability-enhancing HRM practices and knowledge-sharing*

The ability enhancement dimension reflects the degree of investment in HR practices to advance workers' knowledge, skills, and abilities (KSA) (Wright and Kehoe, 2008). Employees can share knowledge and ideas during formal training sessions or casual interactions between two or more people, making training crucial in the context of knowledge sharing (Ipe, 2003). Comprehensive training and development initiatives contribute to higher overall levels of

self-efficacy among organizational personnel (Bandura, 1997). Employees will consequently feel more confident in their skills and more likely to share their knowledge. Additionally, ability-enhancing practices will promote cross-training by fostering interactions, fostering the development of a common language, forging social ties, and raising employees' awareness of the demands of various jobs. This will encourage knowledge sharing among employees from different backgrounds (Bhatti *et al.*, 2021). Using cooperative, team-building activities during training could aid employees in creating cohesive groups and encouraging positive attitudes toward imparting knowledge to coworkers (Lu *et al.*, 2006). Therefore, knowledge-sharing should be increased due to training emphasizing collaboration and fostering employee relationships. Besides, if performance appraisals give employees constructive feedback, they are more likely to keep helping the company. Performance feedback affects perceived self-efficacy by giving workers more precise information about how well they live up to expectations (for instance, regarding knowledge sharing). In other words, a better performance appraisal system might make it easier for members to learn about knowledge-sharing requirements and establish a direct connection between expected behavior and rewards. Feedback can thus motivate members to share more knowledge with their colleagues (Nguyen, 2021). It is envisaged that knowledge exchange among employees will be enhanced via ability-enhancing HRM practices based on the AMO framework. Therefore, the following hypothesis is developed:

*H1: Ability-enhancing HRM practices positively affect employee's knowledge sharing.*

*2.2.2 Motivation-enhancing HRM practices and knowledge sharing*

The level of investment in HR practices that influences employee behavior is known as motivation enhancement (Wright and Kehoe, 2008). Incentives and rewards like profit or gain-sharing bonuses, generous benefits, promotions, and career and development opportunities are examples of motivation-enhancing practices (Ladley *et al.*, 2015; Park and Sturman, 2016) which increase employee motivation, support their efforts to meet objectives and improve performance (Mahdy and Alhadi, 2021). King (2008) contended that financial incentives could promote knowledge-sharing practices through individual database contributions, experience sharing, blog posting, and formal and informal interactions among coworkers. From a socioeconomic perspective, employees act in ways that serve their interests. Employees are more likely to participate in knowledge-sharing activities if specific tangible incentives are anticipated and realized (Nguyen, 2021). Action learning happens especially when incentives are based on team performance, which means teams are given actual business problems to solve and held responsible for the outcomes (Noe *et al.*, 2003). Thus, individuals may be more eager to share their valuable knowledge due to the reciprocal knowledge exchange relationship (Lin, 2007). The importance of compatibility between organizational and employee characteristics is emphasized by person-organization (P-O) fit. It is frequently evaluated regarding how well individual personality, values, and needs match organizational values and beliefs (Chatman, 1991). This practice may be particularly crucial for promoting knowledge-sharing cultures because it not only fosters a community of shared values but also because the values highlighted

can increase employees' intrinsic motivation to understand the value of learning and gaining new knowledge. Consequently, the following hypothesis is suggested:

*H2: Motivation-enhancing HRM practices positively affect employee knowledge sharing.*

*2.2.3 Opportunities-enhancing HRM practices and knowledge sharing*

The AMO framework's opportunity dimension involves increasing employee voice and delegating decision-making authority (Demortier *et al.*, 2014). Employees also require a variety of tasks and career-related chances that tend to boost their confidence and motivate them to participate in group decision-making and task performance (Jiang *et al.*, 2012). Opportunity-enhancing practices like empowerment firstly allow staff members to become familiar with and use the organization's knowledge base for better results (Hasani and Sheikhesmaeili, 2016). It entails removing bureaucratic restrictions and fostering a sense of freedom so that workers can firmly resolve to devote all their skills and efforts to achieving their common objectives. Employees who feel empowered actively participate in learning new things and engaging in other activities that will help them use what they already know to complete their tasks successfully. Because of their increased knowledge needs, they are typically more willing to share and actively seek out new knowledge. Employees are more likely to take advantage of internal transfers, job rotation, and comfortable working conditions when HPWS focuses on job design (Minbaeva, 2013), encouraging workers to cooperate to contribute to knowledge exchange. Participatory decision-making can increase employee motivation by addressing needs for human growth (i.e., self-actualization and fulfillment) (Han *et al.*, 2010). This, in turn, fosters positive attitudes in workers. It demonstrates how an organization can use this mechanism and inducement to allow workers to take psychological ownership by including them in decision-making processes and encouraging them to share their knowledge with other workers. Various practices of designing jobs can motivate employees to share knowledge automatically. Therefore, opportunities-enhancing HRM strategies encourage employees to learn, impart, and use knowledge in the company. Therefore, the following hypothesis is suggested:

*H3: Opportunities-enhancing HRM practices positively affect employee knowledge sharing.*

*2.2.4 Knowledge sharing and employee performance*

In today's business environment, anyone who can nurture their knowledge properly and has more knowledge about their work will likely perform better (Giri *et al.*, 2016). Regarding the individual level, knowledge sharing allows employees to improve their performance while collaborating and sharing knowledge to advance their abilities. By exchanging knowledge with others within or outside the organization, individuals can increase their knowledge assets and be better equipped to add to and manage their knowledge, improving performance quality (Hsu, 2008). By supplying the necessary knowledge, knowledge-sharing helps with problem-solving, the creation of new ideas, and the execution of processes and policies (Cummings, 2004). Employees might be unable to carry out their obligations and duties effectively, efficiently, and high-standardly without the necessary knowledge and skills. Both Akram and Bokhari (2011) and Aksoy *et al.* (2016) conducted studies to examine the connection between

knowledge sharing and individual performance. Research findings demonstrated a beneficial relationship between knowledge sharing and individual performance. Consequently, the following hypothesis is formulated:

*H4: Knowledge-sharing positively affects employee performance.*

### *2.3 Research model*

Figure 1 shows the conceptual model that posits that ability-enhancing, motivation-enhancing, and opportunity-enhancing practices positively influence knowledge sharing, and knowledge sharing positively impacts employee performance.

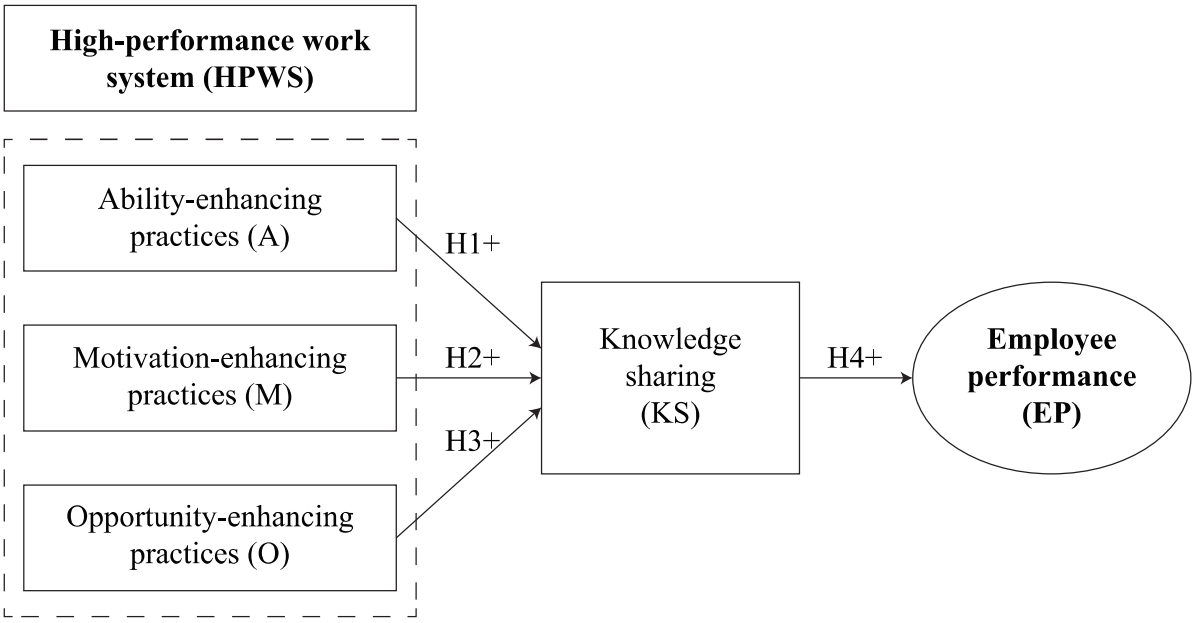


**Figure 1.** Proposed research model

**Source:** Authors' suggestion

## 3. Research methods

### *3.1 Measurement scales*

HPWS construct comprised three dimensions with a ten-item scale from Edgar *et al.* (2021), namely, ability-enhancing practices (three items), motivation-enhancing practices (three items), and opportunity-enhancing practices (four items). HPWS focuses on ability-enhancing practices (training and competence development and feedback received from performance appraisal), motivation-enhancing practices (job security and fit, along with linking of rewards to performance), and opportunity-enhancing practices (empowerment, job autonomy, and participation in decision-making) (Edgar *et al.*, 2021). Employees answered the questions based on their perception of HPWS practices implemented in their firms.

The five-item knowledge sharing scale from Jyoti and Rani's (2017) study was used. It means that knowledge is spread among the members of the organization. The measurements

of employee performance are applied by Jyoti and Rani (2017) and include four items related to employee satisfaction, turnover, absenteeism, and involvement. A five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) was used to measure all scale items.

### *3.2 Sample and data collection*

This study was conducted with 26 private companies in Vietnam from February to March 2023. Human resource managers in the selected firms were interviewed to help researchers understand how HPWS practices are implemented. It ensures that firms participating in the survey are appropriate for this study.

Hair *et al.* (2010) recommended using a sample size of at least five times the size of the observed variable, whereby the number of observable variables in this study is 19. The sample size for the study was greater than 95 (the minimum size), which was deemed appropriate for the model and survey accessibility.

The study used a multi-perspective approach of raters to examine variables that ensure a better balance of reliability, (incremental) validity, and accuracy (James, 2003) and a more comprehensive picture of variables (Fletcher and Baldry, 1999). The variables of perceived HPWS and knowledge sharing were implemented by self-reported employees, and the research collected a final sample of 260 respondents from 352 delivered questionnaires. The employees' performance variable was rated by their line managers. There were 79 line managers who participated, with an average ratio of three employees per department or a range of one to five employees. There were 11 managers rated one employee, 16 managers rated two employees, 25 managers rated three employees, 18 managers rated four employees, and 9 managers rated five employees. Given sample support for the study from the firms' owners and human resource departments, the average response rate was 73.8%.

### *3.3 Data analysis*

The suggested model was examined through several techniques. Cronbach's Alpha was employed to test the reliability, while exploratory factor analysis (EFA) was applied to assess the convergent and discriminant validity. Confirmatory factor analysis (CFA) was used to evaluate the model fitness and factor structure, and structural equation modeling (SEM) was employed to test the hypothesized links between the structures.

## 4. Findings and discussion

### *4.1 Demographic respondents*

The sociodemographic characteristics of the sample are shown in Table 1. Among 260 employees, males comprised the majority of respondents (59.2%), and the 30- to 39-year-old group had the greatest response rate (48.5%). Of those, 76.2% had bachelor's degrees, and 52.7% had three to five years of job experience. Of the 26 private companies participating in the survey, 30% were in business, 23.8% in the IT industry, 20.4% in manufacturing, 14.2% in advertising, and 8.1% in financial services. Among 79 managers, more than half

of the participants were male (70.9%); 82.3% had received bachelor's degrees, 17.7% had earned postgraduate degrees; their average age was more than 30 years old; their tenure in the organization with more than six years accounts for 53.2%.

### *4.2 Measurement model*

The validity and reliability of the measures were tested in the study. Table 1 shows that the measurements were accurate since all of the Cronbach's Alpha coefficients are more than 0.8, demonstrating the accuracy of all the instruments employed to measure the relevant constructs.

**Table 1.** Tests of the measures

| Latent variables | Factor loadings* | Cronbach's alpha | CR | AVE |
|---|---|---|---|---|
| ***High-performance work system (HPWS)*** | | | | |
| *Ability-enhancing (A)* | | 0.909 | 0.912 | 0.774 |
| A1 | 0.876 | | | |
| A2 | 0.832 | | | |
| A3 | 0.859 | | | |
| *Motivation-enhancing (M)* | | 0.852 | 0.865 | 0.681 |
| M1 | 0.907 | | | |
| M2 | 0.835 | | | |
| M3 | 0.625 | | | |
| *Opportunity-enhancing (O)* | | 0.890 | 0.895 | 0.681 |
| O1 | 0.927 | | | |
| O2 | 0.678 | | | |
| O3 | 0.747 | | | |
| O4 | 0.861 | | | |
| *Knowledge sharing (KS)* | | 0.937 | 0.938 | 0.752 |
| KS1 | 0.905 | | | |
| KS2 | 0.632 | | | |
| KS3 | 0.592 | | | |
| KS4 | 0.826 | | | |
| KS5 | 0.864 | | | |
| *Employee performance (EP)* | | 0.934 | 0.936 | 0.785 |
| EP1 | 0.598 | | | |
| EP2 | 0.932 | | | |
| EP3 | 0.933 | | | |
| EP4 | 0.731 | | | |

**Source:** Authors' calculation

The study also examined each measure's discriminant and convergent validity (Garver and Mentzer, 1999). The criteria for convergent validity are met, as indicated in Table 1, where the average value extracted (AVE) for all variables is greater than 0.6, and the item loadings for all variables are likewise greater than 0.5 (Hair *et al.*, 2010). Additionally, Table 1 demonstrates that there are no cross-factor loadings between the items of distinct variables and that the diagonal values reflecting the square root of AVE are bigger than the intercorrelations across the relevant variables. This further establishes the discriminant validity.

The study then used CFA to examine the validity of the convergent and discriminant hypotheses. According to the cut-off criteria, the CFA result provides evidence of desired measurement qualities (Hair *et al.*, 2010). All the model fit criteria are close to or surpass the recommended levels with a Chi-square value of 336.655, p-value of 0.000, df of 142, Chi-square/df of 2.371, CFI of 0.959, RMSEA of 0.073, TLI of 0.950, and GFI of 0.875 (Doll *et al.*, 1994; Baumgartner and Homburg, 1996).

Additionally, this study evaluated the variance extracted with the correlation of several scales to examine the discriminant validity as recommended by Fornell and Lacker (1981), thereby supporting the measurement models.

**Table 2.** Discriminant validity of constructs

| Measures | A | O | EP | KS | M |
|---|---|---|---|---|---|
| Ability-enhancing (A) | **0.880** | | | | |
| Opportunity-enhancing (O) | 0.767 | **0.825** | | | |
| Employee performance (EP) | 0.806 | 0.818 | **0.886** | | |
| Knowledge sharing (KS) | 0.839 | 0.804 | 0.877 | **0.867** | |
| Motivation-enhancing (M) | 0.729 | 0.716 | 0.736 | 0.773 | **0.825** |

**Source:** Authors' calculation

### *4.3 Hypotheses testing*

SEM is a multivariate approach that aims to explain the link between many variables, and it has been used to test a variety of relationships. It also offers a mechanism to examine the stated associations between observable and latent variables comprehensively. All the model fit criteria are close to or surpass the recommended levels with a Chi-square value of 351.991, p-value of 0.000, df of 145, Chi-square/df of 2.428, CFI of 0.956, RMSEA of 0.074, TLI of 0.950, and GFI of 0.872 (Doll *et al.*, 1994; Baumgartner and Homburg, 1996). The relationship between the three dimensions of HPWS and knowledge sharing (KS) is significant, and it is found that opportunity-enhancing (O) affects strongly, followed by ability-enhancing (A) and motivation-enhancing (M). Further, the relationship between knowledge sharing (KS) and employee performance (EP) is also significant (Table 4). Hence, four hypotheses are accepted (Hair *et al.*, 2017). The R-squared value of KS is 0.855, so the independent variables affect 85.5% of the variation of KS. Similarly, the R-squared of EP is 0.80, so the independent variables affect 80.0% of the variation of EP.

**Table 3.** Standardized parameter estimates

| Hypothesis | | | Unstandardized Estimate | Standardized Estimate | S.E. | C.R. | P | Status |
|---|---|---|---|---|---|---|---|---|
| H3: Knowledge sharing (KS) | ← | Opportunity-enhancing (O) | 0.430 | 0.440 | 0.065 | 6.639 | *** | Significant |
| H1: Knowledge sharing (KS) | ← | Ability-enhancing (A) | 0.321 | 0.369 | 0.057 | 5.666 | *** | Significant |
| H2: Knowledge sharing (KS) | ← | Motivation-enhancing (M) | 0.179 | 0.202 | 0.052 | 3.464 | *** | Significant |
| H4: Employee performance (EP) | ← | Knowledge sharing (KS) | 1.100 | 0.894 | 0.072 | 15.264 | *** | Significant |
| R-squared (KS) = 0.855<br>R-squared (EP) = 0.800 | | | | | | | | |

**Source:** Authors' calculation

### *4.4 Discussion*

The results demonstrate that HPWS is positively related to knowledge sharing. It has been observed that employee knowledge-sharing behavior is the result of ability, motivation, and opportunities enhancing HR practices provided, and these findings also provide a strong base to improve employee performance by stimulating knowledge-sharing among employees in organizations.

The results indicate that opportunities-enhancing practices are the strongest predictor of employee knowledge sharing (hypothesis H3). Employee empowerment, work autonomy, and decision-making involvement are practices that can improve opportunities (Jyoti and Dev, 2016). Employees may experience intrinsic motivation at work or realize the value of their work. Employees might believe they are qualified to complete the task. Their involvement in imparting knowledge to others may be made easier by their sense of self-efficacy (Hsu *et al.*, 2007). Since knowledge sharing is a proactive and self-motivated action, employees are more likely to share information and ideas with their coworkers when they are committed to and excited about their work (Chen *et al.*, 2011). Besides, it gives employees opportunities by planning wide career routes and internal promotions, and it ensures job security with a long-term, results-focused performance assessment system. As a result, opportunity-boosting techniques aid in creating, disseminating, transferring, and utilizing knowledge among individuals within a business.

Ability-enhancing HRM practices also play an important role in encouraging employee knowledge sharing (hypothesis H1). Ability-enhancing practices give workers the opportunity for internal and external training so they may grow and build the necessary knowledge (Mahdy and Alhadi, 2021). This finding is in line with earlier research by Kang *et al.* (2007) and Yamao *et al.* (2009), which found that team-based training, orientation, and socialization programs also had a favorable influence on knowledge sharing. For instance, training and development

programs enable employees to connect their knowledge and abilities with the firm's objectives while also enhancing the learning orientation of staff by offering required skills. Furthermore, training programs encourage workers to learn new things and apply what they have learned, improving their ability to fulfill greater performance requirements. In accordance with the social exchange theory, employee development practices encourage employees to have positive attitudes toward the organization and inspire them to give their all. This, in turn, increases employees' intrinsic motivation to impart their knowledge to other employees (Kuvaas *et al.*, 2012). So far, the relationship between ability-enhancing practices and knowledge sharing is considered a function of reciprocity issues, relationship with the recipient, and rewards.

Motivation-enhancing HRM practices have the most insignificant positive effect on employee knowledge sharing (hypothesis H2). In anticipation of rewards and recognition from the company, workers are anticipated to continue engaging in positive behavior. Accordingly, compensation and rewards are tools to encourage, maintain, and increase the desired level of knowledge sharing among employees. The lenses of social exchange (Blau, 1964) indicate that people share knowledge after weighing the costs and benefits. People are encouraged to learn more to execute their jobs well thanks to performance-based remuneration and effective reward systems. The findings indicate that motivation-enhancing HRM practices only slightly impact knowledge sharing compared to ability-enhancing and opportunity-enhancing practices. It can be understood that if the majority of compensation systems used in the organization are based on individual performance, they may prevent employees from sharing information and create a serious conflict with knowledge-sharing initiatives for communication, collaboration, and innovation. When employees use their knowledge as a weapon to compete with peers in terms of job performance, they are hesitant to share it (Fong *et al.*, 2011). This works against knowledge-sharing practices in a firm. However, if rewards are based on team accomplishments, it can promote knowledge sharing as members will need to cooperate at work by exchanging ideas, knowledge, skills, and experience to achieve the common goals of teams or organizations. Knowledge sharing will be facilitated by employees who have the right personal-organization (P-O) fit because they are better able to adapt to their new working environment, learn from talented coworkers, and are more inclined to share their knowledge with more experienced colleagues (Dung *et al.*, 2022). To summarize, HPWS improves current and prospective workers' knowledge, skills, and abilities, raising their knowledge-sharing level in the organization. This contrasts with Tran Huy's findings (2023b) that provide evidence to support the dark-side view of the HPWS on hoarding knowledge. Knowledge sharing will be encouraged if firms offer a welcoming learning environment. This finding is consistent with those of previous studies (Bhatti *et al.*, 2021; Abbasi *et al.*, 2021).

The test results indicate that knowledge-sharing mechanisms are correlated with employee performance (hypothesis H4). By providing the necessary knowledge, knowledge sharing facilitates problem resolution, the creation of new ideas, and the execution of procedures and policies. People may enhance their performance by boosting information sharing and the experiences gained from activities in their projects and meetings (conducted to discuss

projects) (Matzler and Mueller, 2011). Individuals enable other departments and project teams to use their expertise by keeping track of and preserving it. The results of this study add to those of Akram and Bokhari (2011), who found that sharing knowledge improves individual performance. Additionally, these findings support the study's conclusions by Aksoy *et al.* (2016) that the facilitator of knowledge sharing has a considerable impact on employee performance.

## 5. Theoretical and managerial implications

This study deepens our understanding of knowledge sharing by using the HPWS (AMO model) as a theoretical approach. Firstly, it contributes to the literature in strategic HR research by investigating how workers view HPWS as an antecedent for knowledge sharing. Since employees may view HPWS practices from very different angles and because their perceptions ultimately shape how they interpret and respond to HPWS, it is critical to understand how employees view HPWS practices. This paper integrates research on perceived HPWS to examine the individual-level mechanisms through which HPWS influences knowledge sharing while maintaining an employee-focused viewpoint. Secondly, the study highlights the potential value of distinguishing HPWS dimensions under the framework of AMO in predicting knowledge-sharing practices within organizations. This approach provides valuable insights into the three AMO dimensions of relevant HPWS practices that organizations may adopt to facilitate, encourage, or prevent knowledge sharing. Such insights can help managers design HPWS practices that improve knowledge sharing within their organizations. According to the findings, employees perform better on an individual level with more knowledge-sharing practices. It is common knowledge that an organization's knowledge generated and shared affects employee performance.

Regarding practical contributions, management may improve the efficiency of HPWS in businesses as follows.

*At the level of opportunities-enhancing practices.* Through empowerment practices, managers can improve the chances, intentions, and motivations for knowledge sharing among employees. For instance, leaders could encourage the shift away from traditional management structures and toward empowered teamwork in the organizational structure. They can promote goal-setting that involves teamwork, employee self-reward, and independent action, all of which inspire workers to impart their knowledge to others. Additionally, they can encourage collaboration and group decision-making, which allows staff members to share their knowledge with others.

*At the level of ability-enhancing practices.* The finding also supports the idea that training is crucial in encouraging knowledge sharing because it gives workers a place to gather and share new information. Therefore, firms should concentrate on training exercises related to teamwork, cohesion, and collaboration, in which employees improve communication and interactions with coworkers. This leads to getting along with others and being willing to share ideas, experiences, and expertise with others to improve the knowledge-sharing process.

Additionally, these practices may offer ways for regular feedback, which could improve the accuracy of the information.

*At the level of motivation-enhancing practices.* The findings determined that knowledge-sharing and motivation-enhancing practices have a weaker relationship than ability- and opportunity-enhancing practices. Due to the conflicting interests between an employee's desire to maintain their knowledge as a competitive advantage and the cost of sharing it with other employees, thus companies should not only pay for individual performance in their compensation systems. Additionally, the companies act as vital HR practices that boost motivation and enable greater knowledge sharing among members of cohesive teams with similar norms and values. This implies that team-based compensation should be promoted.

## 6. Conclusions

The study aims to explore the significance of the HPWS-based AMO model in improving knowledge sharing and how to enhance employee performance through knowledge sharing. The empirical evidence from this study demonstrates positive relationships between ability, motivation, and opportunities to enhance practices and knowledge sharing in the context of Vietnamese private organizations. The findings show that opportunities-enhancing practices have the strongest impact on employees' knowledge sharing. Furthermore, this paper demonstrates support for the role of knowledge sharing in higher employee performance in organizations. The research also contributes theoretical and practical perspectives to extend the broader domain of strategic HRM. It suggests implications for managers in improving HR practices and knowledge sharing to achieve better employee performance.

This study has several limitations. The generalizability of the results is the first issue. The conceptual model that was experimentally evaluated considered the workers of 26 private companies and was developed from a small sample size. As a result, any generalizations made in light of the findings should be made with caution. Further investigation would be beneficial to determine whether the findings can be generalized to other companies or industries and how broadly the conclusions can be applied to different organizational behaviors.

Cross-sectional research, which collects data all at once and cannot show actual cause-and-effect relationships, is the second issue. Future research should use longitudinal designs to expand on the findings.

Finally, the conceptual model employed in this study concentrated on a small number of variables. Future research might examine the mediating role of knowledge sharing in the link between HPWS and employee performance. This link may be further investigated, and moderating elements like leadership, absorptive capacity, and learning culture can be included.

**Acknowledgment:** This research is funded by Foreign Trade University under research program number FTURP01-2020-02.

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