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**EFFECTIVENESS OF KNOWLEDGE SHARING AMONG TEAM MEMBERS  
LEADING TO EMPLOYEE DEVELOPMENT**

Master's thesis

Programme Master of Business Administration

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I hereby declare that I have compiled the thesis independently and all works, important standpoints and data by other authors have been properly referenced and the same papers have not been previously presented for grading.

The document length is 13,320 words from the introduction to the end of the conclusion.

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# Table of Contents

ABSTRACT .....	4
INTRODUCTION .....	5
1. LITERATURE REVIEW .....	9
1.1 Social capital theory .....	9
1.2 Knowledge sharing .....	11
1.3 Employee development .....	12
1.4 Organisational culture.....	16
1.5 Hypotheses development.....	17
2. RESEARCH METHODOLOGY .....	22
2.1 Method and type of structure.....	22
2.2 Sampling and data collection.....	23
2.3 Data analysis.....	25
2.4 Reliability and validity of the instrument .....	26
2.5 Ethical Considerations .....	26
3. DATA PRESENTATION AND ANALYSIS .....	27
3.1 Findings from the semi-structured interviews .....	27
3.2 findings from the survey.....	36
3.3 Moderation analysis.....	37
3.4 Discussion.....	42
CONCLUSION.....	45
REFERENCES .....	49
Appendix 1. Questionnaire .....	60
Appendix 2. INTERVIEW QUESTION .....	69
Appendix 3. Non-exclusive licence.....	80

## **LIST OF TABLES**

Table 1. Description of knowledge sharing, employee development, organisational culture, and social capital.

Table 2. Cronbach alpha table source: Author's Creation.

## **LIST OF FIGURES**

Figure 1: Proposed Initial Conceptual Model

Figure 2: Final Conceptual Model

Figure 3: Types of Variables and their complexity rating.

Figure 4. Moderation Effect of Organisational Culture on Knowledge Sharing Leads to Employee Development.

Figure 5. Moderation Effect of Shared Vision on the Relationship Between Knowledge Sharing and Employee Development.

Figure 6. Moderation Effect of Trust on the Relationship Between Knowledge Sharing and Employee Development.

Figure 7. Moderation Effect of Social Ties on the Relationship Between Knowledge Sharing and Employee Development.

## **ABSTRACT**

Knowledge sharing is one of the rudiments that enhance employees and organisational development. Management of knowledge is paramount in utilizing the knowledge appropriately, making it available for employees to tap from the wealth of knowledge to achieve the goals and objectives of their organisation, which greatly contribute to the enhancement of the employees and the organization's performance.

The purpose of this thesis is to investigate whether social capital can enhance knowledge sharing and understand the moderating effect of organisational culture in the relationship between knowledge sharing and employee development. This thesis uses a qualitative and quantitative research method, using a refurbishment company as a single case study, to understand how to improve the participation and involvement of employees in sharing knowledge in an organisation through management support, acknowledging who shares knowledge, and monetary benefit to employees who shares knowledge etc. Also, addressing leaders and employees who need an excellent knowledge-sharing culture in an organization by adopting an innovative and supportive culture. Based on the result of the discussion and findings, the study confirms that practising social ties and having a shared vision among employees is vital in an organisation. Also, reliability and validity of trust are measured by the hierarchy and position of the colleagues sharing the information and there is a dire need for employees and managers to improve the organisational culture that can increase social capital (trust, social ties, and shared vision) in-turn increase knowledge sharing and employee development in the organisation.

Keywords: Knowledge sharing, employee and organisational development, knowledge sharing culture, social capital, refurbishment company, knowledge intensive organisation, moderating role, self-development.

## INTRODUCTION

In today's business world, some of the challenges organisations faces are caused by globalisation, competition, and the digital revolution among others. (Xue, 2017). These challenges prompt organisations to seek solutions by adopting strategies of more innovation, creativity, and excellence in the performance of their employees and the organisations (Aljawarneh et al., 2020). Bin Mahfordh and Obeidat (2020) noted that knowledge management systems are integral to these strategies. They serve as tools to discover knowledge is connected with the internal and external environment of the organisation, its creation, and storage.

Knowledge sharing is one of the most crucial parts of knowledge management, and the transfer of knowledge in an organisation is valued when shared among employees (Saffar & Obeidat, 2020). The importance of knowledge sharing highlights that it helps to understand the goals and objectives of the organisation, which immensely contributes to the enhancement of the employees and the organisation's performance (Al-Mahamid, 2011). Also, the effective participation of workers helps them achieve the organisation's goals positively because employees believe that their participatory work is integral in achieving said goals, which consequently motivates them to continue and develop in the organisation (Bin Mahfordh & Obeidat, 2020).

Organisational culture is a supporting factor for the effectiveness of knowledge sharing (Lee et al., 2016). In this regard, many organisations revolve their organisational culture within a system that supports the advancement of creating knowledge, transferring knowledge, and utilising knowledge (Jones et al., 2006). Their cultural values require low formality, good teamwork, collaboration, employee involvement, and a competitive environment that can support knowledge-sharing activities in an organisation (Wiewiora et al., 2013). Hence, culture can be a driving force or a barrier to knowledge sharing in a thriving business world.

In a successful business world, organisational culture is an integral tool that controls social capital and strengthens knowledge-sharing behaviours and values (Ganguly et al., 2019). Social capital is social interactions, norms, and trust in relationships (Hunecke et al., 2017). Hence, the desire to acquire social capital facilitates knowledge acquisition, knowledge

transfer, and knowledge contribution within the organisation (Bharati et al., 2015). It is paramount that organisations create a proactive and developmental culture that inculcates positive friendships and social ties among employees at different levels, job rotation, and enrichment programs to develop new skills and formal career programs. Employees' knowledge, skills, and abilities are enhanced by the collective effort of employees and the organisations, leading to employee development (Patrick & Kumar, 2011). Additionally, knowledge sharing is paramount in developing organisations that respect the principles of a circular economy. In a circular economy, products pass through the process of reuse, refashion, and recycled into potential materials (Mohajan, 2019).

In previous studies, scholars identified that knowledge sharing requires motivating employees to share personal ideas and opinions with others and their paper aims to understand the link between individuals' motivation, overall organisational coordination, rewards, and knowledge-sharing behaviours Lombardi et al. (2020). In another study, the authors identified employees' lack of participation and involvement in sharing knowledge as a prevalent issue in an organisation (Hawryszkiewicz & Binsawad, 2016). However, the scope of this study is to explore the lack of participation of employees in knowledge sharing as a widely spread issue in an organisation operating in a circular economy. In recent study, the adoption of knowledge management systems has yielded poor results because of the lack of knowledge sharing by both leaders and employees within the organisations (Jiang & Chen, 2021). Hence, it is paramount that in-depth research is required on the lack of participation of employees in knowledge sharing as a widely spread issue in an organisation operating in a circular economy.

In previous research, there has been limited studies on employee development as a major factor in achieving the spirit of healthy competitiveness within an organisation. This is a gap that my research proposes to acknowledge and address using a single case study of a refurbishment company located in Estonia. Therefore, this study will investigate the role culture plays in employees' participation in sharing knowledge. Addressing this problem will help to understand how to improve the participation and involvement of employees in sharing knowledge in an organisation; using the approach of merging high and low-performing employees to work together and share knowledge to improve their efficiency in doing their job, which will lead to the development of the employees. Also, this study aims to understand, on a team level, how efficient knowledge sharing enhances employee development among team members as there seem to be deficiencies in the organisational culture of companies. A

deficiency traced to the lack of a strong organisational climate makes it counterproductive to employees' growth.

## **The Research Aim**

The aim of this thesis is to explore if social capital can enhance knowledge sharing while investigating the moderating role organisational culture plays in the relationship between knowledge sharing and employee development. The aim addresses the lack of understanding between leaders and employees who need an improved knowledge-sharing culture in an organisation.

## **Research questions**

After reviewing previous studies on knowledge sharing and employee development. As a direction for this study, the following research questions asked the following questions:

1. What is the nature of the relationship between knowledge sharing and employee development?
2. What moderating effect does organisational culture have on knowledge sharing leading to employee development?
3. To what extent does social capital (shared vision, trust, and social ties) influence the relationship between knowledge sharing and employee development?

## **Scope of study**

The introductory chapter of this master thesis will talk about the following: theoretical framework and literature review of relevant articles and journals on employee development, the importance of knowledge sharing among team members, organisational culture, the effectiveness of knowledge sharing, theories about used concepts, and what previous researchers have done related to this topic. Through this chapter, the researcher will learn about the effectiveness of knowledge sharing and investigate the moderating role that organisational culture and social capital play in the relationship between knowledge sharing and employee development.



The second chapter addresses the adopted method and data. The adopted method in this research is a mix of quantitative and qualitative approaches coupled with detailed data analysis and procedures. Also, the author has adopted the use of online surveys and interviews as a tool for data collection to extract answers to the research questions from its respondent.

The third chapter will consist of the interpretation of the result of the quantitative survey and the qualitative method used. sequentially followed by a discussion of the research results, a descriptive analysis of the interview, and the findings from this study.

The last chapter summarises the findings, conclusions, contributions to the field, recommendations, and suggestions for further studies.

The researcher appreciates his supervisor, Samuel Foli and co-supervisor, Susanne Durst, for their unwavering support and for allowing the author to learn under their wings throughout this thesis. Also, the researcher wants to express his utmost gratitude to God and his family members for cheering him on this academic journey.

# 1. LITERATURE REVIEW

The chapter presents, in three sections, a review of theory, concepts, and hypotheses development pertinent to the thesis. The first section presents the Social Capital theory as a theoretical framework, then the following section introduces the concepts of knowledge sharing, employee development and organisational culture and the final section shows how the formulated hypotheses develop to an initial conceptual model based on prior studies.

## 1.1 Social capital theory

The concept of social capital, adopted from economic theories, is highly attributed to the discussion regarding capital by Karl Marx (Aguilar & Sen, 2009). Through diligent scrutiny of historical frameworks and archives, Marx sought to understand social class in terms of capital criterion. Marx opined that ownership of capital differentiates bourgeois (capitalists) and proletariat (workers) classes, and capital represents the most important economic entity in the bourgeois (capitalist) society (Aguilar & Sen, 2009). Marx's analysis emphasised the distinction between the articles that highlighted the production of material goods, and the social relationships people enter because of their attachment to the production process. Also, Marx suggests that these social relations of production relate to class structures (Aguilar & Sen, 2009). In Social Capital theory build-up, Marx failed to explain how a worker could obtain non-economic resources, such as education, create a relationship and develop in different social classes, i.e., resiliency, and so on. In 1986, Pierre Bourdieu's definition of capital addressed the weaknesses of the Marxian approach to social capital. Bourdieu identified social capital as a power humans derive from one's social capital networks and connections (Aguilar & Sen, 2009). In the same vein, for a better understanding of social capital, Nahapiet and Ghoshal (1998) explain the distinction between the three social capital subsets (structural, cognitive, and relational). Claridge (2018) adopted these distinctions in his work Dimension of Social capital - structural, cognitive, and relational.

Social capital is valued when employees in an organisational have common goals and shared trust (Boyatzis & Ratti, 2009; Lustrì et al., 2007). Social capital facilitates knowledge sharing, organisational performance, and innovation (Lefebvre et al., 2016; Zhang et al., 2017; Yan &

Guan, 2018). As stated earlier, social capital consists of three dimensions: structural, cognitive, and relational, which employees receive through their interrelated networks (Yu et al., 2013), necessary to enhance organisational performance (Ferraris et al., 2018). Practising social capital in an organisation shows the strength of the social ties among employees and enables knowledge sharing by enhancing interrelated confidence and willingness to participate in intensive knowledge-sharing interactions (Claridge, 2018).

In their studies, Tsai and Ghoshal (1998) opined that the three sub-sets of social capital are highly interrelated. Therefore, investigating these tripods is paramount for understanding social capital, its effects, and its value in an organisation (Lefebvre et al., 2016). It is crystal clear that structural sub-sets are the foundation of cognitive and relational sub-sets because social relationship requires the right structures which are paramount for social exchange and dissemination of information (Claridge, 2018).

Nahapiet and Ghoshal (1998) asserted that structural social capital sub-sets involve the social system and network ties of relationships in a business environment. Also, Uphoff and Wijayaratna (2000) opined that those interrelations between individuals and principles of a working environment get interpreted through patterns of connections. Structural social capital consists of accessible networks to different individuals or groups to receive and disseminate ideas and create an environment of exchange opportunities (Ansari et al., 2012). Social interactions are paramount for organisational development, enhancing resource sharing and product innovation (Göksel & Ayduntan, 2017). Social interactions are the key to the network's inflow of information and resources (Kang et al., 2016). Construed social interactions among individuals are significant in open innovation in an organisation (Fleming & Waguespack, 2007; Rass et al., 2013).

Nahapiet and Ghoshal (1998) asserted that the cognitive social capital subset postulates shared representations, interpretation, and language among individuals in an organisation. Cognitive social capital also involves codes that lay a foundation for communication (Gooderham, 2007). Nahapiet and Ghoshal (1998) also saw that cognitive social capital involves a shared language and narratives. Shared meaning consists of understanding individuals or groups in an organisation (Zheng et al., 2014). As a mental strategy, shared language supports exchanging information and activities that postulate mutual understanding and knowledge creation (Rass

et al., 2013). Hence, shared language improves tacit knowledge-sharing behaviour (Yang & Farn, 2009) and communications (Göksel & Aydintan, 2017).

Finally, the relational social capital subset interprets the qualities of personal relationships such as trust, obligations, respect, and even friendship (Gooderham, 2007). Nahapiet and Ghoshal (1998) opined that trust and trustworthiness, norms and sanctions, obligations and expectations, identity and identification are critical components of relational social capital. In essence, obligation plays a vital role in developing knowledge sharing and values between parties in an organisation (Claridge, 2018). Also, Nahapiet and Ghoshal (1998) reasoned that an obligation is an individual commitment to carry out an activity in response to another person's action in the future. Hence, several studies postulate that trustworthiness and relationships are integral to an organisation's development (Alajoutsijärvi et al., 2012).

This study borrows the concept of social capital (Lefebvre et al., 2016; Zhang et al., 2017; Yan & Guan, 2018) and views social capital theory as a factor that facilitates knowledge sharing among employees, leading to organisational performance and innovation.

## **1.2 Knowledge sharing**

Within an organisation, knowledge sharing is a social interaction in which employees trade personal and work-related skills and experiences with their colleagues, provide them with relevant information to execute a task, be more efficient in solving a problem, and innovate new ideas (Černe et al., 2017). A similar standpoint by Camelo-ordaz et al. (2011) is that knowledge sharing makes personal knowledge available for other employees to absorb knowledge and practice solving work-related problems in an organisation. It shows that sharing knowledge among employees adopts cooperative behaviour in achieving the organisational goal (Siemsen et al., 2007; Van Woerkom & Sanders, 2010), increasing collective effort and a collaborative workforce (Matzler et al., 2008). Hence, scholars who study this concept often conceptualise it as organisational citizenship behaviours (OCBs) (Sun et al., 2007). Lombardi et al. (2020) also shared a similar view. They asserted that knowledge sharing is a collective behaviour that makes employees render knowledge to others, consequently making them more effective in solving work-related problems. Furthermore,

sharing knowledge with other employees will aid in thinking outside the box and creating new knowledge, thereby increasing a firm's innovative capability and development.

Van Woerkon and Sanders (2010) defined knowledge sharing as making available knowledge, information, skills, and work experience based on the request of other employees. Lee et al. (2011) asserts that people and technology share knowledge by identifying, capturing, creating, and eventually making it available within the organisation. It is then imperative to assert that knowledge sharing is the most integral aspect of knowledge management practice; it intersects between the challenges and opportunities in managing intangible and hidden assets, while technology aid in spreading and distributing knowledge within the organisation.

### **1.3 Employee development**

Investments in employee development bring about a positive change and create an environment where employees feel their contributions are valued; this gives them a sense of obligation to work hard and be efficient in their organisation which leads to the sustainability of the organisation (Jangbahadur & Sharma, 2018).

As a recent phenomenon, scholars take two viewpoints when discussing employee development (Jangbahadur & Sharma, 2018). Some researchers perceive employee development as a tool that equipped workers to achieve their individual goals through their personal development on the job. While some other researchers acknowledge employee development from a strategic organisational perspective, focusing on collective goals rather than individual (Dachner, 2013).

Jangbahadur and Sharma (2018), in their study, identified four factors, i.e., human resource management practice, leadership development, self-development, and career development practices, which will be evaluated further in this study.

#### **Human resource management practice**

Human resource management is an important factor considering supervising and overseeing employees and their activities (Budhwar et al., 2006; Guthrie et al., 2009). The act of human resource management practices enhances the skills, motivation, and innovative performance

of employees, thereby increasing their degree of job satisfaction and commitment, finally resulting in a reduction of employees turnover within the organisation (Jyoti & Arora, 2013; Chahal et al., 2016; Martin -Tapia et al., 2009).

The human resource management recruitment process involves selecting employees and can increase the pool of skilled employees in an organisation (Jangbahadur & Sharma, 2018). These employees' skills are developed continuously through formalised training and development activities to increase the standard of skill proficiency, improve the employees' capability, and motivate them to work efficiently to ascertain outstanding performance (Jangbahadur & Sharma, 2018).

Additionally, Jangbahadur & Sharma's (2018) study shows how training and development positively influence skill development. In a similar view, Brown (2005), in his study, acknowledges that significant measures taken by an organisation in adopting training and development programs in a bid to possess top-level individual and organisational performance is paramount for any organisation that wants to be successful. Also, compensation for their top-level performance motivates and encourages employees' participation in training activities (Jangbahadur & Sharma, 2018).

High compensation reduces employee turnover and increases organisational commitment (Ortin-Angel & Salas-Furmas, 2007). Compensation, a vital tool in motivating employees to enhance their performance on the job, includes incentives, fixed pay, bonus, and profit-sharing plans (Murphy, 2006).

Pfeffer et al. argued that participation and empowerment in an organisation could lead to efficient employee performance, which affects the working environment (Jangbahadur & Sharma, 2018). Accordingly, the more employees are involved in decision-making processes and granted leadership positions in their working environment, the more they practice participation and empowerment (Jangbahadur & Sharma, 2018). It is eminent that participation and empowerment influence employees' commitment to the organisation (Jangbahadur & Sharma, 2018).

Therefore, in culmination, all the practices discussed above are interrelated to the competency development of the employees. They also buttress the argument that there is a relationship between human resource management practices and employee development (Jangbahadur & Sharma, 2018).

### **Leadership development**

In today's world, leadership development is integral for organisations to build human capability (Leskiw & Singh, 2007). Leadership development practices aim to develop the employees' job-related technical skills at all levels, whether tactical, functional, or self-acquired (Hamilton & Bean, 2005).

It involves processes such as training, coaching, participation, empowerment, and delegation aid in developing the skills of the managers - whether operational, technical, or strategic (Jangbahadur & Sharma, 2018). Leadership development programs help facilitate managers' skill development, individually or in teams. Hence, leadership development practices enhance employees' performance on the job (Hamilton & Bean, 2005). Champathes (2006) and Du Toit (2007), in their studies, assert that adopting coaching as a leadership development practice enhances the problem-solving skills of the employee and aids them in deriving a solution to a specified problem.

Formal and informal training and development programs enhance the managers' technical skills, motivating them and reducing employee turnover (Sahinidis & Bouris, 2008). From a similar standpoint, Bartram, and Casimir (2007) asserted that empowerment improves employees' problem-solving skills and enhances their working performance.

Chen and Tjosvold (2006) opined that employee involvement in a company aids their decision-making performance and makes them more efficient in the job. In essence, the leadership development program focuses on developing the employees' skills by circulating the organisation's values and cultures among employees to achieve the organisational goal (Hamilton & Bean, 2005).

## **Self-development**

In organisations, self-development leads to employees' development. Employees' ideas, facts, and judgments come from knowledge, skills, and abilities utilised on the job and can influence other employees' commitment to the organisation (Wang & Noe, 2010). An effective training climate includes training and development facilities (Formal and informal), job rotation, and mentoring/networking produces a positive change in the employee's task performance (Jangbahadur & Sharma, 2018). Thus, organisational supervisory support is the basis of these practices and procedures (Tracey & Tews, 2005). On the other hand, job autonomy gives the employee the free-will, and control how they conduct or perform their work; it enhances their decision-making and relationship-building skills through continuous practice and meeting the organisational objectives (Jangbahadur & Sharma, 2018).

Based on the classification of self-development highlighted by Noe et al. (2014), which are 'voluntary', 'unstructured', 'human capital, and 'not operationally supported by the organisations', activities are structured to achieve task performance. Therefore, self-development is considered an integral tool in advocating employee development in a modern organisation (Jangbahadur & Sharma, 2018).

## **Career development**

Puah and Anantharam (2006) acknowledged the role of career development in their study as a rigorous process. They focused on developing employees' career-related knowledge, skills, and abilities that potentially benefit both the employee and the organisation.

Jangbahadur and Sharma (2018), in their study, acknowledged practices such as training and development, job rotation, performance appraisal, and mentoring/coaching aim at creating opportunities and performance feedback. Inevitably this helps the organisation provide a learning environment for individuals and strategise related-career objectives to achieve efficient and effective performance (Jangbahadur & Sharma, 2018). They also maintained a positive relationship between career development (including career planning and development) and employee job satisfaction. Career development also has a significantly positive relationship with employee commitment and reduces employee turnover in an organisation.



Therefore, from the extant knowledge discussed above, it can be viewed that employee development is concerned with the employees' knowledge, skills, and abilities. It also enhances job satisfaction, increases organisational commitment, reduces employees' intentions to leave the organisation, improves motivation, and reduces employee absenteeism. Hence it is vital to long-term organisational success (Jangbahadur & Sharma, 2018).

## **1.4 Organisational culture**

Staadts (2015) asserts that organisational culture is an integral tool to improve knowledge sharing in an organisational structure. Atkins and Turner (2006) opine that organisations should focus on how to develop their culture through laying a foundation of good structure to manage organisational challenges. Several scholars (Shoham et al., 2012; Ali & Park, 2016; Matinaro & Liu, 2017) assert that the increasing competition in and outside the organisation leads to many organisations establishing high-performing organisational culture. Cameron and Quinn (2011); Tripathi (2009) share a similar view which opines that innovative culture is usually a combination of various cultural forms of innovative practice that drive change and create new ideas in the organisation. The utilisation of a proactive approach to change and innovation becomes one of the critical factors for a team or organisation to thrive and succeed. Many researchers also agreed that organisational culture plays a crucial role in management innovation (Khazanchi et al., 2007; Škerlavaj et al., 2010). Also, organisations can adopt team knowledge-sharing mechanisms as a core value via innovative culture.

Innovative culture possesses various attributes; it encourages the exchange of experience between people, adopts good team spirit, and prioritises the needs of the employees, while supportive culture entails participation, collaboration, and is people oriented. It lays the foundation for employees to engage in expressing their views on work and other activities and increases their active involvement in decision-making. Supportive culture involves social interaction among team members to acquire and share knowledge, while responsibility and power characterise bureaucratic culture. The flow of information and power in a bureaucratic culture organisation hinge on system and hierarchy (Meijer, 2008; Eshbaugh-soha, 2017; Goncalves Filho & Waterson, 2018). Therefore, knowledge-sharing motivation is not noticeable in the operational process of bureaucratic organisation culture. Nevertheless, a non-flexible organisational structure can hurt knowledge sharing across departments or individuals.

## **1.5 Hypotheses development**

### **Relationship between Knowledge Sharing and Employee Development**

Ro et al. (2020) studied the purpose of learning orientation: factors that improves knowledge sharing and derives employees' satisfaction. Their study examines the relationships between the approaches and the factors that triggers employees to share knowledge. Regarding the scope of this study, self-learning approach has a moderation effect on employees' commitment, and willingness to participate in knowledge sharing in an organisation. Data was collected from 868 Korean retail service industry cases to analyse variable relationships. Also, structural equation modelling helped analyse influential structural relationships among the variables. The findings revealed that self-learning approach is an important factor that triggers knowledge sharing. Also, from the empirical analysis, it showcases that organisational support and employee commitment increases knowledge sharing and its mediating effect. Hence, employee motivation and willingness triggers knowledge sharing. Therefore, the discovery of this study identified some theoretical implications. It is eminent that employee satisfaction and organisational support enhances learning activities and knowledge sharing in an organisation.

The 21st century brought an eye-opener for understanding how to enlighten individuals on voluntary employee development through gaining access to Digital learning than the classroom learning pattern (Hurtz & Williams, 2009; Sitzmann et al., 2006). Current studies researched how employees derives knowledge from their job and its experience (Mccall, 2004), evaluations (Noe, 2017; Smither & Walker, 2004), proffering teaching and guidance (Allen et al., 2017; Allen et al., 2004; Payne & Huffman, 2005).

Light a flashlight illuminating a dark space, employee development research sheds light on the importance of learners than trainers in boosting the learning culture and sharing knowledge environment (Bell et al., 2017; Kraiger, 2008; Tannenbaum et al., 2010). Hence, current studies have focused on a learning-centric theory adopted with teaching culture (Bell et al., 2017). In contrast, recent developmental ideologies and theoretical frameworks contradict the view that employees should be fully responsible to annex and nurture their self-development through up-to-date practice.

According to Nieuwenhuis et al. (2012), labour is now considered knowledge-intensive, with the findings that employee well-being and career development are integral factors in an organisation. In essence, careers are also becoming unique, and employees need to adapt to the growing number of changes in the working environment. Hence, the responsibility falls on employees to manage their careers and development (Segers & Inceoglu, 2012; Vuori et al., 2012). Therefore, employees need to be proactive, seek career development within and outside the organisation, and seek financial resources to manage their career development successfully. A similar view of Vuori et al. (2012) advocated the need of more empirical studies to understand the usefulness of nurturing career development in an organisation. Also, a similar standpoint by Vuori et al. (2012); and Hall and Las Heras (2010) identified the resolution for career development which are "smart jobs" that aid employees' well-being and career development. This consideration leads to the first hypothesis of this study.

*H1.* There is a relationship between knowledge sharing and employee development.

### **Moderating Effect Organisational Culture has on Knowledge Sharing Leading to Employee Development**

Azeem et al. (2021) studied expanding competitive advantage through organisational culture, knowledge sharing, and innovation. Their research investigated organisational culture, knowledge sharing, innovation, and competitive advantage. Data were collected to check the reliability and validity of the data and examine the hypothesised relationships. The findings show that organisational culture, knowledge sharing, and innovation positively affect competitive advantage. Also, organisational culture triggers knowledge-sharing and innovation activities among the workforce and connects them with high-level business processes that could be advantageous to acquiring advanced manufacturing capabilities. Hence, their study identified that organisational culture is vital for business operational success. Also, knowledge-sharing, and organisational innovation are critical drivers for gaining a competitive advantage.

Similarly, Kucharska and Bedford (2019) studied the dimensions of knowledge sharing and organisational culture to answer this question: Does job satisfaction matter? This study addressed the importance of job satisfaction and how its interrelated between organisational

performance, knowledge sharing practices and organisational culture, from the standpoint of Hofstede's paradigms of cultural dimensions, influenced by the structure of the company and its workers hierarchy. They collected data from 960 polish knowledge intensive workers with different attributes and experience across the industries. The extraction of data was achieved using structural equation model. The follow up of the result shows job satisfaction potentiates the dimensions of company culture supported with knowledge sharing of the knowledge intensive employees accorded with different roles and experiences across industries. Also, knowledge sharing plays a role in the relationship between job satisfaction and company performance. For high company performance, creating a company culture that improves knowledge sharing culture and employee's commitment is essential. The sole aim of this study is to reveal the moderating role of job satisfaction in a company and its culture, knowledge-sharing practice, and performance structure in a diverse business sector. This consideration leads to the second hypothesis of this study.

**H2.** The moderating effect organisational culture has on knowledge sharing and employee development.

### **Moderating effect Social Capital (shared vision, trust, and social ties) has on Knowledge Sharing Leading to Employee Development**

Curado and Vieira (2019) studied trust, knowledge sharing, and organisational commitment in small and medium enterprises. The reason for this research was to get a clear-cut knowledge of identifying the correlation of trust, knowledge sharing (KS), and Organisational Commitment (OC) in the case study of small and medium enterprises (SMEs) through analysing the mediating standpoint of knowledge sharing interrelated to trust and organisation commitment attributes. A questionnaire that measures the constructs using seven-point Likert scales consisting of 1 (strongly disagree) to 7 (strongly agree) was administered to a sample population of 582 top exporting Portuguese Small and medium enterprises. Structural equation modelling (SEM) and a partial least square (PLS) approach were helpful for the questionnaire's presentation and analysis. The findings indicated that trust positively and significantly influences knowledge sharing and affective and normative organisational commitments. Knowledge sharing partially plays a moderating role between trust and practical organisational commitment.

Joseph and Totawar (2020) studied how to increase organisations' social capital by identifying the role of informal learning behaviours. This study investigated how informal learning behaviours conceptualise an organisation's social capital. This study contributes to the arguments for a lesser focus on formal training interventions and concludes by examining the implications for research and practice. This study contributes to the literature on social capital (informal learning behaviours as antecedent construct) and informal learning (social capital as outcome construct) in the organisational context. This study also adds to the existing literature on the positive effects of bonding and bridging networks related to the structural dimension of social capital. This study concluded that if informal learning behaviours impact social capital, it can significantly change how organisations enhance learning and development.

Amiruddin et al. (2021) studied shared vision-based on team cooperation: motivation for organisational support and employee behaviour. The study aims to review the importance of shared vision on teamwork cooperation and bridges the gap between organisational commitment and organisational behaviour towards employees in the organisation. This study uses an empirical research method with a link of theoretical studies and up-to-date research articles. The conceptual framework entails four variables i.e., organisational support, organisational commitment, shared vision-based on team cooperation, and organisational behaviour etc. This study was analysed using a sequential approach that contains the concept of interrelation between concepts, establishing study formulas, setting the foundation for constructive articles of good standard and matches these articles based on the study criteria to achieve results. The findings revealed that efforts to create organisational citizenship behaviour must first present good perceived organisational support. Good perceived organisational support will improve an organisational culture and produce a positive influence on organisational citizenship behaviour. This consideration leads to the third hypothesis of this study:

**H3a.** The moderating effect shared vision has on knowledge sharing and employee development.

**H3b.** The moderating effect trust has on knowledge sharing and employee development.

**H3c.** The moderating effect social ties have on knowledge sharing and employee development.

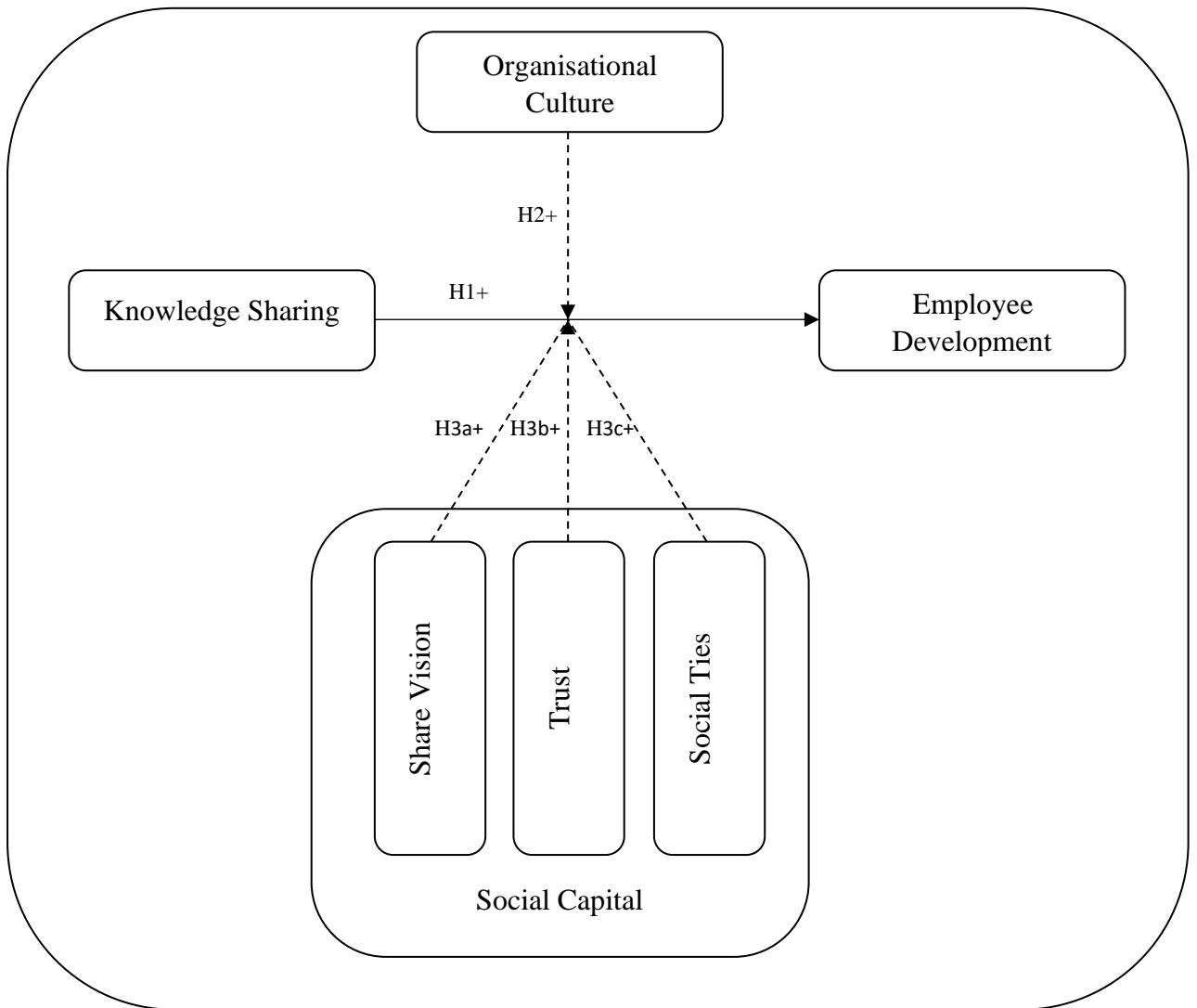


Figure 1: Proposed Initial Conceptual model

Source: author own creation base on R1, R2, and R3.

## **2. RESEARCH METHODOLOGY**

The chapter addresses the research methodology used to reach the research aim. Research methodology is an integral part of the research work, and it outlines the methods adopted for collecting and analysing data. The methodology is discussed extensively under the overview of the company, methods and type of structure, data sampling, reliability and validity of instruments, and findings.

Using Company Alpha as a case study, the author explores whether social capital can enhance knowledge sharing while investigating the moderating role organisational culture plays in the relationship between knowledge sharing and employee development. Company Alpha deals with refurbished iPhones that are under the circular economy. Company Alpha is a top player in buying and selling refurbished European iPhones. Company Alpha opened a subsidiary company in Tallinn, Estonia, in 2021. They have gotten to more than 400 employees from over 60 nationalities.

Company Alpha has the best selection of refurbished iPhone that works like brand new but with more competitive prices. After a systematic testing process, all phones are fulfilled and sold by company Alpha. Because it is knowledge-intensive and requires many processes to refurbish iPhone, knowledge sharing is paramount in company Alpha.

### **2.1 Method and type of structure**

Regarding to this study, an exploratory sequential mixed method was used to investigate the research problem identified – to explore the lack of participation of employees in knowledge sharing as a widely spread issue in an organisation operating in a circular economy. To achieve the research aim, interviews, and surveys aided in the collection of relevant data to achieve the research aim. The presentation of the questionnaires reflects in Appendix 1. The reason for choosing a sample survey questionnaire is that it represents surveys based on convenience (non-random) samples that will provide results and findings of a population or group (Navarro-Rivera & Kosmin, 2013). Hence, it is eminent that these sample surveys cannot represent the generalisability of the total population.

Firstly, conducted interviews were followed by the questionnaire from low entry to senior management level in company Alpha. Ten employees randomly picked will answer the research questions through online interviews to find a linkage between responses from quantitative and qualitative data collected from company Alpha. Hence, this study used a mixed method of quantitative and qualitative.

## **2.2 Sampling and data collection**

The study examines whether social capital can enhance knowledge sharing while investigating the role of organisational culture in employees' participation in sharing knowledge leading to employee development.

This study consists of entry-level to senior management employees in company Alpha, Tallinn, Estonia. According to Archarya et al. (2013, p. 330), "a sample is a subset of the population, selected to represent the larger population". Sampling methods divide into probability samples and non-probability samples.

This study adopted the convenience sampling method, a sub-set of non-probability sample techniques to meet the targeted population of this research, which upheld that having specific criteria in company Alpha, Tallinn, Estonia. This sampling method aid this study in representing the response of employees working in company Alpha on how culture plays a role in employees' participation in sharing knowledge and how knowledge sharing among team members will enhance employees' development. Company Alpha has a population of more than 400 employees, from entry-level employees to senior management. Also, a pilot study with 20 employees of company Alpha tested the questions before the primary data collection. This pilot study enabled this study to remove poorly understood questions and restructured the questionnaire to achieve the research aim of this study. Hence, in this study, the population size comprises 230 out of the 400 employees at company Alpha, although 43 responses were rejected because the respondent did not finish filling out the questionnaire, which is considered invalid and which makes the respondent level about 57.5%, and it assumes to have up to 90% response rate. There were ten interviews with the employees of company Alpha that also participated in the survey questionnaire. This interview allows this study to confirm the participants' experiences and views before surveying to get a more significant response.



This study adopts the sampling method and a pilot study from the research carried out by Zalluhoğlu et al. (2017), using a survey method to collect data by convenience sampling. Its respondent possessed some specific criteria, and a pilot study was carried out on 20 students to checkmate their understanding of the research questionnaire.

The data used for this study come from two main sources, which are primary and secondary sources of data. The primary data source consists of the use of interviews and questionnaires adopted in this study, and the researcher used closed-ended questions for respondents to choose from options independently. The secondary source of information is relevant journals, textbooks, and internet extracts. This study collected primary data through ministering questionnaires to employees from entry-level to senior management of company Alpha online through a google form and the communication channel through the slack application aided in recruiting the respondents of company Alpha. The management of company Alpha approved the interview and questionnaire before conducting this survey. After getting their approval, the employees were served the questionnaire through the Slack communication app and filled out the questionnaire divided into five different strata.

A semi-structured interview was adopted to collect data during March and April 2022. The interview questions have three sections. The first part was the introduction of the author and the research topic. The second part of the questions was asked based on the interviewee's background, years working with the company and professional experience in company Alpha. Then, the third part comprises the interview questions asked for the interviewee's response.

The structured questionnaire was close-ended questions. Adopted a 5-point Likert scale questionnaire to measure the dependent and independent variables where it connotes 1 as strongly disagree, 2 as somewhat disagree, 3 as Neither agree nor disagree, 4 as somewhat agree, and 5 as strongly agree. The questionnaire has seven (7) different segments. In the first segment, the questions were formed based on how shared vision influences knowledge sharing to enhance employee development (Leana & Pil, 2006; Chow & Chan, 2008). For the second segment, the questions were formed based on trust's role in enhancing knowledge sharing and leading to employee development (Leana & Pil, 2006; Chow & Chan, 2008). For the third segment, the questions were formed based on to what extent participation in knowledge sharing

among social ties facilitates employee development (Collins & Clark, 2003; Peng & Luo, 2000; Chow & Chan, 2008). For the fourth segment, the questions were formed based on organisational culture's role in employee participation in sharing knowledge (Razmerita et al., 2016). For the fifth segment, the question is whether we can measure knowledge sharing by the quality of shared knowledge (Chiu et al., 2006). For the sixth segment, questions were asked based on measuring employee development (Jangbahadur & Sharma, 2018). The seventh segment comprises some demographic portfolio which consist of age, gender, working experience, educational parameters, position in the company, and many more.

### **2.3 Data analysis**

The interview analysis adopts the Miles and Huberman approach. This approach represents the tripod of data reduction, data display and conclusion drawings/verification (Miles & Huberman, 1994). It lays a good foundation for analysing the proposed model through a qualitative research based on verification, reduction and conclusion of the data or variables. In this study, to achieve these results, the author followed the tripod of analysing the data sequentially:

- Data reduction: This reduces or removes any variable or data that the participants do not affirm during the qualitative research.
- Data display: This is the footprint of the qualitative research participants illustrated in a tabular, graph or chart form.
- Conclusion drawing: This is the converging point of qualitative research, which affirms for or against the proposed research questions and hypotheses.

The above explanation shows that the author studied related empirical reviews, classify the data based on the aim of the study, and then analysed the data, which leads to a firm conclusion.

The quantitative analysis used primary data downloaded from the Google survey in excel format. SPSS software was adopted using descriptive statistical mean, and regression analysis was employed to determine the relationship between the knowledge sharing variable and employees' development variable. This SPSS tool was adopted from Hanif et al. (2020), using SPSS version 20 software to investigate the impact of independent variables (Knowledge sharing and knowledge retention) on the dependent variable (Employee development).

## **2.4 Reliability and validity of the instrument**

The reliability and validity of Cronbach's Alpha can be affirmed by the evaluation of knowledge sharing, employee development, organisational culture, and social capital (trust, shared vision, and social ties).

The study carried out a test on the reliability and validity of the scale by examining the Cronbach alpha value, which considers greater than the value of 0.07, deemed acceptable (Hair et al., 2006). This study adopted Cronbach's Alpha from a previous study by Hanif et al. (2020), using Cronbach's Alpha to guarantee the study's validity and reliability. The qualitative analysis was extracted before the survey, carefully cross-checked and evaluated for accuracy in structure and context.

## **2.5 Ethical Considerations**

Ethical consideration is vital in this study. It aids the research in following due process and seeking consent from every participant. In diligently carrying out this research, the author carefully sought the consent of all participants, and they voluntarily agreed to participate in this research after the purpose of this research was clearly explained to them. Also, the confidentiality (of their response) is the utmost goal of the author, as affirmed by research guidelines. In essence, the data collected will be out of reach from third parties, and this data will be only for this study.

### **3. DATA PRESENTATION AND ANALYSIS**

The chapter presents, in three sections, findings from the semi-structured interviews, findings from the survey, and the moderation analysis pertinent to the thesis. The first section presents the interview answers, the findings and the comprehensive model of knowledge sharing, employee development, organisational culture and social capital based on the average responses of the qualitative interview, then the following section introduces the findings from the survey and the final section shows how the moderation analysis developed with the aid of calculation and diagram.

#### **3.1 Findings from the semi-structured interviews**

The semi-structured interview findings consist of three main themes - the relationship between knowledge sharing and employee development; the moderation effect organisational culture has on knowledge sharing and employee development; and to what extent social capital (trust, shared vision, and social ties) influences the relationship between knowledge sharing and employee development.

The first theme (the relationship between knowledge sharing and employee development) consists of participant responses to the semi-structured interview questions. According to the interview results, knowledge is vital to the organisation, and the company cannot operate efficiently without knowledge. Also, knowledge is a driving tool that can make the company progress and achieve its goals. Most participants asserted that information they received from their superiors and colleagues helped them to improve their job-related performance. *"In my organisation, I was not competent in opening up a product we are working with, and I did not know how to do it most efficiently. So, I asked an expert production specialist, and they showed me a quicker and much safer way of performing that procedure, saving me 4-5 minutes. So, it took me 4-5 minutes less to perform that procedure than before. I learned everything about this job from someone, and my coaches were the person who taught me how to do most things because I did not know how to do it before I joined the company. So, knowledge helped me become more proficient and improve my job performance and understanding of tasks themselves"* – P3. The answer of Participant 3 shows that he was not competent in performing

some work-related tasks, but after consulting another employee that shared knowledge and ideas, then he learned and was able to perform his work-related tasks more efficiently.

Based on other findings on knowledge, knowledge sharing, and employee development, most participants agreed that knowledge is the engine oil of the organisation, and knowledge can make a small organisation compete with big organisations and thrive. P2 and P6 asserted that: *"Knowledge is a pillar in my company, and we organise weekly meetings in the company every Monday to share information and knowledge among ourselves"* - P2. Participant 2 believes that knowledge is the backbone of its organisation, and the company provides an enabling environment for accommodating employees in sharing knowledge in the organisation. In the same view participant 6 believes that *"Knowledge is very key to every success of a team. For example, suppose I have worked in a place for quite a while. In that case, a recruit needs mentoring, so if I am not sharing that knowledge which are the skills needed, then the possibility that the employee will add up to the team faster will be poor. Hence, I need to disseminate my knowledge to the employee to have a fast-growing team, each person developing his/herself on the job. So, knowledge is a key factor in my company"*- P6. Participant 6 makes it crystal clear that he shares knowledge to new employees to be able to adapt to the job and grow an efficient team which leads to self-development. Therefore, knowledge is a key factor in having a fast-growing team that will be efficient in doing their job in the organisation. Hence, according to these semi-structured interview answers, it interprets that most employees acknowledge that knowledge is a vital part of the organisation and that self-development between employees is the driving tool of knowledge sharing. Also, affirming that knowledge is the pillar of a company and a key to the success of both the employees and the organisation.

Second theme anchors if the organisational culture supports or interacts with knowledge sharing, leading to employee development. As aforementioned above, knowledge sharing is a vital part of the organisation. In this second theme, I put the answers from the semi-interview questions on what supports knowledge sharing and how it can be increased in the organisation. Participants (and their experiences) identified that organisational culture plays a role, management support is paramount, acknowledging who shares knowledge, and monetary benefit will increase the knowledge-sharing base in the organisation. Most Participants affirmed that nothing prevents them from sharing knowledge if it is properly managed and utilised by other employees. Participants were engaged in questions like: Does your

organisation have formal or informal routines for information sharing? What approaches and mechanisms do you and your colleagues use to share knowledge among team members? In your opinion, are these approaches and mechanisms working? All the participants believed that their organisation had put the right tools to support knowledge sharing, but P5 and P10 sought organisational culture improvement.

P5 and P10 address the question if the mechanism and approaches put in place by the organisation are working effectively; they stated that: *"I cannot say it is working effectively, and I can say 50/50 because there are some aspects that employees still do not understand even if the information flows through the organisational communication channels. So, some employees still require one-on-one explanation for them to understand it. They need an improvement in sharing knowledge because everyone has different ways of assimilating information. Also, I cannot say if the company's culture support one-on-one sharing and explaining information. It depends on how the coaches and team leads approach things; some leaders I have been working under have been doing one-on-one with my colleagues and me occasionally". -P5.* This answer from participants 5 shows that, the organisation needs to improve its culture by having the attributes of innovative culture, supportive culture, and bureaucratic culture to aid the proper flow of knowledge and information among employees in the organisation.

Also, P10 expands on the improvement of the mechanisms and approaches of knowledge sharing in the organisation by asserting that: *"Well, I will not say it works 100% because sometimes it happens that not everyone has these meetings, and not everyone has the time to participate in them, so I will not say it is 100%. This mechanism calls for improvement and is alarming if the idea shared is not looked on. In my personal view, I have mentioned things to my company, and I have not seen them come into effect. So, I will not want to have a meeting regularly without considering things. Rather I will want to have a meeting occasionally, and my opinion can easily be accessed or checked with my other colleagues to see if it matches and if there can be room for improvement. So, it is not all about constantly having meetings, but having effective meetings and taking points seriously". – P10.* Participant 10 answer showcase that, having a supportive culture is key which have the attributes of management support, acknowledging who shares knowledge and monetary benefits to who shares knowledge will increase knowledge sharing in the organisation. Hence, their responses show the need to

improve the organisation's approaches and mechanism of knowledge sharing in the organisation.

The third theme investigates how social capital (trust, shared vision, and social ties) influences knowledge sharing and employee development. The interview answers revealed that work-related interaction is paramount and helps build social ties. Also, most participants agreed that nothing prevents them from sharing knowledge among team members and trust and validity of information depend on their hierarchy, position, and type of information a colleague is passing to them. To have a more precise viewpoint, P3 acknowledged that: *"I would say we share knowledge daily because, in a company, communication is the glue that binds us together; without communication, we are a broken chain. So, we share knowledge on many things every day from work-related, and I try to help others with information when they ask me"*. -P3. The answer from participant 3 interprets that the organisation has a strong social tie because their work-related task is knowledge intensive, and they share knowledge to aid the smooth process of work in the organisation.

On the grounds of trust and validation of information shared by their colleagues, some participants trusted the information shared by their colleagues. In comparison, the other participants said they tried to confirm the information shared by their colleagues because some of the information was questionable and needed to be clear by management. In the following paragraphs, the study highlighted participants' responses: *"I trust my co-workers' knowledge because their knowledge is factual and tested immediately to check the outcome of the knowledge"*. -P1. Participant 1 affirmed that the knowledge he gets from his colleagues are put into practice in his work-related task to confirm the validity of the knowledge. In the same view, Participant 4 and 9 trust the information his colleagues share with him because it is an open knowledge and can be access by everybody in and outside the organisation through the internet *"Yes, I do trust the information, like for this organisation I work with, I will say yes because the information in the organisation - like the basic information that is required to get the job done is open information, so because it is open, it is available for everybody. So, there is no restriction unless you grab new information in your perception and learn other things from outside the organisation to develop yourself more, but on a normal standard, I trust the information"*. -P4. *"Since I am working in a technical field, I trust the knowledge and the time-frame that this knowledge can be accessible because, for instance, let us say there was an update the software gadget, you can see it online that it clear. So, it is a piece of open*

knowledge, but since you are working there, management gets the information faster, and if you do your verification, you know that the information is timely and valid". -P9. The answers gotten from participant 6 and 8 about trusting the knowledge they receive from their colleagues is that they trust the knowledge because they get most information from their superior and this first-hand information has been confirmed from the management from the organisation. Here are their answers. *"I should, and I do trust the knowledge shared by co-workers, simply because my departmental lead is a person that is keen on confirming information that has circulated. In essence, he tries as much as possible to verify as much as the source". -P6. "Yea, most of the information passed to the co-workers and the team comes directly from the company's board of directors, and this information is valid, and no one has access to it except them. It gets to the team, and we must work around the information accordingly. Also, it is verifiable because it is spread by the board of directors directly, and there is a flow of communication between the board of directors and the team members. So, I trust the reliability of the information". -P8.*

On the contrary, some participants believe that they trust the information shared by their colleagues; the other participants converged that there is a need to confirm the information shared by their colleagues. It was made crystal clear by their responses to trust and validity of information: *"I try to trust co-worker information but often confirm this information with relevant authorities before putting it into use". -P2.* This answer shows that confirming the validation of knowledge shared by employees in the organisation is paramount. Looking at participant 3 response, he recalls that, *"To a greater extent, I trust most of the knowledge because some of the employees I consult are either higher than me or have been in the job longer than me, so they are well known. So, I generally trust their validity of the information, but in some cases where I do not trust them, I ask one or two employees to get a wider view or more thoughts on the problem". -P3.* this answer shows that trust of knowledge being shared is measured by the hierarchy of employees. In essence, when you get knowledge or information from a superior, you trust the knowledge, but when the knowledge or information is not from a superior, he tries to confirm the shared information or knowledge before utilizing it. Also, participant 5 acknowledged that, *"It depends on the information. If a co-worker is teaching me something and I know that this person is not using intuition like he/she is just using 'I think', then I will doubt the validity of the information". -P5.* Participant 5 answer shows the behaviour of the employee passing the knowledge, makes him to trust the knowledge or not. With a follow up participant 7 stated that *"To some extent because I am a very inquisitive person. I*



often do not rely on information from one staff, and sometimes I go ahead to verify the validity of that information. Also, I must take my time and look at the company's policy regarding that activity or information, which will help me improve and increase my knowledge and better understand the process and how things work. Hence, I will not say I rely on the information passed from colleagues 100%, but I will say I trust it and take my time to ensure that I am doing the right thing". -P7. The response from participant 7, connotes that confirming the information shared by other employees through comparing it with the company's policy is paramount, before utilising the information on the work-related task. Participant 10 also revealed that "Well, sometimes the information is questionable because there are questions for it when there is always a new idea. I believe one can easily question the reliability of this information because you doubt if it is the best for the company or organisation or the co-workers at that time. I believe I try to test and confirm before using the information shared by co-workers; I don't 100% trust the information at the first instance". -P10. Based on these responses, confirming every information piece's validity and degree of trust is paramount. Hence, the quantitative result will give an extant view of the trust and validity of information shared among co-workers.

Question 8 of the semi-structured interview seeks answers from participants on "Do you and other organisational members share the same ambition and vision at work?". Most participants adhere to having a collective vision; ambition varies because they work for various reasons. P5 gave his thought and stated that: "I believe we share the same vision, but at work, I do not share the same ambition with other colleagues because they feel I am over-zealous when I share my ambition with them. So, it depends on the individuals; if I know how zealous they are, they can collectively share the same ambition and vision. So not everyone I share my ambition with will take it positively. You cannot tell if your vision differs from other parties; the other parties are working there for other reasons while you work there to learn more things and build yourself. So, it depends on the individual's vision and ambition because even if I tell others my vision and ambition, I do not know if it will motivate that person". -P5. This answer reveals that employees in the organisation have the same vision but different ambitions because the employee vision aligns with the company's vision of satisfying their customers, making maximum output from limited resources etc. while employees' ambition in the organisation varies because they work for the organisation based on different reasons i.e., to make ends meet, to develop their skills, to have work experience etc. From a similar standpoint, P9 asserted that: "For me, I will say everyone has different goals when it comes to working, and

*some people are working to gain skills they will use to work in the future, and some employees are working because they need the money, and some people are working people they love what they are doing. So, it is on an individual aspect; I am working because I like what I am doing now and the skill I am acquiring. Everybody varies when it comes to vision and ambition at work. The collective vision to achieve the organisational goals comes with some motivation. For instance, in today's meeting, they said that if your team meets or exceeds their target more than other teams, management will add 20% of the net salary, motivating the teams. So, if you want to achieve the company's vision, then you motivate them financially, you will see every hand will be on deck, so it depends on the strategy the organisation uses to achieve organisational goals and vision" -P9.* Participant 9 explored more that employees are irrational in their ambition but have a collective vision in the organisation and can actualise the company's vision through management support and motivation.

Looking at what extent social ties influence knowledge sharing and employee development. Most of the participants positively responded that they are involved in job interaction with other team members. 2 out of 10 identified that they rarely share knowledge during work-related interactions. P2 and P10 asserted, respectively: *"Based on my team, we conducted job-related interactions twice a month by having one-on-one meetings with our superior and other employees". -P2.* Participant 2 acknowledge that his/her team observes one-on-one meeting rarely with the intention of sharing knowledge among themselves. In the same vein participant 10 asserted that *"I engage in work-related interactions daily, but sharing knowledge more often is not what I often do". -P10.* Hence, work-related interactions are paramount in an organisation, as asserted by P10: also, participant 9 shares his/her own experience on social ties in the organisation and stated that *"I am a kind of introvert when it comes to working relationships, but that does not mean I do not communicate with other colleagues. I communicate with them based on the job aspect, if you need my service, I do not mind leaving my desk and coming to help you, and sometimes people come and ask questions regarding the job and how I got to this level. What does it take, and what experiences? So that brings about the conversation you must relate to with your colleagues. Communication is the key for an organisation to work smoothly, and you cannot grow without concrete communication. So, I communicate with my colleague based on the job level rather than other external issues". -P9.* Hence, shared vision and social ties are essential to an organisation. Trust and validity of information also play an important role, albeit, in this study, it varies depending on the hierarchy/position of the colleague passing the information.

Figure 2: The comprehensive model of knowledge sharing, employee development, organisational culture and social capital based on the average responses of the qualitative interview.

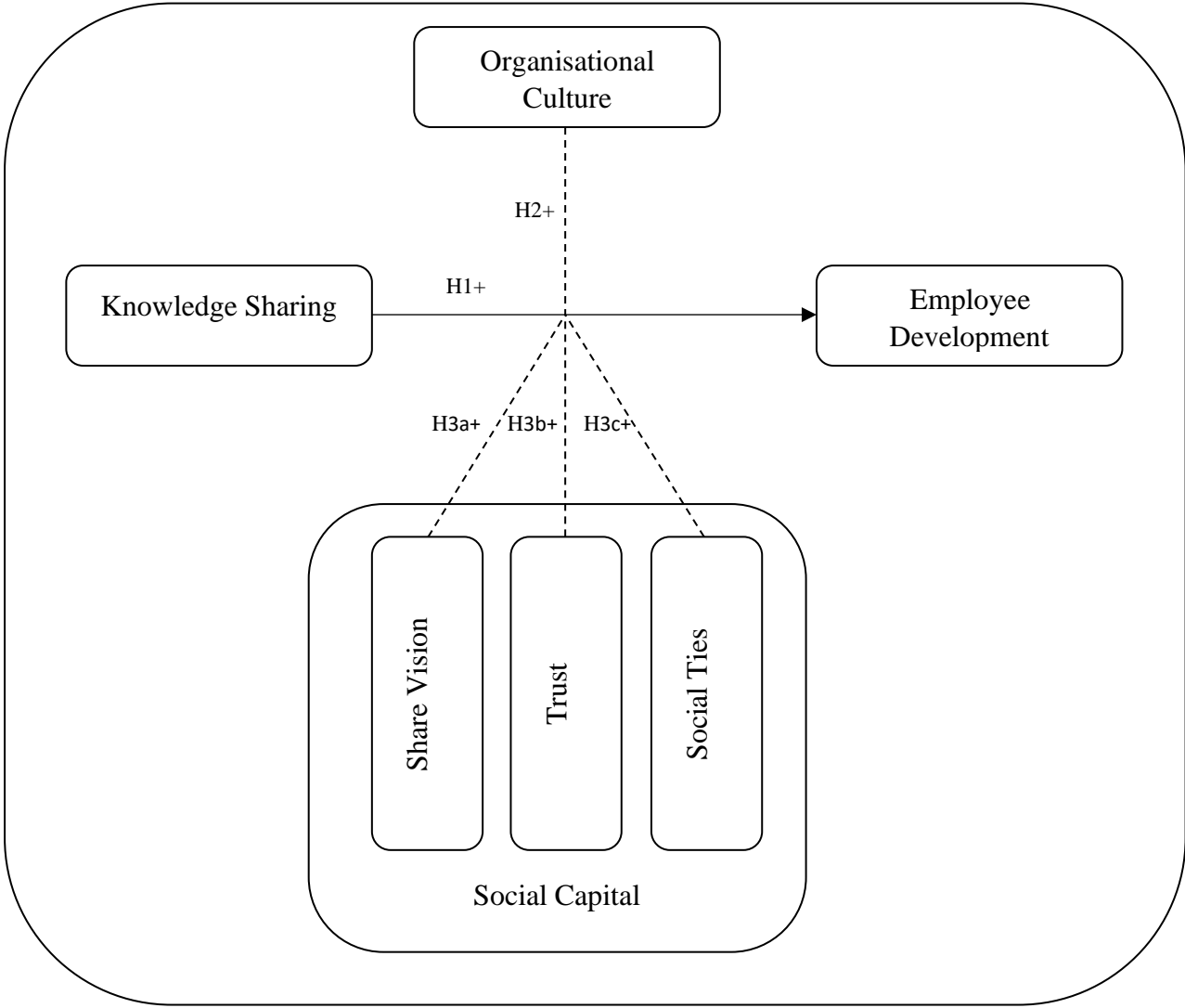


Figure 2. Final Conceptual model  
 Source: own creation base on R1, R2, and R3.

Table 1: Description of knowledge sharing, employee development, organisational culture, and social capital (Source: author's own creation)

Variables	Description
Knowledge sharing and employee development	Knowledge is a vital part of the organisation and that self-development among employees is the driving tool of knowledge sharing.
Organisational culture	There is a need to improve the organisation's approaches and mechanism of knowledge sharing
Social capital (Trust, social ties, and shared vision)	Work-related interactions are paramount in an organization. while trust and validity of information are measured by hierarchy, position, and type of information a colleague is passing to them.

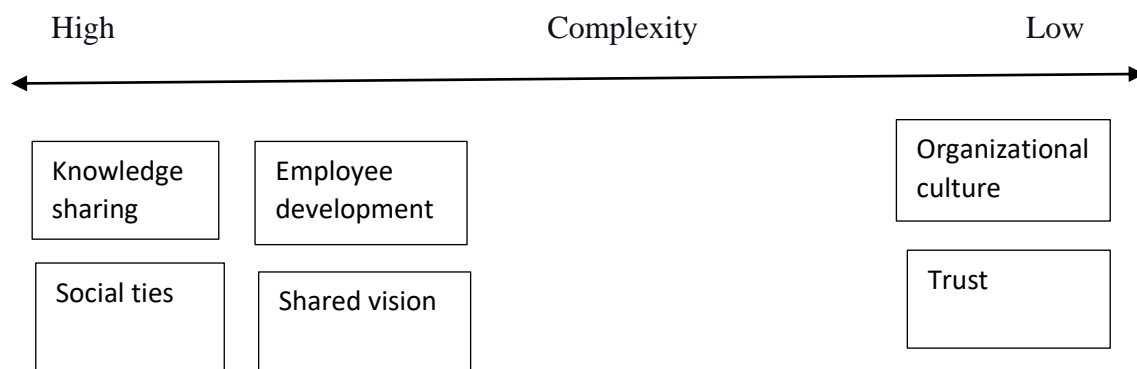


Figure 3: Types of variables and their complexity rating

Source: Own creation based on Miles and Huberman approach

Drawing from a viewpoint based on the variables complexity rating, knowledge sharing, and employee development have a high complexity as affirmed from the qualitative interview responses that knowledge is an integral tool of an organisation and self-development among employees triggers knowledge sharing in an organisation. Also, social ties and shared vision are important in an organisation and have a high complexity based on the responses from the qualitative interview.

From the standpoint of participant responses, organisational culture has a low complexity which needs improvement from the organisation's approaches and knowledge-sharing mechanism. Also, trust has a low complexity because the validity of information is measured by the hierarchy, position, and type of information a colleague is passing on to them.

### 3.2 findings from the survey

#### **Descriptive analysis of scales of Trust, shared vision, social ties, organizational culture, knowledge sharing, and employee development**

The first pragmatic step of the data analysis was to check the validity and reliability of the research questions. Cronbach's alpha method was adopted to check the validity and reliability test, which came out positive, ranging from 0,732 to 0,903. These results will be put in the table below:

#### **Case processing summary**

		N	%
Cases	Valid	187	81.3
	Excluded <sup>a</sup>	43	18.7
	Total	230	100

Source: Author's creation

#### **Reliability statistics**

Variables	Cronbach's Alpha	No. of items
Shared vision	0,816	5
Trust	0,886	5
Social ties	0,775	5
Organizational culture	0,732	5
Knowledge sharing	0,900	9
Employee development	0,903	5

Table 2: Cronbach alpha table. Source: Author's creation

After conducting the Cronbach alpha, the study calculated regression analysis which enables this study to test the relationship between knowledge sharing and employee development.

## **The result of regression analysis for the nature of the relationship between knowledge sharing and employee development.**

Linear regression is considered a statistical tool for measuring the value of a dependent variable from an independent variable (Kumari & Yadav, 2018). Hence, the use of linear regression in this study was to know the nature of the relationship between knowledge sharing and employee development.

The population sample in this survey (n=187) is relevant in calculating the linear regression. In the test, employee development is the dependent variable, and knowledge sharing is the independent variable. Knowledge sharing and employee development were collected, and linear regression was adopted to predict the relationship between employee development and knowledge sharing. After checking the normality assumptions for both variables, correlation analysis was tested (Pearson's correlation = 0,740,  $P < 0,001$ ).

Pearson's correlation between employee development and knowledge sharing is ( $r = 0,740$ ),  $R^2 = 0,547$ , which interprets that only 54,7% of the employee development variable is explained by knowledge sharing in the organisation.

The ANOVA table shows that the linear regression model is "significant" with  $P\text{-value} < 0,001$ . This ANOVA table quantifies the relationship between knowledge sharing and employee development. Also, with every increase in knowledge sharing, employee development (on average) increases by 0,820 (95% confidence interval 0,712 – 0,928) units,  $P\text{-value} < 0,001$ , which shows that there is a significant relationship.

### **3.3 Moderation analysis**

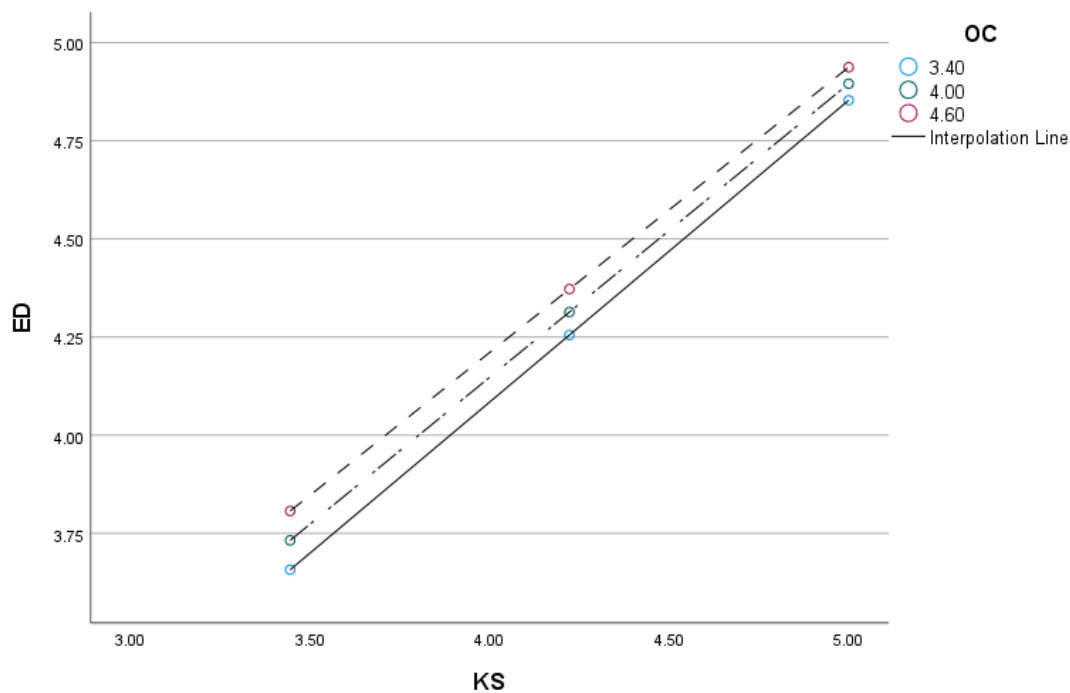
The study used Andrew F. Hayes' process macro to carry out the moderation effect of more than two variables. It aims to identify the interaction effect organisational culture has on knowledge sharing leading to employee development and how social capital (shared vision, trust, and social ties) influences the relationship between knowledge sharing and employee development. Furthermore, a series of tests discovered the moderation effect between more than two variables using graphs and numerical tables. In the same vein, Rita et al. (2018), in

their study, asserted that if a P-value is  $< 0.05$ , then there is a significant relationship between two or more variables.

### **Moderation effect organisational culture has on knowledge sharing leading to employee development.**

The result from the analysis stipulates that organisational culture did not have a moderating effect on knowledge sharing leading to employee development as the P-value of the interaction effect is ( $P = 0,6378$ ). Hence, Organisational culture is statistically insignificant, with knowledge sharing leading to employee development.

The interaction effect visualised in Figure 5.1 explains that organisational culture negatively affects knowledge sharing, leading to employee development. If organisational culture increases, it does not increase knowledge sharing leading to employee development.



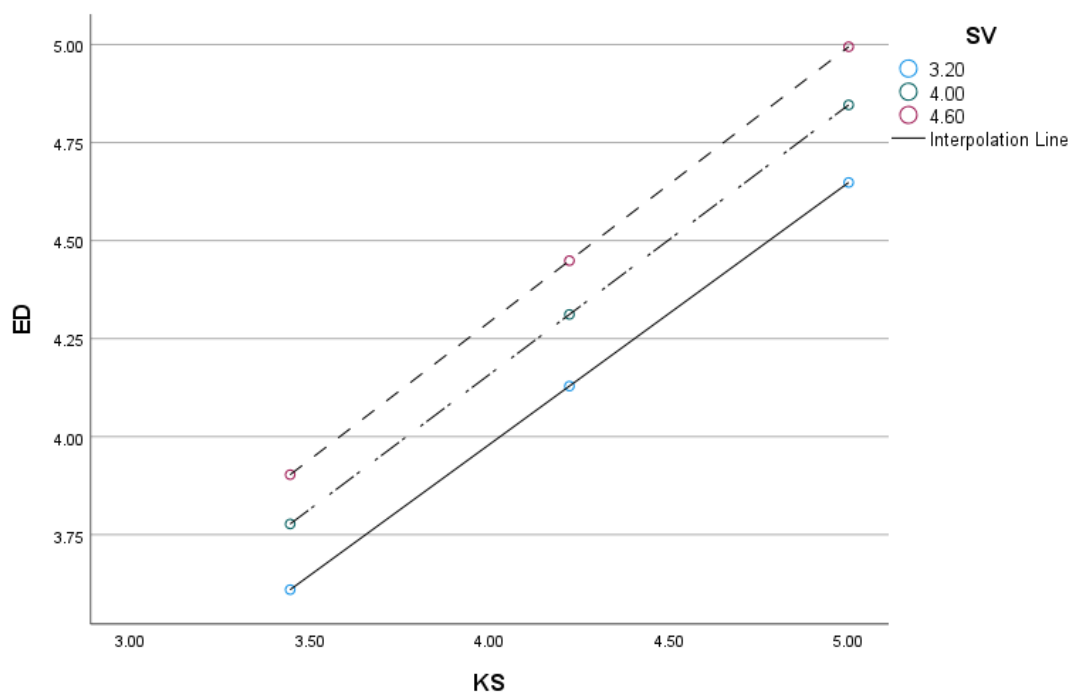
**Figure 4.** Moderation effect of organisational culture on knowledge sharing leads to employee development. (Source: author's calculation)

The table shows three interpolation lines (low, medium, and high). The low is 3.40, the medium is 4.00, and the high is 4.60). The lines show a low increase and interpret there is no moderating effect organisational culture has leading to employee development.

**To what extent does shared vision influences the relationship between knowledge sharing and employee development.**

From the analysis's standpoint, shared vision moderation effect on the relationship between knowledge sharing and employee development shows that shared vision has no moderating effect on knowledge sharing and employee development. Also, the test of interaction effect was insignificant by the P-value ( $P= 0,7489$ ). An increase in shared vision will not affect or increase the relationship between knowledge sharing and employee development.

The interaction effect was visualised in Fig. 3.2 elaborates that shared vision negatively affects the relationship between knowledge sharing and employee development.



**Figure 5.** Moderation effect of shared vision on the relationship between knowledge sharing and employee development. (Source: author's calculation)

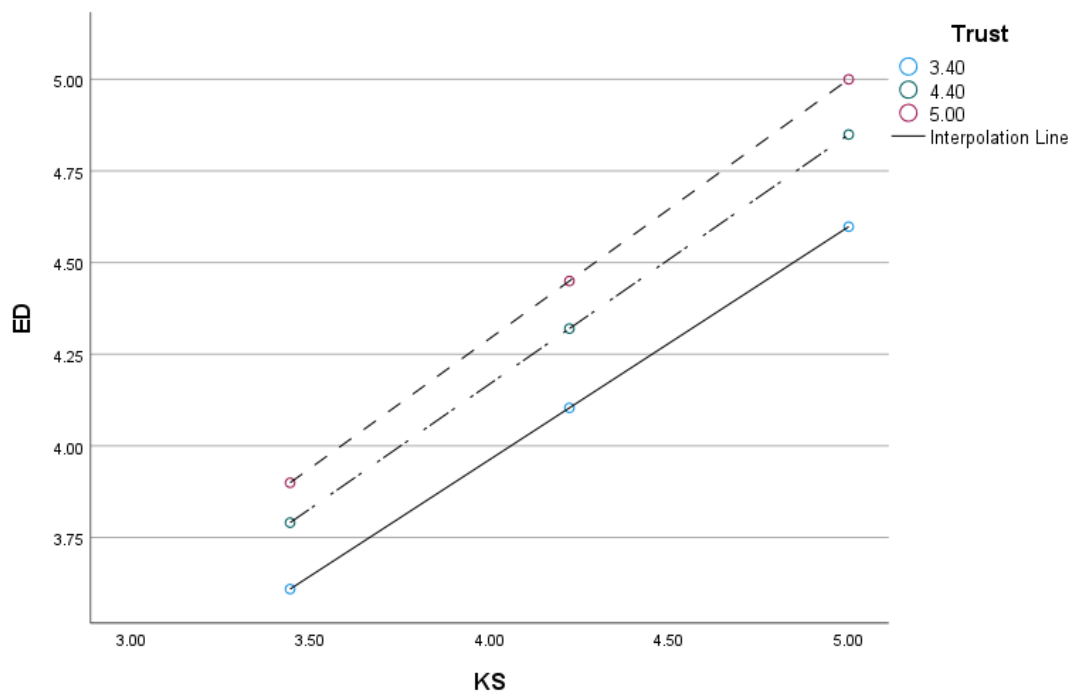


The table shows three interpolation lines (low, medium, and high). The low is 3.20, the medium is 4.00, and the high is 4.60). The interpolation line between the low and the medium is significant. In contrast, the interpolation line between the medium and the high is small. However, it interprets that shared vision has no moderating effect on the relationship between knowledge sharing and employee development.

**To what extent does trust influences the relationship between knowledge sharing and employee development.**

The analysis using the process macro in SPSS by Hayes' identified the moderation effect of trust on the relationship between knowledge sharing and employee development. This statistical tool found no moderating effect of trust on the relationship between knowledge sharing and employee development. The test of interaction effect asserts that the P-value was negative with (P = 0,5408). Furthermore, this result will not affect or increase the relationship between knowledge sharing and employee development if trust increases.

The interaction effect was well illustrated on a graph in figure 3.3 showcases that trust negatively affects the relationship between knowledge sharing and employee development.



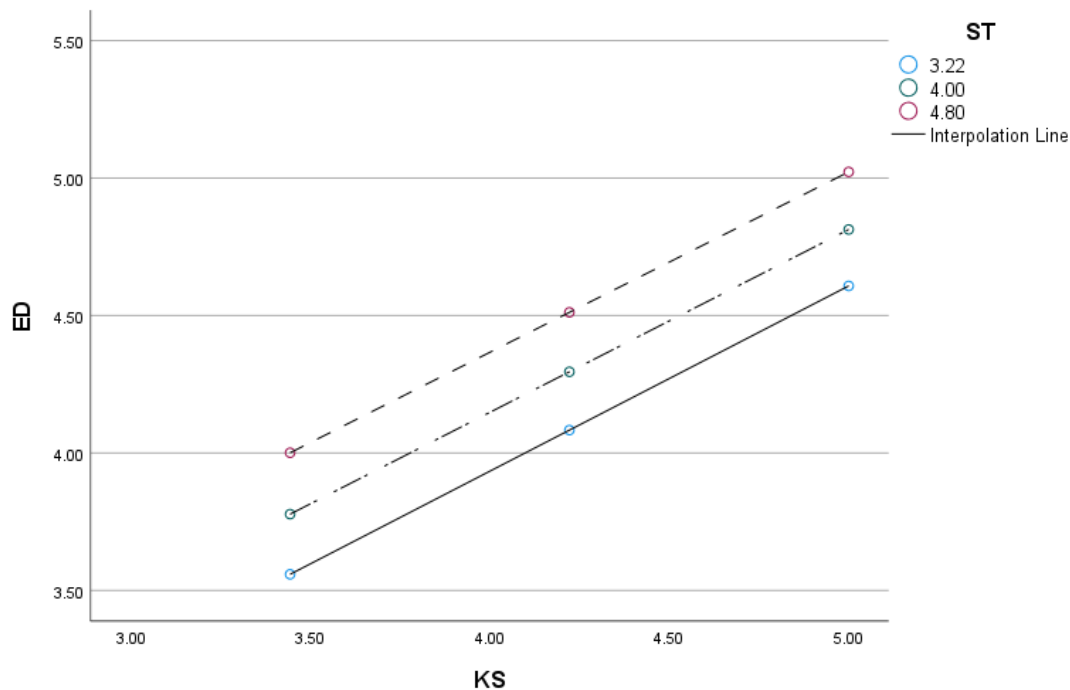
**Figure 6.** Moderation effect of trust on the relationship between knowledge sharing and employee development. (Source: author's calculation)

The table shows three interpolation lines (low, medium, and high). The low is 3.40, the medium is 4.40, and the high is 5.00). The interpolation line shows the strength of the interaction between two variables. However, it interprets that trust has no moderating effect on the relationship between knowledge sharing and employee development.

### **To what extent does social ties influence the relationship between knowledge sharing and employee development.**

In this section, the researcher tested the moderation effect social ties have on the relationship between knowledge sharing and employee development. Based on the statistical results, it interprets that social ties have no moderating effects on the relationship between knowledge sharing and employee development. This moderation result has a P-value recorded as unfavourable ( $P = 0,8734$ ). This result shows that increasing social ties does not affect the relationship between knowledge sharing and employee development.

With a more detailed interpretation, a graph was adopted in figure 3.4 to explain the interaction effect of social ties on the relationship between knowledge sharing and employee development.



**Figure 7.** Moderation effect of social ties on the relationship between knowledge sharing and employee development. (Source: author's calculation)

The table shows three interpolation lines (low, medium, and high). The low is 3.40, the medium is 4.40, and the high is 5.00). The low, medium, and high interpolation line has a wide margin. However, it interprets no moderating effect of social ties on the relationship between knowledge sharing and employee development.

### **3.4 Discussion**

This thesis examines whether social capital can enhance knowledge sharing while investigating organisational culture's moderating role in the relationship between knowledge sharing and employee development. In this section, the author will critically discuss the findings of this study to determine how well it addresses the research questions by linking it with existing literature. As stated in the previous chapter, the author conducted this research to study the effectiveness of knowledge sharing among team members leading to employee development; based on this topic, variables such as social capital (shared vision, trust, and social ties) and organisational culture were analysed. The standpoint of this research is to contribute to knowledge to tackle the lack of participation of employees in sharing knowledge among team members. Hence, we need to understand the outcome if a lack of participation in knowledge sharing among team members leads to employee development.

**Research Question 1:** what is the relationship between knowledge sharing and employee development?

The qualitative analysis conducted in semi-structured interviews with 10 participants revealed a relationship between knowledge sharing and employee development. From the semi-structured interview findings, most participants asserted that knowledge and information shared among their team members helped them improve their job performance and self-development. The quantitative statistical analysis confirmed this through the ANOVA table, which shows the linear regression model is "significant". Based on this, it confirms a significant relationship between knowledge sharing and employee development. These findings affirm previous research conducted by Ro et al. (2020); one of the essential findings is that learning orientation is the key factor influencing knowledge sharing. Learning orientation is a facilitator enhancing knowledge sharing through motivation and intention, and these findings provide practical implications for practitioners who attempt to promote knowledge sharing among employees. Also, Vuori et al. (2012), in their study, asserted that

improvement of work and career management in today's fast-rising work-life is beneficial for the success of both the employees and the organisation, which promotes commitment to work and better mental health and well-being, especially those at risk.

**Research Question 2:** What moderating effect does organisational culture have on knowledge sharing leading to employee development?

From the qualitative analysis, most of the participants believed that their organisation has put the right tools to support knowledge sharing but needs improvement because every employee assimilates information differently. However, the quantitative analysis asserted that organisational culture has no moderating effect on knowledge sharing leading to employee development. Hence, organisational culture does not influence knowledge sharing leading to employee development. Compared to previous findings by Azeem et al. (2021), these present findings contradict these previous findings, which asserted that organisational culture has an internal influence and promotes knowledge and innovative practices to result in productive outcomes. These findings connect with other studies by Alavi et al. (2005); Shahzad et al. (2017) revealed that organisational culture positively impacts knowledge management and is paramount for innovation performance.

**Research Question 3:** To what extent does social capital (shared vision, trust, and social ties) influence the relationship between knowledge sharing and employee development?

The findings of the qualitative analysis interpret little or no trust in the information shared among team members and need to confirm before accepting such information and knowledge, i.e., if a colleague is spreading information about an increment in the salary of every employee. This information will be considered a grapevine and must be confirmed by the proper authority (Human Resources department) before trusting the validity of the information shared, and so forth. For a more precise understanding, the quantitative analysis checked the moderating effect trust has on knowledge sharing and employee development as insignificant. Trust does not have any interaction effect on knowledge sharing and employee development in this study. Therefore, an increase in trust will not increase knowledge sharing and employee development. Instead, trust slows down the pace of knowledge sharing in the organisation because it must be confirmed and check the validity of the information before trusting that knowledge.

In the aspect of shared vision, the qualitative analysis results from the semi-structured interviews revealed that most participants adhere to having a collective vision triggered through motivation and support from the management to the employees. At the same time, ambition varies because they all work for various reasons. From the viewpoint of the quantitative analysis, it affirms that there is no interacting effect of shared vision on knowledge sharing and employee development. Hence, shared vision does not influence knowledge sharing and employee development.

The qualitative analysis of social ties revealed that most participants responded that they are involved in job interaction with other team members. However, the quantitative analysis from a larger sample converged that there is no interaction effect of social ties on knowledge sharing and employee development. Furthermore, increasing social ties will not increase knowledge sharing and employee development. These present findings do not correlate with previous findings by Curado, C., & Vieira, S. (2019). This finding contradicts the present findings, and their study partly asserted mediation of a relationship between trust and affective organisational commitment. Also, trust positively affects knowledge sharing, affective, and normative organisational commitment, which reveals the importance of encouraging a trustful environment in knowledge sharing and organisational culture.

The study shows a significant relationship between knowledge sharing and employment development. There is no moderating effect organisational culture has on knowledge sharing leading to employee development. Also, there is no moderating effect social capital (shared vision, trust, and social ties) has on knowledge sharing and employee development. This summary leads to an extensive discussion of our results in the next chapter in coherence with the study aim.

## CONCLUSION

Knowledge sharing has become an important topic in today's business world. The aim of this study was to find out whether social capital can enhance knowledge sharing while investigating the role organisational culture plays in the relationship between knowledge sharing and employee development and provide solution to leaders and employees who need an improved knowledge-sharing culture in an organisation. This study found that knowledge shared among team members helps the employee and organisation to develop. Also, it shows that learning-orientated employees are prone to share information and knowledge that will enable other employees to do their work more efficiently. In employee development, knowledge is vital and the driving tool for self-development in the organisation.

The study found that organisational culture, mechanisms, and knowledge-sharing approaches must be improved by having the attributes of management support, acknowledging who shares knowledge, and monetary benefit to increase the knowledge sharing base in the organisation. Also, organisational culture does not possess a moderating role in knowledge sharing leading to employee development. Also, it shows that employees assimilate information and knowledge differently, and there is a need for promoting one-on-one meetings among employees to share and pass knowledge and information.

Trust in this study does not influence knowledge sharing and employee development. This result shows the need for improving the organisational culture by having the attributes of an innovative, and supportive culture thereby promoting trust among team members. Shared vision and social ties can improve through motivation and support from the organisation to its employees. Hence, in this study, shared vision and social ties do not influence knowledge sharing and employee development.

The hypotheses of this study tested the research questions. It found a significant relationship between knowledge sharing and employee development. The analysis interprets that with every increase in knowledge sharing, employee development (on average) increases. This analysis reveals a significant relationship between knowledge sharing and employee development while testing the moderating effect organisational culture, social capital (shared vision, trust, and social ties) has on knowledge sharing, and employee development was

insignificant. Also, there is no interactional effect of organisational culture or social capital (shared vision, trust, and social ties) on knowledge sharing and employee development.

### **Theoretical implications**

The theoretical contribution of this study is to explore social capital theory. The theory's assumptions were tested by the qualitative and quantitative approaches to get the findings of this study.

The findings from the present study immensely contribute to the theoretical framework study. Assumptions were made after reading from extant studies of previous literature:

- The moderating effect shared vision has on knowledge sharing and employee development.
- The moderating effect trust has on knowledge sharing and employee development.
- The moderating effect social ties have on knowledge sharing and employee development.

The social capital theory in the study further advances the idea that practising social ties and having a shared vision among employees is vital in an organisation. At the same time, reliability and validity of trust are measured by the hierarchy and position of the colleagues sharing the information. The findings of this study propose that an improvement in their organisational culture will improve social capital (trust, social ties, and shared vision) and increase knowledge sharing and employee development in an organisation. Also, it will create a working environment of employee self-development which is paramount in a knowledge-intensive organisation. Hence, from the qualitative findings, this study considers that social capital theory is significant.

### **Practical implications**

This study raised some standpoint from the research carried out. The main practical implication is that knowledge sharing with team members leads to self-development. In essence that this information help employees to efficiently perform their jobs. Increasing knowledge sharing also benefits the employee and the organisation by increasing work and information flow.

One of the other findings from the semi-structured interview and survey is that there is a need to improve the organisational culture, and it does not affect knowledge sharing and employee development. The study pointed out that organisational motivation and organisational support will improve an organisation's culture. Also, increased social capital (shared vision, trust, and social ties) does not increase the organisation's knowledge sharing and employee development.

Hence, this study found that knowledge sharing among team members can lead to self-development and encourages managers to improve their organisational culture and promote knowledge sharing to self-develop the employees and the organisation.

## **Contribution**

From this study, the author highlights some contributions:

Leaders and employees who needs an improved knowledge sharing culture in an organisation should build a culture that has the attributes of management support, acknowledging who shares knowledge, and monetary benefit to increase the Knowledge sharing base in the organisation. This entails that the foundation of an efficient and effective organisation is to have a good organisational culture with the outlined attributes, which will increase the pace of knowledge sharing in the organisation. Also, self-development between employees is the driving tool of knowledge sharing in the organisation.

This study contributes to knowledge based on the case study identified that trust slows the pace of knowledge sharing in the organisation because it must be confirmed and check the validity of the information before trusting the knowledge. This can be addressed by improving the organisational culture (management support, acknowledging who shares knowledge, and monetary benefit to increase the Knowledge sharing) to improve the pace of knowledge sharing in the organisation which in return improves trust in the organisation.

Lastly, this study contributes to knowledge by opining that motivation and support from the management to the employees trigger collective vision in the organisation.

## **Limitations**

This study showcases some degree of limitation, which is under this subheading. Based on convenience sampling techniques, collecting data from both surveys and semi-structured interviews tends to possess some atom of bias, which might influence or affect the result of this research. Also, this research was based on one company and lacked the generalizability of this research findings. Hence, the study's findings are limited to only company Alpha.

## **Recommendations for future research**

From the limitation of this study, future researchers should prioritise this study in conducting a comparative study on two or more companies from different industrial fields on the



effectiveness of knowledge sharing among team members leading to employee development. Also, this study did not research the relationship between social capital (shared vision, trust, and social ties) and knowledge sharing leading to employee development. Hence, future researchers can carry out research further based on this study.

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# Appendix 1. Questionnaire

## Letter of intent to the respondents to participate in this research project.

### Knowledge sharing leads to employee development

Dear respondent,

Thank you very much for your time and interest in this research. This questionnaire is designed to develop a better understanding of “Effectiveness of Knowledge Sharing Among Team Members Leading to Employee Development”.

Your cooperation is an important part of the successful realization of this research project. The summary of the study will be shared with the management who may or may not implement changes coming from the findings and suggestions based on business needs and the leadership and development strategies. The questionnaire should take you about forty-five (45) minutes to complete the list of questions prepared for you to answer to enable this research project to gather enough information about the case study.

All information you provide will be treated strictly confidentially. Based on the survey results, it will not be possible to draw any conclusions about individual persons/companies.

If you have any queries or would like to have further information about this research project, please do not hesitate to contact us via email: [joumuk@ttu.ee](mailto:joumuk@ttu.ee) or phone number: +37253967560.

Thank you very much.

Yours sincerely,

John Umukoro,

201655TVTM.

Instruction: please tick (√) in the box(es) otherwise complete the space appropriately.

### Section A: Question items designed along with research questions, before the previous study, and shared vision.

1. My organizational members and I always agree on what is important at work.
  - a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]

- e) Strongly agree. [ ]
2. My organizational members and I always share the same ambitions and vision at work.
- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]
3. My organizational members and I are always enthusiastic about pursuing the collective goals and missions of the whole organization.
- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]
4. My organizational members and I are willing to share knowledge at work.
- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]
5. My organizational members and I would respectfully consider and acknowledge any new ideas other employees might have about the work of my company.
- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

**Section B: Question items designed along with research questions, before the previous study, and trust.**

6. I know my organizational members will always try and help me out if I get into difficulties.
- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]

- c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
7. I can always trust my organizational members to lend me a hand if I need it.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
8. I can always rely on my organizational members to make my job easier.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
9. I know employees in my department are trustworthy and supportive.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
10. I can rely on my co-workers and superiors, with whom we work within departments.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]

**Section C: Question items designed along with research questions, before the previous study, and social ties.**

11. In general, I have a very good relationship with my organizational members.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]

d) Somewhat agree. [ ]

e) Strongly agree. [ ]

12. In general, I am very close to my organizational members.

a) Strongly disagree. [ ]

b) Somewhat disagree. [ ]

c) Neither agree nor disagree. [ ]

d) Somewhat agree. [ ]

e) Strongly agree. [ ]

13. I always hold a lengthy discussion with my organizational members.

a) Strongly disagree. [ ]

b) Somewhat disagree. [ ]

c) Neither agree nor disagree. [ ]

d) Somewhat agree. [ ]

e) Strongly agree. [ ]

14. I have contact with other employees in other departments necessary to perform my work efficiently in my company.

a) Strongly disagree. [ ]

b) Somewhat disagree. [ ]

c) Neither agree nor disagree. [ ]

d) Somewhat agree. [ ]

e) Strongly agree. [ ]

15. I communicate frequently with other employees in my company.

a) Strongly disagree. [ ]

b) Somewhat disagree. [ ]

c) Neither agree nor disagree. [ ]

d) Somewhat agree. [ ]

e) Strongly agree. [ ]

**Section D: Question items designed along with research questions, before the previous study, and organizational culture.**



16. Management encourages and motivates knowledge sharing in my company.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

17. Knowledge sharing is a central part of the organizational culture in my company.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

18. Knowledge sharing is recognized in my company.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

19. Knowledge sharing is actively encouraged in my company.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

20. my company has a reward system (provides incentives) to encourage knowledge sharing.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

**Section E: Question items designed along with research questions, before the previous study, and Measuring Knowledge sharing.**

21. The knowledge shared by the employees of my company is relevant to the business operations of my company.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
22. The knowledge shared among the employees in my organization is reliable.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
23. The knowledge shared by employees of my company is easy to understand.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
24. The knowledge shared among the employees of my company is timely.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
25. The knowledge shared among the employees of my company is complete and clear
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
26. When my partner asked me a question, I told my counterpart exactly what s/he needed to know.
- a) Strongly disagree. [ ]

- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

27. I found myself pressed for time when I solved the problems at work.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

28. The employees of my organization are competitive about trying to do well.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

29. It is important to me to perform better than others on a task.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

**Section F: Question items designed along with research questions, before the previous study, and Measuring employee development.**

30. I think my ability to perform my job duties has improved as a result of knowledge-sharing activities within my organization.

- a) Strongly disagree. [ ]
- b) Somewhat disagree. [ ]
- c) Neither agree nor disagree. [ ]
- d) Somewhat agree. [ ]
- e) Strongly agree. [ ]

31. I think that knowledge-sharing activities within my organization have helped me to achieve the job duties that are required of me.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
32. I think that my job-related knowledge has improved as a result of knowledge-sharing activities within my organization.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
33. I think that the reliability of my job performance has improved as a result of knowledge-sharing activities within my organization.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]
34. I think that my job-related communication has improved as a result of knowledge-sharing activities within my organization.
- a) Strongly disagree. [ ]
  - b) Somewhat disagree. [ ]
  - c) Neither agree nor disagree. [ ]
  - d) Somewhat agree. [ ]
  - e) Strongly agree. [ ]

### **Section G: Biodata of Respondents**

35. What is your gender?
- a) Male. [ ]
  - b) Female. [ ]
  - c) Diverse. [ ]

d) Prefer not to say. [ ]

36. What is your age (in years)?

a) 14-24. [ ]

b) 25-34. [ ]

c) 35-44. [ ]

d) 45-54. [ ]

e) 55-64. [ ]

f) 65 or more. [ ]

g) Prefer not to say. [ ]

37. What is your working experience in your current company (in months)?

a) 1. [ ]

b) 2-5. [ ]

c) More than 5. [ ]

38. What is your highest degree of education?

a) Secondary [ ]

b) Vocational [ ]

c) Bachelor. [ ]

d) Masters. [ ]

e) Ph.D. [ ]

f) Other, please specify. [ ]

39. What is your position in the company?

.....

## **Appendix 2. INTERVIEW QUESTION**

### **Letter of intent to the interviewees to participate in this research project.**

#### **Knowledge sharing leads to employee development**

Thank you for obliging me to meet for this interview. My name is John Umukoro, and I am a student from Tallinn University of Technology carrying out research on “Effectiveness of Knowledge Sharing Among Team Members Leading to Employee Development”. Please, I must crave your indulgence that everything been shared during this interview will be used only for academic research purposes and not outside the purpose of academic study. If you need to take a break at any time or have any questions during the interview, please feel free to inform me.

Thank You.

#### **INTRODUCTION:**

- What does knowledge mean in your company?
- What is your general perception about sharing of knowledge or information?
- Is information or knowledge sharing a vital part of your organization?

#### **BACKGROUND OF KNOWLEDGE SHARING IN THE COMPANY**

- What motivates you to share information or knowledge?
- How often do you share information or knowledge?
- Do you trust the reliability of the information or knowledge shared by co-workers?
- How often do you engage in job-related interactions with other employees?
- Do you and other organizational members share the same ambition and vision at work?
- Is there anything that prevents you from sharing knowledge with your colleagues?

- Have you ever been denied from accessing information from a colleague?
- Does your organization have any formal or informal routines for information sharing?
- What types of approaches and mechanisms do you and your colleagues use to share knowledge among team members?
- In your opinion, are these approaches and mechanisms working?
- Could you identify any instance where information that you received helped to improve your job-related performance?

## DEMOGRAPHICS

- What is the highest degree or level of education you have completed?
- What position do you hold in the company? In which department?
- How long have you been working in the company?

## INTERVIEW LINK

<https://drive.google.com/file/d/1lcBSfgDsD1sLvfnA0dC2X-Uhhr-ox1KY/view?usp=sharing>

[https://drive.google.com/file/d/1SoCsp26R8U-uLIE0D\\_rqa6\\_zlv49oiZA/view?usp=sharing](https://drive.google.com/file/d/1SoCsp26R8U-uLIE0D_rqa6_zlv49oiZA/view?usp=sharing)

[https://drive.google.com/file/d/1KgEXmV4itw\\_S0K0tv6SfQNUMdz0Hw0s6/view?usp=sharing](https://drive.google.com/file/d/1KgEXmV4itw_S0K0tv6SfQNUMdz0Hw0s6/view?usp=sharing)

<https://drive.google.com/file/d/1T9wdKCr8raL8VjW6Rk5Ob5R96NhJ4aph/view?usp=sharing>

[https://drive.google.com/file/d/1u\\_4Vnu1nvUzUpLfbzhew8CMzzC8iDdo6/view?usp=sharing](https://drive.google.com/file/d/1u_4Vnu1nvUzUpLfbzhew8CMzzC8iDdo6/view?usp=sharing)

<https://drive.google.com/file/d/1Q07VcadrnY3gQJz6LkDmScej4dQEntON/view?usp=sharing>

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<https://drive.google.com/file/d/1c1qmBKNE8JMZUgVmyqVXIARYQvD1tfs6/view?usp=sharing>

<https://drive.google.com/file/d/1KEyWYaqXTGyQUs3bdd61crEmDoWW7jI1/view?usp=sharing>

[https://drive.google.com/file/d/1IWDsX96wHS9sIV1pl1wGMoXZj6fjZ\\_99/view?usp=sharing](https://drive.google.com/file/d/1IWDsX96wHS9sIV1pl1wGMoXZj6fjZ_99/view?usp=sharing)



## Cronbach Alpha

### Case processing summary

		N	%
Cases	Valid	187	81.3
	Excluded <sup>a</sup>	43	18.7
	Total	230	100

### Reliability statistics for shared vision

Cronbach alpha	No. of items
0,816	5

### Reliability statistics for Trust

Cronbach alpha	No. of items
0,886	5

### Reliability statistics for social ties

Cronbach alpha	No. of items
0,775	5

### Reliability statistics for organizational culture

Cronbach alpha	No. of items
0,732	5

### Reliability statistics for knowledge sharing

Cronbach alpha	No. of items
0,900	9

### Reliability statistics for employee development

Cronbach alpha	No. of items
0,903	5

Note: the tables above state only the results that are statistically significant and presented in the analysis of the study.

### Descriptive statistics for knowledge sharing and employee development

#### Descriptive statistics

	mean	Std. deviation	N
<b>ED</b>	4,270	0,7738	187
<b>KS</b>	4,19251336	0,698400013	187
	897	675	

#### Correlation

#### ED

#### KS

<b>Pearson correlation</b>	<b>ED</b>	1,000	0,740
	<b>KS</b>	0,740	1,000
<b>Sig. (1-tailed)</b>	<b>ED</b>	,	< 0,001
	<b>KS</b>	0,000	
<b>N</b>	<b>ED</b>	187	187
	<b>KS</b>	187	187

#### Variables entered/removed<sup>a</sup>

Model	Variables entered	Variables removed	Method
1	KS <sup>b</sup>		Enter

a. Dependent Variables: ED

b. All requested variables entered.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,740 <sup>a</sup>	0,547	0,545	0,5221

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
<b>1</b>	<b>Regression</b>	60,954	1	60,954	223,643	< 0,001 <sup>b</sup>
	<b>Residual</b>	50,422	185	0,273		
	<b>Total</b>	111,376	186			

a. Dependent Variable: ED

b. Predictors: (Constant), KS

**Coefficients<sup>a</sup>**

**Unstandardized    Standardized                      95,0% Confidence**  
**Coefficients        Coefficients                      Interval for B**

Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
<b>1</b>	<b>(constant)</b>	0,883	0,233		3,576	<0,001	0,373	1,293
	<b>KS</b>	0,820	0,055	0,740	14,955	<0,001	0,712	0,928

## Moderation analysis of organizational culture on knowledge sharing leading to employee development

Model: 1

**Y: Employee development**

**X: Knowledge sharing**

**W: Organisational culture**

**Sample size: 187**

OUTCOME VARIABLE: ED

Model summary

<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
0,7451	0,5552	0,2707	76,1476	3,0000	183,0000	0,0000

Model

	<b>Coeff</b>	<b>Se</b>	<b>T</b>	<b>p</b>	<b>LLC1</b>	<b>ULC1</b>
<b>Constant</b>	0,1752	1,0503	0,1668	0,8677	-1,8970	2,2474
<b>KS</b>	0,8879	0,2774	3,2005	0,0016	0,3405	1,4352
<b>OC</b>	0,2454	0,2943	0,8338	0,4055	-0,3353	0,8261
<b>Intl_1</b>	-0,0350	0,743	-0,4715	0,6378	-0,1816	0,1116

Product terms key:

Intl\_1: KS × OC

Test(s) of highest order unconditional interaction(s):

<b>X * W</b>	<b>R2-Chng</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
	0,0005	0,2223	1,0000	183,0000	0,6378

Focal predict: KS (X)

Mod var: OC (W)

## Moderation analysis of shared vision on knowledge sharing and employee development

Model: 1

**Y: Employee development**

**X: Knowledge sharing**

**W: Shared vision**

**Sample size: 187**

OUTCOME VARIABLE: ED

Model summary

<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
0,7633	0,5826	0,2540	85,1596	3,0000	183,0000	0,0000

Model

	<b>Coeff</b>	<b>Se</b>	<b>t</b>	<b>p</b>	<b>LLC1</b>	<b>ULC1</b>
<b>Constant</b>	0,9077	1,1413	0,7953	0,4275	-1,3441	3,1594
<b>KS</b>	0,5898	0,2939	2,0071	0,0462	0,0100	1,1696
<b>SV</b>	0,1257	0,3071	0,4093	0,6828	-0,4802	0,7317
<b>Intl_1</b>	0,0243	0,0759	0,3206	0,7489	-0,1254	0,1741

Product terms key:

Intl\_1: KS × SV

Test(s) of highest order unconditional interaction(s):

<b>X * W</b>	<b>R2-Chng</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
	0,0002	0,1028	1,0000	183,0000	0,7489

Focal predict: KS (X)

Mod var: SV (W)

## Moderation analysis of trust on knowledge sharing and employee development

Model: 1

**Y: Employee development**

**X: Knowledge sharing**

**W: Trust**

**Sample size: 187**

OUTCOME VARIABLE: ED

Model summary

<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
0,7554	0,5706	0,2614	81,0438	3,0000	183,0000	0,0000

Model

	<b>Coeff</b>	<b>Se</b>	<b>T</b>	<b>p</b>	<b>LLC1</b>	<b>ULC1</b>
<b>Constant</b>	1,3310	1,1704	1,1372	0,2569	-0,9782	3,6403
<b>KS</b>	0,4825	0,3155	1,5294	0,1279	-0,1400	1,1050
<b>Trust</b>	0,0262	0,2879	0,0910	0,9276	-0,5418	0,5941
<b>Intl_1</b>	0,0450	0,0735	0,6127	0,5408	-0,1000	0,1900

Product terms key:

Intl\_1: KS × Trust

Test(s) of highest order unconditional interaction(s):

<b>X * W</b>	<b>R2-Chng</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
	0,0009	0,3754	1,0000	183,0000	0,5408

Focal predict: KS (X)

Mod var: Trust (W)

## Moderation analysis of social ties on knowledge sharing and employee development

Model: 1

**Y: Employee development**

**X: Knowledge sharing**

**W: Social ties**

**Sample size: 187**

OUTCOME VARIABLE: ED

Model summary

<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
0,7673	0,5888	0,2503	87,3470	3,0000	183,0000	0,0000

Model

	<b>Coeff</b>	<b>Se</b>	<b>T</b>	<b>p</b>	<b>LLC1</b>	<b>ULC1</b>
<b>Constant</b>	0,2147	1,0425	0,2059	0,8371	-1,8423	2,2716
<b>KS</b>	0,7103	0,2731	2,6003	0,0101	0,1714	1,2492
<b>ST</b>	0,3176	0,2797	1,1354	0,2577	-0,2343	0,8694
<b>Intl_1</b>	-0,0112	0,0699	-0,1596	0,8734	-0,1490	0,1267

Product terms key:

Intl\_1: KS × ST

Test(s) of highest order unconditional interaction(s):

<b>X * W</b>	<b>R2-Chng</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>P</b>
	0,0001	0,0255	1,0000	183,0000	0,8734

Focal predict: KS (X)

Mod var: ST (W)

### Frequency analysis table

Frequency result for gender

	<b>frequency</b>	<b>percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Valid</b>	43	18,7	18,7	18,7
<b>Diverse</b>	21	9,1	9,1	27,8
<b>Female</b>	53	23,0	23,0	50,9
<b>Male</b>	101	43,9	43,9	94,8
<b>Prefer not to say</b>	12	5,2	5,2	100,0
<b>Total</b>	230	100,0	100,0	

**Frequency result for age in years**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Valid</b>	43	18,7	18,7	18,7
<b>14-24</b>	30	13,0	13,0	31,7
<b>25-34</b>	102	44,3	44,3	76,1
<b>35-44</b>	41	17,8	17,8	93,9
<b>45-54</b>	7	3,0	3,0	97,0
<b>55-64</b>	1	0,4	0,4	97,4
<b>65 or more</b>	1	0,4	0,4	97,8
<b>Prefer not to say</b>	5	2,2	2,2	100
<b>Total</b>	230	100	100	

**Frequency result for working experience in months**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	43	18,7	18,7	18,7
<b>1 month</b>	20	8,7	8,7	27,4
<b>02-May</b>	83	36,1	36,1	63,5
<b>More than 5</b>	84	36,5	36,5	100,0
<b>Total</b>	230	100,0	100,0	

**Frequency result for highest degree of education**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
<b>Valid</b>	44	19,1	19,1	19,1
<b>Bachelor</b>	100	43,5	43,5	62,6
<b>Masters</b>	62	27,0	27,0	89,6
<b>Others, please specify</b>	3	1,3	1,3	90,9
<b>PHD</b>	2	0,9	0,9	91,7
<b>Secondary education</b>	9	3,9	3,9	95,7
<b>Vocational education</b>	10	4,3	4,3	100,0
<b>Total</b>	230	100,0	100,0	



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