



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
SCHOOL OF INFORMATION SCIENCE

RESEARCH THESIS ON

Assessments of knowledge sharing Practices: The Case of Ethiopian Broadcasting Corporation

By

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Oct, 2017

Addis Ababa

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A Thesis Submitted to the School of Information Science College of Natural Science Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Science in Information Science

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DECLARATION

I declare that the thesis is my original work and has not been presented for a degree in any other university.

YITAGESU DESALEGN

Oct, 2017

This thesis has been submitted for examination with my approval as university advisor.

Gashaw Kebede (PHD)

Oct, 2017

DEDICATION

To the almighty GOD

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ABBREVIATIONS

CEO.....	Chief Executive Officer
CoP.....	Community of practice
EBC.....	Ethiopian Broadcasting Corporation
ETV.....	Ethiopian Television
ERTA.....	Ethiopian Radio and Television Agency
ICT.....	Information communication Technology
ILO.....	International labor organization
KM	Knowledge management
Ks.....	knowledge sharing
MIE.....	Mesfin Industrial Engineering
NRE.....	National Radio of Ethiopia
OAU.....	Organization for Africa Unity
PRPD.....	Public Radio Program Directors

ABSTRACT

The title for this research is Assessments of knowledge sharing: the Case of Ethiopian Broadcasting Corporation. The objective of this study is to assess the knowledge sharing practices among employees and promote the best knowledge sharing practices for the media house at cooperation.

The study used qualitative and quantitative research design as it involves assessing the knowledge sharing practice. For Data collection Primary data collection questionnaires was used. The questionnaire consisted both closed-ended questions and Open-ended question.

Findings indicated that, most of the employees agreed the importance of knowledge sharing with their colleagues and also shares their knowledge either for personal satisfaction or for improve the effectiveness and efficiency of the organization which will help them to improve their skill to solve problems and to increase right decision making ability.

CHAPTER ONE

Introduction

1.1 Background of the study

The world is now in the era which has been termed the knowledge age. That means, knowledge is the primary commodity and most important in the economy (Nakkiran and David, 2003). According to Nakkiran and David (2003), knowledge is defined as human expertise which is found in peoples mind and gained through experience, interaction and the like.

Every accomplishment needs some sort of knowledge, because there is nothing which can be performed without knowledge. Since knowledge is used as source of economy, knowledge management is popular and plays an important role in an organization to improve its performance and gain competitive advantage (Alam et al., 2009; Abdullah et al., 2005).

Knowledge management is the process that governs the creation, dissemination and utilization of knowledge to fulfill organizational objectives. It also refers to a range of practices used by organizations to identify, create, represent, and distribute knowledge for reuse, awareness, and learning across the organizations (Adhikari, 2010). To manage, retain, reuse and share knowledge, proper knowledge management implementation plays a great role.

Knowledge is the key reason for both business and academic world (Chong, 2005). But having knowledge by itself is not worthy unless it is shared with friends, staff and the community at large.

Knowledge sharing is a process where the individual exchanges his/her knowledge and ideas through discussions to create new knowledge or ideas (Alam et al., 2009).

1.2 Background of the research setting

Both government and non-Governmental Organizations consider radio and TV to be important instruments to reach a large audience in both urban and rural areas. It is assumed that national radio and television platforms like ones run by the Ethiopian Broadcasting Corporation have a great potential to play a role in covering pressing environmental issues affecting audience perceptions about and actions on the environment. Broadcast media (radio and television) in Ethiopia have the means, if they will, to put this highly important topic on the national public agenda and create knowledge and awareness among Ethiopian citizens (Tadesse, 2015).

EBC administers publicly owned radio and television stations, namely Ethiopian Radio, ETV and FM Addis 97.1, FM 104.7 and Corporation website www.ebc.et. EBC disseminates its news and programs nationwide and overseas via its radio channels, television station and online. The Ethiopian Radio launched its regular programming in 1935 while the Ethiopian Television was inaugurated in 1964 as it is officially notified in the corporation's website. However, prior to its inauguration, ETV had transmitted the first and historic assembly of the Organization of African Unity held in 1963 in Addis Ababa. Ethiopian Radio and ETV were merged in 1995 forming the Ethiopian Broadcasting corporation, which is directly accountable to the House of People's Representatives (Tadesse, 2015).

1.3 Statement of the Problem

The heart of any knowledge preservation strategy is its knowledge sharing practices. There are many sorts of methods that contribute to knowledge capture, sharing and reapplication. These are: after-action reviews, communities of practice, face-to-face meetings, mentoring programs, expert referral services, training, video conferencing, interviews, written reports, etc. while many of these practices are helpful for creating a general knowledge sharing environment (David, 2002). Atul and Jason (2002) concluded that, sharing of significant knowledge is a power to formulate a competitive advantage.

This research is intended to assess the concept of knowledge sharing practice in EBC employees. Lack of knowledge sharing has made it difficult for flag ship programs in EBC to sustain. Hence, the corporation is entrenched with lack of knowledge sharing practices, therefore In order to

ensure skill based knowledge sharing practices to sustain flag ship programs employees need to customize themselves with knowledge sharing practices amongst themselves. The corporation has also bestowed up on its employees to seek professional and technical assistance to enable enshrine knowledge sharing practices in the corporation.

In EBC there are systems launched to seemingly enable knowledge sharing practices among employees. The practices are production team (quality circle), editorial conferences, in-service training programs and others but these mechanisms tend to deviate from their intended objectives of enabling the knowledge sharing practice.

Method of knowledge sharing mechanisms in the corporation has made it difficult to sustain the needed expertise among employees there by making it difficult to sustain flagship program. It is in this line one can deduce that the brand programs like in “Awdeseb”, ”Aynachin” “Aynacin”(literally meaning “our eyes”) is a program attempting to practice investigative journalism by broadcasting issues which are public interest. It is, however, on/off to the public, meaning some years back it was a weekly program but now vanish., “Siket”, ”Yegna Guday”, “Awdegeter”, and others) have been influenced or flagged out by lack of professional expertise.

Therefore, the aim of this study is to try and assess whether or not the activities of the employees have been valuable in effecting knowledge sharing practices that is in line with the interest of the corporation. EBC Employees participating the knowledge sharing. But, what they are actually doing in the corporation has so far not been assessed in detail. So, this study will focus on an assessment of knowledge sharing practice in EBC.

In order to provide insights on how EBC should manage their knowledge sharing in the best possible way, a number of questions can be addressed. Hence, the study intended to look into the knowledge sharing Practices within EBC.

Media have a prominent role in serving the public by providing accurate information about the activities of government and private institutions. Media have the power in influencing public opinion as well as social policy about significant social issues. The role of media as a “Fourth estate” is highly essential and unquestionable in western countries. That is why, scholars of the area have been working hard to convey this mission all over the world to bring a fundamental change in prevailing good governance (Campbell, 2004)

Therefore, it is need to assess the knowledge sharing practice in EBC employees and their contributions towards the elimination of malpractice of knowledge sharing in the corporation and find out ways to effective knowledge sharing practice by fostering their involvement

1.4 Objectives

1.4.1 General Objective

The general objective of this study is to assess knowledge sharing practices in Ethiopian broadcasting cooperation.

1.4.2 Specific Objectives

To realize the general objective, the study will have the following specific objectives.

These are:-

- Identifying the strength and weakness of the existing knowledge sharing practices in EBC.
- Determining the goals and purposes of knowledge sharing practices in the EBC.
- Determining the ways of promoting within the media house at EBC of the existing knowledge sharing practices in meeting their purposes.

1.5 Research questions

In view of the above statement of the problem, the aim of this research is basically to answer the following questions:

- What are the current knowledge sharing practices at EBC?
- Is the management body of the corporation providing sufficient support for practicing knowledge sharing?
- What are the possible barriers/obstacles to implement a proper KS practice in the Organization?

1.6 Significance of the Study

Moreover, this study will be hoped to serve as a stepping-stone for assessing the effectiveness of knowledge sharing practice at EBC. It will also benefit those who want to develop and implement other similar projects on effective knowledge sharing practice in EBC. The study will

also help to identify ways to properly improve the approach towards knowledge sharing practice and enhance the activities of Employees in EBC.

Furthermore, the result of the study will identify and showing the strength and weaknesses of knowledge sharing practice. This will help the policy makers in considering the effectiveness of knowledge sharing practice that employees will play in the knowledge sharing practice in the Corporation and also across the other sectors.

Because of the practical relevance of finding efficient solution of sharing knowledge in EBC, it will anticipate that results of this study could enhance understanding of the power of KS and hence, could encourage managers of EBC to consider better ways of implementing KM strategies in order to exploit the benefits further. Findings of this research work can be used for instigating further review and study of the subject by the organization.

1.7 Scope of the study

This study assesses the knowledge-sharing phase of knowledge management process. So the scope of the study is knowledge sharing practice of EBC in head office located in Addis Ababa. This will enable to identify knowledge sharing practices in the organization and, propose among other things, appropriate models of knowledge sharing mechanisms to enhance knowledge sharing among employees

1.8 Organization of the Study

The study organized in five chapters. The first chapter deals with background of the study, statement of the problem, basic questions, objectives of the study, significance of the study, limitation of the study and organization of the study. The second chapter addresses theoretical and empirical literature. Chapter three is about detailed description of the study area and methodology of the study. The fourth chapter deals about data presentation, results and discussions. Finally, the fifth chapter presents the summary, conclusion, and recommendations of the study. References and annexes are also attached at the end.

CHAPTER TWO

Literature Review

2.1 Overview of Knowledge

Knowledge is increasingly being recognized as the new strategic imperative of organizations. The most established paradigm is that knowledge is power. Therefore, one has to hoard it, keep it to oneself to maintain an advantage. The common attitude of most people is to hold on to one's Knowledge since it is what makes him or her asset to the organization. Today, knowledge is still considered power – an enormous power in fact – but the understanding has changed considerably, particularly from the perspective of organizations. The new paradigm is that within the organization knowledge must be shared in order for it to grow. It has been shown that the organization that shares knowledge among its management and staff grows stronger and becomes more competitive. This is the core of knowledge management – the sharing of knowledge (Uriarte, 2008).

2.2 Types of Knowledge

Knowledge is distinguished from different types. In this context, it is very important to realize that there are various types of knowledge, which needs different methods for sharing in organizations. The division of knowledge depends on the purpose of an investigation and/or a description. Knowledge can exist in different ways, which can be divided into tacit and explicit knowledge, as well as into individual, group and organizational knowledge (Nezafati *et al.*, 2009) shallow and deep knowledge (David and Alex, 2008). And Situational knowledge conceptual knowledge, procedural knowledge and strategically knowledge (Jong, 1996). Knowledge management is the set of systematic and disciplined actions that can be taken to obtain the greatest value from the knowledge available.

In general, there are two types of knowledge: tacit knowledge and explicit knowledge (Uriarte, 2008).

In the modern economy, the knowledge that it is able to harness is the organization's competitive advantage. This competitive advantage is realized through the full utilization of information and data coupled with the harnessing of people's skills and ideas as well as their commitments and motivations. In the corporate context, knowledge is the product of organization and systematic reasoning applied to data and information. It is the outcome of learning that provides the organization's only sustainable competitive advantage. As such knowledge is an essential asset that has become more important than land, labor or capital in today's economy.

Tacit versus explicit knowledge

Tacit knowledge is *embrained* knowledge and is at the ontological dimension in which its explication requires the use of metaphors and an extensive process of socialization. Sharing of tacit knowledge is made possible through networking among those who possess it, and this is referred to as Communities of Practice. It is of importance to note that tacit knowledge is not easy to imitate by competitors so this makes it a crucial source of sustainable competitive advantage. Thus, the major concern of organization is the need to envelop strategies for the transformation of the tacit knowledge into explicit knowledge so as to derive maximum benefit from the organization's intellectual capital (Omotaya, 2015).

Explicit knowledge in contrast is formal and systematic; can be codified, collected, stored, and disseminated. It is not bound to a person and has primarily the character of data. Explicit knowledge exists at the epistemological dimension where explication is possible using written or coded formats (quoted in Omotaya 2015). Explicit knowledge is documented and public; structured, fixed-content, externalized, and conscious (Duffy, 2000). Explicit knowledge is what can be captured and shared through information technology. It can be codified into formal information that comes in tangible forms as written books, documents, manuals, white papers, guidelines, blueprints, technical specifications, scientific formulas, databases, organizational designs and policy manuals. It can be easily formalized and documented, articulated, expressed in words or numbers, and shared formally, as people are aware of it. As it can be processed, transmitted, and stored relatively easily, it is not difficult for organizations to capture this knowledge in repositories, systems, or operating technologies and share it throughout

organizations. Polanyi (1966) distinguishes between tacit and explicit knowledge by suggesting that it is possible for people to know more than they can tell.

Nonaka (1994) tacit knowledge is a continuous activity of knowing and embodies what Bateson (1973) has referred to as an "analogue" quality. In this context, communication between individuals may be seen as an analogue process that aims to share tacit knowledge to build mutual understanding. This understanding involves a kind of "parallel processing" of the complexities of current issues, as the different dimensions of a problem are processed simultaneously. By contrast, explicit knowledge is discrete or "digital." It is captured in records of the past such as libraries, archives, and databases and is assessed on a sequential basis.

According to Kidwell et al. (2000), explicit knowledge is packaged, easily codified, communicable and transferable.

An important distinction - which is fundamental to the concept of knowledge management - is that between "explicit" and "tacit" knowledge, suggested by organizational theorist Ikujiro Nonaka. While studying the innovative qualities of Japanese companies, Nonaka (1991) argued for the presence of explicit knowledge, which is formal and systematic and can be easily communicated and shared in product specifications or a scientific formula or a computer program. The other type of knowledge he acknowledge is tacit knowledge which is highly personal, hard to formalize and therefore difficult, if not impossible, to communicate.

The tacit aspects of knowledge are those that cannot be codified but can be communicated through training or gained in the course of personal experience. Tacit knowledge can be understood to be knowledge that is embedded in a culture (for instance a regional culture, organizational culture or social culture) and is difficult to share with people not embedded in that culture. Tacit knowledge can be understood as "know-how." It involves learning and skill but not a manner that can be written down. The knowledge of how to ride a bicycle is an example: one cannot learn to ride by reading a textbook; it takes personal experimentation and practice to gain the necessary skills.

While Nonaka (1991) emphasizes explicit knowledge, he also suggested that tacit knowledge is a crucial input to the innovation process. Nonaka and Takeuchi (1995) brought the concept of tacit knowledge into the realm of corporate innovation. They suggested that Japanese companies are more innovative because they are able to successfully collectivize individual tacit knowledge to the firm and that the society's ability to innovate depends on its level of tacit knowledge of how to innovate. Nonaka and Takeuchi offer the example of a Japanese bread maker whose development was impossible until the engineers interned themselves at one of Japan's leading bakers. During their internship, they were able to learn the tacit movements required to knead dough, and then transfer this knowledge back to the company.

The role of tacit knowledge seems critical. Polanyi (1966) suggested that scientific inquiry could not be reduced to facts, and that the search for new and novel research problems requires tacit knowledge about how to approach an unknown. Collins (2001) suggested that many laboratory practices are vital to the successful reproduction of a scientific experiment are tacit. Tacit knowledge may seem a simple idea but its implications are large and far reaching. If important knowledge is tacit, then how it can be effectively spread through an organization requires controls and procedures different from those of explicit knowledge. This means that useful knowledge will not be able to reach those who need it without direct, face-to-face contact. It also means that training newcomers in an organization becomes more time consuming, because they must be given time to learn on their own while doing, which reduces overall efficiency.

In general, Nonaka (1991) argues that most of the knowledge applied by individuals in the organizations is tacit knowledge and new knowledge starts from individuals in tacit form. Then it transforms into organizational explicit knowledge valuable to the company as a whole which in turn changed into tacit knowledge in a spiral way. Tacit and explicit knowledge are dependent on each other to be complete sources of knowledge.

2.2.1 Individual, group and organizational knowledge

Depending on the type of knowledge that exists in an organization, knowledge can also be individual, group and organizational knowledge. Knowledge is a critical factor affecting an organization's ability to remain competitive in the new global marketplace (Bollinger and Smith,

2001). Therefore, organizations need to formulate appropriate approaches for organizing the collective intelligence and skills of employees for creating greater organizational knowledge. Knowledge is not merely considered as know how that exists with individuals mind instead it also exists at group and organizational levels (Nonaka and Knnonno, 1998; Nezafati et al., 2009). Individual knowledge is a knowledge embedded in the mind of individual and an explicit knowledge private to individuals themselves. The knowledge of individual members needs to be shared and legitimized through integrating interactions and IT before it becomes group knowledge (Bontis, 2001).

According to Nonaka (1994), organizational knowledge is created through continuous dialogue (On spiral form) between tacit and explicit knowledge. Organizational knowledge is a knowledge that scattered throughout the organization members. Knowledge creation process enables firms to amplify knowledge embedded internally and transfer knowledge into operational activities to improve efficiency and create value of the organization (Omur et al., 2009). Thus, organizational knowledge is an accumulated and collected knowledge from individuals, subunits or groups. Organizational knowledge enables firms to attain deeper levels of understanding and perception that lead to business intelligence and insight. Instead of the constant initiatives to extract knowledge from the employees to create new explicit knowledge and artifacts, it might be more productive for organizations to invest on the effort for creating a KS culture in the organization. KS culture means an organization that offers opportunities to create knowledge and one that encourages learning and KS in the organization.

Creating a KS culture ensures the continual creation and sharing of knowledge through an environment of trust and dialogue in organizations (Mcinerney, 2002). Thus, learning in organizations takes place at individual, group and organizational levels, so that they all store stocks of knowledge which are moved and developed through dynamic knowledge flows between the different levels of the organization (Nonaka, 1994).

2.2.2 Shallow and deep knowledge

According to David and Alex (2008), knowledge also categorized as shallow or deep knowledge. Shallow knowledge is the knowledge when there is information plus some understanding, meaning and sense of making. To understand is to give some level of meaning for a given context, situation or an event, with this meaning typically relating to an individual or organization and implying some level of action. On the other hand, in deep knowledge you have to develop understanding and meaning, integrate it, and be able to shift your frame of reference as the context and situation shift. In general, shallow knowledge is a knowledge that is task dependent, fragile, additive and effective reasoning. Whereas deep knowledge is task independent, describes causal relationship, complete at a certain abstraction level and effective reasoning

2.3 Knowledge Management

The concept of knowledge management (KM) began when Peter Drucker coined the term “knowledge worker.” Writing in the *Effective Executive* (1966), Drucker wrote:

Every knowledge worker in a modern organization is an "executive" if, by virtue of his position or knowledge, he is responsible for a contribution that materially affects the capacity of the organization to perform and to obtain results (p. 44).

Drucker (1966) predicted that major changes in society would be brought about by information and the creation and sharing of knowledge and he argued that knowledge more than 40 years ago had become the central, key resource for competitive advantage. Hansen, Nohira and Tierney (1999) considered the strategic importance of knowledge management and wrote:

Knowledge management is nothing new. For hundreds of years, owners of family businesses have passed their commercial wisdom on to their children, master craftsmen have painstakingly taught their trades to apprentices, and workers have exchanged ideas and know-how on the job. But it wasn't until the 1990s that chief executives started talking about knowledge management.

As the foundation of industrialized economies has shifted from natural resources to intellectual assets, executives have been compelled to examine the knowledge underlying their businesses and how that knowledge is used. At the same time, the rise of networked computers has made it possible to codify, store, and share certain kinds of knowledge more easily and cheaply than ever before. (p.55)

Knowledge management has been examined and defined with many frames of reference. For example, Povelis and Fair-Wessels (1998) assert that knowledge management is a new dimension of strategic information management. Skyrme (1997) suggests that knowledge management is the explicit and systematic management of vital knowledge and its associated processes of creating, gathering, organizing, use and exploitation, and it requires turning personal knowledge into corporate knowledge that can be widely shared throughout an organization and appropriately applied.

Malhotra (1998) considered the context of knowledge management within the new world of business. He argues that knowledge management caters to the critical issues of organizational adaptation, survival and competence in the face of increasingly discontinuous environmental change. Essentially, it embodies organizational processes that seek synergistic combination of data and information processing capacity of information technologies, and the creative and innovative capacity of human beings.

Davenport and Prusak (1997) offer a pragmatic description of knowledge in organizations:
Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knower. In organizations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices, and norms (p. 38).

Davenport and Prusak (1997) further note that knowledge management is the process of capturing, distributing, and effectively using “knowledge” which in this context includes both the experience and understanding of the people in the organization and the information artifacts, such as documents and reports, available within the organization and in the world outside. They

further distinguish “knowledge” from “information”, and “information” from “data,” on the basis of value-adding processes which transform raw material into communicable messages (such as documents) and then into knowledge and other higher-order concepts.

The original source for Davenport and Prusak’s work came from Ackoff (1989) who posited five categories into which content from the human mind can be classified: data, information, knowledge, understanding and wisdom as shown in table 1.

Table2.1. Data, Information, Knowledge, understanding and Wisdom

Data	Data is raw. It simply exists and has no significance beyond its existence (in and of itself). It can exist in any form, usable or not. It does not have meaning of itself. In computer parlance, a spreadsheet generally starts out by holding data.
Information	Information is data that has been given leaning by way of relational connection. This meaning" can be useful, but does not have to be. In computer parlance, a relational database makes information from the data stored within it.
Knowledge	Knowledge is the appropriate collection of information, such that it's intent is to be useful. Knowledge is a deterministic process. When someone "memorizes" information, then they have amassed knowledge. This knowledge has useful meaning to them, but it does not provide for, in and of itself, an integration such as would infer further knowledge. For example, elementary school children memorize, or amass knowledge of, the "times table". They can tell you that " $2 \times 2 = 4$ " because they have amassed that knowledge (it being included in the times table). But when asked what is " 1267×300 ", they cannot respond correctly because that entry is not in their times table. To correctly answer such a question requires a true cognitive and analytical ability that is only encompassed in the next level... understanding. In computer parlance, most of the applications we use (modeling, simulation, etc.) exercise some type of stored knowledge.
Understanding	Understanding is an interpolative and probabilistic process. It is cognitive and analytical. It is the process by which I can take knowledge and synthesize new

	knowledge from the previously held knowledge. The difference between understanding and knowledge is the difference between "learning" and "memorizing". People who have understanding can undertake useful actions because they can synthesize new knowledge, or in some cases, at least new information, from what is previously known (and understood). That is, understanding can build upon currently held information, knowledge and understanding itself. In computer parlance, AI systems possess understanding in the sense that they are able to synthesize new knowledge from previously stored
Wisdom	Wisdom is an extrapolative and nondeterministic, non-probabilistic process. It calls upon all the previous levels of consciousness, and specifically upon special types of human programming (moral, ethical codes, etc.). It beckons to give us understanding about which there has previously been no understanding, and in doing so, goes far beyond understanding itself. It is the essence of philosophical probing. Unlike the previous four levels, it asks questions to which there is no (easily achievable) answer, and in some cases, to which there can be no humanly known answer period. Wisdom is therefore, the process by which we also discern, or judge, between right and wrong, good and bad. I personally believe that computers do not have, and will never have the ability to possess' wisdom. Wisdom is a uniquely human state, or as I see it, wisdom requires one to have a soul, for it resides as much in the heart as in the mind. And a soul is Something machines will never possess.

Source: Bellinger, Castro and Mills (2004)

2.4 Importance of Knowledge Management

Skyrme (2002) and Davenport and Prusak (1998) note the main value of knowledge management is how it contributes to business performance and other organizational objectives. One reason why organizations are concerned about knowledge management is because of its apparent competitive advantage. In the current global business environment characterized by intense competition, organizations try to rapidly leverage their knowledge base to gain competitive

advantage. Value results, for example, when an organization uses its knowledge to create customer loyalty. Prusak (1977) argued that an organization's competitive advantage depends significantly on what it knows, how it uses what it knows, and how fast it can know something new.

The interaction between KM and technology is important. The rapid rate of increasing advances in technology does not allow enormous amounts of information to be disseminated to people regardless of their geographic location or time zone. This change in the immediacy and availability of information has required the global workforce to become more educated, skilled and adaptable. From a knowledge management perspective, the complexities associated with these technological changes will cause us to think differently about the manner in which people learn whether it is inside or outside of the classroom.

Metaphorically, knowledge management may be understood as an insurance policy on institutional and cultural objectives. With organizational changes, restructuring, mergers and acquisitions, companies have lost some of their valued history and cultural norms. An organization's ability to create, acquire, process, maintain and retain old and new knowledge in the face of complexity, uncertainty and rapid change are critical. Learning from and applying past experiences can accelerate the completion of future work and enhance the decision-making process.

Knowledge management may also be understood as central to a learning organization. A learning organization is one skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights. Learning organizations need to be skilled in approaches that lead to learning from experience and history, learning from others, and transferring knowledge quickly and efficiently.

An effective KM plan makes optimum use of experience and understanding of data within organizations as well as related information acquired from the external resources. The objectives of knowledge management are to promote knowledge growth, knowledge communication and knowledge preservation in an organization. (Steels, 1993).

Bukowitz and Williams (2000) advocate several key ideas within knowledge management when creating a knowledge management plan. The first is that the main objective of knowledge management is value creation. Organizations need to make the most of all types of knowledge by turning it into intellectual capital that can provide value to the people within the organization. The second idea is that knowledge management should lead to structures, methods and tools that are based on the idea of sharing. Finally, knowledge management processes must be both tactical and strategic; tactical in aspects that involve finding information, using it, learning and sharing knowledge for short-term needs and opportunities; and strategic for long term growth, and innovation.

Skyrme (2002) suggests a wide variety of practices and processes used in knowledge management (see Table 2.2). A review of Public Radio Program Directors (PRPD) activities indicates that PRPD already engages in practices such as data mining, environmental scanning, sharing best practices and expertise profiling in other areas including audience research, fundraising and on-air practices and can transfer these knowledge management processes and practices new media

Table 2.2. Practices and Processes in Knowledge Management

➤ Creating and Discovering	✓ Creativity techniques ✓ Data Mining ✓ Environmental scanning ✓ Knowledge elicitation ✓ Business simulation ✓ Content analysis
➤ Sharing and Learning	✓ Communities of practice ✓ Learning networks ✓ Sharing best practices ✓ After action reviews ✓ Structured dialogue ✓ Share fairs ✓ Cross functional teams

	✓ Decision diaries
➤ Organizing and Managing	✓ Knowledge centers ✓ Expertise profiling ✓ Knowledge mapping ✓ Information audits ✓ Measuring intellectual capital ✓ IRM (Information Resources Management)

Source: Warren (2008) Introducing and Implementing a New Media Knowledge Management Plan for Public Radio Program Directors

An informal survey conducted by the author identified over 100 published definitions of knowledge management, and of these, at least 72 could be considered very well! Clearly, KM is a multidisciplinary field of study that covers a lot of ground. This finding should not be surprising, for applying knowledge to work is integral to most business activities. However, the field of KM does suffer from the “Three Blind Men and an Elephant” syndrome. In fact, there are likely more than three distinct perspectives on KM, and each leads to a different extrapolation and a different definition.

From the *business perspective*: Knowledge management is a business activity with two primary aspects: Treating the knowledge component of business activities as an explicit concern of business reflected in strategy, policy, and practice at all levels of the organization; and, making a direct connection between an organization’s intellectual assets—both explicit (recorded) and tacit (personal know-how)—and positive business results. (Barclay and Murray, 1997) Knowledge management is a collaborative and integrated approach to the creation, capture, organization, access and use of an enterprise’s intellectual assets.

From the *cognitive science or knowledge science perspective*: Knowledge—the insights, understandings, and practical know-how that we all possess—is the fundamental resource that allows us to function intelligently. Over time, considerable knowledge is also transformed to other manifestations—such as books, technology, practices, and traditions—within organizations of all kinds and in society in general. These transformations result in cumulated expertise and,

when used appropriately, increased effectiveness. Knowledge is one, if not THE, principal factor that makes personal, organizational, and societal intelligent behavior possible. (Wiig, 1993)

Cognitive science -- the science of how humans (and according to some, also artificial devices) think, know, reason, feel, and emote -- has come to combine several areas including primarily psychology, philosophy, linguistics, artificial intelligence, and computer science. To help us develop a better working understanding of what happens when we observe and analyze how our coworkers acquire, hold, and use knowledge and what their individual strengths and weaknesses are, we borrow selected aspects and perspectives from those domains. These perspectives will help us understand what they can, and cannot, tell us, and under what conditions they can recall, relate, and use what they know. We need this knowledge when we consider how people learn, when we plan transfer of skills, technology, and knowledge in general, as well as which responsibilities we ask individuals to accept. Finally, it helps us understand how to deal with knowledge in the context of organizations (Wiig 1993).

And, from the *process/technology perspective*: Knowledge management is the concept under which information is turned into actionable knowledge and made available effortlessly in a usable form to the people who can apply it. (*Information Week*, Sept. 1, 2003)

Leveraging collective wisdom to increase responsiveness and innovation. (Quoted in Dalkir, 2005) A systematic approach to manage the use of information in order to provide a continuous flow of Knowledge to the right people at the right time enabling efficient and effective decision making in their everyday business (quoted in Dalkir, 2005). A knowledge management system is a virtual repository for relevant information which is critical to tasks performed daily by organizational knowledge workers (quoted in Dalkir, 2005). Wiig (1993) also emphasizes that given the importance of knowledge in virtually all areas of daily and commercial life, two knowledge-related aspects are crucial for viability and success at any level. These are knowledge *assets* that must be applied, nurtured, preserved, and used to the largest extent possible by both individuals and organizations; and knowledge-related *processes* to create, build, compile, organize, transform, transfer, pool, apply, and safeguard knowledge that must be carefully and explicitly managed in all affected areas. Historically, knowledge has always been managed, at least implicitly. However, effective and active knowledge management requires new perspectives and techniques and touches on almost all facets of an organization. We need to

develop a new discipline and prepare a cadre of knowledge professionals with a blend of expertise that we have not previously seen. This is our challenge! Wiig (1993) Knowledge management is a surprising mix of strategies, tools, and techniques— some of which are nothing new under the sun. Storytelling, peer-to peer mentoring, and learning from mistakes, for example, all have precedents in education, training, and artificial intelligence practices. Knowledge management makes use of a mixture of techniques from knowledge-based system design, such as structured knowledge acquisition strategies from subject matter experts (McGraw and Harrison-Briggs, 1989) and educational technology (e.g., task and job analysis to design and develop task support systems; see Gery, 1991). This makes it both easy and difficult to define what KM is. At one extreme, KM encompasses everything to do with knowledge. At the other extreme, it is narrowly defined as an information technology system that dispenses organizational know-how. KM is in fact both of these and many more. One of the few areas of consensus in the field is that KM is a highly multidisciplinary field.

2.5 Knowledge sharing

Knowledge exists in the minds of employees, which cannot be clearly observed, then how to manage this knowledge has become a particularly difficult problem in KM. Knowledge in the mind of individuals or tacit knowledge is essentially an unconscious cognitive ability, and it is highly personalized knowledge that is acquired by individual experience. Therefore, it is through sharing that enterprises manage this knowledge well, and promote its sharing among staff to enhance competitive advantages.

The old paradigm, which is, knowledge is power is changed, and it needs to be explicitly understood that sharing knowledge is power (Gurteen, 1999). Performing activities in an organization requires a collaborative effort. If you try to work alone you are likely to fail, you need not only the input from other people but also their support. Therefore, being open with them, and sharing with them helps you achieve your objectives.

Knowledge is always shared and transferred within or between organizations. Knowledge sharing increases the competitiveness of a company and participates significantly in knowledge

creation. The importance of leveraging knowledge in multinational corporations (MNCs), for example, gaining competitive advantage, is widely accepted (Birinsaw, 2001). Organizations usually possess abundant resources of unknown and unused knowledge in the form of 'know-how', 'best practices', and specialized knowledge. Communicating this individual knowledge to others is a vital activity to reach the status of knowledge-creating company (Hejase, 2014).

Although knowledge may be useful to the knowledgeable individual, it only becomes useful to others once it is shared. One of the main goals of knowledge sharing is to utilize each individual's knowledge for a collective group's purposes (Li, Montazemi, & Yuan, 2006; Nonaka & Takeuchi, 1995). Knowledge sharing is "the willingness of individuals in an organization to share with others the knowledge they have acquired or created" (Gibbert & Krause, 2002) and takes place when "one party gives some knowledge that he or she has (explicit or tacit) to another party a person or a repository" (Staples & Webster, 2008).

Knowledge sharing is therefore a social process (Tuomi, 1999) that requires the participation of multiple individuals. Other terms that similarly describe the process of knowledge sharing include knowledge transfer, knowledge diffusion, knowledge distribution, and information exchange. The specific term used tends to depend on the geographic area and discipline being studied. All of these terms, however, fall under the term knowledge management, which encompasses "creating, capturing, codifying, applying and sharing" knowledge (Chindgren, 2010).

Knowledge sharing is considered to be the most critical part of knowledge management. The two main activities associated with knowledge sharing are absorption and transmission (Davenport & Prusak, 1998), which may also be referred to as acquisition and dissemination. Acquisition occurs when new knowledge is gained, whereas dissemination occurs when knowledge is passed along to others. A third aspect of knowledge sharing that might be necessary for effective knowledge sharing is knowledge interpretation which accounts for the accuracy of knowledge that is transmitted (Wijnhoven, 1998). These three key elements are necessary for the process of knowledge sharing to occur. Knowledge sharing may occur through either formal or informal contexts. Holtham and Courtney (1998) identified informal communication channels as ways knowledge is spread informally such as impromptu meetings, informal workshops, or "coffee

break conversations” (Alavi & Leidner, 2001, p. 120). These informal knowledge sharing opportunities promote socialization among colleagues, especially in smaller organizations (Holtham & Courtney, 1998). More formal knowledge sharing contexts would include trainings, workshops, or formal classes. These formal knowledge sharing opportunities are usually intended to ensure distribution of a body of knowledge (Kwok & Gao, 2006).

At different phases of the knowledge sharing process, individuals can be viewed as internalizing or externalizing knowledge. As individuals acquire new knowledge through “learning, reading, and interpretation” (Kuo & Young, 2008) they are internalizing that knowledge and adding new knowledge to existing knowledge which they already possess. Knowledge seeking would be considered a part of acquisition or internalizing knowledge that occurs “through exposure to the opinions and practices of others also working in the same context”. When that knowledge is disseminated through “codifying, showing, and describing” (Kuo & Young, 2008), an individual is considered to be externalizing the knowledge they possess.

The knowledge management literature contains descriptions of two main approaches for externalizing or disseminating knowledge: personalization and codification. Personalization involves person-to-person communication in which one person shares knowledge with another person. In contrast, codification uses a knowledge management system, sometimes referred to as a knowledge repository, in which knowledge can be stored and accessed by others at a later date. Personification is typically synchronous communication and utilizes relationships between people for the transfer of knowledge, while codification is asynchronous and typically utilizes some type of technological application such as groupware, intranet, or internal knowledge maps (Ruggles, 1998).

Holtham and Courtney (1998) described these two approaches to knowledge sharing as personal and impersonal channels. They identify personal channels, or Personification, as more productive for sharing “highly context specific knowledge”. Impersonal channels, or codification, can be more a more efficient way to generalize knowledge to other contexts.

2.6 Importance of Knowledge Sharing

Knowledge sharing must be supported by several social factors: “trust” (Schrader, 1990; McDermott and Dell, 2001 in Chua, 2003; Yang, 2004), “care” (von Krogh, 1998 in Chua, 2003), “emotional commitment and the quality of the relationship” (Weiss, 1999 cited in Chua, 2003). Trust is the most important factor in knowledge sharing (Tynan, 1999 in Yang, 2004). If there is no trust, it is impossible for staffs to share, collaborate and communicate (Yang, 2004). “.....the greater the level of trust amongst people, the more the openness and effectiveness of the communication channel...” (Yang, 2004). The objective of any knowledge sharing is to transfer source knowledge successfully from a sender or owner of the knowledge to a recipient (Cummings and Teng, 2003).

Gurteen (1999) found four important values of knowledge sharing: the first value is Knowledge as an intangible product which includes ideas; processes and information. These intangible products are taking a growing share of global trade from the traditional, tangible goods of the manufacturing economy. Secondly, it is creating new knowledge in order to achieve competitive advantage. The third importance of knowledge sharing is because of the increasing turnover of staff. Lastly, many organizations have a problem of “we don’t know what we know”. Expertise learnt and applied in one part of the organization is not leveraged in another. However, sharing of knowledge within organizations provides the opportunity to discuss know-what and know-how practices, to direct the organization towards future development and growth. Thus knowledge can be transfers from one person to another or among many people adding value to organizational activities.

2.7 Factors Influencing Knowledge sharing

One significant issue that organizations focus in order to implement the knowledge sharing duty effectively and efficiently is to recognize the factors that affect and foster knowledge sharing among individuals, departments, teams, groups, communities and organizations. As stated in many research papers, factors that affect or foster knowledge sharing arises from three different factors. These are individual factor, organizational factor and technology factor (Hareya, 2011).

Factors of knowledge sharing also arise from the organization itself. A study conducted investigates the dynamics of a knowledge sharing effort in New York State government that involved multiple organizations, divisions, and geographically separated offices in the development of the multipurpose access for customer relations and operational support system. The authors on their research determined how organizational factors such as leadership, alignment of issues and incentives and coordination of a number and variety of groups affect knowledge sharing. The authors found that effective leaders are able to promote knowledge sharing through their ability to shape the organizational structures and processes, mobilize the resources, legitimate the changes, and cultivate norms and values in favor of sharing. Alignment of issues and incentives also plays a great role in knowledge sharing since it refers to the motivations and concerns that individuals have about knowledge sharing in a particular context. The incentive problem is fundamental for the success of knowledge sharing because humans are not likely to be willing to share the relevant knowledge and skills with others unless they gain benefits from the organization. The number and variety of groups greatly influence the effectiveness of knowledge sharing because the involvement of diverse groups that means the growing size and heterogeneity of individuals who share their knowledge could have complicated the processes of communication, consensus building, and resource sharing, and thus created problems unless the coordination is strong.

De Long and Fahey (2000) described that, organizational culture is a major barrier to leveraging intellectual assets. The authors focus on four ways in which culture influences organizational behaviors central to knowledge creation, sharing, and use. The first is the shared assumptions about what knowledge is and which knowledge is worth managing. Second is the relationship between individual and organizational knowledge. Third is the context for social interaction that determines how knowledge will be used in particular situations. Fourth is the process by which knowledge is created, legitimated, and distributed in organizations.

Sharrat and Usoro (2003) found that KS is influenced by the organizational structure (centralized and decentralized), technical infrastructure, trust, motivation and sense of community. Flexible

organizations usually are better prepared to implement KS strategies as compared to more bureaucratic organizational structures.

Technology is also one of the factors that affect knowledge sharing even its effect is less as compared to the individual and organizational factors. Technology lead users to the information they need. This includes creating, gathering, storing, accessing and making available the right information that will result in the developments of insight for the organization's users (Jain *et al.*, 2007).

Several research models in the literature suggest how knowledge is created and transferred in organizations

2.8 Knowledge Sharing Mechanisms among Employees

Knowledge sharing mechanisms is defined as the formal and informal mechanisms for sharing, integrating, interpreting and applying know-what, know-how, and know-why embedded in individuals and groups that will aid in the performance of organizational tasks. If knowledge is shared through personalization mechanism, it will be closely tied to the person who developed it and shared through direct person-to-person contacts. If knowledge is shared through a codification mechanism, knowledge is carefully codified and stored in databases and documents, where it can be accessed and used easily by employees in the company. A codification strategy attempts to document the parts of experiential knowledge that can be made explicit (i.e. can be written down), thus detaching it from the individual employee and making it available to others in a codified form. Other employees who encounter similar situations can refer to and apply this document learning experiences whenever appropriate without direct contact to the expert (Boh, 2007).

Bartol and Srivastava (2002) identified four mechanisms for the sharing of individual knowledge within organizations. The first mechanism is contributing knowledge to the organizational databases; in this case every employee contributes their ideas, information and expertise to the organizations database. The second is sharing knowledge in formal interactions within or across teams or work units or across employees working in different teams, departments and divisions. Meeting is one example of sharing knowledge through in formal interactions. The third

mechanism of sharing knowledge is sharing through informal interactions. In this case employees share their knowledge with each other through water cooler chat, telephone and the like. The authors described that the characteristic of informal interaction is that communication is not recorded and the contributions are more difficult to evaluate. The final mechanism of knowledge sharing is, establishing community of practices (i.e., voluntary forums created around a particular topic of interest). CoPs enable employees within the organization to communicate in topics of interest. It is informal structure and can be extended beyond organizational boundaries. Using CoPs participants can ask questions, give responses to the questions posted by others, and initiate discussions on topics that might interest the virtual community.

2.9 Tools and models for knowledge sharing

Different tools and techniques enable actual knowledge sharing and its management. Besides any IT options, among the more popular specific knowledge-sharing techniques which are often associated with drawing lessons on operational activities are Peer Assists, After Action Reviews, Story Telling, and Critical Incident Technique".

A number of techniques and tools are associated with the sharing of knowledge development of individuals, and as managers of staff these are important tools at your disposal. Two of the most important amongst these are mentoring and coaching.

Another clusters are those tools that facilitate ongoing sharing. Sometimes facilitated by technology, and always based on the principles of bringing people together and fostering networking, these include Communities of Practice, seminars, knowledge fairs and social networks. An increasingly common and popular means are Communities of Practice. They devoted heir is Module to the exploration of CoPs, as they are growing in importance in many organizations ILO (2005).

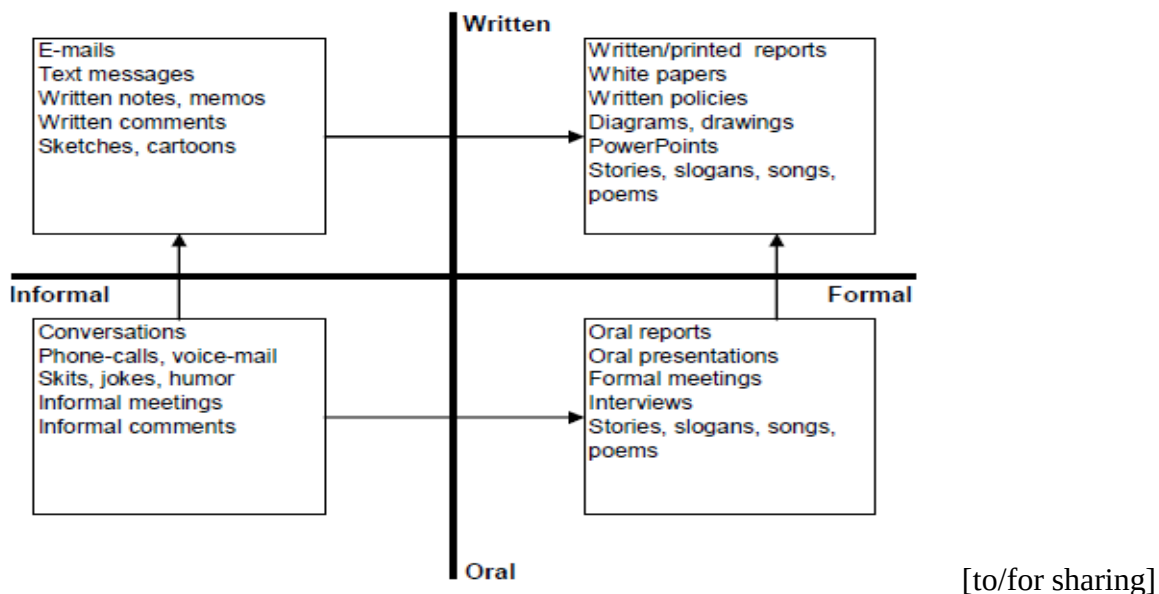
According to Ramaprasad and Prakash (2009) as with knowledge a very practical taxonomy of knowledge sharing methods are chosen. Almost all the knowledge in and about project

management is shared either orally or in writing. Very little, if any, is shared through touch, smell, or taste – the other human senses. Both oral and written methods can be informal or formal. Thus, there are four categories in the taxonomy at two levels.

Digressing a little, the formality of sharing could be a separate dimension in the ontology. However, for parsimony we have chosen to make it a sub dimension of the knowledge sharing methods. Further, the subcategories could be three: formal, semi-formal, and informal. Again, the choice of a dichotomy is sufficient for our purpose and parsimonious. Similarly, the oral-written dichotomy could be further refined into more categories but the dichotomy is adequate for our purpose.

The practice of the four methods of knowledge sharing in project management is shown in Figure 2.1 below. The left-bottom quadrant illustrates some of the most common oral-informal methods. It includes conversations, phone calls, voice-mail, etc. It also includes skits, jokes, and humor which when used properly can be powerful methods of sharing knowledge effectively. The oral-informal methods are probably the most frequently used in project management.

Figure 2.1. Knowledge sharing methods



Source: Ramaprasad and Prakash (2009) Fostering Knowledge Sharing in Project Management.

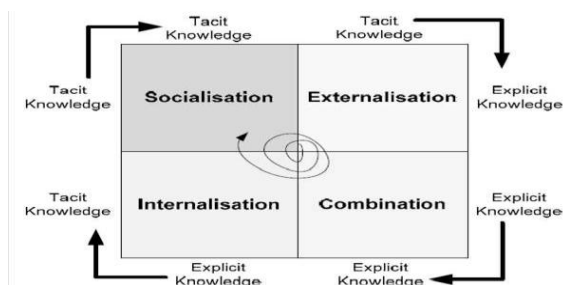
A complement to the oral-informal methods is the written-informal methods a category which is becoming increasingly popular because of the new electronic media and is shown in the left-top quadrant of Figure 1. These include e-mails, text messages, sketches, etc. It also includes methods like cartoons which when used properly can be very effective in sharing knowledge. The written method, even when it is informal, is likely to carry more value and weight than the oral-informal. It is documented, available for reference in the future, and can have legal consequences. For this reason we have drawn the arrow of progression from the oral-informal to the written-informal. The arrow could be reversed, as is happening in many corporations to avoid potential legal consequences of a physical or virtual ‘paper trail.

All four methods of knowledge sharing are necessary and important to foster knowledge sharing. They can be efficient, effective, and timely in different ways for different types of knowledge in different contexts. The overall effectiveness of knowledge sharing will depend upon how the Portfolio of the four methods is balanced.

Nonaka (1994) developed SECI model, which includes four modes of knowledge conversion: socialization, externalization, codification and internalization.

(Temtim, 2014). Knowledge is first acquired as tacit knowledge through experience. Then the tacit knowledge of individual is converted into explicit knowledge through codification and combination. The arrows in Figure 2-2 show knowledge conversion from tacit to explicit and back to tacit knowledge. During this conversion, knowledge is amplified and new knowledge is created.

Figure 2.2. Models of Knowledge Sharing



Source: Nonaka's (1995) Model of Knowledge Creation Processes

2.10 Related works

A numbers of thesis was conducted on the fields of knowledge management and knowledge sharing practices that have vary from different issues they discussed, and problem they acquired to be answer by their thesis.

From the thesis published in the thematic area of Knowledge management, one is the paper that submitted for PHD dissertation in the Addis Ababa University on which mainly focused on identify the dominant knowledge sharing methods among employees and aimed to develop a theoretical knowledge sharing framework that enables knowledge sharing among employees, and develop a KMS architecture that serves as a guide to implement KMS in commercial bank of Ethiopia (Temtim, 2014).

The other and the most interesting thesis was introduce the concept of ICT in knowledge management across a number of woreda knowledge center empires on the agricultural knowledge management (Lemma, 2009). Hareya, 2011) also assessing knowledge sharing practices in MIE on the aim of find the factors of knowledge sharing practices among the employees of company.

The concept of knowledge and knowledge sharing was described using different coined terms by previous authors and writers in the field. One of the senior researchers in the area was described knowledge as a resources employee should possess to effectively execute their tasks. Knowledge sharing activities are set of tasks that are used to share knowledge between knowledge owners and knowledge seekers. (Temtim, 2014).

(Hareya, 2011) and (Yared, 2016) also conducted a research on Mesfin industrial engineering and Micro and Small Enterprises, respectively, on the aim of fetching out the factors that affecting the knowledge sharing practices among employees within the organization and the works nature on which enforce them to share their knowledge with their colleagues. However the objective of this paper is laid down on the assessing knowledge sharing practicing in Ethiopia broadcasting cooperation.

CHAPTER THREE

Research Methodology

3.1. Overview

This study was conducted in order to assess the knowledge sharing practices. To be able to gather the necessary data, the researcher, I, using both qualitative and quantitative approaches. Respondents were selected using the stratified random sampling method. Literature review, Questionnaire, and an interview were techniques used for the data-gathering in this thesis.

The employees of Ethiopia Broadcasting cooperation employees participated in this study on which they were involved in data collection methods and questionnaire, for assessing the knowledge sharing practices in the cooperation. The results were then processed by computing the percentage, mean and standard variation of each respondent profiles. In addition to the data collected from the respondents relevant literatures and similar paper were also used to support the gathered findings and used them in adaption questionnaire.

Specifically, this chapter will cover the following: research design, population of the study, sampling procedures, data collection methods, research procedures, method of data analysis and ethical considerations.

3.2 Research design

The study were focused on Assessment of knowledge sharing Practices in Ethiopian Broadcasting Corporation by using descriptive analysis to assessing the current trends and culture in the cooperation to fill the gaps on the practices area ones the assessment has done by converting the obstacle and limitations into opportunity for knowledge sharing practices across different departments of the cooperation.

Descriptive analysis enabled the researcher to describe the characteristics of the variables of interest due to its suitability in data collection to answer the research questions (Creswell, 2003).

That why the descriptive design is most suited and justifiable method for this study like assessing research papers and Surveys methods are useful in describing the characteristics of a large

population. Additionally, high reliability is easy to obtain by presenting all subjects with a standardized stimulus which ensures that observer subjectivity is greatly eliminated.

3.3 Study area

The study was carried out within Ethiopia Broadcasting Cooperation found in Capital city of Ethiopian, Addis Ababa.

3.4 Target Population

Target population of this study, as already mentioned above, are employees of the EBC including both the permanent and temporary employed. Detailed and department level reports are summarized in the below Table.

Table 3.1.Target population

No	Cluster (division)	Male	Female	Total
1	News and current affairs cluster	67	25	92
2	Programs cluster	61	44	125
3	Radio cluster	146	77	223
4	Media technology cluster	56	39	95
5	New media division	14	4	18
6	Television Division	115	73	188
7	Finance Administration division	11	34	45
8	Market development division	17	5	22
9	Transmitter division	53	19	72
10	Service supply and control division	122	90	212
11	Director office and Advisory	13	12	25
12	Human resource and Development Division	20	22	42
Total		695	444	1139

Source: EBC HRM annual report of 2016/17

3.5 Sampling Technique

As shown in the table 3.1 employees of the cooperation are working under 12 divisions and this may imply they will have different knowledge sharing areas, practices, trends, cultures, altitude, skills, and knowledge on the idea the research has to be assessing and answering.

For these listed reasons stratified random sampling technique was considered as option number one sampling method in representing the sampled population from the whole cooperation that was participated in the study.

This means respondents were sampled through stratified random sampling. Stratification is the process of dividing a population of elements into distinct subpopulations called strata. Strata are formed so that each population element is assigned to only one stratum. If the population from which a sample is to be drawn does not consists of a homogeneous group, then stratified sampling technique is applied so as to obtain a representative sample (Albandoz, 2001).

Since the population of the target area is administrated within 4 clusters and 8 different divisions, the target population of the study was assigned in to 12 distinct subpopulation groups which are known as strata based on their clusters and divisions. The population was stratified into a number of non-overlapping subpopulations or strata and sample items had selected from each stratum based on systematic random sampling technique.

3.6 Sample size

There are several approaches to determining the sample size which include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size (Israel, 2009).

According the HRM annual report of 2016 total population of the cooperation is 1139.

Since population size of the target area greater than two hundred, Israel (2009) provide a simplified formula for calculating sample sizes based on the actual population size, required precision levels and, confidence levels as follows:

$n = N / (1 + N \cdot e^2)$ where n = Number of samples, N = Total population and e = Error tolerance

According to Israel (2009), as the population gets beyond 200, a 95% confidence level and $\pm 5\%$ precision is acceptable in calculating the sample size. So, $1139 / (1 + 1139 * 0.05 * 0.05) = 296$

The Level of Precision: The level of precision, sometimes called sampling error, is the range in which the true value of the population is estimated to be.

Margin of error: A percentage that describes how closely the answer your sample gave is to the “true value” is in your population. The smaller the margin of error is, the closer you are to having the exact answering at a given confidence level.

Confidence level: A measure of how certain you are that your sample accurately reflects the population, within its margin of error. Common standards used by researchers are 90%, 95%, and 99%.

Once the researcher was calculated the sample size of the population for the study the next one were to calculated the sample size of each strata using stratified sample formula to calculate the proportion of people from each group.

Sample size of the strata = Size of entire sample/Population size * Layer size

From the above computation, the sample size for the study is summarized on Table 3.2

Table 3.2: Sample size

No	Division or cluster	Sample size
1	News and current Affairs division	24
2	Program control Division	32
3	Radio Cluster	58
4	Media technology Cluster	25
5	New media division	5
6	Television division	49
7	Marketing development division	6
8	Finance division	12
9	Transmitter division	19
10	HRM division	11
11	Director office	6
12	Service supply and control division	49
	Total	296

According to Ouma (2013) the sample size for each target population can be determined by:

Sample size for news and current affairs cluster /division = (calculated sample size) x (target population in a department) /target population.

Then to collect data from the departments according to calculated sample size the researcher has used Systematic random sampling.

In some instances, the most practical way of sampling is to select every item on a list. An element of randomness is introduced into this kind of sampling by using random numbers to pick up the unit with which to start. Sampling of this type is known as systematic sampling. This procedure is useful when sampling frame is available in the form of a list. In such a design the selection process starts by picking some random point in the list and then every nth element is selected until the desired number is gained.

3.7 Data collection methods

Methods which the author used to collect data was primary and the secondary data collection methods.

Primary data collection had focus on the questionnaire due to the numbers of the target population and case of the study toward the knowledge sharing perspective of the cooperation. Questionnaires were adopted from the thesis titled “knowledge sharing among employees of Mesfin industrial engineering” by hareya g/slassie (2011) a Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Science in Information Science. Since the author of the above paper was focusing on the factors and motivations of the knowledge sharing on MIE and generalized into company aspects however I am adapted and changing some of the raised questions for the purpose of the study and nature of the target area of the study.

3.7.1 Questionnaire

In this method data was collected within first-hand information through questionnaire and data collection was done by the researcher. The questionnaire has an advantage of enabling the respondent to express their ideas freely. However it consisted of closed-ended and Open-ended questions for the purpose of the study. 296 employees was sampled from the whole population of the cooperation across different departments and clusters by the above listed sampling method but 239 of them were valid.

The result of questionnaires are quantified and analyzed through the use of a statistical software package (SPSS 20) and micro soft office Visio 2007 is used to draw figures.

Therefore the collected data was checked for completeness, missing values and then manually arranged. Then the complete data was coded and qualitative data was expressed in the form of narrations and explanations whereas quantitative data was entered into SPSS version 20 and then recoding, transforming and re-categorization of variables were performed. The collected data was analyzed by the descriptive statistical method. Percentages, tables and figures were used for

description of the data as appropriate. SPSS version 20 was employed to analyze the collected data and interpretations were done.

The researcher was identified the data and then interpreting them based the central idea of the collected data.

CHAPTER FOUR

Results and Discussion

This section presents the results and discussion of the study to understand the existing relationship among employee's characteristics with respect to knowledge sharing. The descriptive analysis is summarized and discussed in different sub-headings. Moreover, different demographic profiles of the respondents, knowledge sharing concepts, and variables that influence knowledge sharing were discussed consecutively. The descriptions were mean, percentage and standard deviation. All questions rise on the questionnaire will discussed in summery in terms of statistics and coined in to meaningful words for matter of understanding about the resulted gathered from the respondents.

4.1. Socio-demographic Characteristics of the Respondents

Socio-demographic characteristics considered in the study were sex, age, educational status and work experience. For the matter of analysis and common understand the first three properties are discussed under this subtitled socio-demographic characteristics of the respondents.

Below table holds the summarization of the socio-demographic history of the respondents and discussion will follow after tabulation form of the representation.

Table 4.1 socio-demographic

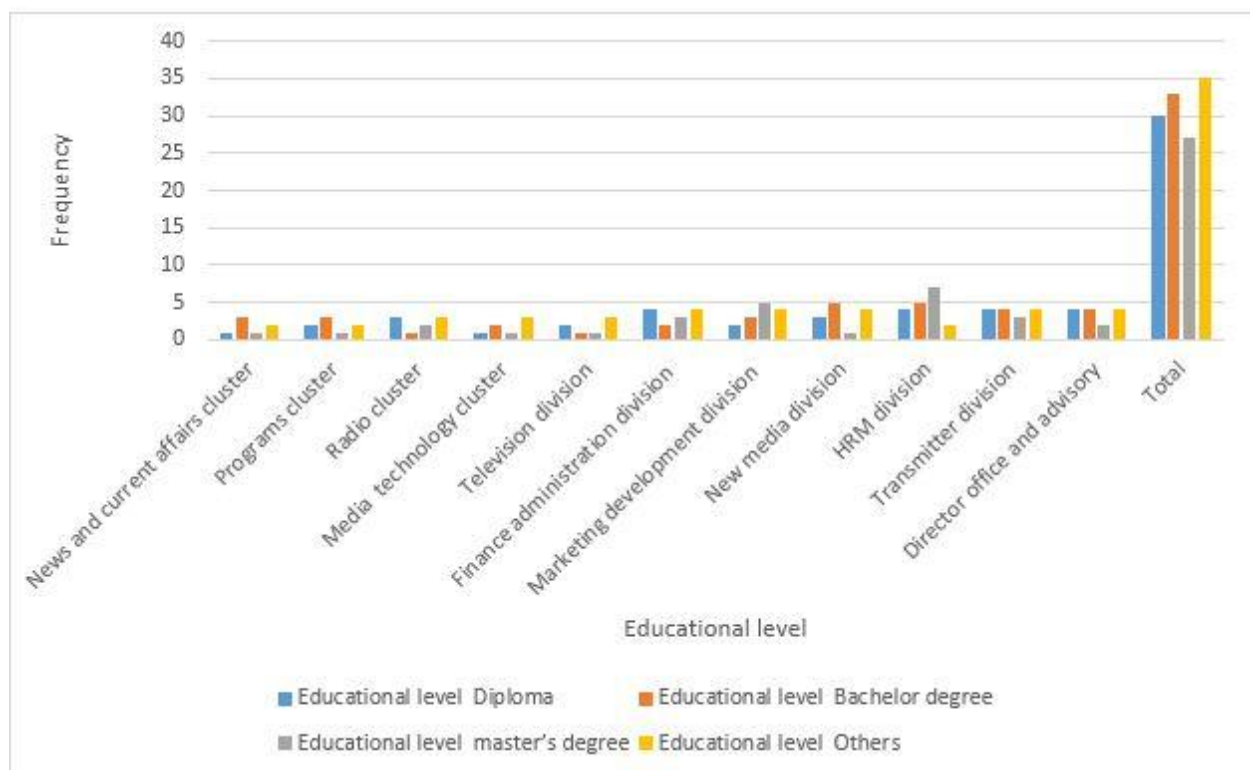
Respondent profile	Classification	Frequency	Percentage
Sex	Male	129	53.979
	Female	110	47.021
Age	18-24 yrs	66	27.61
	25-34 yrs	103	43.09
	35-44 yrs	56	23.43
	45-54 yrs	10	4.18
	Above 55 yrs	4	1.67
Educational status	Degree and above	185	77.4
	Diploma and below	54	22.59

Source: Own survey, 2017

A total of 296 questionnaires with a response rate of 96.76 % were found valid and included in the analysis for quantitative study. Among those respondents 129 (53.979 %) were males and the rest are females. When we concluded on terms of age of the respondents, 66 (27.61 %) were respondents between the age of 18-24, 103 (43.09 %) were respondents between 25 -34, 56 (23.43%) were respondents between 35- 44, 10 (4.18%) were respondents between 45-54 and 4(1.67%) were above age of 55. And the other socio-demographic profile were educational status and according the collected data more than half of the respondents, 185 (77.4%) had first degree and above where as the remaining 54 (22.59%) respondents had diploma and below status.

Below figure shows the general educational status of the cooperation across the sampled departments and clusters for the study purpose of the researcher.

Fig 4.1 Educational status of the respondents across different divisions of EBC



Source: own survey, 2017

4.2 Work Experience of the respondents

Work experience is assessed toward the practices of the knowledge sharing in the cooperation according the survey respondents are vary in work experience as well as age they are. In the next table experience of the respondents was summarized and presented in tabulation form.

Table 4.2 work experience

Respondent profile	Classification	Frequency	Percentage
Work Experience	Less than 5yrs	52	21.75
	5-9yrs	77	32.21
	10-14yrs	71	29.70
	15-19yrs	28	11.71
	More than 20yrs	11	4.60

Source: own survey, 2017

According to the data collected from the respondents the 77(32.2%) of the respondents were served the cooperation for 5 years to 9 years, 71(29.70%) of them were working at list for 10 years to14 years across different departments ,52(21.75%) of them are almost anew comers on which they served for 5 and less than years, 28(11.71%) were there for 15 to 19 years and , the rest 11(4.6%) were there with the cooperation for more than two decades in different responsibilities.

4.3 Most used knowledge sharing practices

One of the core questions was to specify best practices of the corporation in the knowledge sharing activity across their department and cluster. Respondents are ordered the best 9 knowledge sharing practices of the cooperation from most common to rare methods to share knowledge. In addition to that the respondents was identified their best three knowledge sharing tools in finding knowledge for different cooperation related works and information requested by employees. The first three tables are reports of the survey that compared the respondents as their

best three practices and the fourth one is summarized the result of the most three used practices identified according the survey of 2017 for the purpose this study.

Table 4.3 the first most used knowledge sharing practice

Rank	Practice	Frequency	Percentage
3 rd	Face-to-face	47	19.655
5 th	Documentation	23	9.623
8 th	Telephone	0	0
2 nd	Group discussion	50	20.920
8 th	Seminars	0	0
6 th	E-mail	16	6.694
1st	Quality circle	62	25.941
7 th	Coaching	15	6.276
4 th	Editorial conference	26	10.878

Source: own survey, 2017

Table 4.4 the second most used knowledge sharing practice

Rank	Practice	Frequency	Percentage
5 th	Face-to-face	17	7.112971
3 rd	Documentation	33	13.80753
8 th	Telephone	10	4.1841
1st	Group discussion	63	26.35983
7 th	Seminars	12	5.020921
9 th	E-mail	9	3.76569
2 nd	Quality circle	53	22.17573
6 th	Coaching	14	5.857741
4 th	Editorial conference	24	10.04184

Source: own survey, 2017

Table 4.5 the third most used knowledge sharing practice

Rank	Practice	Frequency	Percentage
3 rd	Face-to-face	28	11.71548
7 th	Documentation	13	5.439331
8 th	Telephone	12	5.020921
5 th	Group discussion	24	10.04184
9 th	Seminars	8	3.34728
6 th	E-mail	15	6.276151
2 nd	Quality circle	46	19.24686
1st	Coaching	64	26.77824
4 th	Editorial conference	25	10.46025

Source: own survey, 2017

According the above three table that generalized the most used knowledge sharing practices by surveying of the 2017 the next table will shows the summery of the above and the selected first practice from each of tables and formed the most three practices according the respondents feedback. And this means quality circle method of knowledge sharing is the most popular in the cooperation, group discussion was followed and the last or third best practices is coaching.

Table 4.6 three most used knowledge sharing practice

Rank	Practice
1 st	Quality circle
2 nd	Group discussion
3 rd	Coaching

Source: own survey, 2017

4.4 updated communication to the employees

As other ways of knowledge sharing practice in the cooperation, author of the paper is try to fetch out the mechanisms in sharing the updated information to keep informed the employees in different departments and according the survey and collected data from the respondents the below table was generated the summery of the facts.

Table 4.7 updated instructions & manuals transmitted to the employees

Methods	Frequency	Percentage
Posting in notice board	231	96.65272
Emails	183	76.56904
workshop and meeting	142	59.41423
Web portal	28	11.71548
Periodic reports	182	76.15063
Quality circle	206	86.19247
Editorial conference	102	42.67782
Other	21	8.786611

Source: own survey, 2017

According the above table and questionnaire gives them to right to select more than one options from the specified and one other methods in transmissions updated instructions and manuals between employees, the respondents (96.65%) were gathering the updated information from the notice in the board, 86.19% of them also they had informed using the quality circle, 76.56% were exchange their updated information through Email, 76.15% of them communicated using periodic reports taken places in different levels of the cooperation, 59.41% of them also they keep informed while they are in workshops and meetings, editorial conference were the other options for transferred updated information for around 42.67% of the respondents information seeker, some of them(11.71%) also used to communicated using web portals if even the awareness of ICT is weak and less know in the corporation, and the 8.78% of the respondents were have somewhat ways that they used to informed each other outside the listed methods in the questionnaires like oral communication in informal ways.

In addition to the specified the methods in the ways to communication the updated of the instructions and manuals among employees the writer of the paper want to know the highest or

the popular three methods of updated information communication in the cooperation. From perceptive of the popular practice of the communication the next table was formatted.

Table 4.8 three most used practice to updated information for employees

Rank	Practice
1 st	Web portal
2 nd	Quality circle
3 rd	workshop and meeting

Source: own survey, 2017

By watching the above table we can concluded that web portal is the best option in updated the employee with new instructions and manuals, quality circle also the other huge advantage in make communication and informed the staff, and workshop and meetings has it is own importance in the cooperation.

4.5 Familiarization with new jobs

One of the best way to practices knowledge sharing in the cooperation is the familiarization of new comers assigned in different departments and to take this advantage the writer of the paper was prepare two questions in the questionnaire, one is the how can they assimilated with the new environment and the other one is how long it takes them. Staring from the above two questions the following table is encapsulated.

Table 4.9 familiarization with new jobs

Method of familiarization	Frequency	Percentage
Via training only	117	48.95397
Training + Document	12	5.020921
Via document only	26	10.87866
Via itself	83	34.72803
Other	1	0.41841
	239	100

Source: own survey, 2017

As shows in the above the table 48.95% of the respondents are assimilated with cooperation by the help of training, 34.72 % of them are digging out their self, 10.87% of the respondents are though their self by reading different documents, about 5% of the respondents are busy in take training and reading documents to know the work environment and the rest one respondent is find way to be men in job without the listed method to familiar with environments.

Sometimes the way to familiar with things without a given time will not give any sense and employees of any cooperation can be though in their jobs by any means even if there are new for the environment. However time is matter here to be good in job and in any weather of jobs.

Next table is summarized the time taken to be familiar for the new comers in the cooperation according the collected responses.

Table 4.10 time take to familiarization with new jobs

Time to familiarization	Frequency	Percentage
Less than 3 months	149	62.3431
6 months	62	25.94142
1 years	25	10.46025
More than 2 years	3	1.25523
Other	0	0
	239	100

Source: own survey, 2017

According the above table almost above half of the respondents (62.34%) were familiar within the first three months of their employed times, 25.94 % of the respondents takes half year to be domesticated, 10.46 % of them were should stay a year to be familiar with and the rest 1.25% of the respondents delayed their self to more than two years to assimilated with new jobs at the cooperation.

4.6 Challenges of Knowledge sharing practice

Knowledge sharing practices can't be applied without challenges any areas due to the work culture, competence of the employee in the organization and environmental difference across

different departments within the organization itself. Because of the above guess reasons and other to come yet assessing the knowledge sharing practices in the cooperation consider as mandatory points for the study. And the issues raised as challenges in EBC by the respondents are summarized and calculated their mean, and standard deviation is presented in the below table.

Table 4.11 factors that influence knowledge sharing

Respondent profile	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	N	Mean	Std. Deviation
Inadequate education	61	52	37	83	6	239	2.67	1.258
Organization structure	94	83	50	12	0	239	1.92	0.894
lack of rewards	99	88	40	12	0	239	1.85	0.874
lack of time	61	101	33	41	3	239	2.26	1.062
lack of formal and informal activities	78	87	36	37	1	239	2.15	1.057
lack of interaction	91	80	48	20	0	239	1.99	0.959
Priority	106	73	40	20	0	239	1.89	0.968
work areas restrict	87	83	27	40	2	239	2.11	1.102
lack of trust	59	67	33	79	1	239	2.56	1.197
Think knowledge is power.	51	63	89	32	4	239	2.48	1.024
Communication and interpersonal skills	41	73	88	32	5	239	2.53	0.995

Source: own survey, 2017

Based on the above table, the influences of knowledge sharing as 113 (47.28%) of the respondents agreed that the absence of adequate or opportunity for further education and training is the most common challenge in facilitating knowledge sharing. in addition to the inadequate education 177(74.05%) of the respondents also highly believed that culture and structure of the

organization influenced the knowledge sharing practices among the workers to be sharing their knowledge in the cooperation.

The table also indicated the lack of reward and recognition system in cooperation was the other obstacle according the responds of 187 (78.24%) , lack of time to share knowledge also the other challenge according the counting responds of 182 (76.15%), lack of formal and informal activities to cultivate knowledge sharing is maintained as challenge by 165(69.03%) of the respondents , lack of interaction among knowledge taker and provider around 171(71.54%) respondents were agreed, problem of turnover of skilled workers as challenges stated by 179(74.89%) of the sampled population, and 170 (71.12%) of the respondents are believed that working environment influencing knowledge sharing in the organization.

Almost half (50%) of the total respondents stated that fearing, injustice credit, lack of trust, difficulty to convince the colleagues to use knowledge for their own and poor communications influenced the overall knowledge sharing practices in the cooperation level.

Generally as summary shows that the presence of different factor and challenges that influenced knowledge sharing in the organization was structural, personal, administrative and technology related issues on which closed and hug up the development of the culture in the work environment of the cooperation in whole and employees individually.

4.7 willingness to share knowledge

Willingness can be consider as a motor of any activities taken place among people, employees, networks and other parties on which they want to share something or want to exchange something that someone has it but the other doesn't. Due to this the writer of the author strongly believed that willingness should to be assessing as mechanisms in the knowledge sharing platform on the cooperation to ward individual employees' experience.

The following table is packed response deal with willingness and knowledge sharing practices of the sampled population.

Table: 4.12 understanding of knowledge sharing in the organization

Respondent profile	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	N	Mean	Std. Deviation
pleasure to share	87	110	24	15	3	239	1.90	.907
pleasure to share freely	135	66	28	9	1	239	1.64	.863
I share to all my colleagues.	71	122	24	22	0	239	1.99	.877
I communicate with my colleagues	48	142	24	15	10	239	2.15	.954
I share if helpful to the group.	106	70	33	13	17	239	2.02	1.202
Sharing is Important	52	134	35	7	11	239	2.13	.940
first entry I received knowledge	27	125	36	15	36	239	2.62	1.224

Source: own survey, 2017

According to the above table concerning knowledge sharing, 36% of the respondents strongly agree and 47% of the respondents agree about their willingness to sharing their knowledge with their colleagues. The 87 (36%) of the respondent respond strongly agree and 110 (47%) agree as they share their information, working experience and knowledge to their colleague. They

strongly agree or agree as there is the culture of knowledge sharing in the organization as the whole.

In case of the types of knowledge to share without cost freely 135 (56.48%) of the respondents strongly agreed and 66 (27.61%) respondents agree to share to other workers without additional cost. As the respondent pointed out of 164 (68.6%) of the respondents are willing to share their knowledge and experience to their colleagues without any condition and always without time constraints and 169 (70%) of respondents they willing to share their knowledge occasionally. The rest of 163 (68.20%) respondents strongly agree that there is knowledge sharing culture in the organization.

Generally, the respondents indicate that the presence of sharing experience and knowledge among themselves to improve the organization should not be economically and closed instead free and open among the staff members.

4.8 Reasons for sharing knowledge

Evaluating reasons behind the knowledge sharing practices in the cooperation is one of the most core questions discussed by the author of this paper. While I write my proposal I just think most of the time why people need to share, to exchange, participated on the issues related with knowledge sharing activities across different departments and at whole in the cooperation firm.

Here is the summarized reasons and responds collected from the sample population in the tabulation formats yet to discuss after the given table.

Table 4.12 Reason of why you share knowledge

As summarized in the table the respondents agree the importance of knowledge sharing for different purpose. Thus 122 (51.04%) of respondents are agree that they are sharing knowledge because they like it to share with group mates or colleagues.

Table 4.13 Reason of why you share knowledge

Respondent profile	Strongly Agree	Agree	Neutral	disagree	Strongly disagree	N	Mean	Std. Deviation
I share I find it personally satisfying.	39	146	47	7	0	239	2.09205	0.685917
I share I feel proud	28	121	67	22	1	239	2.359833	0.822617
I share to Creates	31	138	46	21	3	239	2.276151	0.844592
I share to Encourage	18	136	40	35	10	239	2.51046	0.973868
I share to Create competitive	21	112	55	37	14	239	2.627615	1.036838
I share think I am a good employee	4	23	55	118	39	239	3.690377	0.914606
I share knowledge to think I am competent.	6	16	116	64	37	239	3.460251	0.919838
I share to praise	7	18	129	48	37	239	3.376569	0.935097
I share I might get a reward.	20	84	49	43	43	239	3.020921	1.261744

Source: own survey, 2017

Furthermore, 185 (77.40%) of the respondents are share knowledge for personal satisfaction, 149 (62.34%) of the sampled population were to feel proud of themselves while they share their knowledge and skill with others, 196 (82%) of the respondents they willing to share to improve their effectiveness and efficiency in their work areas, 171 (71.54%) of them they share to bring cost effectiveness in the job, 169 (70.71) of the other respondents were share to create mutual understanding among themselves, 173 (72.38%) of the respondents share to enhance problem solving skill in particular area, respondents around of 162 (67.78%) they share to increase right decision making ability, the 152 (63.59) respondents are share to exploit knowledge of workers, also 133 (55.64%) of them they believe they create competitive environment when they share they knowledge, and 138 (57.74%) of the respondents think that creativity can be enhanced in the organization when knowledge is sharing to one another.

On the other hand, some of the respondents disagreed as they do not want to share their knowledge for different purposes, 157 (65.69%) of them disagreed as they do not want to share their knowledge to seem good employees by others, 101 (42.25%) of them also disagree as they do not allow to share knowledge to be proud among the colleagues, and the rest 85 (35.56%) of respondents disagree as they do not propose their knowledge share for praise.

To sum up, most of the respondents share knowledge to improve themselves, to enhance the effectiveness and efficiency of organization, to create mutual understanding among the employees. They also indicated as they did not share knowledge to be known, praised or to be supper or to use for personal iconoclasm.

4.9 Presence of Information Technology for knowledge sharing

In the age of information, ICT is play vital roles from individual's life as assistance in everyday practices up to predicted and informed weather forecasting activities in human kind for better life and save time wastage in handle things manually.

As it is shown in the table the respondents gave their responses on the presence of information technology in the organization and how they use the system to share knowledge and make things easy and manageable.

Table 4.14 information technology availability and use for knowledge sharing at EBC

Respondent profile	Strongly Agree	Agree	Neutral	disagree	Strongly disagree	N	Mean	Std. Deviation
IT systems to share knowledge.	36	130	19	25	29	239	2.502092	1.222597
I use the internet to share my knowledge.	36	103	39	27	34	239	2.665272	1.268927
Intranet to share my knowledge with colleagues.	29	100	34	39	37	239	2.811715	1.287508
portal is used to share knowledge among colleagues	27	45	29	36	102	239	3.589958	1.469316
Have user-friendly systems for knowledge sharing.	27	43	29	91	49	239	3.384937	1.300591

Source: own survey, 2017

Accordingly the collected responses from the sampled population, most of the respondent 166 (69.45%) agreed that their presence of information technology system to share knowledge in the

organization. Moreover, 139(58.15%) of the respondents agreed that they had use internet, email and electronic bulletin to share knowledge but few of them 39 (16.31%) and 61 (25.52%) of the respondents were neutral and disagreed, respectively.

On the contrary, most of the respondents disagree with issues like the use of web portal, user friendly system and storing knowledge and work experiences in the organization database, portal and internet. Most of the respondents, that is 138 (57.74%) of the respondents strongly disagree and 150(62.76%) of the respondents disagreed the presence of portal and user friendly information technology system in the organization. Many of the respondents 157(65.69%) also disagreed about storing of their knowledge in organizations database, web portal or intranet. Some of them, 71 (29.70%) agreed as they stored their knowledge in the manual paper.

To conclude the above table, the respondents indicated that the presence of information technology system is less now in the cooperation however it will be important platform for knowledge sharing if the infrastructures and awareness create as much as expected .They also added as they use the internet to share knowledge but they also responded as most of them did not use web portal to share knowledge and used database to store experience and knowledge.

4.10 Factors encouraging knowledge sharing practices

EBC as cooperation it is not nearest time to introduce knowledge sharing in different department since the nature of the jobs invites each individually to share some of the knowledge and information for better communication and to improve productivity.

In the next table factors that could encouraging knowledge sharing practices will be listed and respondents were evaluated them. And author of the paper was summarized them in format of table and discussed them after they represent in tabulation formats.

Table 4.15 encouragement of knowledge sharing

According to the response of the questionnaire regarding encouraging knowledge transferring or sharing system summarized in the above table, there occurrence of sharing knowledge.

Almost all of the respondents or 211(88.28%) of the respondents agreed that it is possible to make knowledge sharing a huge and important culture in the cooperation if the top management enforce and support the processes.

Table 4.15 encouragement of knowledge sharing

Respondent profile	Strongly Agree	Agree	Neutral	disagree	Strongly disagree	N	Mean	Std. Deviation
Culture if top management reinforces	96	109	24	6	4	239	1.799163	0.846048
Technology plays role in promoting	100	111	14	9	5	239	1.778243	0.877465
encourage employees to publish	93	112	15	15	4	239	1.849372	0.913432
Encouraged with the performance evaluation	81	121	16	17	4	239	1.920502	0.915528
Encouraged linked with rewards.	100	99	17	17	6	239	1.870293	0.993633
Encouraged if there is a designated knowledge officer in the organization.	100	109	14	12	4	239	1.790795	0.887684

Source: own survey, 2017

And the other respondents 205(85.77%) also agreed the necessities of information technology to promote knowledge sharing. They agreed that encouragement require for the employees to use store in organization databases on which make easy and good factor on participating in knowledge sharing practices in the cooperation

Moreover, most of the respondent that count around 208(87.02 % of the respondents agreed linking knowledge sharing with performance evaluation were good, 199(83.26%) of the respondents agreed linking it with reward will be other encouraging, 178(74.47) of the respondents prefer nonmonetary than monetary reward as encouraging tips , and the rest 209 (87.44%) of the respondents agreed the presence of designated knowledge officers as necessary to encourage transferring or sharing of knowledge among the employees.

In summary, the responses of the respondents showed that the attention of top management, the incentive, reinforcement, and encouragement of the concerned body to transfer knowledge or share experiences in the organization is required as much as reward the staff fully participated in the practices.

4.11 knowledge management practice

After all the above questions answered and analysis in different formats in previous pages, the next question, according the writer of the paper to be discussed is the issues on knowledge management practices on which prepared the questionnaire and the respondents give their answer towards their experience on the cooperation knowledge sharing practices and data area summarized on the below table.

According the below table almost half of the respondent 103 (43.09%) agreed that knowledge is carefully codified and stored in database and documents and can be accessed and used easily by employees in the organization while 111(46.44%) of them disagree with this idea. Furthermore, 123 (51.46 %) of the respondents also agreed to a person-to-person contact to share knowledge since it is closely tied to the person. Moreover 198 (82.84%) of them agreed as knowledge can

be shared informally in the individual level and 26 (10.87%) of them disagree this way of knowledge sharing.

Table 4.16 knowledge management practice

Respondent profile	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	N	Mean	Std. Deviation
Knowledge is codified and stored	78	25	25	84	27	239	2.820084	1.479927
Knowledge is closely tied to the person	72	51	26	83	7	239	2.589958	1.312218
Knowledge is shared informally	79	119	15	20	6	239	1.974895	0.978443
The organization provides information formally	59	53	77	26	24	239	2.594142	1.249591

Source: own survey, 2017

However some of the respondents, 112 (46.86%), agreed that the organization provide information formally to all employees about how things are done in their department, but 50 (20.92%) of them disagree with the idea instead.

CHAPTER FIVE

Conclusion and Recommendation

This chapter deals with two issues, the conclusion and recommendation of the paper. First all of conclusion was presented by covering a brief findings of the research work from data collected and analysis of both

A primary data collection method was questionnaire. Finally possible recommendations that are considered to be relevant and significant based on the major findings were listed.

5.1 Conclusion

Most of the Respondents are agreed with the importance of knowledge sharing with their colleagues and staff members in catalysts for different current knowledge sharing culture in the cooperation to handle productivity and to transfer experience of individuals. Employees' share their knowledge so as to improve their organization and individual's skill, Knowledge, and productivity related to their colleagues.

Other findings indicates the employees share knowledge not for personal benefit purpose rather it is for the benefit of the organization by using technology system services like internet, and email. However electronic bulletin not used as web porting. Due to the knowledge and skill gap on new technologies and products employees of the cooperation was not used ICT service as method of knowledge sharing.

The other finding according the respondent of the paper are the Absence of adequate opportunity for further education and training, poor knowledge sharing culture, Structure of the Organization, Lack of recognition system, Lack of interaction and poor communications are listed as the factors influence knowledge sharing at cooperation level.

Knowledge sharing needs meddling to spread the culture and productivity among the staff members of the cooperation and Top management have the huge responsibility to make sure and to enforce the practice of knowledge sharing on the cooperation according the analysis of the respondents' feedback.

ICT also play vital role in knowledge sharing practice and the cooperation should be to work on Encourage their staffs to store their knowledge on its database and Employed performance evaluation mechanisms for rewarding the best once.

The research also shows the informal way plays a huge role than the formal ways in practices of knowledge sharing in the Cooperation. However the employees are lack awareness on model construction of knowledge sharing culture and it is must to create or improve the awareness of the employees on the importance of model construction for knowledge sharing culture by the cooperation or the authorized body for the concerned department to enhances the knowledge sharing among employees and to maintain knowledge sharing fruits for better results.

5.2 Recommendation

- EBC should commence office of knowledge officer because the result of this paper indicated the management bodies have to meddling in the knowledge sharing practices, the responsibilities associated with the job function of CKO fall into three general categories: promoting the importance of knowledge sharing, creating a technical infrastructure to ease that sharing, and measuring the value of knowledge and KM practices to the organization. If the CKO leads a team of knowledge professionals, then they also assume managerial responsibility of their staff.
- EBC should encourage employees to document their work and store either in digital or analogue method.
- EBC should be to implement real quality circle. Quality Circle is a small group of employees in the same work-area or doing a similar type of work who voluntarily meet regularly for about an hour every week to identify, analyze and resolve work-related problems, leading to improvement in their total performance, and enrichment of their work life (Udupa 1986).
- EBC should implement structured, time based incentive rewards for the employees on which meet the guidelines of the listed as example of the achiever among the staff members.
- Although, the knowledge sharing practices among the employees are not satisfactory yet, there should be a proper innovative mechanism for the purpose of exchange of

knowledge within the study departments and within division and cluster. EBC management can play its crucial role in raising the patterns and humanizing the excellence of the knowledge to be shared. There should be a realistic environment where employees can easily share their knowledge.

- There are also some points out of recommendation of Knowledge sharing: It is more curtail matter for sharing knowledge so that they can enhance their capability of acquiring new knowledge and idea. For example, the present era is called knowledge based society .In this regard who wants to acquire knowledge from various source; he/she should discuss or share their knowledge among other colleagues. New knowledge offers a man new idea and thoughts. To attain any type of new thing employees should express their opinions without any hesitation. They should openly comment about their new knowledge .They can easily propose any new point or link to add their expected knowledge.
- Any repository or recorded knowledge can be learned more information and can be sharing the knowledge easily and fully in depth with others mates. And the Management of the corporation should keep try on creating an opportunity to have the actual storage and keep informed the important of repository for their employees to store their knowledge across different databases. Hence the study suggests the technology store mechanism is crucial in encouraging knowledge sharing and facilitate the way employees contact their colleagues to discuss and share knowledge. The enhancement of employee's ability to share is also important and decrement of employees competition in a producing and sustain program will help improvement as well.

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APPENDIX

APPENDIX A: THE RESEARCHER OBSERVATION

The Researcher's Observation Checklists

1. Department Name_____

2. The types of work performed

3. Availability programs/ schedule and places for discussion or meeting on current issues

Yes ☐	No ☐
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4. Office design, whether it is comfortable for knowledge sharing among colleagues or not.

Yes ☐	No ☐
------------------------------	-----------------------------

5. Availability of communication tools such computer, internet, intranet mobile phone, fixed phone and others.

Yes ☐	No ☐
------------------------------	-----------------------------

6. Availability of knowledge artifacts such as:

Printed as well as electronic materials;

Yes ☐	No ☐
------------------------------	-----------------------------

Magazines;

Yes ☐	No ☐
------------------------------	-----------------------------

Brochures;

Yes ☐	No ☐
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APPENDIX B: COVERING LETTER ACCOMPANYING QUESTIONNAIRE

Dear respondents:

My name is Yitagesu Desalegn Nega, a post-graduate student at the school of Information Science at Addis Ababa University. Currently I am doing a Master's thesis research entitled "Assessment of knowledge sharing practice in Ethiopian Broadcasting Corporation (EBC)". I am an employee of EBC, in the department of Education and training Center.

The objective of this questionnaire is to collect data from employees of EBC about their knowledge sharing practice. The information that you will provide is quite useful to achieve the objective of the study. Therefore, I kindly request you to spend about half an hour of your time to complete this questionnaire to the best of your abilities. The information you will provide will be kept strictly confidential.

After completing the questionnaire you should return it to the person who gives it to you. If you have any questions regarding to the questionnaire, you can contact me at: Yitagesud@yahoo.com or 0911153115 (mobile).

I would like to thank in advance for your cooperation in completing the questionnaire.

APPENDIX C: QUESTIONNAIRE

Part 1: Demographic profile of the respondent

Answer the following questions by putting the (√) symbol in the boxes in front of the choices or write in the space provided.

1. Specify your gender?

☐ Male	☐ Female
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2. Specify your age group?

☐ 18-24	☐ 25-34	☐ 35-44	☐ 45-54	☐ 55-64
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3. Specify your educational level?

☐ Diploma	☐ Bachelor	☐ Master	☐ Doctorate	☐ Other
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4. Specify your years of work experience in the organization?(Years)

☐ < 5	☐ 5-9	☐ 10-14	☐ 15-19	☐ > 20
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5. Specify the working clusters or division?

☐ News and current affairs cluster	☐ Finance administration division
☐ Programs cluster	☐ Marketing development division
☐ Radio cluster	☐ New media division
☐ Media technology cluster	☐ Human resource and development
☐ Television Division	☐ Service supply and control division
☐ Transmitter division	☐ Director Office and Advisory

6. Rank which knowledge sharing ways do you use most frequently in your organization from 1 to 9 (where 1 is the most frequently used and 9 is the least?)

___.Face-to-face	___. Telephone	___. Seminars
___.Documentation	___. Group discussion	___. E-mail
___. Quality circle	___. Coaching	___. Editorial conference

- 7). If any other (please list and rank them) _____

8. Which way of knowledge sharing from the above options do you prefer to get the knowledge you need during work /from question number 6/? Rank as 1st, 2nd and 3rd

1st._____

2nd._____

3rd._____

9. How are the updated instructions & manuals communicated to the employees (putt tick (√) mark in the appropriate option)? You can choose more than one choice if there.

___ . Posting in notice board	___ . Periodic reports	___ . Other
___ . Emails	___ . Editorial conference	
___ . workshop and meeting	___ . Quality circle	

10. Which way will you **prefer** to get the updated instructions & manuals from above options? /from question number 9/? Rank as 1st, 2nd and 3rd

1st. _____

2nd. _____

3rd. _____

11. At the start of your employment, how did you become familiar with your job?

☐ Via training only	☐ Training + Documented	☐ Via documented materials only
☐ Via self-study	Others	

12. How long did it take you to be familiar with your job?

☐ ≤ 3 months	☐ 1 year	☐ Other (to be specified)
☐ 6 months	☐ ≥ 2 years	

13. Please indicate the extent to which you agree or disagree with the existence of following <i>Challenges/Barriers of Knowledge Sharing practice at EBC</i> by putting a tick (√) mark in the appropriate box.		Strongly	Agree	Neutral	Disagree	Strongly	Disagree
A	Inadequate or no opportunity for further education and training						
B	Inadequate salary						
C	Culture and structure of the organization						
D	There is lack of rewards and recognition systems that would motivate people to share their knowledge.						
E	There is lack of time to share knowledge.						
F	There is lack of formal and informal activities to cultivate						

	knowledge sharing in my organization.					
G	There is lack of interaction between those who need knowledge and those who can provide knowledge.					
H	Retention of highly skilled and experienced staff is not a high priority in my organization.					
I	Physical work environment and layout of work areas restrict effective knowledge sharing in my workplace.					
J	An employee does not share knowledge because of the fear of it being misused by taking unjust credit for it.					
K	It is difficult to convince colleagues on the value and the benefits of the knowledge that I may possess.					
L	There is a general lack of trust among colleagues in my organization.					
M	Employees in my organization do not share knowledge because they think knowledge is power.					
N	Employees in my organization do not share the knowledge because of poor verbal/written communication and interpersonal skills.					
O	Insufficient access of Information and Communication Technologies (ICT) for knowledge sharing					

14. Please indicate the extent to which you agree or disagree with the following statements regarding your willingness to share knowledge by putting a tick (√) mark in the appropriate box.		Strongly	Agree	Neutral	Disagree	Strongly Disagree
A	It is my pleasure to share my know-how, information, working experience and Knowledge to my colleagues voluntarily.					
B	It is my pleasure to share freely information and knowledge that improves the Organizations performance.					
C	I share my working experience and Knowledge to all my colleagues.					
D	My colleagues are willing to share information with other					

	colleagues all the time.					
E	I share my working experience and knowledge to my colleagues conditionally.					
F	My colleagues share working experience and knowledge conditionally.					
G	I communicate with my colleagues in teams or groups for sharing information and knowledge					
H	I share information and knowledge within the group if I know the information/knowledge is helpful in the Understanding of other members of the group.					
I	I discuss organizational problems with colleagues rather than straggling with the problems individually.					
J	Sharing knowledge with colleagues is Important for my job.					
K	In my first entry I received knowledge from colleagues in my own department.					
L	There is knowledge sharing culture in my organization					

15. Please indicate the extent to which you agree or disagree with the following statements regarding ICT tools for knowledge sharing by putting a tick (√) mark in the appropriate box.		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	IT systems and processes are in place in my organization to share knowledge.					
B	I use the internet, e-mail and electronic bulletin boards to share my knowledge.					
C	I use the organizations intranet to share my knowledge with colleagues.					
D	There is portal which is used to share knowledge among colleagues in my organization					
E	My organization has user-friendly information technology					

	systems which are used for knowledge sharing.					
F	I always store my knowledge and work experience in the organization's database, portal or intranet.					
G	I always put/store my knowledge and work experiences in manual papers.					

16. Please indicate the extent to which you agree or disagree with the following statements regarding your reasons for sharing knowledge by putting a tick (√) mark in the appropriate box.		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	I share knowledge because I like it.					
B	I share knowledge because I find it personally satisfying.					
C	I share knowledge because I feel proud of myself.					
D	I share knowledge to improve effectiveness and efficiency by spreading good ideas and practices					
E	I share knowledge to Cost effectiveness / knowledge is developed and then re-used by employees/					
F	I share knowledge to Creates mutual understanding between employees					
G	I share knowledge to Enhance problem solving skill of employees					
H	I share knowledge to Increase right decision making ability					
I	I share knowledge to Encourage the way to exploit tacit knowledge of employees					
J	I share knowledge to Create competitive environment within the organization					
K	I share knowledge to Enhance creativity and innovation within the organization					

L	I share knowledge because I want my superior to think I am a good employee.					
M	I share knowledge because I want my colleagues to think I am competent.					
N	I share knowledge because I want my supervisors to praise me.					
O	I share knowledge because I want my colleagues to praise me.					
P	I share knowledge because I might get a reward.					
Q	I share knowledge because it may help me get promoted.					
R	I share knowledge because I want to sustain the brand program					

17. Please indicate the extent to which you agree or disagree with the following statements regarding knowledge management practice by putting a tick (✓) mark in the appropriate box.		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Knowledge is carefully codified and stored in databases and documents, where it can be accessed and used easily by employees in the organization.					
B	Knowledge is closely tied to the person who developed it and employees shared mainly through direct person-to-person contacts (meeting, etc).					
C	Knowledge is shared informally at individual level.					
D	The organization provides information formally to all employees about how things are done in their department.					

18. Please indicate the extent to which you agree or disagree with the following statements regarding what could improve knowledge sharing at EBC by putting a tick (✓) mark in the appropriate box.		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Knowledge sharing can become a culture in the organization if					

	top management regularly displays and reinforces the theme that knowledge is the lifeblood of an organization.					
B	Technology plays a significant role in promoting Knowledge Sharing.					
C	The organization should encourage the employees to publish their knowledge on the organization's database/website or other manual papers that others could access it.					
D	Knowledge sharing can be encouraged if it is linked with the performance evaluation of the employees.					
E	Knowledge sharing can be encouraged if it is clearly linked with rewards.					
F	Non-monetary rewards (such as appreciation, recognition) shall be more effective in encouraging knowledge sharing Than monetary (financial or economic) rewards.					
G	Knowledge sharing can be encouraged if there is a designated knowledge officer in the organization.					