

University of KwaZulu-Natal

**THE PERCEPTIONS OF THE LINK BETWEEN KNOWLEDGE
SHARING AND MANAGEMENT DEVELOPMENT IN
THE SOUTH AFRICAN WORKPLACE**

By

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DECLARATION

I, Shernice Singh, declare that the work illustrated in this dissertation is my own work. This dissertation is submitted in fulfillment of the requirements for the degree of Master of Commerce (Human Resource Management) at the Faculty of Management, University of KwaZulu-Natal. This dissertation has not been submitted for any degree or examination at any other university or institution.

S. Singh

Date

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ABSTRACT

Knowledge sharing has been highly associated with organizational success, project completion, and the achievement of organizational objectives (Castaneda & Toulson, 2013). Previous studies have found that knowledge sharing was directly linked to the organizational culture and the actions of top management. Certain factors have been studied in relation to knowledge sharing including: management support, personality types, incentive/reward structures, organizational culture. Pillani (2007), as cited by Naicker (2010) found that there were eight factors for knowledge management sharing success: understanding and defining knowledge management; finding a commonplace between individual and business needs; carefully selecting and integrating knowledge management champions and a support team; gaining senior management support, educating on the benefits of financial and non-financial rewards; and creating a balance between IT and people. Although there is a wide variety of literature demonstrating the positive effects of knowledge sharing and knowledge management, there is a scarcity of literature sources that discuss the importance of knowledge sharing for the success of management development programmes. Most importantly there is no study according to the researcher's knowledge, that addresses the gaps in organizational understanding of knowledge sharing and knowledge management.

The study used a web-based questionnaire that was administered to 54 managers from various levels of the University of Kwazulu-Natal. Findings confirmed the tenets of the social exchange theory in relation to knowledge sharing in the workplace, and the significance and value of knowledge sharing in the organizational context. The results confirmed the existence of a high level of competition and knowledge hoarding behaviors within the organization. The findings described a disconnect between organizational objectives and management development objectives, and highlighted some of the shortfalls of existing management development programmes.

This study sought to address the link between knowledge sharing and management development by seeking to uncover the perceptions and understanding of these two concepts and if they perceive the two to be linked. This broad work to investigate a link between knowledge sharing and management development spurs on a more refined investigation in this area of research, and has particular significance for the improvement of knowledge systems and management development initiatives within the organization.

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CHAPTER 1- INTRODUCTION

1.1 Background of the study

Knowledge sharing has been highly associated with organizational success, project completion, and the achievement of organizational objectives (Castaneda & Toulson, 2015). Previous studies have found that knowledge sharing was directly linked to the organizational culture, and the actions of top management.

Certain factors have been studied in relation to knowledge sharing, including: management support, personality types, incentive/reward structures, organizational culture. Pillani (2007), as cited by Naicker (2010), found that there were eight factors for Knowledge Management sharing success: understanding and defining knowledge management; finding a commonplace between individual and business needs; carefully selecting and integrating Knowledge management champions and a support team; gaining senior management support, educating on the benefits of financial and non-financial rewards; and creating a balance between Information Technology and people.

Although there is a wide variety of literature demonstrating the positive effects of knowledge sharing and knowledge management, there is a scarcity of literature sources that discuss the importance of knowledge sharing for the success of management development programmes. Most importantly there is no study according to the researcher's knowledge, that addresses the gaps in organizational understanding of knowledge sharing and knowledge management.

1.2 Research problem

Organizations of today face many waves of change in their organizational life cycle. The environment in which organizations function is paved with many difficulties and obstacles. Challenges to list a few comprise of mergers, acquisitions, economic difficulties, bankruptcies, corruption, evolving organizational demands, rapid growth and development, international mergers and partnerships, rapid technological change, etc. These challenges require that organizations invest more resources and funds on training and development to match up with organizational needs.

The organization must evolve into a learning environment to keep abreast of these changes. This

change can only begin with top management. The transfer of valuable knowledge from top management downwards is vital for the progression of other levels of employees and subsequently the entire organization's growth and success. It has been found that our current monotonous ABC style training programmes are no longer effectively meeting the current needs of organizations today (Safla, 2006).

We are currently living in the 'knowledge era', an age where knowledge is the key to success and progression. Knowledge is the key to an organization's sustained competitive advantage (Ozlen, 2015). Knowledge sharing works to further promote an organization's knowledge management mechanisms and strategies. Knowledge sharing is an integral part of training and development, career progression, career succession, repatriation, etc. Knowledge sharing is a means of creating and maintaining a competitive advantage. It is an activity that is fundamental to the development of 'life-long learning' in an organization. Despite its importance, research has failed to address its link and importance in the management development process. This link must be understood to improve upon existing management development programmes for the future.

This study sought to address the link between knowledge sharing and management development by seeking to uncover the perceptions and understanding of these two concepts and if they perceive the two to be linked. The study focused on managers from every level of the organization, to gain a well-rounded understanding of managers' perceptions. The findings of the study contributes towards the improvement of future management development programmes.

1.3 Purpose of the study

This study will seek to address the link between knowledge sharing and management development by seeking to uncover the perceptions and understanding of these two concepts and if they perceive the two to be linked. The study will focus on managers from every level of the organization, to gain a well-rounded understanding of managers' perceptions. The findings of the study will contribute towards the improvement of management development programmes. We must seek to uncover the gaps in our management's knowledge and actively address those gaps. We must seek to explore ways to improve our organizational knowledge sharing structures and invest in our management so that the benefits can filter down to the rest of the organization.

1.4 Objectives of the study

The objectives of this study are as follows:

- To determine what managers understand about the concept of knowledge sharing.
- To understand a manager's perception of the link between knowledge sharing and management development.
- To uncover the perceived benefits of knowledge sharing for organizations.
- To ascertain which management development programs are currently being employed within organizations.
- To determine how often knowledge sharing is being employed within these various management development programs.

1.5 Research questions

The research questions underpinning this study are:

- What are managers' understanding of the concept of Knowledge sharing?
- What are managers' understanding of the link between knowledge sharing and management development?
- What are the perceived benefits of knowledge sharing for the organization?
- Which management development programmes are currently being employed within organizations?
- How often is knowledge sharing employed within these various programmes?

1.6 Scope and limitations of the study

This study has one possible limitation. There is a lack of prior research studies on knowledge sharing and its link with management development in Durban, South Africa. The lack of previous studies addressing this topic leaves very little to form the foundation of the study. The study is only performed in one institution, the University of Kwazulu-Natal, and covers a limited number of 54 managers from various levels of the organization.

1.7 The significance of the study

This study is the only study to the researcher's knowledge that will address managers' perceptions of management development and its link to knowledge sharing. This study focused on uncovering what

managers understand about these concepts and their attitudes towards them. The study addressed the need to explore the current management development programmes that are being employed and evaluate if they fit in with the view of a knowledge intensive firm that is so vital for organizational success.

The study contributes to an understanding of what is lacking in our management development programmes, with the aim to improve upon existing and future programmes. This study also particularly sheds light on the importance of knowledge sharing within the organization, and the role of management for the creation of a knowledge intensive firm.

The study helps to build an integrated, multifaceted view of knowledge sharing from the South African perspective. It gives an insight into the views, expectations and attitudes of managers towards knowledge sharing and management development. It may be beneficial to link managers' perceptions with that of literature to identify the gap that exists in their knowledge base.

A more accurate, detailed understanding of knowledge sharing, and management's role will help organizations to: better design and facilitate future training and development programmes; select and recruit appropriate managers for knowledge intensive firms; select and connect teams consisting of appropriate organizational members; and design management development programmes that will address current organizational challenges.

1.8 Chapter layout

Chapter 2- Literature review

This chapter will focus on the existing literature on knowledge sharing and management development respectively. This chapter will discuss comprehensively the perceived link between the two concepts and its benefits for organizational success. The purpose of this chapter is to explore the existing knowledge on these topics.

Chapter 3- Research methodology

This chapter will discuss the methods and instruments used in this study. This chapter will also further explain the data collection and analysis of the study and validity and reliability of methods used.

Chapter 4- Findings

This chapter will analyze in detail the findings of the study.

Chapter 5- Discussion, recommendations and conclusion

This chapter presents a discussion of the results presented in chapter 4 and provides the conclusion and recommendations for future research endeavors on the topic.

1.9 Summary

This chapter presented the main components of the study including the background, research problem, purpose of the study, objectives of the study, scope and limitations, significance of the study, and chapter layout. The following chapter will focus on the Literature Review.

CHAPTER 2

PART ONE- LITERATURE REVIEW

2.0 Introduction

This chapter will focus on the existing literature on knowledge sharing and management development respectively. This chapter will discuss comprehensively the perceived link between the two concepts and its benefits for organizational success. The purpose of this chapter is to explore the existing knowledge on these topics.

2.1. Knowledge: Introduction

Knowledge creation, knowledge workers, knowledge intensive firms and its related management are vitally important for organizational survival and development. Globalization has contributed to faster growing and developing organizations and economies, accelerated technological take over and a vastly growing knowledge economy around the world. There are many who believe that the redirection and refocus toward knowledge management stems from our current organizational structures and the changes in the economy in which organizations operate.

This new-found interest in knowledge is brought on by organizational structures, new and uncommon sources of wealth creation, and a focus on managing and utilizing knowledge workers within the organization (Newell, Robertson, Scarbrough, & Swan, 2002). Lepak and Snell (1999), as cited by Naicker (2010) further support this assumption, in saying that true competitive advantage does not stem from tangible assets or natural resources but rather from an organization's ability to efficiently manage its knowledge resources.

Knowledge is also understood as being a socially constructed mechanism- that can be created and manipulated through social interaction (Eisenhardt and Santos, 2002; Skinnarland, Oslo and Sharp, 2016). Knowledge is seen as the only resource that increases in value and contributes significantly to an organization's overall market value, subsequently, organizations have recently been directing their focus on harvesting their intellectual capital (Mouritsen, et al., 2005; Marti and Cabrita, 2012; Saifi, Dillon and McQueen 2016). This greater attention to intellectual capital, means a greater need to understand the dynamics of knowledge management strategies and techniques on how better to utilize knowledge assets in the organization.

2.1.1 Knowledge and organizational capability

Knowledge is associated with organizational capability, and is defined as an organization's ability to extract, harness, utilize, share and integrate knowledge for different parts of the organization, and because this kind of knowledge is firm-specific, it contributes significantly to an organization's competitive advantage (Tsai, 2002). Organizations are beginning to realize that long-term success, wealth creation and competitive edge comes from the knowledge within people and not from products and tools (Newell, Robertson, Scarbrough, & Swan, 2002). Zack (1999), as cited by Naicker (2010) further supports this notion by saying that a company's ability to be profitable cannot be achieved without the ideas, skills and talents of its employees. As time goes on, wealth will begin to be greatly associated with knowledge assets, intangible assets and intellectual property, people are the locus of knowledge and thus the source of great value creation within the organization, the importance of people is thus irrefutable (Storey, 2001, as cited by Naicker, 2010).

2.1.2 Knowledge and IT

Organizations must strive to exist and compete within a complicated environment such as "The Information Age", "the knowledge society", and the "knowledge economy". Knowledge intensive firms that have derived from these environments are designed socially and purposefully to utilize knowledge for economic development, change and innovation. These types of organizations are also heavily influenced by technological change and the broadening of horizons for knowledge management strategies and techniques. Organizational structures have moved away from command and control structures and more towards flat, decentralized, flexible, fluid, networked, integrated processes; these organizations are networked with other knowledge intensive organizations and feed off each other for skills and experience; and they make use of virtual workgroups and communities, intra-organizational IT and communication systems (Newell, Robertson, Scarbrough, & Swan, 2002). These challenges in organizations today have prompted the development and investment in knowledge management.

2.1.3 Information and data

Edgington, et al. (2004), as cited by McNeish and Mann (2010) describe knowledge as a multifaceted unit directed by social and contextual factors, whilst also comprising a variety of elements kept together comprehensively by various structures and processes. According to Gammelgaard and Ritter (2000), as cited by Al-Alawi, Marzooqi, and Mohammed (2007), knowledge comprises a mixture of the following

elements: contextual information, expert insight, experiences, and values. Knowledge differs from data in that data is the raw information which has not been processed or converted into comprehensible, meaningful forms. Information is data that has been interpreted into a meaningful framework whilst knowledge has been tested and proved and believed to be true (Vance, 1997, as cited by Alavi & Leidner, 1999). Knowledge is information that is processed through an individual's mind and thus takes on a personal or subjective nature (Alavi & Leidner, 1999).

2.1.3.1 Explicit and tacit knowledge

Nonaka and Takeuchi (1994) are commonly cited by authors in their discussion about information and knowledge, because they accurately describe and explore the various aspects that make up information that creates knowledge. Conger (2014) draws on Nonaka's findings by explaining the differences between explicit and tacit knowledge. Tacit knowledge is seen as something that is held in an individual's mind and relates to that individuals' personal experiences and thus is difficult to translate into a shareable format. The author also infers that explicit knowledge has been codified and processed and thus is easy to share with others. Naicker (2010) explains it in more detail by adding that Tacit knowledge is understood as being a type of knowledge that based on insights, hunches, and intuitions of an individual, therefore being developed and existing within an individual's mind, due to its personalized nature, it is difficult to translate and transfer to others and is often hard to retrieve from the mind of knowledge owner. She also adds that explicit knowledge is processed, shaped and communicated formally in the form of data, specifications and manuals; furthermore, that this type of knowledge can be easily shared and interpreted by the user, however the user may need to process this internally before it can be used in the context it is needed.

Nonaka's findings are further supported and explained by authors such as Thomas et al. (2001), as cited by McNeish and Mann (2010) who speaks about knowledge that can be identified as being raw, captured, organized and retrieved knowledge, or knowledge that has been influenced by human cognition. This type of knowledge is highly personalized, in that it has been processed and understood in an individual's mind and communicated according to the individual's judgement and intuition (Al-Alawi, Marzooqi, and Mohammed, 2007). Knowledge is a mix of an individual's beliefs, behavior, attitude and personality (Lee and Yang, 2000, as cited by Al-Alawi, Marzooqi, and Mohammed, 2007). This makes knowledge characteristically unique and difficult to imitate, because it is created and based on individuals understanding and cognitive processing of information (Cabrera and Cabrera, 2002; Al-Alawi, Marzooqi, and Mohammed, 2007). These findings bear consequence on how we will seek to understand knowledge sharing and transfer, seeing as when knowledge reaches one individual from another, the knowledge itself has already to some degree been influenced and changed in some way due to the highly personalized nature

of knowledge processing in the human mind. We must begin to understand how knowledge resources are changed as they are passed on from individual to individual within an organization and how best to preserve the core valuable aspects of a knowledge resource.

Furthermore, knowledge is seen as deriving and thriving from the minds of experts, is positively associated with being embedded in physical work routines and processes, and not limited to documents alone, knowledge is further demonstrated through a person's behavior (Al-Alawi, Marzooqi, and Mohammed, 2007). These findings further prove that knowledge streams and its related management and successful utilization lie in the hands of the people holding the knowledge resources. The deeper understanding of how to effectively utilize and manipulate knowledge resources to benefit organizational goals and structures is imperative for future knowledge management initiatives. Al-Alawi, et al. (2007) suggest that valuable knowledge resources lie in the minds of organizational experts, this means that we can extract better quality knowledge resources from experts who have been in the field for longer periods of time-this should ultimately be our focus, when looking at knowledge sharing and management mechanisms within the organization.

Nonaka (1994), as cited by Newell, Robertson, Scarbrough, & Swan (2002), indicates that it is what people infer from the information itself that creates knowledge, and what they infer is highly dependent on their individual cognitive abilities and thought patterns. Therefore, different individuals may perceive different things from one individual piece of information, and this further contributes to a diverse knowledge bank. There are many ways to perceive and use information, thus many ways to create new knowledge.

2.2 Knowledge sharing

Gibbert and Krause (2002), as cited by McNeish and Mann (2010), describe knowledge sharing as the willingness of co-workers in an organizational setting to share their created or acquired sets of knowledge, information or skills. Al-Alawi et al. (2007) comment that knowledge transfer is the active collaboration between individuals and teams with the mutual aim of achieving mutual benefits. Srivastava, Bartol, and Locke (2006) describe knowledge sharing as a team process where team members share ideas, suggestions and information that is related to team tasks. Furthermore, they refer to this process as organizational members sharing strategic and valuable knowledge. This indicates that knowledge sharing is a process that is highly dependent on team or organizational dynamics, but also interpersonal cohesiveness, trust and motive.

2.2.1 Knowledge sharing and competitive advantage

Recent research has also tied knowledge sharing with strategy, because organizations have been conceptualized as linked with knowledge through firm-specific processes and routines that are a source of competitive advantage (Barney, 1991; Madhok, 1996; Tsai, 2002). Furthermore, McNeish and Mann (2010) comment that for knowledge to provide sustainable competitive advantage for an organization: it must be acquired from a source separate from any individual; must be captured via the organization's own processes, systems, products, rules and culture; and must be acquired through the process of knowledge sharing.

2.2.2 The process of knowledge sharing

Knowledge sharing can be conceptualized as involving the sharing of two types of knowledge, explicit knowledge shared using documents and reports, and tacit knowledge that requires to be shared personally, in the form of 'know-how', 'expertise', etc. (Mustafa, Lundmark, and Ramos, 2015). The knowledge sharing process is characterized by two processes: transmission and absorption; the knowledge owner transmits and communicates knowledge in some form to the knowledge receiver, who must perceive, interpret, express and internalize that knowledge using reading, learning, interpretation, absorption, codification and presentation (Hendriks, 1999, as cited by Antonova, Csepregi & Marchev, 2011).

2.2.3 Knowledge sharing and the social factor

Yang and Chen (2007), as cited by Antonova, Csepregi, and Marchev (2011), assert that knowledge sharing is set within a social environment, with various actors, knowledge content, organizational context, and media sources. When employees decide to share knowledge, they ask the following questions: what am I sharing? Who do I share it with? Is this going to benefit me? Will people reciprocate knowledge sharing with me? Will knowledge sharing improve my personal knowledge and skills? (Shanab, Haddad, & Knight, 2014). We can see that the knowledge sharing process is sensitive to its environment and people with various contributing factors influencing its success.

In the organizational context, knowledge sharing takes place between organizational members in the following forms: task sharing, sharing know-how on work tasks, sharing experience or expertise with colleagues, problem-solving, group work, developing and collaborating on the development of new ideas and solutions (Wang and Noe, 2010, as cited by Mustafa, Lundmark and Ramos, 2015). Knowledge sharing is positively associated with organizational success and the attainment of organizational goals (Castaneda

and Toulson, 2013). According to Vygotsky's (1978) as cited by Ozlen (2015), socio-cultural theory postulates that knowledge is obtained and represented through knowledge sharing activities and social interaction between individuals or groups. This theory will help us understand the deeper social dynamics at play in knowledge sharing activities within the organization. Organizations must seek to uncover ways to create social environments conducive to knowledge sharing activities, and more importantly, successful knowledge sharing activities.

2.2.4 Knowledge sharing benefits

Organizations find knowledge sharing beneficial for many reasons, knowledge sharing is commonly used for the aligning of: missions; visions; values; strategies; team accountabilities; focuses; customer awareness; competition; team cohesiveness; decentralizing decision making; with corporate goals. Knowledge sharing is valuable to individuals as well because it is used as a measure to ascertain their value to the organization, this is measured based on the following criteria: knowing whom to gather information from, ability to understand and translate information, and the time taken to share the information (McNeish & Mann, 2010). Knowledge sharing and knowledge transfer helps create a knowledge base in the organization, results in higher business performance, encourages higher levels of innovation and assists organizations to respond speedily to internal and external changes (Antonova, Csepregi & Marchev, 2011). Nonaka and Takeuchi (1994) showcases that new knowledge can only be generated by the sharing of existing knowledge between people, they also suggest that knowledge sharing is vitally important for the sharing of new ideas, concepts and knowledge, and thus contributes greatly towards innovation (Skinnarland, Oslo and Sharp, 2016).

2.2.5 Knowledge sharing, culture, and personality

Black, Khvatova, Zhukov & Lesko (2013), as cited by Castaneda and Toulson (2013) comment that although knowledge is predominantly held within the minds of individuals or groups, knowledge sharing is a social process containing at least two people communicating with the use of ICT. Castaneda and Toulson (2013) comment further by saying that knowledge sharing amongst organizational members does not naturally take place, it requires that organizations take certain actions and measures. One of the most important aspects which influence knowledge sharing is culture. Some authors have suggested that culture is an important factor for knowledge sharing, whilst others have maintained that it is an absolute prerequisite for knowledge sharing to take place effectively (Chow et al., 2000; Bock et al., 2005; McNeish & Mann, 2010). Culture strongly molds what people believe about knowledge and its importance. In their study,

Moller and Svahn (2004), as cited by Du, Ai, & Ren (2005) discuss their findings with regards to ethnic cultures and knowledge sharing, pointing out that the type of cultures and the type of networks within an organization significantly influence knowledge sharing.

Delong and Fahey (2000), as cited by Castaneda and Toulson (2013), infer that there are four reasons why culture strongly influences knowledge sharing: culture teaches us the relevance and importance of different types of knowledge; culture dictates the owners or origin of various types of knowledge; culture sets the foundation for how knowledge can be shared; and furthermore, culture influences how new knowledge is created and adopted.

2.2.6 Knowledge sharing and organizational culture

Organizational culture is a factor that influences knowledge sharing in the organization, and is defined as a set of values, that are shared within the organization and that dictates how organizational members behave and communicate (Alavi, Kayworth & Leidner, 2006, as cited by Castaneda and Toulson, 2013).

2.2.6.1 High solidarity and sociability

There are said to be three highly important and influential organizational cultural factors that affect knowledge sharing: “high solidarity and sociability, the promotion of fair processes and fair outcomes, and recognition of employees’ work” (Smith & McKeen, 2003, as cited by Castaneda & Toulson, 2013, 89). Castaneda & Toulson (2013) go on to explain that high sociability amongst people increases the chances of idea acceptance and buy-in, high solidarity brings about greater levels of trust, and work recognition amongst senior management encourages organizational citizenship behaviors like knowledge sharing and transfer. The authors also point to the fact that knowledge sharing has been found to be a transactional activity, where one actor upon building trust and sharing knowledge with another actor, will expect the same treatment to be reciprocated in future, this indicates the importance of trust in the knowledge sharing dynamic. Trust can help to dictate if a relationship becomes transactional style or partnership-style and increases interactions and confidence in the relationship (Al-Alawi et al., 2007).

2.2.6.2 Communication

Research has found that trust, communication, information systems, reward systems and organizational structures all positively influence knowledge sharing in the organization. Communication being an important part of any organizational activity, ties in with all the factors mentioned above, to contribute to

knowledge sharing success. Communication in this context can be described as oral communication and body language delivered through human interaction, this kind of human interaction can only be fostered by a social environment within the organization (Al-Alawi, et al., 2007; Smith & Rupp, 2002; Castaneda & Toulson, 2013). An organizational culture that is open and cooperative, facilitates knowledge sharing and use, and further supports the notion that the social environment can influence knowledge sharing attitudes and behaviors (Bock, Zmud, Kim & Lee, 2005; Janz & Prasarnphanich, 2003; Kankanhalli, Tan & Wei, 2005; Boh & Wong, 2013). Social interaction creates opportunities to share knowledge, increases knowledge flows, knowledge creation and social capital. Furthermore, multi-unit organizations could benefit from social interaction to increase levels of interunit knowledge sharing. Knowledge sharing demands complex social processes and collaborative team efforts, and social interaction works to build trust and cooperation in these social processes (Tsai, 2002).

2.2.6.3 Trust

Trust can be defined as the willingness of an individual to be vulnerable to another individual, with the expectation that actions, and intentions will be reciprocated (Mayer et al., 1995, as cited by McNeish and Mann, 2010). Interpersonal trust found between individuals or groups, also dictates the reliability or the expectation of promises and actions between individuals (Politis, 2003, as cited by Al-Alawi, et al., 2007). Trust helps to build the relationship which helps to foster knowledge sharing, group performance, and increases willingness to engage and share with colleagues. It has been suggested that because people are more prone to turn to people for knowledge instead of documents, the building of relationships are vitally important for knowledge sharing practices (Levin and Cross, 2004, as cited by McNeish and Mann, 2010). Relationships are important for obtaining information, learning, and solving problems in the workplace (Lave and Wenger, 1991, as cited by McNeish and Mann, 2010). Some information requires interaction to be shared, and cannot easily be transmitted via documents (Mintzberg, 1973, as cited by McNeish and Mann, 2010). Groups that contain a high level of trust display: an informal, flexible and open structure; informal procedures; decentralized decision making; and highly personalized relationships (Lewis and Weigert, 1985; Aldrich and Fiol, 1994; Mcneish and Mann, 2010). Trust is also beneficial because it avoids the display of self-interested behavior, where employees exploit the relationships with colleagues to obtain knowledge for personal success and abuse of power (Williamson, 1981, as cited by McNeish and Mann, 2010). Sharing explicit knowledge demands less trust because it can be transferred via documents, databases and instructions, whereas tacit knowledge demands a high level of trust because it is the type of knowledge embedded in the minds of individuals, and requires personal interaction to extricate, therefore different types of knowledge requires different levels of trust (McNeish and Mann, 2010).

2.2.6.4 Information Systems

Information systems refer to a network of people, data and processes that interconnect and support each other for the success of daily operations, problem solving and decision making (Whitten et al., 2001, as cited by Al-Alawi et al., 2007). Information systems can be actively used for knowledge sharing by creating and making available knowledge repositories or directories where employees can electronically access and share knowledge and experiences (Connelly and Kelloway, 2003, as cited by Al-Alawi et al., 2007).

2.2.6.5 Reward systems

Reward systems can work as incentives for employees to be encouraged to share and communicate knowledge to each other, these reward systems should reward horizontal knowledge sharing and should focus on rewarding group performance instead of individual performance (Syed-Ikhsan and Rowland, 2004, as cited by Al-Alawi et al., 2007).

2.2.6.6 Organizational structure

Lastly, organizational culture dictates the organizational structural design in terms of: division of labor; decision authority; coordinating mechanisms; organizational boundaries; and networks of information streams, all significantly affect the ways knowledge can be managed and shared in the organization (Mayer et al., 1995, as cited by McNeish & Mann, 2010). Mcneish and Mann (2010) comment that organizational design is a visible manifestation of an organization's culture. Management are now beginning to realize the negative impact of bureaucratic organizational structures, which were found to restrict knowledge sharing flows, and increase the time taken to filter knowledge to the parts of the organization that needed it most (Al-Alawi et al., 2007). Tsai (2002) infers that formal hierarchical structures and informal lateral relations are important for knowledge sharing within multiunit organizations, and furthermore, that because diverse knowledge is found in different organizational units, the ways in which organizational units are structured and coordinated will impact on how knowledge sharing can take place. Al-Alawi et al., (2007) found the following techniques within organizational structures that positively influenced knowledge sharing: collaboration and teamwork (66.2%), training (new or existing staff) (49.8%), formal and informal discussion (47.8%), knowledge sharing tools (emails, documents, IT systems, groupware, intranet, etc.) (45.3%), communication networks (internet, intranet, and extranet) (44.3%), communication during break time (38.8%), brainstorming (36.3%), workshops (34.8%), seminars (25.4%), conferences (21.9%), focus groups (18.9%), and quality circles (17.4%). These findings have further supported the claim that knowledge sharing prospers in the presence of the following organizational factors such as trust,

communication, information systems, and reward systems. It also further suggests that participative decision making, open information flows, and networks and communities of practice positively influence knowledge sharing.

Mustafa et al. (2015) suggests that to further encourage knowledge sharing activities amongst colleagues, it would be best to select, train and motivate employees in the organization who will be able to engage in and encourage knowledge sharing amongst colleagues. Training seems to put into perspective a manner and technique of engaging with colleagues and using knowledge as a building mechanism instead of a competitive mechanism. Incentive and compensation structures, performance management and appraisal systems, and one-on-one communication foster an environment conducive to knowledge sharing, the only intermediating factor is an individuals' personal willingness to engage in the knowledge sharing activity (Castaneda & Toulson, 2013). Anand et al. (2007), as cited by Han et al. (2010) suggest that organizations can benefit from flexible organizational structures, that help to align employees' interests with organizational goals and that encourage employees to develop organizational citizenship behaviors that further contribute to organizational performance.

2.2.7 Knowledge sharing and personality

There is a suggested link between knowledge sharing and personality traits and characteristics. Understanding how to select knowledge leaders in the organization based on these characteristics may greatly change the way we implement knowledge management systems in the organization. Social and psychological processes impact on knowledge sharing because it is a process that takes place between individuals and groups (Triandis et al., 1988, as cited by McNeish and Mann, 2010).

2.2.7.1 Competency

Findings suggest that colleagues are more likely to transfer knowledge if they perceive the transferee as competent, and if they themselves have learnt valuable skills and techniques to aid knowledge sharing (Lin & Lee, 2004; Mooradian, Renzyl & Matzler 2006; Wu, Hsu & Yeh 2007; Mustafa et al. 2015). Castaneda & Toulson (2013) indicate in their discussion that expert employees are reluctant to share their knowledge if they perceive their expertise knowledge to be personally beneficial or advantageous. Research also suggests that individuals do not seek help even when it is readily available due to the fear of appearing incompetent, dependent, and thus powerless (Lee, 1997, as cited by Boh and Wong, 2013).

2.2.7.2 Cost-benefit attitude

Mustafa et al. (2015) suggest that employees are also influenced by a cost-benefit attitude, they are actively evaluating if knowledge sharing will benefit or cost them in the workplace, and trust plays an important role in evaluating this analysis. Research has also found that employees will not seek for help even if it is readily available to them due to the fear of being incompetent and dependent and therefore powerless (Lee, 1997, as cited by Boh & Wong, 2013). In recent years, organizations have taken on a competitive nature within and amongst organizations, this has exasperated knowledge hoarding within the organization. Personal reward systems debilitate knowledge sharing in the organization by introducing a sense of competition amongst fellow colleagues (Castaneda & Toulson, 2013). Naicker (2010, 58) asserts that “with the common belief that “knowledge is power”, employees may use what they know to manipulate circumstances to their own betterment”. Knowledge hoarding then is the active, conscious decision to withhold knowledge or information from other individuals based on the understanding that the knowledge or information is valuable and could be used by others to obtain benefits that the knowledge owner would like to obtain or retain.

2.2.7.3 The Five-Factor model

Matzler et al. (2008) identify a five-factor model in their study about personality traits that are linked with knowledge sharing behavior, these are neuroticism, extraversion, agreeableness, openness to experience, and conscientiousness. Of these five factors, three were found to be positively related to knowledge sharing: agreeableness, conscientiousness, and openness.

2.2.7.3.1 Agreeableness

Agreeableness is described as comprising the following traits: good-natured, forgiving, courteous, helpful, generous, cheerful, cooperative, altruistic, sympathetic, enthusiastic, cooperative instead of competitive. Agreeableness can be particularly valuable in building team cohesiveness and facilitating relationships amongst colleagues which can encourage better knowledge sharing practices.

2.2.7.3.2 Openness

Openness is described as displaying the following: imaginative, outward display of sensitivity, attentiveness to personal feelings, preference for variety, intellectual curiosity, originality, and independence of

judgement. People who display a high level of openness, are open to new ideas and thoughts, are curious to learn, and are willing to engage in the learning process (Matzler et al., 2008).

2.2.7.3.3 Conscientiousness

Conscientiousness is a trait characterized by dutifulness, dependability, responsible, organized, hardworking and achievement oriented. Conscientiousness has been linked to organizational citizenship behavior, which is when an individual chooses to accomplish and engage in work-related activities that are beyond their minimum job role (Matzler et al., 2008). Research suggests that organizational commitment is a prerequisite for organizational citizenship behavior (Han, Chiang, and Chang, 2010).

2.2.7.4 Psychological ownership and organizational commitment

Psychological ownership has been defined as a feeling of significance an individual place on something substantial or non-substantial. Organizational commitment has been defined as a positive working attitude, a positive investment in organizational goals, employed by an individual for the purposes of remaining in an organization. Employees who display organizational performance share four important factors that contribute towards knowledge sharing and organizational effectiveness: information, reward, knowledge, and decision-making powers (Han et al., 2010).

It has also been suggested that individuals who possess psychological ownership and organizational commitment behaviors are more inclined towards engaging in knowledge sharing (Han et al., 2010). Furthermore, the author suggests that organizations can benefit from designing mechanisms to increase levels of psychological ownership and organizational commitment, such as EPDM. EPDM is a participatory management style, that seeks to lead, motivate and encourage the involvement and contribution of its employees in organizational decision making. This organizational mechanism is identified as a self-management mechanism, where employees can take responsibility within the organization whilst also using the opportunity to express their talents and strengths. Using this technique can be beneficial for both employer and employee, working to empower and motivate the employee, whilst simultaneously increasing levels of organizational commitment and psychological ownership thus benefiting the employer (Han et al., 2010).

2.2.7.5 Knowledge sharing mechanisms

Hong and Vai (2008), as cited by Cowham (2011) proposed a model containing four knowledge sharing mechanisms to positively increase willingness to share knowledge: shared understanding, learning climate,

coaching and job rotation. Job rotation has been shown to contribute to higher levels of knowledge sharing because employees from different units and departments pool together their collective knowledge and experiences, therefore the more integrated an employee becomes in a department, the more diverse knowledge they can acquire (Saifi et al., 2016). The following has also been suggested to improve knowledge sharing within the organization: increased learning; shared vision and integrated organizational networks; increased levels of trust; increased use of face-to-face meetings within departments; improved sharing systems; increased formal meetings/trainings; increased levels of intranet access; and system manuals (Skinnarland, Oslo and Sharp, 2016).

2.2.8 Knowledge sharing and the Social Exchange Theory (SET)

Social exchange theory is considered one of the most consequential frameworks for understanding workplace behaviorisms and has been thought to bridge disciplines such as anthropology, psychology and sociology (Cropanzano and Mitchell, 2005). The social exchange theory derived from the economic exchange theory and involves an interplay of social factors such as trust, respect and knowledge (Wang, Yen & Tseng, 2015). The social exchange theory primarily proposes that people engage in certain actions or behaviors because there is a reward attached to that action or behavior and that the reward will justify the efforts made (Liao, 2008). Social exchange theory, therefore attempts to understand and predict individual behavior, motives and efforts and can be used to critically analyze workplace behavior.

Since its conception in 1920, the social exchange theory has been interpreted and theorized by various authors, there exists several different perceptions and frameworks around the social exchange theory. These various authors agree that the basic tenet underpinning the social exchange theory is that certain behavioral norms or certain social interactions create a pattern of mutual reciprocation amongst individuals (Cropanzano and Mitchell, 2005).

It is postulated that social exchange relationships exist and are fostered in the workplace, for example, when an employer is good to their employees, then a mutually beneficial relationship begins to grow whereby mutually advantageous benefits can be transacted, and where benefits such as productivity and positive employee morale are produced. It is further proposed that social exchange actions do not guarantee there will be a reciprocation, these social exchange actions create long lasting patterns in behavior, and that these social exchanges are interdependent and reliant on each other for mutual reciprocation to take place (Cropanzano and Mitchell, 2005). This means that should one party not be satisfied with the exchange given by the other party, transactions between the two can stop altogether (Liao, 2008). It is therefore believed that relationships formed between people can affect social exchanges transacted, and vice versa.

Trust is a very important component of the social exchange theory, along with loyalty and commitment. Trust is thought to: initiate and maintain social exchange relationships; influence cooperation amongst people; and is thought to maintain the stability of social relationships (Liao, 2008).

According to what has previously been discussed about knowledge, trust is a very important mitigating factor involved in knowledge sharing, and therefore the social exchange theory can be applied when looking at the dynamics of knowledge sharing behaviors in the workplace. Davenport and Prusak (1998), as cited by Wang et al. (2015) ascertain that trust in the possibility of reciprocity is the thing that drives knowledge sharing forward, this is better understood as saying that people trust that they will receive something in return if they engage in a particular action, and this is one of the reasons why people will engage in knowledge sharing in the first place, because there is a perceived reward associated to the activity. If an employee perceives that their relationships with coworkers will improve and that the result will be fair and rewarding (Huber, 2001, as cited by Wang et al., 2015), then employees will be more encouraged to engage in knowledge sharing behaviors (Bock et al., 2005, as cited by Wang et al., 2015).

2.2.9 Knowledge sharing and IT

Information technology has experienced great advancement and evolution over the last few years, these changes have placed a greater value and importance on intangible assets such as knowledge and information (Drucker, 1993, as cited by Han et al., 2010). The use of these intangible assets for the creation of new ideas, information and knowledge lead to the development of innovation within the organization thus contributing towards higher organizational performance (Anand, Gardner and Morris, 2007; Puranam, Singh and Zollo, 2006; Han et al., 2010). Knowledge intensive economies are resource-intensive, and require information technology to enable organizational success, operational efficiency and strategic competitive advantage (Ferratt, Agarwal, Brown and Moore, 2005, as cited by Naicker, 2010).

IT system infrastructure for knowledge sharing can work to increase knowledge flows, share and store employee experiences and skills, thus creating an organizational memory database where employees can source knowledge from. IT plays an important role in the knowledge sharing and transfer process, by making knowledge easily available, the ease of use also, in turn encourages employees to share their knowledge.

Many organizations encourage employees to acquire and apply their knowledge but not to actively share their knowledge, this is supported by employees' common usage of emails, databases and intranets that are designed more for knowledge attrition and not knowledge extraction. Employees commonly consider their role as knowledge receivers instead of knowledge sharers (Antonova et al., 2011).

Organizations can do more to benefit from IT infrastructure in the organization, by developing incentive structures focused on fostering individual competencies and organizational practices to assist with the externalization and internalization of knowledge. Although implementing more efficient IT tools for knowledge sharing can be used to better the KS systems of the organization, a general improvement in the knowledge sharing culture of the organization should be a priority for organizations seeking to improve their knowledge transfer mechanisms within the organization (Antonova et al., 2011). In a study conducted by Al-Ma'aitah (2008), the effects and benefits of electronic collaborative media were shown as an important contributor to knowledge sharing, the author further commented that organizations could benefit from implementing newer technologies to achieve higher levels of knowledge sharing within an organization (Shanab et al., 2014).

2.2.10 Knowledge sharing and learning

Organizational learning is defined as a process that incorporates building, supplementing and organizing knowledge and routines, encouraging the use of broad skills within the organization; and adapting and developing organizational efficiency (Dodgson, 1993, as cited by Cremades, Balbastre-Benavent and Dominguez, 2014). It has also been suggested that knowledge sharing is an imperative part of the knowledge management processes within an organization, promoting learning and influencing continuous improvement in an individual's performance within the organization (Yu et al 2010, as cited by Abu-Shanab, Haddad and Knight 2014). Organizational learning is a transformational process in which individual knowledge is reformed into organizational knowledge (Yang, 2010; Abu-Shanab et al., 2014). Organizational learning contributes to long-term performance and organizational survival, a lack of organizational learning mechanisms results in poor processes and weak knowledge sharing systems (Yuki, 2008, as cited by Abu-Shanab et al., 2014). A learning organization is one which encourages learning and develops a learning culture based on the best employee learning practices (Skuncikiene et al., 2009, as cited by Abu-Shanab et al., 2014). The learning organization encourages employees to excel, create acquire and transfer knowledge (Garvin et al., 2008, as cited by Abu-Shanab et al., 2014).

Organizational learning requires knowledge sharing to be successfully implemented, organizational effectiveness and performance rely on the effective organizational knowledge sharing across all organizational units and levels (Irani et al., 2009, as cited by Abu-Shanab et al., 2014). Knowledge sharing tools are specifically designed to increase interaction between knowledge senders and knowledge receivers to facilitate problem solving and knowledge sharing thus contributing greatly towards organizational learning (Sammour et al., 2008, as cited by Abu-Shanab et al., 2014). Organizational learning cultures,

organizational environments, and technological infrastructures are factors that affect an individuals' willingness to share knowledge (Hislop, 2002, as cited by Abu-Shanab et al., 2014).

Successful organizational learning requires that knowledge is stored within the mind of the individual because the learning process can only operate if a human mind recognizes the knowledge being learnt (Law and Ngai, 2008, as cited by Abu-Shanab et al., 2014). Organizational learning also requires that knowledge be communicated and distributed easily throughout all organizational units and hierarchies (Abel, 2008, as cited by Abu-Shanab et al., 2014). Managers encourage organizational learning to enable employees to apply knowledge to any application more effectively (Yang, 2007, as cited by Abu-Shanab et al., 2014). Knowledge sharing amongst organizational units is vitally important for organizational learning, as each organizational unit is affected by the knowledge of another organizational unit, thus indicating codependency of knowledge resources within the organization (Tsai, 2001).

Cremades, et al. (2014) introduce a model for organizational learning that incorporates models of knowledge creation, learning and transfer: Phase 0 involves individuals assimilating information from the environment around them; Phase 1 is a subconscious process of processing the information in order to understand something new (knowledge creation); Phase 2 involves transferring the knowledge amongst individuals; Phase 3 involves integrating and consolidating the knowledge with knowledge bases that already exists amongst individuals; Phase 4 involves sharing knowledge beyond the initial circle of knowledge creators, so that it can be further expropriated, transferred and developed in higher ontological levels of the organization; Phase 5 results in the further integration, institutionalization and transfer into other organizations. This model supports and elaborates on Hedlund's four phases of organizational learning, which comprises of intuition, interpretation, integration and institutionalization.

There are four knowledge conversion modes: socialization is where individuals engage in knowledge sharing; externalization is where tacit knowledge is changed into explicit knowledge; combined involves the transformation of existing explicit knowledge into a more detailed and elaborate version; internalization is the process where explicit knowledge is transferred back into tacit knowledge (Bermejo, Tonelli, Zambalde, & Todesco, 2013).

The social factors of an organizational structure can affect knowledge sharing in various ways: Formal stimuli such as cross-functional projects, matrix reporting structures, etc., encourages intra-organizational knowledge sharing and results in intended learning within the organization. Whilst informal stimuli, such as professional clubs, social events and social networking, encourage inter-organizational knowledge sharing thus resulting in unintended learning (Lawson et al., 2009, as cited by Cowham, 2011).

Thus, to ensure that human capital contributes maximum value in the organization, organizations should ensure there are effective management practices, HR practices, and a conducive learning environment (Naicker, 2010).

2.3 Knowledge management

Knowledge management is the systematic process of acquiring, organizing, and communicating organizational knowledge for use within the organization (Conger, 2014). Knowledge management is also defined as a process of systematically generating, sharing, applying, renewing and updating knowledge to achieve organizational goals (Pillania, 2007, as cited by Naicker, 2010). Knowledge management encompasses the following: enabling knowledge applicability to organizational practices; developing a knowledge sharing culture conducive to knowledge sharing, creation and application; creating knowledge sharing networks within the organization (Davenport & Prusak, 1998, as cited by Bermejo et al., 2013). Knowledge management is defined as being a conscious and strategic activity of allocating knowledge resources to the right people at the right time (Govender, 2010). The knowledge management process involves capturing, codifying, distributing and utilizing knowledge within the organization (Lee, 2001). Knowledge sharing within the organization entails making knowledge readily available to employees (Saifi, et al., 2016). Knowledge management systems create knowledge repositories or databases and help to encourage innovation of new systems and processes (Naicker, 2010). Knowledge management also involves discovering how to integrate and manage knowledge so that it results in effective organizational performance (Lee, 2001). This notion necessitates the proper understanding of knowledge management strategies within the organization, and the various methods that are used to create and manage knowledge within the organization.

2.3.1 Organizational capability

Knowledge management is highly associated with organizational capability; which indicates an organization's ability to strategically adapt, integrate and reconfigure internal and external organizational resources to meet the organizational requirements, thus organizational capability is a factor contributing to competitive advantage (Lee, 2001). Furthermore, an organization's absorptive capability refers to an organization's ability to acquire, assimilate and exploit valuable knowledge to achieve organizational objectives (Lee, 2001).

Drucker (1993), as cited by Govender (2010) states that knowledge is a very personalized mechanism, residing, manipulated and being utilized within and amongst people. This statement further bears consequences for how we understand knowledge sharing and the larger knowledge management mechanisms at play within the organization. People are in possession of large, valuable networks of knowledge, that continue to grow and develop the longer they are employed within an organization. To begin to understand how knowledge extraction works, one must understand how knowledge is absorbed, utilized and shared amongst people.

Mansingh (2009), as cited by Shanab, Haddad, and Knight (2014) describes knowledge sharing as an enabler of knowledge management, and that knowledge sharing is divided into two different aspects: supply and demand. The supply aspect involves creating a knowledge sharing environment that encourages employees to share their knowledge with colleagues, the demand side involves managing the knowledge sharing behaviors amongst employees and acquiring knowledge in the organization to enhance the knowledge sharing process. This is further appropriated by the understanding shared by Liebowitz (1999), as cited by Srivastava, Bartol, and Locke (2006), he asserts that knowledge sharing is an important contributing factor for knowledge management in that it assists in codifying the existing knowledge bank and creating a means of increasing the knowledge bank.

2.3.2 Social structures

Knowledge management systems are highly dependent on the social structures in which they operate, therefore, every knowledge management system will be different depending on the organization that it is being designed for. The knowledge management system characteristics will be subjective, and dependent on the perceptions, attitudes and responses of employees towards knowledge management systems within the organization (Boh and Wong, 2013). This finding is supported by the Social information processing perspective which dictates an individual's interpretations and perceptions of reality are highly influenced by the social environment in which they operate, i.e. the actions and opinions of their colleagues (Fulk et al., 1987, as cited by Boh and Wong, 2013). Stock oriented knowledge management systems contribute to greater knowledge assimilation and creation, whilst flow-oriented knowledge management systems have greater individual and group level knowledge transfer and integration (Cremades et al., 2014).

Social networking and the social development of relationships and communication channels are thus vitally important and highly conducive for successful knowledge sharing and absorption (Laursen, 2005, as cited by Cowham, 2011). The idea of individual and collective knowledge is explored by many authors, individual attainment of knowledge is acknowledged as the learning and absorption of knowledge by one

singular individual whilst collective knowledge is seen as many different individuals feeding off each other's knowledge banks, which depend on each other and feed off each other to effectively develop further (Spender, 1996, as cited by Cowham, 2011).

2.3.3 Types of knowledge management systems

It has been suggested that there are two different types of knowledge sharing systems: Personalization and Codification. Codification is the knowledge that is articulated, captured, and stored within documents and databases; personalization involves a process of sharing knowledge via direct individual interaction (Hansen et al., 1999, as cited by Boh and Wong, 2013). The two different types are further divided into four groups: informal personalization-describes informal and unstructured person-to-person knowledge sharing, this type of knowledge sharing is dependent on whether an individual knows which person knows what in the organization; formal personalization-describes formal structured opportunities to share knowledge with colleagues, via means of communities of practice or formal training initiatives; formal codification-describes the process of capturing and documenting knowledge shared by individuals into an electronic repositories that can be used in future; informal codification-describes an informal codification process transforming person-to-document knowledge through the means of exchanging documents between colleagues (Boh and Wong, 2013).

2.3.4 Knowledge repositories

Knowledge repositories work to facilitate the acquisition and retention of organizational memory, this makes knowledge accessible and available to employees at any time and assists to retain valuable information once employees have left (Boh and Wong, 2013). Research indicates that knowledge sharing via informal personalization can create apprehension for the knowledge seeker, since they must admit ignorance on a knowledge topic to request assistance, however the use of knowledge repositories offers the knowledge seeker the benefit of anonymity and privacy (Borgatti & Cross, 2003, as cited by Boh and Wong, 2013).

2.3.5 Information technology systems

Knowledge management works hand in hand with IT systems to enable the distribution of knowledge throughout the organization, for example; electronic databases, network systems, and software. Other technology used for knowledge sharing include groupware, intranet, e-mail, discussion forums, and e-

bulletin boards (Alavi and Leidner, 2001; Bender and Fish, 2000; Skinnarland, Oslo and Sharp, 2016). Furthermore, Lau and Tsui (2009) asserts that the following knowledge sharing tools such as; search engines, internet, intranets, and peer-to-peer knowledge tools facilitate learning that can take place anywhere and at any time (Shanab et al., 2014). Employee experiences and knowledge can be transformed into organizational assets through the means of technology so that it is stored electronically for future learning purposes (Shanab et al., 2014). There are a few tips for ensuring that IT is a strategic tool for knowledge management in the organization: developing organizational IT standards that link people to people and people to IT infrastructure; connect IT strategy with knowledge management strategy; implement IT tools that enable access to explicit knowledge; establish knowledge management partners that connect information with IT systems; facilitate regular workshops and training to enable knowledge management strategies; understand and define knowledge management for the organization; find a fit between individual and organizational knowledge needs; nominate knowledge management champions and a team to support knowledge management initiatives; obtain senior management support for all knowledge management initiatives; actively demonstrate and communicate benefits and rewards associated with knowledge sharing within the organization; ensure a balance between people and IT infrastructure (Pillani, 2007, as cited by Naicker, 2010). Knowledge sharing within the organization can be measured and monitored by calculating: the numbers of times the knowledge management system has been accessed; currency and relevance of the information on the system; time spent by each employee on the system; amount and types of system information used to make decisions (McNeish and Mann, 2010).

2.3.6 Knowledge management techniques

The following knowledge management techniques can be employed in the organization: IT Infrastructure can be employed to assist employees to readily and easily share and access knowledge, e.g. electronic mail, and online networking systems, etc.; Supportive Organizational Policies- management can play a role by implementing policies, strategies, routines, and procedures to facilitate knowledge sharing in the organization; knowledge sharing practices- formal and informal interventions can work to encourage knowledge sharing practices amongst employees, e.g. private chats, brainstorming and innovation discussions/meetings, etc.; knowledge sharing motivation-motivating employees to encourage knowledge sharing practices can be done by using competition, reputation, ego, satisfaction, monetary incentives and organizational climate as a means of incentivization. There are two types of motivation that can be used to encourage employees' knowledge sharing behaviors: extrinsic motivation is when individuals are encouraged to do something to avoid a negative consequence; and intrinsic motivation is when an individual

is encouraged to do something based on the personal gains and advantages that result from the activity, for example, monetary rewards, increased positive reputation, etc. (Shanab et al., 2014).

Research conducted by Saifi, et al. (2016) propose a model that asserts there are 10 ways in which management support can drive knowledge sharing efforts within the organization. The ten proponents are seen in figure 2.1 below:

Model of efforts of management support on knowledge sharing

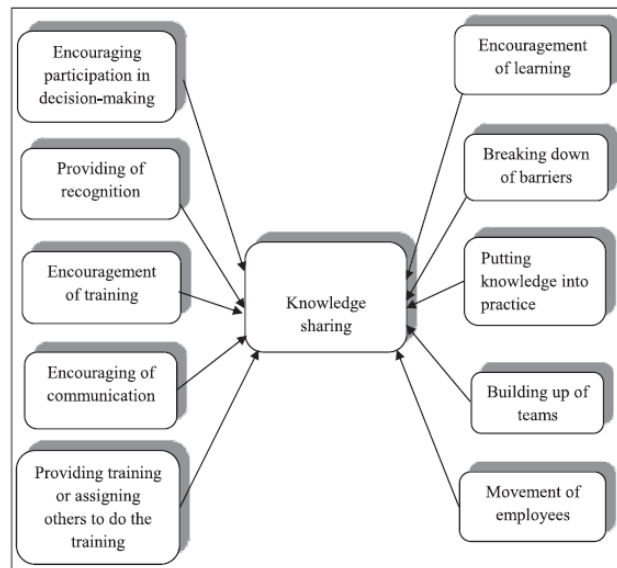


Figure 2 Model of efforts of management support on knowledge sharing

Figure 2.1 (Al Saifi, S., Dillon, S. and McQueen, R., 2016: 130.)

-Encouraging participation in decision-making: Al Saifi et al. (2016) found that knowledge sharing promotes the flow of information across all hierarchical levels within the organization and subsequently improves collaborative decision making.

-Providing recognition: Al Saifi et al. (2016) suggest in his findings that rewards and recognition structures increase knowledge sharing in the organization because this directs knowledge sharing behaviors towards a common organizational goal.

-Encouraging training: The authors proposed that managers needed to encourage training and facilitate more training in the organization as this is a primary means of sharing knowledge in the workplace. It is believed training can create channels for knowledge sharing and increase knowledge flows in the organization (Al Saifi, et al., 2016).

-Encouraging communication: The author's findings suggest that managers play an important role in encouraging both informal and formal means of communication in the workplace thus encouraging an increase in knowledge sharing behaviors. This was also shown to increase the quality and speed of the production of work in the organization (Al Saifi, et al., 2016).

-Providing/arranging training: Al Saifi et al. (2016) illustrate that providing training for employees can reap many benefits such as: training employees on efficient ways to work; allow the infiltration of expert knowledge to pass through various organizational levels; improving organizational processes; and encouraging joint efforts in achieving organizational goals.

-Encouraging learning: Al Saifi et al. (2016) asserts that managers are the key enablers for a knowledge sharing culture and that they encourage collective learning which results in knowledge sharing instead of individual learning which often results in knowledge hoarding.

-Breaking down barriers: It was proposed that managers are also key enablers for breaking down barriers that inhibit knowledge sharing behaviors in the organization. Managers can change group cultures, dynamics and processes in order to encourage a higher level of interaction amongst peers and colleagues thus increasing knowledge flows. When hierarchical and cultural barriers are removed, open communication between colleagues becomes easier to achieve (Al Saifi, et al., 2016).

-Putting knowledge into practice: The authors comment that managers should be able to demonstrate to employees how knowledge can be shared within the organization by illustrating step by step processes that can be used in the future. These processes work to condition knowledge sharing behaviors within the organization (Al Saifi, et al., 2016).

-Team building: Al Saifi et al. (2016) further suggests that managers play an important role in creating an environment in which knowledge sharing can be performed and encouraged. One of the ways in which this can be achieved is through team building initiatives. They comment that team building programs can be facilitated for the specific purpose of knowledge sharing.

-Moving employees: Lastly, Al Saifi et al. (2016) propose that moving employees or transferring them across units, projects or assignments can be useful for the infiltration of knowledge throughout the organization. Rotational assignments are a vital tool for encouraging knowledge transfer. These types of movements are particularly useful for attaining tacit knowledge.

2.3.7 Knowledge management system benefits

The strategic benefits of knowledge management systems are: easy access to knowledge assets; decrease in knowledge sharing costs; speedy storage and retrieval of information; reduced knowledge sharing errors; standardized knowledge sharing processes; capturing and creating rich, accurate information; clear structured organizational knowledge to facilitate sound decision-making by reducing time to research and problem-solve (Naicker, 2010). Furthermore, knowledge management helps to achieve organizational objectives, shared intelligence within the organization, higher levels of performance, innovation and competitive advantage.

2.3.8 Knowledge management system failures

Knowledge management system failures are perpetuated by the loss of knowledge caused by retirement, resignation, lack of employee responsibility and ownership of knowledge; lack of relevant, qualitative, and resourceful knowledge; incorrect implementation of IT infrastructure and insufficient budget to maintain knowledge management systems (Iuga & Kifor, 2014). Some of the challenges experienced with knowledge management within organizations: is to develop rewards, recognition and career opportunities relating to knowledge management efforts; giving an organization of specialists a common vision; devising a management structure for coordinating tasks and task teams; and ensuring the supply and skills of top management organizational members (Newell, Robertson, Scarbrough, & Swan, 2002). Other major concerns relating to knowledge management include: maintaining updated technologies; replacing old knowledge with newer, updated knowledge; and assigning responsibility for the knowledge management system. The greater challenges are not only found in the IT infrastructure but also the cultural and organizational issues that bear consequences for knowledge management systems, these broader issues must be understood to be managed (Alavi & Leidner, 1999).

2.4 Knowledge transfer

Knowledge transfer is the process of passing explicit or tacit knowledge from one party to another to facilitate the knowledge transferal and enable the interpretation and practical usage thereof. The aim of knowledge transfer is to ensure that once knowledge is transferred, the party that has gained new knowledge, and by the end of transfer the transferee should display the same knowledge ability as the knowledge transfer (Garavelli et al., Antonova, Csepregi, and Marchev, 2011). This bears understanding

on how we can identify successful knowledge transfer in the organization between organizational members, the presence of a knowledge ability after transfer, or the presence of a learned ability or skill. Transferring knowledge is the practical utilization of knowledge after it has been attained, combined and shared amongst individuals, it is the corroborating of information into a useful resource that can be passed on to others. Jensen and Meckling (1996), as cited by McNeish and Mann (2010: 19) comment that “knowledge transfer means more than the conveyance of information from person or organization to another but means that the recipient of knowledge understands the message well enough to take action”. It is a knowledge resource that can be used to make strategic organization decisions.

2.5 Conclusion

Organizations are rapidly moving away from a focused preoccupation with price competition and starting to move towards general organizational improvement and efficiency. The global markets seem to highly favor those organizations that can share and create knowledge in quicker, more efficient manners, especially in comparison to competitors (Porter 1990, as cited by Du, Ai and Ren 2005).

Knowledge sharing is positively associated with knowledge transfer, and is linked with improved group processes, sound decision making, greater innovative creation of products and ideas, and increased organizational performance, which can be measured against sales and profit margins, and reduced transactional costs within the organization. Knowledge sharing also positively influences levels of trust within working relationships and works towards improving organizational cohesiveness and cooperation between colleagues (McNeish and Mann, 2010).

The conclusions about knowledge can be considered significant in the greater plan of this dissertation. Some of the common ideas employees associate with knowledge is that it is predominantly a human-based concept referring to skills and experiences; it is influenced and exists within an organizational context and is best utilized when individually tailored to suit individual organizational contexts; knowledge improves effectiveness, efficiency and competitiveness; knowledge is most valuable when it is in a form that can be easily shared, applied and understood (Sharp 2008). According to Sharp (2008), employees seem to have a very accurate understanding of knowledge and its uses within the organization.

PART 2- LITERATURE REVIEW

2.6 Management development: Introduction

Leaders and management are left with uncertainty and great challenges in the face of the inevitable, ruthless and ever-changing, complex marketplace. Globalization, fast paced advanced technology and the 21st century customer leaves much to be done for organizations to remain afloat competitively. Being able to create a viable, strong strategy in the face of organizational challenges is becoming an absolute prerequisite for any individual taking on or occupying the position of management. Organizations seek to place greater trust in management to hold the fort or navigate the organization safely through the storms that come toward it. Managers of today must seek to understand change and be able to control and manipulate its effects in favor of the organization. This type of management requires a variety of strong leadership skills and capabilities. It has been suggested that mere management skills are limiting and complacent in comparison to leadership skills, which are sufficient and broad enough to enable managers to navigate and process through organizational change. The idea behind developing management today then is more to develop leadership capabilities whilst also accomplishing and foreseeing organizational needs (Conger and Benjamin, 1999). Managers with leadership skills are critically important for the survival of the organization, it is therefore in an organization's best interests to employ every strategy available to select, recruit, develop and retain good managers (Safla, 2006).

2.6.1 The purpose of management development

Management development initiatives and programs are mechanisms to ensure management are equipped with tools to face organizational change, competition, globalization, technological advancement and international business arenas. By definition management development is an individual or collective effort to enhance and grow the capabilities and skills of management. It can also be defined as the accumulation of all training and development efforts, intended to uncover and develop management potential for individual or corporate benefit (Lisinski and Szanicki, 2011). The author also comments that management development assists in directing and developing managers into skills sets that may be important for their current role and future roles within the organization tying these in with overarching organizational goals. According to Buhler (2002), as cited by Lisinski and Szanicki (2011) training encompasses the learning of vital knowledge and skills that pertain to the performance of a job or role, whilst development is the process of harnessing and refining skills needed for various kinds of jobs, the benefits of which are long term. Management development has been understood to educate its managers regarding the ways in which they

may strategically achieve organizational needs and serve to prepare managers for a more demanding and higher level of responsibilities (Safla. 2006).

This makes management development a vital mechanism for enhancing and forming essential skills and capabilities in those employees who are or will in the future hold influential executive or management positions within the organization. The skills of which will form a foundation for the future of that organization. In particular, management development initiatives are costly and budgets needed for these kinds of programs are exorbitant. The reality also is that these initiatives have a very low transfer rate, meaning that knowledge transmitted via these development programs are not always retained by the trainees for future use as much as is expected (Brown, Warren and Khattar, 2016). The efficient development of these programs must be taken into consideration so that the right materials are taught in the right manner to the right people at the right price to obtain the best results. Research conducted by the author indicates that finding that balance is not always easy, and more commonly it is found that management development programs are not designed in a manner that reaps the highest benefit for the organization and the individual.

2.6.2 Management development and globalization

Management knowledge is becoming an interesting subject of research in recent years, considering how globalization has inspired the growth of organizations into multinational corporations, one can see how management knowledge will now be a prerequisite for success in the global markets. The types of management knowledge to be learnt and the avenues it will dive into will be further explored as greater and more complex organizational challenges are uncovered along the way. Management knowledge is particularly difficult to share considering how interwoven it has become with culture, therefore developing countries must seek to study indigenous management knowledge in order to further succeed. Management development therefore plays a pivotal role in the development of managers who operate within organizations seeking to succeed in the international marketplace (Nurmi and Udo-Aka, 1980).

2.6.3 Management development programme objectives

Studies confirm that development programs seek to accomplish a few focused objectives and purposes. Conger and Benjamin (1999) discuss five objectives of a leadership development program: to create a consolidated understanding of the organization's strategic vision; to accelerate large-scale changes; to encourage the swift application of knowledge; to create a pool of leadership talent; to encourage the accomplishment of organizational goals towards the bottom line. Gold, Richard, and Mumford (2010: 78) discuss the main aims of leadership development to comprise the following: "to develop leadership

capability; develop agility, engagement, productivity, and client/customer focus; create leaders who can teach, coach and learn; drive culture change; develop individuals' self-awareness and adaptability of own leadership style".

The discussion to follow in sections below will seek to uncover what it means to be a manager, the various management development initiatives being currently employed according to research, the various positive impact of these implementations and the increasing importance of management development initiatives. The discussion also touches upon management and its link to the concept of leadership, and the various ways in which management development programs can be evaluated and improved upon.

2.7 Characteristics of a manager

There are theories in research that believe there are characteristics or personality traits that are specifically found in excellent managers, most of these are also similar to leadership characteristics as managers are expected to be leaders in the organization. The most significant of these theories were found to be the characteristics identified in Conger and Benjamin's (1999) study.

Conger and Benjamin (1999) discuss 9 characteristics used in the Federal Express's Leadership Evaluation and Awareness Process (LEAP), these characteristics describe what an employee is expected to embody in the role of a manager. Their study offered an exploration of 9 characteristics: 'charismatic leadership', 'individual consideration', 'intellectual stimulation', 'courage', 'dependability', 'flexibility', 'integrity', 'judgment' and 'respect for others'.

"Charismatic Leadership" describes the ability of a person who can prioritize organizational goals efficiently, transmit and communicate organizational goals and missions to his or her peers, encouraging the achievement of these goals by lifting morale, assisting others to understand their purpose, and commanding respect and teamwork amongst peers (Conger and Benjamin, 1999).

"Individual Consideration" describes a manager who engages in transformational leadership by identifying individuals by what motivates them and acting on them accordingly, displaying equal treatment and inclusion to all, these managers serve as coaches or teachers and provide learning opportunities and serve as excellent role models for their subordinates (Conger and Benjamin, 1999).

"Intellectual Stimulation" describes a manager who can initiate thought-provoking conversation amongst peers, promoting out-of-the-box problem solving, evoking imagination and insight into organizational challenges (Conger and Benjamin, 1999).

“Courage” describes a leader who is strong, confident and capable of making difficult decisions, giving constructive criticism, acting independently, standing up for uncontroversial ideas, and persevering through personal challenges (Conger and Benjamin, 1999).

“Dependability” describes a manager who is reliable, keeping to his or her commitments, prioritizing deadlines, accepting responsibility for his or her decisions, working independently whilst also maintaining open communication with those involved in the work (Conger and Benjamin, 1999).

“Flexibility” describes a manager who can adapt and thrive despite the waves of change, remain stable in every environment, multitask whilst also prioritizing critical tasks, and offering direction in times of need (Conger and Benjamin, 1999).

“Integrity” describes a manager who lives and works by a set of ethics or values, who can adopt and understand their corporate and professional responsibilities, who does not abuse his or her professional capacity in any way, and who serves as an ambassador for organizational policies and ethics (Conger and Benjamin, 1999).

“Judgement” describes a manager who can make unbiased, sound, logical decisions, based on factual information whilst also taking people into consideration (Conger and Benjamin, 1999).

“Respect for Others” describes a manager who leads with honor and integrity, demonstrating an equal respect, belief and recognition for everyone with no prejudice or bias (Conger and Benjamin, 1999).

In the past, it was believed that managers were born with qualities that indicated their predisposition for management, however in recent years, research has shared the opinion that management can be taught, and the qualities needed to be an effective manager can be shared with others (Lisinski and Szanicki, 2011).

2.8 Management development and leadership

Leadership studies in its earlier years was previously referred to as studies on how to become an effective manager. Goal setting and incentivization was only the tip of the iceberg when understanding the true role of leadership, research indicates that being a leader involves understanding the competition, developing action plans to navigate through challenges, and recognizing capabilities needed to succeed. Leadership development is no longer defined by the process of developing a leadership mindset of its managers, but rather the leadership mindset of the entire organization (Conger and Benjamin, 1999). Leadership has also been defined as occupying the following characteristics: a teacher, a coach, a cheerleader, a counsellor, a

guide, a corrector, a protector, an explainer and an observer (Clark-Epstein, 2002, as cited by Lisinski and Szanicki, 2011).

Research seems to suggest that Leadership is in fact the most important characteristic of a well-developed manager. Leaders explicate and elaborate on existing knowledge that is misunderstood or complicated and use various methods of explanation to translate these things in a more coherent, meaningful manner to those in the organization (Armstrong, 1994, as cited by Safla, 2006).

Managers often attributed their leadership abilities to their experiences gained on the job and learned through their bosses. Formal training was often never mentioned as a reason for developing leadership skills. It is proposed that organizations are to blame in that they neglect to construct meaningful job experiences, neglect to establish effective role models, and fail to provide support and encouragement during the training experience. Studies suggested that job assignments, superiors and challenges in the workplace were all major contributors in the development of managers and executives and therefore also in the development of leaders (Conger and Benjamin, 1999).

Whilst many people may possess leadership skills, a great portion of people decide never to use them. It is further suggested that many people may avoid taking on leadership roles based on the desire for a less stressful position, fear of risk taking, fear of assuming greater responsibilities and the fear of opposing the status quo (Conger and Benjamin, 1999).

2.8.1 Leadership skills

Some of the ideals commonly taught in leadership development are the following: building dialogue, common goal setting and commitment, focus on the bottom line, sharing of useful, applicable knowledge, team building amongst leaders, distributing leadership skills and attributes into the organization, promoting opportunities for development and growth, and bringing together the focuses of management and other support structures to ensure the continued development of leadership (Conger and Benjamin, 1999). The author also comments that developing a leader requires instilling credibility and authenticity, individualized focus, giving structured, meaningful feedback, encouraging reflection and self-discovery.

It is postulated that there are three vital points of leadership: contact, clarity and impact. Contact describes an ability of a leader to display a sense of awareness and connectedness to himself and his organization and its people, clarity describes the ability of a leader to be a trendsetter who is able to discover new goals, directions and opportunities for his organization, impact refers to a leader's ability to be influential in his or her thought and action processes (Conger and Benjamin, 1999).

These findings suggest that managers that possess these characteristics can be considered effective leaders. The above discussion ties together the concept of leadership and management, suggesting that possessing leadership qualities are vital for making an effective manager.

2.9 Management development: types of initiatives

Various methods and techniques are used to develop managers, interestingly most management development initiatives involve various creative means of translating, communicating, transferring, and sharing expert management knowledge. Knowledge as we will see plays an important role in the development of managers and is the key component of every initiative.

It is suggested that there are three common management development approaches that companies employ when sharing management knowledge: the informal approach, the integrated approach and the formal approach. The informal approach focuses on unplanned accidental learning wherever the opportunity may arise, the integrated approach where natural learning situations are used as a structured learning experience, and the formal approach are based on training experiences that happen formally and away from the normal workplace routines. There are three different types of management development initiatives: training, developmental activities and self-help activities (Lisinski and Szanicki, 2011).

2.9.1 On-the-job and off-the-job training

On the job training includes job assignments, mentoring, job rotation and action learning, whilst off the job training includes short courses and seminars, educational materials such as documents, books and workbooks, outdoor programs and other initiatives (Lisinski and Szanicki, 2011). Cao and Hamori (2016) assert that 70 percent of managerial skills are acquired effectively through job assignments, more so than other development initiatives, and which is described as the method of developing employees using on the job projects or experiences.

2.9.2 Methods of management development initiatives

Cao and Hamori (2016) discuss the following as being the most common methods of management development initiatives: *mentoring* which includes one on one training offered by a person who has more extensive experience and knowledge on being a manager. *Coaching* is training offered by a professional in the field of interest. *Formal training* is initiated and facilitated by direct supervisors who provide knowledge, skills, career guidance, and career support. What we notice today is that these types of training

initiatives have taken on a more complicated form since the development of information technology. Employees can enjoy the benefits of online training, readily available coaches and training programs that are outsourced by professionals in different organizations and the use of online organizational portals specifically designed for training and developmental purposes. Commonly organizations use a mix of different approaches, both online and offline, outsourced and inhouse, theoretical and experiential.

2.9.3 Types of learning styles

Research discusses two different types of learning that categorize the ways in which managers can be developed: experiential and passive. Passive learning involves a lot of theoretical teaching, this type of teaching places the learner in a seminar or lecture type setting and often teaches the learner about situations that do not require personal contact. Experiential learning on the other hand is based on actual experiences and therefore requires a high level of observation, actions, and reinforcement of skills and abilities in practical work settings. Passive learning encourages easier understanding of information but makes introducing new information difficult to retain. Experiential learning allows real life experiences to be taught and grasped appropriately but lack a larger framework in which the knowledge can be understood and applied. Therefore, the most suitable training style for managers has been described as action learning, which encompasses a mix between passive and experiential learning, offering the best of both a theoretical and practical teaching style (Lisinski and Szanicki, 2011). Action learning has been described as a type of learning that involves the integration between practical work-related situations and the development and implementation of practical working solutions (Safla, 2006).

2.9.4 Management skills

Some of the concepts commonly taught by management development programs are communication skills, analytical skills, decision-making skills, and interpersonal skills (Arnds, Van Der Velder, Maurer, 2010). Arnds et al (2010) further make reference to following characteristics that they believe should be present in any management development program in order for the program to achieve the expected outcomes: the existence of working role models to enhance the learning through observation process, perceived control to allow learners to feel like they are in control of certain aspects of training and outcomes, and understanding the development program as a whole, learners should understand the aims, objectives, and itinerary of the program.

2.10 Benefits of management development

It has been asserted that the positive outcomes of management development are the result of a compound process involving individual, organizational and program design characteristics (Baldwin & Ford, 1988; Morrison & Brantner, 1992; Wang & Wang, 2004; Warr & Bunce, 1995; Ards et al, 2010). Furthermore, it has been suggested that for organizational rewards to create benefits such as positive work attitudes and behaviors, these rewards must be of value to the employees concerned. It has also been suggested that the positive outcomes of organizational practices were dependent on whether the organizational practice was initiated voluntarily or done by obligation (Cao & Hamori, 2016).

Some behaviors were found to have a strong positive impact on organizational support such as fair treatment from supervisors and management because of its voluntary nature. However, the existence of rewards, a favorable work environment and conditions yielded a weaker relationship to organizational support since these were actions offered by the organization due to obligation (Cao & Hamori, 2016).

2.10.1 Organizational commitment

Organizational commitment has been suggested by studies to be a positive outcome of management development practices. It has been described as an employees' positive emotional association or attachment to his or her organization in that he or she displays a voluntary willingness to be apart of and remain in an organization (Cao & Hamori, 2016).

In addition, management development initiatives such as developmental assignments were found to benefit employee's learning and was shown to be useful in predicting future career success. Developmental assignments are thought to be useful because they introduce unique and novel situations and environments that challenge employees in new and different ways. These types of assignments change the thinking patterns and problem-solving behavior of employees. (Cao & Hamori, 2016). Developmental assignments can work to stretch the imaginations and capabilities of employees making them capable of assuming larger roles and responsibilities.

2.10.2 Management skills and abilities

Management development programs have many positive effects for the organization that stem from developing strong leadership in the organization. It is postulated that the presence of strong leadership within the organization affects a variety of factors within the organization, in particular, its employees. It

has been suggested that the presence of strong leadership has the following positive effects: creating collective visions; higher productivity; creativity and generation of new ideas; effective communication channels; and the use of self-reflection and assessment. Findings suggest that management training teaches managers various advanced and effective tools and techniques to operate within the workplace and allows managers not only to teach and influence their fellow colleagues, but to become introspective with their own managerial behaviors to identify ways in which self-improvement and improvement in others can be achieved. Therefore, management training teaches managers to become teachers in the workplace. Management training teaches managers how to minimize obstacles, tackle difficult and diverse challenges, empower and guide teams of people, share and communicate ideas and strategies, assess weaknesses and direct improvement. Once this training is completed, managers take what they have learnt and use it in the workplace to teach those around them the very same ideals (Cunningham, 2012).

2.10.3 Organizational strategy

Speaking about developmental benefits on an organizational level, it is always beneficial to have a pipeline of developed managers who can be used to attain higher organizational goals and directives. This however, can only be achieved if the objectives of the management development program are focused and prioritized. Every aspect of the training program must be aligned with the needs and strategy of the organization. Considering the vast amount of money and time and resources needed to train managers, programs should be designed carefully to achieve only what is needed, and not include those things that the organization will not benefit from. It was found that engaging in leadership development resulted in a 66 percent improvement of business results and 84 percent of increased business quality (Cunningham, 2012).

Management development is thought to increase an organization's competitive advantage in the following ways: by teaching and exposing managers to ways new and improved business behaviors and strategies; incentivizing improved performance; developing professional skills areas; teaching managers self-assessment and self-reflection; increasing confidence; reducing stress; challenging thought patterns and solutions. Furthermore, management development introduces managers to international and intercultural competencies and business knowledge. International business knowledge teaches around the following areas: contracts, business negotiation skills, and inefficient management practices (Lisinski and Szanicki, 2011). This type of training is particularly important for multinational corporations, teaching their managers international business knowledge can assist with ensuring business continuity, business growth, and increasing competitive advantage. Oppong (2017) claims that many companies are beginning to question the need to bring in expatriates from other countries to transfer global business knowledge and skills when there are local employees who are willing and capable of being trained. Utilizing and investing in existing

talent and resources is a means of reducing costs associated with expatriation. Businesses are engaging more frequently in the global business arena, so being able to understand this global market and its various challenges makes managers more efficient and equipped to face these challenges in the future. We must begin to prepare managers and leadership in a way that is mindful of future challenges and trends, and in a way that addresses all management blind spots.

2.11 Evaluation of management development initiatives

Evaluating a development program is vitally important for assessing your return on investment. Many a times, organizations enter developmental programs blindly, not being clear of their objectives or their requirements. This results in plenty of wasted money and time, with managers being unable to understand what exactly they learnt and for what exactly it was intended for. Digman (1980) asserts that many companies make the mistake of opting for development programs that are the latest trend or gimmick and fail to identify a suitable program based on training results instead of user reviews. The only way to understand whether your development program has achieved what it has set out to achieve, is to perform an evaluation after the training is completed.

The three most common means of assessing development programs are done by assessing the judgment of top management; assessing managers after a period once the program is completed; and assessing managers reaction immediately after the program is completed (Digman, 1980).

Digman (1980) further suggested that there are four aspects of this evaluation: reaction, learning, behavior and results.

Reaction: assessing how participants feel about the training.

Learning: did the program help to achieve the desired skills and attitudes.

Behavior: was there improvement in on-the-job behaviors.

Results: has there been significant improvement with regards to profit, costs, productivity, quality, morale, etc. (Kirkpatrick, 1978, as cited by Digman, 1980).

The following has been discussed as criteria for evaluating training programs: participant attitudes towards the training and his/her job; workplace behavior and attitude; skills and knowledge obtained from training; participants perception of their abilities following training; and results related to performance, indicating four general categories of outcomes for training programs: affect, utility, behavior and performance (Ardts et al., 2010).

Research shows that evaluating satisfaction of the training program indicates very little about the amount that is learned, differences in work attitudes and performance, or the usefulness of the program. It was therefore suggested that for the most accurate evaluation results, organizations should use as many different variables or criteria to evaluate the effectiveness of their development or training program (Ardts et al., 2010; Arthur et al., 2003; Maurer et al., 2003; Pool & Pool, 2007).

Evaluation can help to uncover which aspects of training are most effective, which types of training yield greater results, and which programs can be used to develop certain skills. Suutari and Viitala (2008), as cited by Lisinski and Szanicki (2011) dictate that evaluating their management development program assisted in uncovering that international assignments were the most effective management development initiative, and that other initiatives such as job rotation, mentoring, performance assessments, and self-development activities were also effective.

2.12 Designing management development initiatives

It is important for organizations to understand the ways in which they can develop the best management development programs or identify the best management development programs available for their organizations. We have already discussed in detail the benefits and the dynamics of management development programs, in this section we look at what it takes to design the most effective and efficient development initiatives.

Conger and Benjamin (2014) comment that it would be more cost effective for a team of people to develop their own development program and implement it for their managers than for a handful of managers to attend a program taught at universities or institutes. Often, organizations look at quantity over quality, and trend over value, and this can cost an organization more than they are willing to admit. In-house training programs will become more popular, as more organizations do their research on what is best for them.

Cunningham (2012) states that designing a program must include buy-in from top management, be sustainable, be measurable, evaluative and include a few, focused objectives. Designing a development program requires attention to the following aspects: format, duration, and location (Lisinski and Szanicki, 2011). Furthermore, Gold, Thorpe and Mumford (2014) identifies a set of core principles as the foundation of every good developmental program, stating that these are important for setting a learning and cultural atmosphere for the participants, and should ideally focus on self-directed learning.

It is important for program designers to keep in mind that learning styles differ from person to person. Many people still believe in a pedagogical style of learning that dictates that: people learn at different speeds and

in different ways; people learn best when they have ownership of the learning process; people learn better through actions; people learn when it is contextualized; and so on (Gold et al., 2014). The use of various learning tactics and methods may be beneficial to address the various learning styles of each participant, with the use of lectures, readings, role-playing, homework and self-studying (Cunningham, 2012).

2.12.1 Features of effective developmental programs

It has also been suggested that designing effective developmental programs requires aligning the needs of the organization with the design of the program, because managers require a more advanced set of skills than the rest of the organization, training programs will have to look at how to align the organizations needs with the types of skills that managers will be trained to have. Ideas and concepts taught within developmental programs should link directly to issues and contexts of the workplace and focus on particular leadership skills and competencies. In the process of identifying skills and competency requirements for developmental programs, organizations should use these requirements to create performance management criteria so that once training is completed, managers can be assessed on the job according to what was learnt in training. Management buy in ensures that the developmental program is supported by key stakeholders, that the correct objectives and focuses are identified and aligned with authentic organizational strategies and needs. Management support and buy-in is therefore one of the most important aspects of designing and implementing any developmental program within the organization (Cunningham, 2012).

It is also useful when programs have many different aspects and learning tactics, such as pre and post assignments, various kinds of assessments and the use of case studies and other practical assessments. These types of learning interventions produce more solid results, and ensure learning continues after the training has been completed. One of the ways organizations can test the effectiveness of a training program is to identify if the skills learnt can be transferred to the workplace. Transferability can be achieved by using crucial skills that are acquired through learning practical-real life workplace issues and contexts (Cunningham, 2012). The use of collaborative learning styles such as role playing, sharing work challenges, learning from peers, and using team work to solve problems can help to build a manager's ability to transfer their skills to the workplace. Safla (2006) comments that organizational support, peer support, managerial support, feedback and coaching all work to positively affect an employee's ability to transfer their skills back to the workplace.

Cajiao and Burke (2016), comment that managerial skills require a great deal of interpersonal skills and suggest the use of instructional methods that implement and promote social interaction between persons to build upon managerial knowledge and skills. From this finding, it can infer that management development

programs that implement techniques that teach using social mechanisms may help to build the right management skills needed.

It has also been suggested that employees benefit from management development programs if they have perceived control over the program itself. According to Ards et al. (2010), who draws upon Locke's theory on goal setting, asserts that if an individual understands the management development program, its details, goals, intentions, and content, that this will boost their interest and efforts in the program. Locke's theory suggests that the setting of goals directs and influences positive performance. Ards et al. (2010) makes further inferences about factors influencing the benefits of management development programs, stating that employees who perceive that they will gain career clarity, promotion opportunity, and increased skills generally benefit more from the management development program. Most importantly, the assertions made by Ards et al. (2010) suggest that when we look at the inherent benefits of a management development programs, we must give careful attention to how the individual receives the program, what they are looking to gain from it, and what types of factors increase the possibility of benefits being accrued. And finally, the use of feedback can also help to show developers where and how improvements can be made to training programs.

2.13 Conclusion

One of the key challenges in implementing management development initiatives or programs, is that an organization risks a great deal in investing in the development of its staff. Often, management development programs are highly costly, and the return on investment is never guaranteed. Many employees receive training from the organization willingly, with no actual guarantee of their long-term commitment to the organization. This is often the risk that organizations must be willing to take in order to benefit from some of the greater benefits that management development may yield for the organization in the long term. Performing due diligence on management development programs can assist organizations to design the best programs that address their specific training needs and organizational goals.

This chapter explored the literature review for two broad research topics: knowledge sharing and management development. Various opinions and perspectives from different authors were discussed. The researcher explored the central tenets and underlying foundational concepts for each of these topics.

The following chapter will discuss the research methodology employed in this study.

CHAPTER 3- RESEARCH METHODOLOGY

3.0 Introduction

Research methodology dictates the process and the various ways in which research can be conducted. The research methodology that is selected to be employed in any given study can have a significant impact on the ways in which results are obtained, and the quality of the results obtained. The objective of this chapter is to discuss the research methodology selected for this study and will include discussion about the research philosophy and approach, research methodology, research design, objectives of the study, sampling design, data collection, validity and reliability, and data analysis.

3.1 Research philosophy

The research philosophy adopted for this study was the Social Exchange Theory, this is one of the most famous theoretical frameworks for understanding workplace behavior. The theory explains that workplace relationships are formed based on trust, loyalty and mutual expectations, successful relationships are based on mutual reciprocity of valuable things (Wang-Cowham, 2011). “Social exchange” is described as a set of actions that are based on trust and encourage reciprocation of benefits between people (Cao and Hamori, 2016).

Social exchange theory provides an understanding of how employees receive and react to rewards within an organizational setting (Cao and Hamori, 2016). The social exchange theory can be used as a lens through which to study employee behavior, attitudes and actions within the organization, as it suggests that people’s behaviors and attitudes are dictated by factors such as: trust, loyalty and commitment. This theory sheds light on the possible motivations for knowledge sharing behaviors amongst managers and other colleagues, assuming also the exceptional value of managerial knowledge and information in the workplace.

Therefore, the social exchange theory, as per the earlier parts of this discussion, plays an important role in understanding what drives knowledge sharing behaviors. In the context of this study, the Social Exchange Theory is used as a lens through which to study knowledge sharing and management development activities.

3.2 Research methodology

There are two main categories of methodologies that are used within research; quantitative and qualitative. There are many authors who discuss the differences and complexities in using these two different methodologies. These methodologies guide the structure and design of the study. The researcher analyzed the usefulness of each of these methodologies before selecting the one most suitable for the study. Quantitative research methodology was found to be more suitable and was subsequently used for the study.

3.2.1 Quantitative research methodology

Quantitative methods are often discarded because of their complex, scientific and numerical nature. Xu and Storr (2012), as cited by Mtshali (2014) comment that this type of methodology should not be discarded due to its complicated nature, but that the decision to use a specific methodology should not be made carelessly and should be based on what will be best for the study in question. Slevitch (2011) shares the same perspective, and comments that it is ludicrous to discuss one methodology as more superior than the next, and that researchers should select a methodology based on the world view they most believe in, because each one significantly represents a different paradigm or worldview.

Qualitative research has been more commonly used in the studies of social phenomenon and has been thought to reveal more information than quantitative research, consequently qualitative research is often more time consuming and tedious to engage in. Quantitative research is often misjudged and can be used to interpret and understand social phenomenon despite the common view that qualitative research is best for social phenomenon (Mtshali, 2014).

The roots of quantitative research stem from positivism, and comments that this type of approach is realistic and attempts to see phenomena from God's view, i.e. that a description made by the researcher is an accurate description of the phenomena. He also posits that this type of approach views reality as independent and unaffected by individual's perceptions of it, and that there is only one singular truth. This type of research offers no room to be manipulated by the thought processes of individuals and relies on factual evidence to support its claims (Slevitch, 2011).

The researcher has chosen to use quantitative research methodology because of its objective and systematic process, and its process of quantifying the research issue into numerical data that can be further understood.

Furthermore, quantitative research can be used to verify or falsify a relationship or link between two phenomena. Quantitative research commonly deals with hard data (i.e., numerical forms of data, statistics, etc.) (Neuman, 2011). This approach would successfully produce data that will either prove or disprove the link between the two concepts of the study and shed light on the statistical proportion of the link between knowledge sharing and management development, if there is any. This approach also helps shed light on the perceptions that managers possess about the two concepts under study.

The research topic required the understanding of a social workplace phenomenon, and the researcher was aware of how qualitative research could have been utilized for the purposes of the study. However, previous similar studies followed a quantitative approach and yielded significant results. Utilizing a qualitative research approach would have become time consuming and tedious. The researcher also considered the availability of study participants, as managers have limited time available during the day due to busy schedules, subsequently obtaining a reasonable number of participants for the study would have proved difficult. Had the researcher employed a qualitative research methodology, the ideal sample size would have taken a great deal of time to achieve, and the researcher would have run the risk of not obtaining full results due to participant reluctance and drop-out rates.

Due to the reasons identified above, the researcher identified quantitative research methodology as the most suitable methodology to be employed for this study.

3.2.2 Qualitative research methodology

Qualitative research commonly explores and seeks to develop an understanding of deep-seated emotional or personal phenomena. For e.g., Rape, religion, individuals' perceptions and thoughts on a social phenomenon, etc. This form of research approach can be good for producing rich, contextual information about social or individual experiences. Quantitative research is noted for its objectivity, formalistic and systematic processes, where phenomena is measured and converted to numerical data from which conclusions can be made. Qualitative research commonly deals with soft data (i.e., words, pictures, phrases, ideas, etc.) (Neuman, 2011).

Qualitative research stems from interpretivism and constructivism, this type of idealism perspective offers a subjective stance that seeks to understand phenomenon from the participants world view (Slevitch, 2011). Idealism proposes that there are multiple perspectives or standpoints regarding a phenomenon, and each

one can be regarded as true as the next. Also, that reality is in a continuous state of creation, and that it does not exist prior to and after the moment of being investigated by the researcher (Smith, 1983; Slevitch, 2011).

Matveev (2002), as cited by Mtshali (2014) cautions that researchers using qualitative methodology can influence the results of their studies because their personalities impose upon their perceptions of the phenomenon being studied. This suggests that the main risks involved in using qualitative methods is the lack of standardization of results, and the reliance on the researcher to interpret data appropriately.

The study required the results to be objective and accurate in nature in order to support a purposeful discussion about knowledge sharing and its significant impact on management development activities. Due to the nature of this type of research, the researcher decided that qualitative research methodology was found to be unsuitable for the study.

3.3 Research questions

The research questions underpinning this study are:

- What are managers' understanding of the concept of Knowledge sharing?
- What are managers' understanding of the link between knowledge sharing and management development?
- What are the perceived benefits of knowledge sharing for the organization?
- Which management development programmes are currently being employed within organizations?
- How often is knowledge sharing employed within these various programmes?

3.4 Research objectives

The nature of the research question employed by the researcher was noted to be of a more qualitative nature instead of a typical quantitative style. Its focus was on the perceptions of the link between two concepts, testing perceptions is a subjective style of research and is commonly viewed as qualitative in nature. However, the research followed a quantitative design and therefore, the researcher decided against the use of hypotheses to examine the findings of the study. Instead, it used the 5 research objectives as guidelines on how to answer the research questions presented in the initial research proposal.

The research objectives are as follows:

- To determine what managers, understand about the concept of knowledge sharing.
- To understand manager's understanding of the link between knowledge sharing and management development.
- To uncover the perceived benefits of knowledge sharing for organizations.
- To ascertain which management development programs are currently being employed within organizations.
- To determine how often knowledge sharing is being employed within these management development programs.

3.5 Sampling design

Sampling involves selecting a portion of elements from a population in order to create assumptions about the sample. A sample is therefore a subsample of a population, and each sample possesses characteristics that are inherent within the greater population. A subject is a single entity within a sample. It is vital to select sample size, frame and technique correctly, so that research can be done in a timeous and efficient manner.

Selecting participants in a study should be done in a manner that is cognizant of characteristics that are related to the topic of study and topic experts (Jepsen and Rodwell, 2008; Mtshali, 2014). The selection of participants for the study was out of the control of the researcher, as the survey was placed on the public University of Kwazulu-Natal survey platform and was therefore open for participation by all employees within the University. The introduction to the survey explained the details of the study, information about the subject, and encouraged only managers of any level to participate. Participants were requested to encourage other participants who also met the required criteria to participate in the survey.

3.5.1 Target population

A target population is defined as a specific area from which cases to study will be selected (Neuman, 2011). The target population for this study were managers (all level managers) in organizations within the Durban area in Kwazulu-Natal. The population consisted of both males and females. The age range included in the target population were between the ages of 20-60, considering that all levels of management were being studied: junior, intermediate and senior managers.

3.5.2 Sampling frame

Neuman (2011) asserts that a sample is a selection of cases specifically selected for study from a sub-population for the purposes of generalization to the larger population. The sample for the study was taken from all faculties and departments within the University of Kwazulu-Natal. The university is a large university with campuses in the Durban and Pietermaritzburg area, and consists of approximately 1328 academic staff (according to UKZN 2016 Annual Report).

The rationale for this was that the University of Kwazulu-Natal consists of many different faculties and administrative departments, within which exist many different levels of management. The University of Kwazulu-Natal is also known to engage in training and development programs because they are a well-established institution of education. The study would prove to be meaningful in an environment that was familiar with the concepts being studied.

3.5.3 Sampling technique

The study followed a quantitative research methodology and the researcher considered that the study focused on the perceptions of managers, therefore non-probability sampling was justified to be used in the study. The study used purposive sampling to gather data. Purposive sampling is a type of non-probability sampling method that particularly focuses on selecting participants based on special criteria/descriptions, and then finding as many participants that fit that criteria until a specific number of participants have been reached (Neuman, 2011).

This sampling method was chosen because the researcher was attempting to target a specific group of the working population, namely managers. This type of sampling supported the time constraints of the research. To ensure the target was reached, the researcher encouraged participants to share the survey with fellow managers to participate. The researcher anticipated at least 50 survey participants. The researcher concluded data collection when it was found that 54 managers had participated in the survey, and the survey was subsequently closed in order to process the results of the study. 54 was deemed satisfactory because sufficient data was collected to generate results and findings.

3.5.4 Sampling size

Selecting a sample size that is appropriate is important in ensuring that the study is feasible. Studies can be done on a larger scale for example, censuses. However, these types of studies require a great deal of resources to accomplish. Samples taken from the larger population promises feasibility and produces results that can be generalized to the larger population.

This study employed a sample size of 54 managers, this was deemed reasonable considering the research instrument used was an online web survey. 54 managers were deemed enough to statistically represent the total managerial employee count at the University of KwaZulu-Natal. The researcher attempted to acquire as many respondents as possible, this was achieved by face-to-face interaction and obtaining permission to share the survey with those respondents who were willing to participate. This method further assisted in growing the number of respondents.

The study population was employees from the University of Kwazulu-Natal. The target population was specifically managers from all levels and departments within the University of Kwazulu-Natal.

3.6 Data collection

A data collection instrument is a tool or a method for collecting information, this may include a variety of instruments, e.g. interviews, focus groups, web surveys, field research, etc. Different types of data collection instruments and methods may yield different types of results. Deciding on an appropriate data collection instrument is based on factors such as: research cost, time frame, ease of use, study topic, and expert advice.

3.6.1 Research instrument

This study used web surveys as a research instrument. A survey design can be used to gather information about various things: behavior; attitudes/beliefs/opinions; characteristics; expectations; self-classification; and knowledge. Surveys are the most commonly used research instrument and can include: telephonic interviews; internet polls, and questionnaires (Neuman, 2011). A web survey was used because this method is quick and easy to administer and complete and encourages a higher completion rate than that of paper-pencil questionnaires.

The researcher chose the survey instrument because it can be used to obtain data in a quicker, more cost-effective manner. This type of design can be administered to greater numbers of respondents in less time and with less complications (Neuman, 2011). This instrument will also allow respondents to maintain anonymity and allow participants to engage in the survey from various platforms and at a time that is convenient.

Panacek (2008) asserts that survey research has many advantages, the most common being that survey research is cost effective, allows easier data collection, and produces accurate, meaningful data if the correct samples are used. Furthermore, the author proposes ten commandments for efficient survey research:

- a coherent, singular research question
- maintain a clear and easy survey design
- use previously used research methodologies and questions
- select a style of questions to be used: open or closed
- ensure validity of your survey
- test drive your survey prior to formal release
- use an appropriate sampling technique
- create a contingency plan for low response rates
- create a contingency plan for non-responses
- ensure that results for your survey are not overexaggerated.

The choice of whether to use open ended or closed ended questions is viewed by Panacek (2008) as a very important decision when designing surveys for research, in comparison, closed ended questions provide a limited selection of responses for participants and therefore proves easier for researchers to analyze, whilst open ended questions provide the participant with an opportunity to respond in a personalized and unique manner and therefore makes the data more tricky and tedious for researchers to analyze.

Besides the formulation of appropriate questions and the scientific rigor of the survey design, there are other factors that play a part in designing an efficient survey. Shankar, Davenport, Woolen, Carlos and Maturen (2018) argue that researchers can do certain things to ensure the survey is presentable and professional in nature, for example, using institutional logos and icons, utilizing the tools of professional survey platforms or designers, and ensuring regular reminders to participants in an automated fashion. Shankar et al. (2018) further notes that these measures can significantly increase your response rates for surveys.

The guidelines discussed above have impacted on the ways in which the researcher ensured the efficiency of the survey instrument. The following steps were taken by the researcher to improve the efficiency of the survey instrument used:

- The researcher used the official UKZN web survey platform, as the participants at UKZN would have been familiar with the layout of the platform.

- The web survey platform offered a survey format that was easily accessible, clear and easy to read, with a good structure and flow of questions.

- The researcher selected research methodology, questions and question style based on studies that were previously employed, ensuring validity and pilot-testing had been accomplished.

- Closed-ended questions were employed in order to allow more questions to be answered in the survey.

- Closed-ended questions were easier for managers to complete considering their busy schedules and time constraints.

- The researcher allowed the survey to be on the web survey platform for an extended period to ensure enough responses were achieved.

- Partial responses were also used in the data analysis, to ensure all data was valuable and useful to the study.

3.6.2 Questionnaire layout

The UKZN web survey platform used by the researcher provided the participant with an introduction to the survey. It provided the participants with a description of the study, as well as instructions on how to complete the survey, contact details were also provided so that participants could communicate with the researcher should there be any enquiries or concerns regarding the survey or the study, and the platform also allowed participants to pause and resume answering at any time.






The survey consisted of a total of thirty (30) questions, separated into three parts, all of which were closed ended, multiple choice questions (See Appendix 2).

Part 1 of the survey identified the demographic details of each participant: age, organizational tenure, qualification level, and basic information regarding training needs and opportunities within the organization. This section consisted of questions relating to the participants age, qualification level, years of tenure within the organization. Questions also assessed the participants basic awareness of training opportunities within their organization. This section assessed involvement and attitude towards training programs. The questions were intended to assess the basic nature of the training that these participants may have been previously exposed to, based on the following criteria: the duration of the training; reasons for being selected for training; satisfaction and outcome of the training; and the frequency of training.

Part 2 of the survey measured the participants' perceptions of, knowledge and engagement in management development activities. This section of the survey employed a Likert scale style. The questions sought to assess the participants perceptions of how managers were selected for management development programs within their organization, based on criteria such as: readiness for management, age, experience, qualifications, etc. The questions also assessed the participants perception of whether their organization planned for training needs by means of a structured budget plan, policies and training needs assessments. The questions in this section were intended also to evaluate the participant's perceptions of the types of outcomes that management development programs yielded within their organization.

Part 3 of the survey measured the participants' perceptions of knowledge and engagement in knowledge sharing activities. This section of the survey intended to assess the participants involvement in and attitude towards knowledge sharing activities in the organization. The questions assessed the types and frequencies of knowledge sharing activities employed within the organization. Knowledge sharing behaviors, attitudes and knowledge hoarding behaviors are assessed in this section of the survey. This section also sought to evaluate how often knowledge sharing is used locally, nationally and internationally. Furthermore, the questions employed assess the participant's perceptions of co-workers and supervisor attitudes towards knowledge sharing in the organization. The questions also assess the existence of a rewards structure in relation to knowledge sharing in the organization.

The questions were multiple choice in nature, and many questions were designed in a matrix Likert scale style, as seen in an example below:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
				

3.6.3 Administration of questionnaire

The study employed the use of two separate online web surveys, one based on knowledge sharing and the other on management development, these surveys were previously used in other studies and were combined into one comprehensive survey and published on the UKZN web surveys platform. Questions were listed in a coherent, organized, simplified manner, to ensure ease of reading. The web survey was intended to take approximately twenty (20) to thirty (30) minutes to complete to encourage honest, accurate responses.

Information regarding the respondents were kept anonymous. Responses to surveys could be accessed by the researcher at any time. The researcher used the platform to monitor response rates.

A level of ethical consideration must still be considered when employing web surveys, prior to releasing the web surveys, the researcher obtained ethical clearance from the University (Appendix 1). The researcher also posted the ethical clearance and link to the survey with instructions to the public notice board as requested by the University, as well as publishing the survey on the University's web survey platform with ethical clearance and consent form as attachments.

It was decided that the use of online web surveys was the most suitable method to use for the study. Survey research encouraged participation because of its ease of use, versatility and flexibility. The survey could be completed at any time during the day, and be completed using a variety of portals: cellphones, laptops, tablets, etc. Survey research also offered anonymity, which was of high concern for most participants.

3.6.4 Response rate

A sample of **54** managers participated by completing a questionnaire in the study to explore their understanding of the concept of knowledge sharing and understanding the link between knowledge sharing and management developments. Out of **54**, a total of **46** managers completed questionnaires meaning that a response rate of **85 %** was obtained.

3.7 Validity and reliability

Validity suggests that the study is truthful in nature, and that the ideas explored reflects accurately on the reality of the situation/phenomena being studied (Neuman, 2011). There are various ways in which validity can be achieved, and these differ according to research methodology or paradigm being employed. Laher

(2016) asserts that validity involves an analysis of results across populations, settings and times to ensure its generalizability.

Panacek (2008) postulates that there are 5 ways to ensure validity for survey research:

-*Face validity*: refers to whether the survey seemingly follows a coherent and sensical nature at first glance (Panacek, 2008).

-*Content validity*: is achieved by ensuring the content of the survey is relevant and concentrated on the topic of research by using the evaluation of subject experts, content validity can be achieved also by pilot testing the instrument of research. Usually if a survey has been pilot tested, any issues or inconsistencies in the survey is identified and dealt with at an early stage (Panacek, 2008).

-*Criterion validity* is achieved by benchmarking the current measuring instrument against the standards of other measuring instruments being utilized in that field of study to see if the same results can be achieved, for example, designing a survey and comparing it with the likes of those surveys used in similar research publications (Panacek, 2008).

-*Predictive validity* can be achieved by evaluating if the measurements and criteria assess the thing it seeks to assess, this can also be done by measuring your outcomes with the outcomes of similar research (Panacek, 2008).

-*Construct validity* is considered to be of a complicated nature and is said to involve the dissection of patterns within the answers provided by participants using analytical measures (Panacek, 2008).

Reliability is concerned with a study's dependability or consistency, it suggests that each time the study is performed under identical or similar conditions, it will yield the same results (Neuman, 2011). Laher (2016) proposes that reliability can also be seen as the repeatability of a study to obtain similar results each time it is performed.

To ensure the validity and reliability of the study, the researcher combined two questionnaires that were used in previous studies. The knowledge sharing survey was taken from a study conducted by Loly (2014) on *Knowledge Sharing in IBM*. Whilst the Management Development survey was taken from a study

conducted by Pande & Kolekar (2013) called *A Survey on Employee Training and Development Practices in Public and Private Hospitals*.

Shankar et al. (2018) argue that one of the ways to ensure validity is to use a realistic sampling frame that helps to accurately represent the population characteristics from which the sample was taken. The researcher ensured validity of the study by providing a realistic sample size in accordance with the size of the larger sampling frame, a maximum of 54 participants were engaged in the survey.

Minimal changes were made to the survey when readjusting it for the purposes of this study, namely the omission of names of the hospital and IBM that were used in the previous studies that employed these surveys. The combining of the surveys proved to be simple and the survey could logically be separated into three separate parts for the participant: part 1- general participant information; part 2- management development activities; part 3- knowledge sharing activities. It has been argued by Panacek (2008) that minimal changes to a reused survey will not generally alter the validity of the instrument but must be reasonably justified.

3.8 Data analysis

Data analysis involves examining and dissecting information to produce informed conclusions from them (Rubin 2008). Likewise, Lutabingwa and Auriacombe (2007) assert that data analysis is useful for explaining how variables interact with one another to display patterns and relationships that explain the world around us.

Data analysis is predominantly processed via the use of the computers, and as such a reasonable amount of preparation must go into cleaning up data before it is ready for analysis. Lutabingwa and Auriacombe (2007) discuss four steps that are commonly used when processing quantitative data:

-*Data editing*: this step of the process involves the cleaning of data to ensure its readiness for analysis, this can include identifying errors, coherency of data, and incomplete responses (Lutabingwa and Auriacombe, 2007).

-*Data coding*: this type of coding involves transforming typical responses into numerical codes, such as yes=1, no=2, maybe=3. This type of coding must be done for all relevant responses within your

questionnaire and be compiled into a codebook to link up variables with attributes (Lutabingwa and Auriacombe, 2007).

-Data entry: this step involves transferring coded information into the statistical program on computer. There are different types of methods commonly used to transfer coded data to the computer, example: transfer sheets, direct entry, scan sheets, and edge-coding (Lutabingwa and Auriacombe, 2007).

-Data cleaning: once data has been transferred to the computer, a second cleaning must be done to ensure the data has maintained its integrity. Singleton and Straits (2004), as cited by Lutabingwa and Auriacombe (2007) defines four ways in which data can be cleaned to ensure its integrity and correctness:

- verification and monitoring during the data transfer process
- running a pre-test on any survey process done on a computer
- assessing the accuracy of the computer program by attempting to log a code that is not in the codebook.
- cross checking data obtained from similar questions and their responses.

The data from the online survey was exported into Microsoft Excel for cleaning and sorting. Thereafter the cleaned data was exported into STATA for coding and analysis. The study surveyed a sample of 54 managers from the University of KwaZulu-Natal and employed the use of descriptive statistics to understand manager's perception of knowledge sharing, how it links to management development and the various benefits that are associated with knowledge sharing and management development.

3.8.1 Descriptive statistics

Descriptive statistics utilize numerical and graphical tools that present data in a meaningful manner. The numerical tools display the data in a statistical format using mean and standard deviation to make sense of the information. Whilst graphical tools employ the use of graphs and charts to present patterns and relationships in the data. The data from the study was analyzed using a mix of both numerical and graphical tools in descriptive statistics.

3.9 Summary

This chapter sought to clarify the research methodology employed within the study and provide reasoning for the choices made by the researcher. The research design, sampling and population details were also

explored. Data analysis, validity and reliability were also discussed. Web surveys was identified as the most suitable research method in order to effectively and timeously study two very broad topics: knowledge sharing and management development.

The chapter that follows will discuss and dissect the results and findings of the study.

CHAPTER 4-RESULTS

4.0 Introduction

This chapter will discuss and elaborate on the findings of the study. The research objectives of the study were used as themes to discuss the results of the study in a coherent manner. The four themes are as follows: concepts of knowledge sharing, highlighting links between knowledge sharing and management development, perceived benefits of knowledge sharing and management development programs.

4.1 Objective One – Concepts of knowledge sharing

Table 4.1: Managerial perceptions about knowledge sharing (%)							
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
I think it is important to share knowledge	0.00	0.00	0.00	13.33	86.67	100	30
I like to share knowledge	0.00	0.00	0.00	16.67	83.33	100	30
I find it personally satisfying	0.00	0.00	0.00	20.00	80.00	100	30
My closest colleagues think that knowledge sharing is very important	0.00	0.00	13.33	56.67	30.00	100	30
My closest colleagues think that it is very important that everyone feels responsible for sharing knowledge	0.00	0.00	23.33	53.33	23.33	100	30
My colleagues give positive feedback if someone shares knowledge	0.00	3.33	20.00	60.00	16.67	100	30
Frequent knowledge sharing gives higher status among my closest colleagues	0.00	13.33	30.00	43.33	13.33	100	30

Table one indicates that 86.67% of managers strongly agree that knowledge sharing is important. In addition, 100% of managers like sharing knowledge and find knowledge sharing personally satisfying. These findings correlate with international literature which proposes that knowledge sharing is valuable to

individuals and organisations for personal growth and to meet organisational goals (McNeish and Mann, 2010). Table 4.1 suggests that respondents and their colleagues have an overwhelmingly positive perception of knowledge sharing within their organisations. In addition, 56.66% of respondents indicated that frequent knowledge sharing increases their status amongst their closest colleagues, however 30.00% remain neutral on this indicator.

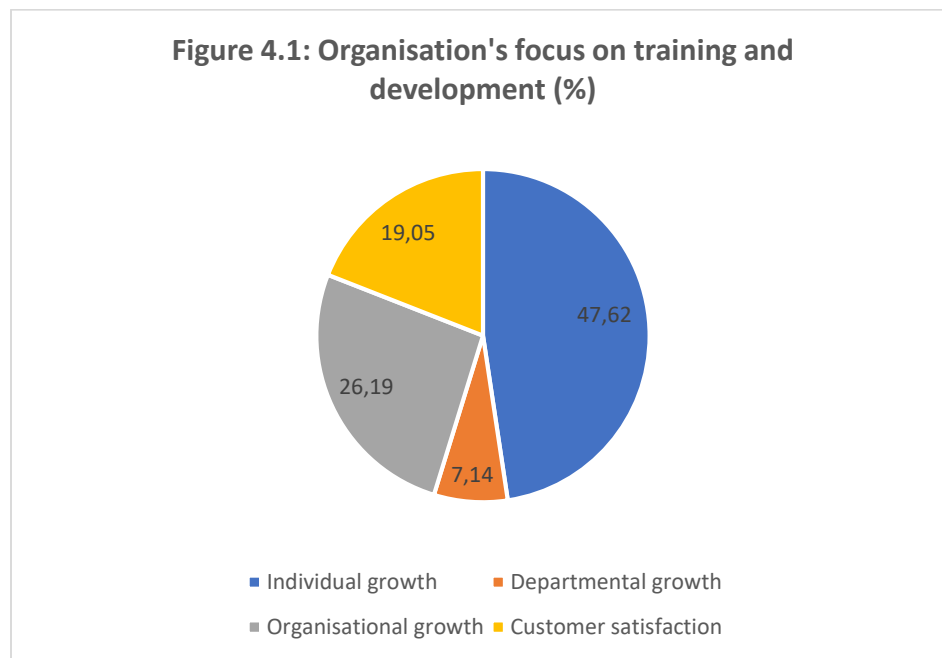
Table 4.2: Manager's perceptions of organisational culture (%)							
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
There is internal competition within my organisation	3.33	10.00	26.67	50.00	10.00	100	30
Other employees can threaten my position in my organisation	10.00	30.00	26.67	33.33	0.00	100	30
There is strong rivalry among colleagues in my organisation	6.67	40.00	26.67	23.33	3.33	100	30
There is strong rivalry between different subsidiaries in my organisation	3.33	33.33	23.33	40.00	0.00	100	30
Individual performance is important in my organisation	3.33	0.00	0.00	60.00	36.67	100	30

The majority of respondents suggest that there is internal competition within their organisation (60.00%), however only 26.66% state that there is strong rivalry among colleagues within their organisation. Approximately 33% of respondents feel that other employees can threaten their position within the organisation. As expected, the results show that the vast majority of respondents feel that individual performance is important in their organisation (96.67%). More than a third of respondents strongly agree that individual performance is important.

Table 4.3: Supervisor's expectations on knowledge sharing in management (%)							
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
My closest supervisors expect me to share knowledge	0.00	0.00	6.67	60.00	33.33	100	30
My closest supervisors give me positive feedback if I share knowledge	0.00	10.00	13.00	60.00	16.67	100	30

My closest supervisors view knowledge sharing as essential	0.00	0.00	20.00	46.67	33.33	100	30
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Table 4.3 provides insights into managers expectations of knowledge sharing among their subordinates. The results show that managers have high expectations for their teams to share knowledge. Sixty percent of the sample agree that their supervisors expect them to share knowledge and subsequently give them positive feedback for knowledge sharing. Finally, 80% of supervisors view knowledge sharing as essential in the work place.



Surprisingly, only 26.19% of respondents stated that the organisation provides training for organisational growth. Most of the organisations focus for training is on individual growth. These results are contrary to the body of literature that suggests that the ultimate focus of training is for organisational growth (Tsai, 2002).

Table 4.4: Opportunities for knowledge sharing (%)							
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
My job role allows me to share knowledge	0.00	3.33	0.00	36.67	60.00	100	30
I have access to necessary communication tools	0.00	3.33	3.33	33.33	60.00	100	30
There is enough time to share knowledge	3.33	13.33	13.33	36.67	33.33	100	30

Managers strongly feel that there is enough opportunities and resources available to share knowledge within their organisation. For example, 60% strongly agree that their roles allow them to share knowledge. Similarly, 60% state that they have access to the necessary communication tools to share knowledge. Furthermore 70% feel that there is enough time at work to share knowledge.

4.2. Objective Two – Highlighting links between knowledge sharing and management development

Table 4.5: Aspects of training needs in relation to knowledge sharing and management development	
<i>Organisational identification of manager's training needs</i>	%
Organisational analysis	23.81
Operational analysis	21.43
Person analysis	11.90
Performance analysis	42.86
Total	100
<i>Selection of managers for training</i>	
Selected to go on training	61.90
Mandatory training	38.10
Total	100
<i>Reason's managers decide they need training</i>	
Poor work performance report	21.43
New working practices	30.95
Regulatory requirements	38.10
Customer dissatisfaction	9.52

Total	100
<i>Frequency of management training</i>	
No training provided	21.43
Immediately after joining	38.10
After 15 days	40.48
Total	100
<i>Special training for management</i>	
Stress management	13.33
Team development	38.33
Personality development	21.67
No training	26.67
Total	100
Sample size	42

Approximately 43% of managers training needs are identified through performance analysis. This would suggest that performance is a key driver for identifying training needs. New working practices and regulatory requirements are the major catalysts for managers to decide that they need training (30.95% and 38.10% respectively). Approximately 38% of managers indicated that they were trained immediately after joining while 40.48% were trained within 15 days after filling their post. Table 4.5 shows that 38.33% of the sample went for special training for team development while only 13.33% went on special training for stress management.

Table 4.6: The link between trust and knowledge sharing (%)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
I trust my colleagues to do their job	0.00	6.67	20.00	60.00	13.33	100	30
I feel the information received from co-workers is trustworthy	0.00	6.67	10.00	76.67	6.67	100	30
I trust the expertise of my colleagues	0.00	3.33	23.33	56.67	16.67	100	30
If I face difficulties at work, I know that my colleagues will help me out	0.00	3.33	20.00	63.33	13.33	100	30
My colleagues do not try to deceive for their own profit	0.00	0.00	10.00	70.00	20.00	100	30

Srivasta, Bartol, and Locke (2006), describe knowledge sharing as a process that is highly dependent on team or organizational dynamics, but also interpersonal cohesiveness, trust and motive. Table 4.6 illustrates

how managers perceive their relationship with their colleagues in the context of knowledge sharing. More than 73% of managers trust their colleagues to do their job. The vast majority of managers in this institution report that they feel that the information they receive from their co-workers is trustworthy (83.34%). Almost 63.33% of respondents feel that their colleagues will assist them if they face difficulties and 90% suggest that their colleagues do not deceive for their own profit.

Table 4.7: Management capacity building (%)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
Management development needs are readily assessed in your organisation	8.82	8.82	23.53	32.29	23.53	100	34
The organisation designs an annual training budget	12.12	3.03	6.06	39.39	39.39	100	33
The organisation obtains training from reputable organisations	3.03	6.06	3.03	48.48	39.39	100	33
Managers are selected on the basis of their education and experience	3.03	18.18	18.18	42.42	18.18	100	33
Managers are selected on the basis of their past performance	3.03	9.09	12.12	63.64	12.12	100	33
The organisation has designed training policies	6.06	6.06	15.15	57.58	15.15	100	33
There is a shortage of skilled managers in your organisation	6.06	33.33	9.09	42.42	9.09	100	33
The organisation assesses training progress towards achieving personal and departmental training goals	3.03	9.09	18.18	60.61	9.09	100	33
Management training courses are evaluated as the organisation conducts formal feedback sessions and receives feedback from managers	3.03	18.18	21.21	36.36	21.21	100	33
Managers were less confident and less skilled before undergoing a management development program	6.06	9.09	36.36	48.48	0.00	100	33
Managers were not happy with their job before attending training	9.09	54.55	30.30	6.06	0.00	100	33
Training and development practices have resulted in increased encouragement and contentment level of managers	3.03	6.06	18.18	63.64	9.09	100	33
Managers were not working correctly before undergoing training	3.03	27.27	54.55	15.15	0.00	100	33
Managers are working efficiently after attending training courses	3.03	9.09	30.30	54.55	3.03	100	33
Training and development practices have improved the knowledge and skills of managers	3.03	3.03	15.15	66.67	12.12	100	33

Training and development practices help to change the behaviour of managers	6.06	3.03	18.18	57.58	15.15	100	33
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Table 4.7 reports on managers views of management development systems and processes within their organisation. Only 55.82% of the sample feel that management development needs are readily assessed in their organisation, 23.53% remain neutral when asked if their management development needs are readily assessed. Most respondents are confident that the training provided is from reputable sources (48.48% agree and 39.39% strongly agree).

The results suggest that managers are mostly selected on the basis of education and experience, and work performance where 42.42% agree that managers are selected based on education and experience, and 63.64% agree that they are selected on the basis of work performance. There is a difference between how respondents feel about manager shortages. The results show that 39.39% suggest that there is no shortage while 51.51% suggest that there is a shortage. The remaining 9.09% are neutral. It shows that 48.48% of respondents report that they agree that managers were less confident and less skilled before undergoing a management training program, while 36.36% remain neutral. There are 54.55% of respondents who disagree and 9.09% strongly disagree that they were dissatisfied with their job before attending training.

This would suggest that management training has no impact on general contentment in a particular post. Improvements are generally observed on performance and team cohesion. More than 66% of the sample agree that training and development practices have improved the knowledge and skills of managers. Approximately 57% agree and 15.15% strongly agree that training and development practices help to change the behaviour of managers.

4.3. Objective three – Perceived benefits of knowledge sharing

Table 4.8: Tacit and explicit benefits of knowledge sharing (%)							
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
By increments/bonuses	30.00	40.00	16.67	13.33	0.00	100	30
By promotion	36.67	36.67	13.33	13.33	0.00	100	30
By positive performance evaluation	23.33	13.33	13.33	50.00	0.00	100	30
By more recognition from superiors	20.00	16.67	33.33	30.00	0.00	100	30

Table 4.8 shows that 40% of respondents disagree and 30% strongly disagree that they benefit from knowledge sharing through increments and bonuses. Similarly, 36.67% of respondents disagree and 36.67% strongly disagree that they benefit from knowledge sharing through promotions. However, 50% agree that they benefit from knowledge sharing by means of a positive performance evaluation. Results from this table together with results previously described illustrates that the benefits to knowledge sharing are tacit in nature rather than explicit and direct through physical incentives.

Table 4.9: Perceived benefits of knowledge sharing on management development programs (%)					
	Yes	No	NA	Total	Sample size
Customer satisfaction	25.93	53.70	20.37	100	54
Improved work performance	62.96	16.67	20.37	100	54
Cost benefit analysis	11.11	68.52	20.37	100	54
Staff morale	33.33	46.30	20.37	100	54

Almost 63% of manager's report that management development programs are measured by improve work performance. Approximately 33.33% suggest that management development programs are measured by its impact on staff morale.

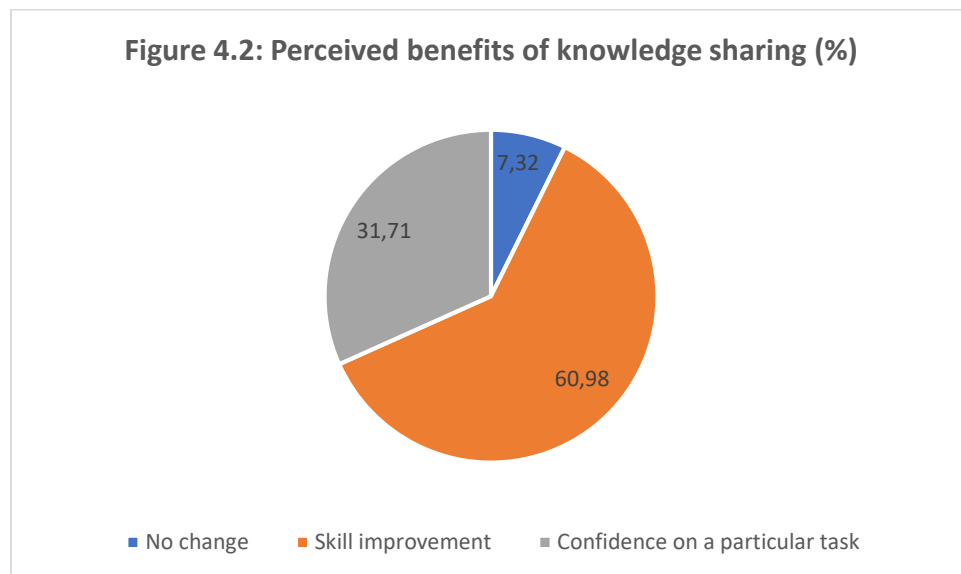


Figure 4.2 supports the trend in the data where 60.98% of respondents suggest that knowledge sharing improves skill. More than 31% of managers suggest that knowledge sharing increases confidence on a particular task.

Table 4.10: Reasons for knowledge sharing behaviour (%)							
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Sample size
I feel proud of myself	0.00	6.67	3.33	43.33	46.67	100	30
I want my superior to think I am a good employee	0.00	23.33	13.33	40.00	23.33	100	30
I want my superior to think I am competent	0.00	20.00	13.33	33.33	33.33	100	30
I want my colleagues to think I am competent	0.00	20.00	13.33	33.33	33.33	100	30
I want to be respected by my co-workers	0.00	10.00	10.00	40.00	40.00	100	30
I want my superior to praise me	3.33	30.00	36.67	13.33	16.67	100	30
I want my colleagues to praise me	3.33	33.33	36.67	10.00	16.67	100	30
I might get a reward	3.33	26.67	36.67	23.33	10.00	100	30
It may help me get promoted	6.67	30.00	30.00	23.33	10.00	100	30
I might get a raise	6.67	36.67	30.00	16.67	10.00	100	30
I want to be positively noticed in the organisation	0.00	16.67	10.00	40.00	33.33	100	30
I want to improve the performance and reputation of the organisation	0.00	0.00	3.33	33.33	63.33	100	30
The reward systems that are applied to me are directly tied to my efforts in sharing knowledge	6.67	43.33	26.67	20.00	3.33	100	30
Frequent high-quality knowledge sharing increases my salary	10.00	50.00	26.67	6.67	6.67	100	30

More than 46% of managers strongly agree with feeling proud with themselves for sharing knowledge. A further 43.33% agree with this sense of pride for sharing knowledge. More than 63% of employees broadly agree that they share knowledge to impress their manager and 66.66% of employees share knowledge to show their managers that they are competent. Eighty percent of employees share knowledge to be respected by their colleagues. About 30% broadly agree while 33.33% broadly disagree that they share knowledge because they want praise from their manager. The remaining 36.67% remain neutral. Very similar findings are reported for employees who share knowledge to earn praise from their colleagues. Once again, employees generally don't share knowledge with the anticipation of a direct reward, raise, or promotion.

This is illustrated by results that show that 43.33% disagree and 6.67% strongly disagree that reward systems are directly tied to their efforts in sharing knowledge.

4.4 Objective Four – Management development programs

Table 4.11: Resources for management development training	
<i>Availability of training departments</i>	<i>%</i>
Yes	64.29
No	11.90
Partially	23.81
Total	100
<i>Library Access for management development</i>	
Yes	33.33
No	50.00
Partially	16.67
Total	100
Sample size	42

Outlined in Table 4.11 are the resources available for management development training. The larger share of managers highlight that they have access to training departments (64.29%) while half of the sample indicate that they do not have access to a management development library.

Table 4.12: Management development courses and evaluation	
<i>Type of training for management staff</i>	<i>%</i>
On the job training	52.38
Off the job training	47.62
Total	100
<i>Type of training courses attended</i>	
Full time	4.76
Part time	95.24
Total	100
<i>Evaluation of management development training</i>	
Yes, by the organisation	29.27

Yes, by the trainer	43.90
No	26.83
Total	100
Sample size	42

Table 4.12 highlights that the larger share of managers was trained on the job (52.38%). Approximately 95% of managers received part-time training. Approximately 43% of managers indicated that their management development training course was evaluated by the trainer.

Table 4.13: Training on communication platforms (%)					
	Yes	No	NA	Total	Sample size
Wiki	3.70	51.85	44.44	100	54
Email	35.19	20.37	44.44	100	54
Web	22.22	33.33	44.44	100	54
Facebook	9.26	46.30	44.44	100	54
Twitter	5.56	50.00	44.44	100	54
W3	0.00	55.56	44.44	100	54
Connections	11.11	44.44	44.44	100	54
Sametime	5.56	50.00	44.44	100	54
Formal meetings	35.19	20.37	44.44	100	54
Workshops	42.59	12.96	44.44	100	54
Video/phone conferences	24.07	31.48	44.44	100	54
LinkedIn	12.96	42.59	44.44	100	54
Blog	7.41	48.15	44.44	100	54

Table 4.13 details that the larger share of managers have been trained at workshops (42.59%) followed by 35.19% who have been trained in formal meetings. Approximately half of the sample indicate that they have not been trained to share knowledge on the following platforms; Wiki (51.85%), Twitter (50%), W3 (55.56%), Sametime (50%).

Table 4.14: Communication platforms used for knowledge sharing (%)

	Never	Less than once a month	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily	Total	Sample size
SMS	20.00	30.00	0.00	10.00	10.00	3.33	26.67	100	30
Email	0.00	0.00	0.00	3.33	3.33	6.67	86.67	100	30
Telephone	0.00	6.67	0.00	6.67	3.33	13.33	70.00	100	30
Facebook	63.33	10.00	0.00	6.67	3.33	3.33	13.33	100	30
Twitter	80.00	10.00	0.00	0.00	6.67	0.00	3.33	100	30
W3	83.33	3.33	0.00	0.00	6.67	0.00	6.67	100	30
Connections	70.00	0.00	0.00	0.00	16.67	3.33	10.00	100	30
Sametime	83.33	3.33	0.00	3.33	3.33	3.33	3.33	100	30
Formal meetings	3.33	16.67	0.00	13.33	23.33	23.33	20.00	100	30
Training (workshops)	6.67	63.33	0.00	16.67	6.67	3.33	3.33	100	30
Video/phone conference	23.33	23.33	0.00	30.00	10.00	6.67	6.67	100	30
LinkedIn	66.67	13.33	0.00	6.67	3.33	3.33	6.67	100	30
Wiki	83.33	10.00	0.00	3.33	0.00	0.00	3.33	100	30
Blog	80.00	10.00	0.00	6.67	0.00	3.33	0.00	100	30
Web	56.67	10.00	0.00	10.00	6.67	6.67	10.00	100	30
Informal chat (f2f)	13.33	0.00	0.00	6.67	0.00	20.00	60.00	100	30

The results in Table 4.14 show that the least used (never) platform for knowledge sharing are Twitter (80%), W3 (83.33%), Connections (70%), Sametime (83.33%), Wiki (83.33) and blogs (80%). Email and telephone appear to be the more popular (used daily) platforms for knowledge sharing while 60% of managers make use of face to face, informal chats on a daily basis. The results also suggest that the larger share of managers use formal meetings to share knowledge between once a week (23.33%) and 2-3 times a week (23.33%). As expected, 63.33% of managers reported that workshops (for knowledge sharing) occur less than once a month.

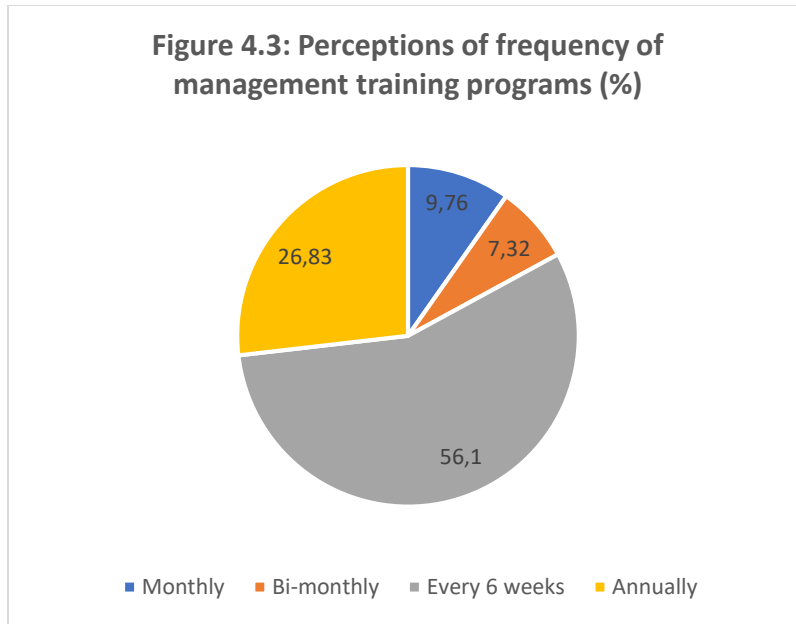


Figure 4.3 outlines manager's perceptions of the frequency of when training programs should be held. The larger share of managers feel that they should be trained every six weeks (56.10%) while the smallest share feel that training should be held bi-monthly (7.32%).

4.5 Summary

This chapter presented the findings of the study using tables and charts. The discussion provided an overview of all the results achieved and will contribute towards the discussion that follows in the next chapter.

CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter elaborates on the findings presented in the previous chapter. The chapter will discuss the findings according to the themes used in the previous section: first, the chapter will discuss the results based on the concepts of knowledge sharing. Secondly, results will be explored based on the link between knowledge sharing and management development. Thirdly, results will be explored based on the perceived benefits of knowledge sharing. Lastly, results will be discussed based on management development programs in the context of the study. To sum up the discussion, recommendations and a conclusion will be offered.

It should be noted that although there has been much work in the area of knowledge sharing and management development separately. This study aims to describe in a broad sense the link between knowledge sharing and management development by investigating managers perceptions of knowledge sharing, the link between knowledge sharing and management development, the benefits of knowledge sharing, and the current knowledge sharing and management development programs that exist in the sampled organisation.

5.1 Objective one: Concepts of knowledge sharing

The results found in theme one of the study indicated that managers responded positively to questions relating to knowledge sharing practices. Results showed that managers possessed a positive attitude towards the concept and confirmed its existence within the organization. The overall conclusion offered by the results is that knowledge sharing is valued and regarded as significant in the organizational context. It was found that knowledge sharing behaviour was encouraged and expected of employees by managers, who viewed knowledge sharing as essential for organizational success. This result is exemplified by the work of McNeish and Mann (2010) who asserts that knowledge sharing is regarded as valuable and is engaged in to obtain personal growth and organizational goals.

The results further indicated that there exists a high level of competition within the organization and that many managers felt that colleagues could threaten their positions within the organization if given an opportunity. The results pointed to the fact that rivalry and competition existed amongst colleagues where there was a reward or promotion involved and suggests that where knowledge is used to obtain rewards or

promotion employees may exploit it to get ahead of their colleagues. This competitive behaviour is considered a barrier to knowledge sharing behaviours within the organization and further contributes to knowledge hoarding. This finding is supported by the work of Naicker (2010, 58) who asserts that “with the common belief that “knowledge is power”, employees may use what they know to manipulate circumstances to their own betterment”.

Results also suggested that managers felt there were sufficient support systems and communication tools in place within the organization to facilitate knowledge sharing within the organization. These results confirm the findings of Al-Alawi et al., (2007) who found that the following techniques within organizational structures positively influenced knowledge sharing: Collaboration and teamwork (66.2%), Training (new or existing staff) (49.8%), Formal and informal discussion (47.8%), Knowledge sharing tools (emails, documents, IT systems, groupware, intranet, etc.) (45.3%), Communication networks (internet, intranet, and extranet) (44.3%), Communication during break time (38.8%), brainstorming (36.3%), Workshops (34.8%), Seminars (25.4%), Conferences (21.9%), Focus groups (18.9%), and Quality Circles (17.4%).

Participants of the study indicated in responses that organizations offered training for the purposes of individual growth instead of organizational growth. This finding was in contradiction to what was found in the body of literature discussed by the researcher in earlier chapters. Tsai (2002) asserts that knowledge is associated with organizational capability, and is defined as an organization’s ability to extract, harness, utilize, share and integrate knowledge for different parts of the organization, and because this kind of knowledge is firm-specific, it contributes significantly to an organization’s competitive advantage. The transfer of valuable knowledge from top management downwards is vital for the progression of other levels of employees and subsequently entire organization growth and success (Safla, 2006). This observation suggests that knowledge sharing, even in the form of training and development, is essential for organizational growth. The reason for this contradiction could be that organizations focused on addressing managers individual growth needs with the intention of developing characteristics that will build leaders who can effectively impact organizational growth. However, it should be noted here that it has been postulated that the positive outcomes of management development are the result of a compound process involving individual, organizational and program design characteristics (Baldwin & Ford, 1988; Morrison & Brantner, 1992; Wang & Wang, 2004; Warr & Bunce, 1995; Ards et al, 2010).

5.2 Objective two: Highlighting links between knowledge sharing and management development

A high percentage of respondents confirmed that they felt there existed a high level of trust between their colleagues and that they could trust their colleagues to do their jobs conscientiously and to provide accurate, honest information or help when asked. This finding positively correlates to what is proposed in literature. Castaneda and Toulson (2013) point to the fact that knowledge sharing has been found to be a transactional activity, where one actor upon building trust and sharing knowledge with another actor, will expect the same treatment to be reciprocated in future, this indicates the importance of trust in the knowledge sharing dynamic. The findings further infer that knowledge sharing behaviors are affected by personality traits and behaviors amongst colleagues and confirms Matzler et al. (2008) five-factor model in their study about personality traits that are linked with knowledge sharing behavior: neuroticism, extraversion, agreeableness, openness to experience, and conscientiousness. Employees who displayed these behaviors amongst each other were more inclined to engaging in knowledge sharing behaviors.

The results indicated that when it came to management development programs, the need to be trained was identified using performance analysis. Furthermore, results pointed to the fact that managers were more commonly trained after two weeks of employment in comparison to immediately after being employed. Findings suggested that a great portion of managers felt that management development training needs were readily assessed and addressed within their organization. The overall findings suggested that managers believed training was necessary and that training boosted confidence, knowledge levels and improved behaviour in managers.

5.3 Objective three: Perceived benefits of knowledge sharing

The majority of managers felt that knowledge sharing behaviours did not result in explicit benefits such as promotion, reward or increases. Instead, results indicated that managers believed that knowledge sharing behaviours yielded more tacit benefits such as: recognition or a positive performance appraisal. This finding suggests that organizations may not be aligning their incentive structures with their knowledge management structures within the organization. This finding brings to light the question of how important knowledge management and knowledge flows may be for an organization, and whether developing managers is a priority for that organization.

The overall findings suggested that managers displayed a positive attitude towards knowledge sharing and perceived its benefits as valuable within the organization. Managers expressed that knowledge sharing improved confidence, knowledge levels and skills. Furthermore, results indicated that managers associated knowledge sharing with increased levels of respect, pride and competency.

5.4 Objective four: Management development programs

The last two objectives of the study: ‘To ascertain which management development programs are currently being employed within organizations’ and ‘to determine how often knowledge sharing is being employed within these various management development programs’ were combined because these objectives were aimed at understanding management development programs specifically. Therefore, the findings for these two objectives have been summarized and discussed collectively.

Findings indicated that managers had access to training departments to assist with management development whilst a large portion of managers indicated that they did not have access to libraries for management development. This suggests that organizations provide training facilities or have training departments but may have a lack of online or physical libraries in which managers can self-study should they wish to do so. It was also found that training commonly took place part-time which was reasonable considering the busy schedules that managers have.

Results showed that respondents were trained mainly through email, via workshops or in formal meetings. Managers also felt that training should occur every 6 weeks ideally.

5.5 Recommendations

The findings suggest that there is still much work to be done with regards to formalizing knowledge sharing in the workplace. Creating and formalizing knowledge flows and knowledge management structures within the organization is a process that is expected and is necessary for the growth and success of organizations today. Knowledge is significant for managers today and the development of managers holds organizational strategic value.

Management development must be linked with an organization’s stance on its knowledge management within the organization. An online perspective to management development should be strongly considered. The use of online libraries, online seminars or lectures and other online downloadable material may prove

useful for training more managers across various departments and functions. The findings of the study shed light on the shortcomings of the current training being offered in organizations. Many organizations are still choosing to use offline common training methods such as face to face, email, or telephone. The use of these methods, whilst being useful to a degree, also explain that knowledge sharing in the organization is still being kept at an informal level.

It is recommended that organizations formalize and familiarize employees with knowledge sharing within the organization by training employees on how to share knowledge and receive training via online platforms. It is also beneficial to use incentive structures to assist the process of knowledge sharing. Knowledge sharing efforts should be linked to promotion, increases/bonuses and recognition/rewards within the organization. Knowledge leaders should be identified and rewarded publicly to set the bar for the rest of the organization. Managers must be trained to become knowledge leaders and should be familiar with online training and knowledge sharing on various communication tools on an inter and intra organizational level. Managers will become leaders for the rest of the organization and will set examples for how knowledge can and should be shared in the organization to add strategic value.

Findings confirm the tenets of the social exchange theory in relation to knowledge sharing in the workplace. Social Exchange Theory provides a theoretical foundation for the positive link between knowledge sharing and management development, especially given the technological change in many industries. It is postulated that individuals undertake a task or express a certain behaviour based on the reward they perceive is attached to it. Individuals will therefore engage in knowledge sharing if they believe it will result in positive outcomes in some shape or form. This study found that managers are generally more expectant of tacit, psychological and social positive outcomes for knowledge sharing compared to direct rewards such as a raise or promotion. It is recommended that further research be done on whether tacit rewards or explicit rewards are more effective in encouraging knowledge sharing efforts amongst managers.

Both the theory and results suggest that knowledge sharing is dependent on trust within the team and organisation. To enhance knowledge sharing it is recommended that managers not only go for training that increases their performance in the workplace through up-skilling, but also to increase the interpersonal synergy among team members.

In light of the fourth industrial revolution, knowledge sharing can be executed with ease through the many digital platforms that make communication easier. One recommendation would be to assess in further detail which communication tools are effective for knowledge sharing in the organisation. Results show that more

traditional methods such as email and telephone are used. Further research into which tools are more effective should be done.

This broad work to investigate a link between knowledge sharing and management development spurs on a more refined investigation in this area of research where a larger sample and other statistical and econometric techniques could be used to establish if there is indeed a relationship between knowledge sharing and management development. It is also recommended that singular research into the dynamics of management development programs may yield some interesting findings towards the existing body of research on the topic. It is suggested that a qualitative study be employed with managers to yield more details results and to facilitate a deeper discussion on the opinions and perceptions of current management development programs.

5.6 Conclusion

From the discussion and results identified in this body of work, it can be concluded that there exists a link between knowledge sharing and management development. It is understood that are multiple levels of knowledge within an organization, managerial knowledge exists in the higher levels of the organization. In order to access this type of valuable knowledge, knowledge sharing activities across levels must take place for managers to be developed and trained effectively. The passing on of organizational knowledge from top management throughout the organization is essential for organizational success and growth.

It is also important to note that personality, interpersonal chemistry and behavior affects the ways in which knowledge is shared within the organizational context, much of what literature says about these aspects has been proven to be true within the frame of this study. As more is uncovered about knowledge sharing on a managerial level, organizations will become more aware of how they can develop dynamics and training programs that match their needs and the needs of managers. It is the hope of this study to encourage a breakthrough in further discussions about knowledge sharing and management development and how the two are linked. Managers must become knowledge leaders and should become knowledge sharing experts to lay the way forward for the rest of the organization.

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Appendix 1- University Ethical Clearance Form



27 March 2018

Ms Shernice Singh (211514000)
School of Management, IT & Governance
Westville Campus

Dear Ms Singh,

Protocol reference number: HSS/2220/017M

Project title: The perceptions of the link between Knowledge Sharing and Management Development in the South African workplace

Full Approval – Expedited Application

In response to your application received on 22 November 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and **FULL APPROVAL** was granted for the protocol.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Suresh Ramdial
Cc Academic Leader Research: Professor Isabel Martins
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

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100 YEARS OF ACADEMIC EXCELLENCE

Flagship Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 2- Informed Consent Letter

Informed Consent Letter

Greetings,

You are invited to participate in a survey examining the perceptions of the link between Knowledge Sharing and Management Development in the South African workplace. This survey is intended for managers of all levels or employees currently enrolled in a management development program. This survey will contribute towards the completion of a Masters in Commerce in Human Resources Management degree.

The aim and purpose of this research is to seek to address the link between knowledge sharing and management development by seeking to uncover the perceptions and understanding of these two concepts and if it is understood to be linked. The findings of the study will contribute towards the improvement of management development programs.

The survey is available on the UKZN web survey platform and will be open for participation by all UKZN staff members across the Pietermaritzburg and Durban campuses.

The study will not involve any risks or negative consequences. Your participation is voluntary and responses are kept anonymous and translated into statistical data due to the Quantitative nature of the study. By signing this consent form you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study. All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number: HSS/2220/017M).

In the event of any problems or concerns/questions you may contact the researcher or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Mrs Mariette Snyman

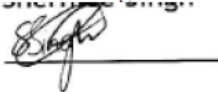
Humanities and Social Science Ethics (HSSREC) Research Office,
Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000
Tel: 031 260 8350 Snymanm@ukzn.ac.za

Researcher: Shernice Singh (078 437 7353)

Supervisor: Dr Suresh Ramdial (083 799 6787)

Sincerely

Shernice Singh



CONSENT TO PARTICIPATE

I (Name)..... have been informed about the study titled **The Perceptions of the link between Knowledge Sharing and Management Development in the South African workplace.** by Shernice Singh.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 078 437 7353 or neecy.singh@gmail.com.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

Mrs Mariette Snyman

Humanities and Social Science Ethics (HSSREC) Research Office,
Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000
Tel: 031 260 8350 Snymanm@ukzn.ac.za

Researcher: Shernice Singh 0784377353

Supervisor: Dr Suresh Ramdial (083 799 6787)

I hereby provide consent to:

Use my answers from the survey for research purposes YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

Appendix 3- Research Survey Questions

The perceptions of the link between knowledge sharing and management development in the South African workplace. This survey is intended for managers of all levels or employees currently enrolled in a management development programme.

This survey will work towards the completion of a Masters in Commerce in Human Resources Management dissertation.

Your participation is greatly appreciated.

Part 1 comprises of 16 questions.

Part 2 comprises of 16 questions.

Part 3 comprises of 101 questions.

The questions are broken up into multiple choice and matrix style questions for ease of reading.

PART 1

1. What is your highest qualification?
 - ☐ Diploma
 - ☐ Graduate degree
 - ☐ Post graduate degree
 - ☐ Doctoral degree
2. What is your organizational tenure (years)?
 - ☐ <2 years
 - ☐ <5 years
 - ☐ <8 years
 - ☐ <10 years
3. Is a training department available in your organization?
 - ☐ Yes
 - ☐ No
 - ☐ Partially
4. Is there any special library for management staff?
 - ☐ Yes
 - ☐ No
 - ☐ Partially
5. What are the stated objectives of your organization regarding training and development?

- Individual growth
 - Departmental growth
 - Organizational growth
 - Customer satisfaction
- 6. How does your organization identify training needs?
 - Organizational analysis
 - Operational analysis
 - Person analysis
 - Performance analysis
- 7. When do you decide training is needed?
 - Poor work performance report
 - New working practices
 - Regulatory requirements
 - Customer dissatisfaction
- 8. Which type of training is given to management staff?
 - On-the-job training
 - Off-the-job training
- 9. Does your organization (or the training agency) conduct any evaluation to determine the effectiveness of the training received?
 - Yes, by the organization
 - Yes, by the trainer
 - No
- 10. How are managers elected to go on training courses?
 - Selected to go on training course
 - Mandatory training course
- 11. How long after being recruited are managers given training?
 - No training is given
 - Immediately after joining
 - More than 30 days later
- 12. Is there any special training provided to managerial level staff?
 - Stress management
 - Team development
 - Personality development
 - No training

13. What kind of training course are managers given?

- Full time course
- Part time course

14. In your view, how often should managerial training be offered to managers?

- Monthly
- Bi-monthly
- Every six months
- Annually

15. What are the overall findings of feedback on management development programmes?

- No change
- Skills improvement
- Confidence on a particular task

16. How do you measure effectiveness of management development programmes?

- Customer satisfaction
- Improved work performance
- Cost-benefit analysis
- Staff morale

PART 2

17. Please rate the following statements according to the scale from strongly disagree to strongly agree, based on your opinion.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Management development needs are readily assessed in your organization.					
The organization designs an annual training budget.					
The organization obtains training from a reputable institution/organization.					
Managers are selected on the basis of their education and experience.					
Managers are selected on their past performance.					
The organization has designed training policies.					
There is a shortage of skilled managers in your organization					

The organization assesses training progress towards achieving personal and departmental training goals.					
Management training courses are evaluated as the organization conducts formal feedback sessions and receives feedback from managers.					

18. Please rate the following statements according to the scale from strongly disagree to strongly agree, based on your opinion.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Managers were less confident and less skilled before undergoing a management development programme.					
Managers were not happy with their job before attending training.					
Training and development practices have resulted in increased encouragement and contentment levels of managers.					
Managers were not working correctly before undergoing training.					
Managers are working efficiently after attending training courses.					
Training and development practices have improved the knowledge and skills of managers.					
Training and development practices help to change behavior of managers.					

PART 3

19. To what extent have you...

Please choose the appropriate response for each item:

	Never	Less than once a month	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily
Received knowledge from colleagues in your country							
Used knowledge from colleagues in your country							
Received knowledge from colleagues in other countries							
Used knowledge from colleagues in other countries							

20. To what extent have colleagues...

Please choose the appropriate response for each item:

	Never	Less than once a month	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily
In your country received knowledge from you							
In your country used knowledge from you							
In other countries received knowledge from you							
In other countries used knowledge from you							

21. To what extent do you agree or disagree with the following statements:

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I trust my colleagues to do their job					
I feel the information received from co-workers is trustworthy.					

I trust the expertise of my colleagues					
If I face difficulties at work, I know that my colleagues will help me out					
My colleagues do not try to deceive me by giving me the wrong information for their own gain					
I am an important part of the organization's network in my country					
I have many connections in the organization's network in my home country					

22. How many people in your organization industry do you regularly communicate with?

- ☐ 0-3 people
- ☐ 4-8 people
- ☐ 9-12 people
- ☐ 13-17 people
- ☐ 18-23 people
- ☐ 24+ people

23. To what extent do you agree or disagree with the following statements: I share knowledge because...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I think it is important to share knowledge					
I like to share knowledge					
I find it personally satisfying					
I feel proud of myself					
I want my superior to think I am a good employee					
I want my superior to think I am competent					
I want to be respected by my co-workers					
I want my superior to praise me					
I want my colleagues to praise me					
I might get a reward					
It may help me get promoted					

I might get a raise					
I want to be positively noticed in the organization					
I want to improve the performance and reputation of the organization					
My job role allows me to share knowledge					
I have access to necessary communication tools					
There is enough time to share knowledge					

24. Have you received training in any of these communication platforms?

- ☐ Wiki
- ☐ Email
- ☐ Web (e.g. experts)
- ☐ Facebook
- ☐ Twitter
- ☐ W3
- ☐ Connections
- ☐ Sametime
- ☐ Formal meetings
- ☐ Workshops
- ☐ Video/phone conference
- ☐ LinkedIn
- ☐ Blog

25. To what extent do you agree or disagree with the following statements:

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
There is internal competition in my organization					
Other employees can threaten my position in the organization					
There is strong rivalry among colleagues in my organization					

There is strong rivalry between different organizational units or subsidiaries in my organization					
Individual performance is important in my organization					

26. How often do you use the following communication tools to share knowledge in your organization? *

Please choose the appropriate response for each item:

	Never	Less than once a month	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily
SMS							
Email							
Telephone							
Facebook							
Twitter							
W3							
Connections							
Sametime							
Formal Meetings							
Training (such as workshops, etc.)							
Video/Phone conference							
LinkedIn							
Wiki							
Blog							
Web (e.g. experts)							
Informal chats							

27. How often do you use the following communication tools to share knowledge with other organizations in your industry? *

Please choose the appropriate response for each item:

	Never	Less than once a month	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily
SMS							
Email							
Telephone							
Facebook							
Twitter							
W3							
Connections							
Sametime							
Formal Meetings							
Training (such as workshops, etc.)							
Video/Phone conference							
LinkedIn							
Wiki							
Blog							
Web (e.g. experts)							
Informal chats							

28. How often do you receive knowledge in your industry through the following communication tools? *

Please choose the appropriate response for each item:

	Never	Less than once a month	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily
SMS							
Email							
Telephone							
Facebook							
Twitter							

W3							
Connections							
Sametime							
Formal Meetings							
Training (such as workshops, etc.)							
Video/Phone conference							
LinkedIn							
Wiki							
Blog							
Web (e.g. experts)							
Informal chats							

29. To what extent do you agree or disagree with the following statements: *

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My closest supervisors expect me to share knowledge					
My closest supervisors give me positive feedback if I share knowledge					
My closest supervisors view knowledge sharing as essential for my organization					
My closest colleagues think that knowledge sharing is very important					
My closest colleagues think that it is very important that everyone feels responsible for sharing knowledge internally					
My colleagues give positive feedback if someone shares knowledge					
Frequent knowledge sharing gives higher status amongst my closest colleagues					
The reward systems that are applied to me are directly tied to my efforts in sharing knowledge					

Frequent high quality knowledge sharing increases my salary					
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30. To what extent does your company currently reward you for sharing knowledge: *

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
By increments/bonuses					
By promotion					
By positive performance evaluation					
By more recognition from my superiors					

Thank you for completing this survey!

Should you have any questions or enquiries, please contact the administrator via email provided.