The Concept of Knowledge Sharing in Organizations (Studying the Personal and Organizational Factors and Their Effect on Knowledge Management)

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ABSTRACT:

The importance of Knowledge Management in organizations is becoming more noticeable and imperative to the success of organizations. Knowledge management in organizations is a necessity that needs to be adopted by the "brains" of the organization, as it is the main key for individuals to improve their learning and become more productive. Nowadays, organizations need to sustain their competitive advantage and to do so, organizations need to promote a culture of organizational learning that encourages knowledge-sharing behaviors among colleagues. This culture requires support from top management as this would encourage knowledge-sharing behavior amongst employees.

Knowledge management is a process that is adopted by organizations to capitalize on the knowledge capital of the organization. There are two types of knowledge, tacit and explicit. The process of sharing this knowledge, whether tacit or explicit knowledge, entails different methods of communication and various activities. This paper will investigate the knowledge sharing process from different researchers' perspectives and look into the different factors which are considered as facilitators and barriers to the concept of the knowledge sharing process to understand and further research their effect on knowledge sharing.

Keywords: *Knowledge management, Knowledge sharing, Explicit knowledge, Implicit knowledge, Organizational learning*

INTRODUCTION

Nowadays, as a result of competition and globalization, organizations are understanding the importance and usefulness of knowledge sharing amongst employees. They agree that knowledge is not accomplished by training the employees only, rather it is extracted through the daily operations feedback or the communications amongst their employees. They are learning how much knowledge sharing is required in their organizational culture to retain it as a success in their future strategies.

Knowledge management in organizations is an important topic that needs to be adopted by the "brains" of the organization, as it is the main key for individuals to improve their learning and become more productive. To sustain their competitive advantage, organizations need to promote a culture that encourages knowledge-sharing behaviors among colleagues. This culture requires support from top management as this would encourage knowledge-sharing behavior amongst employees.

Acquiring knowledge, keeping knowledge, using knowledge, and sharing knowledge are essential accomplishments to be achieved by organizations that adopt an open environment

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and promote a positive learning system. Change is inevitable, every day we hear about a new technology or read about a new market which results in new challenges and fierce competition for organizations. To survive in this fast-changing environment, organizations need to increase their capacities of learning, improve their knowledge systems and be flexible to adapt to market changes and competition.

Knowledge management is a process of capitalizing on the knowledge capital of organization. Therefore, it can lead to competitive advantage if organizations utilize their knowledge to improve the effectiveness of its core processes, increase the value of its business through improved knowledge of suppliers and customers, and ultimately differentiate the organization from its competitors. This paper will investigate the knowledge sharing process from different researchers' perspectives and look into the different factors which are considered as facilitators and barriers to the concept of knowledge sharing process in order to understand and further research their effect on knowledge sharing.

Literature Review
Definition of Knowledge

Research Scholars have different perspectives and views when they presented their research in defining what knowledge is. Nonaka (1994) referred to knowledge as a personal belief, as it is based on truthfulness as a concept. Knowledge was defined as "a fluid mix of framed, contextual experience, values, information, expert insight and intuition that provides a framework for evaluating, understanding and incorporating new experiences and information" (Davenport and Prusak, 1998, p.5). On a different note, Zack (1999) referred to knowledge as both an object and a process. According to his research, Knowledge is looked at as a tangible thing or object where it can be stored and manipulated, and at the same time, it is also a process where it can be applied and implemented.

Many organizations do not work on building a learning environment; instead, they depend on external resources to show them how to survive in the market which costs them a lot for a job that can be done internally. Other organizations assume that learning culture is built through

training courses, but what they have missed that learning is achieved by developing relationships and enabled communication (Baker & Camarata, 1998).

Additionally, Zack (1999) addressed that there exists an issue in managing knowledge which starts with the lack of utilizing IT within the organization. This in turn result in improper planning of managing knowledge at the time of building their strategies; therefore, they end up not having a suitable environment that promotes knowledge management. He defined data as observations or facts that do not have a direct meaning. His research defined knowledge as a process that starts by collecting a hierarchy of data to create meaningful information and then processing this data to information as solutions to business issues, operations and innovations.

On the other hand, Quinn (1992) had a different view regarding information and knowledge. He classified data as the 'know-what' that is related to a specific subject, and information as the 'know-how' which refers to how things are done. Furthermore, he elaborated that knowledge can be viewed as the 'know-why' that is related to the reason behind how things are operating.

According to Quirk (2000), the assets of an organization are the knowledge and the interrelationships among its staff. Alavi and Leidner (2001) defined knowledge as an experience, skill, value rather than data or information.

Types of Knowledge: Explicit and Tacit

Knowledge is classified into two types, one that exists in external sources such as databases or libraries that are accessed easily, which is referred to as explicit knowledge, and the other one is concealed in humans' minds and is difficult to be accessed, which is referred to as tacit knowledge (Nonaka, 1994).

Explicit knowledge is the easy access knowledge that can be used at any time is requested. According to Nonaka (1994), explicit knowledge is a communicable type knowledge that can be exchangeable through IT platforms, that stores this knowledge through flexible software which is transferrable to all users for access to share their knowledge. Explicit knowledge is vital to organizations as organizations consider it as the main factor of

production of knowledge (Zack, 1999). Moreover, explicit knowledge supports the transformation of organizations into learning environments as this knowledge is well organized and easier to access through accessing organization's databases.

On a different note, Tacit knowledge is difficult to be converted or communicated. Because tacit knowledge is hidden inside the mind, therefore, it is difficult for employees in organizations to share tacit knowledge of other colleagues easily. There are conditions for tacit knowledge to be transferrable. Employees must be involved in the daily work routine together and should have the willingness to communicate their tacit with others within the organization (Zack, 1999). Based on a study done by Nonaka (1994), 40% of organizations' knowledge is considered as tacit knowledge. The problem with tacit knowledge is the intentional unwillingness of employees to communicate their knowledge together.

Knowledge Management Definition

Many scholars have agreed on the definition of Knowledge management, but they have defined the same concept differently. Ford (2004) referred to knowledge management as actions an organization implements to collect, distribute and use this knowledge to improve the efficiency of the organization. Alavi and Leidner (2001) defined Knowledge management as a process of enhancement of the knowledge capital of organization and is seen as a tool that leads for innovation in order to compete with other organizations. Knowledge management is agreed has a consensus in research to be an essential tool for any organization's strategy. It is well defined in literature as the collection, allocation and usage of knowledge resources (Davenport and Prusak, 1998).

There are four different processes of knowledge management. Ford (2004) referred to these processes as a connected mechanism of knowledge generation, then codification of knowledge, followed by transfer and then application of knowledge (Ford, 2004). The generation of knowledge is derived from different resources; it can be created from internal organization's knowledge resources or acquired from and integrated through external resources. The codification of Knowledge is about the

translation of this knowledge into a visual format, such as: manuscripts, documents and graphs. Knowledge transfer refers to sharing and exchanging the knowledge between individuals or organizations. Knowledge application is the final process where the knowledge is applied and analyzed on how to add value to the business, solve operational problems and/or create competitive advantage for the organization.

Knowledge Sharing and Its Importance

The sharing of Knowledge sharing happens at different levels in the organization. It is a sharing of information and know-how between individuals, teams, as well as between individuals and the organization.

The knowledge sharing amongst individuals is known as the exchange of information (Connelly and Kelloway, 2003). For this information to be exchanged, there are different mediums that facilitates its exchange or transfer. For instance, employees can pass on the information between each other by sending emails and/or attaching manuals. As well, they can exchange any documentation to emails. Additionally, information can also be swapped via telephone conversations and direct interactions such as meetings, presentations and conferences.

The process of sharing this knowledge, whether tacit or explicit knowledge, involves different activities and communications (Connelly and Kelloway, 2003; Ford 2004). It is considered a social process as it involves individuals who are communicating knowledge within organizations (Nonaka and Takeuchi, 1995). In some cases, employees express this knowledge, but they don't understand the value of this knowledge to others and to the organization and they may not know how many problems it can solve.

There are a lot of positive consequence to knowledge sharing. Knowledge sharing enhances the social capital, which is the sharing of knowledge between employees, this leads to a good impact on the organization and its reputation (Wasko and Farja, 2005). Knowledge sharing improves the relationship among organization members and enhances the sharer's self-efficacy as a source of knowledge (Bock and Kim, 2002).

Moreover, knowledge sharing can impact the performance of the employee who is receiving the

knowledge sharing, normally called the recipient (Srivastava, Bartol, and Locke, 2006). This continuous knowledge sharing process helps in creating a sustainable competitive advantage to the organization where no competitor can imitate (Nonaka, 1994). This is perceived in better relation and transparency between the customers, suppliers and organization which eventually builds a successful operational process that will increase the switching cost of stakeholders to leave the organization (McEvily et al., 2000). Cameron (2002) added that sharing the knowledge among different parties within an organization is perceived as an integral part of a successful knowledge management strategy. Many organizations are adopting various methodologies and different approaches to enhance knowledge sharing in order to improve their operational issues.

Facilitators of Knowledge Sharing

Organizations should support the process of knowledge sharing by voluntary encouragement and support, rather than imposing it on the employees by force (Bock et al., 2005). Management approach in creating a motivational tool to encourage employees to share their knowledge should focus on adopting the appropriate technology that facilitates the process of sharing (Connelly and Kelloway, 2003).

Organizations that encourage social interaction and communication can share the tacit knowledge of its employees within a learning culture (Riege, 2005). The motivation of knowledge sharing between employees who have knowledge and other employees seeking the knowledge is the optimal purpose of positive social interactions among all employees regardless of their positions and roles (Connelly and Kelloway, 2003). This, in turn, strengthens the relationship building between employees and builds the notion of trust. Social interactions can take place at lunch breaks or side chatting during business meetings between employees, and this helps in sharing ideas, thoughts, experience and knowledge. If organizations' strategy is to build a learning culture, this is easily done through the creation of "Affinity Groups" where members meet regularly, and these groups are inclusive of employees who are colleagues in the same department, or holding similar positions and roles so they feel more confident and comfortable in

sharing their knowledge (Connelly and Kelloway, 2003).

Barriers of Knowledge Sharing

Many scholars addressed that knowledge sharing is not an easy process. Bock and Kim (2002) stated that some information may not be accessible and cannot be shared. The notion of knowledge sharing is not just about information, it is about individuals who create this knowledge and the fact that it resides in their minds and within themselves (Nonaka and Knonno, 1998). Organizations pay incentives for performance of employees; therefore, they may get discouraged to share their information and knowledge as they want to be top performers to receive such benefits. This creates internal competition between employees to be top performers, and in return hinder the knowledge sharing process (Bock et al., 2005).

Additionally, management can dictate what to be shared and what is not to be shared among employees, so this creates a barrier in the mindset of the employees to participate in the knowledge sharing behavior, especially in hierarchical organizations (Connelly and Kelloway, 2003). On a similar note, this is confirmed by a study conducted in 1997 by the Ernst and Young Center for Business Innovation, which reinforced the concept that changing people's behavior can impact the management of knowledge sharing within employees in the organization in a negative manner. Again, knowledge is a value, so individuals' personal beliefs need to be assured that there are no costs associated with sharing knowledge (Bock et al., 2005). It is more than natural to be self-preservative, as this is an individual natural trait, therefore they calculate the risks associated with the consequences of spending time and making efforts to share knowledge as opposed to thinking about the results of not sharing and blocking this knowledge (Casimir, Ng, and Cheng, 2012).

Another barrier of knowledge sharing process is "Knowledge Distance". Hamel (1991) identified that there is a gap between the individual who shares the knowledge and the other who receives the knowledge. This can be a result of the different background, education and experience individuals possess. The research confirmed that the greater the knowledge distance between the recipient and sharer of the

knowledge, the better the learning outcome for the organization. This is explained by the fact that the recipient can value and identify that this knowledge is important to enhance their learning within the organization. However, Lane and Lubatkin (1998) disagreed with Hamel (1991), as they explained that as the knowledge distance increases, meaning a bigger gap between the recipient and the source, it becomes more difficult for the recipient to absorb the knowledge that they receive.

Organizations should consider the knowledge sharing from external and internal sources. The term absorptive capacity refers to the ability to extract knowledge from sources that are not inside the organization (Cohen and Levinthal, 1990). This is what is called external knowledge. The ability of absorbing this external knowledge as a new knowledge to bring it into the organization depends on the capacity of employees to be able to absorb this knowledge (Cohen and Levinthal, 1990). Lane and Lubatkin (1998) came up with this concept of "absorptive capacity". In other words, it means the ability of the organization to value and make use of this new external knowledge. The success of this relative absorptive capacity depends on the alignment between the person receiving the knowledge and the person sharing this knowledge. The greater the alignment, the easier is the process of transferring knowledge.

Morgan (1997) explained that organizations act as "Brains", a metaphor used to explain that organizations can learn in an ongoing way but went further to highlight that most organizations have difficulty achieving learning, even in a double loop process. Morgan (1997) explained the barriers to double loop learning and addressed the guidelines that organizations should implement as not to suffer from learning disability. The notion of double loop learning involves training the employees to believe more in their own beliefs and assumptions, in order to improvise a good performance in the learning process of organizations (Argyris & Schon, 1978). To minimize the knowledge sharing barriers, organizations should act as an "information processing brain", in the way to organize continuous learning, encourage employee innovation by adopting a knowledge learning sharing environment (Morgan, 1997).
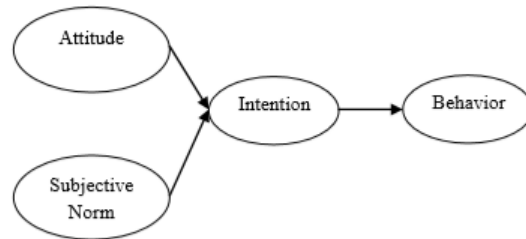
Theory of Reasoned Action

To understand the knowledge sharing process, it is imperative to understand the factors behind why and how to build a positive environment that motivates employees to share their knowledge as well as understanding reasons behind why they would refrain from doing so. Therefore, this section will try to explain these factors by referring to the "Theory of Reasoned Action". The theory of Reasoned Action (TRA) have been established by Ajzen and Fishbein in the 1970s. Bock et al. (2005) outlined the use of TRA as a well-known framework in social psychology that explained human behaviors and the factors that impact the intention to conduct such a behavior. The TRA examined the intention, willingness and engagements of individuals to conduct certain behaviors as well as the intentions in performing a specific behavior (Ajzen and Fishbein, 1975).

The TRA is a theoretical model established by Ajzen and Fishbein in 1975, that predicts behavioral intentions and as a result the behavior. It proposes that for an individual to act in a specific behavior, he/she must have the intent to do such behavior. If there is an understanding or link of this theory to knowledge sharing, therefore, we can understand the behavior of employees that may not have the intention to share information with their other colleagues, even if they have the know how to share an experience or to solve a problem.

The TRA consists of three drivers of behavior: attitude of a behavior, the subjective norm, and the intention to do the behavior or not (Godin and Kok, 1996). Figure 1 portrays the Theory of Reasoned Action in a visual format to make it easier on the reader to understand.

Based on what mentioned above, TRA assumes that the intention to do or not to do a behavior is determined by the attitude towards the behavior and the subjective norm towards the behavior (Teh and Yong, 2011). The Attitude towards a behavior suggests that individuals build their own expectations and assessments of specific behaviors. This may result in forming subjective negative or positive attitudes towards these behaviors. As a result, their attitude towards the behavior will affect their intention to conduct the behavior or not (Teh and Yong, 2011).

Source: Ajzen and Fishbein (1975)

Figure 1: The Theory of Reasoned Action

This norm of subjectivity denotes the social surrounding and burden that is exerted over individuals to conduct such a behavior (Teh and Yong, 2011). This is also subjective, as the norm reflects the individual's thoughts about others. The subject norm may be affected by the individual's tendency to conform with the views of the significant others (Ajzen and Fishbein, 1975). This implies that important and close people or groups around the individual as family members, colleagues, and friends may affect their intention towards the behavior, to perform or not to perform the behavior.

Knowledge Sharing and the Theory of Reasoned Action

Many literature research papers discussed the Theory of Reasoned Action (TRA). Bock and Kim (2002) investigated the factors that affect the behavior of knowledge sharing in organizations. In the model or concept of TRA, there seems to be a relationship between intentions and behaviors (Ajzen and Fishbein, 1975). The higher or more positive the intentions are, the higher the chance for performing the behavior. This depicts a positive connection or relationship between the intentions to do the behavior and the actual behavior. In other words, this reflects that if the employee does not have intention to share knowledge, then he/she is likely not to do so.

Knowledge sharing and the intention to share the knowledge is in a positive relation. Bock and Kim (2002) stated that the intention of knowledge sharing is affected by the attitude towards the behavior. Thus, the belief or attitude of the employee towards the outcome of sharing the knowledge will affect the intention towards the concept of sharing their knowledge.

The subjective norm towards knowledge sharing represents the social pressure that employees face from their colleagues to share or not share knowledge. Based on Bock et al. (2005), a positive subjective norm towards knowledge sharing must be generated by a strong belief that this sharing with other colleagues will benefit the organization. In other words, employees will be motivated to share their knowledge knowingly that this is a capability that will add value to others and to the organization.

Factors Affecting Knowledge Sharing

Different factors can influence individuals or in this context employees in the organization to share their knowledge. Bock and Kim (2002) explained these factors as the Expected Rewards, Association and contribution. The first factor "Expected Rewards" explained that individuals will behave based on their self-interests. This implies that if they expect extrinsic benefits like money, promotion, or higher educational opportunity, then they will be positively motivated to share their knowledge.

The second factor "Expected Association" proves that knowledge sharing behavior does not always depends on extrinsic rewards; it can be done also through intrinsic rewards (Bock and Kim, 2002). These intrinsic rewards promote the sharing of knowledge given that Knowledge sharing can occur to build strong relationships with colleagues or as reciprocation for received benefits like job security (Casimir et al., 2012).

The third or last factor "Expected Contribution" is referred to as a motivational factor for sharing knowledge, because the individuals themselves think that they can affect the organization's performance and be a source of knowledge. If the social cognitive theory is taken into account, this behavior of individuals is explained as self-efficacy, or self-reflection where the individual judge their capabilities and test their effectiveness in dealing with different environmental situations or organizational task performance (Bock and Kim, 2002).

Affective Commitment of Employees to Organizations

To share knowledge, the concept of organizational commitment of employees was introduced to be examined (Allen and Meyer, 1990). One of the factors of organizational commitment is affective commitment. Applebaum et al. (2003) confirmed that affective commitment is an attachment of employees to their workplace. It is an emotional state of feeling or belonging to the organization. Allen and Meyer (1997) stated that this state of emotional bonding can influence workplace attitudes and behaviors such as the employees' job satisfaction, and job performance.

Affective commitment has been identified in research to affect the sharing of knowledge. This means that the higher the affective commitment in employees the higher the intention to stay within the organization (Mathieu and Zajac, 1990). Another study confirmed that employees with high affective commitment tend are more likely to be in line with the organization's goals and values, which increases their positivity towards sharing their knowledge to the maximum capacity (Hooff and Ridder, 2004). On a similar note, employees that possess a high level of affective commitment are also associated with having good intentions to share knowledge (Robertson and Hammersley, 2000).

Affective Trust in Employees

There are different types of trust. In this paper as it relates to knowledge sharing, the focus will be on organizational trust and interpersonal trust of employees. Organizational trust is defined as the employees trust in the organization (Ford, 2004). In other words, organizational trust is about faith in the organization that its goals and vision make sense to the employees' values.

Interpersonal trust is the trust between employees within the same organization.

Casimir et al. (2012) described that trust is correlated positively with the concept of sharing knowledge. Their research stated that the relationship of trust increases with the openness to share knowledge. The notion is based on the principle that as people trust each other, there is less fear to share their knowledge with those they trust (Ford, 2004).

Organizational Support for Knowledge Sharing and Learning

The importance of organizational support to knowledge sharing had been mentioned in a lot of research. It is agreed upon in research that the concept of sharing knowledge is rather a voluntary behavior. Employees may know the importance of their knowledge, but they do not notice the significant effect and benefits of sharing it with others. Thus, organizational support for knowledge sharing behavior is imperative to encourage employees to be involved in sharing knowledge activities within an organization (Yang, 2003). Argyris and Schon (1978) addressed that organizational learning is only established with the management support that can deal with challenges of a changing world. Yang (2003) further strengthened this concept by showing that organization's management can have an ultimate effect on having employees sharing their experiences with other colleagues. This is accomplished by preparing training programs, regular consulting meetings and rewarding schemes (Connelly and Kelloway, 2003).

The support of leaders and managers for knowledge sharing behavior between employees is important in showing the effectiveness of sharing the knowledge. Employee's sense and follow what their managers and leaders do. Riege (2005) argued that the lack of managers support can affect the willingness of employees to share knowledge. This is an important step to guarantee success in the knowledge management in organizations. McDermott and O'Dell (2001) stated that a lot of organizations were unsuccessful, although they have a successful knowledge management process, since some managers and leaders do not encourage the knowledge sharing behavior between employees. Based on the research conducted by Alavi and

Leidner (2001), learning organizations that support knowledge sharing behavior will enhance positively the attitude of employees to share their knowledge.

On the other hand, the success of knowledge sharing behavior is not only dependent on organization support. There are also other requirements that needs to be achieved within the organization. To reach a successful adaptation of knowledge sharing culture, there should be an alliance between three main elements that includes different factors to create a successful knowledge sharing culture within organization. These factors are comprised of individual, organizational and technological factors.

The individual factors are represented by ensuring that employees are motivated to pass on knowledge with others in order to turn the tacit knowledge and transform it into explicit knowledge. The organizational factors are represented by building an open organization structure that facilitate the communication between all staff and by showing the important role knowledge sharing in achieving the organization's goals. Technological factors are represented by IT support through offering different flexible systems and platforms that facilitate knowledge sharing process for employees (Riege, 2005). Morgan (1997) mentioned the importance of cybernetics as intelligent systems which requires norms, values, limits and reference points to guide behavior. These systems will help in achieving efficiency by facilitating the double-loop learning that was mentioned above in the barrier section.

Barriers for Organizational Support for Knowledge Sharing

Organizations are aware of the importance of adopting a learning culture that enhances the sharing of knowledge among employees. However, organizations are also aware that there exist barriers to develop this effective learning culture which makes it difficult to develop an environment that promotes or encourages knowledge sharing (Marsick and Watkins, 1999).

Organizations need to overcome many barriers if they are to develop an effective learning culture. One of the key barriers is changing the existing "mental models" or way of thinking of employees. This means that each employee has a different way of thinking which are based on one's assumptions, values, thoughts and feelings. This is hard and extremely difficult for organizations to change or unlearn these thoughts of its employees. This creates a block in some cases to change the mental models of their employees as this type of change requires time and continuous training.

Another barrier that organizations must take into consideration and try to avoid is the concept of "learned helplessness", which refers to the state of employees feeling that they are unable to share their knowledge as they believe they won't make a difference even if they try (Marsick and Watkins, 1994). Organizations should be aware of this state and understand what have led employees to feel helpless or powerless to make changes to their workplace. Learned helplessness can hinder the process of the sharing of knowledge of employees as they feel that their knowledge doesn't have value to the organization and not confident to share their knowledge.

Moreover, barriers to learning or knowledge sharing are created by bureaucratic accountability and punishment culture where employees make mistakes and get penalized for it (Morgan, 1977). This is referred to as "Truncated learning", a barrier that organizations may face due to the old static culture that is based on punishment in case of mistakes and not rewarding employees for their efforts. Marsick and Watkins (1994) stressed out the importance that organizational learning culture must consider failures and mistakes as opportunities for employees to learn and improve.

According to Marsich and Watkins (1994), another barrier to knowledge sharing is the concept of "culture of disrespect". Many organizations end up promoting an environment that encourages disrespect without knowing it. This creates a form of demotivation to employees to even consider sharing their knowledge. This causes organizations to have a learning disability which impact knowledge sharing process. Organizations should take into consideration this aspect as respect is a vital pillar in building organization learning culture because it's the key for motivating employees for learning.

CONCLUSION

Knowledge management is a process of integrating the creation, sharing, utilizing and finally the management of the knowledge and information of an organization. For knowledge

to be shared or transferred between employees, organization must support it. The intention of the employees to share their knowledge will increase if there is organizational support. This is because their attitude will change as the support from management will reinforce their trust and commitment towards the organization.

The Reasoned Action theory helped in understanding the association between the intention of the employee and their behavior. This relationship is supported through the intervening of the employees' attitude to knowledge sharing, where the factors of employees' commitment to an organization and employees trust to their colleagues increase the attitude to share knowledge. This can motivate the intention of the employee towards sharing their knowledge.

Research confirmed that organization support for knowledge sharing increases the workplace subjective norm. The organization that gives encouragement to their employees to work as a team will leave a strong effect on the employees regarding the importance of knowledge sharing behavior on them and on the organization. The role the organization's play in facilitating the process of knowledge sharing will make all employees believe that knowledge sharing is an integral association of their own work and it is their role to motivate other colleagues to do it. Technology facilitates the process of the knowledge sharing. IT platforms as well as the use of important systems are much needed to optimize the effectiveness of the knowledge management in the organization.

Recommendations for Future Research

This is a literature review of knowledge management and the different factors that impact the knowledge sharing process. The concept can be further researched by contextualizing it and exploring its effect on organizations in relation to digital transformation. A conceptual model can be designed to investigate the effect of the mentioned factors above: affective commitment, trust and the support of organization for knowledge sharing on the Knowledge sharing in general.

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