



THE EFFECT OF KNOWLEDGE SHARING ON EMPLOYEE INNOVATION IN MEDIA ORGANIZATION

By

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Dedication

I would like to dedicate this work to my parents and family, who have been encouraging me and praying for me to succeed in my career and life. A special dedication is for my little lovely daughter, as she is the reason why I continued my master studies.

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I would like to take this opportunity to thank everyone who supported me to achieve my research study. I have couldn't finish it without:

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Abstract

Knowledge is a source of power for organizations. To increase knowledge within the organization, a knowledge sharing practice has to be involved. Knowledge sharing and organization innovation are the critical ways to maintain competitive advantages. Top management always search for effective policies which persuade employee to exchange and share knowledge with their colleagues in the organization. Sharing continues and valuable knowledge between employees is a primary aspect of knowledge sharing practice. In addition, knowledge sharing practice is a key success for organization innovation. The aim of this research is to conduct study on the effect of knowledge sharing on employee innovation in media organization.

The research study started with extensive literature review on different topics related to knowledge sharing and employee innovation. Several definitions were highlighted in this research study as well as types of knowledge sharing such as tacit knowledge, explicit knowledge, and knowledge donating and knowledge collection. The knowledge sharing process is presented to show how to explicit tacit knowledge in order to make available to employees. The same process or model conducted in media organization is also explained. Then, a learning organization is described as it has factors that will be used to examine and facilitate knowledge sharing practice which are: trust, communication, reward and incentive system, supportive management role, commitment to learning. After that, a reason of practicing knowledge sharing is to have employee innovation. A definition of comprehensive innovation is given as well as dimensions of innovation which are: exploitative innovation and exploratory innovation. Then, innovation with technology in media organization such as implementation of “New Media” in media organizations has been also described in this research study. Based on extensive literatures that have been reviewed, a conceptual framework has been developed to be examined in this research and outline possible course of actions.

A quantitative approach was obtained to gather real life data about the effect of knowledge sharing on employee innovation. The quantitative approach aims to find out the relationship between knowledge sharing and employee innovation. Moreover, the same approach was done to determine the relationship between sub independent variables (trust, communication, reward and incentive system, supportive management role, commitment to learning) and sub dependent variables (exploratory innovation and exploitative innovation). Based on data analysis several recommendations on how to have effective knowledge sharing practice has been proposed by the researcher. The proposed recommendations include increase the level of trust; establish effective communication channel, effective rewarding and incentive systems and effective strategy and organization structure for facilitating knowledge sharing.

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Chapter 1: Introduction

Nowadays, reduction in the price of technology and the high requirement for production flexibility has caused organizations to challenge each other in order to get stronger (Hanssen-Bauer and Snow, 1996; Schulze et al., 2008; Volberda, 1996). In addition, as the organizations maintain the development of the innovative products and services, their chance to achieve and retain competitiveness in global market will be high (Miron et al., 2004). In fact, innovation is a significant variable for organizations searching to be leader in market in and to ensure long term survival. Recently, many scholars and practitioners have accept that “innovation is power” for all organizations (Drach-Zahovy et al., 2004).

From the literature one of the two variables considered important for long term survival of the organizations involves the concept of innovation (Capon et al., 1992) and knowledge (Kamasak. R and Bulutlar. F, 2010). These days, knowledge is one of key success variables for maintaining competitive advantage, practically in high knowledge intensive organizations. Knowledge is considered as most important assets of the organization. Knowledge is the most important resource of organizations organizations (Nahapiet and Ghoshal, 1998; Conner and Prahalad, 1996; Grant, 1996), which gives novel organization outcomes, and includes the innovation process (Smith et al., 2005; Kogut and Zander, 1996).

Many scholars have evidence that knowledge is a key factor for developing innovation process, especially for innovation management (Darroch and McNaughton, 2002; Nonaka and Takeuchi, 1995). There are another important variables considered significant for long term survival which is said to be the capability to attain exploitative innovation and exploratory innovation at the same time (Tushman and O'Reilly, 1996). However, knowledge sharing practice is not considered as an official task. Thus, organizations should encourage their employees especially knowledge intensive employees to share their experiences as it is important to maintain the organization's competitive level.

In this research study, a learning organization represents the degree to which organizations are devoted to systematically challenging the fundamental beliefs and practice. In other words, a leaning organization is used to facilitate the implementation of knowledge

sharing practice in order to get innovative employee. “. A learning culture encourages organizations to question not only the information they process but also whether their particular approach to innovation is applicable”(Liao, 2006, pp. 227). There are many ways to have effective implementation of knowledge sharing namely by having effective communication channels which are used to sharing the knowledge across organization such as shared database, new media technology, meetings (face to face communication), training, workshops, written documentations and so on. Moreover, top management should create culture of knowledge sharing by encouraging employees to accept that knowledge is source of advantageous competitiveness. Commitment to learning is another way to have effective knowledge sharing by encouraging employees to learn and prove it as source of investment and important for survival. Reward and incentive also motivate employees to practice knowledge sharing by giving them positive annual appraisal or financial bonuses or job security. Trust is one of the crucial variables which affect the implementation of knowledge sharing. Trust is the concept to all social situations that require cooperation and interdependence. In addition, all these methods which effect the implementation of knowledge sharing will be explained in details later.

Research problem:

This research investigates the cause of lack in innovation in ABC media organization in Dubai. This problem caused the ABC organization to have regular programs and shows that are not very interesting and exciting to the audience. In addition, the top management of organization ABC observed that employee innovation process in some departments is weak or almost neglected with compared to another departments. Top management did an investigation and found that some departments are working as one team where there is open communication and knowledge exchange. However, in other departments many small teams are created and no any communication channels between them which are caused as barrier to implementation of knowledge sharing. By looking to departments which implement the knowledge sharing practice, they try to obtain more information about their related issues and problems and do weekly meeting in order to go through their issues or problem and find proper solution. Even they send their employees to external training and workshops to obtain new knowledge and to increase their knowledge assets. Then all new knowledge which

gained is saved in the shared database, where everyone has access to it. In order to enhance employee innovation, an effective process of knowledge sharing should be obtained. Knowledge sharing is considered as key success for employee innovation. Hence the following question is created in order to study the effects of knowledge sharing on employee innovation in media organization:

- What are the effects of knowledge sharing practice on employee innovation in media organization?

Aim and Objectives:

The aim of this research study is to explore relationship between the implementation of knowledge sharing and employee innovation in media organization in Dubai.

The aim will be accomplished with the following objectives of this research study:

- Identify the problem existing in organization ABC in regards to the effect of knowledge sharing on employee innovation in media organization.
- Investigate how implementation of knowledge sharing can be effectively used to enhance employee innovation in media organization
- Establishing a set of recommendations for organization ABC to support successful implementation of knowledge sharing practice in order to get innovative employees.

Research Scope:

The scope of this research is to focus into one organization and this organization operates in Dubai in UAE. By considering the employee innovation, knowledge sharing plays important role in enhancing employee innovation. The purpose of conducting this type of research is to clarify to the media organization that employee innovation can be effect by knowledge sharing practice.

Structure of the dissertation

The structure of this research study begins with a literature review discussing the knowledge sharing in general, knowledge definitions, types of knowledge sharing, knowledge sharing in media organization , the knowledge sharing process in media organization , learning organization, innovation in general, definition of innovation, types of innovation, innovation in media organization and new media as source of innovation in media organization . After that, the conceptual framework is discussed as result of the previous chapter. Then the methodology for conducting this study is discussed, which is quantitative and is collected through questionnaire from the media organization in Dubai. Afterwards, data collection, analysis and discussion are presented to investigate practical findings against the literature review. Finally, a conclusion and number of recommendations are given for effective way to implement knowledge sharing in order to get innovative employees.

Chapter 2: Literature Review

Introduction:

Age and amount of knowledge play an important role in achieving business success, which was considered as important as oil or coal during the industrial era (Zhang and Zhao, 2006). Knowledge itself is considered as an important asset to organization. Knowledge is shared among employees in an organization as information that has been validated through test or proof (Liebeskind, 1996). Voelpel et al. (2005) highlighted the importance of knowledge for organization comes from the sum of knowledge obtained externally and internally which is considered as a sustainable resource from keeping competitive advantage. Benefit of knowledge is to give the employees of organizations a clear and direct path for their judgment (Tsoukas & Vladimirou, 2001), and enhance the employee job performance and have advantage of being a competitive organization (Hsu, 2006). Moreover, it is suggested that there is a close connection between innovation and the concept of “knowledge creation” (Nonaka 1991, p. 164) and (Nonaka and Takeuchi, 1995, p.3). Nonaka et al. (2006) define knowledge creation as “a continuous process of learning by acquiring a new context, a new view of the world and new knowledge in overcoming the individual boundaries and constraints imposed by existing information parameters” (p.1182). In other words, creating a new idea or knowledge gives an organization a high chance to innovate than using the existing knowledge or information.

Knowledge sharing

The principle of knowledge sharing engages the transfer of knowledge either from one person to another or among groups. Organization employees can practice knowledge sharing with external knowledge source (Garvin, 1993). The advantages of having an organization's employees connected with external sources are that they can gain new information, experience and ideas that might not be found inside the organization (Hamel & Prahalad, 1993; Wasko & Faraj, 2005). In addition, the key factor for organizational innovation is to

have knowledge exchange and learning from network connections among organizations (Nooteboom, 2000).

Definition of knowledge sharing

First it is necessary to know what knowledge means. Nonaka & Takeuchi (1995) defined knowledge as “justified true belief” (p.86) and Starbuck (1992) defined it as “stock of expertise” (p.716). In addition, Purser and Pasmore (1992) defined knowledge as unity of facts, models, schemes, ideas, opinions and intuition that is used for making decision process. Ruggles (1998) defined it as a collection of information, experience, value standard and norm. Davenport and Prusak (2002) concluded from their studies with the definition of “working knowledge” which explains organizational knowledge as a “fluid mix”, containing experience, value, contextual information and expert insight which give a framework for assessing and integrating new experience and information (p.4).

As knowledge has been clearly defined, let's assume it now exists within some of the organization's members. Thus, it needs to be properly shared and transferred to other employees within the organization in order to perform their tasks efficiently and this knowledge has to be transferred at the right time, in the right place to the right person. Lin, Wu & Lu (2012) defined knowledge sharing as employees having to exchange and discuss knowledge externally and internally through all kinds of channels (vis-à-vis discussions, conferences, both informal and formal networks, best practices and databases), in order to increase the value of knowledge usage during knowledge interchange, and to generate the synthesis. Cummings (2004) defined knowledge as “the provision of task information and know-how to help others and to collaborate with others to solve problems, develop new ideas, or implement policies or procedures” (p.352). Moreover, Levitt & March (1988) defined knowledge sharing as a process where an individual's gain experience from someone else. Hence this will result in reinforcing the learning of the organization. A group of knowledge and knowledge sharing concepts were clearly defined in this section and each theorist defines it according to his study case.

Types of knowledge sharing

Knowledge sharing is considered as a significant factor for organizational learning and brings many advantages to an organization (Argote, 1999; Garvin, 1993; Liebowitz & Chen, 2001). There are two types of knowledge sharing to be discussed in the literature which are implicit (tacit) and explicit. The individuals have to communicate and share implicit and explicit knowledge with each other in order to learn and gain new knowledge. By using this way, the individuals will be able to define any sort of problems and use their knowledge to have a quick solution (Nonaka et al., 2006). Thus, knowledge sharing is a key factor for organizational success (Saenz et al., 2009).

The best definition of knowledge sharing for this study was taken from Kamasak and Bulutlar (2010) as “process where individuals mutually exchange their implicit (tacit) and explicit knowledge to create new knowledge”(p.307) Explicit knowledge is defined as knowledge that easily can be expressed and explained in formal language (Nonaka, 1991). Where Li and Gao (2003) defined tacit knowledge as knowledge that “hard to be expressed, represent and communicate, it’s in intuitive, unarticulated and cannot be verbalized” (p.9). Tacit knowledge is considered as personal knowledge and hard to be expressed to others. In addition, it’s considered a less familiar and unconventional way of knowledge. This kind of knowledge can be gained by sharing experiences and by observation and limitation (Seidler-de Alwis and Hartmann, 2008; Kikoski and Kikoski, 2004; Hall and Andriani, 2002). Both Tacit and explicit knowledge are important for knowledge creation. sharing both types of knowledge is therefore important for knowledge creation.

Based on Van Den Hooff and De Ridder’s (2004) studies, knowledge sharing is divided into two parts: knowledge collecting or receiving and disseminating or donating. Knowledge donating is defined as “communication to others what one’s personal intellectual capital is” and knowledge collecting is defined as “consulting colleagues in order to get them to share their intellectual capital” (Van Den Hooff and De Ridder’s, 2004, p. 118). Knowledge collecting goes along with knowledge donation in any active communication in order to transfer knowledge or consult others to get some access to their intellectual capital (Van Den Hooff and De Ridder’s, 2004).

Knowledge sharing in the media organization

In general, a comprehensive detail of knowledge creation and knowledge sharing was discussed in this report for all types of organizations. In addition, to give the reader a clear idea about the importance of knowledge creation and how to share it with others within the organization, in order to innovate and get organizational competitive advantage. Knowledge sharing practice differs from one organization to another or from one organization to another. In the literature, the concentration is going to be on the implementation of knowledge sharing in the media organization. Knowledge sharing literature emphasizes that explicit knowledge can easily be measured described and identified, whereas tacit knowledge is hard to be shared. Many researchers have highlighted that there are two difficult factors with regard to tacit knowledge: practically, it is difficult to be identified and hard to separate an instance of tacit knowledge sharing as the exploratory innovation of it needs an explication of the tacit knowledge (Alony and Jones, 2007).

The work nature and the culture of the media organization in Dubai prevent the creation of explicit knowledge repositories. Knowledge exists within the employees and it is somehow hard to formalize. Knowledge comes from the action of creating the project product. Hence, the type of knowledge sharing practice that is used in the media shows that knowledge sharing is clearly tacit knowledge which also appears to be dominant. Alony and Jones (2007) emphasize that the individual's experience is more important than their qualifications. After interviewing Phil- Producer, Alony and Jones (2004) state that “they have more skills and more experience, you know, that why I hire them... there are high dependence on um, technical skill and experience” (p.7). This shows how significant experience and skills are to the media organization. It also shows the main criteria of employment in this organization are the employee technical skill and experience.

In the media organization, organizations should explicitly pass on the employee tacit knowledge to others which put the organization at low risk of having staff turnover. Droege and Hoobler (2003) emphasize that tacit knowledge is held with the individual and when it is not properly explicated, it is lost when the employee quits from the organization. Explicit

knowledge is considered more reliable and consistent than tacit knowledge which is embedded in an individual. In fact, this has been encouraging creativity for long time, as any artist has to explicate their thoughts to get continues creativity. On the other hand, the implementation of explicit knowledge sometimes leads to risk in the organization as stated by Stenmark (2000). These risks could be individual difficulty and resistance, vulnerability of explicit knowledge and its static nature. Cowan, David and Foray (1999) stated that explicating knowledge of the individual needs an effort that might not seem obligatory or might also be perceived as dangerous. Furthermore, when the explicit knowledge is replicated easily, the chance to obtain it will also be easy, but it will cause difficulties to protect it from theft (Alony and Jones, 2007). In addition, there is a natural limit for explicit knowledge and it needs the integration of skills and capabilities that comes with it. It also requires the dynamism of the tacit counterpart.

Knowledge sharing process in the media organization

Alavi and Leidner (2001) said that there are many dimensions of knowledge. Knowledge can be in the form of collecting data and information, objects, state of mind, access to information, capability and process. Tacit knowledge exists in the mind of the individual. Tacit knowledge can be transferred from one person to another dynamically and this depends on the circumstances that the individual is in. By having this dynamic form, the source of creativity and innovation will be established which is considered as crucial to the success of projects (Mascitelli, 2000).

Nonaka and Takeuchi (1995) propose a model that can be adopted in any organization which is called “the knowledge creating company”. This model helps to look for sources of creativity and innovation in the process of translating tacit knowledge into explicit and vice versa as shown in figure 1.

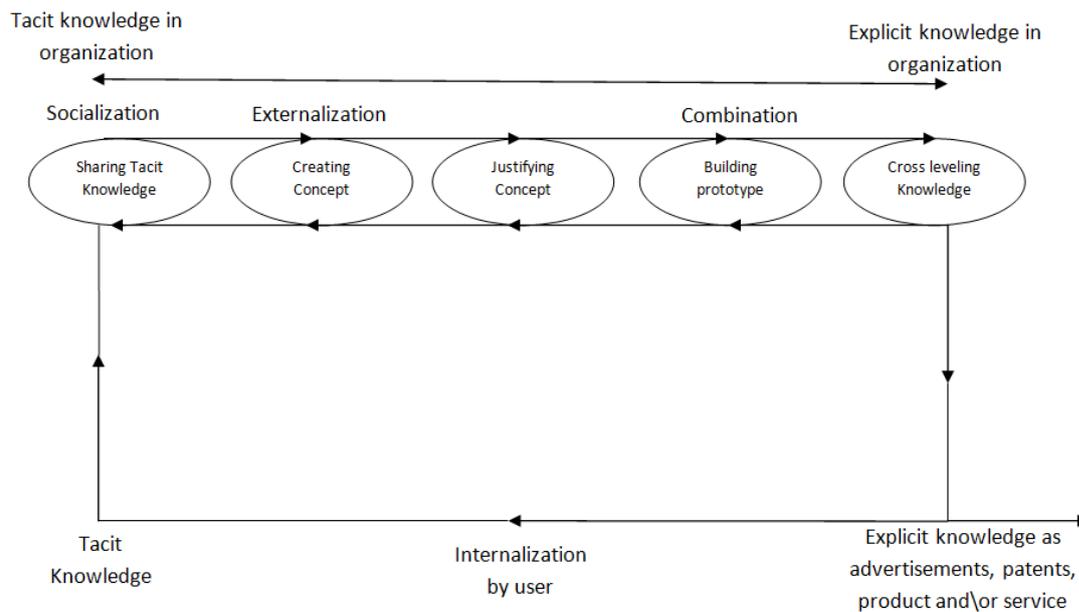


Figure 1: Five - stages model of the organization knowledge creation process

This model consists of five stages of the process that is needed to explicate the tacit knowledge: (1) sharing tacit knowledge; (2) creating concepts; (3) justifying concepts; (4) building an archetype; (5) cross – leveling knowledge. Based on figure 1, the knowledge creation process begins with sharing tacit knowledge as it is considered similar to socialization since the rich and untapped knowledge that is held by the individuals should first be diffused within the organization. Secondly, the tacit knowledge is converted to explicate knowledge as a form of new concept, which is similar to the externalization. The third stage is to justify the created concept by verifying whether the new concept is truly worth pursuing. After the new concept is validated, it should be converted to archetype as fourth stage. This stage takes the form of a prototype in the matter of hard product development or an operating mechanism in the matter of soft innovations like new corporate value, a novel managerial system or an innovative organizational structure. The cross leveling stage is the final stage where the created knowledge should be shared with others in the same division, across to other divisions or to outside constituents such as consumers, affiliated companies, universities and distributors. The knowledge creating process works more efficiently with an open system in which knowledge is shared continuously with the outside environment.

Based on Nonaka and Takeuchi's model, Alony and Jones (2007) implemented this model in the media organization. Prior to that, researchers found that there are some difficulties in the process of explicating knowledge. Firstly, the knowledge owner is not aware that he or she possesses the knowledge. Secondly, people face difficulties in communicating the knowledge in an articulate form (Gertler 2003). Hence, the tacit knowledge can sometimes be gained through experience and not through absorption of an explicit form of knowledge. This explains that there are some types of knowledge that can easily be explicated while some can be difficult and even at times be impossible to explicate. Johnson and Lundvall (2002) have proven this by defining the degrees of codifiability as the degree to which it is likely to transfer the knowledge from a question to coded form. Alony and Jones (2007) suggested a model describing that tacit knowledge has an explicability zone, as shown in the Figure 2 below.

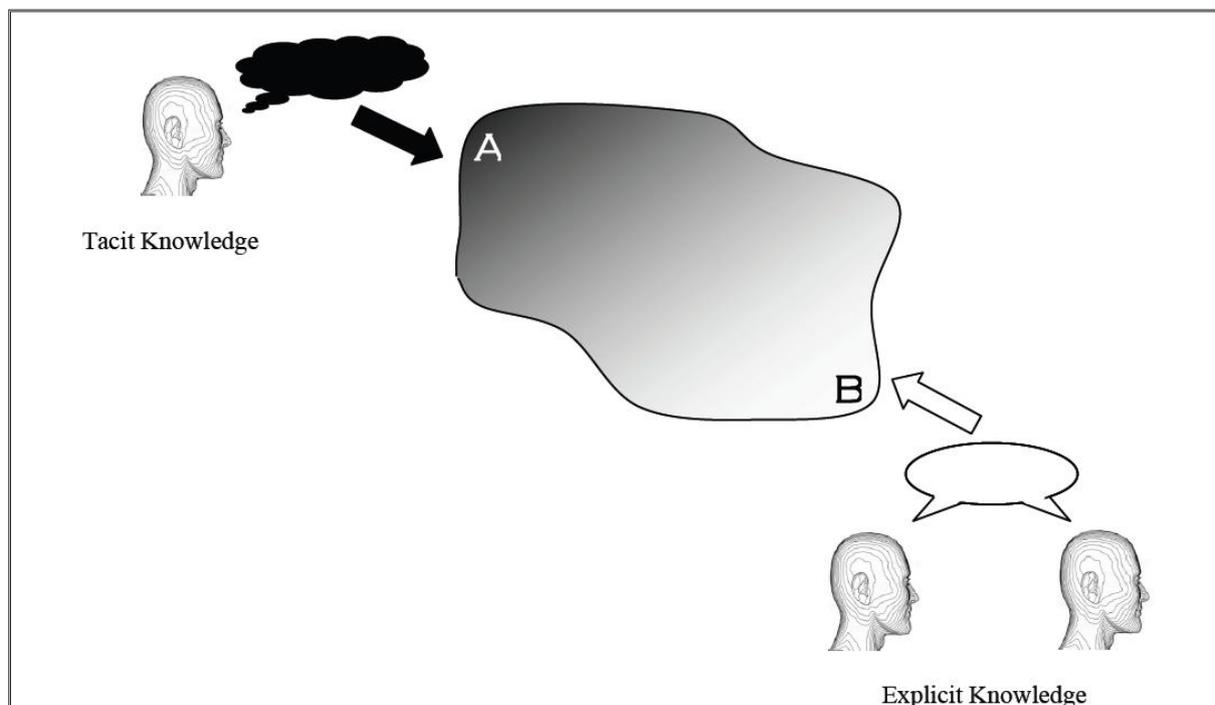


Figure 2: The explicitly zone of knowledge

This figure shows the connection between tacit and explicit knowledge. Black areas show the tacit knowledge and it exists in the individual's mind. Then the tacit knowledge must be expressed in explicit form. Thus it can easily be transferred to another person. Alony and Jones (2007) suggested that there is an explicability level for tacit knowledge, which means how much of it can be explicit. This model which was adopted by Alony and Jones can be implemented in the media sector or television organization. For example, when the

writer creates the vision of a film or program, then she or he will use imagination to create the story, the characters and the plot. From this example we can see that the knowledge is extremely in the tacit form (point A in Figure 2). In the next step of film making the writer has to share the vision with the director and the producer. From this point the journey towards explication is just started. Alony (2007) presented it in this quota by interviewing Jim - Producer:

“There’s two individuals on the film that are involved if not right from the beginning together, very close to very early in the beginning, ... and that’s the director and the producer, so there are two people that are going to really look after the production and know what the entire vision is. So when the producer starts working with that director they have to have a shared vision of what they’re creating and how they are going to create it” (p.9).

When knowledge is more explicated (moving from A to B in figure 2), it will convert experience and skills that exist in the mind to be shared with others. The quota below presents a real life example (Alony, 2007)

“Production decisions are made usually based on some creative or strategic criteria. In making decisions the producer draws on a repertoire of creative skills and experience. Decisions are then planned into the production schedule, during this sub-process, the producer will need a great deal of prior experience and knowledge – this is a highly critical factor, often if the producer doesn’t have sufficient knowledge or experience, they will buy this in, in the form of a co-producer or line producer” (p.9).

Finally, the entire tacit knowledge that was imagined in the creator's mind has totally become explicated (point B in Figure 1). In this stage the knowledge can easily be communicated to others and all unique referencing that remain tacit are converted as vision which is articulated in as appropriate a state as it can be.

Learning organization

A Learning organization is considered as an important factor in facilitating knowledge creation and the implementation of knowledge sharing practice. Calcantone, Cavusgil and Zhao (2002) refer to a learning organization as an activity of creating and using knowledge to develop and improve competitive advantage. Fiol and Lyles (1985) defined learning organization as a process of developing actions via better knowledge and understanding. Learning has the capability to develop the existing and problem solving skills and represent it as new knowledge (Cohen and Levinthal, 1990).

Learning orientation gives value to the organization that is not only quickly responding to the environmental change but also constantly challenges the assumption that creates the organization's relationship with the environment (Baker and Sinkula, 1999). In order to create an environment of effective learning in an organization, there has to be a commitment to learning and exchanging knowledge. Moreover, to encourage these, there has to be an effective reward and incentive system, good communication channels, commitment to learning and the feeling of trust (Liao, 2006; Wang and Noe, 2010). Furthermore, top management has to show their employees the value of knowledge and to create effective strategies for knowledge sharing and learning (Hsu, 2008). Organizational structures also play a significant role in facilitating knowledge sharing and learning (Wang and Noe, 2010). These factors are clearly explained in the next chapter.

All in all, organizational learning is not perceived as a sum of each employee learning, as it occurs through individuals. Although organizations do not have brains, they have cognitive systems and memories. Effective learning leads organizations to create or develop understanding and an interpretation of their environment in order to create an effective viable strategy (Fiol and Lyles, 1985). Thus, organizations should focus on providing efficient organizational learning and take it as a high priority issue to have long term survival.

Innovation

Nowadays most organizations invest lots of money and time in creating an innovative environment as they know it's the key driver of competitiveness. Since the onset of the financial crisis, the adoption of innovation has been highly needed because it is considered as a powerful tool to facilitate the use of new conditions. In order to have an effective innovation, leaderships must define a proper innovation system and process and use sound quality and innovation management principle. To approach this, it needs periodic evaluation on both innovation output such as product, service or business models and input which verify innovation capability and the innovation process itself. Recent researches indicate that one way to enhance the innovation process and system is by implementation of knowledge creation and knowledge management in organizations. In addition, many studies show the importance of knowledge sharing and knowledge creation in supporting organizational innovation (Finnegan & Willcocks, 2006; Hallin & Marnburg, 2008; Mohamed, Stankosky, & Murray, 2004).

Definition of innovation

There are many definitions for innovation and each theorist defined it according to his point of view and studies. The simplest definition of innovation was found by Barnett (1953) which is presenting something new. Thompson (1965) defined it as the creation, approval and implementation of new ideas, process, products or services. Amabile et al. (1996) also defined it as "the successful implementation of creative ideas within the organization" (p.1155). West and Farr (1990) found a comprehensive definition of innovation which is a planned presentation and application of new products, procedures, process or ideas which are designed to extensively advantage the individual, the group, the organization or society. This definition is very important because it separates between innovation and creativity which innovation contains planned introduction and application of new and enhanced techniques or methods of doing things (Anderson et al., 2004).

Types of innovation

Innovation is described as a combination of two elements which are invention and exploitative innovation (Kikoski and Kikoski; 2004; Roberts, 1987). Schulze et al (2008) said that there are two ways to achieve the principle of innovation which are exploitative innovation and exploration, where exploitative innovation involves using the existing opportunities and exploratory innovation means to search for new opportunities. Many researchers show that knowledge sharing is the key success to approach an effective innovation (Smith et al., 2005; Darroch and McNaughton, 2002; Dougherty et al., 2002; Hargadon and Sutton, 1997; Nonaka and Takeuchi, 1995; Cohen and Levinthal, 1990). For example, Dougherty et al., (2002) said that innovation is highly depending on the accumulation of new knowledge which as a result facilitates creative solution. Hargadon and Sutton (1997) asked for solving all problems when a culture of effective knowledge sharing is available among groups and individuals. Later, they observed that when knowledge sharing is implemented within a group in an organization, the existing idea appears to be valuable to another and vice versa, resulting in having new products or services. Moreover, some theorists have highlighted that knowledge is the most important factor in innovation (Afuah, 2003; Storey and Kelly, 2002; Bubner, 2001; Lin, 2001; Tsai, 2001; Drucker, 1985). Storey and Kelly (2002) observed from their study that inefficient knowledge is the main obstacle to innovation in service organization. Furthermore, Tsai (2001) realized that “new knowledge” is essential to developing new products or ideas to innovate.

Teece (1998) stated that knowledge dissemination and knowledge sharing are considered as two most essential elements affecting upon innovation because of their ambiguous and unique nature within the organization. All in all, by having continuous collection and integration of new knowledge, an efficient innovation environment will be created (Subramaniam and Youndt, 2005). In order to get better explanation of effective knowledge sharing, the innovation is divided into two dimensions: exploitative innovation and exploration. Bierly, Damanpour and Santoro (2009) described the exploitative innovation as transferred or general knowledge that is used to improve an organization's existing product, processes or services, while in the case of exploratory innovation, as specialized knowledge that forms a basis for the production of new products and technologies. The creation of effective innovation comes from obvious and visible expertise and from the

invisible of total experience (Seidler –de Alwis and Hartmann, 2008). As a result, innovation can be improved by sharing the employee tangible experiences and accumulated knowledge with each other. Hence knowledge sharing is also important for both exploitative and exploratory innovation.

Innovation in media organization

The media organization is considered as one of the organizations that depend on a factor called innovation. It needs to have continues innovation in order to maintain high competitiveness in the market. However, less attention was given on conducting a research about innovation in the media industries or sectors. In any organization especially in the media sector, technology plays an important role and has a big effect in innovation. Change in technologies is considered as inevitable and underlying the force of development in media industries, hence volume and velocity of those changes create a big complete advantage to all media sectors (Kung, 2007). Hence, this section concentrates on how technological change can have a positive effect on innovation in the media sector which reflects that media is one of the sectors which face the emergence of potentially “disruptive” technologies. The term disruptive is defined as “science based innovations that have the potential to create a new organization or transform an existing one” (Day & Schoemaker, 2000, p.2).

Internet, interactive television devices and e-books are the best examples of communication technologies that, when they were invented, they positively disrupted the media organization. By knowing the development and adoption of new technologies on the media organization and how they will impact on the economy and the society is a big challenge to many stakeholders such as: media managers and professionals, economists, investors, policymakers, and consumers. Hence, a proper research on technologies should be conducted in order to develop innovation in the media industries. Christensen & Overdorf (2000) argued that the implementation of disruptive technology which affects innovation in the media organization differs from one media organization to another. Mierzejewska (2006) conceptualizes frameworks on studying innovation with technology in media organization. This framework involves: new product development theory, Diffusion theory, the effect of adoption on organizations and employees and uses and gratifications which are explained in details in the following:

- a. New product development theory: this theory is about looking to new products, technologies and innovation as a strategic weapon. The important of implementing the new product development theory is that it facilitates the organization's ability to innovate and at the same time it will improve financial performance. In fact, little examination and the literature of new product development processes were conducted in media management and mass communication. For example, Franke and Schreier (2002) conducted a study on how internet can be used as a new product development tool for producers in all media and entertainment industries. In addition, Saksena and Hollifield (2002) conducted a study in the US newspaper that they had used to develop online editions as new product development. However, in general organizations almost ignored conducting comprehensive research on new product development in the media organization.

- b. Diffusion Theory: another way to look for a new media product is to use a theory called the diffusion theory and it is known as adoption of innovative research. Diffusion theory is used frequently in the media organization which is about understanding consumer behavior in response to new media technologies. Mierzejewska (2006, p.20) said that “The theory holds that the successful diffusion of innovations occurs according to a predictable pattern that moves from the “change agent”, who introduces the innovation, to the “laggards”, who refuse to accept it”. Demographic factors such as age, education, and income have been figured out to somehow affect the consumers’ willingness to accept innovation. Diffusion theory plays a big role in explaining a number of factors in new product developments such as success, failure and pricing. Mierzejewska (2006) stated that in new management and economic research, the diffusion theory is used to study consumer behavior against a large number of new media products and technologies such as DVD technology (Sedman, 1998), digital cable (Kang, 2002) digital broadcast television (Atkin, Neuendorf, & Jeffres, 2003), high definition Television (Pashupati & Kendrick, 2008), and the Internet (Hollifield & Donnermeyer, 2003). However, Lawson-Borders (2003) stated

that few media management theorists have implemented the diffusion theory to check organizational adoption issues with media organizations.

- c. The effect of adoption on organizations and employees: Achtenhagen & Raviola (2009) said that few media management theorist studied the processes of organization technology adoption and few of them have examined the effect of organizational technology adoption on media work processes and media professionals. However, this research has limitation in scope but it suggests that by introducing new media production technologies, they help to reduce job dissatisfaction in the short term, change job roles, force media professionals to learn new skills, increase production time and reduce the time spent in content developing. In addition, it is suggested that the disadvantages of new technologies vanish over time.

- d. Uses and gratifications: This framework is used to examine the consumer behavior in regard to new media products and services. This framework seeks how the consumers use media and the utilities that they receive from its use. Uses and gratification is not a theory, but it is a conceptual framework and in general it is used to express and categorize audience behavior rather than to predict it. Lacy and Simon (1993) acknowledged five factors in the uses and gratification which users receive from consuming media products: surveillance of the environment, decision making, entertainment and diversion, social cultural interaction, and self-understanding. Yi and Sung (2007) stated that uses and gratification has been widely applied on other aspects of media use behavior, but it has been less applied as a framework to understand the consumers' use of new media technologies and products.

New Media as a source of innovation in the media organization

The invention of new media has increased communication between people from all over the world. It has facilitated self expression via blogs, websites, pictures and other user generated media. New media has allowed people to create media services and applications such as “blogging, MySpace, Wikis, podcasts and social networking sites” (AIMIA, 2007). Many organizations used these web based services and application to get in contact with existing customers, sustain a corporate image, enhance internal communication and approach new markets and audience (Hearn, Foth and Gray, 2008). Nowadays many organizations are seeking ways to benefit from using and appropriating new media services and application to effectively communicate between organizations and customers. In short, the development of the agile workforce and distributed new media is arriving to match the evolution of the agile and distributed organizations. Komito (2008) states that the evolution of new media is created by three technological developments which are inexpensive online storage, inexpensive and widely available fast broadband access to remote sites, and a increase of inexpensive digital devices that can embed audio and visual data. Still a movement towards an agile distributed nature of content itself is also manifested in the structure of the information being communicated.

The newest and modernist of new media technology can be found as internet application such as YouTube, Flickr, Wikipedia, Del.icio.us, Digg and social networking sites such as MySpace and Facebook. Komito (2008) states that:

“Where discussion previously focused on the consumption of digital information, as individuals accessed information provided by organizations, these popular new Internet applications enable sharing of information amongst users who are now individual information providers. [. . .] There is good empirical evidence that the Internet is, decreasingly, a means by which corporate information is provided to users than a means by which user-generated information is shared amongst other Internet users. This collection of applications enables individuals to share information (including videos, photos, news items, and audio footage) and create virtual communities on the web. The previous growth in the amount of information in digital

form has been replaced by growth in the communication of that digital information (pp. 87-8).”

Many tools were invented by using services of the new media and these tools are used generally in all organizations. In this context, the focus is going to be on tools that have effect in the media organization such as web 2.0, Blogs, Wikis and Digital storytelling. These tools of new media will increase the interaction between media organizations and both internal and external customers and each new media tool is introduced and briefly described in the following section.

- a. Web 2.0: Over the past decade, the knowledge sharing collaborative software on the internet has been developed and termed Web 2.0. It has been used as a new way to differentiate between knowledge and information sharing. In addition, the role of Web 2.0 is to deal with blogs, wikis, RSS feeds, peer to peer networks and knowledge and information systems that were created based on the expertise of the user community (Tredinnick, 2006; Kolbitsch and Maurer, 2006; Boulos et al., 2006).

Most organizations use and combine these collaborative social networks to establish efficient knowledge management systems which can be owned and maintained by the user. “The technologies involved place a greater emphasis on the contribution of users in creating and organizing information than traditional information organization and retrieval approaches” (Tredinnick, 2006, p.231). Wikis, blogs and RSS feeds are implemented and used as main resources for organizational knowledge sharing that affect customer relations, workplace demographics and corporate culture (Creese, 2007). Berman et al. (2007) validated new business models which incorporate Web 2.0 technology and suggest it as an innovative concept for flexible business designs – for instance, The Disney Corporations use Web 2.0 technology to write some of its communication requirement – these models can also be implemented to other kinds of organizations. Web 2.0 technologies are getting more attention as organizations use computers as source of communication practice (Jackson, 2007).

- b. Blogs: This tool is a highly controlled medium which allow an individual or group to publish information in the form of a diary or journal. The role of Bloggers is to

control all information that individuals or groups publish and control the viewers' comments (non authors) which they add to the blog (Bruns and Jacobs, 2006). Lee et al. (2006) acknowledged two main strategies for corporate blogs within organizations which are: bottom – up and top – down strategies. Bottom – up strategy concentrates on both customer service content and business development, whereas top – down blogging concentrates on leadership and promotional content (Lee et al, 2006). This tool allows organizations to accept blogging as a new communication opportunity, instead of concentrating on limiting and controlling the employee voice (Lee et al, 2006).

By implementing executive blogs or top-down blogging within organizations, it will lead to organizational image improvement, getting closer in touch with stakeholders and can be a pipeline for sharing and exchanging ideas (Lee et al, 2006). As a group of customers can be part of shareholders, developers, employees, consumers and suppliers, the executive's job is to listen to them and promote or produce products and services in a way that engages the various stakeholders (Joyce, 2005). Moreover, one benefit of having blogs is to gain daily readership to published and particular ideas and attract the attention of mainstream media that might or might not be necessary (McKenna, 2007; Fletcher, 2007).

- c. Wikis: Wikis are considered as effective, efficient and feasible solutions to knowledge management limitation with the organization (Wagner, 2006). Hasan and Pfaff (2006) suggest that wikis facilitate electronic communication among employees by explicating fragmented knowledge into usable and easily accessible data. Majchrzak et al. (2006) mentioned that wikis can be used in organizations as software development, e-learning, project management, posting of general information and knowledge management, communities of practice and user groups, ad hoc collaboration, technical support, marketing and customer relationship management, resource management and research and development.
- d. Digital Storytelling: New media services have provided chances for collaboration across political, cultural, social and business groups to exchange ideas in order to develop the future community environments which can be either physical or virtual (Klaebe et al. 2007). The digital storytelling tool includes a combination of digital media: text, audio recordings, photos and videos in the form of digital TV or podcasts

(Freidus and Hlubinka, 2002; Kidd, 2006). This type of new media tool is utilized in order to engage community in urban planning cultural exchange and discussions and collaborative entertainment (Klaebe et al., 2007; Burgess et al., 2006; Kidd, 2006). Digital storytelling has successfully engaged the community at many levels. Foth et al (2007) emphasize that engagement can take place from a high level community, or at an individual, cultural or political perspective, by presenting a platform from stakeholder debate, motivating community engagement and for developing and relaying community narratives via digital creativity. By implementing these innovative ways of new media in all kinds of organizations such as businesses, educational institutions, politics, motivation and entertainment, will allow to test the realms of new media possibilities in transforming cross corporate, cultural and community collaboration and engagement.

Summary

This chapter explained a detailed study on literatures that have been reviewed by other researchers about knowledge sharing, organizational learning and innovation in the media organization. The literature started with an introduction about the knowledge and knowledge creation that should be validated via test or proof and give employees a clear and direct path to their judgment. Once knowledge has been validated, it needs to be shared among individuals within an organization. In addition knowledge sharing can be practiced with external sources in order to gain new information, experiences and ideas and use it as source for innovation. Many researchers have divided knowledge sharing into two dimensions: Tacit and Explicit. Tacit knowledge sharing is hard and difficult to be expressed and is explained in formal language, whereas explicit is easy to be documented and communicated with others. In addition, some theorists found that there are two dimensions of knowledge sharing which are knowledge collecting and knowledge donating. Knowledge donating is described as employees communicate his knowledge capital with his colleagues. However, knowledge collecting is described as consult and asks colleagues to share and exchange their intellectual capital. Both knowledge collecting and knowledge donating should be embedded in any active communication to have effective of knowledge sharing practice. Implementation of knowledge sharing practice in the media organization is different from other industries. Most knowledge in a media organization is fully tacit, so it needs to be

explicated in the right way in order to put organizations at a lower risk of staff turnover and increase number of innovative employees. Tacit knowledge is categorized to three types: knowledge can easily be explicated, some can be explicated with difficulty and some can be impossible to be explicated. A model of knowledge creation was presented for organizations on how to translate tacit knowledge into explicit and the other way around. Based on this model, some thorniest used this model to be implemented in media organization.

Organizational learning is an essential factor that promotes knowledge creation and knowledge sharing practice. Organizational learning gives the employees a chance to develop problem solving skills and shows it as new knowledge. One way to encourage organizational learning is by effective communication channels and feelings of trust. Creating an effective knowledge sharing strategy also plays a significant role in organizational learning. Furthermore, organizational learning can be implemented also by how the top management value the knowledge and encourage their employees to share amongst each other. Moreover, organizational structure is another factor in organizational learning which enables employees to implement knowledge sharing practice.

Innovation is considered as a significant factor or tool which enables organizations to use new conditions in order to have long term survival. Leadership is responsible for defining proper innovation systems and processes and use sound quality and innovation management principles. Knowledge creation and knowledge sharing practices are ways of developing and improving the innovation process and system. There are two types of innovation: exploitative innovation and exploration. Exploitative innovation engages using the existing opportunities and exploratory innovation means to search for new opportunities. Innovation in this research is driven by using technology as any changes which occur in technology are considered as inevitable and an underlying power of development in the media industries: Therefore, the volume and velocity of those changes create a big competitive advantage to all media sectors. Recently, a new technology has been invented to increase communication between people from all over the world which is called New Media. This advanced technology enabled many organizations to get in contact with existing customers, sustain a corporate image, enhance internal communication and approach to new markets and audience.

Recently, a new technology called “New Media” is used as another source of innovation in media organization. New media is consists of many tools which were invited to

serve the organization needs. These tools such as Web 2.0, Blogs, Wikis and Digital storytelling are used to get in contact with internal and external customers.

Chapter 3: Conceptual Framework

Introduction

All literatures and all case studies that have been reviewed from many researchers have been followed as the basis of the primary research approach to study them in this research. In addition, reviewing other literature and taking them as references to this research, will lead to valuable and validate research. Most researches design a conceptual framework in order to outline possible courses of action. In this research, five factors have been chosen to be examined in media organization. Each of factors has been explained and used to show how they facilitate knowledge sharing practice in order to promote innovation climate. Hence, conceptual framework model has been developed to be examined as part of the research. Figure 3 shows factors that are used to test the model and these factors are trust, supportive management role, reward and incentive, communication and commitment to learning.

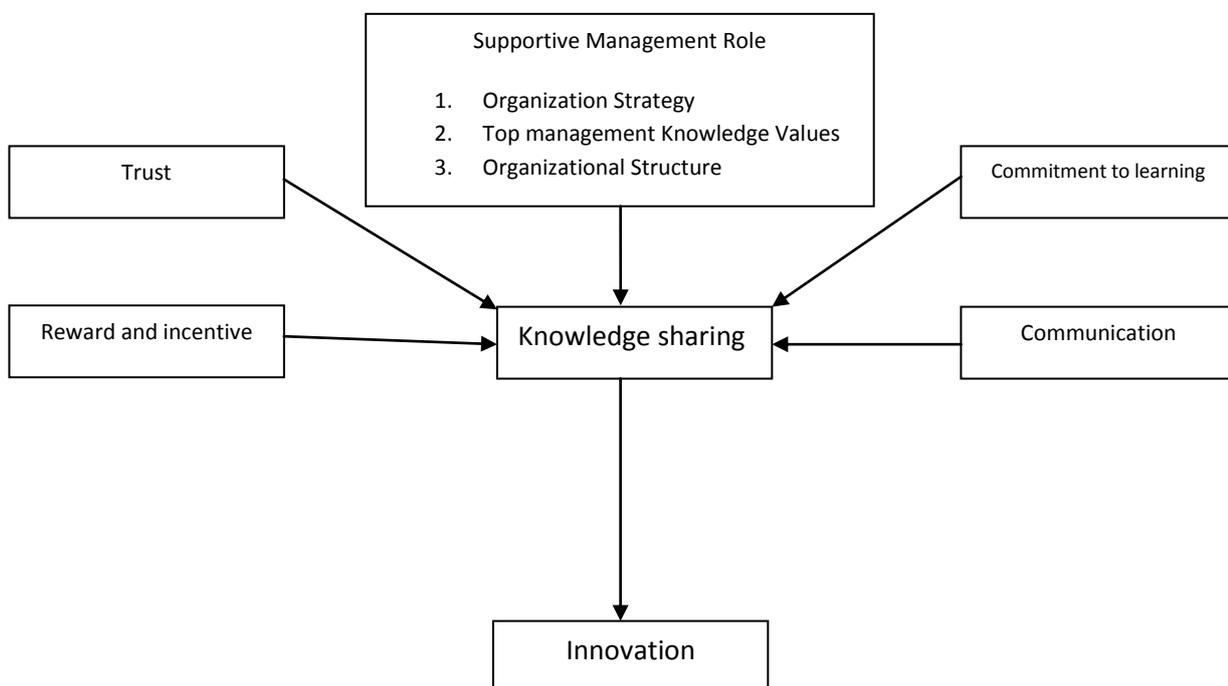


Figure 3. Conceptual Framework model

Trust

In the case of this study, trust is essential because knowledge sharing involves providing knowledge to individuals or groups such as a team or community of practice with expectations (Wu, Hsu and Yeh, 2007). Bhattacharya and Devinney (1998) in Mayer, Davis, and Schoorman defined trust as “the willingness of a party to be vulnerable to the actions of another party, with the expectation that the other will perform a particular action important to trustor, irrespective of the ability to monitor or control that other party” (p.460). Trust decreases complexity in social relationships and Blau (1964) stated that trust is important for stable social relationships. Ramaswami, Srinivasan and Gorton (1997) highlighted that as employees trust their managers, there is a big chance they might have confidence in that they can achieve long term output with cooperative behavior. In addition, Johnson-George and Swap (1982) mentioned that trust among employees is fundamental to all social situations which need cooperation and interdependence. In order to accomplish this cooperation, there should be a climate in which employees feel safe in showing proactive behavior. Therefore, it has been said that trust is linked to organizational innovation (Baer and Frese, 2003).

Abrams, Cross, lesser and Levin's (2003) interviews towards 20 organizations, validated 10 behaviors and practices that implement interpersonal trust in a knowledge sharing context. They also said that building effective trust which requires collaborative communication and exploratory innovation of one's own expertise and limitation, depends on organization characteristics. Trust has been tested as a mediator between knowledge management and innovation (Butter, 1999; Lin 2007b). Based on Wu et al's (2007) research, affect and cognition based trust have positive impact on knowledge sharing at the team and dyadic levels.

To investigate more about trust, it is believed that trust could be differentiated into different dimensions. Lewis and Weigert (1985) divided trust into two dimensions: affect based trust and cognition based trust. Affect based trust means that employees or colleagues care about each other's advantages, virtues and recognition involved in their relationship and they believe that devotion of caring will result in sensible return, trust will grow. However, cognition based trust means that trusters will decide when to donate

their trust to the trustees based on different objects and scenarios, and this decision is based on any proof and valid reasons held to trust the trustees such as understanding their ability, capability and personalities, and they have assurance that his or her performance will be in accordance to expectations. Furthermore, Bakker et. al (2006) tested two dimensions of trustworthiness that have a relationship with knowledge sharing, namely capability and integrity. They figured out that employees share less knowledge with team members that were observed to be very capable (capability). However, employees share more knowledge when they believed other team members were fair, honest and followed principle (integrity).

Although, positive discussion of interpersonal trust knowledge sharing relationship was shown, Sondegaard, Kerr and Clegg (2007) argued that trust might be a double edged sword. If trust is not justified, it might cause a user to refrain from asking about the usefulness of the knowledge and its context for application, which will lead to misapplication or misuse of the knowledge. Ojala (1999) stated that the absence of trust in the co-relationship will cause people to not share their knowledge and sharing turns out to be something of an illusion. In addition, Andrews and Delahaye (2000) said that trust is considered as one key element in the knowledge sharing process, so without trust, it's not worth sharing. Davenport and Prusak (1998) see that trust is an important factor in facilitating the operation efficiency of knowledge market and accelerating the knowledge transmission.

Management Role

Organizational Strategy:

In general, organizational strategy differentiates from one organization to another through product innovation (innovation strategy). The implementation of organizational knowledge sharing is the responsibility of management to build up organizational human capital which is crucial to their competitive advantage. Therefore, the implementation of organizational knowledge sharing strongly depends on the organizational strategy that hunts for competitive advantage.

Organizational strategies have a big effect on how organizations encourage learning and knowledge sharing and create knowledge assets (such as human capital) in an organization and eventually find out its competitive advantage (Hamel & Prahalad, 1993, 2005). Calantone et al. (2002) argued that we can find great innovation capabilities and high innovation performance in organizations by sharing a strategic vision which states the importance of innovation and shows a method of the creation of innovation capabilities via knowledge sharing practice. Grover and Davenport (2001) said that organizational strategies can be improved and supported by an effective utilization of knowledge. Hence, the practice of knowledge management must be incorporated with business strategy. In addition, Knott (2004) argued that if an organization looks for product innovation, they should guide the implementation of knowledge updating to facilitate knowledge creation and sharing. Bae and Lawler (2003) and Bae, Chen, Wan, Lawler and Walumbwa (2003) said that organizational strategies which intend to have a unique quality and product or service innovation have to support the use of high performance systems that aim to get information and practice the implementation of knowledge sharing.

Top management knowledge values

Top management values set down how organizational members must conduct themselves, how they must operate the business and what type of firm they must establish. Alavi et al., (2006) states that the values of top management are looked at as the cornerstone of a firm's culture. Furthermore, top management values establish an organizational culture that creates organizational knowledge sharing (Alavi et al., 2005-2006; Ruggles, 1998). Hence, top management values must initiate and implement the organizational knowledge sharing which looks at knowledge as a source of advantageous competitiveness (Bartlett & Ghoshal, 2002; Grover & Davenport, 2001). Hsu (2000, p.1319) stated that "When top managers perceive knowledge as a key strategic resource and knowledge sharing as the foundation for value creation, they will support a range of knowledge management practices that aim to facilitate knowledge sharing within an organization". Based on Hsu's (2006) case study, organizations that are devoted to organizational knowledge sharing practice are perceived to have top management support.

Organization structure

A functionally segmented structure prevents knowledge sharing practice across functions and communities of practice (Lam, 1996; Tagliaventi & Mattarelli, 2006). A Study shows that implementation of knowledge sharing is efficiently practiced when there is less centralized organizational structure (Kim & Lee, 2006), establishing a work environment which influences interaction between employees, for example, by using an open workspace (Jones, 2005), following job descriptions and implementing job rotation (Kubo, Saka & Pam, 2001), and establishing and persuading communication across informal meetings and departments (Liebowitz, 2003; Liebowitz & Megbolugbe, 2003; Yang & Chen, 2007). All in all, these studies suggest giving chances to employees for interaction to happen and that the employee rank (place in the organization hierarchy) and seniority must not exist in order to facilitate knowledge sharing practice.

Reward and incentive

It has been suggested that lack of incentives are the main obstacle to a knowledge sharing culture (Yao, Kam, & Chan, 2007). Recognition and rewards which are parts of incentives, are also suggested to be a form of interference in creating knowledge sharing practices and helping to establish a supportive culture (eg. Hansen, Nohria, & Tierney, 1999; Liebowitz, 2003; Nelson, Sabatier, & Nelson, 2006). According to social exchange and social capital theories, organizational reward such as promotion, bonus and a higher salary have a positive impact on knowledge contribution made to knowledge management systems (state of art technology to facilitate the gathering, storage, and distribution of knowledge), especially employees recognized within the organization (Kankanhalli et al., 2005). Correspondingly, Cabrera et al. (2006) found that employees who observe high incentive to use and share knowledge are more expected to report about the usefulness of content of knowledge

management systems. Kim and Lee (2006) conducted a study in Korea and found that organizations focus on performance based pay system that contributed to knowledge sharing.

Different types of rewards, other than the presence or absence of rewards which affected knowledge sharing, were tested by researchers. By using a dyadic decision making scenario, Ferrin and Dirks (2003) figured out that their cooperative reward system has a positive effect on knowledge sharing between partners, while it is the opposite in a competitive system. Correspondingly, studies that were conducted to examine the effect of group based incentives, found to have positive results with compared to those that tested the individual, piece rate and tournament incentives (e.g., Quigley, Tesluk, Locke & Bartol, 2007; Taylor, 2006). Siemsen, Balasubramanian and Roth (2007) figured out an interactive outcome between individual and group based incentives that the positive correlation between group reward and perceived reward for knowledge sharing was stronger when there was an increase in individual based rewards.

Communication

Communication is a significant factor in organizations which overcome the barrier to innovation and decrease uncertainty. There is a positive relationship between an improved communication quality and innovation because members with a broader awareness of the consequences and implication of an innovation are more expected to facilitate it.

Communication has the capability to remove the obstacles to innovation which can be caused by fear or lack of knowledge (Johnson, Meyer, Berkowitz, Ethington and Miller, 1997). Constant, Keisler and Sproull (1994) emphasize that when employees feel they have a high level of interdependence to cooperate with others, they are more willing to share information because of self interest and reciprocity. Cummings (2004) states that the implementation of knowledge sharing practice can happen through face to face communication through network with experts, or documenting, categorizing and capturing knowledge for others. In general, effective communication should occur in order to facilitate knowledge sharing practices for the employee innovation.

Commitment to learning

Commitment to learning plays an important role in encouraging a learning climate. In order to have an effective commitment to learning, it depends on how the organization values and encourages learning (Calcantone, Cavusgil and Zhao, 2002). Organizations which are committed to learning focus on the causes and effects of their actions and notice their errors and a correction method is in use (Baker and Sinkula, 1999). Organizations that follow an effective way of learning consider it an important investment and crucial for survival (Calcantone, Cavusgil and Zhao, 2002). By having effective learning, efficient knowledge is collected which at the same time can be shared among others to innovate.

Summary

This chapter explained a detailed study on how to create an understanding of the conceptual framework proposed in this research. A clear explanation was given about each factor in order to establish a general understanding of whether it has a positive or a negative or no effect on the implementation of knowledge sharing practices to promote innovation.

Based on different literature, a conceptual framework was developed that will be tested in this research. The main purpose of this research is to test the framework and in order to do so, the framework has been translated into a set of testable research hypotheses as shown below:

H: There is a positive relationship between implementation of knowledge sharing and employee innovation in media organization.

This hypothesis is considered the main hypotheses for this research and the rest of 10 hypotheses are considered as sub- variables as shown below:

H1: There is a positive relationship between trust and exploratory innovation

H2: There is a positive relationship between trust and exploitative innovation

H3: There is a positive relationship between communication and exploration

H4: There is a positive relationship between communication and exploitative innovation

H5: Reward and incentive system has a positive effect on exploratory innovation

H6: Reward and incentive system has a positive effect on exploitative innovation

H7: Supportive management role has a positive effect on exploration

H8: Supportive management role has a positive effect on exploitative innovation

H9: Commitment to learning has a positive effect on exploratory innovation

H10: Commitment to learning has a positive effect on exploitative innovation

Further elaborations of eleven hypotheses are presented in the next chapter.

Chapter 4: Research Methodology

In this study, the concepts of knowledge sharing and innovation have been studied through a literature review from books and journal articles. In addition, types of knowledge sharing have been introduced that can facilitate employee innovation in media organization. Moreover, the process of knowledge sharing in media organization also has been introduced in this study. It should be noted that the concentration of this study is on the effect of knowledge sharing on employee innovation in media organization. In case of this study, implementation of knowledge sharing is considered as global independent variable, while employee innovation will be a representation for global dependent variable. In addition, each global variable includes sub variables for example: knowledge sharing variable includes, trust, communication, reward and incentive, supportive management role and commitment to learning and employee innovation variable includes, exploratory innovation and exploitative innovation. Global independent variable and its sub variables are explained in detailed through reviewing existing literature on how it positively effect positively on implementation of knowledge sharing practice and employee innovation.

In this research study, a qualitative approach scale has been adopted from Van Den Hooff and De Ridder (2004), Lin (2007) and Kamaşak and Bulutlar (2010) to measure the effect of knowledge sharing on employee innovation. A quantitative approach ensures more objectivity, generalizability and reliability for this kind of research study. The main idea behind using quantitative approach was to identify whether everyone in media organization is practicing the implementation of knowledge sharing in order to have innovative employee. The technique that has been used in the quantitative research was the standardized questionnaires. The questionnaires developed to be answered by everyone from top managers to lower level employees. The collected data samples have been analyzed by using statistical tools to examine the effect of knowledge sharing on employee innovation.

The survey or questionnaire consists of 54 questions which are divided into three parts, as shown in appendix 1.0. Part one, includes 8 demographic questions and part two includes 35 questions which are related to factors that facilitate the implementation of knowledge sharing practice. In addition, the three includes 11 questions that are related to employee innovation. The questionnaire used a five-point scale in Likert format that lowest scale was "1" that represented "Strongly Disagree" and the highest was "5" that represented "Strongly

Agree”. (Saunders, Lewis and Thornhill, 2009). This kind of format has helped in getting an accurate answer that shows specific level of agreement allied with each of measures stated.

All data and figures which have been collected from the questionnaire, were analyzed via using software called “SPSS”. In the SPSS analysis, Trust, communication, reward and incentive, supportive management role and commitment to learning are considered as sub independent variables and the impelentation of knowledge sharing is considered as global variable. However, employees innovation is considered to be as global dependent variable and exploratory innovation and explotatory innovation are the representation of sub dependent variable. In this research study, three main tests were carried out in the analysis which includes: the reliability test, the correlation test and the regression test.

Firstly, reliability test was used to check whether the selected measures can be used as demonstration of the all variables. In relaibility test, the rule of thumb was that the Cronbach’s value should be 0.6, thus a certain measure can be employed as an instrument. In this research study, each variable and sub variable are tested separetely with its measures where the Cronbach’s alpha value selected to be 0.6. Hence, if the Cronbach’s Alpha value that has been obtained from SPSS was higher than 0.6, then in this case the the varibale and sub varibale values could be shown as accepted result value of its measure. In addition, if the Cronbach’s Alpha value that has been obtained from SPSS was less than 0.6, then some measures in varibales and sub variable could be removed by using the “if item deleted” procedure obtain from SPSS. The same procedure should be followed to examin the reliability value for rest of varibales and sub variables measures.

After the relaibility test, a correlation test was conducted to varify the relationship between the global variables and sub variables separately. For this research, the (α) value in correlation test used to represent the rejection region of sampling distribution to examin how the outcome of the sample could be generalized to the proper value of the population. The most popular values of significance are used in correlation test are 5% (0.05), 1% (0.01) and 0.1% (0.001)(Thompson, 2004). Moreover, Stigler (2008) state that level of 5% was widely selected for being conventioanl. In this research study, the correlation significance level considered to be 0.05 which in result means 95% confidence level. The obsereved level of significance value (p) was used to ensure the validity of the correlation. In the case of this study, when p value is equal to or greater than α , this means that null hypothesis won’t be refused and vice versa. For example, if p value of the knowledge sharing is equal to or greater

than 0.05, there will be no statistical evidence of any correlation of knowledge sharing with innovation.

Finally, the regression test was used to determine the relationship between global dependent variable (employees innovation) and global independent variables (Implementation knowledge sharing). Moreover, regression test was used to determine the relationship between sub independent variables and sub dependent variables. The (R^2) value in regression test was used to measure the prediction of future outcomes on the basis of other related information. For example, if the (R^2) value was equal or close to 0.9, which means that 90% of variation of employee innovation can be explained by variability of the independent variable which is knowledge sharing. Furthermore, another value of coefficient which is (β) is utilized to calculate the linear relationship between the dependent variable and the independent variable as shown in following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon$$

ANOVA was used to check if the overall results of the regression test can be extensively safe to be simulated to all population. That is because the test was conducted in one of media organization in UAE. Hence, by using this test, it will indicate if the results are reliable to be employed for the whole population. In order to safely replicate the test's results to the whole population, the significant value should be less than 0.05.

Data Collection and Analysis

Introduction to Data Collection and Analysis:

The previous chapter was about the concept of effect of knowledge sharing on employee innovation in media organization which has been conducted through literature review. In addition, as brief description of methodology has been explained and only quantitative approaches will be adopted. This process is used to examine the literature review outputs on the effect of knowledge sharing on innovation in media organization through obtaining data from every member in media organization. After that, these data will be analyzed statistically to create reliable results and set number of recommendations which based on objective analysis. The quantitative approached will be used to examine if members in media organization are practicing the implementation of knowledge sharing in order to get innovative employees and from that number of solution can be given.

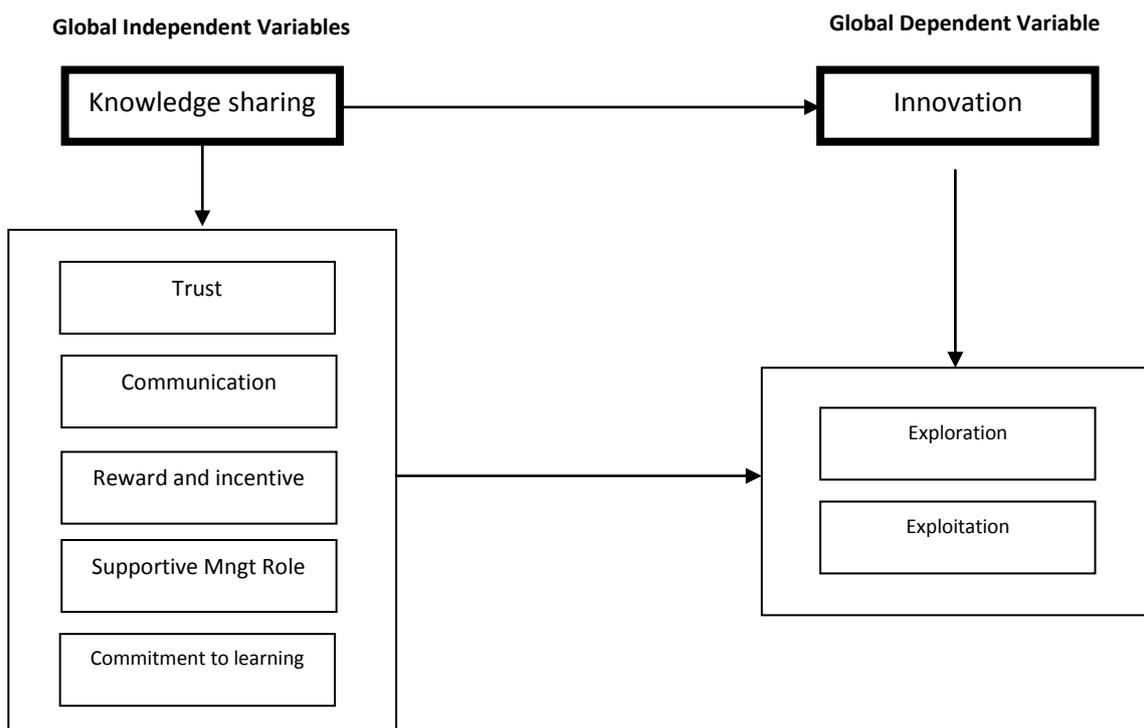
Then the data obtained from the quantitative approach will be statistically analyzed through software called Statistical Package for Social Science (SPSS) in order to identify subjective outcomes of effect of knowledge sharing on employee innovation in media organization. After that, by obtaining results from SPSS, it will determine number of methodologies that will be used in this study, as will be represented afterwards accordingly.

Study Sample

For this research, data was obtained from full-time and part-time employees from one of the leading government Media organizations based in Dubai in 2012. In this research study, a sample of employee members were chosen and this is due to that this study could give a useful guideline to other government Media organizations in UAE to possibly improve the implementation of knowledge sharing and increase employee innovation.

A standard type of questionnaire was prepared and distributed in person among all members with an attached letter explaining the reason of conducting this research and assuring the strictest confidence. For more precision and convenience of the participants, the questionnaire was written in the English language. Total number of employee who answered the questionnaire respondents were 60 employees out of 2500 employee in the whole organization. Email was used as best and easiest way to send the questionnaires to the whole employees in the media organization.

In this study, the questionnaire is categorized into three parts and includes total of 54 questions. Part 1 consists of 8 demographic questions which are: Gender, Marital Status, Education, Age, number of years worked in current organization; number of years worked in the position or job, Job Status and Nationality. Part 2 includes 35 questions about the knowledge sharing in media organization. These questions are related to implementation of knowledge sharing which categorized into five main sub variables which are: Trust, Communication, Reward and Intensive, Supportive Management Role and Commitment to Learning. The third part includes 11 about employee innovation and these questions categorized into two main sub variables: Exploratory innovation and Exploitative innovation. Figure 4 shows independent for global variable and sub variables and dependent for global variable and sub variables that will be tested in this research study.



Independent Sub - Variables

Dependent Sub - Variable

Figure 4: Global Variables and Sub – Variable

Data Analysis

The data collected from the quantitative research approach via the distributed questionnaire are analyzed. Then data was analyzed by employing the SPSS software, thus the statistical analysis tests are expressed as identified in the methodology chapter.

	Gender	Marital Status	Education	Age	Occ. Tenure	Job Tenure	Job Status	Nationality
Male	41 (60%)							
Female	19 (40%)							
Married		41 (60%)						
Unmarried		19 (30%)						
High school			4 (6.7%)					
College degree			12 (20%)					
Graduate degree			22 (36.7%)					
High Diploma			12 (20%)					
Masters or above			10 (16.7%)					
Less than 25				4 (6.7%)				
25 - 35				36 (60%)				
36 - 45				15 (25%)				
46 - 55				5 (8.3%)				
56 or above				0 (0%)				
One year or less					2 (3.3%)			
2 - 7					25 (41.7%)			
8 - 13					27 (45%)			
14 - 19					3 (5%)			
20 years or above					3 (5%)			
One year or less						5 (8.3%)		
2 - 7						32 (53.3%)		
8 - 13						19 (31.7%)		
14 - 19						1 (1.7%)		
20 years or above						3 (5%)		
First level							5 (8.3%)	
Middle level							52 (86.7%)	
Lower level							3 (5%)	
UAE National								19 (31.7%)
Non UAE National								41 (68.3%)
Total	60	60	60	60	60	60	60	60

Table 1: The description of the study sample

Demographic Statistics:

First of all, a clear description of the demographic is provided for this research study. Table 1 illustrates the descriptive of the study sample that has been conducted in this particular media organization. The total numbers of 60 respondents participated in the questionnaire or survey. This table shows that 41 out of 60 respondents are male and female represents the rest segment. It can be noticed that, number of married who participated in this survey are more than unmarried participants which is 41 out of 60. In addition, the highest number of educated people participated in this survey have graduated degree (22 respondents), while the lowest are high school degree holders which is 4 respondents. Moreover, the age group of 25 to 35 records the highest percentage of 60% amongst other age group, whereas the lowest percentage goes to an age group between 45 to 55 which is 8.3%. Furthermore, the occupancy tenure of employee worked between 8 to 13 years, records the highest participants which is 27 and the lowest number of participants of 2 goes to employee that have less than one year experience. The highest percentage of participants goes to those who worked between 2 to 7 in same position which is 53.3%, while percentage of 1.7% goes for those whose works experience is between 14 and 19. It can be observed that 60 respondents were from different job levels. The highest participants for this survey were from middle level which are 52 respondents and the lowest participants were from lower level which is 3 respondents. Finally, this survey is divided to two group participants which are UAE national and non UAE national. According to table 1, the number of non UAE national is 41 respondents (68.3%) and number of UAE national is 19 respondents (31.7%).

Reliability Test:

Secondly, the reliability test is used to confirm whether the determine measures can be employed as representation of the global independent and its sub – variables and global depend variable and its sub - variable. As mentioned before and for sake of this study, the approved Cronbach's Alpha value is assumed to be at least 0.6 for all variables. Firstly, reliability test of the global independent variables and its sub – variables will be tested, then for global dependent variable and its sub – variables. Firstly, the reliability test is used to examine global independent measures which represent the implementation of knowledge sharing. There are 5 sub-independents variables: trust, communication, supportive

management role, reward and incentive and commitment to learning and measures for each variable will also be tested and analyzed separately.

Cronbach's Alpha	N of Items
.805	5

Table 2: The reliability statistics for Knowledge sharing scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TRUST	7.9818	2.847	.394	.827
COMMUNICATION	8.9182	2.770	.694	.749
REWARD AND INCENTIVES	8.7169	2.929	.512	.790
SUPPORTIVE MANAGEMENT ROLE	7.7127	2.379	.781	.707
COMMITMENT TO LEARNING	7.5890	2.043	.681	.746

Table 3: Item-Total statistics for Knowledge sharing scale

Firstly, a test was done to examine the reliability of knowledge sharing (global independent variable) measures which represents the knowledge management. Table 2 and 3 show the reliability statistics for knowledge sharing scale and item – total statistics for the knowledge sharing scale. From tables above, the Cronbach’s Alpha result value for the global independent variable is 0.805 which is accepted as it’s higher than 0.6. So this means that, all 5 measures are reliable to be represented for global independent variable which is knowledge sharing.

Cronbach's Alpha	N of Items
.848	8

Table 4: The reliability statistics for Trust scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Once I get new information, I share it with my colleagues within my department	16.3000	14.451	.647	.823
Once my colleagues within my department have learned something new, they tell me about it	15.7500	13.919	.733	.812
I share the information I have with colleagues that are not from my department	15.4333	14.792	.493	.842
Once I learned new information, I share with my colleagues outside of my department	15.2667	13.860	.653	.821
I share my skills and knowledge with colleagues that are not from my department	15.6000	13.736	.707	.814
Knowledge sharing among colleagues is considered normal in my organization	15.6167	13.630	.643	.823
Colleagues within my department share knowledge and skills with me when I ask them to	16.0833	16.247	.387	.851
Colleagues in my department share their skills with me when I request from th	16.0667	15.928	.417	.848

Table 5: Item-Total statistics for Trust scale

The next reliability test is used to examine measures for each sub-independent variable. The reliability test of measures that are related to trust was done as seen in Table 4 and 5, Cronbach’s Alpha value is 0.848 which is greater than 0.6. Thus, the 8 identified measures which are presented in table 3 are considered as reliable scale.

Cronbach's Alpha	N of Items
.848	4

Table 6: The reliability statistics for Communication scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Social software and communication tools that support information and knowledge collection are exercised in the organization	8.2167	6.545	.623	.833
Your colleagues or your employees (for managers) in organization share knowledge by frequently updating databases of good work practice, lesson learned or listing of experts	7.7500	5.614	.840	.741
Your colleagues or your employees (for managers) in organization share knowledge by preparing written documentations such as lessons learned, training manual, good work practices, articles for publication, etc.	7.5000	5.441	.751	.778
This organization appears committed to keeping the channels of communication "open."	7.9833	6.559	.552	.863

Table 7: Item-Total statistics for Communication scale

Then, another test was done to examine the reliability of measures that represent the communication variable. Based on Table 6 that extracted from the SPSS, the Cronbach’s Alpha value for communication measures is 0.848 which is an accepted value. Hence, the 4 identified measures in Table 7 are reliable to be represented for communication variable.

Cronbach's Alpha	N of Items
.911	4

Table 8: The reliability statistics for Reward and Incentive scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Employee does practice knowledge sharing to earn credit or financial bonuses	8.9333	6.979	.780	.891
Employee does practice knowledge sharing to get positive annual appraisal and career opportunity	9.0833	6.654	.832	.873
Employee does practice knowledge sharing to have job security	9.1000	6.769	.769	.895
Employee does practice knowledge sharing to receive company wide recognition and esteem	9.2333	6.385	.814	.879

Table 9: Item-Total statistics for Reward and Incentive scale

Afterward, the test was conducted to examine the reliability of measures that represent reward and incentive variable. According to Table 8 and 9, the Cronbach’s Alpha value for reward and incentive measures is 0.911 which is accepted result value as it is greater than 0.6. So, 4 identified measures are reliable to be represented for reward and incentive variable.

Cronbach's Alpha	N of Items
.877	14

Table 10: The reliability statistics for Supportive Management Role scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My organization has a written knowledge management policy or strategy	35.7797	54.933	.464	.873
My organization has a value system or culture intended to promote knowledge sharing	35.7288	52.580	.638	.864
Knowledge management practice is a responsibility of managers and executives	36.2203	56.140	.405	.875
Knowledge management practice is a responsibility of non-management workers	35.9322	57.030	.338	.878
My organization uses partnerships or strategic alliance to acquire knowledge	35.7797	55.382	.512	.870
My organization consider knowledge sharing practice as a explicit criteria for assessing employee performance	35.3220	51.670	.648	.863
My organization provide formal training related to knowledge sharing practice	35.2373	50.736	.661	.862
My organization provide informal training related to knowledge sharing practice	35.1525	52.580	.553	.868
My organization offer off site training to employees to acquire skills	35.5932	54.108	.463	.873
My organization encourage experience employees to share their knowledge to new or less experience employees	35.8644	53.602	.487	.872
My organization uses centralized structure to facilitate knowledge sharing	35.4068	55.452	.517	.870
My organization uses flat structure to reduce problem of information delays, distortion and corruption	35.2881	54.209	.657	.864
My organization implement cross functional practice to facilitate knowledge sharing	35.3220	53.774	.676	.863
My organization uses formalized structure to facilitate knowledge sharing	35.3390	54.262	.665	.864

Table 11: Item-Total statistics for Supportive Management Role scale

Then, the test was conducted to examine the reliability of measures that represent supportive management role variable. According to Table 10 and 11, the Cronbach’s Alpha value for supportive management role measures is 0.877 which is accepted result value as it is greater than 0.6. This means that, the 14 identified measures are reliable to be represented for supportive management role variable.

Cronbach's Alpha	N of Items
.821	5

Table 12: The reliability statistics for Commitment to Learning scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Organization follow effective way of learning as it is important investment and crucial for survival	10.4833	9.169	.415	.835
My organization facilitate the discovery of new knowledge	10.5833	7.637	.779	.742
My organization facilitate the creation of new knowledge	10.4667	7.202	.692	.760
My organization reward employee who discover or create new knowledge	10.4667	6.728	.698	.760
My organization use technology to search for new knowledge	10.8667	8.490	.518	.811

Table 13: Item-Total statistics for Commitment to Learning scale

Finally, an examination was done to test the reliability of commitment to leaning measures. As seen in table 12 and 13, the Cronbach’s Alpha value for commitment to learning value is 0.821 which is accepted result value. For this reason, the 5 identified measures are reliable to be corresponded to commitment to learning role variable. It can be noticed that all Cronbach’s Alpha values for global independent variables and its sub variables are accepted and considered as reliable scale.

The reliability test was also conducted for the global depended variable which is employee innovation and its sub variables which are exploratory innovation and exploitative innovation. In addition, each dependent variable and its sub variables will be tested and analyzed separately.

Cronbach's Alpha	N of Items
.865	11

Table 14: The reliability statistics for Innovation scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My organization frequently seeks for new ideas	25.1667	31.599	.733	.841
My organization encourage new way of doing things	25.0333	30.101	.779	.835
My organization is creative in its operating methods	24.5167	30.118	.727	.839
My organization is always the first in the market in introducing new products and services	24.3833	30.579	.679	.843
Innovation is not perceived as too risky and they resisted in my organization	24.6667	33.582	.590	.852
New products and services that are introduced in my organization have increased during the last five years	25.0000	33.220	.556	.853
Employees in organization are not too much attached to established rules and procedures in doing job	24.8167	35.644	.275	.873
Knowledge sharing practice increases employees acceptance of innovation	25.4833	37.271	.183	.874
By using knowledge sharing practice effectively, it will increase flexibility in new products and innovation	25.7000	36.722	.202	.875
My organization implement any internal process for innovation	24.6667	30.667	.716	.840
My organization focus on technological knowledge such as knowledge that your organization generates and utilizes above all for the innovation process (for product and process).	24.9000	31.990	.675	.845

Table 15: Item-Total statistics for Innovation scale

Firstly, the test was done to examine reliability of measures that represent global dependent variable which is employee innovation. As seen in Table 14 and 15, Cronbach's

Alpha result value for global dependent variable is 0.865 which is accepted result value, hence 11 identified measures considered as representation for this global dependent variable

Cronbach's Alpha	N of Items
.857	7

Table 16: The reliability statistics for Exploratory Innovation scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My organization frequently seeks for new ideas	16.1833	15.576	.771	.817
My organization encourage new way of doing things	16.0500	14.252	.859	.799
My organization is creative in its operating methods	15.5333	14.626	.742	.818
My organization is always the first in the market in introducing new products and services	15.4000	14.888	.700	.825
Innovation is not perceived as too risky and they resisted in my organization	15.6833	17.915	.465	.857
New products and services that are introduced in my organization have increased during the last five years	16.0167	16.729	.586	.842
Employees in organization are not too much attached to established rules and procedures in doing job	15.8333	18.718	.259	.884

Table 17: Item-Total statistics for Exploratory Innovation scale

Next, the test was done to examine reliability of measures that represent sub dependent variable which is exploratory innovation. As seen in table 16 and 17, Cronbach's Alpha result value for dependent variable is 0.857 which is accepted result value, hence 7 identified measures considered as representation for this sub dependent variable.

Cronbach's Alpha	N of Items
.633	4

Table 18: The reliability statistics for Exploitative Innovation scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Knowledge sharing practice increases employees acceptance of innovation	7.0333	4.202	.185	.693
By using knowledge sharing practice effectively, it will increase flexibility in new products and innovation	7.2500	3.275	.457	.534
My organization implement any internal process for innovation	6.2167	2.952	.390	.591
My organization focus on technological knowledge such as knowledge that your organization generates and utilizes above all for the innovation process (for product and process).	6.4500	2.625	.657	.364

Table 19: Item-Total statistics for Exploitative innovation scale

Then, the test was conducted to examine the reliability of the different measures that corresponded to the exploitative innovation variable. Table 18 shows the Cronbach’s Alpha result value is 0.633 which is an acceptable result value. Thus, 4 identified measures for the exploitative innovation variable is considered to be as dependent variable (Table 19). In fact, the reliability result values for global independent variable and its sub variables and global dependent variable and its sub variables are all acceptable and can be considered representation for each related variable.

Correlation Test:

After the examination of reliability was conducted for each variable against their measures, the correlation test was done to measure the relationship between global independent variable and global dependent variable. In addition, the same correlation test has been done between each sub independent variable with both sub dependent variables. Table 20 and 21 below illustrate the result gained from the correlation test by using SPSS software. Table 20 illustrates descriptive statistics for both global independent variable and global dependent variable. Table 20 shows the result of correlation test between two global variables: implementation of knowledge sharing (independent variable) and employee innovation (dependent variable).

	Mean	Std. Deviation	N
KNOWLEDGE SHARING	1.9572	.37330	60
INNOVATION	2.4408	.55046	60

Table 20: Descriptive statistics for Knowledge Sharing and Employee Innovation

	KNOWLEDGE SHARING	INNOVATION
KNOWLEDGE SHARING Pearson Correlation	1	.718**
Sig. (2-tailed)		.000
N	60	60
INNOVATION Pearson Correlation	.718**	1
Sig. (2-tailed)	.000	
N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

Table 21: Correlation analysis between Knowledge Sharing and Employee Innovation

As mentioned before, the survey scale varies between 1 which represents “Strongly Disagree” to 5 which represents “Strongly Agree”. From table 20, it is noticed that mean value for global independent variable is 1.9572 and mean value for global dependent variable is 2.4408. This means that most respondent’s answers from the survey were to “Disagree”.

In addition, p value is used to test the correlation and in case of this research, the confidence is set to be 99%. The relationship between knowledge sharing and employee innovation was investigated using correlation coefficient, as shown Table 21. It has been found that there is a strong positive correlation between knowledge sharing and employee innovation with a strong significant level, $p < 0.01$. These finding support the main hypothesis (H)

In addition, the same correlation test was done for the sub-independent variables with both of sub-dependent variables. Table 22 below illustrates the descriptive statistics result that has been obtained from SPSS software. Moreover, Table 23 shows the relationship between each sub independent variables with both of sub dependent variables.

	Mean	Std. Deviation	N
TRUST	2.2521	.53949	60
COMMUNICATION	1.3104	.39961	60
REWARD AND INCENTIVES	1.5146	.42504	60
SUPPORTIVE MANAGEMENT ROLE	2.0655	.43998	60
COMMITMENT TO LEARNING	2.6433	.68504	60
EXPLORATION	2.6357	.66092	60
EXPLOITATIVE INNOVATION	2.2458	.56840	60

Table 22: Descriptive statistics for Sub Independent Variables and Sub Dependent Variable

		TRUST	COMMUNICATION	REWARD AND INCENTIVES	SUPPORTIVE MANAGEMENT ROLE	COMMITMENT TO LEARNING
EXPLORATORY INNOVATION	Pearson Correlation	.534**	.645**	.595**	.685**	.509**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	60	60	60	60	60
EXPLOITATIVE INNOVATION	Pearson Correlation	.231*	.311*	.373**	.358**	.503**
	Sig. (2-tailed)	.075	.015	.003	.005	.000
	N	60	60	60	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 23: Correlation analysis between Sub Independent Variables and Sub Dependent Variable

From table 22, it is noticed that mean value for both sub independent variables sub dependent variables are below 3 which means that most respondent’s answers from the survey were to in disagreement.

The relationship between trust, communication, reward and incentive, supportive management role and commitment to learning towards both exploitative innovation and exploratory innovation was also investigated using correlation coefficient as shown in Table 23. First let's turn your attention on relationship between trust, communication, reward and incentive, supportive management role and commitment to learning towards exploratory innovation. It has been found that there is strong positive and significant correlation between trust, communication, reward and incentive, supportive management role, commitment to learning and exploratory innovation. However, Supportive Management role has the highest coefficients correlation towards exploratory innovation with value of 0.685. The second highest coefficients correlation towards exploratory innovation goes to communication with value of 0.645. Reward and incentive has the third highest coefficients correlation towards exploratory innovation with value of 0.595. The Fourth highest coefficients correlation towards exploratory innovation goes to trust with value of 0.534. Commitment to learning has the fifth highest coefficients correlation towards exploratory innovation with value of 0.509.

On the other hand, a relationship between trust, communication, reward and incentive, supportive management role and commitment to learning towards exploitative innovation also has been examined. The correlation between commitment to learning and exploitative innovation has found to be positively strong and significant with highest value of 0.503. The correlation between reward and incentive, communication, supportive management role and exploitative innovation has found to be positively moderate and significant. However, supportive management has the second highest coefficients correlation towards exploitative innovation with value of 0.358. Reward and incentive has third highest coefficients correlation towards exploitative innovation with value of 0.373. The fourth highest coefficient correlation towards exploitative innovation goes to communication with value of 0.311. It has been found that there is weak and significant correlation between trust and exploitative innovation with lowest coefficients correlation with value of 0.231. These findings support hypotheses 1, 2, 3,4,5,6,7,8,9 and 10.

Regression Test:

After conducting the correlation test, the regression test was performed in order to examine the sensitivity of the exploratory innovation and exploitative innovation as

dependent variables towards knowledge sharing which represents independent variable.

Tables 24, 25 and 26 present the output of this analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718 ^a	.515	.507	.38656

a. Predictors: (Constant), Knowledge Sharing

Table 24: Regression Model Summary (Employee Innovation)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.210	1	9.210	61.636	.000 ^a
	Residual	8.667	58	.149		
	Total	17.877	59			

a. Predictors: (Constant), Knowledge Sharing

b. Dependent Variable: Employees Innovation

Table 25: ANOVA (Employees Innovation)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.369	.269		1.375	.174
	KNOWLEDGE SHARING	1.058	.135	.718	7.851	.000

a. Dependent Variable: Innovation

Table 26: Coefficients (Employees Innovation)

Table 24 shows that 51.5% of the variation in employee innovation can be explained by the variability of implementation of knowledge sharing. In addition, Table 25 shows that ANOVA value is significant, thus this shows that it is significantly safe to distribute the results of the sample to the whole population. Based on Table 26 above, the coefficients (β) value for knowledge sharing as independent variable is 0.718. This means that the knowledge sharing variable makes the strongest contribution to explaining the dependent variable employee innovation

Then regression test was also performed in order to examine the sensitivity of exploratory innovation as dependent variable towards sub-independent variables which are trust, communication, reward and incentive, supportive management role and commitment to learning. Therefore there might be a chance of high collinearity when performing a linear regression analysis across all sub-variables.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.678	.648	.39212

a. Predictors: (Constant), Commitment to Learning , Trust, Reward and Incentive, Communication, Supportive Management Role

Table 27: Regression Model Summary (Exploratory innovation)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	17.470	5	3.494	22.723	.000 ^a
Residual	8.303	54	.154		
Total	25.772	59			

a. Predictors: (Constant), Commitment to Learning , Trust, Reward and Incentive, Communication, Supportive Management Role

b. Dependent Variable: Exploration

Table 28: ANOVA (Exploratory innovation)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.248	.295		-.839	.405
	TRUST	.380	.107	.310	3.564	.001
	COMMUNICATION	.384	.177	.232	2.168	.035
	REWARD AND INCENTIVES	.456	.151	.294	3.030	.004
	SUPPORTIVE MANAGEMENT ROLE	.494	.177	.329	2.786	.007

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.248	.295		-.839	.405
	TRUST	.380	.107	.310	3.564	.001
	COMMUNICATION	.384	.177	.232	2.168	.035
	REWARD AND INCENTIVES	.456	.151	.294	3.030	.004
	SUPPORTIVE MANAGEMENT ROLE	.494	.177	.329	2.786	.007

a. Dependent Variable: Exploration

Table 29: Coefficients (Exploratory innovation)

Table 27 shows that 64.8% of the variation in exploratory innovation can be explained by the variability of in the sub independent variables studied. Moreover, there was collinearity issue which is commitment to learning. So by taking out this variable, Table 29 shows there is no issue for collinearity. ANOVA value is significant, thus this shows that it is significantly safe to study the results of the sample for the whole population. As shown in Table 29 shows that Beta values for all sub-independent variables - trust, communication, reward and incentive and supportive management role are significant. It is also noticed that the supportive management role has the highest and significant Beta value of 0.326. This means that supportive management role variable makes the strongest unique contribution to explaining the dependent variable exploratory innovation. The second highest and significant Beta value goes to trust with value of 0.310. This implies that trust makes the second strongest contribution to explaining the dependent variable exploratory innovation. Reward and incentive system is considered as third highest and significant variable with value of 0.294. This indicates that reward and incentive variable makes the third strongest to explaining the dependent variable exploratory innovation. Finally, communication is considered as the lowest and significant variable amongst others with value of 0.232. This means that communication variable has the least impact to explaining the dependent variable exploratory innovation.

The outcome of regression analysis of exploratory innovation emphasis on correctness and acceptance of following hypotheses:

H1: There is a positive relationship between trust and exploratory innovation

H3: There is a positive relationship between communication and exploratory innovation

H5: Reward and incentive system has a positive effect on exploratory innovation

H7: Supportive management role has a positive effect on exploratory innovation

Hence, it can be argued that exploratory innovation is more sensitive to supportive management role than rest of linearity sub-independent variables (trust, communication and reward in incentive).

Afterward, regression test was also performed in order to examine the sensitivity of the exploitative innovation as dependent variables towards sub-independent variables which are trust, communication, reward and incentive, supportive management role and commitment to learning. Therefore there might be a chance of high collinearity when performing a linear regression analysis across all sub-variables.

Independent Variables	R²	Adjusted R	ANOVA	Beta value for Dependent Variable: Exploitative innovation
Trust	0.054	0.037	Sig	0.132
Communication	0.097	0.081	Sig	0.311
Reward and incentive	0.139	0.124	Sig	0.373
Supportive management role	0.128	0.113	Sig	0.358
Commitment to learning	0.253	0.240	Sig	0.503

Table 30: Comprehensive regression analysis for exploitative innovation

There was a collinearity issue among all the sub independent variables, so an individual linear regression analysis for each sub –independent variable was performed as shown in Table 30. By extracting R^2 value, following result are explained:

- 5.4% of the variation in exploitative innovation can be explained by the variability of the trust variable.
- 9.7% of the variation in exploitative innovation can be explained by the variability of the communication variable.
- 13.9% of the variation in exploitative innovation can be explained by the variability of the reward and incentive variable.
- 12.8% of the variation in exploitative innovation can be explained by the variability of the supportive management role variable.
- 25.3% of the variation in exploitative innovation can be explained by the variability of the commitment to learning variable.

ANOVA value is significant for each sub-independent variable, thus this shows that it is significantly safe to study the results of the sample to the whole population. In addition, Beta values for all sub-independent variables - trust, communication, reward and incentive, supportive management role and commitment to learning are significant. It is also noticed that the commitment to learning has the highest and significant Beta value of 0.53. This means that commitment to learning variable makes the strongest unique contribution to explaining the dependent variable exploitative innovation. The second highest and significant Beta value goes to reward and incentive with value of 0.373. This implies that reward and incentive makes the second strongest contribution to explaining the dependent variable exploitative innovation. Supportive Management role is considered as third highest and significant variable with value of 0.358. This indicates that supportive management role variable makes the third strongest to explaining the dependent variable exploitative innovation. Then, communication is considered the fourth and significant variable with value of 0.232. This means that communication variable makes the fourth strongest to explaining the dependent variable exploitative innovation. Finally, trust is considered as the lowest and significant variable amongst others with value of 0.132. This means that trust variable has least impact to explaining the dependent variable exploitative innovation.

The outcome of regression analysis of exploitative innovation emphasis on correctness and acceptance of following hypotheses:

- *H2*: There is a positive relationship between trust and exploitative innovation
- *H4*: There is a positive relationship between communication and exploitative innovation
- *H6*: Reward and incentive system has a positive effect on exploitative innovation
- *H8*: Supportive management role has a positive effect on exploitative innovation
- *H10*: Commitment to learning has a positive effect on exploitative

Hence, it can be argued that exploitative innovation is more sensitive to commitment to learning than rest of linearity sub-independent variables (trust, communication, reward in incentive and supportive management role).

Chapter 5: Discussion

In this research study, the relationship between implementation and employee innovation have been conducted and studied through the literature review. Based on this study, numbers of hypotheses were developed through the literatures in order validate the concept of the effect of implementation of knowledge sharing on employee innovation. A quantitative approach was chosen for this type of study. A questionnaire was prepared and distributed among different levels of media organization members. The reason to conduct this method is because the implementation of knowledge sharing is the role and responsibility of all of the organization members. So, this method is used to check if organization members are practicing the implementation of knowledge sharing effectively in order to get innovative employee.

By obtaining the data via SPSS software, this chapter discusses the finding obtained from the three different types of examination which are Reliability, Correlation and Regression tests. The discussion will be aligned with the hypotheses illustrated in previous chapter in order to present a clear pattern matching. An Explanation of each test will discussed and analyzed in this chapter.

A correlation test was conducted between global independent variable and global dependent variable. Similarity, a correlation test was also done between all sub-independent variables and both of sub-dependent variables. A correlation test was done to examine the relationship between knowledge sharing and employee innovation. It was found that there is a positive strong and significant correlation between knowledge sharing (global independent variable) and employee innovation (global dependent variable) as shown In Table 33 below. Based on this test, the hypothesis (*H*) has been supported.

	Knowledge sharing
Innovation	-Strong -Positive -Significant -(0.718**)

Table 31: Comprehensive correlation data for all Global Variables

A further correlation test was done between sub-independent variables and sub-dependent variables as shown in Table 33 below:

	Trust	Communication	Reward and incentive	Supportive Management Role	Commitment to Learning
Exploratory Innovation	-Strong -Positive -Significant -(0.534**)	-Strong -Positive -Significant -(0.645**)	-Strong -Positive -Significant -(0.595**)	-Strong -Positive -Significant -(0.685**)	-Strong -Positive -Significant -(0.509**)
Exploitative Innovation	-Weak -Positive -Significant -(0.231*)	-Moderate -Positive -Significant -(0.311*)	-Moderate -Positive -Significant -(0.373**)	-Moderate -Positive -Significant -(0.358**)	-Strong -Positive -Significant -(0.503**)

Table 32: Comprehensive correlation data for all Sub-Variables

Based on Table 33, it has been found that trust has a more positive, strong and significant correlation with exploratory innovation than with exploitative innovation. The media organization objective is to create new and unique product, service or process rather than adapt from other media organizations. Therefore, this indicates that the media organization trust their employees more in creating new product, services or process than developing the existing new product, services or process. By increasing the level of trust such as increasing the feeling of integrity, being honest and saying the truth no matter how difficult it is, they will enhance and affect the exploratory innovation more than the exploitative innovation. Hence, these findings support the hypotheses (*H1* and *H2*).

Communication has a more positive strong and significant correlation with exploratory innovation than with exploitative innovation. This means that the media organizations concentrate on establishing effective communication channels when there is a plan to produce new products, services or processes than when developing the existing ones. Examples of communication channels used are: face to face communication such as weekly meetings and emails. Hence, these findings support the hypotheses (*H3* and *H4*)

The correlation test showed there was a positive strong and significant relationship between reward and incentive and exploratory innovation. Moreover, reward and incentive has positive moderate and significant correlation with exploitative innovation. This means that reward and incentive has a more positive impact on exploratory innovation than exploitative innovation. This explains that organizations give priority to giving reward and incentive systems to employees who create new products, services and processes. Thus these findings support the hypotheses (*H5* and *H6*).

In addition, the correlation test showed there is a positive and significant relationship between supportive management role and exploratory innovation rather than exploitative which is moderate and significant. It's clear that, one of top management policies in the media organizations is to create new products, services or processes rather than adopt existing products, services or processes. Thus, these findings support the hypotheses (*H7* and *H8*).

Finally, the correlation test showed that there is positive and significant relationship between commitment to learning and exploratory innovation and exploitative innovation and there is not much difference in the coefficient correlation value. This means that the media organizations follow an effective way of learning such as external and internal training and workshops to facilitate the employee's chances to create new products, services and processes and to develop the existing products, services and processes. Thus, these findings support the hypotheses (*H9* and *H10*)

It is noticed from Table 33 that the exploratory innovation has positive strong and significant correlation with all sub-independent variables compared to the exploitative innovation. This means that media organizations concentrate on having new products, services and process more than adopting or developing the existing products, services and processes. It is also noticed that the only sub-independent variable which has positive strong and significant correlation with both exploitative and exploratory innovation is commitment to learning with a value of 0.509 and 0.503. All in all, all sub-independent variables are positively correlated to both sub-dependent variables.

Chapter 6: Conclusion and Recommendation

Conclusion

The research study discussed the importance of having an effective practice of knowledge sharing in the media organization in order to have innovative employees. This was conducted by having extensive literature reviews in the field of the research topic which includes the concept of knowledge sharing and innovation. First, the literature starts a description of knowledge and how to create knowledge. In addition, a principle of knowledge sharing was described and numbers of definitions were given about knowledge sharing. Following that, types of knowledge sharing were introduced to show that there are some knowledge that can be documented and shared and there are others which are hard to be expressed and shared. Moreover, the practice of knowledge sharing in the media organization was explained such as how to convert the tacit knowledge to explicit knowledge in the media sector. In addition to that, the organization's knowledge creation process model was introduced to explicit the tacit knowledge and make it available to the people in the organization.

The learning organization was taken in consideration as a key to encourage and facilitate the practice of knowledge sharing. The learning organization is considered as an activity to create and employ knowledge to enhance competitive advantage. By having effective learning in an organization a number of factors have to be considered such as trust, communication channel, reward and incentives, supportive management role and commitment to learning. The result of having these factors is to have better understanding and interpretation of their environment to create an effective knowledge sharing practice.

Furthermore, a concept of innovation was introduced on how the implementation of knowledge sharing can enhance employee innovation. This part started with a number of innovation definitions based on different theorists. Two types of innovations were introduced: exploratory innovation and exploitative innovation. Exploratory innovation means to use special knowledge to create or develop new products, services or processes while exploitative innovation means to use knowledge sharing practices in order to develop the existing products, services and processes. The concept of innovation in the media organization was explained by providing frameworks which are implemented in some media industries. In

addition, using new media is another source of innovation in the media organization such as web 2.0, Blogs, Wikis and Digital Storytelling.

Based on the literature review findings, a conceptual framework was developed in order to test the influence of knowledge sharing practices on employee innovation in the media organization. A quantitative approach was conducted in this research study by distributing questionnaires across the organization. A basic questionnaire was used for this particular research and it covered measures from conceptual framework variables that focus on knowledge sharing practices with measures that are related to employee innovation. Based on the conceptual framework, a main hypothesis was developed with its sub variables to be tested in this research. The number of respondents that received it was 60 respondents out of 2500 employee. Then all the respondents questionnaires were tested through a software called SPSS.

Afterwards, the results from SPSS were extracted and interpreted in the data collection analysis and discussion chapters. The three main tests conducted in this dissertation were explained in the data collection and analysis chapters which are: reliability test, correlation test and regression test. Based on the reliability test, all measures were reliable to be represented for global variables and each of the sub independent and dependent variables. It was found that knowledge sharing has a significant correlation with employee innovation. In addition, most of sub-independent variables are significantly correlated with both of the sub-independent variables. Furthermore, in the regression analysis, it was found that 51.5% of the variation in employee innovation can be explained by the variability of implementation of knowledge sharing. In addition, the same regression analysis was performed for sub variables as well. This was followed with a discussion chapter, in which the findings supported the hypotheses shown previously

Recommendation

Based on the research analysis and findings, some of the recommendations have been proposed to support the successful implementation of knowledge sharing which is one of the key factors that leads to employee innovation in the media organization. Recommendations will be proposed for variables which have positive strong and significant correlation. In addition, the proposed recommendation will also support and maintain the positive image and reputation of the media organization. The following are a number of recommendations that can be approved by the media organization:

- It is recommended to increase the level of trust across the organization, as trust is a significant factor which facilitates the practice of knowledge sharing in order to have innovative employees, specially the exploratory innovation. There are several methods to increase the level of trust by establishing and sustaining integrity. Integrity should start from top management and more to the bottom of the organizational hierarchy. This means that top management should keep their promises and always tell the truth no matter how hard it will be on members in the organization. Another way is to communicate the vision and values of the organizations. Communication is significant factor in organization which facilitates the exchange and transfer of information and knowledge. Moreover, by communicating the organization's vision and values, the top management will share with their employees where it is going. Thirdly, they should focus on sharing rather than personal aims or goals. This can be achieved when employees feel that every member is pulling the other to achieve a shared vision rather than working alone to achieve personal agendas which will increase the level of trust. Fourthly, do what is right regardless of the personal consequence. In any situation, employees know and feel what is right and ignoring any personal risk will always establish respect from their colleagues, thus respect will change to trust. The fifth point to increase the level of trust is by showing trust building behaviors. Managers should use active listening skills and persuade employees to talk freely about their concerns in an environment where their issues are treated in the strictest confidence, which will result in developing trust between managers and employees.

- It is recommended to establish effective communication channels to have better implementation of knowledge sharing. This can be approached by having face to face communication such as formal and informal meetings. In addition, top management should support informal networks by creating chat rooms where employees involve with each other in unstructured and monitored discussions. In other words, management should provide a place where employees foster an informal network and exchange tacit knowledge. At the same time, they should persuade employees to share knowledge by using the internet or intranet in the organization. Moreover, using corporate produced television is another form of communication channel. This helps the organization to only send and transmit messages or information to their employees in closed circuit television. Employing electronic mail newsletters or messages to continuously transmit and placing all computers which are connected to the organization's network are other methods to consider. Newsletters and magazines help top management to address their issues when they don't have time to speak to each employee. Written communication describes the publication of new products, policies, answer concern questions and offer a brief to the employees of what the organization is about.
- Creating reward and incentive systems motivates the practice of knowledge sharing. This can be implied in as part of the organization strategy on how to enrich the organization with knowledge by having a rewarding and incentive system. There are many types of reward and incentive systems. First, they should motivate employees to share knowledge or exchange knowledge by getting credit or financial bonuses. In addition, promising employees to get positive annual appraisal and career opportunity is another source to motivate the practice of knowledge sharing. At the same time, employees should be motivated to get long term survival in the organization which is job security when they practice knowledge sharing within the organization or departments. When employees practice knowledge sharing with their colleagues from or outside the departments, they should receive organization wide recognition and esteem.
- Management plays an important role and it's a responsibility on them to create an atmosphere where the implementation of knowledge sharing practice is there. Management is responsible for creating long term organizational strategy for the organization. It is recommended that planning for knowledge sharing practice and

adding it as a priority point in an organizational strategy plan. The strategy for knowledge sharing practice should be one of the organization's policies or part of the employee's job description, thus everyone will commit to practice it. Top management should communicate with managers and executives about the importance of knowledge sharing practices which is a source of exploratory innovation, where they also transfer this message to their employees. If it is required, the organization can use partnerships or strategic alliance to acquire knowledge. Moreover, top management should show their employees the value of knowledge for their organization and prove to them that it is a “power” and source of exploratory innovation for this organization. This can be done providing formal internal training that is related to effective knowledge sharing practice. In addition, they can offer off site training to employees to acquire skills and use them within the organization. Top management should focus on employees with high experience and encourage them to share their knowledge with new or less experienced employees by conducting workshops. Organizational structure also plays an important role in facilitating knowledge sharing. The organization should be structured in a way where its employees can easily interact and communicate with others and support knowledge related actions. It is recommended to use a flat organizational structure in order to reduce problems of information delay, distortion and corruption.

- It is recommended to encourage a learning climate in order to have effective commitment to learning and this depends on how the organization values and encourages learning which results in having innovative employees, especially exploratory innovation. In order to achieve commitment to learning, organizations must follow an effective way of learning and see it as an important investment and crucial for survival. Organizations should send their employees to external or outside training programs and workshops in order to bring new knowledge and implement it within the organization to create particular processes, services or products. Organizations should have subscriptions to electronic databases to allow access to case studies that are related to the media organizations which may have techniques on how to enhance knowledge sharing practice. Media organizations should send their employees to attend seminars and exhibitions in order to share all new knowledge obtained from seminars and exhibitions and share with their colleagues within the organization.

Limitation and Future Research

This research study was conducted to examine the effect of knowledge sharing on innovation in the media organization. However, there are some factors which have limited the case of this research study. Although questionnaire samples were distributed across the organization, few responses were received as only 60 respondents participated. Most of the respondents were from lower level and middle level. The aim of this study was to get more than 150 respondents and from different job levels in order to get comprehensive results, where better recommendation can be provided to have an effective way of knowledge sharing.

For future research, it would be recommended to develop a qualitative approach which aims to hit top management level in order to have better understanding of knowledge practice in the organization. This will clarify to the researchers the exciting knowledge sharing process that organizations follow. Hence, a better approach and development of knowledge sharing processes and tools can be adopted in order to get more innovative employees. In addition, a search for more variables would facilitate the knowledge sharing practice in order to figure out efficient and the best processes of knowledge sharing.

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Appendix

QUESTIONNAIRE:

THE EFFECT OF KNOWLEDGE SHARING ON INNOVATION IN THE MEDIA ORGANIZATION

Dear Sir/Madam,

This questionnaire is a part of research project that aims to understand the relationship between knowledge sharing and innovation in the media organization . Your response is essential to develop a good understanding of the subject area of the research.

Please spare some five minutes to this questionnaire. The data you provide will be treated in the strictest confidence. No name or address is required to be mentioned. Your answers will be used as the main data set, which will be used for the dissertation research project in my M.Sc. in Project Management at The British University in Dubai.

The questionnaire comprises of three parts:

- 1- General information**
- 2- Knowledge sharing in media organization**
- 3- Innovation in media organization**

Thank you for your help.

Researcher

PART ONE: GENERAL INFORMATION	
Please tick one box for each question:	
A. Sex: (1) Male (2) Female	() ()
B. Marital Status: (1) Married (2) Unmarried	() ()
C. Education: (1) Less than high school (2) High school (3) College degree (4) Graduate degree (5) High diploma (6) Masters or above	() () () () () ()
D. Age: (1) Less than 25 (2) 25 – 35 (3) 36 – 45 (4) 46 – 55 (5) 56 or above	() () () () ()
E. No. of years worked in current organization: (1) One year or less (2) 2 – 5 (3) 6 – 10 (4) 11 – 15 (5) 15 years or above	() () () () ()
F. No. of years worked in the position or job: (1) One year or less (2) 2 – 7 (3) 8 – 13 (4) 14 – 19 (5) 20 years or above	() () () () ()
G. Job Status: (1) First level (2) Middle level (3) Lower level	() () ()
H. Nationality:	

(1) UAE National	()
(2) Non UAE National	()

PART TWO: KNOWLEDGE SHARING

Please tick one box for each question:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Trust					
1. Once I get new information, I share it with my colleagues within my department					
2. Once my colleagues within my department have learned something new, they tell me about it					
3. I share the information I have with colleagues that are not from my department					
4. Once I learned new information, I share with my colleagues outside of my department					
5. I share my skills and knowledge with colleagues that are not from my department					
6. Knowledge sharing among colleagues is considered normal in my organization					
7. Colleagues within my department share knowledge and skills with me when I ask them to					
8. Colleagues in my department share their skills with me when I request from them					
Communication					
9. Social software and communication tools that support information and knowledge collection are exercised in the organization					
10. Your colleagues or your employees (for managers) in organization share knowledge by frequently updating databases of good work practice, lesson learned or listing of experts					
11. Your colleagues or your employees (for managers) in organization share knowledge by preparing written documentations such as lessons learned, training manual, good work practices, articles for publication, etc.					
12. This organization appears committed to keeping the channels of communication "open."					
Reward and incentives					
13. Employee does practice knowledge sharing to earn credit or financial bonuses					
14. Employee does practice knowledge sharing to get positive annual appraisal and career opportunity					
15. Employee does practice knowledge sharing to have job security					
16. Employee does practice knowledge sharing to receive company wide recognition and esteem					

Management Role					
<i>Organization strategy</i>					
17. My organization has a written knowledge management policy or strategy					
18. My organization has a value system or culture intended to promote knowledge sharing					
19. Knowledge management practice is a responsibility of managers and executives					
20. Knowledge management practice is a responsibility of non-management workers					
21. My organization uses partnerships or strategic alliance to acquire knowledge					
<i>Top management knowledge values</i>					
22. My organization consider knowledge sharing practice as a explicit criteria for assessing employee performance					
23. My organization provide formal training related to knowledge sharing practice					
24. My organization provide informal training related to knowledge sharing practice					
25. My organization offer off site training to employees to acquire skills					
26. My organization encourage experience employees to share their knowledge to new or less experience employees					
<i>Organization Structure</i>					
27. My organization uses centralized structure to facilitate knowledge sharing					
28. My organization uses flat structure to reduce problem of information delays, distortion and corruption					
29. My organization implement cross functional practice to facilitate knowledge sharing					
30. My organization uses formalized structure to facilitate knowledge sharing					
Commitment to learning					
31. Organization follow effective way of learning as it is important investment and crucial for survival					
32. My organization facilitate the discovery of new knowledge					
33. My organization facilitate the creation of new knowledge					
34. My organization reward employee who discover or create new knowledge					

35. My organization use technology to search for new knowledge					
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PART THREE: INNOVATION					
Please tick one box for each question:					
Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Exploration					
1. My organization frequently seeks for new ideas					
2. My organization encourage new way of doing things					
3. My organization is creative in its operating methods					
4. My organization is always the first in the market in introducing new products and services					
5. Innovation is not perceived as too risky and they resisted in my organization					
6. New products and services that are introduced in my organization have increased during the last five years					
7. Employees in organization are not too much attached to established rules and procedures in doing job					
Exploitative innovation					
8. Knowledge sharing practice increases employees acceptance of innovation					
9. By using knowledge sharing practice effectively, it will increase flexibility in new products and innovation					
10. My organization implement any internal process for innovation					
11. My organization focus on technological knowledge such as knowledge that your organization generates and utilizes above all for the innovation process (for product and process).					

Your response is very much appreciated

Thank you for participating