

Motivational Factors, Trust and Knowledge Sharing in Organizations

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ABSTRACT: By sharing knowledge, organizations are able to enhance their efficacy, decrease cost of training and moderate risks due to lack of certainty. In the age of knowledge, find a way to motivate employee for sharing knowledge with others is the most difficult issue in term of managing knowledge. Therefore, factors influencing knowledge sharing are particularly vital. This paper was conducted to encompass understanding of the trust and motivational factors that influence knowledge sharing behavior in organizations. It is important that no known study examined the influence of motivational factors onto knowledge sharing behavior through trust as a moderator. In this research we proposed a theoretical framework that combined motivational factors with Theory of Reason Action (TRA) to describe the relations among two types of motivation (extrinsic and intrinsic), trust and worker's intentions and attitudes toward knowledge sharing.

KEYWORDS: Trust, Knowledge Sharing, TRA, Intrinsic Motivation, Extrinsic Motivation, Organization.

1 INTRODUCTION

Sharing knowledge is transmission of knowledge (implicit or tacit) from an organization, group, or person to another one. By knowledge sharing organization are able to enhance their efficacy, decrease cost of training and moderate risks due to lack of certainty. For instance, organization can reduce their budget, by sending a number of people to workshops or any others seminars and conferences and then they will share their knowledge with their coworkers. Knowledge sharing, for an organization, does not merely mean to exchange information between the high level managers and their employees. In fact knowledge is shared to guarantee that the effectiveness can be enhanced and the business can take advantages of the shared knowledge. Knowledge and information are needed to be shared so that organizations can be supported and improved to achieve advancement, be modernized and decrease the unneeded endeavors for acquiring knowledge (Calantone, Cavusgil, & Zhao, 2002).

If the organizations can organize the knowledge sharing properly, the performance will be better with higher quality and better decisions will be made. Also problem solving skills and effectiveness will improve. Therefore, the organization can take advantages (Zawawi & Zakaria, 2011). Any organization essentially needs to motivate its employee to exchange information and share knowledge to make knowledge sharing a good habit and a style in that workplace. When employees believe that the information they give to their colleagues are advantageous for their organization, they are encouraged to practice it more and more and share information. According to Wasko & Faraj (2005), the staff whose knowledge was shared by them agreed that through exchanging their information, coworkers can take advantages. In the age of knowledge, finding a way to encourage to sharing knowledge with others is the most difficult issue in term of managing knowledge. Hence, it is crucial to find out which factors influence sharing knowledge between coworkers (Hung & Chuang, 2009).

Since a majority of the existing empirical and theoretical research in this area point to trust as an influencing factor for knowledge sharing behavior, trust was included as a central factor to this study. The most important role of trust between members is its ability to support or facilitate knowledge sharing. Past research has shown trust to have this effect through an increase in willingness to share information and ideas with others (Hinds & Pfeffer, 2003).

1.1 PURPOSE OF THE RESEARCH

To understand the relations among motivation, trust, and knowledge sharing behavior, following question guide this research: What are the significant correlations between motivational factors, trust and knowledge sharing behavior?

The paper was conducted with the following objectives:

- 1) To extend the understanding of the trust and motivational factors that impress knowledge sharing behavior.
- 2) To investigate the direct influence of motivational factors on knowledge sharing behavior and trust.
- 3) To propose a conceptual framework includes motivational factors influence knowledge sharing behavior through trust as a moderator.

2 LITERATURE REVIEW

2.1 MOTIVATION TO SHARING KNOWLEDGE

The bases of the majority of previous research are theories investigating the elements that have impacts on knowledge sharing. Based on Ajzen & Fishbein, (1980) every person's idea and valuation can influence their thoughts and manner, Whereas, normative ideas and incentives can have influences on personal standards. As Bock et al., (2005) stated, according to TRA, there are some attitudes and personal norms related to sharing knowledge and the environment of organization that have influence on every person's purpose of sharing their knowledge.

In fact, one of the most important aspects that identify general behavior, work-related behavior and information technology acceptance behavior, can be considered as motivation while some evidence shows that it is the major cause of transferring knowledge (Lin, 2007; Olatokun & Nwafor, 2012). Several research in different scopes explored and identified a couple of categories of motivation.

including intrinsic and extrinsic motivation (Gagné & Deci, 2005; Lin, 2007). Extrinsic motivation puts emphasize on the reasons such as advantages or prizes received to achieve the goal (Deci, Koestner, & Ryan, 1999), but intrinsic motivation reveals the joy and innate happiness or fulfillment resulted from a certain performance (H. F. Lin, 2007). Both types of motivation, together, have effects on a person's purpose of certain performance and real manners and actions (Ryan & Deci, 2000).

Hun & Chuang (2009) stated that intrinsic motivation is considered as involvement in a behavior or action to enjoy it, or because it is interesting and pleasant (Deci, Nezlek, & Sheinman, 1981). As an instance, sharing knowledge and exchanging information can improve members' knowledge self-efficacy. It also can make them more sure about their capabilities of offering helpful knowledge to others (H. F. Lin, 2007). Also, those who exchange their information with other members of the team can assist other people. The studies conducted on altruism in past, proved that people like to help other people (Baumeister, 1982). In some studies it was discovered that, intrinsic motivation the most important effect on a person's behavior in different behavioral fields (Gillet, Vallerand, Amoura, & Baldes, 2010), such as sharing their knowledge (Osterloh & Frey, 2000). In the present research, therefore, "*enjoyment in helping others*" and "*knowledge self-efficacy*" are presented as the intrinsic most significant ideas which can justify the action of sharing of knowledge.

Employees' behavior of knowledge sharing resulted from their extintive motivation can be considered as the impact of the members' understanding related to the importance of the relationship with exchanging the knowledge (Lin, 2007; Kankanhalli et al., 2005; Osterloh & Frey, 2000). As an instance, considering the cost-benefit analysis, researchers involve in exchanging the knowledge. In the point of view of a socio-economist, if the amount of the benefits which is gained is same as or more than the amount of costs, the procedure to exchange the knowledge will be carried on or else it will end (Lin, 2007; Olatokun & Nwafor, 2012). In the scope where the knowledge is shared, the costs consist of elements that are associated with the attempts such as mental endeavors, the time spent and so on. Whereas the possible benefits consist of obtaining the prizes determined by the organizations or forcing co-workers to respond (Ko, Kirsch, & King, 2005). Hence the present research employs "*reciprocal benefits*"; "*expected organizational rewards*"; and "*Reputation building*" as extrinsic most important determinants of action of sharing the knowledge by Employees.

In this study, both types of motivators that have influence on the sharing of knowledge by members are explored at the same time. Then, a theoretical model is suggested which mixes TRA and a motivational perception so as to depict the association of the two above mentioned types of motivation, trust and sharing the knowledge by employees as well as sharing approaches and purposes.

2.2 TRUST AND KNOWLEDGE SHARING

According to Schoorman et al., (2007) and Mayer et al., (1995), having strong negative influence on a number of highly important constructions and models that are created considering the interior atmosphere of trust such as person-to-person/leader/organization or team to-team, apparently, there are three wide-ranging groups of antecedents that are defined as: integrity, benevolence and ability. The biggest amount of antecedents that have been suggested as the fundamental issue in a vast number of literatures is related to one of the three categories named before (**Erreur ! Source du renvoi introuvable.**). Furthermore, through a new meta-analysis, ten models of trust were checked. The models are considered as those which had an influence on monitoring and checking trust (Ebert, 2007). As a result, the above mentioned antecedent groups that Meyer et al. (1995) suggested the first time, are utilized as a primary organizing system that make the explanation about antecedents easier (Mayer et al., 1995).

Table 1: Factors Influencing Trust

| Authors | Focus | Integrity | Ability | Benevolence | Propensity | Additional |
|------------------------|---|--|---|--|---------------------|--|
| Butler, (1991) | Managerial Trust | fulfillment consistency, fairness, discreetness, integrity, promise, | Competence | Loyalty, availability, receptivity, openness, | No | No |
| Sitkin & Roth, (1993) | Trust in organization | Value Congruence | Ability | No | No | No |
| Mishra, (1996) | Trust in Organization Trust in leadership | Reliability, Openness | Competence | Openness, Caring | No | No |
| Whitener et al. (1998) | Managerial trustworthy behavior | Behavioral integrity, Behavioral consistency, Perceived similarity | Sharing and delegation of control, perceived competence, Communication, | Demonstration of concern | Propensity to trust | Task interdependence |
| Williams, (2001) | General trust/ groups | Integrity, affect | Ability, affect | Benevolence, affect | Motivation to trust | Organizational context (competition), in-group/out-groupmembership |
| Dirks & Ferrin, (2002) | Trust in leadership | No | Perceived organizational support , Unmet expectations | participative decision making, Interactional justice, transactional leadership, transformational leadership perceived justice, distributive justice, perceived organizational support, unmet expectations, | Propensity to trust | Length of relationship, indirect/direct leadership |

In 1996, Mishra gives another definition referring four aspects or subcategories of trust including “reliability, concern, openness and competence”. According to American Psychological Association (APA) “Concern” refers to an emotion of empathy and understanding other people or other things. They also considered the word “benevolence” as “an inclination to do kind or charitable acts”. As well, in the same source, “Integrity” as well as “reliability” refer to “honesty and truthfulness” so both terms have the same meaning. Furthermore, “Ability” denotes to “competence” in occupation or an activity because of “one’s skill, training, or other qualification” (APA). As a result, it might be suggested that “ability, integrity and benevolence” are reflected by the three other words “competence, reliability and concern”. So, one more aspect of trust “openness” is remained which was explained by Mishra. According to Mayer et al., (1995), claimed that “openness” defined by Mishra should be estimated by some question related to the general openness of trustees towards other people and openness with trustor. So it partly covers benevolence and integrity aspects. So it is possible to associate it with, “respectively, integrity or benevolence”. The overlap (mapping) of two meaning of trust is indicated in **Erreur ! Source du renvoi introuvable.**. Both Bakker et al., (2006) and Usoro et al., (2007) believed that dissimilar categorization of dimensions of trust are widely similar, in spite of the fact that a number of writers various trust dimensions have dissimilar names. Mishra’s definition in the current paragraph can be an instance. Moreover, it can be said that Mayer et al.’s explanation is majorly cited and utilized for in non-dyadic research like the societies in which the research is conducted. For example, lately, in their research on sharing the knowledge in projects of product improvement, Bakker et al., (2006) utilized Mayer et al.’s explanation. According to what was explained in this section, and the attention to thriftiness, conceptualization presented by Mayer is preferred to be selected because it is related to the three features of a different party that might have trust (Usoro et al., 2007).

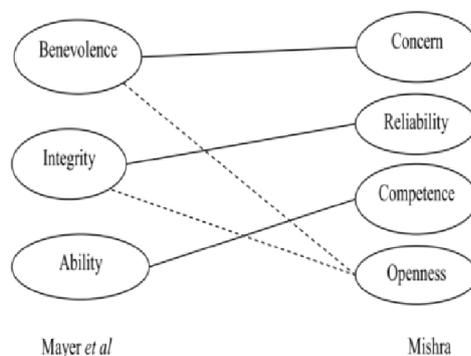


Figure 1: Components of Trust; Mishra, (1996)

3 CONCEPTUAL FRAMEWORK

This section presents the conceptual framework for examining the effect of trust and motivational factors on knowledge sharing behavior at the next our study. The conceptual framework is based on research studies explored various relationships between motivation, trust and knowledge sharing behavior in the organization. Since both of the motivational factors and trust have been found in the literature to have direct effect on knowledge sharing behavior, in addition to depicting these direct relationships, the conceptual framework also considers the indirect or mediating effect through trust onto knowledge sharing behavior. Each of the concepts explored in this study, and possible relationships between them are depicted in the conceptual framework (**Erreur ! Source du renvoi introuvable.**).

3.1 THEORY REASONED ACTION (TRA)

Theory Reasoned Action (TRA) as a well-known generic theory postulates that societal behavior is affected by belief, attitude, and intention. The theoretical model in this research follows the TRA (belief, attitude, intention relationship) and covers intrinsic and extrinsic motivational factors as the most important elements of member’s intention to knowledge sharing. In TRA, the determinants of attitude have been examined and demonstrated to be considerable prophesier of behavioral intentions. For instance, Chang (1998) discussed that behavioral intention was significantly influenced by attitude toward behavior. In addition, Ryu et al., (2003) claimed that physicians’ knowledge sharing attitudes, in individual skillful groups, have affected intentions toward knowledge sharing. Newly, Bock et al. (2005) have explored that attitude to knowledge sharing has positive impact on individuals’ intentions toward share knowledge. According to TRA and the above contention on researchers’ attitudes to sharing knowledge and behavioral intentions, the below hypothesis was formulated:

H7: Employees' knowledge sharing attitudes positively impact on intentions toward knowledge sharing.

3.1.1 INTRINSIC MOTIVATIONS VARIABLES

SELF-EFFICACY

From an intrinsic intensives aspect, behavior is extracted by employees' need to sense competency and autonomy (self-determination) in facing with their environment (Deci et al., 1999). Competency or self-efficacy is defined as the opinions of persons with regard to their abilities to organize and perform essential action's courses to reach particular levels of efficiency (Bandura, 1994). Competency or self-efficacy is able to assistance encourage workers to share knowledge with coworkers (A Kankanhalli et al., 2005a; M. Wasko & Faraj, 2005; Bock & Kim, 2002). Scholars have also discovered that those workers who have more confidence in their capability to prepare precious knowledge are more probable to do special tasks (Constant et al., 1994; Bock & Kim, 2002).

People's belief about their knowledge to be useful for solving issues related to a job and work efficacy improvement is called knowledge self-efficacy (Constant et al., 1996; Luthans & Youssef, 2004). Employees who believe that sharing their knowledge to others in an organization can enhance performance of the organization, show more positive attitude about knowledge sharing and consequently intend to share their knowledge more. Based on the above, we propose the following hypothesis:

H2a: Knowledge self-efficacy has a positive influence on employees' attitude about knowledge sharing.

H2b: Knowledge self-efficacy has a positive influence on employees' knowledge sharing intentions.

ENJOYMENT IN HELPING OTHERS (ALTRUISM)

This term came from the altruism concept which is defined as taking part in optional activities which help others to handle their organizational relevant issues or tasks (Organ, 1988). The desire of helping others motivates the knowledge workers (Constant et al., 1994; Lin, 2007b). Earlier researches claim that due to the challenges of solving problems and engaging in intellectual quest which are pleasurable, in addition to the desire of helping others, employees are basically interested in sharing their knowledge (M. Wasko & Faraj, 2005). Those who contribute to knowledge get satisfaction from helping others may be more happily engaged in knowledge sharing. Hence, bellow hypotheses are proposed:

H3a: Enjoyment in helping others has a direct positive influence on employees' knowledge sharing attitude.

H3b: Enjoyment in helping others has a direct positive influence on employees' knowledge sharing intention.

EXTRINSIC MOTIVATIONS VARIABLES

Knowledge sharing motivations rooted in personal gain which is derived from neoclassical economic theories and evolutionary biology that put emphasis on the impact of self-interest to economic advantages and survival (for example agency theory), biological and genetic (Dawkins, 2006). In this research, theories that define all human activities to be motivated only by self-interest is distinguished from those that suggest the probability of self-interested knowledge sharing (Witherspoon & Bergner, 2013). Previous theories propose hypotheses about human motivation which are testable. In this research the focus is on identification of three constructs from knowledge sharing literature that are related to rewards.

EXPECTED ORGANIZATIONAL REWARDS

An extrinsic motivational perspective suggests that benefits and perceived values of an action lead individuals' behavior. Mutual benefits or organizational rewards can promote behaviors which are the primary aim of extrinsically motivated behaviors (Gagné & Deci, 2005; Kowal & Fortier, 1999). In order to motivate people to perform requested behaviors, organizational rewards can play an important role (H. F. Lin, 2007). These rewards can vary in type ranging from non-monetary rewards including job security and promotions to monetary awards such as bonuses or salary improvements (Hargadon, 1998). In order to encourage knowledge sharing among employees, several organizations introduced systems of rewards. For instance, recognizing 100 top knowledge contributors a conference annually, Buckman Laboratories announce them at a resort. In addition a division of IBM which is Lotus Development sets a quarter of its evaluation of customer's support workers' performance on the degree of their knowledge sharing actions (Chiu, Hsu, & Wang, 2006). Hence, here, the

expectation is if employees believe that organizational rewards will be given to them, they will create positive intention and attitude toward knowledge sharing and they will offer their knowledge. Based on this, bellow hypotheses are proposed.

H4a: Employees' attitude toward knowledge sharing is affected positively by expected organizational rewards.

H4b: Employees' knowledge sharing intentions is affected positively by expected organizational rewards.

RECIPROCAL BENEFITS

One of benefits of persons' engagements in social exchange is reciprocal behaviors (Blau, 1964). It can provide a feeling of mutual indebtedness which leads contributors of knowledge to look forward for others' help which supports ongoing knowledge sharing (M. M. Wasko, Teigland, & Faraj, 2009) (Wasko et al. 2009; M. M.Wasko, et al., 2009). It is indicated by previous researches that strong sense of reciprocity facilitates knowledge sharing in online communities (M. Wasko & Faraj, 2005). In addition, it was observed that long term Reciprocity cooperation can be achieved by successful motivation of knowledge sharing which is provided by mutual benefits (A Kankanhalli et al., 2005; G.-W. Bock et al., 2005). So, to increase knowledge sharing intentions, employees need to believe that they can gain mutual benefits by sharing their knowledge with other members. Hence, bellow hypotheses are proposed.

H5a: Employees' attitude toward knowledge sharing is positively affected by reciprocal benefits.

H5b: Employees' knowledge sharing intention is positively affected by reciprocal benefits.

REPUTATION BUILDING

Today, while the old kind of contracts between employees and organizations which are based on length of service erode, the impact of reputation in most of organizations is increasing (Davenport et al. 1998; Ba et al. 2001). In these kinds of working settings, showing to own valuable expertise, knowledge contributors can gain benefits of their knowledge sharing (Ba et al. 2001) through achieving a better image (Constant et al. 1996) and earning respect from other people (Constant et al. 1994). Hence, through a better self-concept, knowledge contributors can gain advantages when they share their knowledge (Kollock 1999; Hall 2001). Based on their desire to be considered as experts by their peers, employees found to share their best practice (O'Dell and Grayson 1998). In the workplace, those individual who provided high quality technical knowledge are enjoying better prestige (Kollock 1999).

H6a: Employees' attitudes toward knowledge sharing are positively influenced by reputation building.

H6b: Employees' knowledge sharing intentions is positively affected by reputation building.

3.2 TRUST AND MOTIVATION

According to study done by Osterloh & Frey (2000) and others (e.g., Kohn, 1993; Rempel et al., 1985) trust follows motivation and they indicate that trust is created by intrinsic motivation for sharing knowledge. Thus, while trust and motivation are not basically dependent, each may well moderate the other. In our view, higher levels of intrinsic motivation allow and tolerate the chance for trust. Therefore, individuals who are intrinsically motivated to have knowledge sharing with coworkers are likely to be behaving in a clear and "trustworthy" way. Glaeser et al., (1999) examined the connection between trust and measures of altruism (*enjoyment in helping others*). They showed that this connection is real and that altruism might be one factor that encourages people to be trusting through a variety of settings. Prior researches has shown that there is a correlation between trust and self-efficacy (e.g., Pavlou & Fygenson, 2006; Cheung & Chan, 2000). In the other studies researchers also pointed out that self-efficacy is correlated with trust in sharing knowledge (Wu et al., 2012; Hsu et al., 2007). Therefore, we propose the following hypothesis:

H2c: Knowledge Self Efficacy will be positively correlated to Trust.

H3c: Enjoyment in Helping Others will be positively correlated to Trust.

Research has shown that reward has a strong influence on interactive behavior such as trust (Johnson & Johnson, 1989; Käser & Miles, 2002). Ferrin & Dirks (2003) recommended that trust is strongly influenced by reward structures, and also founded that the effect of reward system on trust is biased by employee's anticipations about their colleague's trustworthiness. So;

H4c: Expected Organizational Rewards will be positively related to Trust.

Prior studies investigated that trust and reciprocal behavior can reinforce each other (Bharadwaj & Al-Shamri, 2009; Kim & Phalak, 2012). Lin et al., (2010) recommend that reciprocal benefits significantly related with building trust which enables knowledge sharing behavior (Papadopoulos, Stamati, & Nopparuch, 2012). Thus;

H5c: Reciprocal Benefits will be positively related to Trust.

Kim & Phalak (2012) pointed out that trust represents the subjective degree of someone’s belief toward a specified other person, reputation is an objective viewpoints of the specified person’s experience. In several empirical researches the relation between reputation and trust is well established (Yang & Chen, 2008). Huhns & Buell (2002) claimed that individuals are more interested to trust something proved and cooperate with somebody with a good reputation. So, employees are more likely to trust a person with a good reputation. Based on above discussion:

H6c: Reputation building will be positively related to Trust.

From the reviewing of literature, as a finding, the relations between the dependent and independent variables were hypothesized. **Erreur ! Source du renvoi introuvable.** shows the questions of this research and associated hypotheses.

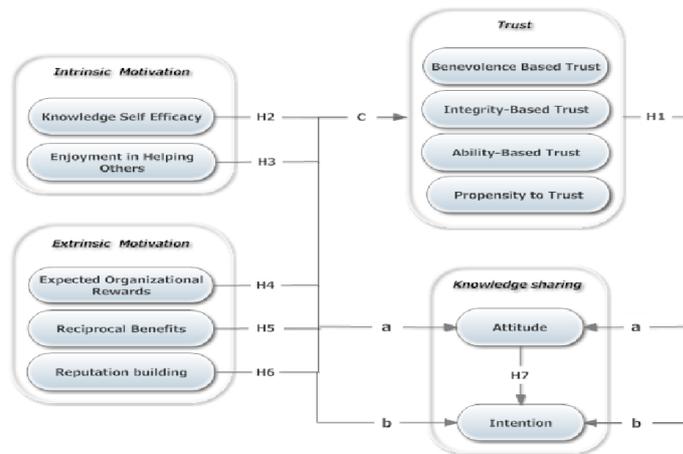


Figure 2: Research Model

Table 2: Research Questions and Associated Hypotheses

| R. Questions | Associated Hypotheses |
|---|--|
| RQ1: What are the significant relationships between trust and Knowledge Sharing Behavior? | H1a: Trust will be positively associated to Attitudes on Knowledge Sharing. H1b: Trust will be positively associated to Knowledge Sharing Intentions. |
| RQ2: What are the significant relationships between motivational factors and Knowledge Sharing Behaviour? | H2a: Knowledge Self-Efficacy will be positively related to Knowledge Sharing Attitude. H2b: Knowledge Self-Efficacy will be positively related to Knowledge Sharing Intentions. H3a: Enjoyment in Helping Others will be positively related to Attitudes of Knowledge Sharing. H3b: Enjoyment in Helping Others will be positively associated to Knowledge Sharing Intentions H4a: Expected Organizational Rewards will be positively related to Attitudes of Knowledge Sharing. H4b: Expected Organizational Rewards will be positively related to Knowledge Sharing Intentions. H5a: Reciprocal Benefits will be positively associated to Attitudes of Knowledge Sharing. H5b: Reciprocal Benefits will be positively associated to Knowledge Sharing Intentions. H6a: Reputation building will be positively associated to Attitudes of Knowledge Sharing. H6b: Reputation building will be positively associated to Knowledge Sharing Intentions. |
| RQ3: What are the significant relationships between motivational factors and trust? | H2c: Knowledge Self Efficacy will be positively related to Trust H3c: Enjoyment in Helping Others will be positively related to Trust H4c: Expected Organizational Rewards will be positively related to Trust H5c: Reciprocal Benefits will be positively related to Trust H6c: Reputation building will be positively related to Trust |

4 RESEARCH MEYHODOLOGY

Methodological paradigm and research methods are vital as they can lead the study and impact on quality of study outcome (Creswell, 2009). As a positivistic paradigm adopted in this research, consideration is given towards: i) quantification in data collection and analysis and ii) testing the relationships between theory and research (theory testing) (Bryman & Bell, 2007). A survey research method is approved for this study, since this method helps to prepare standardized information to define variables and relation between them (Malhotra & Galletta, 2004). Therefore, a survey study is proper to assist this research gather data from the participants, to test the relationships between Motivation, Trust, and knowledge sharing behavior. In reported by (Yin, 2003), a survey research method is the proper technique while it consist studies that endeavor to respond who and what kinds of questions.

4.1 PROCESS OF THE RESEARCH

From a general view of positivism, research is specified as a logical and systematic seeking for relevant data on a specific subject. According to (Kothari, 2004), it contains the proceeding of determining the problem of the study, formulating hypotheses; data gathering, organising and analysing data; deduction makings and achieving results; and lastly analysis the results to define as they provide the hypotheses. Figure3 represents the overall process of the research fulfilled in this study.

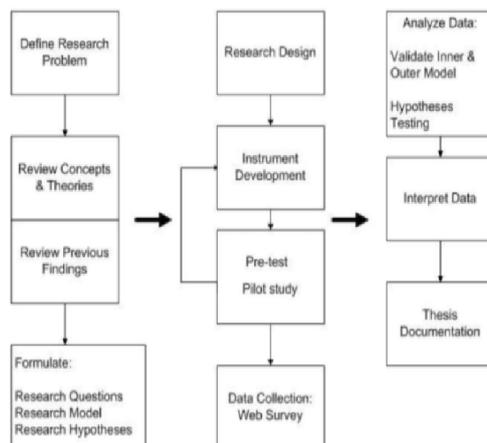


Figure 3: Research Process

As reported by Uma Sekaran (2003), through research design improvement, attentions have been given on the following six fundamental concept of research design; aim of the study, investigation types, interference of the researcher, analysis unit and time perspective. Then, this study implements a cross-sectional research that applies Web survey method to gather data from IT Organizations’ members in Malaysia. Then, the hypotheses, model and questions for this study are accredited, evaluated and replied, due to individual’s data source.

The research instrument in this study is expanded adopting measurement scales recognized from former works. Alterations are made to the carefully chosen elements to assure it fits into this study. Validity and reliability of the research instruments are accessed handling data come from a pilot study. The main data collection starts after fulfillment of the research instrument of this research is reached (regarding validity and reliability). Further, the sample for this study is chosen by using the convenience sampling method. The data is examined applying Partial Least Squares Structural Equation Modeling (PLS-SEM).

5 CONCLUSION

In theoretical terms, the present study contributes to earlier research on knowledge sharing behavior and trust by building a conceptual framework that includes motivational factors found to influence or inhibit knowledge sharing behavior and trust in previous empirical studies. This research covers earlier study by examining the direct effect of motivation factors on trust and knowledge sharing behavior. This study also will examine whether trust applies a mediating influence between motivation factors and knowledge sharing behavior at further our study. It is important, since few research studies deem trust as a mediating variable; and no known study examines the mediating influence of motivation factors through trust, onto knowledge sharing behavior.

In practical terms, this study helps managers of IT Organization to understand the factors that lead to affective knowledge sharing behavior and also suggests methods to promote, and expand them. It can be sumptuous and time consuming to perform strategies that promote trust and motivation factors to positively impact on sharing knowledge between members. The results of this research provide a direction regarding to which factors are most significant for top managers to emphasis its resources on.

The proposed conceptual model requires to be tested empirically, because of its helpfulness and usage in the accomplishment of knowledge sharing, as it is still at the theoretical phase. Hence, proposed model will be tested among employees in IT organization in Malaysia in the further our study.

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