

A STUDY ON EFFECTIVENESS OF INTRA – KNOWLEDGE SHARING AT CADD

CENTRE PRIVATE LIMITED

MASTER OF BUSINESS ADMINISTRATION

By

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SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

**Accredited with Grade “A” by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

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SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **KALAIYARASI.V** **41410154** who carried out the Project Training at "Cadd centre private limited" under my supervision for a period of 3 months from January 2023 to March 2023.



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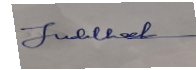


External Examiner

DECLARATION

I **KALAIYARASI.V (41410154)** hereby declare that the Project work done by me under the guidance of **DR. JOHN BRITTO** is submitted in partial fulfillment of the requirements for the award of Master of Business

DATE:

A small rectangular piece of paper with a handwritten signature in blue ink. The signature appears to be 'Kalaiyarasi.V'.

PLACE:

SIGNATURE OF THE CANDIDATE

ACKNOWLEDGEMENT

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I would like to express my sincere and deep sense of gratitude to my project Guide **DR. JOHN BRITTO** for his valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the **School of Management Studies** who were helpful in many ways for the completion of the project.

KALAIYARASI.V

ABSTRACT

This paper is concerned with providing a deep theoretical analysis for the fields of knowledge sharing enablers and knowledge sharing capability. A historical overview knowledge management is addressed at the beginning to provide the reader with an initial understanding of the concept. Then, knowledge sharing enablers as well as knowledge sharing capability concepts are reviewed. Also , the links among knowledge sharing capability, and firm performance are discussed through theoretical and empirical studies. This study will be useful for both academia and practitioners as to fill the gap of the incomplete causal chains between knowledge sharing and knowledge sharing capabilities

CONTENT

CHAPTER NO	TITLE	PAGE NO
	ABSTRACT	
	LIST OF TABLES	
	LIST OF CHARTS	
1	INTRODUCTION i. INDUSTRY PROFILE ii. COMPANY PROFILE iii. STATEMENT OF PROBLEM iv. OBJECTIVES v. NEED vi. SCOPE	
2	REVIEW OF LITERATURE	
3	RESEARCH METHODOLOGY i. RESEARCH DESIGN ii. SOURCES OF DATA iii. SAMPLE SIZE	
4	DATA ANALYSIS AND INERPRETATION I. PERCENTAGE ANALYSIS II. ANOVA III. CORRELATION	
5	FINDINGS, SUGGESTIONS AND CONCLUSION	
	REFERENCES	
	ANNEXURE - QUESTIONNAIRE	

LIST OF TABLES

TABLE NO	TITLE	PAGE NO
4.1	Table showing Gender of respondents	
4.2	Table showing Marital Status of respondents	
4.3	Table showing Designation of respondents	
4.4	Table showing work experience of respondents	
4.5	Table showing Qualification of respondents	
4.6	Table showing the differences in Salary of respondents	
4.7	Table showing highly valued by management	
4.8	Table showing contributes to positive performance appraisals	
4.9	Table showing Satisfied yourself fulfilment	
4.10	Table showing ultimate goal Intra Knowledge Sharing	
4.12	Table showing knowledge shared by members	
4.13	Table showing organisation supported	
4.14	Table showing provides clear rules about sharing knowledge	
4.15	Table showing freely access in your organisation	
4.16	Table showing educational and training expertise	
4.17	Table showing exchange of experience with other departments for betterments	
4.18	Table showing Knowledge and experiences have exchanged on various occasions	
4.19	Table showing major causes of Intra knowledge sharing	

LIST OF CHARTS

CHART NO	TITLE	PAGE NO
4.1	Chart showing Gender of respondents	
4.2	Chart showing Marital Status of respondents	
4.3	Chart showing Designation of respondents	
4.4	Chart showing work experience of respondents	
4.5	Chart showing Qualification of respondents	
4.6	Chart showing Salary of respondents	
4.7	Chart showing process highly valued by management	
4.8	Chart showing Sharing contributes to positive performance appraisals	
4.9	Chart showing Satisfied yourself fulfilment	
4.10	Chart showing ultimate goal Intra Knowledge Sharing	
4.11	Chart showing engage yourself Intra Knowledge Sharing	
4.12	Chart showing members of your organisation is reliable	
4.13	Chart showing Sharing Knowledge is your organisation supported	
4.14	Chart showing provides clear rules about sharing knowledge	
4.15	Chart showing documents, information employees can freely access	
4.16	Chart showing share my educational and training expertise	
4.17	Chart showing exchange of experience with other departments for betterments	
4.18	Chart showing Knowledge and experiences have exchanged	
4.19	Chart showing major causes of knowledge sharing	

CHAPTER-1

INTRODUCTION

1.1 INTRODUCTION:

In today's corporate world Human Resources plays a critical role in business. It is essential for every organization to have a competent talent pool for everlasting success. This is where the significance of the training comes into play. In today's labor market, companies face high turnover rates, making it difficult to retain and attract skilled employees. And recruiting processes are often tedious and time-consuming, costing organizations a bundle. As such, training programs have become important corporate perks not only for employees, but for employers, too.

Conventional 'training' is required to cover essential work-related skills, techniques and knowledge. However, the most effective way to develop people is quite different from conventional skills training. The most effective way to develop people is to enable learning and self

Focus on enabling learning and development for people as individuals extends the range of development way outside traditional work skills and knowledge, and creates far more exciting, liberating, motivational opportunities for people and for employers.

IKS is replacing the century's old model of learning, which focuses on an instructor standing in front of a classroom lecturing to employees. This model no longer fits the way people want to learn today, because of technological world in which they live. With the rapid advances in technology and Internet tools, the traditional model is fading away to accommodate today's learners.

Traditional learning is being replaced by an evolving IKS model which uses online technology to allow people to learn anytime and anywhere. This model includes work place training, the delivery of just-in-time information, continuing education units and guidance from experts. development.

IKS is Learn Anything, Anywhere, Anytime. It is an Internet driven learning. It aims at providing access to learning and upgrading ones education and skills at any point of his career. Freedom of location and time for teacher and student (trainer and trainee) are the key benefits of **IKS**. The need to reduce cost for upgrading individual's skills is the driving force that is popularizing **IKS**.

The advantages of IKS include:

- Actively engaging employees in the learning of process, as opposed to being passive learners
- Supporting interactivity between an employee and instructor, along with fellow employees
- Taking advantage of social media and Intra-Knowledge Sharings to deliver course materials

Online Learning: Why IKS Continues to Grow

Online learning is changing the way people learn. There are three main reasons why IKS continues its rapid growth, include:

- The economy continues to struggle and more companies are cutting costs by using IKS technologies to train employees. These cost savings measures are becoming the norm, instead of the exception.
- Employees want to make better use of their money; this is why they continue to take advantage of IKS opportunities.
- More companies want to establish a reputation of being eco-friendly; to this end they are supporting more use of IKS programs to sustain their green initiatives.

Emerging Technology: Online Tools Shaping Distance Learning

- The following web online tools are emerging technologies used to support cultural and technology trends by shaping the IKS environment.
- **Social Learning** – takes advantage of the power of sharing user created content through collaborative, non-formal learning environments. These IKS environments include Slideshare, Wikipedia, FaceBook, Ning, Twitter, Plurk, Delicious, Scribed, Digg, and many more online tools.
- **Online Conferences** – these conferences provide a way for people to attend a professional conference online. This emerging IKS environment uses webinars, podcasts, and video conferencing strategies for education and training.
- **Open Source Content** – engages the use of open and free educational materials, computer programs, and copyright free knowledge.

Intra-Knowledge Sharings: Changing the Face of IKS

The advances of Intra-Knowledge Sharings (IKS) support IKS through a virtual learning environment. This environment is used by organizations to provide instructors the ability to manage courses, teach lessons, and exchange information with employees. Corporate applications of IKS IKS tools provide training for employees using webinars, screen casts, podcasts, and teleconferencing. Example Intra-Knowledge Sharings used in the corporate world include Moodle, Jumbla, and ShareKnowledge.

These types of IKS help corporate organizations provide training using emerging web-based Web 2.0 tools for teaching and learning.

Personal Learning: An Environment Guiding IKS's Future

Personal learning is the future of IKS as more people create their own personal learning environments (PLE). A PLE is not a web 2.0 application; it is an approach to using these technologies for learning. This approach bridges the walls of educational and corporate organizations to support the way people want to learn today. This

approach provides e-learners with more responsibility and independence, which they desire.

Even though change is difficult, as IKS evolves to take advantage of emerging technology, the future lies in personal learning networks created by people. Society is changing and as the age level of digital citizenry expands upward, the tight grip of traditional learning and training is loosening.

A **Intra-Knowledge Sharing** (commonly abbreviated as IKS) is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, IKS programs, and training content. IKS is an IKS platform, a tool that has the power of Communication, Organization, Management and Training.

A robust IKS should be able to do the following:

- centralize and automate administration
- use self-service and self-guided services
- assemble and deliver learning content rapidly
- consolidate training initiatives on a scalable web-based platform
- support portability and standards
- Personalize content and enable knowledge reuse.

IKS ranges from systems for managing training and educational records, to software for distributing courses over the Internet with features for online collaboration. Corporate training use IKS to automate record-keeping and employee registration. Employee self-service (e.g., self-registration on instructor-led training), training workflow (e.g., user notification, manager approval, wait-list management), the provision of on-line learning (e.g., Computer-Based Training, read & understand), on-line assessment, management of continuous professional education (CPE), collaborative learning (e.g., application sharing, discussion threads), and training resource management (e.g., instructors, facilities, equipment), are dimensions to Intra-Knowledge Sharings.

Some IKS are Web-based to facilitate access to learning content and administration. IKSs are used by regulated industries (e.g. financial services) for compliance training. It is used by organizations to enhance and support classroom teaching and offering courses to a larger population of employees across the globe.

Some IKS providers include "performance management systems", which encompass employee appraisals, competency management, skills-gap analysis, succession planning, and multi-rater assessments (i.e., 360 degree reviews). Modern techniques now employ Competency-based learning to discover learning gaps and guide training material selection. For the commercial market, some Learning and Performance Management Systems include recruitment and reward functionality.

IKS is an omnipresent tool to train and upgrade individuals skill set by overcoming problems such as travel cost, work schedules and opportunity cost of an individual's time. IKS aims to make e-training faster, better and less expensive at the same time making learning simple by using the most cost effective technologies. It offers the right fit, even tailor-made, practical and money saving IKS platforms for Corporate.

IKS caters to educational, administrative, and deployment requirements. While an IKS for corporate learning, for example, may share many characteristics with a VLE, or virtual learning environment, used by educational institutions, they each meet unique needs. The corporate setting a course may be much shorter in length, completed in a single instructor-led event or online session.

1.2 INDUSTRY PROFILE

The IT & BPM sector has become one of the most significant growth catalysts for the Indian economy, contributing significantly to the country's GDP and public welfare. The IT industry accounted for 7.4% of India's GDP in FY22, and it is expected to contribute 10% to India's GDP by 2025.

As innovative digital applications permeate sector after sector, India is now prepared for the next phase of growth in its IT revolution. India is viewed by the rest of the world as having one of the largest Internet user bases and the cheapest Internet rates, with 76 crore citizens now having access to the internet.

The current emphasis is on the production of significant economic value and citizen empowerment, thanks to a solid foundation of digital infrastructure and enhanced digital access provided by the Digital India Programme. India is one of the countries with the quickest pace of digital adoption. This was accomplished through a mix of government action, commercial innovation and investment, and new digital applications that are already improving and permeating a variety of activities and different forms of work, thus having a positive impact on the daily lives of citizens.

India's rankings improved six places to the 40th position in the 2022 edition of the Global Innovation Index (GII).

Investments

The education and training sector in India has witnessed some major investments and developments in the recent past. Some of them are:

- Safran, a global aerospace and defence company has announced the research and development (R&D) collaborations with Foundation for Innovation and Technology Transfer (IIT, Delhi), and Society for Innovation and Development (IISc, Bangalore) to initiate research and development in the field of advanced avionics systems for the development of next generation aerospace technologies.
- Vietnam is looking forward to Indian investment in several of its sectors where India has advantages such as infrastructure, power, IT, education and pharmaceutical research sectors.
- Aspada Investment Co has invested around US\$ 1.8 million in PI Policy Innovations Pvt Ltd, which is a school test design and assessment company. The

company provides assessments, test design and feedback solutions for primary and secondary education schools in India.

- In line with its strategy to deepen partnerships with global academic institutes, Infosys has set up a US\$ 2 million fund along with Princeton University, which will enable up to two scholars to pursue research at the University's Institute of Advanced Study.
- Infosys Ltd has entered into a strategic partnership with Stanford University's Institute for Computational and Mathematical Engineering (ICME) to research on industry issues with the use of data science and analytics. Under this arrangement, Infosys will work with ICME to develop curriculum in data science and analytics, focused on real-world problem areas, in addition to the research on solving industry issues
- The University of Cambridge through the department of Cambridge English Language Assessment has signed memorandums of understandings (MoU) with some Indian institutes. The Cambridge English department works with 200 technical institutions in India in addition to companies which conduct assessments for employees.
- The Government of Victoria has planned to sign an agreement with the Government of India to deliver retail training in India. This will enable the ARA Retail Institute to partner with India's peak organisation for retailers, the Retail Association of India, to deliver retail training in Maharashtra over the next three years.

Government Initiatives

The Government of India is all set to roll out a new educational policy by year 2015, according to Ms Smriti Irani, Union Minister of Human resource Development (HRD), Government of India.

Some of the other major initiatives taken by the Indian government in the recent past are:

- To make learning more holistic, the Government of India has decided to introduce a credit transfer scheme in the education system. The HRD Ministry is also working towards setting up placement cells at all central varsities in the country.
- The Government of India has launched the first Skill Development Training programs of Maulana Azad National Academy for Skills (MANAS) on pilot basis. In this regard two memoranda of understanding (MOUs) were signed by MANAS, one with the representatives of Health Sector Council and the other with Security Sector Council.
- Funded by the National Mission on Education through ICT (NMICT), the Indian Institute of Technology-Bombay (IIT-B) has developed a prototype of a 10.1-inch netbook that costs less than US\$ 100. The device is aimed primarily at programmers, students and teachers in government-run colleges and institutions.
- The Government of India has given its approval to sign a joint declaration with the United States of America to initiate a programme called Global Initiative of Academic Networks (GIAN) in the field of higher education.

Road Ahead

Higher education in India is undergoing a huge change since last decade. There are over 600 million people in India, under 25 years' old, potential candidates who would continue education, given the right kind of opportunity and convenience.

The Government of India has taken several steps including opening of IIT's and IIM's in new locations as well as allocating educational grants for research scholars in most government institutions. Furthermore, with online modes of education being used by several educational organisations, the higher education sector in India is set for some major changes and developments in the years to come.

India Ratings expects the Indian education sector's market size to increase to Rs 602,410 crore (\$109.84 billion) by FY15 due to the expected strong demand for quality education. Indian education sector's market size in FY12 is estimated to be Rs 341,180 crore.

The sector grew at a compounded annual growth rate of 16.5% during FY05-FY12. The higher education (HE) segment was at 34.04% (\$17.02billion) of the total size in FY10 and grew by a CAGR of 18.13% during FY04-FY10.

India Ratings, a Fitch Group Company, said that it has a stable outlook on the Indian education sector which includes both school and higher education.

Despite a high demand for education within India, India Ratings has concerns of the sector. In 2012, the sector faced liquidity issues due to a fall in enrolment growth and delays in HE students' fee reimbursements by a few state governments.

"Some segments in the education sector face enrolment slowdown due to macro-economic factors, lack of industry appeal and employability issues. Management institutes with less or no industry association witness low enrolment and revenues leading to loan defaults or closures. India Ratings does not expect enrolments for these entities to rebound in the short term," said the report.

In the recent past several education institutes have discontinued programmes due to fewer demand. A case in point is Mumbai-based Narsee Monjee Institute of Management Studies (NMIMS) which has decided to discontinue the MBA programme in actuarial science.

This fall in enrolment growth and delays in HE students' fee reimbursements by a few state governments has created liquidity issues for many. "Fee ceilings in HE institutes (both for the government and management quota) and schools curb the financial prowess of the entities. Even though the fee reimbursements scheme (applicable only to HE) propelled enrolments and made education affordable to certain educationally disadvantaged sections of the society, delays in reimbursements by a few states tightened the liquidity for education institutes," said the report.

Irrespective of an institutes' size, loan repayments depend on its relationship with

lenders. Due to tightly-regulated operations such as restrictions on student intake, fees and infrastructure, an institution's autonomy is restricted, leading to weak finances and credit indiscipline. In India Ratings' opinion, the upcoming regulatory changes could possibly provide autonomy and enhance the credit quality of the issuers.

The stipulation to keep education as a not-for-profit structure is seeing evolution of new structures. "Although the institutes were formed as 'not-for-profit', they plough back profits through associates. Associate companies provide facilities management and charges management fees, lease rentals and other fees. India Ratings views the structure evolution as a positive," said the report.

Although, foreign investment is allowed under automatic route in education, there are regulatory issues. Nevertheless, twining programs with foreign institutions are recognised by the regulators.

The other key positive for the sector is the federal government's 12th Five Year Plan to propel the gross enrolment rate across levels, establish new entities, liberalising the sector (allow private universities and foreign players) and take other measures including access enhancement, might revive the demand for the sector. These measures, combined with adherence to contractual provisions, would result in a positive outlook.

1.3 COMPANY PROFILE

As Asia's biggest network of CAD training centres, CADD Centre Training Services is the training arm of the 25 year old CADD Centre Group, head quartered at Chennai, India.

We, being the only company in India to offer an end-to-end solution to CAD users, specialise in Computer Aided Design (CAD), Computer Aided Engineering (CAE), and Computer Aided Manufacturing (CAM) with our wings spread across the globe. We have the resources and the reach.

With over 300 franchise partners across Bahrain, Bangladesh, Bhutan, Dubai, India, Malaysia, Maldives, Nigeria, Oman, Qatar, Sharjah, and Sri Lanka, in the last 25 years, CADD Centre has excelled in training over 8,00,000 engineers, graphic artists and management professionals, who are employed in over 50 countries.

1.4 STATEMENT OF PROBLEM

Human Resource is the most valuable asset of an organization. An organization's performance and resulting productivity are directly proportional to the quality and quantity of its human resource. IKS is a tool that tries to facilitate the training function of the HR department of an organization which is automated and user friendly manner. Organizations have however their own requirements and constraints which limits their capacity to meet the unique individual perceptions. The changing wants of the employees and limits imposed by organizational constraints usually create a situation of conflict, thereby obtaining less than the required results.

The utility and awareness of IKS needs to be measured to improve the effectiveness of the employee performance, so that the Human Resources are utilized to the maximum possible extent in order to achieve the organization goals.

1.5 Objectives of the study

PRIMARY OBJECTIVE:

To study the effectiveness of Intra-Knowledge sharing at CADD Center Private Limited

SECONDARY OBJECTIVE:

- To identify how acceptable IKS is among the CADD Center Private Limited employees.
- To understand the different courses employees have learnt through Intra-Knowledge sharing at CADD Center Private Limited
- To study the perception of employees on the benefits of Intra-Knowledge sharing
- To assess whether the employees are able to apply the knowledge and /or skills gained from the IKS learning
- To provide suitable suggestions to create an atmosphere that encourages the employees to take advantage of learning & development opportunities

1.6 NEED OF THE STUDY

- As competitive pressures for many organizations increase, the reliance on the strategic use of IT in Training & Development to manage the workforce is gaining increasing popularity. This can be attributed to the closer alignment of HR to business objectives which has demanded the use of IT.
- Many organizations are using HR and IT to harness its people and information resources, which are vital for success in the new economy.
- It plays a vital role in various organizations as it is the latest trend of IKS. The IKS also provides various reports which serve as input for various other functions such as Performance Management System and Talent Management System and it also helps in creating a climate that favors learning and development.
- The need for the study is to make out how Intra-Knowledge Sharing helps in self-learning and to understand how efficient and acceptable it is, being the latest trend.

1.7 SCOPE OF THE STUDY

The scope of the study conducted focuses on the IKS involves awareness among the employees about IKS, user friendly nature of IKS, flexibility, utilization rate and their experience with IKS.

CHAPTER – 2

REVIEW OF LITERATURE

2.1 REVIEW OF LITERATURE

1. **Ipe & Minu (2003)** showed that knowledge was the organisation most important strategic resource, it could provide enterprises with sustainable competitive advantage dynamic economy. As the knowledge is the most important factor in today organisation, the facilitation of the creation, sharing, and the utilization of knowledge becomes more and more important. knowledge sharing behavior was the basis means that employees can contribute to the application of knowledge, innovation and optimization of the organizational. So knowledge sharing plays an increasingly important role in knowledge management outcomes. It is an important gathering in the field of knowledge management. As knowledge sharing has such a great potential benefits, many organizations have invested a lot of time and money to the knowledge management.
2. **Hendriks, Paul (1999)** proposed the formation of knowledge sharing process had two sub-processes: First, knowledge sharing assumes that owner has a externalizing behavior . The process of the externalization takes many forms. Knowledge externalization is not a conscious action, they did not design to share knowledge with others , knowledge sharing assumed knowledge winner has a internalized behavior.

3. **Yoon, Cheolho, Rolland & Erik (2012)** based on self-determination theory, investigated the effect of three basic psychological needs for knowledge sharing factors, the results showed the ability and sense of belonging had a positive impact on knowledge sharing behavior, and although the sense of autonomy had a positive effect, not significant. Meeting the psychological needs can promote intrinsic motivation, and this will enhance the results also reflect the intrinsic motivation to share knowledge to generate a positive impact.
4. **Chiu et al. (2006)** study showed that in a virtual community, individuals having the direct contacts and relationships with other members had a positive impact on sharing knowledge . In social networks, relationships are in an important part. The trust also affects knowledge sharing.
5. **Bakker et al. (2006)** divided credibility into three dimensions: competence, integrity and kindness. Research showed that when people thought team members were very capable, individuals would be less tendency to share knowledge, while they believed that the team members were honest, fair, honest, and they were more inclined to share knowledge .
6. **Salwa, M., & Susanty, A. I. (2022). Measuring Employee Readiness for Knowledge Management in PT. Mineral Indonesia. Pertanika Journal Social Science and Humanity, 27-34,** one of an organization benchmark to have the ability to compete from its opponent is take more attention to its knowledge. In this case, the knowledge possessed by an individual in an organization is one of the most important sources to be managed further.
7. **McNabb, D. E. (2022). Knowledge Management in Public Sector: A Blueprint for Innovation in Government. New York: M.E. Sharpe, Inc.,** the existence of a person's ability in acting and activities is considered as important things to know together, so that the idea of knowledge management is defined as follows: "knowledge management is about managing information to make the most of the knowledge in an organization in order to benefit from finding and applying innovative answers to old and new questions".

8. **Xue, C. T. (2022).** A Literature Review on Knowledge Management in Organization. *Research in Business and Management*, 30-41, also explained that the world business is starting to grow now, which once used a lot of utilizing the use of natural resources, now widely utilize the knowledge resources. In other words, the existence of knowledge is the strength of organizations now to compete in the era of globalization.
9. **Bergeron, B. (2022).** *Essentials of Knowledge Management*. Canada: John Wiley & Sons, Inc., explained that there are five hierarchies related to knowledge. Data is a symbol, signal, or stimulus related to something. Information is the conclusion of the data obtained. Knowledge is the meaning of information that has been controlled by humans. Wisdom is the highest hierarchy shown by the ability of a person to use his knowledge effectively and properly.
10. **Schwartz, D. G. (2022).** *Encyclopaedia of Knowledge Management*. London: Idea Group Reference., Knowledge management is the capacity to translate research results (knowledge) into policies and practices that can improve the quality of life and lengthen survival.
11. **Chao, T., & Korte, R. (2021).** *Managing Knowledge Performance: Testing the Components of a Knowledge Management System on Organizational Performance*. Asia Pacific Education, 313-327., the knowledge management is the capability management by the organization for the organization to provide the best performance.
12. **Grover, V., & Davenport, T. H. (2021).** *General Perspectives on Knowledge Management: Fostering a Research Agenda*. *Journal of Management Information System*, 5-21, stated that this process includes all processes involves in the acquisition and knowledge development. Knowledge codification is the process conversion of knowledge into accessible and applicable formats. Knowledge transfer is the process transfer includes the movement of knowledge from its point of generation or codified into the point of use. Knowledge realization is the last process that can be identified if all the members of the organization use the knowledge into daily activity.

13. **Susanty, A. I., & Salwa, M. (2021).** Knowledge Management Practices and Organizational Learning Have Positive Impacts on Organizational Performance of State-Owned Enterprises in Indonesia. *Mediterranean Journal of Social Science*, 281-292, three basic knowledge management processes, namely knowledge acquisition, knowledge sharing, and knowledge utilization. Knowledge acquisition is the first step shows that member of the organization capture another knowledge through various activity. Knowledge sharing is the movement process of knowledge from its owner to another. Knowledge utilization is the usability of organization knowledge through the action for decision making.
14. **Jetter, A., Kraaijenbrink, J., Schrooder, H.-H., & Wijnhoven, F. (2021).** Knowledge Integration: The Practice of Knowledge Management in Small and Medium Enterprises. New York: Physica-Verlag, there are four knowledge management processes, namely identifying, acquiring, and using external knowledge. Identifying knowledge means that people in the organization identify all the knowledge needed. Acquiring knowledge means that people in the organization start to take the knowledge through the various system, program, and event. Using external knowledge means that people in the organization implement the knowledge into organization's activity.
15. **Al-Husseini, S. J., Elbeltagi, I. M., & Dosa, T. A. (2021).** Knowledge Sharing Processes as Critical Enablers for Process Innovation. *International Journal of Culture and History*, 33-38., based on the literature stated that knowledge management is a process of creating, disseminating, and applying organizational knowledge. The process of creating knowledge means organization have to trigger all the people to realized that they have knowledge. The process of disseminating means that organization have to make a program to make sure that knowledge in the knowers can be distribute to other and also accessible. Applying knowledge means that people in the organization using the knowledge to the efficiency of work daily activity.
16. **Nonaka, I. (2020).** A Dynamic Theory of Organizational Knowledge Creation. *The Institute of Management Science*, 14-37, argued that any organization that faces

environmental change should not only process information efficiently, but also information and knowledge. After the development of the hierarchy can be accepted by many parties, then comes the idea related to the type of knowledge. Various references mention that knowledge is divided into two, namely explicit knowledge and implicit knowledge. The division of knowledge into the two groups was originally introduced by Michael Polanyi in 1958.

17. **Sarooghi, H., Libaers, D. & Burkemper, A., (2020).** Examining the relationship between creativity and innovation: A meta-analysis of organizational, cultural, and environmental factors. *Journal of Business Venturing*, 30(5), pp.714–731, Innovation means new things, objects, practices and ideas. It is “the act of introducing something new” (American Heritage Dictionary of the English Language, 2000). Creativity triggers novel and valuable ideas and innovation implements these ideas to produce new products and processes.
18. **Prajogo, D.I. & Sohal, A.S., (2020).** The multidimensionality of TQM practices in determining quality and innovation performance - An empirical examination. *Technovation*, 24(6), pp.443–453, In organizational management, innovation refers to the process of being creative and introducing new processes and methods. These unique methods lead an organization towards innovation and improved results.
19. **Carneiro, A., (2020).** How does knowledge management influence innovation and competitiveness? *Journal of knowledge management*, 4(2), pp.87-98, The real strength of organizations lies in its distinctive resources and the effective utilization of these resources. Any organization can hold two types of resources: Physical and Intellectual. Physical resources can include organization facilities, equipment, building, materials and office furniture etc. whereas intellectual resources include all informational resources including human capital.
20. **Lee, H. and Choi, B., (2020).** Knowledge management enablers, processes, and organizational performance: An integrative view and empirical examination. *Journal of management information systems*, 20(1), pp.179-228, The knowledge transfer process has been the subject of many researches whereas knowledge creation or

utilization processes have been relatively neglected areas. Specifically, it is argued that knowledge creation can play very crucial role to improve the organizational innovation performance (Lee and Choi, 2003).

21. **Popadiuk, S. and Choo, C.W., (2019).** Innovation and knowledge creation: How are these concepts related? *International journal of information management*, 26(4), pp.302-312, concluded that combination and internalization processes of knowledge creation are more associated with exploitative innovation whereas, socialization and externalization play major role in exploration innovation.
22. **Donate, M.J. and Guadamillas, F., (2019).** The effect of organizational culture on knowledge management practices and innovation. *Knowledge and Process Management*, 17(2), pp.82-94, Although technology plays a vital role in knowledge management but it is argued that cultural and human factors are more associated with it than a technological one. Even though, knowledge management can directly trigger innovation, this relationship can still be moderated in the presence of some critical factors. Authors argued that organizational culture, leadership and human resource (HR) practices of a firm can moderate the effect of KM practices on the innovation results.
23. **Wiig, K. M. (2019).** *Knowledge Management Foundations: Thinking about Thinking – How People and Organizations Create, Represent and use Knowledge*, Schema Press, Arlington, TX, Knowledge consists of truths and beliefs, perspectives and concepts, judgments and expectations, methodologies and know-how.
24. **Alavi, M., & Leidner, D. (2019).** Knowledge Management systems: issues, challenges and benefits. *Communications of the Association for Information Systems*, 1 (7), KM refers to a systemic and organizationally specified process for acquiring, organizing and communicating both tacit and explicit knowledge of employees so that other employees may make use of it to be more effective and productive in their work.
25. **Albert, S. (2019).** Knowledge Management living up to the hype? *Midrange Systems*, 11(13), 52, The process of collecting, organizing, classifying and

disseminating information throughout an organization, so as to make it purposeful to those who need it.

26. **Mack, R., Ravin, Y., Byrd, R.J. (2018).** Knowledge portals and the emerging digital knowledge workplace. *IBM Systems Journal*, 40(4),925-955, Capturing knowledge and expertise created by knowledge workers as they go about their work and making it available to a larger community of colleagues. Technology can support these goals, and knowledge portals serve as a key tool for supporting knowledge work.
27. **Beijerse R.P.U. (2018).** Questions in Knowledge Management: defining and conceptualizing a phenomenon. *Journal of Knowledge Management*, 3(2), 94-109, KM is achieving organizational goals through the strategy-driven motivation and facilitation of (knowledge-)workers to develop, enhance and use their capability to interpret data and information (by using available sources of information, experience, skills, culture, character, personality, feelings, etc.) through a process of giving meaning to these data and information.
28. **Bender, S. and Fish, A. (2018).** The transfer of knowledge and the retention of expertise: the continuing need for global assignments. *Journal of Knowledge Management*, 4(2), 125-37, Knowledge originates in the head of an individual (the mental state of having ideas, facts, concepts, data and techniques, as recorded in an individual's memory) and builds on information that is transformed and enriched by personal experience, beliefs and values with decision and action-relevant meaning. Knowledge formed by an individual could differ from knowledge possessed by another person receiving the same information.
29. **Van der Spek, R. and Spijkervet,(2018).** A. Knowledge Management: dealing intelligently with knowledge. In Liebowitz, W. (Ed.), *Knowledge Management and Its Integrative Elements*, CRC Press, Boca Raton, FL, Knowledge is the whole set of insights, experiences, and procedures which are considered correct and true, and which therefore guide the thoughts, behaviors, and communication of people.

30. **Bohn, R. E.(2018).** Measuring and managing technological knowledge. Sloan Management Review, 26(1),61-73, Knowledge is defined as understanding the effects of input variables on the output.
31. **Vij and Farooq (2014)** examined the impact of Knowledge Sharing Orientation (KSO) of business on its performance. A purposive sample of 300 key informants (CEOs, top level and middle level managers who were key decision makers in the organizations) from several manufacturing and service organizations has been considered from the National Capital Region (NCR) in India. The scales used for the survey were validated using Confirmatory Factor Analysis before applying Structural Equation Modeling for studying the relationships. The relative performance of the organization compared to the major competitor for the last three years has been considered as the measure for business performance. The findings of the study could help knowledge management researchers and practitioners in formulating strategies for better business performance.
32. **Wang et al. (2014)** aimed to study the impact of knowledge sharing on firm performance and the mediating role of intellectual capital. 228 usable responses were collected from high technology firms in China. Structural equation modelling (SEM) was employed to test the research model. The researchers found that tacit knowledge sharing significantly contributed to all three components of intellectual capital, namely human, structural and relational capital; whereas explicit knowledge sharing only has a significant impact on human and structural capital. Also, human, structural and relational capital has improved both operational and financial performance of firms. Consequently, the impact of knowledge sharing on firm performance was mediated by intellectual capital. Moreover, while explicit knowledge sharing has a greater effect on financial performance than operational performance, tacit knowledge sharing has a greater impact on operational performance than financial performance.
33. **Masa'deh et al. (2013)** investigated the impact of knowledge sharing enablers on knowledge sharing capability, and firm performance mediated by innovation capability. The population of the study consists of telecommunication employees in

Jordan (Orange, and Umniah), which counts for 3500 employees. Moreover, since the researchers were not allowed to contact directly the employees in the two companies, Human Resource (HR) managers were informed in which they could choose the respondents randomly from all managerial levels (i.e. senior management, middle management, operational management, and staff). Consequently, questionnaires were distributed to the HR managers who then gave them to potential respondents. Furthermore, 367 surveys were returned. The study employed Structural Equation Modeling (SEM) techniques with Analysis of Moment Structures (AMOS) 6 software for data analysis.

34. **An empirical study was led by Tuan (2013)** to examine if corporate social responsibility (CSR) influences trust, which in turn engenders the chain of effects from upward influence behaviour through organizational health to knowledge sharing. The research contribution was between ethical CSR and identification-based trust or knowledge-based trust, which positively corresponds to organizationally beneficial upward influence behaviour, but negatively corresponds to self-indulgent behaviour or destructive behaviour. A structural equation modelling (SEM) approach was employed which contributed to the analysis of 412 responses returned from self-administered structured questionnaires sent to 635 middle level managers. The researcher found that CSR, trust, and upward influence behaviour have an impact on organizational health and the direction of the mediated relationship of upward influence behaviour and organizational health may work in reverse; and that organizational health is strongly related to knowledge sharing.
35. **Kumar and Rose (2012)** examined the factors that contribute to knowledge sharing behaviour and subsequently examined the combined effects of IWE (Islamic Work Ethics) on innovation capability in the Malaysian public sector organizations. They defined knowledge sharing as a human behaviour which apprehends activities such as exchanging explicit and/or implicit experiences, embedding ideas and skills that facilitate knowledge for innovation at workplace. They focused on the knowledge sharing enablers and its impacts on knowledge sharing capability and innovation. Therefore, the sense of belongingness and pledge of the Administrative and

Diplomatic Service officers perhaps can be a prerequisite to engage in knowledge sharing activities. They proved that the relationship between knowledge sharing capability and innovation capability was moderately influenced by IWE. Greater innovation means public sector organizations will be more resilient in responding to changing environments and reaching desired outcomes.

36. **Lavanya (2012)** found that knowledge sharing was affected by the following factors: attitude, trust, perceived time pressure, organizational knowledge ownership, organizational culture, knowledge management initiative and absorptive capacity. Moreover, the study concluded that before developing information and communication technology solutions for knowledge management; companies need to understand what knowledge they have, what knowledge they need, and who knows about what, and apply the technology appropriately.
37. **Mueller (2012)** aimed to study Knowledge sharing between project teams and cultural antecedents. The research design used a triangulation of methods (interviews, observations, company data and group discussions) to receive detailed results for the study. The researcher found that knowledge sharing between project teams took place even though top management did not include these processes in the formal work organization. The researcher found that project team leaders and members share knowledge with other project teams by transferring boundary objects, interchanging team members and directly interacting.
38. **Sáenz et al. (2012)**, to make knowledge sharing possible, there are different mechanisms and initiatives used as facilitators. Many of these mechanisms take advantage of information and communication technologies (on-line discussion forums, blogs, intranets and knowledge repositories) whereas, in other cases, personal interaction between individuals is the key (communities of practice, coaching, mentoring and employee functional rotation, to name but a few), this does not mean that all knowledge is shared through them for example: knowledge exchange can take place naturally, as a part of daily management processes.
39. **Sharma et al. (2012)** studied 22 barriers of knowledge sharing including lack of top management support, concept of KM is not well understood, lack of integration of

KM strategy, staff defection and retirement, lack of documentation, lack of social network, insufficient analysis of past mistakes, lack of time to share knowledge, fear of job security, lack of trust, age differences, gender differences, differences in national culture, lack of training, unrealistic expectations of employees, reluctance to use IT system, and lack of integration of IT system.

40. **Wu et al. (2012)** examined the relationship between adventure recreation, knowledge sharing, and firm performance. They tested the influence of knowledge sharing on the performance of information system R&D personnel by introducing adventure recreation as a mediating variable to find out the association. They found that the sharing of system structure and task knowledge positively and significantly influence task performance and group performance, whereas interpersonal relationship knowledge sharing positively and significantly influences group performance.
41. **Kamasak and Bulutlar (2010)** explored the effects of knowledge sharing on innovation. They examined two forms of knowledge sharing, knowledge donating and knowledge collecting. A questionnaire was used to collect data from 246 middle and top-level managers in Turkey designed to measure the relationship between knowledge sharing and innovation. They found that knowledge collecting had a significant effect on all types of innovation and ambidexterity, while knowledge donating, involving donating inside and outside the group, did not have any effect on exploratory innovation.
42. **Rivera-Vazquez et al. (2009)** found that from the interview responses, the managerial level both in private and public agencies have overcome the barriers that set back the sharing of knowledge, while the questionnaires found that at the employee level several cultural barriers such as organizational environment, emotional intelligence and managers' commitment are still present. Moreover, the researchers recommended that this study may be used to develop standard procedures to cope with culture differences when establishing a suitable environment for knowledge production and sharing among employees.

43. **Almaddan (2008)** aimed to measure the impact of organizational culture factors on the implementation of knowledge management in Orange Jordan Telecommunication Group. The total number of employees was (2700), the sample analysis included (270) employees at all levels which were selected randomly, and the researcher found that: there is an effect of cultural executive on knowledge management, and an organizational culture effect on knowledge management.
44. **Albatyneh (2007)** tested three main hypotheses: the first hypothesis examined if there is an impact of the knowledge site on performance and organizational learning, the second hypothesis concerned if there is an impact of knowledge management, which includes the organizational structure and organizational culture, infrastructure, information technology on organizational performance and organizational learning; and the third hypothesis related to the effect of the exercise of knowledge management practices (i.e. the diagnosis, the acquisition and generation, storage and distribution, and application of knowledge) on organizational performance and organizational learning.
45. **Lin (2007)** found that knowledge sharing processes were influenced by individual factors (enjoyment in helping others and knowledge self-efficacy), organizational factors (top management support and organizational rewards) and technology factors (information and communication technology use) and whether more leads to superior firm innovation capability.
46. **McKeen et al. (2006)** to test the effect of KM on organizational performance. They defined KM practices as observable organizational activities that are related to knowledge management. They focused on the extent of KM practices and their relationship with the outcomes. The researchers identified four dimensions of KM practices that are related to performance: the ability to locate and share existing knowledge; the ability to experiment and create new knowledge; a culture that encourages knowledge creation and sharing; and a regard for the strategic value of knowledge and learning.
47. **Keskin (2005)** tested the associations among explicit-orientated KM strategy, tacit-oriented KM strategy, and firm performance. These associations were moderated

by the environmental hostility factor, which entails environmental turbulence (i.e. unexpected changes in environmental conditions) and the intensity of market competition. Explicit and tacit knowledge management strategies were found to be positively and significantly associated with firm performance.

48. **Darroch (2005)** to test the role of KM in firms. Mail surveys of 443 CEO's in large New Zealand firms were used to investigate the links among KM, innovation, and firm performance. Darroch (2005) found that firms with KM capability that used resources much more efficiently, and in more innovative ways, were achieving higher returns than others.
49. **Alomary (2004)** conducted a research on commercial banks of Jordan to study the joint use of information technology and knowledge management to achieve high value on the work of banks, data were collected from (116) manager, experts, and consultants working in (16) commercial Jordanian banks, in which the research found a strong relationship between knowledge management and high value works at the researched banks, and a strong relationship between information technology and the high value of the work.
50. **Choi and Lee (2003)** found that explicit KM (relating to knowledge codification, acquisition and sharing in codified forms and documentation) and tacit KM (relating to the knowledge acquisition from experts and knowledge sharing by one-to-one connections) could lead to differences in firm performance. In other words, an explicit KM strategy can result in growth and productivity, while a tacit KM strategy is crucial for innovation.

CHAPTER – 3

RESEARCH METHODOLOGY

3.1 METHODOLOGY

Research methodology is mainly needed for the purpose of framing the research process and the designs and tools that are to be used for the project purpose. Research methodology helps to find Employee engagement in the company. This time research methodology is framed for the purpose of finding the level of Employees in the Current System. To know the attitude of the Employees data is collected through a structured questionnaire.

3.2 RESEARCH DESIGN

DESCRIPTIVE RESEARCH DESIGN

Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study

3.3 Sources of data

Primary data is collected by using questionnaire. Secondary data is also used in the study for understanding the concepts from journals and websites.

3.4 Sample size

Information collected minimum of 160 respondents.

HYPOTHESIS - 1

- ▶ H0 : There is no significant frequency of interaction has positive effect on knowledge sharing

- ▶ H1 : there is significant frequency of interaction has positive effect on knowledge sharing

HYPOTHESIS – 2

- ▶ H0 : There is no significant effect between cognitive proximity and knowledge sharing
- ▶ H1: There is significant effect between cognitive proximity and knowledge sharing

Nature of study

The study is descriptive in nature

Nature of data

Data is the basis for all statistical analysis and collection of data is the important stage in the research. The data could be classified as primary data and secondary data

Primary data : Primary data are the data which can be collected a fresh and for the first time and thus happen to be original in character. The primary data used for this study was collected through questionnaire.

Secondary data : Secondary data means data that are already available (i.e.) they refer to the data which have already been collected and analyzed by someone else. For this study the secondary data was collected from company manuals, websites, journals, articles etc.

SAMPLE DESIGN

It is a particular definite plan formulation before collecting the data from population. The research should select a particular sample. In sampling, there are 2 types- probability sampling and non-probability sampling. In this research, only non-probability sampling is used.

Method of Sampling

The sampling method used in the study is convenience sampling under the non-probability sampling method.

TOOL FOR TESTING THE HYPOTHESIS (SPSS)

- **Anova**
- **Correlation**
- **Percentage analysis**

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

Data analysis was done mainly from data collected through the employees. The data collected from secondary sources is also used to analyze on one particular parameter

After the collection of president data through the use of appropriate tools and technique. The next step in the process of research are the organized . analysis , conculsions are generalization to get a meaningful picture of the information collected.

After the data was collected, it was classified according to the various catagories and sub catagories of the above mentioned variables.

Data become meaningful and worthwhile when they are subjected to statistical analysis and interpretation. Analysis of data means studying the tabulated material in order to determine the inherent factors of meaning

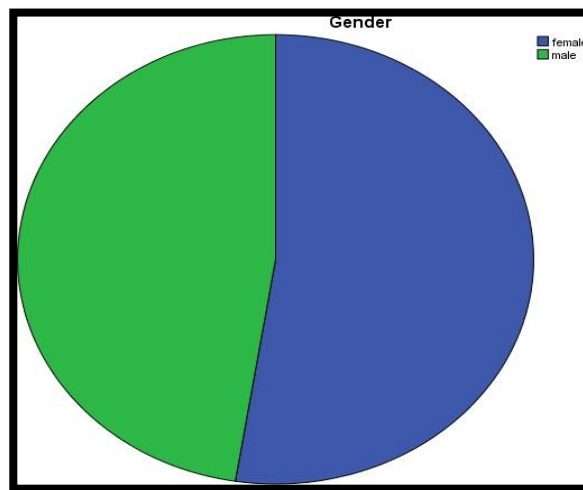
Table 4.1

Table showing Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	84	52.5	52.5	52.5
	male	76	47.5	47.5	100.0
	Total	160	100.0	100.0	

Chart 4.1

Chart showing Gender of respondents



INTERFERENCE

From the above table and chart, it is interpreted that the differences in Gender of Employee. 52% of the respondents were female, 47.5% of the respondents were male.

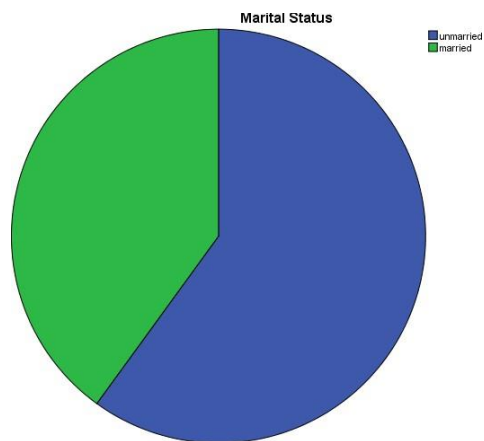
Table 4.2

Table showing Marital Status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	unmarried	96	60.0	60.0	60.0
	married	64	40.0	40.0	100.0
	Total	160	100.0	100.0	

Chart 4.2

Chart showing Marital Status of respondents



INTERFERENCE

From the above table and chart, it is interpreted that the differences in marital status of Employee. 60% of the respondents were Unmarried, 40% of the respondents were married.

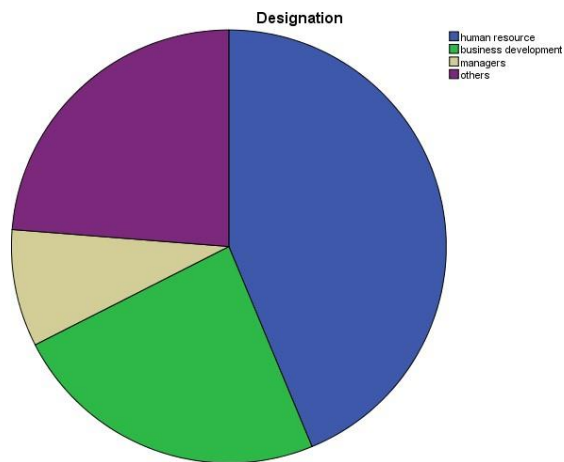
Table 4.3

Table showing Designation of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	human resource	70	43.8	43.8	43.8
	business development	38	23.8	23.8	67.5
	managers	14	8.8	8.8	76.3
	others	38	23.8	23.8	100.0
	Total	160	100.0	100.0	

Chart 4.3

Chart showing Designation of respondents



INTERFERENCE

From the above table and chart, it is interpreted that the differences in Designation of Employee. 43.8% of the respondents were Human Resource, 23.8% of the respondents were Business Development, 8.8% were managers, 23.8% were other categories.

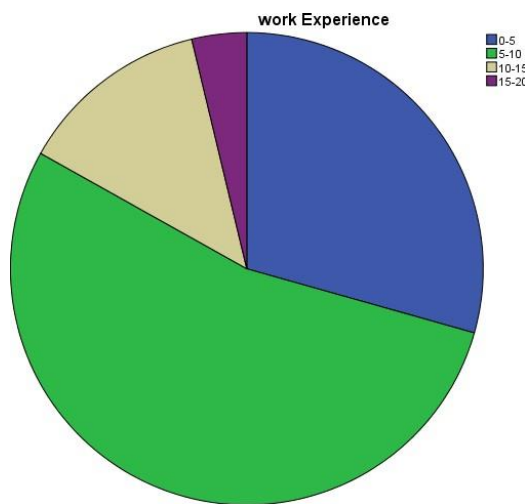
Table 4.4

Table showing work experience of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	47	29.4	29.4	29.4
	5-10	86	53.8	53.8	83.1
	10-15	21	13.1	13.1	96.3
	15-20	6	3.8	3.8	100.0
	Total	160	100.0	100.0	

Chart 4.4

Chart showing work experience of respondents



INTERFERENCE

From the above table and chart, it is interpreted that the differences in work experience of Employee. 29.4% of the respondents were 0 – 5 years of experience, 53.8% of the respondents were 5 – 10 years of experience, 13.1% were 10-15 years of experience, 3.8% were 15 – 20 years of experience.

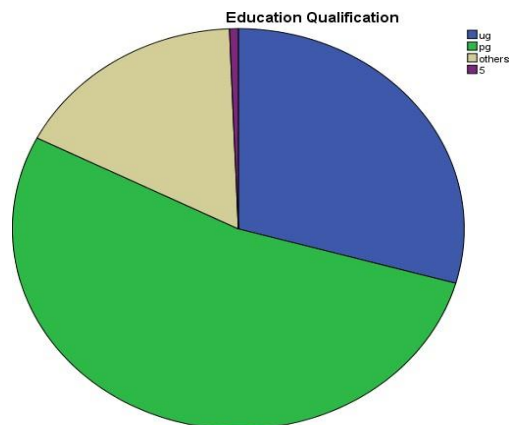
Table 4.5

Table showing Qualification of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ug	47	29.4	29.4	29.4
	Pg	85	53.1	53.1	82.5
	Others	27	16.9	16.9	99.4
	5	1	.6	.6	100.0
	Total	160	100.0	100.0	

Chart 4.5

Chart showing Qualification of respondents



INTERFERENCE

From the above table and chart, it is interpreted that the differences in Qualification of Employee. 29.4% of the respondents were Under graduate, 53.1% of the respondents were Post graduate, 16.9% were Others.

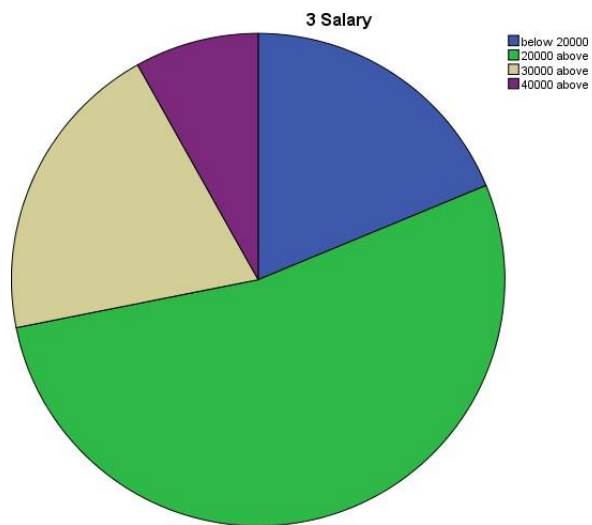
Table 4.6

Table showing Salary of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 20000	30	18.8	18.8	18.8
	20000 above	85	53.1	53.1	71.9
	30000 above	32	20.0	20.0	91.9
	40000 above	13	8.1	8.1	100.0
	Total	160	100.0	100.0	

Chart 4.6

Chart showing Salary of respondents



INTERFERENCE

From the above table and chart, it is interpreted that the differences in Salary of Employee. 18.8% of the respondents were salary of below 20000, 53.1% of the respondents were salary of 20000 above, 20% were salary of 30000 above, 8.1% of the respondents were salary of 40000.

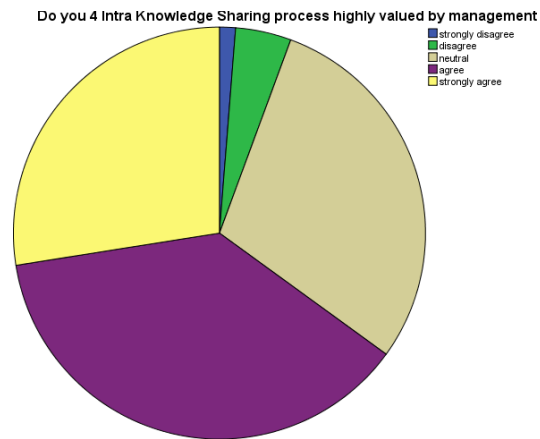
Table 4.7

Table showing respondents process highly valued by management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.3	1.3	1.3
	disagree	7	4.4	4.4	5.6
	neutral	47	29.4	29.4	35.0
	agree	60	37.5	37.5	72.5
	strongly agree	44	27.5	27.5	100.0
	Total	160	100.0	100.0	

Chart 4.7

Chart showing respondents process highly valued by management



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Do you Intra Knowledge Sharing process highly valued by management. 1.3% of the respondents were said strongly disagree, 4.4% of the respondents were said disagree, 29.4% were said Neutral, 37.5% of the respondents were said agree, 27.5% of the respondents were said strongly disagree.

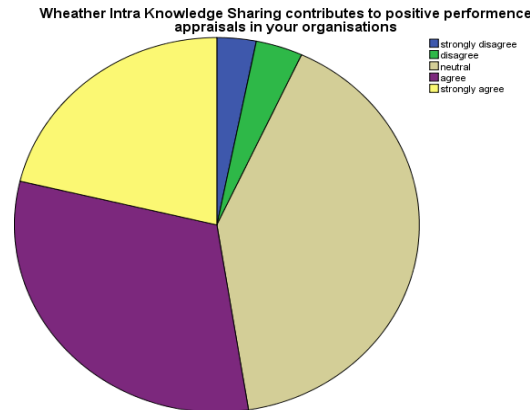
Table 4.8

Table showing respondents contributes to positive performance appraisals

	Frequency		Percent	Valid Percent	Cumulative Percent
Valid strongly disagree		5	3.1	3.1	3.1
disagree		6	3.8	3.8	6.9
neutral		65	40.6	40.6	47.5
agree		50	31.3	31.3	78.8
strongly agree		34	21.3	21.3	100.0
Total		160	100.0	100.0	

Table 4.8

Chart showing respondents contributes to positive performance appraisals



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Whether Intra Knowledge Sharing contributes to positive performance appraisals in your organisations. 3.1% of the respondents were said strongly disagree, 3.8% of the respondents were said disagree, 40.6% were said Neutral, 31.3% of the respondents were said agree, 21.3% of the respondents were said strongly agree.

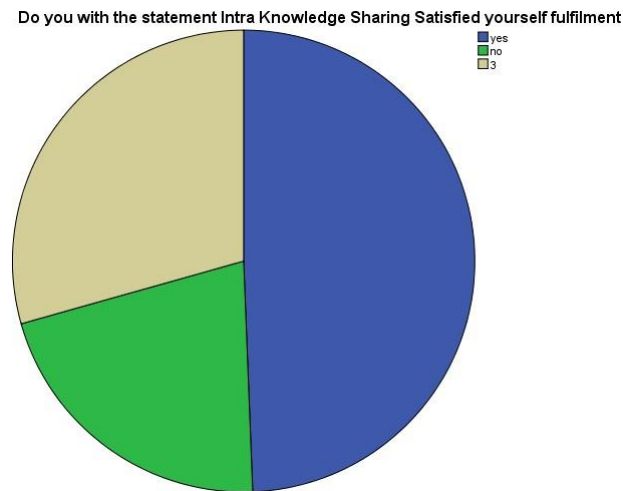
Table 4.9

Table showing respondents Knowledge Sharing Satisfied yourself fulfilment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	79	49.4	49.4	49.4
	no	34	21.3	21.3	70.6
	3	47	29.4	29.4	100.0
	Total	160	100.0	100.0	

Table 4.9

Chart showing respondents Knowledge Sharing Satisfied yourself fulfilment



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Do you with the statement Intra Knowledge Sharing Satisfied yourself fulfilment. 49.4% of the respondents were said Yes, 21.3% of the respondents were said No, 47% were said Maybe.

Table 4.10

Table showing respondents ultimate goal Intra Knowledge Sharing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid support management activities	72	45.0	45.0	45.0
to support strategic objectives	39	24.4	24.4	69.4
provide optimum information to employees	38	23.8	23.8	93.1
door step to information	11	6.9	6.9	100.0
Total	160	100.0	100.0	

Chart 4.10

Chart showing respondents ultimate goal Intra Knowledge Sharing



INTERFERENCE

From the above table and chart, it is interpreted that the response for question what is the ultimate goal Intra Knowledge Sharing in our organisation. 45.0% of the respondents were choose Valid support management activities, 24.4% of the respondents were choose support strategic objectives, 23.8% of the respondents were choose provide optimum information to employees, 6.9% of the respondents were choose door step to information.

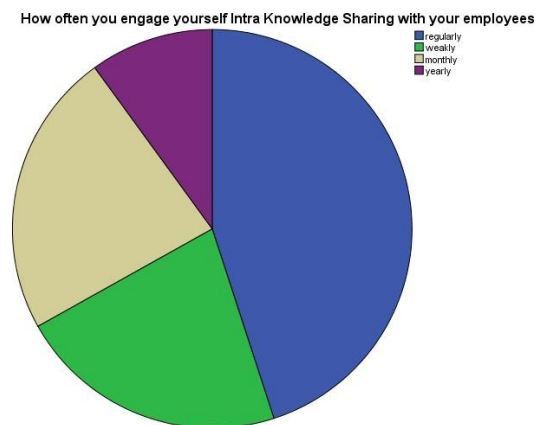
Table 4.11

Table showing respondents engage Knowledge Sharing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid regularly	72	45.0	45.0	45.0
weakly	35	21.9	21.9	66.9
monthly	37	23.1	23.1	90.0
yearly	16	10.0	10.0	100.0
Total	160	100.0	100.0	

Chart 4.11

Chart showing respondents engage Knowledge Sharing



INTERFERENCE

From the above table and chart, it is interpreted that the response for question How often you engage yourself Intra Knowledge Sharing with your employees. 45.0% of the respondents were valid regularly, 21.9% of the respondents were weakly, 23.1% of the respondents were monthly, 10% of the respondents were yearly.

Table 4.12

Table showing respondents The knowledge shard by members is reliable

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	5	3.1	3.1	3.1
disagree	18	11.3	11.3	14.4
neutral	59	36.9	36.9	51.2
agree	44	27.5	27.5	78.8
strongly agree	34	21.3	21.3	100.0
Total	160	100.0	100.0	

Chart 4.12

Chart showing respondents The knowledge shared by members is reliable



INTERFERENCE

From the above table and chart, it is interpreted that the response for question The knowledge shared by members of your organisation is reliable. 3.1% of the respondents were said strongly disagree, 11.3% of the respondents were said disagree, 36.9% were said Neutral, 27.5% of the respondents were said agree, 21.3% of the respondents were said strongly disagree.

Table 4.13

Table showing respondents
Sharing Knowledge is your organisation supported

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	82	51.2	51.2	51.2
	disagree	31	19.4	19.4	70.6
	neutral	47	29.4	29.4	100.0
	Total	160	100.0	100.0	

Chart 4.13

Chart showing respondents
Sharing Knowledge is your organisation supported



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Sharing Knowledge is your organisation supported. 51.2% of the respondents were said strongly disagree, 19.4% of the respondents were said disagree, 29.4% were said Neutral

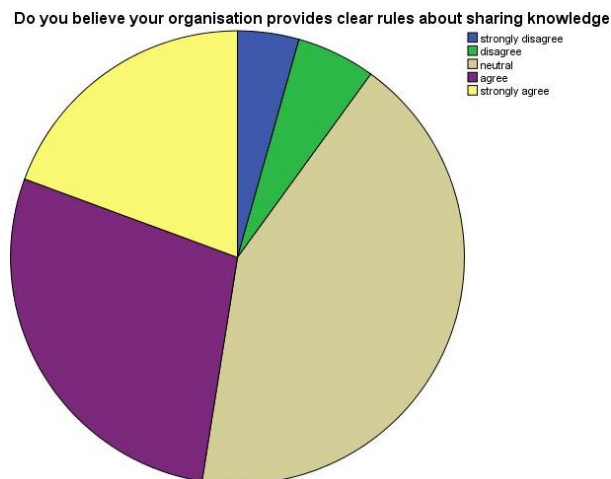
Table 4.14

Table showing respondents provides clear rules about sharing knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	4.4	4.4	4.4
	disagree	9	5.6	5.6	10.0
	neutral	68	42.5	42.5	52.5
	agree	45	28.1	28.1	80.6
	strongly agree	31	19.4	19.4	100.0
Total		160	100.0	100.0	

Chart 4.14

Chart showing respondents provides clear rules about sharing knowledge



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Do you believe your organisation provides clear rules about sharing knowledge. 4.4% of the respondents were said strongly disagree, 5.6% of the respondents were said disagree, 42.5% were said Neutral, 28.1% of the respondents were said agree, 19.4% of the respondents were said strongly disagree.

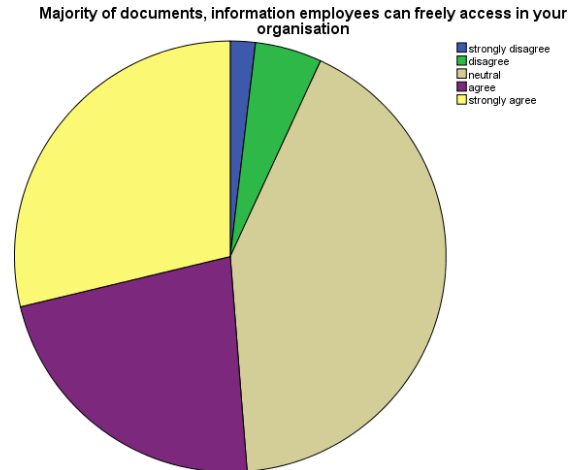
Table 4.15

Table showing respondents freely access in your organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	1.9	1.9	1.9
	disagree	8	5.0	5.0	6.9
	neutral	67	41.9	41.9	48.8
	agree	36	22.5	22.5	71.3
	strongly agree	46	28.7	28.7	100.0
	Total	160	100.0	100.0	

Chart 4.15

Chart showing respondents freely access in your organisation



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Do you believe your organisation provides clear rules about sharing knowledge. 1.9% of the respondents were said strongly disagree, 5.0% of the respondents were said disagree, 41.9% were said Neutral, 22.5% of the respondents were said agree, 28.7% of the respondents were said strongly disagree.

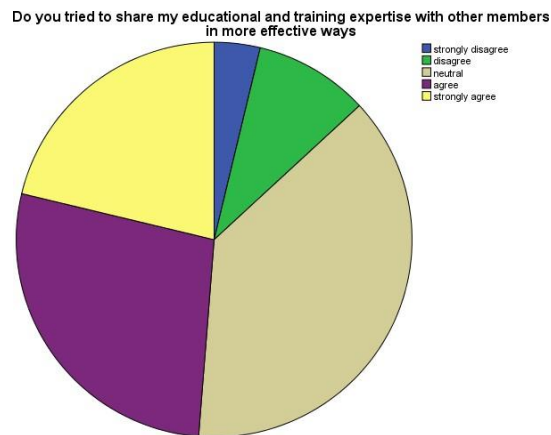
Table 4.16

Table showing respondents expertise with other members in more effective ways

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	3.8	3.8	3.8
	Disagree	15	9.4	9.4	13.1
	Neutral	61	38.1	38.1	51.2
	Agree	44	27.5	27.5	78.8
	strongly agree	34	21.3	21.3	100.0
Total		160	100.0	100.0	

Chart 4.16

Chart showing respondents expertise with other members in more effective ways



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Do you tried to share my educational and training expertise with other members in more effective ways. 3.8% of the respondents were said strongly disagree, 9.4% of the respondents were said disagree, 38.1% were said Neutral, 27.5% of the respondents were said agree, 21.3% of the respondents were said strongly disagree.

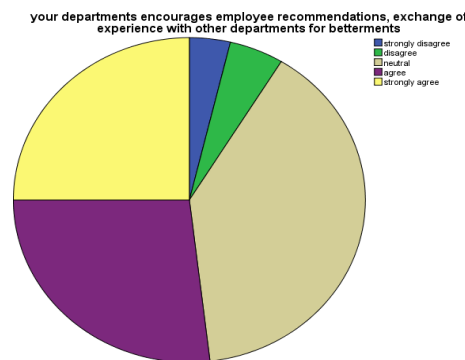
Table 4.17

Table showing respondents exchange of experience with other departments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	6	3.8	3.8	3.8
disagree	8	5.0	5.0	8.8
neutral	6	39.	39.	48.
	3	4	4	1
agree	4	26.	26.	75.
	3	9	9	0
strongly agree	4	25.	25.	10
	0	0	0	0.0
Total	1	10	10	
	6	0.0	0.0	
	0			

Chart 4.17

Chart showing respondents exchange of experience with other departments



INTERFERENCE

From the above table and chart, it is interpreted that the response for question your departments encourages employee recommendations, exchange of experience with other departments for betterments. 3.8% of the respondents were said strongly disagree, 5.0% of the respondents were said disagree, 39.4% were said Neutral, 25.0% of the respondents were said agree, 10.0% of the respondents were said strongly disagree.

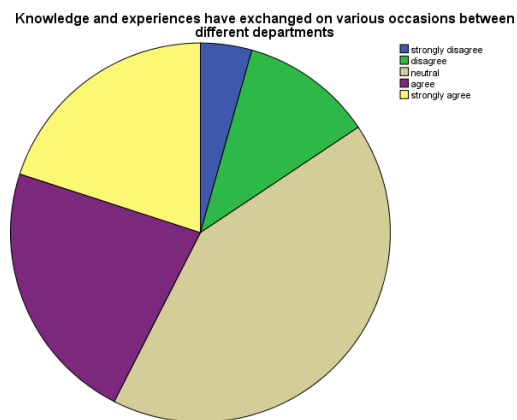
Table 4.18

Table showing respondents exchanged on various occasions between different departments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	4.4	4.4	4.4
	disagree	18	11.3	11.3	15.6
	neutral	67	41.9	41.9	57.5
	agree	36	22.5	22.5	80.0
	strongly agree	32	20.0	20.0	100.0
Total		160	100.0	100.0	

Chart 4.18

Chart showing respondents exchanged on various occasions between different departments



INTERFERENCE

From the above table and chart, it is interpreted that the response for question Knowledge and experiences have exchanged on various occasions between different departments. 4.4% of the respondents were said strongly disagree, 11.3% of the respondents were said disagree, 41.9% were said Neutral, 22.5% of the respondents were said agree, 20.0% of the respondents were said strongly disagree

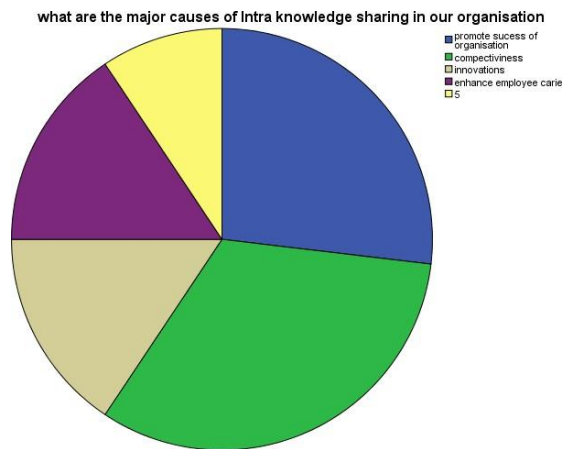
Table 4.19

Table showing respondents major causes of Intra knowledge sharing in our organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	promote sucess of organisation	43	26.9	26.9	26.9
	compectiviness	52	32.5	32.5	59.4
	Innovations	25	15.6	15.6	75.0
	enhance employee carieer	25	15.6	15.6	90.6
	5	15	9.4	9.4	100.0
	Total	160	100.0	100.0	

Chart 4.19

Chart showing respondents major causes of Intra knowledge sharing in our organisation



INTERFERENCE

From the above table and chart, it is interpreted that the response for question what are the major causes of Intra knowledge sharing in our organisation. 26.9% of the respondents were said promote sucess of organisation, 32.5% of the respondents were said compectiviness, 15.6% were said innovations, 15.6% of the respondents were said enhance employee carieer.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.238	4	1.060	1.898	.114
Within Groups	86.537	155	.558		
Total	90.775	159			

INTERPERATION: The p value which is higher than the significance level (0.05). hence, null hypothesis H0 is accepted and H1 gets rejected.

CORRELATION

		work Experience	Do you tried to share my educational and training expertise with other members in more effective ways
work Experience	Pearson Correlation	1	-.092
	Sig. (2-tailed)		.247
	N	160	160
Do you tried to share my educational and training expertise with other members in more effective ways	Pearson Correlation	-.092	1
	Sig. (2-tailed)	.247	
	N	160	160

INTERPERATION: By using correlation, we found that there is a negative correlation underlies between both the factor with the value of 0.01 level of significance and also found that weak relationship (-0.92) found between each variable

CHAPTER – 5

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS

From the analysis of variables in different categories of company namely the Designation, work Experience, Education Qualification, Salary and Etc.,

- ❖ in Gender of Employee. 52% of the respondents were female, 47.5% of the respondents were male
- ❖ Knowledge and experiences have exchanged on various occasions between different departments. 4.4% of the respondents were said strongly disagree, 11.3% of the respondents were said disagree, 41.9% were said Neutral, 22.5% of the respondents were said agree, 20.0% of the respondents were said strongly disagree
- ❖ departments encourages employee recommendations, exchange of experience with other departments for betterments. 3.8% of the respondents were said strongly disagree, 5.0% of the respondents were said disagree, 39.4% were said Neutral, 25.0% of the respondents were said agree, 10.0% of the respondents were said strongly disagree.
- ❖ educational and training expertise with other members in more effective ways. 3.8% of the respondents were said strongly disagree, 9.4% of the respondents were said disagree, 38.1% were said Neutral, 27.5% of the respondents were said agree, 21.3% of the respondents were said strongly disagree.
- ❖ salary of below 20000, 53.1% of the respondents were salary of 20000 above, 20% were salary of 30000 above, 8.1% of the respondents were salary of 40000.

SUGGESTIONS

- ❖ In this analysis, the experienced employees are more than new comers. So give opportunity for fresher.
- ❖ Knowledge sharing performances are neutral so the management have to give additional training for employee to gain new skills and sharing knowledge.
- ❖ The Satisfaction percentage of employee are not more difference in intra knowledge sharing. So management have to satisfy the employee in all circumstance of instar knowledge sharing.
- ❖ The employees have less knowledge about other departments of same company. So management have to encourage the employee to know about all departments of company.
- ❖ The management have to give intra knowledge about all circumstance and process of company in all department of employee. This will promote success of organisation.

CONCLUSION

Knowledge sharing is an integral part of knowledge management, which, in turn, plays an important role in the efficient accomplishment of organizational goals. In this paper, we conducted a systematic literature review to develop a comprehensive understanding of knowledge sharing outcomes. Based on our literature review, we propose a theoretical framework for research pertaining to knowledge sharing impacts. It offers an overview of the current state of the field and identifies emerging theoretical and methodological issues as discussed in the previous sections.

Moreover, it improves job and life satisfaction, although the evidence is limited and needs further investigation. Research on knowledge sharing impacts is dominated by quantitative studies, as we found only one qualitative study in this

review. Overall, this review shows that knowledge sharing is an important organizational activity and its potential impacts cut across all organizational levels.

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ANNEXURE – QUESTIONNAIRE

Questionnaire

1. Name
2. Gender
 - a. Male
 - b. Female
3. Age
 - a. 20 above
 - b. 30 above
 - c. 40 above
 - d. 50 above
4. Marital status
 - a. Married
 - b. Single
5. Designation
 - a. Human resource
 - b. Business development
 - c. Manager
 - d. Other
6. Work experience
 - a. 0-5 years
 - b. 5-10 years
 - c. 10-20 years
 - d. 20 years above
7. Education qualification
 - a. UG
 - b. PG
 - c. Others

8. Annual income
- Below 20,000
 - 20,000 above
 - 30,000 above
 - 40,000 above
9. Do you agree intra knowledge sharing process highly valued by management
- Agree
 - Strongly agree
 - Netural
 - Disagree
 - Strongly disagree
10. Wheather, intra knowledge contributes to positive performance appraisals in your organisation
- Agree
 - Strongly agree
 - Netural
 - Disagree
 - Strongly disagree
11. Do you with the statement intra knowledge sharing satisfied yourself fulfilment need
- Yes
 - No
12. What is the ultimate goal intra knowledge sharing process in our organisation
- support management activities
 - to support strategic objectives
 - provide optimum information to employess
 - door step to information

13. How often you engage yourself in knowledge sharing with your employees
- a. Regular
 - b. Weakly
 - c. Monthly
 - d. Yearly
14. The knowledge shared by members of your organisation is reliable
- a. Agree
 - b. Strongly agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
15. Sharing knowledge is your organisation supported
- a. Agree
 - b. Strongly agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
16. Do you believe your organisation provides clear rules about sharing knowledge
- a. Agree
 - b. Strongly agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
17. Majority of documents, information employees can freely access in your organisation
- a. Agree
 - b. Strongly agree
 - c. Neutral

- d. Disagree
- e. Strongly disagree

18. Do you try to share my educational and training expertise with other members in more effective ways

- a. Agree
- b. Strongly agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

19. Your department encourages employee recommendations, exchange of experience with other departments for betterments.

- a. Agree
- b. Strongly agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

20. Knowledge and experiences have exchanged on various occasions between different departments

- a. Agree
- b. Strongly agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

21. What are the major causes of intra knowledge sharing in your organisation

- a. Promote success of the organisation
- b. Competitiveness
- c. Innovations
- d. Enhance employees careers
- e. Others

