ABSTRACT

Research in knowledge management has recently revealed that barriers to knowledge sharing can significantly influence knowledge sharing and result in reduced creativity…

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# Introduction

Knowledge has been recognized an intellectual capital of organizations. KS is the key to creativity and innovation in any organizations in which they have struggled to increase the KS among individuals. Overcoming barriers has become a major driver for the potential success in KM practices (Scarbrough 2003; Rivera-Vazquez, Ortiz-Fournier & Flores 2009; Hong, Suh & Koo 2011). KS can be defined as a social interaction culture through which knowledge, skills, and experiences are exchanged among individuals in the whole department or organization (Lin 2007). Identifying the major barriers of KS which impede individuals to share knowledge with each other and finding the ways to removing them, however, is now at the centre of a broad critical debate among academics and practitioners.

Our review of the literature to date has also covered approaches to overcome these barriers in many ways. First,... Second, some authors ... Third, a number of studies examined…. In summary, …

However, there is still a lack of consideration ….

To address these gaps, this study will ….

# Background

## Data, Information and Knowledge

Several studies in knowledge management (KM) indicate that it is essential to distinguish among data, information and knowledge, especially in knowledge management writings; some perspectives address the issue of definition knowledge through examining the nature of data, information and knowledge and their mutual relationships. …

## Knowledge Management

KM, a young field, is not often easily defined because it is wide and spans a variety of disciplines. From a common perspective, KM can be defined as the set of processes that manage the creation, diffusion, and use of knowledge, and including the creation of facilitating organizational structures, assistance of organizational participants, setting IT instruments with stress on teamwork and dissemination of knowledge into place (Gupta, Sharma & Hsu 2007). …

## Knowledge Sharing

Knowledge sharing (KS) is a difficult concept to define, because it has been examined from multiple perspectives...

## Knowledge Sharing Enablers

…

## Knowledge Sharing Barriers

## Development of Theoretical Framework

The literature review has indicated that there are multiple perspectives and several topics in knowledge sharing (KS). …

### Themes of Knowledge Sharing Barriers

### Identification of Critical Barriers

### Identification of Critical Enablers

### Removing Barrier Matrix

# Comprehensive Literature Review

# Research Questions and Contribution

There are two main gaps in the literature. First, there is still a lack of consideration of how KS barriers differ between different roles of individuals in an organization. Second, there has been little research into how to remove these barriers to facilitate individuals sharing knowledge.

Therefore, the following research questions have been formulated to fill the above gaps related to the current study.

1. How do the major knowledge sharing barriers differ between different roles of individuals in an organization?
2. How do these barriers could be removed?

The study will (1) contribute to the literature on KM by deeply enhancing our understanding of KS barriers, (2) provide a method and (3) a framework to remove barriers to facilitate KS flows in organization.

# Research Objectives and Scope

## Research Objectives

Having identified the above knowledge gaps and to achieve the primary research goal, this study will be carried out with the following objectives:

1. To identify the major knowledge sharing barriers between different roles of individuals in an organization.
2. To explore the ways to remove these barriers for each role of individual in order to encourage individuals to share their knowledge each other.
3. To develop a knowledge sharing barriers removal framework showing the main potential contributions of approaches in flexibly facilitating KS by removing barriers for different roles in an organisation.
4. To contribute knowledge to the research field of KM within the university setting context in a developing country and to provide practical information to organisations about achieving improvement of knowledge sharing.

## Research Scope

The study will be conducted by a case study in Vietnamese university setting, a developing country in Asia. The main reason for selecting Vietnam is the convenience of working with a varied population from different roles of individuals who are working in a special environment in which the primary input and output is knowledge (Ramírez, Tejada & Baidez 2013).

Furthermore, the study will be carried out within the following boundaries. Firstly, the study will identify knowledge sharing barriers based on the dimension of knowledge sharing barriers (Riege 2005) as the applicable theoretical background in examining knowledge sharing barriers impact on knowledge sharing among individual from varied roles in an organisation. Secondly, the study will focus on multi-perspective of barriers on knowledge sharing to find the ways to remove them. Finally, the study will focus on academic knowledge with both explicit and tacit knowledge in all academic related activities in a university setting.

# Research Methodology and Justification

The main aim of the study is to develop and validate a framework for removing barriers to knowledge sharing (KS) in order to facilitate KS flows. Following the research aim, the primary research questions and objectives, this section will present the research plan, data collection, and data analysis methods used to answer the research questions.

## Research Methodology and Methods

## Site of Research

## Data Collection

Data collection used to collect information to answer the research question, is an essential part of any research. Data collection techniques may be varied depend on the research goal. As discussed in the previous sections, this research will adopt a sequential mixed method approach, consisting of quantitative and qualitative methods. Quantitative data collection includes questionnaires. Qualitative data collection use interviews. The rationale for these selections will be discussed below.

**Interviews**

In qualitative interviews, the researcher interviews participants face-to-face, emails by telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews include unstructured and generally open-ended questions that are few in number and intended to elicit opinions and views from the interviewees (Creswell 2009). In summary, interviews can be three types, such as unstructured, semi-structured and structured interviews (Creswell 2009).

**Questionnaire survey**

Survey research supports researchers by providing a quantitative or numeric description of trends, attitudes, or opinions of a population by investigating a sample of that population. This technique includes both cross-sectional and longitudinal studies using questionnaire data collection, with the intent of generalizing from a sample to a population (Sekaran 2003).

**Sampling**

According to some researchers, neither a large nor small sample size attests representativeness of the targeted population (Cohen, Manion & Morrison 2011). A suggestion is to start with a minimum requirement for the statistical tests that are probably used (Cohen, Manion & Morrison 2011). One of the purposes of this research is to identify the barriers of knowledge sharing. Thus, it is a need for providing a factor analysis technique. It can be argued that the minimum requirement of sample size for factorability is 150 cases (Pallant 2011).

In qualitative interviews, the researcher interviews participants face-to-face, emails by telephone, or engages in focus group interviews, with six to eight interviewees in each group. The participants will be categorised into four groups with six to eight interviewees in each group: 1) students, 2) leaders, 3) lecturers and 4) staff.

All leaders, lecturers, academic staff, IT staff, library staff from Hanoi University will be invited to complete the surveys under support by the approval letter of the HANU President.

## Data Analysis

In this research, quantitative data analysis will be integrated with qualitative data analysis to respond to two main research questions.

***SPSS: Quantitative data analysis***

A codebook will be uses to guide computerised data entry for the quantitative data analysis (Pallant 2011). The Statistical Package for the Social Sciences (SPSS) statistical tool will be used for analysis with stress on factor analysis, correlation analysis, regression and ANOVA (analysis of variance). Moreover, SPSS allows quantitative data can be organised, easily coded, easily search and interrogated to build propositions and theories, due to the systematic recording of the information and data (Saunders, Lewis & Thornhill 2009).

***NVIVO: Qualitative data analysis***

NVivo software, a powerful tool for qualitative analysis, has been widely used in social research. The recorded interviews, focus groups, expert panel workshop will be manually transcribed using Microsoft Word, and then entered into the NVIVO software for coding and interpretation (Gibbs 2002). Qualitative data analysis techniques will be used such as content, comparative, thematic analyses and emergent themes (Bazeley & Jackson 2013). All participants’ names in data collection process will be coded to ensure anonymity of participants (Bazeley & Jackson 2013; Gibbs 2011).

# Ethics and Risk Considerations

* 1. Ethics Considerations
  2. Risk Considerations

Keeping researchers safe is an essential ethical consideration, for everyone involved in a study (The Research Ethics Guidebook 2016). …

I will consider the general considerations and solutions to reduce the risk as follows:

# Research Plan

The steps will be taken to ensure I complete my research program in the prescribed time. The Figure 9 shows the project timeline.

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