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### DIGITAL TRANSFORMATION, COOPERATION AND GLOBAL INTEGRATION IN THE NEW NORMAL

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# THE EFFECT OF PERSONAL MOTIVATION ON THE TACIT KNOWLEDGE SHARING BEHAVIOR OF 5-STAR HOTELS' EMPLOYEES IN HO CHI MINH CITY

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## **Abstract:**

*The objective of this study is to identify the motivations that positively affect the employees' behavior of sharing a specific type of knowledge, who are working in an organization that is a 5-star hotel. The research results provide evidence that the tacit knowledge sharing behavior being explained by 5 factors (ranked from strongest to weakest): Attitude ( $\beta = 0.356$ ), Reward ( $\beta = 0.264$ ), Equity ( $\beta = 0.249$ ), Leadership ( $\beta = 0.212$ ) and Organizational commitment ( $\beta = 0.193$ ) accounts for 52.5%, therefore the hypotheses are accepted and statistically significant. The study ends with a discussion of experimental results, implications and limitations, and also opens up for future research directions.*

*Keywords: knowledge sharing, personal motivation, knowledge sharing behavior, tacit knowledge sharing, 5-star hotels.*

## **1. Introduction**

The hotel industry is facing rapid technological development, increased competition and rising expectations of new and interesting experiences from customers and tourists (Kim & Lee, 2013). Knowledge sharing is considered a basic survival strategy in the era of knowledge-intensive, promoting the emergence of service-creative behavior (Luu, 2021), generating new ideas, providing better solutions, and continuously improving high-class service quality, in order to strengthen the ability to meet the diverse and rapidly changing needs of customers (Kim & Lee, 2012) and become the foundation for the success of the organization (Podrug et al., 2017, Akram, Lei, Haider, & Hussain, 2018).

Knowledge is considered an important resource affecting the effectiveness and sustainability of any organization (Caputo et al., 2019, Del Giudice et al., 2017). However, knowledge management is complex and challenging, as it has to deal with many issues about individuals, groups, organizational goals, organizational strategies, knowledge sharing is not mandatory in all organizations, knowledge sharing is also not a voluntary behavior... Therefore, despite the different positive effects of knowledge sharing, most individuals will intentionally conceal the knowledge gained from actual experience, this kind of knowledge is often hidden within each individual and is difficult to "code" and transfer, often including: beliefs, experiences, know-how, skills with their colleagues (Connelly et al., 2019). Although some scholars have argued that knowledge hiding is an intentional behavior, or incomplete sharing of information sought by other individuals (Connelly et al., 2012). The author also argues that either way (hiding or only sharing a part of tacit knowledge) are individual behaviors that depend on the individual's motivation for sharing or not sharing the tacit knowledge that the individual possesses. More specifically, the author acknowledges that when individuals have positive feelings and become proactive about sharing experiences and

professional know-how, it will lead to tacit knowledge sharing behavior. On the contrary, if an individual's perception is negative, it will lead to knowledge hiding behavior.

The positive influence of knowledge sharing on employee and organizational performance (Anand et al., 2021) has triggered a series of popular studies (Singh, 2019). Recent studies in the restaurant, hotel and tourism sectors have confirmed the role of knowledge management and knowledge sharing in the development of new products as the foundation for organizational success (Chowdhury et al., 2020; Martínez-Pérez et al., 2016; Ogunmokun et al., 2020). However, the available literature does not seem to pay enough attention to individual tacit knowledge hiding behavior (Singh, 2019a, Skerlavaj et al., 2018). Although tacit knowledge sharing has been a common challenge for organizations for a long time (Fong et al., 2018). Especially, when intentionally concealing tacit knowledge is too strong, it can be detrimental to the organization's operations (Cegarra - Navarro & Martelo - Landroguéz, 2020). Therefore, the main objective of this study is to try to understand the relationship between the factors of personal motivation and tacit knowledge sharing behavior, as a basis for providing management implications to promote employees' tacit knowledge sharing behavior with colleagues at a 5-star hotel, in Ho Chi Minh City.

## **2. Theoretical basis and the development of research hypotheses**

### *2.1. Theoretical basis*

#### *2.1.1. Resource-Based Theory*

Resource-based theory (RBT) is an important foundation in strategic management with perspectives in explaining the success of an organization. By focusing on resources, the success of a business depends on the general resources and capabilities that it possesses, and this sets it apart from its competitors (Olalla FM, 1999). These resources include “assets, capabilities, organizational processes, organizational attributes, information, knowledge, etc., that are controlled by the organizations to help make them aware of and implement strategies to improve effectiveness and efficiency” (Barney J, 1991). RBT theory explains that an organization can be viewed as a collection of human, material and organizational resources. These resources are valuable and inimitable and are key factors of sustainable competitive advantage and long-lasting high performance (Barney J, 1991). Among these assets, human resources and intellectual capital are the most important. Without these resources, no organization can achieve a competitive advantage (Holste JS, Fields D, 2010).

#### *2.1.2. Social exchange theory*

Social exchange theory is social interactions in which individuals believe that they will derive certain benefits from exchange behaviors (Blau, 1964). According to the social exchange theory, commitments in the enterprise form when employees perceive positive signals from the enterprise, such as social support, fairness in the reward system, fairness in working relationships (Colquitt et al., 2013).

Lý thuyết trao đổi xã hội được sử dụng phổ biến để giải thích hành vi chia sẻ tri thức (Bock, 2005; Bavik & cộng sự, 2018; Kim & Shim, 2018; Kim & cộng sự et al.). Điểm cốt lõi của lý thuyết này là bàn đến những tương tác và quyết định của mỗi cá nhân trong xã hội dựa trên giá trị mà họ thu được. Các cá nhân sẽ thực hiện hành vi chia sẻ tri thức nếu như họ tin rằng có được những lợi ích nhất định từ hành vi này, ngược lại họ sẽ không thực hiện nếu chia sẻ tri thức mang lại những tổn thất (Bùi Thị Thanh, 2014).

Social exchange theory is commonly used to explain knowledge sharing behavior (Bock, 2005; Bavik et al., 2018; Kim & Shim, 2018; Kim et al.). The core of this theory is to deal with the interactions and decisions of individuals in the society based on the value they receive. Individuals will perform



knowledge sharing behavior if they believe that there are certain benefits from this practice, otherwise they will not do it if knowledge sharing brings losses (Bui Thi Thanh, 2014).

### *2.1.3. Personal motivation and tacit knowledge sharing behavior*

**Personal motivation:** Motivation has been identified as a determinant of general behavior and work-related behavior, it is a factor that promotes knowledge transfer (Lin, 2007). In previous studies on personal motivation, motivation was divided into extrinsic motivation and intrinsic motivation (Kankanhalli et al., 2005).

Extrinsic motivation focuses on goal-directed reasons, such as the rewards or benefits obtained from performing an action, while intrinsic motivation points to the pleasure and self-satisfaction resulting from a particular action. Extrinsic and intrinsic motivations influence individuals' intentions regarding an action as well as their actual behaviors (Lin, 2007). Extrinsic motivation includes organizational rewards and reciprocity (Kankanhalli et al., 2005). Organizational rewards are often given to knowledge providers by the organization's compensation system as a kind of external stimulus based on an exchange relationship between employers and employees (Hau et al., 2013). The joy of participating in knowledge sharing affects the internal motivation of employees. The joy that originates from the giver of knowledge, is a kind of inner motivation based on the relationship between the giver of knowledge and their own ego. Thus, intrinsic motivation often indicates psychological motivation such as liking to share knowledge. Previous studies have confirmed that intrinsic motivation has a positive effect on knowledge sharing (Hau et al., 2013).

**Tacit Knowledge Sharing (TKS):** Nonaka (1994), classified organizational knowledge including explicit and tacit knowledge. Explicit knowledge can exist in the form of symbols or text, so explicit knowledge sharing covers most knowledge sharing forms of institutionalized control in organizations. The practice of explicit knowledge sharing is more common in the workplace because explicit knowledge can easily be captured, systematized and transmitted (Wang Z, Wang N, Liang H., 2014). In contrast, since tacit knowledge cannot be expressed in verbal, symbolic, and written form, it is subjective insights, intuitions, and hunches that are deeply rooted in an individual's actions and experiences, as well as in the ideas, values, or feelings that he or she accepts (Nonaka & Takeuchi, 1995). Tacit knowledge is essentially in the minds of individuals, so face-to-face interaction is the primary means of sharing tacit knowledge and is expressed in the form of human actions such as attitudes, commitments and personal motivations that promote tacit knowledge sharing (Nonaka & Krogh, 2009; Holste J, Fields D, 2010). Thus, tacit knowledge sharing (TKS) may be the result of formal meetings such as conferences and training programmes, but much of the TKS behavior takes place through social networks and interactions among employees (Holste & Fields, 2010). In addition, the key to TKS is the capacity and willingness of individuals to share what they know (knowledge contributing) and to use what they learn (knowledge gathering) (Holste & Fields, 2010).

## ***2.2. Hypotheses development***

### *2.2.1. Attitude*

Employee attitudes and motivations towards common aspects of knowledge sharing are other factors affecting knowledge sharing. Duong, (2008) found that hotel staff's attitude towards learning, sharing and storing knowledge has a positive impact on knowledge sharing behavior. Among them, learning attitude has the strongest influence on behavior. Similarly, other studies in the hospitality sector reveal that employees' motivation to adopt certain interpersonal behaviors has an influence on their intention to share knowledge (Quan et al., 2018; Srivastava et al., 2006). Shamim et al., (2017) found that the learning orientation of hotel staff is positively related to their knowledge-sharing behavior, which is also the finding of Kim & Lee, (2013); Other previous hospitality literature regarding employee motivational aspects of

knowledge sharing discussed positive roles of employee motivation (Tsai et al., 2015), including employee needs for achievement, power, and alignment in their knowledge-sharing behavior (Hon and Leung, 2011; Lee & Kim, 2017). In addition, those who take pleasure in helping others by contributing knowledge may have a more favorable orientation towards knowledge sharing and are more inclined to share knowledge (Lin, 2007). Cabrera et al. (2006) also show that the more employees feel the internal reward (joy) of sharing their knowledge, the more they tend to participate in knowledge sharing. Chennamaneni et al. (2012) found that individuals contribute to knowledge sharing because they feel satisfied when helping others. Therefore, this study proposes the following hypothesis:

H1: The more positive an employee's attitude towards knowledge sharing, the more likely it will be to promote their tacit knowledge sharing behavior.

#### *2.2.2. Fairness*

Research on hotel management has shown that employees who perceive that their organization is treating them with a high degree of fairness are more likely to share their knowledge (Chen & Cheng, 2012, Tsai et al., 2015). Tran & Thanh, (2012) find that this perceived fairness is one of the strong antecedents of knowledge sharing intentions in the hospitality context, suggesting that perceived fairness is very important for them to share knowledge. In addition, based on social exchange theory, Ngo & Tran, (2015) found that the implementation of psychological contracts, including aspects of transaction contracts related to fairness in pay, are strongly related to knowledge exchange behavior of hotel staff. After these arguments, this study postulates the following hypothesis:

Hypothesis H2: Employees' perception of fairness is positively related to their tacit knowledge sharing behavior.

#### *2.2.3. Organizational commitment*

Organizational commitment often refers to the psychological attachment that an employee feels to his or her organization (O'Reilly & Chatman, 1986). The existing hotel management literature demonstrates the importance of committed staff to organizations in sharing their knowledge. Lombardi, (2019) revealed that hotel staff's emotional commitment encourages them to share knowledge with colleagues. In addition, hotel employees' emotional responses (e.g., perceived respect and trust) towards their organizations are influential factors that affect employees' knowledge-sharing behavior (Duo et al., 2019). In addition, Vuong Phi Lai, (2018) found that hotel staff's knowledge of behavior transfer and commitment are strongly correlated. Because organizational commitment facilitates affirmative responses among employees (Lombardi et al., 2019), a positive relationship between organizational commitment of hotel employees and knowledge sharing behavior can be expected. Based on arguments from relevant previous literature, this study proposes the following hypothesis:

Hypothesis H3: Employees' organizational commitment is positively related to their tacit knowledge sharing behavior.

#### *2.2.4. Rewards*

Rewards can be monetary and non-monetary. Monetary rewards can be bonuses or incentives. Non-monetary rewards can be certificates, public recognition, appreciation (Javaid et al., 2020). Organizational rewards are useful for motivating individuals to perform desired behaviors (Lin, 2007). When employees receive economic rewards for sharing their knowledge, they feel more motivated to share knowledge (Hau et al., 2013). Choi et al. (2008) provided evidence that reward mechanisms are more important than technical assistance in motivating knowledge sharing; monetary rewards can promote knowledge-sharing intentions through individual contributions to databases, formal interactions within and between groups,

and among stakeholders. However, knowledge sharing through informal interactions must be rewarded with intangible incentives such as recognition (Bartol & Srivastava, 2002). Therefore, it is expected that if employees have trust in receiving rewards, they will be more inclined to share knowledge:

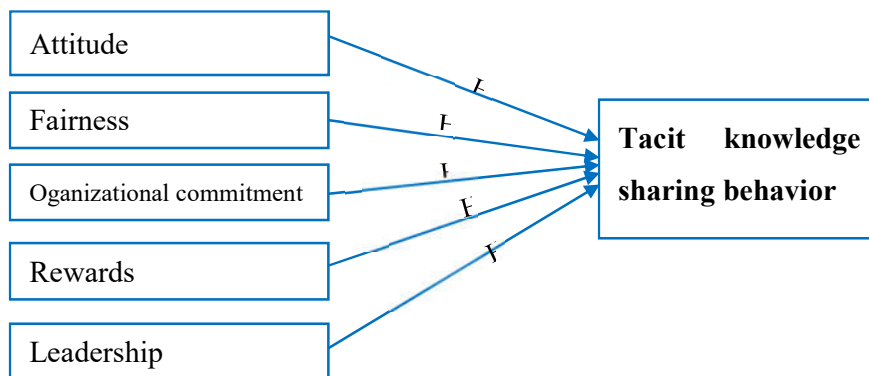
Hypothesis H4: Organizational rewards have a positive effect on employees' intention to share tacit knowledge.

#### 2.1.5. Leadership

Mishra & Pandey, (2019) argued that different leadership styles have a positive influence on knowledge sharing. Effective leadership has strong potential to enhance the level and quality of knowledge sharing by creating a knowledge-friendly culture, providing shared goals and clear vision, improving relationships based on trust, using incentives, and removing barriers such as lack of communication or mutual misunderstanding (Amayah, 2013). Several recent studies have consistently found an important influence of leadership, emphasizing that leaders should create an enabling environment that promotes knowledge-sharing or knowledge-transfer behavior by subordinates (J. C. Lee, Shiue, & Chen, 2016; Liao et al., 2018). Although the influence of leadership on employees' knowledge-sharing behavior has been experimentally confirmed in many studies, a few studies have not found a relationship between the leader's role and the knowledge-sharing behavior of subordinates (Koseoglu et al., 2010). In addition, leadership towards the behavior of close supervision and frequent demands on employees, is not positively correlated with employees' knowledge-sharing behavior (Shamim et al., 2017). Based on previous findings in published studies, this study looks at leadership at an integrated level, encompassing a variety of dimensions including mentoring, empowerment, and innovation, all of which enable employees to make their own decisions. Therefore, this study makes the following hypothesis:

Hypothesis H5: Leadership has a positive relationship with employees' tacit knowledge sharing behavior.

The research model with the proposed hypotheses is presented in Figure 1.



**Figure 1: Proposed research model**

### 3. Research methodology

#### 3.1. Sample selection and data collection

With the advantage of being less costly and less time-consuming than interviews and observations, pre-designed questionnaires are used as survey tools, using convenient sampling methods for data collection. Ho Chi Minh City is home to many of Vietnam's leading accommodation, food and beverage, shopping, and conference facilities (Nguyen Tan Trung, 2021). In this study, the respondents are employees who are working in the sales, operations and market development departments and service departments of 5-star hotels. To achieve the necessary reliability, the larger the sample size, the better, but at least 5 times

the number of observed variables (Hair, Black, Babin, & Anderson, 2014; Kline, 2015). In this research model, there are 06 latent variables with 30 observed variables, so the number of samples must be at least 150. After eliminating incomplete responses, the author obtained 306 votes (reaching a response rate of 90.0%), of which 280 samples met the requirements for conducting data analysis. All data of valid samples will be processed by SPSS 20.0 software in order to conduct reliability analysis, exploratory factor analysis (EFA), correlation analysis and multivariable regression to test hypothesis, ANOVA analysis is used to test the influence of qualitative variables on these relationships.

### 3.2. Scales

A 5-point Likert scale is used to measure observed variables, where “1” is “strongly disagree” and “5” is “strongly agree”. The scales are referenced from previous studies in the same field. Specifically: Attitude (denoted as TD) with 4 observed variables was developed based on the the scale of Bock et al., (2005). Fairness (denoted as CB) with 5 observed variables was developed based on the scale of Chen & Cheng, (2012) and Tsai et al., (2015). Organizational commitment (denoted as CK) with 5 observed variables was developed based on the scale of Lombardi et al., (2019). The reward (denoted as PT) with 5 observed variables was developed based on the scale of Lin, (2007) and Huang et al., (2011). Leadership (denoted as LD) measured by 5 observed variables was developed based on the scale of Bock et al., (2005); Mishra & Pandey (2019) and Shamim et al., (2017). The tacit knowledge sharing behavior (denoted as HV) is measured with 06 observed variables adjusted from the authors: Reychav & Weisberg (2010); Z. Wang & Wang (2012); Van den Hooff & De Ridder, 2004).

## 4. Research results and discussion

### 4.1. Descriptive statistics

From the data collection results, all 280 answer sheets are valid. The detailed description of the survey sample is presented in the following table (Table 1).

**Table 1: Description of surveyed sample**

<b>Gender</b>	<b>Quantity</b>	<b>Percentage (%)</b>
Male	145	51,8
Female	135	48,2
<b>Age</b>	<b>Quantity</b>	<b>Percentage (%)</b>
≤ 25	54	19,3
26 - 35	153	54,6
36 - 45	73	26,1
<b>Education level</b>	<b>Quantity</b>	<b>Percentage (%)</b>
Vocational training/college	32	11,4
University	194	65,0
Post-graduate	63	22,5
<b>Experience (years)</b>	<b>Quantity</b>	<b>Percentage (%)</b>
From 1 to 5 years	42	15,0
From 6 to 10 years	125	44,6

From 11 to 15 years	113	40,4
Number of observations N = 280		

#### 4.2. Evaluate the reliability of the scale and factor analysis

##### 4.2.1. Evaluate the reliability of the scale

Cronbach's Alpha coefficient is used to eliminate inappropriate variables. After removing one variable (CK2) of organizational commitment factor, statistically, Cronbach's Alpha increased (from 0.628 to 0.820 > 0.6); Observational variable HV6 of the tacit knowledge sharing behavioral variable, has a total correlation coefficient of  $0.127 < 0.3$ , after removing HV6, Cronbach's Alpha has increased (from 0.577 to 0.815 > 0.6). The results in Table 2 show that: In the study's model, all normalized factor loads are significant at the 0.001 level. All Cronbach's alpha reliabilities (from 0.815: HV to 0.902: PT) are above the accepted level of 0.70 (Fornell & Larcker, 1981; Hair et al., 2014). Tacit knowledge sharing behavior (HV) are all above the accepted value of 0.50 (Fornell & Larcker, 1981; Hair et al., 2014). This indicates that the study's model meets the criteria for convergent validity. The Cronbach's alpha reliability of the five constructs ranged from 0.820 (CK) to 0.902 (PT) indicating that the internal scales meet the recommended standard of 0.70 (Kline, 2015). Therefore, all observed variables are accepted and will be used in factor analysis.

**Table 2: Cronbach's alpha reliability analysis**

Scale	Cronbach's Alpha	Remaining variables
Attitude (TĐ)	0.866	04
Fairness (CB)	0.829	05
Organizational commitment (CK)	0.820	04 (Loại CK2)
Rewards (PT)	0.902	05
Leadership (LĐ)	0.887	05
Tacit knowledge sharing behavior (HV)	0.815	05 (Loại HV6)

(Source: from the data analysis of the author)

##### 4.2.2. Exploratory factor analysis (EFA)

EFA results for independent variables using Principal extraction method and Varimax rotation, are summarized in Table 3.

**Table 3: Results of factor analysis for independent variables**

No.	Coded variable	Factor				
		1	2	3	4	5
1	PT2	0.896				
2	PT3	0.842				
3	PT4	0.817				
4	PT5	0.803				
5	CB1		0.851			
6	CB2		0.822			
7	CB3		0.715			
8	CB5		0.675			
9	CK5			0.867		
10	CK4			0.842		
11	CK1			0.813		
12	CK3			0.765		
13	LĐ5				0.837	
14	LĐ1				0.823	

No.	Coded variable	Factor				
		1	2	3	4	5
15	LD4				0.818	
16	LD2				0.782	
17	LD3				0.731	
18	TD4					0.868
19	TD2					0.844
20	TD3					0.782
21	TD1					0.766
Eigenvalues		3.551	3.267	2.915	2.441	2.106
Extracted variance (%)		65.822				
KMO		0.831				
Bartlett's test		Sig = 0.000				

After analyzing EFA factors, the research model has some changes as follows: The fairness factor has 4 observed variables and the reward factor has 4 observed variables.

The results of EFA exploratory factor analysis showed that the extracted variance reached 65.822% > 50%. This means that 65.82% of the variation of the factors is explained by the observed variables and is consistent with the evaluation criteria of the EFA exploratory factor analysis method.

The smallest Eigenvalues coefficient ensures extraction 2.106 > 1. This shows that using the exploratory factor analysis coefficient is suitable with the research data, and the convergence of the analysis stops at the 5th factor, which means that there are 05 factors extracted from the survey data. The factor loading coefficient of each observed variable of all factors is greater than 0.5, showing that the observed variables all show the influence with the factors that these variables represent. Thus, the results of factor analysis have shown 5 distinguishing factors from the survey data obtained through the observed variables that can ensure the reliability of the data. The obtained factors will act as independent variables in the research model.

The results of EFA analysis for the dependent variable showed that 1 factor was extracted, all variables had factor loading coefficients greater than 0.5, Eigenvalue reached 3,216 which is greater than 1; extracted variance reached 8,157 (greater than 50). KMO coefficient reached 0.841 (greater than 0.5 and less than 1). Bartlett's Test has sig equal to 0.000 (less than 0.05). These indicators all meet the requirements, so all observed variables are kept in the dependent variable scale.

### 4.3. Correlation analysis and regression analysis

#### 4.3.1. Correlation analysis

**Table 4: Correlation analysis between independent and dependent variables**

	TD	CB	CK	PT	LD	HV
TD	1	.467**	.324**	.364**	.426**	.572**
CB	.467**	1	.458**	.281**	.422**	.413**
CK	.324**	.458**	1	.231**	.475**	.235**
PT	.364**	.281**	.231**	1	.214**	.324**
LD	.426**	.422**	.475**	.214**	1	.427**
HV	.572**	.413**	.235**	.324**	.427**	1

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

The results of the Pearson test between 5 independent variables and 1 dependent variable (summarized in Table 4) show that most of the independent variables have a strong correlation with the dependent variable at 99% confidence level with correlation coefficients > 0.3.

#### 4.3.2. Regression analysis

Multivariate regression analysis is used to analyze the relationship between the independent variables and the dependent variable of the tacit knowledge sharing behavior in the above model. Analysis was performed using the Enter method. Table 5 shows that the given regression model is relatively consistent at 99% confidence. The adjusted R<sup>2</sup> coefficient = 0.525 means that the model can explain 52.5% of the overall relationship between the independent factors identified as the driving force affecting the employee's tacit knowledge sharing behavior.

**Table 5: Evaluation of the fit of the regression model**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard error estimate	Durbin - Watson
1	.645 <sup>a</sup>	.531	.525	.54526	1.872

a. Independent variable: (Constant), TĐ, CB, CK, PT, LĐ

b. Dependent variable: HV

Testing the fit of the model, we find that the sig value is  $0.000 < 0.05$ , so the model is consistent with the data and the independent variables in the model can explain the change of the dependent variable. The analysis results show that the VIF index of the independent variables is less than 2 (1,211 - 1,564). Therefore, there is no multicollinearity (Table 6).

**Table 6: ANOVA analysis in regression**

Model		Sum of squares	Df	Mean squared	F	Sig.
1	Regression	38.537	5	7.263	36.578	.000 <sup>a</sup>
	Residual	47.675	274	.205		
	Total	86.212	279			

a. Independent variable: (Constant), TĐ, CB, CK, PT, LĐ

b. Dependent variable: HV

**Table 7: Results of regression analysis using Enter method**

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.	Multicollinear Analysis	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.247	.352		4.632	.000		
	TĐ	.335	.062	.356	6.704	.000	.752	1.522
	CB	.182	.047	.249	2.831	.001	.664	1.356
	CK	.190	.055	.193	3.817	.000	.675	1.432
	PT	.221	.064	.264	2.241	.003	.841	1.211
	LĐ	.237	.048	.212	3.575	.002	.657	1.564

#### 4.4. Hypothesis testing

Based on the results of regression analysis, the hypotheses of the given model are tested. The results of testing the hypotheses are summarized as follows: all five initial hypotheses are accepted (Table 8).

**Table 8: Summary of results of testing the research hypotheses**

Notation	Hypothesis	Coefficient	Sig	Conclusion
H1	There is a positive correlation between employees' tacit knowledge sharing attitude and behavior.	0.356	0.000	Accepted
H2	There is a positive correlation between organizational fairness and employee tacit knowledge sharing behavior.	0.249	0.001	Accepted
H3	There is a positive correlation between organizational commitment and employee tacit knowledge sharing behavior.	0.193	0.000	Accepted
H4	There is a positive correlation between reward and tacit knowledge sharing behavior of employees.	0.264	0.003	Accepted
H5	There is a positive correlation between leadership and employees' tacit knowledge sharing behavior.	0.212	0.002	Accepted

#### 4.5. ANOVA test

The results of the test of differences of qualitative variables show that there is only a difference in the tacit knowledge sharing behavior of the gender group: Male and female gender, in which men tend to share knowledge such as experience, professional know-how they have accumulated more than women do. In addition, there was no difference between people in terms of age, education level, and working seniority.

#### 4.6. Discussing the research results

The research results show that the tacit knowledge sharing behavior of employees working in a 5-star hotel in Ho Chi Minh City is affected by factors identified as motivation, ranked from strong to weak: Attitude ( $\beta = 0.356$ ), Reward ( $\beta = 0.264$ ), Fairness ( $\beta = 0.249$ ), Leadership ( $\beta = 0.212$ ) and Organizational commitment ( $\beta = 0.193$ ). The results of regression analysis with adjusted  $R^2 = 0.525$  mean that 52.5% of the tacit knowledge sharing behavior is explained by the above 5 factors, the hypotheses are accepted and statistically significant. In which, the strongest impact belongs to the Attitude factor:

The more positive the perceived attitude, the more employees will tend to be proactive about the behavior of sharing tacit knowledge, which are experience and professional know-how. Research also shows that learning attitude has the strongest influence on behavior, that is, individuals who have the goal of learning in parallel with sharing their stored knowledge tend to associate their behavior with others' with positive motivations such as sharing to create better work performance, achievement creation, attachment and strengthening their teamwork. The above conclusions are consistent with many studies on knowledge sharing behavior of employees working in the hotel service industry by scholars such as: Quan et al., 2018; Srivastava et al., 2006; Shamim & associates. 2017; Kim & Lee, 2013; Tsai et al., 2015; Lee & Kim, 2017... This study also reaffirms the conclusion that those who have positive attitudes towards the feeling on internal rewards (joy) when helping others by contributing knowledge will tend to be more active and proactive with knowledge sharing than other individuals (Lin, 2007; Cabrera et al. 2006; Chennamaneni et al. 2012).

Reward is identified as a very positive motivating factor promoting knowledge sharing behavior of employees in 5-star hotel organizations, this conclusion is similar to those from other studies in the service sector such as: reward system is very important to promote knowledge sharing behaviors (Al-Alawi et al. 2007; Amayah, 2013; Ali et al., 2019; Javaid et al., 20120; Non-monetary rewards as given in the form of intangible motivations such as recognition, appreciation (Bartol & Srivastava, 2002; Javaid et al., 2020); Material rewards such as year-end bonus, salary increase, stock reward... make people feel more motivated to share knowledge (Huang et al., 2011). Hau et al (2013) demonstrated that rewards have a positive effect



on tacit knowledge sharing. However, this study does not agree with the conclusion of Islam et al. (2011) in service organizations in Bangladesh, the reward system did not have any impact on knowledge sharing.

Fairness in hotel organizations is identified as a factor that has a strong influence on employees' intention to share knowledge, especially in matters related to fairness in terms of material rewards and wages. This is also found in previous studies in the hotel sector such as those of Chen & Cheng, 2012, Tsai et al., 2015; Tran & Thanh, 2012; Ngo & Tran, 2015).

The role of Leadership in this study is in accordance with the following conclusions: increasing tacit knowledge sharing behavior through the supportive and motivating spirit of line managers is necessary to encourage employees to share knowledge with each other (Chen & Cheng, 2012 and Ali et al., 2019). The leaders should create an enabling environment that promotes knowledge-sharing or knowledge-transfer behavior among employees (J. C. Lee, Shiue, & Chen, 2016; Liao et al., 2018). This is different from the perception that leadership has no impact on knowledge sharing behavior (Koseoglu et al., 2010) or has the opposite effect if the leader has an imposing and supervisory working style (Shamim et al., 2017).

In addition, the positive correlation between organizational commitment and tacit knowledge sharing behavior of hotel staff is also demonstrated through psychological attachment (O'Reilly & Chatman, 1986); hotel staff's affection towards colleagues encourages sharing behavior (Lôm-bardi et al. (2019), the sentiment specifically expressed in the belief has the strongest impact on tacit knowledge sharing behavior (Ali et al., 2019 and Javaid et al., 2020).

The results of testing the difference of qualitative variables show that men tend to share more knowledge such as experience, professional know-how they have accumulated than women do. It has been observed that men tend to be more confident in sharing knowledge and information, especially in areas where men are often dominant or have higher executive ability, such as engineering, management, or information technology. Barriers to women's willingness to share are prevalent in those with lower self-esteem than men or low personal interest (individual level) and a lack of connection to beneficial relationships or a lack of typical character (relationship level). This may affect the willingness of each gender to share professional know-how. However, knowledge sharing depends not only on gender but also on individuals and working environment. Each person may have their own goals and views on knowledge sharing in their profession.

## **5. Management Implications**

This result indicates that in order to improve employees' tacit knowledge sharing behavior, organizations need to understand better about their attitudes towards this behavior. When individuals are encouraged and motivated, they will show positive attitudes and behaviors towards knowledge sharing as they can feel more free and open to discuss work and workplace related issues. At the same time, in order to positively affect knowledge-sharing attitudes, rewards are emphasized as a driving force to accelerate the process from intention to behavior through practical motivational tools such as: bonuses, recognition, honor, promotion, etc., in general, tools that have both material and spiritual impacts. Issues related to rights and recognition of sharing of any kind of knowledge must take place in an organization that upholds fairness to all people, this is also an important premise of the intention leading to knowledge sharing behavior in the hotel context. Workers pay great attention to the fairness, they are well aware that the higher the level of fairness in the organization, the more likely they will develop knowledge-sharing behavior. When direct managers have an open leadership style, build a friendly, supportive working environment, share responsibility, give autonomy to employees, and overcome the autocratic leadership style and supervision, it will be the key to breaking down barriers affecting the knowledge sharing behavior of subordinates. It will contribute to build trust, connect responsibility, create motivation and promote knowledge sharing

behavior to take place more often. Moreover, the leadership style as a role model has a direct influence on arousing the sense of boldness in exchanging personal knowledge as well as the willingness to learn and absorb knowledge through the exploitation and discovery of the knowledge source of oneself and other individuals by the act of sharing knowledge. Individuals who perceive respect and trust for their organization will increase their feelings of attachment, thereby tending to develop themselves towards the common goals of the organization. As a result, there will be a close correlation between the emotional commitment, the responsibility of the employees to the organization, the commitment that acts as a catalyst to facilitate the response of the individual's knowledge-sharing behavior with their colleagues and their organization.

## 6. Conclusion

Although there are a number of meaningful contributions from diverse perspectives to the problem of identifying motivational factors for knowledge sharing behavior in the context of the hospitality industry. Research results show that internal motivational factors (Attitude, Reward) have a stronger impact than external motivational factors (Leadership, organizational commitment). However, this study has only exploited the aspect of personal motivation, not deeply identified the relationship between knowledge sharing behavior and motivational factors from the organization. The results of the regression analysis show that the explanation level of 05 independent factors through the coefficient of determination is 52.5%, meaning that the impact on the tacit knowledge sharing behavior has not been fully explained, the rest are other factors not mentioned in the research model.

Further studies are needed to more fully measure motivational factors at both individual and organizational levels such as: learning goals, beliefs, environment, organizational culture... Future meta-analytical studies can overcome the shortcomings by conducting least squares regression analysis with the collected data extending in scope and space in many 5-star cities for the hotel system or across the country.

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