Systematic Review of Knowledge Sharing and Collaboration within Organization

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Abstract
Most organizations have a particular role that rely on their operations of knowledge resources for sharing and collaboration within any other organization. It is regarded as a useful instrument for facilitating the sharing of information and experiences among workers of all generations. The involvement of employees from all generations have actively engage in this process and concentrate on their strengths whether it is a necessary prerequisite for knowledge transfer to be successful done in companies based. Since, the empirical portion of the study examines the efficacy of knowledge-sharing processes in various companies that manage workers from various generations. The goal of this study was to discover certain variables that influence the behavior of workers of various generations when it came to knowledge sharing and achieve the main goal that identify the generations among the most willing to engage in knowledge exchange, guided by different motivations, and to identify possible barriers and limitations that prevent employees of different generations from actively participating in this process in terms of the benefit of organization. The knowledge of information as gained via the examination of the author's own research findings may be beneficial throughout company or organization. It enables management's increased understanding of the efficacy of intergenerational knowledge transfer inside the business process or operation. Knowing how workers of various generations feel about sharing information may help managers make better choices. Organizations usually want to take advantage of new Collaboration's that potentially must first grasp how new information sharing and collaboration are linked for resulting output.
Keywords: Knowledge Sharing, Collaboration, Organization

I. Introduction

Collaboration define and differs from conventional collaboration in that it is knowledge-based, requiring the collaborators' unique expertise to be incorporated into a common knowledge structure, which mean the term a "Joint Knowledge Base" (JKB). In most case, organisations only use a tiny portion of New Collaboration's potential. The issue is that the new information sharing model, which underpins cooperation, is difficult to grasp. To begin, it must understand the importance of a JKB and take it as important. Learning of build and manage the JKB, as well as how the interwoven process between this JKB and fresh collaboration works. Finally, it must be understood learning not only as a form of knowledge acquisition and participation in a social community but also as collaborative knowledge creation, a hybrid of cognitive and social processes based on the idea that engaging in social activities improves cognitive performance [1][2]. Basically, collaboration, defined as "The direct and mutually influencing active confrontation of two or more individuals, directed toward shared objectives, to solve or master a task or problem", is evolving. It's dubbed "New Collaboration" [3][4]. Recent research has examined the function of knowledge sharing in business education and its applicability in organisational settings [6]. Since, the amount of collaboration required of workers and managers has grown in recent years, knowing how to work cooperatively in groups is more essential than ever [5]. Knowledge sharing is an important part of group work. Communication difficulties and knowledge sharing burdens are also common obstacles in multidisciplinary initiatives [6]. In virtual settings, knowledge exchange is becoming more frequent. The function of cooperative learning via conversation has been explored in online education research [8].

II. Literature Review

Community based integrating a discussion forum on social media improved employees economic test results as well as that Padlet, an interactive virtual wall, was beneficial in sharing information online in a finance course [7][9]. There's also evidence that sharing information enhances peer evaluation [10]. Like some countries in the European Union are grappling with the issue of an ageing population and a decline in posts or employment, resulting in a decrease in the number of workers. The generation gap is exacerbated by demographic changes that occur as a consequence of society's ageing. The generational divide exacerbates the

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conflict between "new information and inexperienced experience" and "experience not keeping up with knowledge" [7]. This highlights the need of pursuing a strategy targeted at prolonging the working lives of the elderly generation. As a result, there is a growing tendency in the hiring of older employees. The primary benefit of hiring individuals from the elder generation is their vast knowledge and professional experience, which should be put to good use for the organization's and its members' growth within company.

It was necessary to create creative ways of collaboration amongst workers of various generations in order to retain a high level of competence and recruit new ones for the company. Interment ring is a new technique that allows workers of various ages to share their knowledge, skills, and experience. This approach allows elderly individuals to share their expertise and knowledge gained through many years of work with younger colleagues. They may guarantee the co-creation of circumstances for dealing with non-standard workplace issues via the learning process. It will also provide to chance for young people to develop communication and professional collaboration skills, thus increasing their internal desire to complete the tasks assigned to them. On the other hand, the younger generation of employees may spread among older co-workers where information and skills are to be learned that were not prioritized during their youth, resulting in a significant rise in demand on the market.

The mentor in conventional mentoring is usually an older individual with more experience than the mentee. The master and employees roles have been clearly defined, and information and skills are transmitted in a one-way manner [19][20]. In reciprocal mentoring, knowledge and abilities in a particular professional field are transmitted to each other, with the mentor acting as a employees and the employees acting as a mentor.

It is essential to take measures to enhance the interchange of experiences and improve the professional competencies of workers of all ages from the perspective of the organization's and its members' growth. One such technique is interment ring, a novel kind of reverse mentorship that helps a contemporary company accomplish by conditioning its performance [21].

III. Organization based Knowledge and Sharing

In virtual settings, knowledge exchange is becoming more frequent. The function of cooperative learning via conversation has been explored in online education research [11]. In this vein, it was discovered that integrating a discussion forum specially in social media, improved employees economic test results as well as that Padlet, an interactive virtual wall, was beneficial in sharing information online in a finance course [9][12]. Knowledge sharing in social networks, knowledge management, knowledge transfer just for educational programmes, company experiences with business schools about knowledge exchange, business schools and virtual learning, and communities of practise were the major topics as highlighted as found [15]. Interment ring is utilised in the practise of knowledge sharing in Polish organisations, although to an inadequate degree, according to the study findings. Employees from older generations (BB and X) are more willing to participate in the information exchange process than their younger counterparts, particularly those from the Y generation, who are more persuaded of the value of their expertise. Developing skills in terms of utilising contemporary technology and speaking in other languages, are less inclined to see themselves as knowledge transferrers. Employee reluctance to share information frequently stems from a fear that giving others with rich resources of knowledge and skills would make them obsolete.

The unfavourable attitude toward information sharing is most often due to a lack of understanding of the significance of this process among workers or a lack of expertise in this area. The lack of preparedness to pass on your knowledge to others is the primary cause for your incapacity to share information. However, teaching the rest of the team on particular knowledge necessitates the use of certain talents, such as: openness, patience, and the ability to clearly and succinctly explain problems and as a result, it seems critical to bridge this gap by cultivating a culture of intergenerational collaboration and a climate of mutual trust in companies. Employee teams should even be transformed into networks with overlapping skills. Reassuring workers that it pays to put in the effort to transmit information to others and to pay greater attention to colleagues with less expertise is an essential component. Employees' behaviour in the organization must be stimulated and directed to engage in this process if they are familiar with the reasons for sharing information and the advantages that come from it. As a result, it can be predicted with a high degree of confidence that individuals who have a favourable attitude toward inter-organizational information sharing would find it beneficial and promote it. Building employee confidence in the advantages of knowledge transfer among a particular set of workers is a fundamental requirement that must be fulfilled for this procedure to be successful, one could argue.

Employee attitudes regarding the absence of an effective incentive structure in companies become a common issue addressed in the context of information sharing. There is increasing discussion on the necessity for companies to create clear answers in terms of intergenerational knowledge sharing, which should be part of a modern organization's management plan. The findings of the empirical study show that management is not particularly involved in motivating activities aimed at increasing information sharing in the workplace.

Moreover, building a professional reward system is a requirement for maximising employee potential and facilitating skilled sharing of their own ideas with the rest of the team.

IV. Applicable Method of Knowledge Sharing

Some methods that involves information sharing has been shown to be successful. But there are number of cases as several research indicate that the case approach may help employees build collaborative abilities, another study showed no link between text-based discussion forums and grades [14]. In terms of learning outcomes, there is also evidence that the case method, which is an interactive tool, is just as successful as the lecture approach [21]. Coceiru et al. (2020) investigated the interactions of management employees by contrasting conventional courses with what so called termed "classroom as organisation," in which employees work in groups to build and run an organisation. In comparison to conventional courses, the results showed that the classroom as an organisation engaged employees in a more coherent network of connections. The goal of this study is to determine the variables that influence the behaviour of workers of various generations when it comes to information sharing. The article's study issue is to look into the connection between the variables that help or impede knowledge transfer in the workplace and the respondents' generation group membership. The goal is to identify the generations that are most willing to engage in knowledge exchange, guided by different motivations, and to identify possible barriers and limitations that prevent employees of different generations from actively participating in this process for the benefit of the organisation. Furthermore, the study's goal was to identify the management staff's actions as part of the motivating support for information sharing within company or organization.

V. Theoretical Perspective

The efficient use of knowledge resources possessed by members of the company has given a priority for knowledge management that aimed at generating good work impacts in the knowledge-based economy. When implementing knowledge management systems, it's important to note that sharing information is an important aspect of the idea [22]. The exchange or dissemination of information among workers working in an organisation is referred to as knowledge sharing. The execution of this process is linked to the development of new knowledge and its application to the organization's objectives. The supply and demand for new information are intrinsic components of knowledge sharing, which implies that complete readiness to share one's knowledge and expertise with others, as well as the desire to learn it, is a required prerequisite for workers to participate in this process [23].

Employees, on the other hand, need support from management and individuals in similar positions, which will most likely convert into an increase in their participation in the interchange of information and skills that the company requires for its growth. Seeing the options for getting assistance helps individuals to persuade themselves that such activities are correct [24]. Organizational culture is one of the fundamental processes for framework that provides the appropriate circumstances in the search for solutions that promote knowledge sharing. Employee relationships are built on trust as part of the desired corporate culture, which is essential in the day-to-day operations of a contemporary company [25]. Employees become more open and honest with each other in a work environment with a high level of trust, they are not accompanied by friction during action, they are more willing to initiate interactions, show an attitude of tolerance and kindness, which helps in achieving positive results related to knowledge transfer to others [26].

VII. Finding and Analytical Discussion

The findings of the conducted empirical study led to the conclusion that questioned workers acknowledged the usage of both material (bonus, salary rise) and non-material (gift) incentives in their workplaces (oral praise, employment guarantee). It's worth noting that if the stimuli are properly chosen, i.e. tailored to the requirements of workers, they will aid in the process of information transfer. As a result, it's critical to identify workers' requirements and tailor suitable motivators to them. To summarize, the importance of management in making choices on activities that encourage workers to participate in knowledge sharing cannot be overstated. In light of the above, it is essential to raise management staff understanding of the possibilities and risks associated with the solutions inside the organization's existing operating knowledge-sharing process. The identification and removal of such obstacles by management should be a top priority. It will not be a tough job for companies that can create knowledge-sharing methods and technologies. It's crucial to understand what drives workers to engage in this process. Employees who are willing and dedicated to activities linked to the sharing of information and expertise should be promoted. Additional efforts made by management to encourage workers to participate in this process should be considered in the context of actions aimed at enhancing knowledge sharing in the company. They are concerned with issues such as: mobilizing employees with their own attitude and enthusiasm to increase participation in the exchange of knowledge; building cooperation and trust within the team; creating a friendly atmosphere in the workplace, distinguished

by openness, which allows ideas to be clearly and precisely expressed; demonstrating concern for the development of employees, which demonstrates that knowledge is a valuable asset; and demonstrating care for the development of employees, which demonstrates that knowledge is a valuable asset.

VIII. Conclusion

To summarise, knowledge sharing in business education is a growing study subject for which there are currently no significant research networks. Furthermore, the finest technologies for sharing and building knowledge in the training process of business education employeess are being developed. Finally, in the context of business schools, research on information sharing as a method of creating innovations is still in some case as early stages. When done correctly, a knowledge sharing procedure ensures that employees are more involved in this aspect of the company's operations. It provides the employee the sense of being a vital link in the business, that his expertise is valuable to the company, and that his personal contribution to the knowledge exchange process is unquestionable. As a result, it seems that an organisational culture must be established that encourages workers of different generations to actively participate in the information sharing process by contributing their knowledge, skills, and professional experience. This will be a significant issue for management since there are many barriers to information sharing. Employees' unfavourable attitudes and behaviour against activities linked to the transfer of information, as this study trying to represent with frequent issue. The most significant psychological barriers limiting workers are engaging in an effective exchange of information include lack of confidence in their expertise and abilities.

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