

# Literature Review on the Influence of Performance Reward on Knowledge Sharing: Factors, Barriers and Recommendations

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## ABSTRACT

*In today's highly competitive business environment, organisations with the best information have greater opportunity to succeed. One of the challenges of knowledge management is that of getting people to share their knowledge (Skyrme, 2002). Traditional incentives such as bonuses are not always enough to change behaviour of employees toward sharing knowledge (Stevens, 2000). Career advancement and performance appraisal seem to be creating a mentality of fear that deter employees from sharing knowledge in organisations (Chaudhry, 2005). Based on a review of existing literature, this paper discusses about the possibilities of performance reward showing negative influence on knowledge sharing among employees. The study hopes to reveal some potential barriers to knowledge sharing related to performance reward. This paper also works to provide some recommendations on how to encourage knowledge sharing in organisations without giving much attention to performance reward.*

### Keywords:

*Knowledge Management, Knowledge Sharing, Performance Rewards, Factors, Barriers and Recommendations*

## 1.0 INTRODUCTION

Looking at today's highly competitive business environment, organisations that are more likely to be successful are organisations that are practising knowledge management (KM). An organisation with the best information and the ability to capture and utilise that information is more likely to be successful in the business world (Yeo et al., 2006). In the early 80's, with the rise of benchmarking as the key factor of implementing total quality, sharing best information among colleagues became a popular learning approach within the organisation (Asian Productivity Organization, 2001).

One of the challenges of KM in organisations is that of getting people to share their knowledge (Skyrme, 2002). Lee et al., (2004) pointed out that although there is large body of literature on knowledge sharing; most focus on the difficulties of or barriers in the knowledge sharing process, and offer suggestions on how to encourage employees to share their knowledge. According to Specialist Library (2005), knowledge sharing is not a natural act and that people need to be driven into it. Therefore, the level of knowledge sharing within an organisation impacts the efficiency with which it can share knowledge assets (Hall, 2006). Knowledge sharing explains how a person shares his knowledge about his job among his colleagues by informing, translating and educating them. The person is also willing to listen and learn from his peers to gain new knowledge (Grey, 1996).

Many organisations use performance reward as an important motivator to encourage employees' performance. According to Northern California Human Resource Association (2004), some of the reasons in introducing performance reward for employees are (1) to motivate improved productivity consistent with overall organisational objectives (2) to improve communications between employees, and (3) to help facilitate team processes. In other words, the information shared among employees involves visions, aims, supports, feelings, opinion and questions besides the work aspects that will increase job performance and increase the quality of work in organisations (Grey, 1996). As such, knowledge sharing behaviour among employees is important to support the flow of communication and team facilitation. If such practices are successful in an organisation, this can eventually bring excellent business results (Allee, 2003).

In this context of performance reward, a statement posted by an employee about knowledge sharing on the Specialist Library (2005) discussion forum, was reviewed. The statement however, reads, "we compete for jobs, salaries, promotions, recognition, status,

power, budgets and resources, always believing that if someone else has something, then there's less of it left for us. As such, we care less about sharing knowledge".

From the perspective of this employee, a question is raised whether performance reward turns to be a barrier to knowledge sharing practices. If employees are to compete with each other for performance rewards and other incentives with less or no focus on knowledge sharing, then it can be said that competition for rewards negatively impacts knowledge sharing practices.

Therefore, the intention of this paper is to explore if performance reward can possibly create barriers to knowledge sharing behaviours among employees in organisations.

## 2.0 LITERATURE REVIEW

### 2.1 Knowledge Management

Knowledge management (KM) is a formal process of determining what information an organisation has that can benefit employees in the organisation and making the information easily available for use by those who need it (Carlson, 1999). It protects intellectual assets from decay, seeks opportunities to enhance decisions, services and products through adding intelligence, increasing value and providing flexibility (Asian Productivity Organisation, 2002). Knowledge sharing, creation, generation and maintenance are perceived as important to a firm's productivity. Earl (2003) finds that almost nine out of 10 firms reported that the most effective result of using KM practices was improving worker skills and knowledge. The second most effective result was increased worker efficiency and productivity. Most firms have identified that the key benefits of KM are increased efficiency and quality (Battersby, 2003). Baastrup (2003) produced a list of activities of KM that are most commonly practiced by employees in organisations. These activities are primarily perceived to result in improved skills and knowledge of workers, increased customer focus and enhanced sharing across departmental borders. Below is the list, listed in order of rate of use:

- (a) Encourage experienced workers to transfer their knowledge to less experienced workers.
- (b) Capture and use knowledge obtained from other private companies (e.g. competitors, customers or suppliers).
- (c) Off-site training.
- (d) Dedication of time to capture and share knowledge.
- (e) Use of Information Technology.
- (f) Provide informal training related to knowledge acquisition and sharing.
- (g) Share knowledge through the physical organisation of workplace.
- (h) Share knowledge through written documentation.

- (i) Creates a value system or culture to promote knowledge sharing.
- (j) Encourage workers to participate in project teams with external experts.
- (k) Use partnerships or strategic alliances to acquire knowledge.
- (l) Has policies or program intended to improve worker retention.

### 2.2 Knowledge Sharing

Knowledge sharing is at the heart of the concept of KM and it is all about sharing knowledge and not owning or hoarding it (Milne, 2001). Referring to the list presented by Baastrup (2003) on commonly used KM practices, sharing of knowledge is basically done in most of the activities. Therefore it proves that sharing of practices is often one of the main activities to be carried out in a KM initiative (Specialist Library, 2005). Theodore (2006) defines knowledge sharing as an activity about working together, helping each other and collaboration. Grey (1996) explains that knowledge sharing is a commitment to inform, translate and educate others especially the peers. It involves active listening and learning. The information shared involves visions, aims, supports, feelings, opinion and questions besides the work aspects that will increase the job performance and increase the quality of work in the department. Knowledge sharing across the organisation is increasingly used as a strategic tool, to boost customer service, decrease product development times, and to share best practice (Skyrme, 1997). It helps with a wide range of decision-making processes (Battersby, 2003). In addition, effective knowledge sharing practices enables reuse and regeneration of knowledge at individual and organisational level (Chaudhry, 2005). Specialist Library (2005) stated that effective sharing of best practices can help organisations to:

- (1) identify and replace poor practices
- (2) raise the performers closer to that of best
- (3) avoid re-inventing the wheel of process
- (4) minimise re-work caused by use of poor methods
- (5) save cost through better productivity and efficiency
- (6) improve services to customers

## 2.2.1 Model of Knowledge Sharing

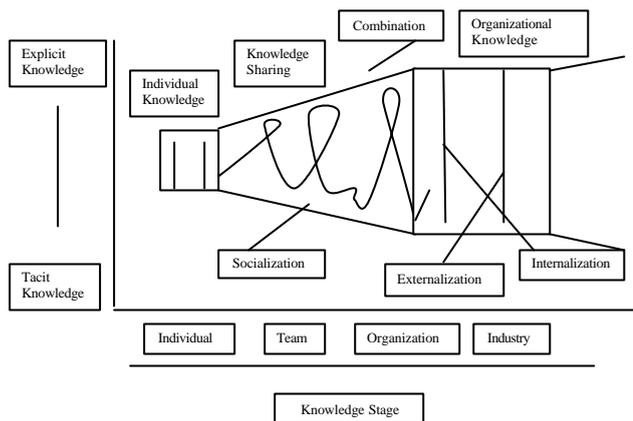


Figure 1: Knowledge Sharing Model (Wang, F. H., 1999)

The model explains that knowledge initially is the ownership of every individual in the organisation. When employees share tacit and explicit knowledge through their daily interactions and activities, the original knowledge expands. Knowledge expansion and acquisition is in a spiraling form, where employees not only gain knowledge through socialisation but also improves it through combination of knowledge.

There are four factors of knowledge sharing that enable an employee to share knowledge with colleagues. The factors are;

(1) **Openness:** One determining factor is the person's openness in terms of willingness to share knowledge and partner interaction. Openness explains the partner's willingness to put all cards on the table, eliminate hidden agendas, make their motives, feelings, and biases known, and invite other opinions and points of view.

(2) **Channels of Interaction:** According to Wathne (1996), partner representatives working on projects share experience with each other in various ways, such as mail, telephone, computer conferences, and face to face. Interaction seems to be an important factor in sharing knowledge.

(3) **Trust:** Trust is an important facilitator in communication that creates good relationship and people are more willing to engage in knowledge sharing (Sharratt and Usoro, 2003). Trust is developed upon a reliable person, someone who is honest and can be counted on after a long-term relationship that gives way for better knowledge sharing. Ives et al., (2001) believe that knowledge sharing is a human behaviour and cannot be fostered without genuine trust and care.

(4) **Prior Experience:** Prior experience helps effective knowledge sharing between partners when prior knowledge is used in exploring new knowledge in the organisation.

An employee, however, based on any one of the factors can share knowledge with his colleagues in the intention of improving his job. Skyrme (2002) in his findings explains that although there are factors that encourage knowledge sharing in workplace, but there are also factors that discourage sharing of knowledge. He identified five common reasons, why employees do not share knowledge. The reasons are:

- Afraid of losing trade secrets
- Pride in not seeking advice from others
- Unaware the usefulness of particular knowledge
- Lack of trust
- Lack of time

Further discussion on the barriers of knowledge sharing will explain which of these factors are more prominent under the influence of performance rewards.

## 2.3 Issues on Performance Reward

Good remuneration has been found over the years to be one of the policies the organisation can adopt to increase their workers performance (Ajila and Abiola, 2004). Many researches concerning rewards and performance indicate that rewards can be used effectively to enhance interest and performance (Yeo et al., 2006). Rewards are what employees receive for performing well in their job. Sometimes these rewards come from the organisation in the form of money. In other word, rewards are very powerful motivators of employee performance (E-Commerce, 2005). Most business organisations use pay, bonuses or other types of rewards to encourage high levels of performance. Looking into the formal reward systems, most organisations still focus on rewarding individual effort and knowledge (Milne, 2001) in the name of performance reward. Some main factors taken into consideration when evaluating employee performance rewards are as follow (Bog Group, 2006);

- proficiencies
- skills
- competencies
- superior performance

Referring to these factors, employees are measured based on their job strength that shows how much of effort been put in their job. Therefore, rewards are awarded according to the level of contribution to the organisation (Economic Research Institute, 2000-2004); hence, payment of performance rewards differs from one employee to another. Performance plans allow employees to earn more for improvement in the measures of results without having to change their jobs or redesign their jobs (Economic Research Institute, 2000-2004). In other words, performance reward plan makes the basic assumption that employees are interested in money and are willing to put forth more effort for more money.

### 3.0 PERFORMANCE REWARDS AND BARRIERS TO KNOWLEDGE SHARING

Many studies have been conducted to determine the causes why employees are not interested in sharing knowledge with their colleagues at workplace despite of the fact that they are given reward for their performance. The focus of the studies is always more on the intention of the employees to share knowledge with others rather than the actual sharing behaviour.

Researchers reviewing the barriers on knowledge sharing related to performance rewards have given numerous examples why employees are reluctant to share knowledge with their colleagues. These studies have revealed interesting factors that seem to have implications for information institutions in the area of knowledge sharing.

Milne (2001) states that rewards are being implemented with the basic assumption that they encourage employee loyalty, foster teamwork and ultimately facilitate the development of the desired culture based on knowledge sharing. She pointed out that people tend to focus on their own targets and see competition with others. She explains that, when an employer offers reward for performance, it is suggested that employees begin to perform the task for the external reward rather than for intrinsic reasons. Therefore, the employee, more likely will be striving for the reward for herself rather than sharing her best knowledge among her colleagues. Generally, employee feels that if knowledge provides the organisation's source of competitive edge, then it also provides the individual's competitive edge.

Chaudhry (2005) in his research on knowledge sharing practices in Singapore institutions revealed that career advancement and performance appraisal seem to be creating a mentality of fear called 'kiasuism' (afraid to lose mentality) discouraging employees from sharing knowledge in organisations in Singapore. He explains that most people who hoard their knowledge are almost fearful of losing their job or feel insecure. Many purposefully refuse to document procedures and information about certain tasks because they do not want to lose their knowledge power to others. They want to remain as the ones who 'know how' to do something when others do not. It is a general belief that people are reluctant to share knowledge because they are afraid of losing their 'exclusiveness'. He added that 'knowledge is power' mentality was hindering to promote a knowledge sharing culture.

Hall (2006) mentioned that one of the barriers to knowledge sharing in an organisation is the relationship between people. She pointed out that there were complaints from employees that information and knowledge assets are not shared because some

colleagues deliberately do not want to share because they do not believe that what they can share is worth sharing. Many people admitted that they do not trust their colleagues when it comes to sharing knowledge, as their colleagues may become a threat to them after gaining the knowledge from them (Chaudhry, 2005). Goman (2002) pointed out that if individuals do not trust others with their knowledge, or do not trust that others will contribute in kind, it is unlikely that the system will be effective.

On top of that, Hall (2006) mentions that although employees are told that they will be rewarded in economic and career terms for knowledge sharing, however, this is difficult to achieve in practice because it is difficult to measure the level of individual knowledge sharing probably due to so much of team working. According to her, team rewards may also foster competition between teams and this may mean that teams move into a competitive, rather than a co-operative relationship with other teams with whom they have to interact to enhance knowledge sharing. However, Robbins and Finley (2006) argue that if organisations want to promote knowledge sharing among employees, then organisations should reward teams or the workforce as a whole instead of rewarding individual performance.

Vinson (2005) on the other hand listed more barriers on knowledge sharing. According to him, most people want people they dislike to fail and this has a bearing on their information-sharing behaviour. As such, performance reward is capable of creating competitive situations between colleagues where people feel those they dislike must not qualify for a performance reward. Therefore, they are more willing to share with colleagues they are in good relationship but not with those they dislike. He added that in some organisations, internal competition mitigates against open sharing of information, as some people do not make use of shared information resources. Vinson finally concluded that rewards for knowledge sharing do not work.

Goman (2002) dictates that despite of the fact that performance reward is been given for good performance, a person may not share knowledge if she believes that she has no idea or nothing to contribute to the improvement of the organisation. More importantly, he claims that people care less about collaborating on projects they feel are unworthy of their contribution. This reason is supported by TechRepublic (2000) that says some people feel that it is not worth sharing their good practices with someone because they are unaware of the importance of sharing knowledge to the organisation and to themselves.

Robbins and Finley (2006) feels that the greater the likelihood that the person we report to, controls rewards, the greater the likelihood they will influence our behaviour. The meaning behind this could be that

focus of the employee will be more on how to gain interest from the person who gives the reward rather than spending time sharing knowledge with others who are in similar positions. Another case of influence of performance reward on the behaviour of employee is; according to American Productivity Quality Centre (1994-2002), extrinsic reward such as performance reward becomes a detriment when employees conceal problems to gain rewards. This explains how employees can possibly cover up problems related to work in order to qualify for the performance reward. The question whether knowledge sharing exists in this situation is not clear but sharing wrong practices such as hiding job-related problems is definitely an issue to the organisation. If such cases persist, then the organisation will face bigger problems in the long run.

An article from an online discussion forum from McGee, 2002) reads “as far as knowledge sharing is concerned, I think it is difficult to get people who are climbing up the corporate ladder to 'let go' and expose themselves in a public way through the written word”. It is a fact that people who are working towards higher achievements in the promotion line may find it insecure to teach others their job secrets. This is because the more knowledgeable and skillful a person is, he stands better chances of getting that promotion he had aimed for. Therefore, it is not that easy for someone to document their job secrets for others in the workplace to learn if that person is aiming for a higher promotion. Another statement from participant reads, “in professional services, your value is often defined by what you know and how many people come to you for your expertise”. These statements prove that a competitive state occurs within the organisation where people tend to hoard their knowledge in the aim of competing with each other to show better performance.

An online discussion article posted on TechRepublic (2000) on the importance of sharing institutional knowledge reveals the feelings and impression of some employees about knowledge sharing. Many of them feel that they will not get promotions for teaching their colleagues their best bag of tricks. They neither are recognised for helping a struggling peer. Therefore, they care less about sharing knowledge. A statement given by one-employee reads “we hoard job knowledge because we believe that knowledge is power and that is why sharing knowledge requires trust, so that the one we share it with will not use it inappropriately and will not steal what took us day, weeks, months to figure out. The other issue for not sharing knowledge is that if a knowledge hoarder shares the wealth, that person may be afraid that what is left of her other skills may not prove useful or relevant or may even expose incompetence”. As such, a knowledge hoarder has a deep down fear that her own perceived inadequacies will be brought to light.

Based on the views shared by some employees, it can be said that knowledge sharing is indeed a challenge in many organisations regardless of the incentives and rewards offered to its employees. It is quite clear that the understanding of employees about performance reward is more on the effectiveness of individual effort and less on the activities of knowledge sharing. More importantly, literature is suggesting that performance reward for employees reflects as a barrier to knowledge sharing in organisation.

#### **4.0 RECOMMENDATION**

An online survey on knowledge sharing and reward was posted on the Gurteen Knowledge Website in October 2005. The question is “Do you think people should be rewarded for sharing their knowledge? The poll showed that 43% of the voters agreed that they should be explicitly rewarded, 24% voted that reward should be part of the performance appraisal process and 27% voters felt that their efforts should be awarded by recognition only. The other remaining 6% of the voters suggested that there should not be any special rewards or recognition be given for sharing knowledge.

The results show that quite a large community of employees is not in favour of reward when it comes to knowledge sharing. Some agree that financial incentives are not the solution for attracting users to participate in knowledge sharing. The results suggest that when employees claim that reward for knowledge sharing does not encourage them much on sharing knowledge, then reward for performance is less likely going to encourage them to share knowledge.

Although all rewards systems are based on the assumptions of attracting, retaining and motivating people (Milne, 2001), several studies have found that money was not the most important motivator in knowledge sharing. Managers have found money to have a negative effect on employees (The University of Texas, 2006). Wunram (2001) disagrees that rewarding and recognition plan work for employees. He claims that he has made interviews in companies and came to the conclusion, that when asking people about how they could be motivated to share knowledge many of them said that they don't know how but giving information to their colleagues is part of their job. Hence, he says that sharing knowledge could be due to the requirement in the job and not because of the rewards offered.

Similar to the problem, Stevens (2000) argues that traditional incentives such as bonuses and performance rewards are not always enough to change behaviour of employees toward sharing knowledge. He suggests that there are other intrinsic factors than performance reward, which can influence employees to get involved in knowledge sharing activities.

Referring to intrinsic factors suggested by Stevens (2000), Finerty (1996) pointed out that knowledge sharing could best be generated in the workplace by creating awareness of the importance of knowledge sharing but not through offering rewards. He added that by building meaning into workplace, people will care and share about what they do.

Chaudhry (2005) in his findings found that job insecurity tends to be a major problem for hoarding knowledge. He argues that there are no initiatives taken to help knowledge workers cope with job insecurities resulting in a mentality of hoarding knowledge. TechRepublic (2000) suggests that the only way to get people to share willingly is to dispense with the traditional 'culture of fear' in most organisations and trade it with a 'culture of recognition and respect'.

A study by Texas University (2006) indicates that praise or recognition from supervisors is consistently found to be among the most important motivators. Employees want to be recognised and feel their contributions are noticed and valued. American Productivity Quality Centre (1994-2002) also suggests to always acknowledging the contributor of ideas, knowledge, and time. Similarly, Skyrme (2002) says to identify those people whose behaviours are example to others and celebrate and publicize them. This follows what (Denning, 2004) stated that informal incentives, in the form of recognition by management, and visibility within the organisation can often be more powerful incentives than the formal reward system.

According to suggestions posted by employees on TechRepublic (2000), there is more to rewards than monetary gain. Employees are also seeking recognition, acceptance, and praise. Suarez (2006) recommends introducing a 'Leadership Award' to recognise those who contribute to the organisational success. That kind of recognition by reputation is something that will have much higher chance of surviving in the current business environment where everything is almost based on trust and relationships with colleagues.

In line with intrinsic factors, Vaidya (2006), suggested of trying some basic recognition program such as including the name of the knowledge sharer in a monthly or weekly organisation unit communication newsletter would generate:

- (1) a sense of achievement for the knowledge sharer, proves as a sense of contribution towards the organisation goal. This makes the sharer feel valued and credited (Specialist Library, 2005).
- (2) respect for the knowledge sharer from his peers and colleagues, seen as open to share knowledge
- (3) an encouragement for other knowledge workers to share knowledge.

The other recommended approach by Vaidya (2006) is to integrate contribution to knowledge repositories with annual appraisal process. The supervisor should also qualify and quantify the sharer's contribution and rate him in his annual appraisal accordingly. Denning (2006) pointed out that it is important that the relevant behaviors of knowledge sharing are reflected in whatever incentive systems are in place in the organisation. Thus, it is important that the value of knowledge sharing be reflected in the on-going personnel evaluation, periodic merit review or pay bonuses of the organisation, so that managers and staff can see that knowledge sharing is one of the principal behaviors that the organisation encourages and rewards.

Another idea suggested by Vaidya (2006) is to reward a knowledge worker with a token monthly award for 'best contribution'. Baumgartner (2001) also suggests that reward can be in the form of additional holiday time, gifts, a certificate from the company recognising the idea or an acknowledgement from the CEO himself.

Baastrup (2003) on the other hand recommended that training and mentoring within the department could be one-way individuals can share knowledge, by encouraging experienced workers to share, their knowledge with those who are less experienced an encouraging workers to take further training. American Productivity Quality Centre (1994-2002) conducted a study on mentoring, and 60% of the employees who were mentoring were doing it because of intrinsic rewards because they thought it was the right thing to do and they got internal satisfaction from doing it. The other method is that to make knowledge work part of everyone's job. Of all the reasons people have for not sharing knowledge is being too busy with real job and not having the time. Therefore, by making knowledge sharing a formal part of employees' responsibilities, using it in job description, and incorporating it into performance appraisal processes, the importance of knowledge sharing can be demonstrated (Specialist Library, 2005).

As part of implementing knowledge sharing practice in job descriptions, Skyrme (2002) recommends to challenge knowledge hoarders by giving them challenging job that will engage them in knowledge sharing and seeking activities. New work assignments are another method available that can provide employees opportunities to develop new skills by exploring, seeking, learning knowledge from colleagues. Such activities according to him promote knowledge sharing.

American Productivity and Quality Centre (1994-2002), explains that if the organisation wants its employees to share what they know with the organisation, then the employees need to know why

sharing knowledge is going to be good for the organisation and for the employees themselves. If people believe they will benefit from sharing knowledge, they are more likely to share (The Specialist Library, 2005). The organisation needs to establish a compelling reason for the employees to embrace the change.

Nevertheless, according to some researchers, performance reward can still be introduced in organisations to increase the level of knowledge sharing among employees by redesigning the performance reward evaluation method. Ives et al., (2003) feels that while external rewards may help, knowledge sharing is best supported if it is also intrinsically rewarding to the participants. These rewards could come from gaining essential information to complete a critical job task, saving work time, participating in a dialogue on useful and interesting issues, and the professional pride in being recognised as an expert and mentor to the organisation.

According to Ellis (2001), organisation must fairly compensate employees who are willing to share their knowledge; however, it is very important for organisation to provide feedback to employees in ensuring that their contributions are fully appreciated.

Ives et al., (2001) pointed out that when additional rewards are offered for sharing knowledge they must be carefully balanced with the existing reward structure. Stevens (2000) added that some organisations consider knowledge sharing as a factor in employee appraisals, measuring performance on a scale from 2 to 5. Employee cannot earn a 4 or 5 unless they have participated in knowledge sharing activities, such as responding to a posted question on the improvement of the organisation.

## 5.0 CONCLUSION

Based on a review of existing literature, this paper discusses the possibilities of performance reward showing negative impact on knowledge sharing among employees. The study hopes to reveal some of the barriers in knowledge sharing related to performance reward. It hopes to provide some recommendations on how to encourage knowledge sharing in organisations without much focus on performance reward. The intention of this article is to provide a framework that helps to decide on whether to choose performance rewards or intrinsic recognitions to motivate knowledge sharing at workplace.

In this paper, we have discussed the factors and importance of knowledge sharing in organisations. We have showed through this paper that employees were motivated to hoard knowledge because of the competitive advantage due to performance reward. We

have discussed on some of the prominent barriers related to performance reward. According to Denning (2004), the establishment of formal incentives is important for the long-run sustainability of a knowledge management program. However, rewarding employees for their performance runs a risk of creating expectations of rewards for behaviour that should be part of the normal way of conducting business in the organisation (Milne, 2001). Therefore, in order for organisations to leverage their knowledge-based assets, they must first understand the barriers that affect knowledge sharing at individual level.

From the examination of the literature, a conclusion can be made that performance rewards do have negative effects on knowledge sharing. The main reason why employees are not willing to share knowledge is because they are afraid of losing their knowledge power and their fear eventually forms job insecurities. The other reason why employees hoard knowledge is because performance appraisal system focuses more on individual efforts but not clear on knowledge sharing activities. Therefore, employees are not aware of the importance of knowledge sharing to themselves and to the organisation. More importantly, they need to be informed that by sharing knowledge, their performance reward will not be affected; instead it will be taken into consideration.

This paper supports Finerty's (1996) argument that knowledge sharing cannot be promoted by rewards and the only way to generate real knowledge sharing is to build meaning into workplace. In other words, employers need to develop a sense of value in the mind of employees that encourages them to contribute more to the organisation in the form of knowledge sharing. Knowledge hoarding however, could be prevented through implementing some of the recognition programs recommended by previous researchers. In addition, reviewing the problems mentioned by employees themselves via the online discussion forums could help in better understanding the problems and ways for better solutions. .

This paper provides the foundations for a subsequent phase of research on the influence of performance reward on knowledge sharing. Our paper raises certain issues for organisations to understand why employees do not want to share knowledge despite of performance reward and what other ways to encourage knowledge sharing practice.

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