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Employee Motivation and Knowledge Transfer in Nonprofit Organizations

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Walden University

College of Management and Technology

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Heidi K. Nors

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Walden University
2020

Abstract

Employee Motivation and Knowledge Transfer in Nonprofit Organizations

by

Heidi K. Nors

MBA, University of Phoenix, 2016

BSB/Accounting, University of Phoenix, 2014

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

November 2020

Abstract

Ineffective knowledge transfer strategies can negatively affect knowledge creation and employee motivation. Nonprofit business leaders who struggle with knowledge transfer among department staff are at a high risk of not improving employee motivation.

Grounded in Kahn's organizational theory on leadership and structure, the purpose of this qualitative multiple case study was to explore the knowledge transfer strategies used by nonprofit business leaders to transfer knowledge among departmental staff and to improve employee motivation. The participants comprised business leaders and staff, consisting of 2 executives, 2 managers, and 2 departmental staff members from a nonprofit charter school management company in North Texas who successfully transferred knowledge among departmental staff to improve motivation. Data were collected from semistructured interviews, direct observation and document review of operating procedures, written organizational policies, and knowledge transfer best practices. Thematic analysis was used to analyze the data. Four themes emerged: emails, individual contact, shared platforms, and group meetings. A key recommendation is that nonprofit business leaders implement knowledge transfer strategies utilizing a shared platform to ensure professional competency and increase employee motivation. The implications for positive social change include the potential for nonprofit business leaders to renew organizational culture through successful knowledge transfer strategies that improve employee motivation and support the community's economic development.

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Dedication

I dedicate this doctoral study to my husband, Jimmy Nors, for always standing by my side and encouraging me. Thank you for being my shoulder to cry on, hug to soften the day, and biggest supporter to being a better me. I also dedicate this doctoral study to my children, Tanner Nors and Robyn Mosely. Thank you both for being my guiding light and the reminder of why I embarked on this journey, to encourage a better environment for the next generations and spark a fire never to stop learning. I also dedicate my doctoral study to my father, Keith M. Reynolds; thank you for being my inspiration to lead a steady path in life, looking for the next opportunity to learn.

Furthermore, to my mother, Eileen Reynolds, for encouraging my development as a strong woman. My parents have instilled in me the ability to look at life as an extended classroom, hence being a life-long learner in all aspects of life and seeking the next opportunity to learn. If it were not for my family's love and encouragement, I would not have accomplished the personal goal of becoming Dr. Heidi Nors.

In loving memory of a beautiful, talented peer, Rebecca King.

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I would like to extend my sincere gratitude to my chair, Dr. Ronald Black. I cannot thank you enough for your guidance and encouragement throughout this process; you have been my guiding light. I knew this process would be one of the most challenging goals I would reach; however, without Dr. Ronald Black as my chair, I would not have had the strength to move forward. I would like to thank Dr. Tim Truitt for having enough faith in my research to hold my study to a higher standard and my URR, Dr. Edward Paluch, for your patience and taking the time to review my material as I work through this process. I would not have completed my doctoral study if it was not for each of you.

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Section 1: Foundation of the Study

Implementing knowledge transfer strategies may benefit nonprofit business leaders to capture and retain knowledge from employees. Knowledge transfer strategies are limited within a nonprofit organization; Knowledge needs should be identified, written up, and supported to ensure an organizational success (Rathi, Given, & Forcier, 2016). The adverse effects on employee motivation and internal engagement were the primary factors for my decision to conduct this study on employee motivation and knowledge transfer strategies within a nonprofit organization. The key was to identify the relevance to departmental staff that knowledge transfer has at each level of authority and how the successful implementation of knowledge transfer strategies can play a decisive role in social change.

Background of the Problem

Successful knowledge transfer strategies are based on employee intrinsic motivation and job design and can increase cooperative climate and organization (Llopis & Foss, 2016). Knowledge creation is beneficial to a company and encourages employees to transfer knowledge, creating a suitable work environment; leaders can transfer organizational values and visions and encourage employee involvement in knowledge creation and transfer (Sothan, Sinsen, Ripeng, Loy, & Ros, 2017). Knowledge acquisition through knowledge transfer is an organization's strategic asset (Bollinger & Smith 2001). The use of organizational leadership may ensure positive social change by incorporating knowledge transfer strategies that encourage project ownership and

increase opportunities for their employees to grow as a contributing professional member of society.

Problem Statement

The success of knowledge transfer strategies is based on interpersonal trust and respect that leadership holds a significant role in maintaining in order to encourage positive employee motivation and behavioral intention. (Shao, Feng, & Wang, 2017). The U.S. Bureau of Labor Statistics (2020) reported that as of July 2020, 5.0 million job separations occurred; voluntary leave was at 2.1%, and the involuntary leave was only 1.2 % (BLS, 2020); knowledge transfer behaviors and employee motivation can be predicted by cooperative climate and intrinsic motivation (Llopis & Foss, 2016). The general business problem was that nonprofit business leaders without adequate preparation and business strategies are unable to transfer knowledge among departmental staff, which results in a lack of employee motivation. The specific business problem is that some nonprofit business leaders lack strategies to transfer knowledge among departmental staff to improve employee motivation.

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies used by nonprofit business leaders to transfer knowledge among departmental staff to improve employee motivation. The target population consisted of business leaders and staff from a nonprofit charter management company in North Texas who have successfully transferred knowledge among staff to improve motivation. The results of this study may

contribute to better communication among leaders and staff within Texas nonprofit organizations, thus increasing stakeholder satisfaction by improving sustainability and innovation through improved employee motivation.

Nature of the Study

The three research methods include qualitative, quantitative, and mixed methods (Saunders, Lewis, & Thornhill, 2015). To explore strategies used to transfer knowledge among leaders and department staff and thus advance employee motivation, I selected qualitative methodology in this study. With a qualitative method, a researcher can better understand the phenomena and identify themes or patterns using open-ended questions to collect data (Morse, 2015). The quantitative method is statistical and offers validity by examining the relationships among a study's predictor/independent and dependent/response variables (Heale & Twycross, 2015). Mixed methods involve qualitative and quantitative methods (Van Cauter, Verlet, Snoeck, & Cromptoets, 2017). I am not identifying a relationship between variables; therefore, quantitative and mixed methods are not appropriate for this study.

The qualitative designs, phenomenological, ethnography, and case study were evaluated to identify the proper design for this research. The basis of a phenomenological design consists of identifying the meanings of the participant's experiences with the phenomena. The phenomenological design was not appropriate for this study because it did not explore participants' lived experiences. Ethnography characterizes individual people and cultures. The ethnographic design was not appropriate for this study because

the focus of this study was not on exploring the culture. To determine what strategies a nonprofit charter school management company in North Texas used to transfer knowledge and advance employee motivation, I used the case study design. Using a single case study design would allow for data collection from only a single company, making the study vulnerable to bias; a multiple case study would provide additional validity (Yin, 2018).

Research Question

What strategies do nonprofit organization leaders use to transfer knowledge among departmental staff to advance employee motivation?

Interview Questions

1. How efficient is knowledge transfer within your organization?
2. Why is employee motivation important to your organization?
3. What strategies are you using to operationalize knowledge-sharing among departmental staff to increase employee motivation?
4. Based on your organizational experience, how does knowledge transfer contribute to advancing employee motivation?
5. What else would you like to share regarding strategies for knowledge transfer within your organization that has resulted in motivating your organization's employees?

Conceptual Framework

Kahn's organizational theory on leadership and structure, developed in 1966, is based on various organizational structure and leadership dimensions that are influential over mechanical compliance with the common directives of an organization (Kahn, 1989; Katz & Kahn, 1966). Organizational theory on leadership is based on bureaucracy, rationalization, and labor (Kahn, 1989; Katz & Kahn, 1966). Katz and Kahn (1966) identified that organizational leadership is an integrative strategy that empowers employees to lead from the top, middle, or bottom of an organization. An extension of Kahn's organizational theory on leadership was validated by Tepayakul and Rinthaison (2018) when they identified that there is a positive relationship between job satisfaction and employee engagement (Vorina, Simonic & Vlasova, 2017), collaborating with Abraham (2012) that employee engagement is defined as the degree workers feel job satisfaction and emotional connection to the success, innovation, and retention that results in improved productivity. Kahn's organizational theory on leadership can expand the management of interdependencies with related ideas that capture the real aspects of why leaders may not encourage knowledge transfer due to neglecting employee engagement or motivation (Kahn, 1989). Direct observation may offer a more defining aspect to the internal relationships among staff and leaders to explain how nonprofit leaders affect knowledge transfer strategies between leaders and departmental staff to increase company employee motivation and organizations' sustainability.

Operational Definitions

Employee motivation: Employee motivation is the extent to which employees engage efficiently with coworkers and management, respectively (Cruz, Pérez, & Cantero, 2009).

Human capital: Human capital is the identification of individual attitudes, competencies, experience, skills, tacit knowledge, and other favorable human traits identified by their employer (Mohd Noor, Hajar, & Idris, 2015).

Intellectual capital: Intellectual capital refers to the knowledge related intangible assets that may contribute to the achievement of competitive advantage (Mohd et al., 2015).

Knowledge sharing: Knowledge sharing is the process of exchanging information between individuals to create a valued knowledge base for all involved (Le et al., 2018).

Knowledge transfer: Knowledge transfer is the process of collaborating and sharing knowledge about one's duties or organization that includes but is not limited to historical data, expertise, and directives from one source to another (Schmidt & Muehlfeld, 2017).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are facts considered to be genuine but are not verified. Assumptions risk not being applied under appropriate conditions (Böhme, Childerhouse, Deakins, & Towill, 2012). There are three assumptions in this study. The first assumption is that the

participants gave information and reply with honesty in the interview questions. The second assumption is that the selected participants are responsible for maintaining knowledge transfer used within their organization. The third assumption was that organizations could use knowledge transfer as a form of internal communication.

Limitations

Limitations refer to the weaknesses of the study outside of the researcher's control that may influence the findings (Brutus, Aguinis, & Wassmer, 2013). There are three limitations to this study. The first limitation is employee knowledge and capability to transfer information at the level or degree needed to utilize a successful information-sharing platform. The second limitation is that organizational structures had an alternative emphasis on knowledge sharing across various authority levels. The third limitation is that internal relationships may pose a barrier to data collection if employees do not feel comfortable relaying information on their knowledge-sharing strategies.

Delimitations

Delimitations refer to exclusions of factors or components that focus on exceeding the defined boundaries of this study (Podsakoff, MacKenzie, & Podsakoff, 2012). There are two delimitations in this study. The first delimitation is that only charter management companies used in this study to narrow the scope within the nonprofit sector. The second delimitation is that only employees who are engaged in knowledge sharing for group completion of projects or tasks are selected for this study instead of

employees on the receiving end of knowledge sharing to individually complete projects or tasks.

Significance of the Study

Contribution to Business Practice

This study's findings and conclusion may be valuable to business by revealing strategies that improve departmental and interdepartmental communications. Identifying such factors can prevent unnecessary costs in additional work time, slow project completion, loss of highly qualified staff, and even improved innovation opportunities. Each time a task is delayed due to incomplete information or inadequate organizational absorptive capacity to retain relevant information, time is lost, the additional cost is incurred, and employee motivation is depleted (Scaringella & Burtschell, 2017). Successful strategies for transferring knowledge may contribute to employee motivation through skill development, which increased personal confidence, thus contributing to a strong organizational structure that may encourage knowledge transfer seamlessly and increase corporate sustainability and innovation.

Implications for Positive Social Change

Economically disadvantaged and at-risk students may benefit from the findings from this study. Implementing strategies for knowledge sharing that promote employee motivation may encourage employee commitment to companies' mission and vision statements, thus benefiting the community and students with complete and cohesive processes that ensure growth through education and enriched opportunities. Employees

may benefit through professional and personal development with implemented cohesive corporate strategies on knowledge transfer, which can positively impact the quality of education for the community by ensuring that group tasks and projects are completed promptly through a robust knowledge transfer process. The results of this study may promote positive social change by encouraging improved services and innovation through advanced employee motivation to contribute to a higher level of education being offered to the community youth and enriching the lives of our future leaders.

A Review of the Professional and Academic Literature

The purpose of this qualitative multiple case study was to explore strategies used by nonprofit business leaders to transfer knowledge among departmental staff to advance employee motivation. Shuck, Rocco, and Albornoz (2011) signified the literature review is essential to ensure the use of multiple sources to identify the conceptual framework as the lens to analyze the phenomena under study. Seven percent of the literature review was peer-reviewed and published in 2019; 11% was peer-reviewed and published in 2018; 30% was peer-reviewed and published in 2017; 11% was peer-reviewed and published in 2016; 11% was peer-reviewed and published in 2015; 5% was peer-reviewed and published in 2014; the remaining 25% was peer-reviewed and published before 2015. This literature review was conducted using EBSCOhost, Business Source Complete, and Academic Search Complete; I used these keywords: *knowledge transfer, knowledge sharing, nonprofit, strategic planning, employee trust, organizational leadership, employee motivation, human capital, and intellectual capital.*

Organizational Leadership

Duncan (2006) conducted a qualitative study on three theories about motivation, organizational, process, and structure behavior and each's historical origins.

Organizational behavior is essential to structure and operations, thus influencing employee motivation through process and procedures. The foundations in business education that an organization demonstrates can determine employee engagement (Duncan, 2006). The focus of this study was on various leadership theories on employee motivation. The author highlights different methods but draws light on the impact of foolishness in decision making has a significant effect on the effect on the identity and future of organizational behavior and sustainability. The author contributed to my study by outlining various leadership theories that align with Robert Kahn's organizational theory on leadership.

Farrell (2017) conducted a qualitative study on the reflection of leaders on knowledge management. The importance of encouraging knowledge transfer or knowledge management is to infuse knowledge and decision making across an organization and promote communication among personnel for informed practices (Duncan, 2006; Farrell, 2017). According to Farrell (2017), social connections within an organization are the basis for a formal structure and encourages employees to share expert insights and past experiences that may contribute to decision making. Farrell (2017) noted that the turnover rate in personnel in our current economy is high due to employee switching positions or companies. Communication is the key to the transitional

process, including new hires to change management or transformational management (Farrell, 2017). Farrell (2017) compared knowledge management to that of librarians transferring data from one location to another. This type of communication was identified as essential for sustainability (Farrell, 2017). The findings from this study were useful in determining the strategic implementation of knowledge management.

Self Determination Theory

Foss, Pedersen, Fosgaard, and Stea (2015) conducted a mixed-method study using self-determination theory to evaluate motivation differences in varying staff levels using reward systems, job design, and work climate encourage knowledge sharing. Foss et al. (2015) found that human resource management (HRM) cohesively influenced employees rather than isolate behavior. The researcher's interpretation of the data collected revealed that motivation for knowledge sharing was more robust with the introduction of rewards, the work climate was neutral, and the staff was hired based on an internal fit (Foss et al., 2015). However, there was high regard to rewarding for knowledge sharing and the lack of external motivation to maintain a stable working environment with shared knowledge. Employees demonstrated that sharing knowledge was an internal reward alone, that by sharing information with their leaders and peers brought a harmonious atmosphere that opened the door for opportunities within the organization. Hence, knowledge sharing was done for internal satisfaction by individuals. This study was based on a quantitative method that offered validity to the data collected; these findings may add to my research by enforcing the internal gratification employees have for sharing knowledge based on

knowledge management techniques that fostered inner satisfaction instead of external reward systems.

Park, Chae, & Choi (2017) conducted mixed-method research using cost signaling theory (CST) to explore the need for status as a hidden motive of knowledge-sharing behavior to identify proactive steps to motivate employees to share knowledge as well as practical implications of knowledge management, employee motivation, and job design. Eighteen companies in South Korea were sent questionnaires for 146 employees and 42 leaders. Park et al. (2017) identified that employees safeguard information as a self-interest's perspective to ensure their sustainability for the company as a need for status. Some employees withhold information. Higher social standing and prestige were other driving forces that motivated employees to withhold information (Park et al., 2017). The findings from this study may contribute to my research by offering validation on employee motivation redirected not to transfer knowledge.

Transformational Leadership

Le, Lei, Phouvong, Than, Nguyen, and Gong (2018) conducted a quantitative study on the mediation effects of optimism and self-efficacy in the relationship between transformational leadership and knowledge sharing within 80 Chinese firms. Three hundred and sixty-five participants were selected at random within various departments. Surveys were conducted to evaluate the qualifications of each participant to ensure proper alignment of each hypothesis. The researchers identified that through transformational leadership, both knowledge and human capital are built (Le et al., 2018). Positive

organizational behavior that benefits a range of outcomes is key to the study, such as work attitudes, job performance, and job satisfaction. Le et al. (2018) identified that employees' self-efficacy is a product of the leader's vision and implementation of that vision. TL was a key component of successful knowledge sharing and employee satisfaction by building human and knowledge capital. According to Le et al. (2018), the ability to successfully share knowledge is based on leadership ability to foster and create an environment where employees feel success personally.

Álvarez-González, Garcia, Rey, and Sanzo (2017) used a quantitative method to evaluate nonprofit organizations and the relationships built with internal and external stakeholders and the alliances with other organizations to gain corporate sustainability. Alvarez et al. (2017) used a conceptual framework to evaluate corporate social responsibility (CSR) for achieving social and economic goals. Relationship marketing was the framework used in the study to gain more significant extent factors that would explain the development of successful inter-organizational relationships that focused on transformational partnerships (Alvarez et al., 2017). Alvarez et al. (2017) identified that internal marketing to departments such as Human Resources enabled nonprofits to communicate more effectively with internal stakeholders. Building internal relationships was another primary finding that Alvarez et al. (2017) identified during their investigative process. The occurrence of data validating through a sampling of multi-item scales to measure the model of constructs for employee sense of loyalty was evident. Employees genuinely enjoyed the relations with their company when they experienced;

the feeling of a long-term investment with the company, their feelings were considered by the company, if the company was trustworthy, and if the employees felt that the company was transparent. Findings included some advantages of the professionalization of mission advancement and improvement of internal performance measures (Alvarez et al., 2017). There were limitations to this empirical study due to demographic focus. This study may contribute to the possibility of doing a mixed method to evaluate the variables related to knowledge sharing and employee motivation.

Ding, Choi, and Aoyama (2018) conducted a quantitative study on the relationship between wise leadership, knowledge management capability, and innovation performance. Transformational leadership was the basis of the theoretical framework. Ding et al. (2018) reviewed data to identify if guidance positively relates to innovation performance based on knowledge management capability. Questionnaires structured to follow the Likert scale based on seven factors were used to ensure validity; questions include the use of knowledge acquisition, knowledge sharing, knowledge use, and creating a shared context, which may contribute to my study on various aspects of the terminology used in knowledge management. Ding et al. (2018) found that leadership and knowledge management capabilities had the positive function of improving innovation performance by enhancing the leaders' practice wisdom and strengthening the organization; this may contribute to my study in validating knowledge transfer contributes to employee motivation.

Ewell (2018) used a qualitative single case study to examine the use of transformational leadership (TL) theory within a South Texas College student population. The single case study was used due to the researcher's findings that the community's contextual conditions would be better analyzed. Ewell (2018) identified using surveys and observation that transformational leadership encourages knowledge sharing to validate changes that were occurring university-wide. Social discomfort within the student body was the only limitation that prevented students from asking questions that would clarify some of the shared information within organizational groups. The team-building experience for each student revealed increased motivation toward the directives that were immediate at the time of the study (Ewell, 2018). The findings from this study may add to the assumption that knowledge sharing can increase team building and employee motivation.

Dong et al. (2017) used a quantitative study testing the dual-focused transformational leadership theory through individual skill development within project teams in eight companies in a high technology development zone in Northwest China. The purpose of this study was to analyze the relationship between knowledge transfer and TL and how it relates to individual skill development. The authors (2017) used a Likert-type scale to reach 171 samples within the target population, with various tenure, professional knowledge levels, and varying ages. Using descriptive statistics, correlations, and reliability testing, Dong et al. (2017) found a correlation between individual skill development and creativity through encouraging knowledge sharing, thus

increasing employee motivation. These findings from this study may add to the validation of the relationship between company strategic planning to implement internal platforms to foster employee motivation and encourage creativity.

Organizational Learning Theory

Huang, Yan, and Smith (2019) conducted a mixed-method study on the methodology for developing knowledge management on organizational performance based on employee professional competence within Shanghai's hi-tech industry. The researchers identified competency as a combination of knowledge, skills, and experience acquired over an extensive period through organizational learning. A questionnaire survey was administered to collect the data for statistical analysis. Lisrel model was found to be the best fit as an extrinsic quality model. Chi-square ration was used as the gap between the actual theoretical model and expected values; Root means square residual was used to identify the variance of fit residual/covariance mean. According to Huang et al. (2019), there was a statistical significance that directly affects knowledge management and organization performance, where knowledge of the hi-tech industries was converted into explicit knowledge among organizational members through knowledge sharing. Relationship building was another factor the increased the correlation between corporate performance and knowledge management. The researcher's conclusion noting that knowledge management was promoted continuously to present effectiveness contributed to my study of knowledge transfer strategies' efficacy.

Kong (2015) used a qualitative method with semistructured interviews across nine Australian nonprofit companies. The focus of this study was to analyze social intelligence in nonprofit organizations with higher relevance to external knowledge acquisition for human capital development, organizational learning, and innovation. Kong (2015) pointed out that the development of human capital and organizational learning can lead to innovation in organizations, which involves using new knowledge or approaches to the use of existing knowledge or a combination of both. Kong (2015) discussed how nonprofits have changed over the past several years, from risk-averse to risk-taking using maximum knowledge management to encourage innovative tendencies. One key concept in Kong's research was on social intelligence as the ability to understand and manage men, women, boys, and girls, to act wisely in human relations; in simple terms, getting along well with others encouraged the employees them to cooperate with you (Kong, 2015). The findings from this research were valuable to my study as it relates to individual perspectives and the ability to demonstrate positive social intelligence to manage, transfer, and receive knowledge that benefited the company and employees.

Lai, Lui, and Tsang (2016) conducted a mixed-method study using organizational learning theory that portrays organizations as the vessel for creating, transferring, and retaining knowledge within an organization. Questionnaires and surveys were used to narrow down the participant pool from various retail shops preselected through an interview process. Management and staff respectively were a part of the final selection. According to Lai et al. (2016), knowledge transfer provides intellectual assets to a

company, and these assets contribute to innovation and performance. The hypothesis development was based on total knowledge flows, inflow, and outflow, which deems an actual transfer. Some organizations have strategies in place for outflows but lack strategies for inflows or vice versa. The dependent variable was innovative employee behavior, and the two independent variables were knowledge inflow and knowledge outflow. The researchers found that by separating knowledge transfer into two independent variables, the correlation could be identified as a full picture subsidiary. Lai et al. (2016) noted their findings to be additional insight for managing knowledge flows, stating that outflows fostered innovative aspects and inflows provide an increase of human capital with the rise of knowledge. The researcher may have contributed to my study by demonstrating the direct correlation between inflows and outflows and the resulting corporate growth.

Muskat and Derry (2017) conducted exploratory qualitative research on event-based organizations to provide insight into the drivers that foster knowledge transfer. The authors documented that knowledge transfer is key to organizational learning and employee knowledge building that benefits the company toward innovative advantages. The term corporate memory was used to identify knowledge-building or transferring platforms established within the organizational strategic plan. The study was conducted using snowball sampling strategies, where sampling is selected through referrals based on small sample-sized as opposed to an overall population. This study was beneficial to my research as it relates to how knowledge transfer is useful for groups. However, the

process of information transferring was not often passed outside of the teams. As an organization builds or fosters departmentalization, communication is essential between departments when a task is split based on the nature or use of the outcome. Muskat and Derry (2017) suggested that a quantitative study be conducted to gain further insight into the statistical analysis of the quantified aspect of knowledge sharing and corporate sustainability.

Reid (2014) conducted a mixed-method study founded on a pragmatic paradigm using organizational knowledge creation theory and organizational learning theory to understand how leaders influence knowledge creation and mobilization. Reid (2014) used a convergent data transformational approach, using triangulation to identify alignment and affirmation of his study findings based on data gathered. The researcher added a step of transforming qualitative data into quantitative data to enrich the prioritization of themes and sub-themes prevalent in the qualitative data. Reid (2014) used surveys and interviews with 72 Ontario participants within the nonprofit field of education. The quantified data were analyzed to provide an understanding of how leaders influence knowledge creation and mobilization processes. A theme of learning beyond the boundaries, collaboration, and focus were identified. The researcher found that leaders' importance in supporting knowledge creation and mobilization processes influenced teachers and leaders to build trusting relationships that encouraged the building of human capital and promoted knowledge transfer strategies.

Knowledge Internalization Theory

Aquino and de Castro (2017) conducted a quantitative study using a theoretical framework to evaluate the assumptions that implementing organizational knowledge is a positive result and concludes that internalized knowledge transfer becomes active when transferring information is in place. Aquino and de Castro (2017) focused on the receiving end of information relating to individual capacity to retain and understand the data transferred. Knowledge transfer is only as adequate as the base knowledge of the recipient; information may be withheld due to employees' unknown capability on the receiving end. Aquino and de Castro (2017) stated that appropriation of knowledge was an extension of internalization that knowledge sharing might not be as readily available due to the sender's capability to articulate the information in a way it can be understood. The independent variables used were capacity and ability to internalize information effectively; the dependent variable was the receiver internalizes the reasonable assumption of transfer of knowledge. Thus, findings revealed that the varying levels of experience, education, and knowledge might pose a risk of information not being received in its intended form. Aquino and de Castro (2017) determined that knowledge internalization should be considered as a multidimensional variable, where other aspects should be considered. Information transfer is affected by a company's knowledge transfer process, considering other variables that can affect the outcome. This study may contribute to evaluating the epistemology involved in individual thought process on why and when to transfer knowledge.

Peng, Qin, Chen, Cannice, and Yang (2017) conducted a quantitative study on emerging economy multinational companies in China regarding knowledge transfer and reverse knowledge transfer. The focus was on the organizational evolution and learning literature developed by these organizations to ensure employees and leaders have a transferring platform to encourage corporate and employee advancements (Peng et al., 2017). The multinational enterprise (MNE) theory is based on the ownership, location, internalization model. This model was created to note that multinational organizations incorporate ownership, location, and internalization advantages. MNE was developed by John Dunning in 1977, based on the internalization factor of multinational organizations that Dunning observed to have unique MNE characteristics on a local level than the geographical pattern of different activities. The MNE theory has since been extended to the United States to identify the economic advantages of maintaining internalized knowledge, sharing both horizontal and vertical within a company to ensure information flow, respectively. Peng et al. (2017) identified that multinational organizations play a vital role in strategic value in maintaining knowledge sharing within an organization but did not extend the platform for external information-sharing for shareholders. The researchers may contribute to the further analysis of multinational strategic value placed on internalizing information-sharing platforms.

Knowledge-Based Theory

Andreasen, Goodstein, and Wilson (2005) conducted a mixed-method study using knowledge-based theory to evaluate marketing knowledge in the nonprofit sector. The

researchers noted that nonprofit companies face high public scrutiny of their performance and any ethical lapses (Andreasen et al., 2005). High public scrutiny on a company's performance was argued to be the result of inadequate knowledge management.

According to Andreasen et al. (2005), nonprofit cultures emphasize collegial decision making based on proper knowledge sharing. According to Andreasen et al. (2005), knowledge transfer has a minimum of five components: a sender, the message, a medium, a receiver, and a decoded message. Prior research only focused on the result and failed to relate each of the four preceding components as a component of knowledge sharing. The researchers offered valuable information on the consideration of why, how, and what is involved in knowledge sharing, which may contribute significantly to the makeup of knowledge sharing.

Knowledge Mobilization Theory

Davies and Nutley (2017) conducted a qualitative multiple case study on knowledge mobilization, using over 100 research agencies' online surveys. The focus was on the implications of waste, duplication, avoidable harm, ineffective policies, and documentation relating to the constructs of knowledge transfer or sharing within an organization. The economic impact of poor strategies on knowledge sharing is identified in this study, showing the potential for a quantitative approach to the relationship between knowledge mobilization platforms and varied leadership levels that may affect the degree of employee dedication to the company. Powell et al. (2017) focused on the internal frameworks that organizations used to develop internalized knowledge sharing

and how the loss of information impacted corporate sustainability. The researchers may contribute to my research's overall aspect relating to varying types of strategic elements to consider when companies develop internalization policies on knowledge sharing platforms.

Structural Equation Modeling

Nguyen (2017) conducted a mixed-method study using the ability, motivation, and opportunity (AMO) theoretical framework conducting surveys to collect data from business schools in Vietnam on the impacts of absorptive capacity, learning motivation, and knowledge transfer of students transitioning from business school to the workforce. Nguyen (2017) used confirmatory factor analysis (CFA) to assess the measures of constructs and structural equation modeling (SEM) to assess test the proposed model and hypotheses. A sample of 344 business students was surveyed to identify the perceived importance of knowledge transfer and job autonomy and its role in employee motivation. A seven-point Likert scale was used to evaluate absorptive capacity, including the ability to identify and recognize the value of knowledge management. Nguyen (2017) signifies that the knowledge economy is a crucial asset that creates a firm's sustainable competitive advantages. The researcher identified that training business students could serve as a knowledge transfer source and how employee motivation and educational background may contribute to successful knowledge management (Nguyen, 2017). Additional findings may add validity to my research on how employee motivation may

contribute to effectiveness and learning outcomes for efficient knowledge sharing within an organization.

Shao, Feng, and Wang (2017) conducted a quantitative study using motivation theory to evaluate leadership charisma's mechanisms on an individual's tacit knowledge sharing behavior. Participants were selected from a field survey, and a collection of 117 questionnaires returned out of 153 that were sent out to 20 Chinese corporations. Shao et al. (2017) identified that the team leader who exhibited charismatic leadership traits successfully promoted a safe psychological atmosphere that facilitated a productive knowledge-sharing environment. The measurement model used was structural equation model analysis (SEM) this was in part due to the model allowed the incorporation and process of both observed and unobserved variables within the same model. SEM was able to handle errors of measurement within exogenous variables better than a traditional regression analysis method. Limitations were identified due to the localized use of participants instead of multiple locations; further, the examination was requested to test the research variables' external validity based on possible cultural factors. The researchers may contribute to my study using motivation theory, which focuses on critical factors that encourage and ensure the motivation of a company's employees.

The Role of Trust in Knowledge Sharing

Khvatova and Black (2017) conducted a quantitative study to improve how trust impacts knowledge sharing within and organization. Khvatova and Black (2017) used the structural contingency theory as their theoretical framework. Face to face interviews was

conducted on managers and department leaders to identify the interest in supporting a study on knowledge sharing. Task-related trust was evaluated at each level of authority and determined that the trust determination factor began at the highest level. Throughout the research, the researchers directly correlated with employee trust and knowledge sharing activities; even though this does not show a direct cause and effect, the relationship was strong (Khvatova & Black, 2017). The contributions collected from the research may impact my study as it relates to employee motivation or lack of motivation when knowledge transfer platforms are not enough.

Mazzei and Ravazzani (2015) conducted a qualitative study of communication strategies to protect trust among employees. The researchers used a sample size of 61 Italian companies that participated in a survey on internal crisis communication strategies and the characteristics of that communication. The focus of the study was to identify the role of communication used to ensure relationships of trust with employees. Internal communication is informative, identification, and factual related to any information being transferred internally, either due to a crisis or other needs for the transfer of knowledge. Mazzei and Ravazzani (2015) used a multidimensional model to evaluate internal crisis communication contents, and the objectives used to determine when and what should be transferred. Strategies of evasion or underuse of internal crisis communication can be due to an attempt to activate behaviors but do not have data on the type of behavior (Mazzei & Ravazzani, 2015). The findings from this study can be used to describe how information is transferring is relevant to my research as it relates to internal

communication and knowledge transfer and the context in which information may be withheld.

Ozlati (2015) conducted a quantitative study on the effects of trust on the relationship between job autonomy and knowledge sharing. A pilot test was used to survey 82 professionals within the corporate sector to identify if the freedom to share knowledge is positively related to knowledge sharing behavior. A controlled study was conducted on education and experience levels to determine the correlation between four types of motivation and knowledge sharing behavior from extrinsic to intrinsic. There was not a significant correlation between external, extrinsic motivation and knowledge sharing behavior. However, there was a substantial correlation between introjected extrinsic motivation. A prediction of knowledge sharing behavior and relative autonomy was identified as moderate with $R^2 = 0.105$, $p < 0.001$, relative independence, education, and experience together explained 19.2% of the total variance of knowledge sharing behavior (Ozlati, 2015). Ozlati (2015) identified that although relative autonomy positively correlates with knowledge sharing behavior, the relationship changes based on benevolence trust. This study's findings contribute to my research on how employee motivation/trust (autonomy) can add knowledge sharing, with a new construct of education and experience levels.

Reinholt, Pedersen, and Foss (2011) conducted a mixed-method study using self-determination theory to identify the role of motivation and ability for knowledge sharing in employee networks. The study was conducted on a single company and multiple levels

to keep constant external factors design that could have influenced the findings. Trust was a vital component of the evaluations. Reinholt et al. (2011) found that employees withheld information due to the inability to trust the recipients with the data. Suggestions were made that building motivation and sharing knowledge as moderators of the association between departments may have increased the willingness to share knowledge. Company networks were a focus, predicting that positive knowledge sharing is best conducted in a group setting instead of department shifts. The information obtained from this study can significantly contribute to my research related to knowledge acquisition, training, building positive internal relationships, and building the human capital that may strongly impact successful knowledge sharing processes within an organization.

Zhu and Cheung (2014) conducted a qualitative study to evaluate strategies that nonprofit organizations use for internal and external communication. McCown's activist theory was used as a part of the conceptual framework. The study consisted of 13 communicators with multiple roles within the nonprofit sector of Houston, Texas. The researchers evaluated the behavioral relationship, image relationships, or reputational relations and how they related to the measures of quality of public organizational relationships such as trust, control mutuality, satisfaction, and commitment. Zhu and Cheung (2014) identified that interpersonal communication was a tool of relationship management and an area noted for social identity formation linked to the generation of role conflicts due to the company's dual roles. Semistructured and open-ended interviews were conducted on the 13 participants to evaluate the type of clientele, organizational

structure, relationship management styles, corporate culture, internal power distribution, and development stage, including milestone influencing organizational structure and culture. Zhu and Cheung (2014) also asked the participants what factors influence the relationship management process. Findings were noted to be a combination within the nonprofit sector is not well represented, and larger organizations have dedicated communicators that transfer and compile information for internal and external transfer. Thus, smaller companies tend to have restrictive communication strategies. These findings may be used in evaluating identified factors that influence internal communication that may contribute to substantial knowledge transfer.

Organizational Knowledge Creation

Prusak (2019) discussed quantifying the findings. However, the study appeared to be a qualitative method with minimal statistical data present, yet data collection was done with a survey by using a questionnaire. There was not a single market selected. Instead, the researchers focused on small, medium, and large businesses in Poland to identify the relationship with knowledge management/knowledge creation and the extent of social interaction. The researcher focused on the analysis of defined elements of knowledge management about enterprise size and specific activity. Prusak (2019) found that the larger the company, the more difficult it was expressed with knowledge sharing and knowledge acquisition. However, the researcher found that in larger companies, the technology department received the most attention related to knowledge acquisition and sharing. Prusak (2019) argued that knowledge sharing could increase employee

productivity and team performance by transforming diversity into creativity. This approach is one I have not come across until now; I feel that I can incorporate the findings into my study by locating additional resources on this statement.

Sothan, Sinsen, Ripeng, Loy, and Ros (2017) conducted a mixed-method study on teaching platforms that prepare students for a professional working environment. The primary focus was the structural relationships among perceived organizational support, knowledge creation, knowledge transfer, and student learning performance. Sothan et al. (2017) noted how higher education institutes are focusing on establishing education platforms that teach students how to document and transfer knowledge and communication skills that ensured a positive flow of information. Virtual programs force students to communicate clearly and precisely to maintain professionalism and direct responses to meet objectives. Questionnaires were used to gather using convenience sampling; the relationships among research constructs were tested based on SEM using AMOS21. The findings determined that there was statistical significance between each construct, this the null hypotheses of Perceived organization support have a significant favorable influence on knowledge creation, knowledge transfer, and knowledge creation is a significant favorable influence on knowledge transfer and learning performance (Sothan et al., 2017). The findings from this study may give direction to my questionnaires on how employees perceive knowledge sharing impacts organizational support.

Knowledge Sharing Barriers

Bloice and Burnett (2016) conducted a qualitative study using a case study design to identify barriers that third sector social care had to knowledge sharing. Knowledge sharing barriers theory was the conceptual framework. Bloice and Burnett (2016) conducted semistructured interviews with upper and middle management staff. Questionnaires were used to identify the interviewees based on corporate structure. The researchers compared how knowledge management (KM) was used in both for-profit and nonprofit organizations. The researchers determined that for-profit use KM as a competitive advantage, where nonprofit used KM is used to encourage good practice and increase the internal body of knowledge in social care and society's betterment. Barriers were consistent across both for-profit and nonprofit companies, respectively. Barriers included lack of time, lack of awareness of the value of one's knowledge to others, lack of awareness of sources available for knowledge sharing, lack of confidence, lack of motivation, lack of application of experience to make decisions, lack of leadership, lack of investment in workers with valued knowledge, culture, and inability to build a knowledge-sharing platform. The findings from this study may add to my research by giving me insight into barriers to the strategic development of a knowledge-sharing platform.

Akgun, Keskin, Avar, & Okunako (2017) use an exploratory multiple case study to investigate knowledge sharing barriers related to Turkey's software development market. The purpose of this study was to assist in the development of communication

platforms to streamline the corporate process, ensuring a project team had all the information needed to complete a task. Akgun et al. (2017) identified that with customer demands and the global market for software development, internal communication was an essential part of product design and corporate innovation. Interviews were conducted with 18 project team managers to identify project-related issues among related teams. Akgun et al. (2017) identified methodological limitations with this study based on the generalizability of sampling that limited the findings. The determination was made that more careful research can be concluded by using case studies since team members showed reluctance to sharing knowledge; this was found to be knowledge, individual, and organization related (Akgun et al., 2017). This study may contribute to sampling's relevance, encouraging a multiple case study to evaluate varying viewpoints, including interviewing managers and team members, respectively.

Akhavan and Philsoophian (2018) conducted a mixed-method study on strategies a nonprofit organization uses to increase knowledge management (KM) maturity levels. The researchers made a compelling argument with their opening statement on KM is recognized as a critical asset for companies to gain a competitive advantage to maintain success. The researchers used a KM maturity model to identify barriers that should be overcome. Akhavan and Philsoophian (2018) used a standard questionnaire to distinguish knowledge conditions within their selected nonprofit company. The three main categories used were knowledge governance mechanisms, knowledge processes, and business performance. Fourteen key subcategories and 51 measured items with only five KM

maturity levels were defined used to evaluate strategic values to quantify progressive phases of KM implementation. The researchers introduced a model that I may use to assess the strategies identified in my study.

Denning and Kahn (2010) conducted a qualitative study on using and creating information access for knowledge sharing. Barriers such as file creation, formats, identifier systems, access controls, privacy controls, searching, and rights management were identified as reasons used as to why organizations do not create knowledge-sharing platforms. In the 1960s, Ted Nelson proposed a networked system called Xanadu, created and used for information-sharing with a simple user interface. Nelson introduced topics such as hyperlinks and automatic version management (Denning & Kahn, 2010). Digital object architecture (DOA) was created in 1980 from what was then known as knowbots, which allowed companies to organize and distribute knowledge sharing capabilities to their employees (Denning & Kahn, 2010). The researchers may add to my study by offering the historical concept behind knowledge sharing and strategies to build a robust knowledge transfer platform.

Organizational Communication

Driskill and Goldstein (1986) conducted a qualitative case study using uncertainty theory on mid-size manufacturing companies. The study was conducted in 1986 and is the oldest research in this literature review, but the researchers identified critical communication components within an organization that relates to knowledge sharing and employee motivation. Driskill and Goldstein (1986) identified the intellectual perspective

of evolving companies' ability to increase organization value based on communication, training, and knowledge sharing. Driskill and Goldstein (1986) claimed that most research has oversimplified the uncertainties resulting from internal factors and that the internal environment and individual interpretation of an organization may contribute to poor knowledge transfer strategies. Communication within an organization may come in several forms that can be categorized into formal and informal categories. Selecting appropriate communication platforms ensures that information is transferred in a more efficient manner and within the most relevant groups (Driskill & Goldstein, 1986). The evaluation of this resource may contribute to my study on the terminology and use of uncertainty to evaluate and define knowledge transfer strategies.

Knowledge Transfer Strategies

Jacobson et al. (2005) conducted a qualitative method using a case study design to review the strategies consultants use for knowledge transfer during projects. Semistructured interviews were conducted on employees within the health care sector in Toronto; documentation was also collected and reviewed on past consulting projects to identify a pattern. The researchers evaluated how consultants work through six stages, pre-entry, entry, diagnosis, intervention, exit, and post-exit process to consult and recommend strategies on corporate knowledge transfer protocols (Jacobson et al., 2005). The researcher's findings may increase my study's validity with demonstrated strategies that consultants use for project planning and implementation. This type of information-sharing is universal for both for-profit and nonprofit organizations.

Champagne, Lemieux-Charles, Duranceau, MacKean, and Reay (2014) conducted a qualitative study on the organizational impact of evidence-informed decision-making (EIDM) training initiatives. The participants were healthcare professionals in mid to senior-level positions. The research focused on internal training on knowledge transfer under evidence-informed decision-making and how internal training can impact the success in strategies used for knowledge management (Champagne et al., 2014). A total of 85 participants were interviewed over 1 week. Evidence was the critical component for most decision-making processes; the researchers identified that most professionals required evidence to confidently decide on a plan of action. Champagne et al. (2014) evaluation of EIDM may be useful in my study by supporting knowledge transfer to encourage employee motivation by providing more reliable strategies based on EIDM structure.

Hou (2017) conducted a pilot study using a qualitative grounded theory framework on ethical decision making in mission-based organizations within a guardianship framework. The emic methodological approach focused on how individuals and groups receive ethical dilemmas at work and the strategies used to maintain integrity in their respective professions. The population used in the study consisted of 13 leaders within the private universities in Kenyon and Amherst. Semistructured interviews were conducted and recorded; the transcripts were coded line by line to identify ethical dilemmas, including factors that influence ethical decision-making. Hou (2017) identified that an individual's moral development, the ethical climate at work, workplace code of

conduct, and colleagues play a role in the ethical behavior among leaders. The study may contribute to additional research on how the epistemological assumption may be a primary factor in how individuals conduct themselves in a working environment related to knowledge sharing. The individual ethical and moral contributions may influence how a department is managed or facilitated. More research is needed on this study to find the connection with ethical decision-making dilemmas and strategies created for knowledge sharing, relating to employee motivation or decision making.

Knowledge Management

Cruz et al. (2009) conducted a mixed-method using a case study to analyze employee motivation's influence on knowledge transfer in Spain's nonprofit sector. A sample size of 76 employees was sent surveys to evaluate the interview groups. Cruz et al. (2009) identified that by introducing tacit knowledge converted into explicit knowledge, knowledge sharing remained in the organization and was not lost. According to the Cruz et al. (2009), intrinsic motivation performance is significant to roles in knowledge transfer, the reward of the process itself, and promotes individual participation in the knowledge transfer process, thus encouraging employee engagement and loyalty. The findings from this study may contribute to my research on the process that employee motivation may take in successful knowledge transfer.

Cullom and Cullom (2011) conducted qualitative research using transitional leadership, a conceptual framework on knowledge management for nonprofits, and organizational sustainability strategies. Cullom and Cullom identified that nonprofit

organizations are led by individuals who identify their duties as ones that cater to others' wellbeing and do not consider knowledge management or transferring as a primary operational task. According to Cullom and Cullom, most nonprofits rely on donations for sustainability and employee or have volunteers working, thus lacking knowledge sharing. Cullom and Cullom noted that most nonprofits employees do not see knowledge sharing or management as a primary task that could ensure nonprofit sustainability. Nonprofit sustainability requires focused on long-term viability, documentation, and knowledge management plays a significant role in lowering time spent or lost on looking for operational information (Cullom & Cullom, 2011). This study's information may be used to identify how knowledge management is vital to nonprofit sustainability and employee motivation.

Davila, Varvakis, and North (2019) conducted a mixed-method study on strategic knowledge management practices and the influence SKM has on firm innovation and performance. Davila et al. (2019) used structural equation modeling (SEM) that supports the analysis of causal relationships. The researchers collected data from 127 Southern Brazilian firms. Davila et al. (2019) noted that some scholars believe that a firm's competitive advantage is a product of the relationship between internal knowledge and innovative capabilities. The researcher is found that there was a positive relationship between knowledge management practices on organizational performance. The evaluation of this study has revealed findings that may be used within my research based on the positive association between SKM and company performance and innovation.

Hume and Hume (2015) conducted a mixed-method exploration and orientation deductive empirical examination to generate a theory on knowledge management in the nonprofit sector. More than six case subjects were surveyed to replicate the logic of theory building purposes. The researchers identified that information and knowledge were different; knowledge is based on individuals, subject matter experts, or small workgroups. Hume and Hume (2015) noted that the Australian organizational assumption was that knowledge management was perceived to be only used in head office projects and recognized as a valuable activity. Still, it was a low priority for operational functions due to the perception that knowledge management was a complex function that required significant investments of time and resources. The researchers concluded that knowledge management was identified differently due to cultural differences; this reflects other countries' priorities. These findings of this study may significantly impact my research as it relates to variations for an international company on the need and superior strategic implications of knowledge management.

Rathi and Given (2017) conducted a quantitative study on nonprofit companies in Canada and Australia to analyze tools used to manage knowledge banks. The data collected searched for critical findings of knowledge management preference, such as printed documentation or technological means. Rathi and Given (2017) noted that nonprofits are different in their knowledge management ideology since nonprofits are characteristically private, not distributing profits, and are self-governing. Surveys were conducted to understand nonprofits' knowledge, management needs, and perspectives.

The focus of the questionnaire was on knowledge management tool preference, findings showed that printed documentation was the most widely used form of knowledge management, and the least was low usage of open source products such as the cloud or dropbox, which is only used to share documents with board members. According to 91% to 97% of nonprofits preferred printed materials and would only use electronic tools if they were free or at little cost (Rathi & Given, 2017). The findings from this study may contribute to my research on the preference for most nonprofits to use knowledge management tools that are cost-efficient.

Rozman, Shmeleva, and Tominc (2019) conducted a quantitative study on the impact of knowledge management components on employees' work engagement. Surveys were used to evaluate employee engagement and knowledge management within medium and large-sized companies in Slovenian. Questionnaire of 10 components that included 100 statements of closed-ended questions relating to the talent management research model's relevance. Rozman et al. (2019) focused on employee knowledge brought into the company, work competencies, mentor roles, leadership, communication, organizational climate, motivation, and a friendly working environment. The importance of the company investment of human capital was evaluated with upper-level management. A factor analysis was conducted on the importance of candidate achievements before being hired at the company contributed to the positive correlation between knowledge management and the impact on work engaged employees. Each component was addressed with a correlation study. Rozman et al. (2019) concluded that

for a company to survive in unpredictable and complex competitive markets, adaptability is essential and that knowledge management is a part of a company's strategic plan to ensure employee engagement, which increases innovative and competitive advantages.

Face-to-Face Communication

Salis and Williams (2010) conducted a mixed-method study on 500 British trading establishments analyzing face-to-face communication and labor productivity using human resource management theory. The researchers wanted to identify if social networks within an organization encouraged knowledge transfer through face to face interaction where strong ties and reciprocal trust were developed. Employee relations surveys and documentation collection on annual business inquiry were evaluated to identify how FTFC among employees is associated with productivity gains. Salis and William (2010) found that FTFC was best used in teams, where information was being used in group interactions. This study does not closely match my own as it relates to the type of information. However, the researchers were able to identify that social interaction and trust-building did increase knowledge sharing among peers. Problem-solving groups were more efficient in transferring knowledge, but department sharing was not recognized. The findings from this study have little correlations with my research, but the researchers could offer validity on how trust and interpersonal development within an organization may encourage or increase knowledge sharing.

Suarez (2010) conducted qualitative research to analyze the careers of executives in the nonprofit sector. The single case study evaluated leadership credentials and

experience that benefits a nonprofit. Questions were asked on how dedication and experience constitute primary pathways to leadership. Questionnaires were used, followed up by phone calls and emails, with final face to face interviews with leaders. Findings were that some employees did not perform managerial duties before becoming directors of their given departments. However, they may have possessed professional experience; the information relevant to their duties were made available to them through documentation on duty norms. This study's findings may contribute to how nonprofits incorporate knowledge sharing into their strategic plans to ensure a successful transition for new leaders within the company. According to Suarez (2010), employee motivation is bound to social change, also known as lifers, that have a calling to work for nonprofits. Further research is needed in this study to ensure that education, prior experience, and professional standing might contribute to better communication as it relates to knowledge transfer.

Corporate Social Responsibility

Chaudhri (2016) examined communication relevance to corporate social responsibility. The research was based on extensive interviews with corporate responsibility managers of large domestic and global organizations in India. The study focused on three aspects of communication, instrumental, relational, and constitutive, and the multidimensional role of communication within an organization's social responsibility. Each level of communication was evaluated in-depth and varied in their approach based on management or leaders' size and levels within a single department.

Chaudhri (2016) revealed that the relevance of clear and complete communication efforts from management to employees is imperative to the performance based on the successful completion of projects or tasks. CSR's responsibility is at the leadership level and at the follower level, too; therefore, complete transfer of information from leaders to followers should remain a priority of organizations ensuring a comprehensive process of knowledge transfer. Transparency among corporate staff and departments shows a higher performance base measure within all departments, not just financial domains. The relevance of the information provided by Chaudhri (2016) shows the importance of effective communication with all stakeholders and how the inability to transfer complete details can cause a delay in project or task deadlines. The focus of this study was in India. However, organizations' communication issues are universal and require a revision or restructure of corporate policies or a strategic approach to knowledge transfer (Chaudhri, 2016). This study's bases were valuable to bring an international emergency to proper communication within an organization that involves all levels of stakeholders and the residual effect of a lack of communication on social responsibility.

Research conducted by Tao and Wilson (2016) focused on the consumer effect of three corporate communication strategies; organizational ability (CA) strategy, corporate social responsibility (CSR), and hybrid approach highlighting both CA and CSR. Communications research was narrowed down to the consumer perspective of a company and the effectiveness of translating CSR. The interdisciplinary approach's evaluation identifies the impact that each communication strategy has on company evaluation

concluded by consumers (Tao & Wilson, 2016). Additional research valued an organization's communication strategy within an organization, and the impact communication may have on the company evaluation by consumers. Identifying the connection between corporate communication internally and externally is a primary factor for continued research on the implications of poor communication and the opposite, success resulting from transparency among stakeholders for an organization. Tao and Willson (2016) conducted interviews and reviews of CA, CSR, and hybrid communications and the practicality of opening interactions with consumers on how a company is perceived. This type of communication is relevant for the consumer acceptance of an organization and the development of internal connections with its products or services.

Employee Engagement

Shuck et al. (2011) conducted a qualitative single case study with semistructured interviews to examine employee engagement from the employee perspective due to human resource development. The research question I seek to answer is; how employees describe the experience of being engaged and what factors contribute to the development of engagement? Kahn's organization leadership theory was used to view the phenomena to understand the importance of employee engagement and disengagement at work, and if meaningfulness, safety, and availability were inclusive factors. Documents were collected to research historical efforts to engage employees. Shuck et al. (2011) found that management focused on specific behaviors reinforcement as part of its culture to assist in

internal training and knowledge management. Shuck et al. (2011) found that managers that encouraged employee-led meetings were more likely to engage in knowledge sharing and group collaboration that benefited decision-making processes resulting from group collaborations. This study's findings may be beneficial to my research when evaluating strategies used for knowledge transfer to encourage employee motivation.

Tepayakul and Rinthaisong (2018) conducted a quantitative study using a single linear regression method to measure on the relationship between and job satisfaction (intrinsic factors and extrinsic factors) and employee engagement seven indicators of engagement) among human resources staff in private higher education institutes in Thailand. The researcher findings show a positive direct effect of job satisfaction on employee engagement. Tepayakul and Rinthaisong (2018) found that 80% of employee engagement was explained by job satisfaction ($R^2 = .80$). The key point I found was that teamwork and collaboration and aligning effort with strategy had an observed coefficient correlation of .73, higher than the average .50, which was the highest measurement between variables. Social exchange theory was also evaluated to explore the relationship between organization and employee; this expanded the research by providing the basis for understanding job satisfaction and employee engagement (Tepayakul & Rinthaisong, 2018). This study's findings are essential to my research as it relates to employee engagement and employee satisfaction, relating to knowledge sharing and employee motivation.

Organizational Practice and Policy

Rathi, Given, and Forcier (2016) conducted a mixed-method study to evaluate the nonprofit sector's knowledge needs using an evidence-based model on organizational practice. The demographic locations were varied within Australia and Canada. The researchers noted that nonprofits are an important economic actor with significant contributions to a national cross domestic product (GDP) and a source that offers paid and volunteer employment activities. A high point to ensure the positive change agent aspect that nonprofits provide. Surveys were used to collect information on the different types of knowledge deemed essential at each nonprofit organization. The researchers used free form boxes within the survey for answers that were not predefined, classified as qualitative data collection. According to the researchers, it was identified that knowledge needs must be realized, documented, and supported to ensure organizational success. Rathi et al. found that the relative essential knowledge types for a nonprofit organization were on the clients/community, and their needs were comparable between both countries.

Moreover, the organizational structure determined that internal knowledge is transferring needs. Internal governance knowledge that captured a policy-related knowledge that included standard operating procedures documentation was best used with upper-level management to maintain. The knowledge sharing protocol mostly found was on procedural documentation that included "whom to call" best practices. The researchers may have added a tremendous contributing factor to my study relating to

identifying the varying degree of knowledge management and best practice platforms used.

Van Cauter et al. (2017) conducted a mixed-method study on the power of the Delone & McLean model of inter-organizational information systems (IS) in the public sector that may positively impact integrated services for transferring knowledge. Van Cauter et al. (2017) found that IS may not be a viable model to follow due to overlapping information and delay in delivery of information to recipients and that the model seems to ignore the significant influence of contextual factors. Questionnaires were used to gather employee input on varying levels of management. This study's critical element was on information quality (IQ), the focus on desirable characteristics of platform outputs, which may be defined by the company, and the structure of information being transferred. The quantitative research findings, using bivariate Pearson's correlation coefficient, the findings were statistically significant between information quality, service quality, and system quality (Van Cauter et al., 2017). The qualitative findings were that cultural barriers and system quality might contribute to how information is transferred and the success factors of employee engagement/motivation to add to or redirect knowledge. The contributions gained from the findings may contribute to a more in-depth analysis of varying IS used strategically by companies in the implementation stage of planning.

Enhancing Management Skills

Kenagy, Fox, and Vollrath (2013) conducted a qualitative study on strategies used to enhance nonprofit governance through better information flow to directors. Kenagy et

al. (2013) noted that nonprofit companies must meet their social missions. However, most nonprofit boards are volunteers or nonpaid participants and are not held under the company's governance accountability and compensation act; thus, some information may not be shared that is highly relevant to any decision-making process (Kenagy et al., 2013). This study was pulled for use because information management is not just an internal issue but involves all stakeholders and shareholders, respectively. This study is not directly linked to knowledge transfer/sharing and may not be considered for my research but may be relevant to a classmate's research.

Wang and Ashcraft (2012) conducted quantitative research to identify the relationship between professional growth in the nonprofit sector in the United States and the curriculum offered. The focus was on curriculum development in higher educational facilities and voluntary actions geared toward professional development that would benefit nonprofit companies. Wang and Ashcraft (2012) set up a two-step process of gathering their data; upon completion and review, the survey generated questionnaires that included questions about age, demographics, education attainment, and race/ethnicity. A chi-square measurement was done to evaluate the respondents and non-respondents based on demographics; then, a cluster bar showed the participants' training needs. The researcher may not contribute to employee motivation outside of their desire to gain additional knowledge of nonprofits' functions. However, the data on education may contribute to an early introduction to knowledge sharing among college students.

Employee Motivation

Llopis and Foss (2016) conducted a qualitative study on the roles of intrinsic motivation and job autonomy as it relates to climate-knowledge sharing. A contingency model of intrinsic motivation and job autonomy as moderators of the relationship was used to evaluate the social climate for cooperation that might predict knowledge sharing when employees present minor intrinsic motivation levels when holding a high-level job. Llopis and Foss (2016) considered that knowledge sharing could be explained as a combination of cooperative climate, intrinsic motivation, and job autonomy. The researchers identified creative norms of behavior within an organization as a significant starting point for successful knowledge sharing (Llopis & Foss, 2016). With higher levels of intrinsic motivation geared toward knowledge sharing may be less influenced by contextual characteristics and more by the nature of the activity being performed. The researcher's findings may add to evaluating how internal mechanisms of an organization can strongly influence knowledge sharing and employee motivation.

Moreno et al. (2018) conducted a quantitative study using a resource-based theory on 10 Mexico organizations within the public sector. Two hundred thirty-nine public servants were used to test if management knowledge helped generate internal strategies for knowledge sharing at no additional cost. Moreno et al. (2018) focused on the economic advantages of knowledge sharing and its relation to employee skill development, employee loyalty, and organizational innovation. Key constructs that Moreno et al. (2018) used were the advantages and efficiency of knowledge sharing

based on managerial knowledge for strategic value. Gender was another element that Moreno et al. (2018) identified as an essential variable in their statistical evaluation, finding that gender difference affected how management directed knowledge sharing based on levels of interpretation and directives required. The researchers also found that the way managers oversee their employees impacts and influences employee performance, impacting the organization. Moreno et al. (2018) provided the correlation based on the descriptive statistics; the correlation is significant at .01 (bilateral) that knowledge sharing has a direct impact on employee and organizational performance. This study required additional research to identify the relationship between knowledge sharing and employee motivation. However, the findings are favorable to the positive effects for organizations and employees, respectively, related to knowledge sharing and performance.

Building Human and Intellectual Capital

Kong (2010) conducted a qualitative study on the synergistic relationships of human capital (HC), strategic human resources management (SHRM), and human resource management (HRM) relating to knowledge and learning capabilities within nonprofit organizations. In-depth interviews were conducted on 35 executives from 22 Australian nonprofit organizations. The human impact within the nonprofit industry was analyzed to determine the emphasis on creation, use, and diffusion of knowledge for strategic decision making relating to the functional aspect of human resource issues within the organizations. Kong (2010) noted that HC contains human resources elements

that include experience, skills, competencies, attitude, and innovativeness as well as talent; HRM is focused on functional aspects of human resources related issues; SHRM is a macro-oriented approach to HRM with an emphasis on the relationship between HRM integrated into strategic planning. Knowledge transfer, human capital, and strategic planning in nonprofits were defined as an organization's ability to build, organize, and supplement its employees' knowledge and skills or organizational efficiency. Kong (2010) concluded that the concepts of HC, SHRM, and HRM were not stand-alone, that each theory used the other. Significant learning and knowledge transfer existed with the use of each theory simultaneously (Kong, 2010). The author may contribute to my study with the findings and implications of each theory on knowledge transfer and employee motivation related to leadership structures and organizational strategies.

Mohd et al. (2015) conducted a quantitative study on the role of knowledge sharing, collaborative culture, and beneficiary participation. Surveys were used to collect data from 271 participants from several Malaysian nonprofit organizations. With the increased growth of nonprofits, in both size and numbers, have increased the nonprofit influence. Internal communication has become one of several challenges and management difficulties as nonprofit companies face competition about securing funding, public support, and volunteers. Mohd et al. (2015) identified that nonprofits are criticized for inefficient and ineffective management, which presents a significant threat to nonprofits' sustainability. Findings were noted that nonprofits must adopt a strategic approach for securing their organizational survival by building strategic value to internal

communication (Mohd et al., 2015). The researchers used intellectual capital (IC) to develop a framework for the determinant of nonprofit effectiveness. IC is the knowledge related intangible asset that is used to gain competitive advantage. Mohd et al. (2015) took additional steps in their research to include beneficiary participation and how the collaborative culture between internal and external communication can ensure sustainability by creating relational capital. This study's findings were used to evaluate social welfare functions and internal welfare based on strategic analysis and the creation of knowledge sharing.

Organizational Memory

Muskat and Derry (2017) conducted exploratory qualitative research on event-based organizations to provide insight into the drivers that foster knowledge transfer. Muskat and Derry (2017) documented that knowledge transfer is key to organizational learning and employee knowledge building that benefits the company toward innovative advantages. The term organizational memory was used to identify knowledge building or transferring platforms established within the organizational strategic plan. The study was conducted using snowball sampling strategies, where sampling is selected through referrals based on small sample-sized as opposed to an overall population. This study may benefit my study as it relates to how knowledge transfer is beneficial for groups. However, information transfer is not often passed outside of the teams. As an organization builds or fosters departmentalization, communication is essential between departments when a task is split based on the nature or use of the outcome. Muskat and

Derry (2017) suggested that a quantitative study be conducted to gain further insight into the statistical analysis of the quantified aspect of knowledge sharing and corporate sustainability.

The literature review offered more in-depth insight into the phenomena of how knowledge transfer can affect employee motivation. The process of ensuring a strategic plan on implementing and sustaining a cohesive knowledge transfer process encourages employee motivation through increased corporate trust and ownership of projects and tasks. Positive social change occurs when employees feel like they are apart of something bigger than them, helping the community and building a more robust base for their respective companies.

Summary and Transition

In Section 1, I identified issues related to the lack of knowledge transfer between leaders and departmental staff to encourage employee motivation. Through the literature review, I verified the need for a strategic plan for knowledge transfer to maintain corporate sustainability and innovation through increased employee motivation and trust. I summarized related research on knowledge transfer, knowledge management, and knowledge sharing based on organizational structure and design in the literature review. I established that the nature of the study requires the use of a qualitative method with a multiple case study design. I introduced the research question, interview questions, conceptual framework, significance of the study, and literature review. In Section 2, I introduce the purpose statement, the researcher's role, participants, research method and

design, population and sampling, data collection instruments and techniques, organizational techniques, data analysis, and reliability and validity.

Section 2: The Project

Section 2 includes the purpose statement, the researcher's role, participant selection, research method and design, population and sampling, data collection instruments and techniques, and data analysis. In the final component of Section 2, I present the process of assuring the study's reliability and validity.

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies used by nonprofit business leaders to transfer knowledge among departmental staff to advance employee motivation. The target population consisted of business leaders and staff from a nonprofit charter management company in North Texas. The results of this study may contribute to better communication among leaders and staff within Texas nonprofit organizations, thus increasing stakeholder satisfaction by improving sustainability and innovation through advanced employee motivation.

Role of the Researcher

As the researcher in a qualitative study, my role was to ensure anonymity and reduce bias (Yin, 2018). I was the primary instrument for identifying participants, collecting data through interviews and peer group sessions, and organizing and classifying themes in the data collected. It was my role to ensure strict adherence to ethical guidelines that involved confidentiality and bias. I am responsible for informing and obtaining approval from the institutional review board (IRB) before collecting any data. Interviews were conducted through a semistructured, face-to-face interview process,

and data were collected from documents and historical records on corporate deemed successful strategies on knowledge transfer procedures.

I have extensive knowledge of this topic with over 10 years of experience in knowledge transfer management and training staff on effective knowledge sharing procedures. I ensured that I had no direct interaction with the participants to prevent bias in my data analysis. As a manager, I did not interview any of my staff. I used a multiple case study to conduct semistructured interviews with two companies in Northern Texas to ensure comprehensive data collection and analysis of the data that contributed to a well-rounded study. Using a case study strategy enabled me to gain insights from in-depth research on the identified phenomena (Saunders et al., 2015). I used a list of questions that prompted follow-up questions to ensure data saturation consistent with the research question.

As the researcher, I adhered to human research principles outlined in the *Belmont Report* (National Commission for the Protection of Human Subjects, 1979). By following the *Belmont Report*, the participants' confidentiality and data collected were protected and solidified by the informed consent process before any interview. I ensured that all participants were aware that the data collection process was entirely voluntary and that their responses would be handled with complete confidentiality to protect their privacy. The data were coded to ensure that the identity of the participants was protected. The coding represents titles, departments, and time on the job.

Participants

The participants of this study were executives, managers, and staff from a nonprofit charter management company in North Texas. The criteria established to determine participant eligibility was as follows: (a) participants must work for a nonprofit organization in North Texas, (b) participants must work in a department that relies on information being transferred from one department to another, (c) participants are at least 18 years of age. According to Yin (2018), the defined sample size is not critical for case study designs and is determined by triangulation data saturation. Vasileiou, Barnett, Thorpe, and Young (2018) noted that an evidence-based approach to determining the sample size would empirically ground the research. Semistructured interviews were conducted with varying staff levels to ensure a well-rounded collection of data from all internal viewpoints.

Gaining access to participants was done using a homogeneous sampling and replication approach to ensure that all participants have appropriate levels of authority and duties from case to case, ensuring the reliability of the data collected. Homogeneous sampling is purposive sampling and is best used for in-depth focus research and allows for specific selection control of sample contents (Saunders et al., 2015). I have access to several executives within a nonprofit company in North Texas, and through emails or phone calls, I was able to obtain a list of employees, managers, and executives interested in participating in this study.

Research Method and Design

Research Method

Researchers' three research methods are quantitative, qualitative, and mixed methods (Saunders et al., 2015). I chose the qualitative method to collect data based on the participant's relevant views and experience by using open-ended questions during the interview process and observation to identify themes (Yin, 2018). The interview process used for the qualitative method is essential for triangulating participant's opinions, points of view, experience, and behavior. The researcher's experience and knowledge may help in understanding and identifying key components of qualitative research (Yin, 2018). The qualitative method was the best method to explore strategies that nonprofit organizations use for knowledge transfer to advance employee motivation.

The quantitative and mixed-method would not be appropriate for this study due to the limited flexibility in exploring strategies (Yin, 2018). I was not looking for the relationship between independent and dependent variables nor seeking to quantify the findings or test a theory, which is why the researcher's employee uses quantitative methods (Heale & Twycross, 2015). The quantitative method requires the use of surveys and questionnaires instead of interviews and observations and would have limited the ability to observe and interview participants to explore strategies for knowledge transfer based on experience, insight, opinions, and views.

A mixed-method is a combination of quantitative and qualitative methods that includes the statistical analysis of variables (Saunders et al., 2015). Since my study does

not have variables, the mixed method was not appropriate. Therefore, I have chosen to use a qualitative method to explore the themes and implications of data collected on strategies that nonprofits use for knowledge transfer to advance employee motivation.

Research Design

Researchers who have elected to use the qualitative method can use several research designs such as ethnography, phenomenology, and case study, both single and multiple (Saunders et al., 2015). I chose a multiple case study for my research design. A multiple case study was used to explore a nonprofit company on strategies used for knowledge transfer and the effects on employee motivation. Using a multiple case study design, I gained additional insight into the what, how, and why a phenomenon of knowledge transfer strategic implementation and the effects of these strategies on employee motivation.

Ethnography and phenomenology are other available designs. Ethnography is a social science that evaluates humans' social relationships and the study of cultures and people on a long-term basis (Morse, 2015; Saunders et al., 2015). Ethnography does not fit my study because my evaluation goals are not long-term and do not involve evaluating human beings' social relationships based on culture. Phenomenology is the study of phenomena that may be an event, situation, experiences, or concept that describes the exists of an integral part of the world we live in (Morse, 2015). Using phenomenology design may raise awareness and insight into the phenomena being studied (Saunders et al., 2015). Phenomenology is more about life lessons and personal experience; therefore,

it would not be the best design to evaluate nonprofit strategies for knowledge transfer and the effects on employee motivation.

During a semistructured interview process, probing questions ensured data saturation if in connection with document collection and participant screening (Yin, 2018). I obtained data saturation through triangulation, and I could not gain new information from interviews, direct observation, and document analysis. Morse (2015) suggests that participants' small sample sizes may be used to ensure data saturation. The number within the sample group cannot be predicted because the researcher continued to collect data until saturation. Yin (2018) states that a sample group's size is not exact in a case study to achieve data; it should be determined when there is pure data saturation.

Population and Sampling

My study population was selected to ensure the reliability and validity of data collected from varying levels of staff at a charter management company in North Texas. A cluster sampling of six individuals at each company was used to determine the appropriate population for my study. The focus of cluster sampling was the best process to ensure that the population is directly involved with or in need of knowledge transfer to complete their task or projects (Yin, 2018). The study population consisted of six participants at each company: two at the executive level, two at the managerial or leadership level, and two at the departmental level. Cluster sampling is a form of probability sampling where the population is divided into discrete groups based on authority levels before sampling to determine the study's best participants (Saunders et

al., 2015). The cluster sampling process ensured that I had access to the groups of participants to ensure triangulation, reliability, and transferability of adequate data collection.

Saunders et al. (2015) noted that triangulation is the process of using two or more independent sources of data-collection methods to ensure that the information obtained is valid. The use of replicated data sources such as participant selection of two executives, two managers or leaders, and two departmental staff at each company ensured data saturation through triangulation. Data saturation occurs when there are no new information, codes, or themes identified within the sampling group, and the researcher can replicate the results (Champagne et al., 2014). I achieved validation and transferability through semistructured interviews, direct observation, and documentation analysis to ensure triangulation and data saturation.

Criteria for my study's eligibility was based on multiple levels of participants to ensure the data collected is based on varying viewpoints of various levels of authority within the sampling groups. Having two members of three different levels of authority, such as executive staff, managerial staff, and departmental staff, provided a broader viewpoint of how knowledge transfer is performed and the effects on employee motivation. Using two participants at the executive level provided the highest spectrum of data on how a request is being processed and decisions on changes. The executives added additional information on how the final product of information is being perceived. Two participants at the middle level of managerial participants provided data on how the

information is being transferred regarding corrections, changes, and determinant communication. Two departmental participants provided data on how quickly they receive middle management information on the expectations of the executive level and how much information is available or transferred to produce a cohesive product for middle management review. The final group of departmental participants also provided insight into how knowledge transfer affects their confidence, incomplete knowledge transfer of originating data, and the motivation to produce a cohesive final product for review.

Ethical Research

According to Sanders et al. (2015), ethical issues may appear while conducting a qualitative study. As a researcher, I ensured that all attempts to avoid the ethical problems were adhered to, such as data triangulation, member-checking, and abiding by a confidentiality agreement (see Appendix A). To ensure that the data collected is translated accurately, I had each participant review a summary of the transcribed data for accuracy before incorporating the information into my study. Each participant signed a consent form before any interviews to ensure their agreement to participate in my research.

I established procedures that ensured confidentiality and protection of all participants' rights to privacy, including articulating a withdrawal option. All participants were assured that participation is a complete volunteer. The participants can choose at any time to withdraw from the process. I acknowledged that participants declare their

commitment by signing the consent form but may exercise the right to withdraw at any time. To ensure trust and reliability to the data collected, I fully explain through direct communication, an addendum to the consent form, or during a phone call.

No monetary incentive or reward was offered to any participants. I ensured that all collected data remain coded and under a password-protected database where only I had access. Only I had access to this data and knowledge of the participants to maintain identity confidentiality (Kahn, 1989). I will hold consent forms and coded data for five years as required by Walden University. I did not begin any data collection until I received approval from Walden University IRB approval #02-21-20-0972776. I have a certificate of completion through the web-based training course administered by the National Institutes of Health (NIH) Office of Extramural Research on the Protecting Human Research Participants.

Data Collection Instruments

As a researcher, I am the primary data collection instrument in a case study. I used interviews, observation, and document analysis that was required in conducting the study (Saunders et al., 2015). Conducting semistructured interviews, reviewing documentation, and observing daily interactions helped me evaluate any relevant theme to my study (Yin, 2018). Face to face semistructured interviews was recorded using a digital voice recorder and later transcribed using unique coding for participants, title, and seniority levels. I took notes and recorded the participant's response to the open-ended interview questions to ensure that information is not missed or overlooked. Member

checking was conducted to ensure collaboration between participants' intent and researchers' interpretation of data collected through semi-structured interviews. Direct observation was used to offer validity to actions and reactions in the actual context.

Semistructured Interviews

Saunders et al. (2015) identified the importance of conducting semistructured interviews to collect data on participants' views, experiences, and perceptions of the phenomena under study. Five interview questions served as the primary data collection instrument in this study. Wimberley (2018) noted that interviews might uncover underlying reasoning that is often used to organize an individual's experiences and exemplify their world; these underlying reasons are hidden from direct observation and may not be taken seriously by research participants. Direct observation alone may not reveal such meaning structures. Five open-ended interview questions helped me gain the participant's insight into the strategies used by nonprofit organizations in knowledge transfer and the effects on employee motivation. Yin (2018) argued that replicating the interview process through consistent interview questions could add to the reliability of the data collected.

Direct Observation

Direct observation is the second form of data collection instruments I used. According to Yin (2018), direct observation within the participant's immediate departmental settings may contribute to a case study by validity in actions and reactions without interference by the participants. With the participants' real-world effects, efficacy

occurred by directly linking their answers to the interview questions against their direct actions during the process of daily tasks that involve knowledge transfer and the ability to see firsthand how it affects employee motivation.

Documentation

The third form of data collection was analyzing literature on knowledge transfer platforms, current and previous knowledge sharing process. Yin (2018) stated that documentation is useful but is not always accurate and lacks bias. However, research documentation is used to corroborate and augment evidence from other sources (Saunders et al., 2015). Member checking was performed with each participant to validate information obtained during semistructured interviews to ensure reliability and validity in the translation of summarized transcripts. Additional information may be obtained on the employee turnover that may be a result of lacking employee motivation. To evaluate the effective use of knowledge transfer and the effects on employee motivation. Supporting and verifying evidence gathered during the semistructured interviews and direct observation may be validated by analyzing documentation such as the current policy and procedures established by the nonprofit companies used in my study and historical information presented on knowledge transfer platforms. Triangulation should be met by the users of all three data collection instruments.

Data Collection Technique

Semistructured Interviews

Interviews were conducted on six selected participants at two different charter management companies in North Texas. Interviews have disadvantages, such as the inability to gain the participant's trust, the fear of being identified with a statement used in the study, or the inability to connect with the participants in the allotted 30-45 min time frame for each interview. Cluster sampling was used to identify the qualified participants by dividing the population into separate groups to ensure homogenous participant selection (Yin, 2018). The population for this study was contacted via email and telephone, date, and time were established for the group meeting. A brief overview of the research was presented to each group, and eliminating questions were asked on the direct or indirect involvement in knowledge transfer; I identified the extent of cross-departmental information required for tasks; identify both viewpoints on how knowledge transfer contributes to employee motivation. A selection was made from the cluster sampling of participants that meet the criteria; once the participants have been notified by telephone or email that they have been selected to participate in my study, the five open-ended interview questions were emailed to the selected participants to help them prepare for the interview process. The interview protocol included in the consent form was provided to each participant to ensure that consistency is presented for triangulation.

Yin (2018) suggested that for a case study, each interview should be between 30-45 minutes long; this ensured that any follow-up questions are asked to maintain

triangulation. Bellamy, Amoo, Mervyn, and Hiddlestone-Mumford, (2019) noted that the first gathering of data through interviews should be triangulated with a secondary data collection technique such as documentation analysis. The semistructured interview process was beneficial to my study through the systematic collection and analysis of data. The interview process may be advantageous in gathering in-depth explanations of experiences and insight on the useful aspects of knowledge transfer and how it may affect employee motivation.

Direct Observation

A second data collection technique was direct observation. According to Shuck et al. (2011), by using a positivistic approach to record a direct observation of workplace environment and organization structure, a researcher may better understand the context of the participant's response during a face-to-face interview. Corporate cultural cues may bring a defined insight as to why or how an employee responds during the interview process. Direct observation notes were coded to ensure the anonymity of observed actions or reactions during this stage of the data collection process.

The advantage of using direct observation as a form of data collection is the primary aspect that employee motivation may be directly evaluated during direct observation in a real-time setting of their current environment and ensure more substantial validity and reliability to my study. A disadvantage would be that employees may feel uncomfortable with someone observing their day to day tasks and internal

interactions; thus, a mild skew of actions and reactions may occur if the observation was established for a single day.

Documentation

The third data collection technique was documentation collected to corroborate data from interviews and direct observation. By reviewing documentation, underlying themes, and categories, I identified to lead to complete triangulation and data saturation (Hume & Hume, 2015). Documentations such as operating procedures, written organizational policies, and best practices on knowledge transfer and previous platforms contributed to the study's validity and reliability by adding information that was not identified during the interview and direct observation techniques of this study.

The review of documentation can prove to be advantaged since the information can be reviewed in its entirety several times by the researcher (Yin, 2018). Information obtained during an interview may not be remembered in its entirety, and observation may reveal vital details when notes are not kept; therefore, the documentation review ensured that even the smallest detail noted during interviews and direct observation may become relevant when historical documents are reviewed respectively. Member checking was conducted by presenting each participant a summarized transcript of the interview to validate my interpretation and the real intent of their response to each interview question. A primary disadvantage of documentation is the possibility of limited access to archival documentation on knowledge transfer due to a change in management or lack of relevant details on a previous rein.

Data Organization Technique

Semistructured interviews, direct observation, and documentation are the three data collection instruments I selected for this study. The process for maintaining the data collected was using a voice recorder, Microsoft word voice to text, journals, and Nvivo qualitative data analysis software. I obtained signed consent forms from each of my selected participants to ensure they are aware and agree to be recorded during the interview process and direct observation of their daily tasks and interaction. I organized my journals and handwritten notes on a flash drive where it will be convenient and easy to retrieve when needed. I used NVivo qualitative data analysis software to store and organize all data collected (Rathi et al., 2016). Khvatova and Block (2017) noted that the epistemological standards of truth-value applicability and consistency are credible, transferable, and reliable strategies to ensure trustworthiness.

I scanned all signed consent forms, journals, and notes and stored them with raw data on a password-protected external hard drive in a file cabinet in my home for 5 years before I destroy them as required by Walden University. Any written documents will be kept for 5 years in the same locked file cabinet, which will be shredded by me.

Data Analysis

There is no defined method or strategy for data analysis for case studies (Yin, 2018). Several tools were available to assist with data analysis, such as NVivo, Atlas, and other computer-assisted qualitative data analysis software. Mohd et al. (2015) signify that data analysis is essential to ensuring the data collected's reliability, validity, and

normality. Rathi et al. (2016) argued the importance of thematic categories and theoretical models through empirical qualitative data analysis. According to Cerdin and Pargneux (2010), the use of multiple sources provides enough data for triangulation. Triangulation was obtained by face-to-face semistructured interviews, direct observation, and documentation review. I used the inductive thematic analysis to identify, analyze, and report patterns or themes within collected data (Roberts, Dowell & Nie, 2019). Thematic analysis is used to conduct a hermeneutic content analysis of non-numerical data, a form of pattern recognition applied to identify themes or codes that emerge from collected data (Roberts et al., 2019). Triangulation of data was reached using thematic analysis when analyzing the data collected during the semistructured interviews, direct observation, and documentation analysis. Thus, emerging themes were evaluated to ensure the findings are presented with reliability and validity.

Reliability and Validity

A research design's quality is based on the logic used to test for reliability and validity (Yin, 2018). Yin (2018) identified criteria for judging the quality of research design through a four-test process that evaluates construct validity, internal validity, external validity, and reliability. Nguyen (2017) used confirmatory factor analysis (CFA) to assess the measures of the constructs. Reliability and validity are essential to a case study that is non-numeric. Shao et al. (2017) state that reliability refers to the data's consistency that measures the same constructs and the researcher's rigor. Rigor supports

the establishment of credibility, dependability, confirmability when claims are transferable through data saturation (Roberts et al., 2019).

Credibility

Credibility is the process of ensuring accuracy (Yin, 2018). Several strategies can be used to establish credibility, member checking, data saturation, and triangulation (Castleberry & Nolen, 2018). Validation of significant themes was achieved through a comparison of documentation and summarized interview transcripts through member checking. Member checking is defined by Chang (2014) as the evaluation of data, analytic categories, interpretations, and conclusions collected from the respective participants. Data saturation is when no more new information can be found (Hume & Hume, 2016). Triangulation is achieved by using multiple data sources to collect information, which may help avoid internal validity problems (Cruz et al., 2009).

Dependability

Transparency and dependability are two aspects of reliability and validity through repeatability (Castleberry & Nolan, 2018). As the researcher, it is essential to ensure dependability in the study. By adopting a research protocol for this case study, as Yin (2018) suggested, I established an interview protocol, provided in the consent form, that includes a brief of the study, the purpose of the study, and the procedures I used in collecting data so that dependability is reached through consistent methods. Member checking was used to ensure data validation was collected through the interview process, ensuring the accuracy of my interpretation and true meaning intended by each participant.

Conformability

Conformability is the process of ensuring results arise from the collection of data, and not the researcher's bias (Castleberry & Nolan, 2018). According to Yin (2018), conformability can be reached by maintaining an audit trail of all documents and data collected during the study. Triangulation is another strategy used to ensure conformability. Cruz et al. (2009) emphasized that triangulation and data saturation are primary aspects of conformability that were reached using multiple sources to avoid internal validity issues.

Summary and Transition

In Section 2, I discussed the methodology and framework for the study and validated the need for a multiple case study to ensure data collection on varying levels of authority to gain the company's perspective. I presented the researcher's role and the proposed criteria for the participants, including the population and sampling. The research method and design, ethical research, data collection instruments, collection techniques, organization techniques, and the vital aspect of ensuring my findings' reliability and validity. Each component is detrimental to this study's success to ensure data saturation and triangulation to ensure a comprehensive analysis. In Section 3, I will present my results and how these findings can be applied to professional practice and the potential impact on social change.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore strategies used by nonprofit business leaders to transfer knowledge among departmental staff to advance employee motivation. The population for this study consisted of 6 employees with varying levels of seniority at a nonprofit organization in North Texas. The data were collected from three sources: direct observation, semistructured interviews, and documentation analysis. Before any data were collected, all six participants were given consent forms, confidentiality agreements (Appendix A), and a list of the interview questions. To ensure a consistent collection of data, I followed the direct observation protocol (Appendix B). The use of direct observation was conducted on only the consenting participants, in which I observed their preferred form of daily knowledge transfer processes and the effects on their perceived motivation. The consent forms included the purpose of the study, privacy measures, voluntary nature of the study, and all risks and benefits of their participation. Four thematic categories on knowledge transfer strategies emerged; three thematic categories on employee motivation levels were identified.

Presentation of the Findings

This multiple case study was based on the overarching research question: What strategies do nonprofit organization leaders use to transfer knowledge among departmental staff to advance employee motivation? The participants are identified by

category and seniority level, participant number within that level, C1-P1E, C1-P2E, C2-P1M, C2-P2M, C3-P1S, and C3-P2S. The data collection methods included direct observation to validate data collected from face to face interviews and the triangulation of the data by documentation analysis. Each data collection technique was used consistently. I used NVivo software to organize the data and identify themes. Four themes on strategies used for knowledge transfer emerged: (a) emails, (b) individual contact, (c) shared platforms (smart sheets (a collaborative platform for the task, notes, and documents), Google docs, and network drives), (d) group meetings. The perceived use of platforms differed between executives, department leaders, and departmental staff on how knowledge transfer is being implemented and contributing to projects and employee motivation.

Emergent Theme 1: Emails

The first theme to emerge from the data collected was the power of using emails to transfer knowledge. Rathi and Given (2017) identified that nonprofit organizations prefer electronic KM resources to transfer knowledge for later recall. KM resources, such as file servers and emails, are readily available and are a low-cost source of KM. All six participants expressed the ease of sending small portions of knowledge to departments via email and that the information was consistent, and any questions could be clarified by any party included in the email group. Not all participants saw email as a favorable form of long-term knowledge transfer due to historical recall and data retrieval limits. C2-P1M indicated that by using emails, they knew who received the information and did not have

to rely on individual memory and that these emails could be recalled if follow-up were needed. C3-P1S identified that emails could be deleted, and the data can be lost; there is also a possibility that the information may miss some critical parties due to the inadvertent omission of imperative members. C1-P2E expressed the importance of email when knowledge needed to be transferred quickly to several recipients. C3-P2S had a keen perception of the use of email on knowledge transfer:

Email is a great tool to transfer knowledge. However, it can be frustrating when individuals do not check their email or do not reply with the needed information to move forward on a project. Email is only as good as the utilization of others. When projects or tasks go undone or are partially done, we get reprimanded for not having it complete. The inability to complete a project or task can bring employee motivation down, causing a feeling of being lost or unable to manage a project due to a lack of information or knowledge being transferred efficiently.

C1-P1E only uses email to transfer immediate information and does not use it to maintain a knowledge bank. All participants described email as a quick action strategy, which is practical when knowledge needs to be transferred quickly to an individual or group but not a definitive approach to maintaining a knowledge bank of transferred knowledge. C2-P2M explained that they are “old school” and uses email to gather and transfer knowledge on daily/monthly projects or tasks. C2-P2M keeps separate folders for emails to be readily searched for keywords or phrases to identify information later if

needed. Shuck et al. (2011) explained that management plays an essential role in encouraging engagement culture within an organization. Building human capital is a common theme with all participants; the need to engage with all departmental staff, management, and executives to keep communication lines open may not be fulfilled with a singular strategy of knowledge transfer through email.

Emergent Theme 2: Individual Contact

The second theme that emerged on strategies nonprofit organizations use to transfer knowledge was individual contact, a less formal process of interaction to transfer knowledge. Kahn (1989) explains that work engagement fulfills basic human needs and gives context to employee engagement conceptualization. All participants stated that they would transfer information when passing in the hall or the elevator on a more casual basis. However, not all participants saw individual contact as a preferred form of knowledge transfer. Direct observation validated and triangulated this through semistructured interviews with each participant. C3-P1S was observed transferring information verbally in a face to face situation several times; emails were sent if additional information was needed or requested. C2-P2M preferred individual contact to discuss information due to the possibility of getting all aspects of the knowledge transfer covered in a single interaction. C3-P2S only engaged in personal contact if transferred knowledge was of the essence, and additional information was needed. C2-P1M strongly expressed the need for a personable approach to their staff and prolonged use of collaborative knowledge transfer:

I have an open-door policy; anyone at any time can come to me when they have questions or other information to share on a project or task. I prefer to interact with all my staff daily to ensure open communication and build human capital.

C1-P2E engaged in individual contact only with a select group of individuals to transfer information or receive information on daily projects or tasks. C1-P1E had the least amount of one-on-one communication. According to C1-P1E, individual contact was only needed if checking on the progress or status of a project. Encouraging employee engagement appeared to be a strong strategic move when maintaining a comprehensive knowledge transfer platform for several of my participants. These findings correlated with related research I reviewed.

Emergent Theme 3: Shared Platforms

The shared platform was the third theme to emerge on how nonprofit organizations transfer knowledge within the organization. Dong et al. (2017) expressed the need to encourage an individual's skill development and team knowledge sharing by using shared KM platforms with an emphasis on common grounds, shared values, and ideology among team members. Shared platforms were the primary form of KM for some participants, but not used by all participants. The findings revealed that a single shared platform was a preferred form of knowledge transfer for four out of six participants. Two participants either used one of the two common shared platforms or used the departmental KM's preferred platform only. C1-P1E and C2-P1M used shared platforms

within their immediate department and upper-level leaders to maintain constant communication for ongoing projects. Direct observation was used to validate this information by documenting consistent interactions and changes being made to the shared online platform as soon as it was available. C3-P2S stated:

Shared platforms of communication would benefit the company if all departments using it. Some departments use a shared drive; some departments use smart sheets; others just use email to share and transfer knowledge from one staff or department to another.

C2-P2M strongly expressed concern with the inability to transfer knowledge efficiently:

There are substantial barriers with communication as it related to the use of platforms, the lack of training on shared platforms, the lack of access to common areas of shared platforms, and the lack of participation in using shared platforms.

The final C3-P1S and C1-P1E participants used shared platforms for direct communication on long-term projects. They also used a shared drive for KM that would allow for information recall later. C1-P1E used several shared platforms that were a part of the company's previous plan. As the company added additional shared platforms, the participant maintained each one for their personal use. The use of shared platforms was not a commonality for this participating organization; each department had its ideology of

who, how, and when knowledge was transferred through shared platforms. Related studies correlate with the findings from research.

Emergent Theme 4: Group Meetings

Group meetings were the final theme identified, due to how these meetings were used and the resolutions observed. Rozman et al. (2019) identified that periodic organized conferences were the most valuable KM tool based on internal communication. Each participant expressed their involvement in regular group meetings; however, the information obtained within each meeting varied for each participant. C1-P2E expressed the need for periodic group meetings to maintain a collaborative transfer of knowledge. C1-P1E advised that regular meetings were vital to their ongoing projects to maintain constant communication with the individuals directly involved. C2-P1M saw group meetings as a preferred platform of knowledge transfer by expressing how group meetings are essential to keep everyone in our department updated on new developments; however, by keeping a daily update on a shared platform for knowledge transfer.

C2-P2M expressed the need for group meetings. However, direct observation indicated that this participant did not use group meetings to transfer knowledge from varying levels within the organization. Managers must involve employees effectively by communicating corrective and accommodative actions that would be appropriate strategies to protect trust relationships (Mazzei & Ravazzani, 2015). Period meetings were observed at upper levels of leadership, yet this information was not being relayed to lower levels. Both C3-P1S and C3-P2S expressed the lack of knowledge being

transferred in group meetings outside of their direct department. The assumption that meetings between senior managers and employees encourage knowledge transfer; however, this may not be a very realistic hierarchical distance between senior managers and employees inhibit the personalization of their interaction (Salis & Williams, 2010). The information obtained by semistructured interviews, direct observation, and document analysis triangulates to a common theme for group meetings. These are not used company-wide. Some information is being transferred within direct settings, yet other departments may not receive the information related to their correlating projects. The findings from this study correlate with related research.

Other Relevant Findings

Other relevant results pertain to employee motivation. Each of the themes had an impact on employee motivation. Reinhold and Pedersen (2011) identified that more extensive networks foster network positions that may provide access to nonredundant knowledge banks; however, separation of networks impair knowledge sharing, which can be resolved by including motivation and ability to sharing knowledge between departments. Although departmental motivation encourages knowledge, transferring employees must have adequate motivation and ability to engage in knowledge transfer. Employee motivation for each of the participants was evaluated and questioned during the interviews. Frustration was the participant's primary feeling, frustrated that information was not being transferred uniformly; some participants felt they had to hunt for information and were directed to "snoop around" to find it. C1-P2E explained how

employee motivation is encouraged by skill development and advancement within the company. C3-P2S expressed low motivation in several departments due to the inability to move beyond their current position. Kong (2015) suggested that nonprofit organization members need social awareness of what is critical to the organization by building human and intellectual capital within an organization, promoting stronger employee motivation by feeling a part of something larger than themselves. C2-P2M expressed strong concerns with the way information is being transferred:

There appears to be an invisible wall that blocks some information from coming down the chain of command, and we have to wait on data from several individuals. This (barriers) causes depleted employee motivation and less pride in the end result.

Knowledge transfer should be a cohesive aspect of daily operations, where there are too many levels of authority information that may get trapped at one level and never make to the individuals that need it. Stronger organizational support encourages staff to be more involved in a collaborative and dynamic knowledge creation process and transfer (Hume & Hume, 2016). The findings from this study showed a lack of perceived organizational support and are collaborated by related studies.

Applications to Professional Practice

I explored strategies that may positively or negatively affect business leaders and departmental staff to identify successful processes in knowledge transfer and the effects on employee motivation. Direct observation, semistructured interviews, and document

analysis were essential in triangulating data that identified employee motivation was based on knowledge transfer and having the feeling of trust acquired through the personal involvement of the company's functionality. Mazzei and Ravazzani (2015) stated that some companies had not exploited internal communication as a strategic tool for involving employees but used minimization strategies, which feeds a lack of transparency, mistrust, and confusion.

Findings from this study correlate with reviewed studies revealing the horizontal barriers to knowledge transfer and the inconsistent way that executives, managers, and staff store and transfer knowledge, resulting in a feeling of frustration, which lowered employee motivation. Motivation to transfer knowledge is based on the employee's prior knowledge extensiveness, diversity, and involvement in KM training, job rotation, organizational trust, and career development; associative power is strengthened by the extensive and diverse knowledge base and the ability to engage in knowledge transfer (Cohen & Levinthal, 1990; Reinholt et al., 2011). Trust influences knowledge sharing performance by allowing themselves to be vulnerable to the actions of another party based on expectations that another employee will perform the task as well as oneself, irrespective of the ability to control the recipient of the information (Khvatova & Block, 2016; Mayer, Davis, & Schoorman, 1995). Implementation of perceived organizational support and intra-organizational knowledge sharing may add to increased innovation, internal communication, and increased employee motivation building a cohesive corporate culture for the company.

Implications for Social Change

Recent research revealed that employees are increasingly interested in doing work that may benefit others (Foss et al., 2015). Nonprofit organizations make up most social enterprise and social entrepreneurship, known as a business instrument for social development (Luke & Chu, 2013). Incorporating strategic value to knowledge transfer can encourage positive social change for the community and employees, respectively. Positive social change for the community would be in the form of a more cohesive service being offered due to a renewed organizational culture that fosters intellectual property and human capital created through successful knowledge transfer strategies, which can increase employee motivation. Positive social change for the employees would be increased employee motivation and feeling of being a part of the organizational culture to fulfill their need to do work that benefits others.

Recommendations for Action

This study aimed to explore the strategies that nonprofit leaders use to transfer knowledge and the effects on employee motivation. Based on the results of this study, nonprofit leaders should focus on vital strategies such as common shared platforms, employee training, and business process management. These strategies have a commonality for all generations and business types to encourage knowledge transfer and increase employee motivation (Akgün et al., 2017; Kahn, 1989). Building trust within an organization may help nonprofits create essential strategies to implement knowledge transfer as an operational function. My study has revealed that when business leaders

trust and encourage knowledge transfer, either under succession planning or organizational practices, the motivation of each employee may increase due to the open communication and encouragement for professional development

Recommendations for Further Research

The findings from this study require further exploration. It is essential to understand the strategic implementation of knowledge transfer related to intercompany trust demonstrated by upper management to allow employees the ability to interpret and maintain knowledge, ensuring a cohesive knowledge transfer strategy and KM. I recommend that future researchers extend the hypothesis or research question to explore the company culture and what encourages employees to transfer knowledge both vertically and horizontally within an organization. Furthermore, additional research on the varying types of knowledge transfer, succession, or operational strategies is needed to explore the varying strategies that have succeeded in maintaining operational tracks and not impede the company's cultural functionality.

Reflections

Throughout my doctoral journey at Walden University, I encountered obstacles that I felt would cause my journey to halt, yet I kept reminding myself of my "why." I gained a deeper understanding of independent research and gained a more in-depth insight into conducting a case study and analyzing research data. There were times I felt intimidated with the process of proposing, collecting data, analysis of data. However, I have gained a new insight into the process of knowledge transfer and how it affects

employee motivation. Each participant was straightforward and willing to provide honest answers; I feel this was due to my confidentiality agreement I signed for each and my ability to make them feel comfortable.

When I began the analysis stage of my journey, I was introduced to NVivo software, a complex adventure at first, but quickly found out how useful it was to organize, categorize, and conduct my thematic analysis. I have enjoyed my journey with Walden University and Dr. Ronald Black at my side to become a successful independent researcher and remain humbled by this experience. I found a sense of strength and heightened self-respect in my ability to balance family, career, and school success.

Conclusion

The efficiency and reliability of knowledge transfer within an organization are as good as leaders' strategies. The lack of strategy applied for knowledge transfer within a succession plan or current KM can decrease employee motivation. According to Akgün et al. (2017), existing barriers can cause a loss in innovation and sustainability if not addressed. Kahn (1990) noted that meaningful projects demand routine and new skills, allowing employees to have a sense of competency and intellectual growth. The barriers to knowledge transfer were identified as a lack of communication between varying levels of authority; frustration was observed and validated through interviews that lower levels had the feeling of not being a part of the bigger picture.

Common shared platforms, employee training, and business process management are recommended actions to ensure professional competency within the organization.

Muskat and Derry (2017) noted that heterogeneity in staff motivation to knowledge transfer could be resolved through organizational memory implementation by storing information that individuals can share. Rathi et al. (2016) stated that effective and efficient nonprofits are essential to a community's well-being and knowledge management to make such organizations effective and efficient.

Limitations were found based on the need for additional research on different types of knowledge transfer to get an accurate representation of each aspect related to an organizational structure. Data collected were stored and were analyzed using NVivo data analysis software. I used the conceptual framework as an alignment of my thematic analysis to identify the four themes strategies used to transfer knowledge: (a) emails, (b) individual contact, (c) shared platforms (smart sheets, google docs, and network drives), (d) group meetings.

Knowledge transfer systems should be incorporated and tested periodically to ensure that knowledge transfer strategies are successfully utilized. Nonprofit leaders must adequately assess the importance of implementing success knowledge transfer strategies that use common shared platforms, employee training, and business process management. The findings may add validity to applying robust knowledge transfer strategies that may contribute to competitive advantage, organizational development, and innovative growth.

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Appendix A: Confidentiality Agreement

During my activity in collecting data for this research: “Knowledge transfer strategies for nonprofits,” I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, which includes the identity of each participant, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement, I acknowledge and agree that:

- I will not disclose or discuss any confidential information with others, including friends or family.
- I will not in any way divulge, copy, release, sell, loan, alter, or destroy any confidential information except as duly authorized.
- I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information, even if the participant’s name is not used.
- I will not make any unauthorized transmissions, inquiries, modification, or purging of confidential information.
- I agree that my obligations under this agreement will continue after the termination of the job that I will perform.
- I understand that violation of this agreement will have legal implications.

- I will only access or use systems or devices I am officially authorized to access, and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement, and I agree to comply with all the terms and conditions stated above.

Signature:

Date:

Appendix B: Observation Protocol

The purpose of direct observation in this multiple case study is to explore the knowledge transfer strategies that nonprofit organizations use and the effects on employee motivation.

1. Before conducting the face-to-face semistructured interviews, I will request permission from management to engage in participant observation of daily tasks and interactions with staff for a 90 min period.
2. The purpose of the participant observation is to establish a rapport with the participants before beginning the interviews and add to the validity of data collected during these interviews.
3. The voluntary consent form will be presented to each participant under direct observation following upper management permission to allow the researcher to observe.
4. Upon receiving permission to observe daily task and employee interactions, I will schedule a time for the observation conducive to the participants.
5. After arriving at the designated department, I will introduce myself to the participants and reiterate the purpose for my presence, a participatory observant in preparation for the formal interviews.
6. During the direct observation, I will be looking for defined information:
 - a. How often is knowledge transfer used?

- b. Does each participant appear to be conformable with the process of knowledge transfer available to them?
 - c. Was the information received complete, or did the participant have to look for additional information to complete a project?
 - d. Did the participant seem frustrated at their current knowledge transfer process?
7. Following each observation, I will produce a written report of my observations in a narrative format
 8. Observations will be included in the data collection for analysis and coding.
 9. The participatory observation within each department will be canceled if one or more participants decline to be observed.
 10. End protocol.