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Knowledge-Sharing Practice as a Tool in Organizational Development in Nigerian Higher Educational Institutions

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Abstract

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MPhil, Walden University, 2022

MSc, Keller Graduate School of Management, 2004

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Dissertation Submitted in Partial Fulfillment

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Doctor of Philosophy

Information Systems Management

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Abstract

Understanding knowledge management is key to understanding organizational development and innovations. Inadequate knowledge-sharing practices in Nigerian educational institutions has impeded innovation and management development. The purpose of this qualitative modified Delphi study was to seek consensus among administrators from Nigerian educational institutions and scholars from Nigerian universities regarding knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions. The organizational development framework was used to guide the study. Data collection included a nonprobability purposive sampling of 25 participants and three rounds of surveys administered online. A consensus was reached on eight factors after coding and thematic analysis: setting knowledge-sharing expectations, developing a culture of respect, holding staff accountable, enforcing a zero-tolerance policy, confidentiality of reporting, communicating expected knowledge-sharing behavior, open communication, and investigating inappropriate knowledge-sharing behaviors. The implications for positive social change include better knowledge-sharing practices for the organization and its communities. Findings may also be used to promote the use of organizational resources due to a better understanding of collecting and sharing knowledge within Nigerian higher educational institutions.

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Dedication

I dedicate this dissertation to my parents, who ignited my love of education. To my dad, who is my hero and role model, whose selflessness and support are beyond this world; he would stay up with me during my younger years to put off the candle when I fell asleep. I dedicate this dissertation to my wife, who kept my spirit up and helped me stay on track and laugh off my stress. I also dedicate this dissertation to Dr. Geetha Kamath, Nurse Patti Neumann, Nurse Frances Zapart, and the Florida Cancer Specialists St. Petersburg staff for their help and care during the dissertation process.

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Table of Contents

List of Figures

Chapter 1: Introduction to the Study

The primary purpose of an organization undergoing an improvement process is to improve the business flow process and increase efficiency in the organization (Hatch et al., 2015; Kwayu et al., 2021). This purpose is true in humans and in organizational interactions and the interaction between humans and information technology. The utilization of information technology and information systems management to improve the organization's functions is a testament to the quest for advancement and improvement of human and technological innovations. Following this quest is the inquiry into the role of knowledge-sharing practices within the organization and how these practices nourish organizational innovation and development.

Although the human resources framework is based on and exists to serve human needs, as Morgan (2006) suggested, service of human needs that is one-dimensional results in poor service and leads customers to look for alternatives, and when found, changes are made to meet their multidimensional needs (Morgan, 2006; Rezaei et al., 2021). The importance of information systems management and information technology to the advancement of innovation in the organization, in general, could be seen in the level of development achieved in the industry since the introduction of technology and information systems management into organization operations. Research suggested that the greatest advancement in the organization's operations is linked to the introduction of information systems management (Kim et al., 2022; Satish, 2007). The same conclusion was reached by Shikha and Saini (2013) that information technology-based information systems are a platform for major organizational development and improvement.

Technology and information systems management have been vital to an organization's operations. Moving forward, information systems management and technology will become even more significant to the success of an organization's operations. The human resources framework is a great fit for the organization and the individual who uses the services offered. From a general point of view, the human resources framework provides the best structure that supports the service orientation of organization service management. It is a simple structure with little direct control over workers and many opportunities for workers to exercise complete authority over daily operations (Morgan, 2006; Rezaei et al., 2021).

This chapter includes a discussion of the background of the study, the problem statement, and the purpose of the study. This chapter also includes the assumptions and limitations, along with the organizational development framework (Kanna & Praveen, 2022) and the nature of the study. I also provided definitions of the key concepts or constructs of the research study.

Background

Lam et al. (2021) indicated the importance and role of organizational culture in nourishing and encouraging knowledge-sharing within the organization. Within the organization's culture, the leader has a great reach for information and knowledge and can acquire knowledge and pass knowledge with ease when the culture creates an environment that nourishes knowledge-sharing. The goal of the leader/manager must be to find and give the information/new knowledge to the workers and to teach the workers how to find the information. The situation should be stated and understood that along

with organizational culture, interpersonal trust, and relationships (M. R. Lee, 2009), communication between staff (Dokhtesmati & Bousari, 2013; Oyenuga et al., 2019), information systems of the organization, information management of the organization, and the organizational structure (Farhanghi et al., 2013; Oliveira et al., 2019) all help to nourish and encourage knowledge-sharing practices within an organization.

I sought to fill the gap in the existing literature on knowledge-sharing practices by examining how scholars' and administrators' knowledge-sharing practices influence organizational innovations and development. This study was unique because it addressed an under-researched area of management development within the organization and suggested possible ways to nourish its innovative development. Existing research (e.g., Abbas, 2020; Demir et al., 2021; Onifade, n.d.; Scaringella, 2014) also suggested knowledge-sharing's impact, influence, and role, but there was little research on how scholars and administrators share knowledge within their organizations. This study would extend on prior research by seeking a consensus among Nigerian scholars and administrators who held the most organizational knowledge because of the length of services and training that included knowledge-sharing practices to improve their organizations (see Heyden et al., 2018). The resulting positive social implication includes a better chance of Nigerian educational institutions integrating into the world economic system due to better human capital development.

While discussing organizational knowledge, Demir et al. (2021) made a distinction between inferred knowledge and specific knowledge. The results showed that knowledge storage is key to knowledge generation, sharing, and utilization. I examined

how these differences affect knowledge generation, knowledge-sharing, and utilization. Knowledge is generated by learning and experience. The full scope of knowledge generation suggests knowledge management (KM), its components, and how it nourishes organizational development.

Knowledge-sharing could enhance the amount of knowledge and collective information available to an organization. The importance of communicating knowledge was one of the underlying suppositions of the current study. In essence, management must be involved in the collection of knowledge and information, in the sharing of experience, and in encouraging members of the organization in the sharing of knowledge.

Hussain et al. (2022) examined the impact of knowledge-sharing on information systems in general. Hussain et al. focused on reviewing studies regarding the effects of knowledge-sharing on information systems with an advanced focus on M-learning, social media, ERP systems, and weblogs but not on how knowledge-sharing occurs within the organization, a gap that I hoped to fill. I endeavored to extend on prior studies by seeking a consensus on how administrators and scholars, who held most of the organizational knowledge because of the length of services and training, use knowledge-sharing practices to improve their organizations (see Heyden et al., 2018). Heyden et al. (2018) discussed the impact, influence, and role of knowledge-sharing, but there was little research on how managers share knowledge within their organizations. This study will extend on prior research to seek consensus on how Nigerian scholars and administrators who hold the majority of organizational knowledge due to the length of services and

training use knowledge-sharing practices to improve their organizations (Heyden et al., 2018).

Problem Statement

Knowledge Management (KM) is key to all organizational development and innovations (Lam et al., 2021). Knowledge management is the central concept that holds all other ideas and constructs together in an organization (Bourke & Roper, 2017; Namiq, 2018). Research suggested that 75.9% of Nigerian human resources managers in all major sectors of the economy see the loss of crucial knowledge due to key employees leaving an organization as a major challenge (Bamgboje-Ayodele & Ellis, 2015). Existing studies suggested the importance of innovation to organizational development (Hamel, 2006; Z. Wang et al., 2014) and the role of knowledge management in achieving organizational development (Harker et al., 2016). Existing studies also suggested the challenges Nigerian scholars and administrators face because of globalization that requires them to build new capabilities (Essien, 2022).

These challenges impact leadership and innovation because of inadequate knowledge management practices (Osisioma et al., 2016). The business management problem addressed in the current study was that most Nigerian educational institutions face slow integration of innovation and development into their organizational structure because of poor human capital development (see Makhtar, 2019; Okafor et al., 2019). Finding solutions to this problem is difficult because of the differences in cultural norms in how organizations communicate information (Heyden et al., 2018) and how knowledge-sharing practices occur in Nigerian educational institutions (Bourke & Roper,

2017; Osisioma et al., 2016). The specific management problem examined was the reduction in innovation and management development in Nigerian educational institutions because of the direct impact of inadequate knowledge-sharing practices.

Purpose of the Study

The purpose of this qualitative modified Delphi design study was to seek consensus among administrators from Nigerian educational institutions and scholars in Nigerian universities who were experts in management practices on the practical methods of knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions. The Delphi approach was apt because the study's goal was to contribute to the body of knowledge and suggest the best practices in knowledge-sharing activities that would benefit organizations by nourishing innovational development and better information transfer capability in the organization's information management system. The Delphi method has been used to obtain a reliable consensus among a group of experts and for judgmental anticipation of future events. It is a participatory and iterative method in which a panel of anonymous experts obtains consensus on a particular matter through questionnaires and feedback.

Research Question

What consensus exists among Nigerian administrators and scholars in Nigerian universities as to the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions?

Conceptual Framework

I used the organizational development framework, which is how an organization

develops the internal capacity to be most effective in its mission work and sustain itself over the long term (Kanna & Praveen, 2022; Program et al., 1999). I used this qualitative research approach to explore how scholars' and administrators' knowledge-sharing practices nourish organizational innovations. The case of understanding issues based on the culture of the people was made by Parboteeah et al. (2014) in their research on the role of ethnic diversity, corruption, and ethical climates in sub-Saharan Africa was examined. Using the organization development framework as a guide, I examined factors that possibly nourish innovations and development by how they affect the knowledge-sharing practices of the organization.

The lens of organizational development was focused on the factors of cultural identity and cultural norms within Nigerian educational systems, organizations, and government by examining concepts of how cultural identity in management and leadership style within the organization and their impact on the knowledge-sharing practices of the organization. Also, understanding how culture defines status in the Nigerian context, I sought to understand how this affects knowledge-sharing between people from different social statuses within the Nigerian education system. Grant and Osanloo (2014) suggested that great care must be employed in selecting the framework because this helps guide the study in the best manner.

The organizational development theory asserts that managers can manage and develop the intimal capacity within organizations to improve operations and sustain operations over the long run (Ipe, 2003; Kwayu et al., 2021). I will discuss the theory in more detail in Chapter 2 through the literature review. Therefore, I considered this

conceptual framework throughout my study in relation to the literature review, research design, data analysis, and the final discussion of the study results. I used the organizational development framework (see Kanna & Praveen, 2022) to provide conceptual clarity to my research findings.

This section defines the concept that grounded the study and provides an overview of the frameworks I used to clarify my research process and findings. I reviewed how these frameworks encompass the principal issues of knowledge-sharing. Moreover, I state the logical connections among key elements of the frameworks. I also state how the framework relates to the study approach, key research question, instrument development, and data analysis. To close, I provided literature and research-based analysis of how the theory has been applied previously in ways similar to this study**.**

Nature of the Study

This study's research design was based on Lin (2007), who described knowledge-sharing as a "social interaction culture, involving the exchange of employee knowledge, experiences, and skills through the whole department or organization" based on "shared understandings" of providing information to all within the organization (p. 1). The qualitative modified Delphi design was used to seek consensus among experts in management practices. Using the Delphi approach was apt because the study's goal was to contribute to the body of knowledge and suggest best practices in knowledge-sharing activities that would benefit the organization by nourishing innovational development and information transfer capability in the information management system (see Barry et al., n.d.; Hacker, 1988; Hsu & Sandford, 2007; Millar et al., 2007; Päivärinta et al., 2011).

Instrumentation in the study included three surveys that were administered sequentially through SurveyMonkey. I used the NVivo Version 12 software, a Computer Assisted Qualitative Data Analysis Software (CAQDAS), to analyze the data from all three rounds of the surveys. The target population for the study was scholars and administrators with skills and experiences as full-time senior-level professors and senior managers based on their length of service. Participants were selected based on their length of service of over 5 years in their institution as scholars and administrators. Institutions of interest include Delta State University, Akaka, Nigeria Petroleum Institute, Efeume, E. K. Clake University, Ughelli, and foreign universities scholars and administrators of Nigerian origin. These are higher learning institutions in Delta State, Nigeria. These institutions' scholars and administrators provided the needed interview participants for this study.

While discussing organizational knowledge, Demir et al. (2021) distinguished between inferred knowledge and specific knowledge. According to Demir et al., specific knowledge is "knowledge that can be expressed in words and numbers and shared in the form of data, scientific formulae, specifications, manuals, and the like" (p. 2). I addressed the literature gap on the relationship between knowledge-sharing and knowledge-acquiring and provided valuable insights into knowledge management. Knowledge-sharing is the degree to which individuals share information with others, knowledge-acquiring is the capacity of the individual to get and grade information, and knowledge management is all of the processes of managing knowledge.

Definitions

Consensus: The final quest of human communication; human communication is grounded on a commitment to an ideal speech situation, and ideal speech theory is the constitutive condition of rational speech (Bufacchi, 2021)

Delphi study: A scientific approach involving sequential surveys in which rounds are used to obtain individual expert opinions to establish consensus among participants (Ng'etich et al., 2021).

Knowledge management (KM): The processes of managing knowledge within an organization, including how knowledge is shared in the organization (Salloum et al., 2018).

Knowledge-sharing: The process and whys, including factors preventing or nourishing knowledge transfer between individuals (Salloum et al., 2018).

Organizational culture: The characteristics, values, attitudes, assumptions, and behaviors shared and practiced by an organization (Ahmad & Karim, 2019; Hatch et al., 2015).

Organizational development: The process through which an organization develops the internal capacity to be most effective in its mission work and sustain itself over the long term (Kanna & Praveen, 2022; Program et al., 1999).

Organizational performance improvement: The processes that an organization performs to improve performance in operations, productivity, and functionality (Okafor et al., 2019).

Total quality management: The process of managing total business quality. It should be noted that this is an in-house operation and an ongoing process in the organization. This is both a process and a quality focus (Ahmad & Karim, 2019; Bourke & Roper, 2017).

Assumptions

My assumption was whether the literature review would be extensive enough to support the research question. I also assumed that the selection criteria for study participants would be appropriate and the panel experts would have the expertise and depth of knowledge to answer the interview questions. I ensured clear communication on the anonymity and confidentiality of participant responses and gave participants the option to withdraw from the study at any time without ramifications. Therefore, I assumed the study participants would be honest and forthcoming with their answers and would have no explicit biases. I assumed the participants had a sincere interest in the study and no other motives. I also assumed that organizations that manage organizational and individual knowledge-sharing practices would more effectively deal with the challenges of the new business environment.

Scope and Delimitations

Available literature did not offer direct knowledge of the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions. Where there were references to the issue, they were based on cultures that are observed under different sets of norms. Understanding knowledge management as a tool in organizational innovation development is related to understanding society’s cultural norms, the

organization's structure, and the ways communication is shared in the organization. Each has its effect on the knowledge-sharing practices of the organization. Although other factors besides those that were explored in the current study could nurture organizational development and innovations, factors such as income and social status of the individuals, the amount of time needed to complete training, the number of universities, and the ratio of teachers to students in the society were beyond the scope of the current study.

I focused on scholars' and administrators' insights in relation to the research question of this study. Researchers have studied knowledge management in organizations from organizational development perspectives (Yob, 2018). In my study, however, I examined the problem from a different organizational development perspective and proposed solutions that had not been identified before (see Li et al., 2019). I used the organizational development framework as a guiding lens to conduct my study (see Kanna & Praveen, 2022). Knowledge gained from my research may contribute to elaborating a framework for successfully managing organizational development.

The researchers Lechler and Dvir (2010) and Turner and Miterev (2019) discussed how developments are organized and how these management structures impact development success in the organization, arguing that there is a link between developmental success and organizational structure and suggesting that some organizational structures offer better support for organizational development. The influence of organizational structure on the likelihood of developmental success was evident in the literature and the empirical examination of organizational structure and its

development in determining the organization's success/failure rates (Ghorbani et al., 2022; Lechler & Dvir, 2010).

Limitations

The significant challenge for the current study was accessing willing participants who would provide objective responses to the interview questions of this study because of the fear associated with and resulting from the differences in the cultural norms and values of Nigerian scholars, administrators, leaders of organizations, and the general public. There is a cultural divide in class-status interaction, making it challenging to communicate between class position and class status. Although this challenge was mitigated by using the Delphi method of data collection, it was still a concern because of dissertation time limitations, the analysis of data collected, and the participants providing objective responses and opinions. This was the main challenge to getting good data.

Another challenge was conducting the interview process because scholars and administrators faced network issues. This is common because of the poor network infrastructure in Nigeria. Another challenge was participants expecting to receive monetary compensation for participating in the survey process.

My personal views of the state of Nigeria's organizational management system was my greatest bias as a researcher of this phenomenon. These views were coupled with the fact that it was my interest to go into organizational management in Nigeria. The view of encouraging knowledge-sharing practices that nourish innovations was also a motivating factor and interest for this study. As a constructivist inquirer, I documented my assumptions about the research topic and the scope of the influence and impact of my

personal experiences to prevent my bias from affecting the study.

As an information technology project manager with some teaching experience in a nontraditional educational setting, I came into the study with some bias and preconceptions as to the relationship between the manager's contributions to the overall innovational development of an organization and the way individual knowledge-sharing practices influence organizational development. As a project manager, I understood that project management's core concepts of good communication lead to better project team building and cohesiveness. Knowledge-sharing could help the team better meet its requirements and project goals. I tried to limit these ideas from influencing the research process.

Significance

Significance to Practice

I aimed to better understand management's knowledge-sharing practices by focusing on how scholars' and administrators' knowledge-sharing practices nourish organizational innovations. This study was unique because it addressed an under-researched area of management development in the organization and may suggest ways to nourish innovative development in Nigerian educational institutions. The influence of scholars, administrators, and management determines how effective knowledge-sharing flows within the organization; in some cases, top management helps collect knowledge and encourages others to gather knowledge and classify knowledge in the order of importance within the organization. Only management with a good understanding of the system's archetypes can effectively collect, encourage, and motivate others to share

knowledge within the organization. According to Alrawi and Hamdan (2011), knowledge is the ability of leaders to identify problems and find solutions to those problems and the leader's ability to communicate problem-solving practices to others within the organization. The significance of knowledge-sharing in management and finding consensus on the best knowledge-sharing practice for an organization is vital to the organization's development. An improved understanding of knowledge-sharing practices may help administrators better employ, collect, store, classify, and share knowledge; develop working theories that will aid management's understanding of knowledge-sharing practices; and promote positive social improvement and management of organizational resources.

Significance to Theory

This study may contribute to the existing theories on knowledge generation, sharing, and storage that are important for implementing knowledge management and knowledge-sharing activities among workers within the organization, leading to more effective knowledge management within the organization. Knowledge management nourishes innovation performance, creates new ideas, and helps improve employee knowledge and self-efficacy. If implemented correctly, knowledge-sharing could enhance the amount of knowledge and collective information available to an organization. The importance of communicating knowledge is one of the underlying premises of the current study. In essence, management must collect knowledge and information, share experience, and encourage team members in knowledge-sharing (Ogunmokun et al., 2020).

I sought to fill the gap in the existing literature on knowledge-sharing practices by examining how scholars' and administrators' knowledge-sharing practices influence organizational innovations and development. This study was unique because it addressed an under-researched area of management development in the organization and suggested possible ways to nourish its innovational development. Existing research (e.g., Abbas, 2020; Demir et al., 2021; Onifade, n.d.; Scaringella, 2014) addressed knowledge-sharing's impact, influence, and role, but there was little research on how scholars and administrators share knowledge within their organizations. The current study extended on prior research by seeking a consensus among Nigerian scholars and administrators who held the most organizational knowledge because of the length of services and training that included knowledge-sharing practices to improve their organizations (see Heyden et al., 2018).

Significate to Social Change

Social change refers to the changes in human interactions and interrelations because of changes in how people relate to others in society. Society is a web of social relationships; therefore, social change includes the changes in the system of social relationships because of the changes in how people relate (Stephan et al., 2016). According to Walden University (2014), positive social change is a deliberate process of creating ideas and actions to improve the lives of individuals or communities locally and worldwide. The transformation of social change leads to positive outcomes at many levels and at different rates. I took an interdisciplinary and multicultural approach to

social change as part of my study. I focused on the real-world application of ideas and strategies to create positive social change.

The influence of social change and academic research could be seen in the amount of new knowledge created in many educational institutions because of the collaboration offered by the interconnection of the web, the availability of information, and the interrelationship of contemporary global society. The influence of social change and academic research can be seen in how people communicate, share information, and share knowledge. Social change can be seen in the education systems (i.e., e-education, online education, and distance education), which were unimaginable concepts 2 or 3 decades ago (Uhl-Bien & Marion, 2008).

I aimed to better understand management's knowledge-sharing practices by focusing on how scholars' and administrators' knowledge-sharing practices nourish organizational innovations. The study was unique because it addressed an under-researched area of management development in the organization and suggested ways to nourish innovative development. The influence of managers and management determines how effective knowledge-sharing flows within the organization. Top management helps collect knowledge and encourages others to gather and classify knowledge in the order of importance within the organization. Only management with a good understanding of system archetypes can effectively collect, encourage, and motivate others to share knowledge within the organization. The significance of knowledge-sharing in the field of management and finding a consensus on the best knowledge-sharing practice for an organization may help managers employ, collect, store, classify, and share knowledge;

develop working theories that will aid management's understanding of knowledge-sharing practices and managing of organizational resources and promote positive social change.

Evidence suggested that the assessment of knowledge-sharing indicators, such as but not limited to innovation development and social determinants, are critical in measuring management development outcomes and organization development. For the current study, when individuals associated with knowledge-sharing activities find ways to serve their local communities and contribute to the common good, their efforts are identified as contributing to positive social change (see Yang et al., 1997). I focused on the real-world application of ideas and strategies to create positive social change. The implications for positive social change in my study include a better understanding of Nigerian administrators' and scholars' knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions.

Summary

In Chapter 1, I provided an overview of the study. I reviewed the background of the study problem, stated the research question, and described the significance of the study on information-sharing practices that nourish organizational development, theory, and social change. I also briefly introduced the theoretical foundation and conceptual framework I used in the study. Furthermore, I reviewed the nature of the study in terms of methodology, population, sampling, instruments, and data analysis. Finally, I explained the scope and limitations of the study. In Chapter 2, I provide a comprehensive review of the relevant literature.

Chapter 2: Literature Review

Knowledge Management (KM) is key to all organizational development and innovations (Lam et al., 2021). Knowledge management is the central concept that holds all other ideas and constructs together in an organization (Bourke & Roper, 2017; Namiq, 2018). Research suggested that 75.9% of Nigerian human resources managers in all major sectors of the economy see the loss of crucial knowledge due to key employees leaving an organization as a major challenge (Bamgboje-Ayodele & Ellis, 2015). Existing studies also suggested the importance of innovation to organizational development (Hamel, 2006; Wang et al., 2014) and the role of knowledge management in achieving organizational development (Harker et al., 2016). Existing studies also suggested the challenges Nigerian scholars and administrators face because of globalization that requires them to build new capabilities (Anyim et al., 2011).

These challenges impact leadership and innovation because of inadequate knowledge management practices (Hilda E. Osisioma et al., 2016). The social problem addressed in the current study was that most Nigerian educational institutions face slow integration of innovation and development into their organizational structure because of poor human capital development (see Makhtar, 2019; Okafor et al., 2019). Finding solutions to this problem is difficult because of the differences in cultural norms in how organizations communicate information (Heyden et al., 2018) and how knowledge-sharing practices occur in Nigerian educational institutions (Bourke & Roper, 2017; Hilda E. Osisioma et al., 2016). The specific management problem was the reduction in

innovation and management development in Nigerian educational institutions because of the direct impact of inadequate knowledge-sharing practices (see Ologbo et al., 2015).

The Delphi approach was used in the current study. The Delphi approach was apt because the study's goal was to contribute to the body of the existing knowledge and suggest the best practices in knowledge-sharing activities that would benefit organizations by nourishing innovational development and better information transfer capability in the organization's information management system. Alrawi et al. (2013) and Zeb et al. (2021) suggested the importance and role of organizational culture in nourishing and encouraging knowledge-sharing within the organization. Within the organization's culture, the leader has a great reach for information and knowledge and can acquire knowledge and communicate knowledge with ease when the culture creates an environment that nourishes knowledge-sharing. The goal of the leader/manager must be to find and give new knowledge to the workers and to teach the workers how to find the information.

Along with organizational culture, interpersonal trust, and relationships (M. R. Lee, 2009), communication between staff (Dokhtesmati & Bousari, 2013), information systems of the organization, information management of the organization, and the organizational structure (Farhanghi et al., 2013) all help to nourish and encourage knowledge-sharing practices within an organization. Zeb et al. (2021) suggested that innovation is the basic input of organizational endurance. The organization that focuses on innovation and adapts its culture to innovation is the organization that will endure. This concept plays a part in the complete management of the knowledge and information

within the organization. This chapter provides the literature search strategy, conceptual framework, and literature review.

Literature Search Strategy

The search for articles began with investigating the following keywords: *knowledge management, knowledge-sharing, organizational development, innovation within the organization, leadership role in organizational development, information management, knowledge-sharing behavior, knowledge management theory,* and *organizational culture*. The databases and search engines used for this research were Google Scholar, ProQuest, Journal of Open Innovation, peer-reviewed journals, and eBooks on knowledge management and knowledge-sharing. A large percentage of the articles (about 90%) were from peer-reviewed journals, while the others were from eBooks and conference reports and publications. The focus was not only on the current articles but also on articles relevant to knowledge-sharing practices and their role in promoting and nourishing innovation within the organization.

The literature review focuses on evidence and methodology about the organization's knowledge-sharing practices, its effects on development, factors that hinder the procedure, and possible solutions and ways of promoting better knowledge-sharing practices among individuals and organizations. The review also focuses on knowledge-sharing platforms and how their application influences knowledge-sharing practices in the organization. Each research article addressed a particular approach or medium, its general application in knowledge-sharing activity, its impact, and its effectiveness in the overall knowledge-sharing activities of an organization.

The review also focuses on the importance of knowledge-sharing to the organization. Although research suggested many benefits of knowledge-sharing practices for the organization, the articles suggested the notable improvement of information systems management within the organization due to the management techniques of knowledge-sharing activities. The review also focuses on the theoretical concepts to explain organizational management and its larger implication for innovation and development. Also, the review helped me define some of the research parameters and other related concepts such as knowledge systems, knowledge management, organizational management, knowledge transfer, innovation, and personal information management relative to how they are the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions.

The above assumption lends itself to observing facts in an idiographic explanation. In this context, my assumption examined the idiosyncratic causes of why developing countries have a slow rate of management development in the face of all available resources for rapid development (Babbie et al., 2000). The sources of learning shape people's understanding and create their knowledge bank. This knowledge bank then drives the choices people make and the lives they lead, including their views and treatment of others in how they share knowledge. Knowledge includes the insights, understanding, and practical know-how that people possess. Knowledge is the fundamental resource that allows people to function intelligently. It can then be stated that knowledge is an invisible or intangible asset, and its acquisition involves complex cognitive processes of perception, learning, communication, association, and reasoning.

The increasing significance of information technology security to firms is evident from their growing security budgets. Firms rely on security technologies such as firewalls and intrusion detection systems to manage information technology security risks (Ogunmokun et al., 2020).

Knowledge-sharing activities are integral to knowledge management. Academicians are members of higher education institutions where knowledge is created and shared. Valuable knowledge resides in people, and people can share knowledge to transfer it to different individuals and groups and from one generation to another. Knowledge management is the source of organizational planning and successful management of its activities. Knowledge management and knowledge-sharing within an organization link different units, leading to a formidable network arrangement that produces a flexible organizational structure built around learning, replacing old hierarchical and mechanical structures (Onifade, n.d.).

Although most available literature addressed knowledge management, knowledge sharing, and organizational development, there was very little research on how knowledge-sharing nourishes organizational development or leadership's role in nourishing organizational development. I hoped to bridge the gap in the existing literature. Through this study, I sought to answer the following research question: What consensus exists among Nigerian administrators and scholars in Nigerian universities as to the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions?

Conceptual Framework

The role of a conceptual framework in qualitative research is to provide a recognized theory or theories, known and established methods, and contexts to help a researcher answer a qualitative research question (Grant & Osanloo, 2014). A framework is a blueprint or map with defined keys and legends that state the parameters and explain what is represented in the map (Kezar, 2003). A conceptual framework in qualitative research is the theory that explains the research problem. The conceptual framework helps the researcher answer the research question based on established principles and concepts grounded in theories.

By knowing the theories that support the main idea, a researcher can reach unbiased conclusions that are grounded in established and proven theories. Another role of a conceptual framework in academic research is it helps the audience understand, follow, and, if needed, repeat the study under the same conditions. This framework is important because it gives the researcher and the research community a base map that all can follow (Rocco & Plakhotnik, 2009).

I used the organizational development framework (see Kanna & Praveen, 2022), which addresses how an organization develops the internal capacity to be the most effective in its mission work and sustain itself over the long term (Lam et al., 2021). Using the organizational development framework, I explored how scholars' and administrators' knowledge-sharing practices nourish organizational innovations. The case of understanding issues based on the culture of the people was developed by Parboteeah et al. (2014) in their article on the role of ethnic diversity, corruption, and ethical climates

in sub-Saharan Africa. Using the organizational development framework (see Kanna & Praveen, 2022) as a guide, I examined factors that nourish innovations and development by how they affect the knowledge-sharing practices of the organization.

The conceptual framework includes the construction of ideas, assumptions, and beliefs sourced in the literature and from personal experiences to answer a research question (Grant & Osanloo, 2014). One aspect of the current study was to examine the effects of community interest, organizational interest, and other influences on the concepts of knowledge-sharing within an organization and the larger community. I used the conceptual framework to examine the sharing of information and knowledge in Nigerian universities to determine whether there is a connection between community interest, organizational interest, and other influences on knowledge-sharing concepts.

Using the organizational development framework (see Kanna & Praveen, 2022), I focused on the characteristics of cultural identity and cultural norms within the Nigerian educational systems and organizations by examining concepts of cultural identity in management and leadership styles within the organization and their impact on knowledge-sharing practices in the organization. By understanding how culture defines status in the Nigerian context, I sought to understand how this affects knowledge-sharing between people from different social statuses. Grant and Osanloo (2014) suggested that great care must be employed in selecting the framework because it helps the researcher conduct the study in the best manner.

Zadeh (2018) explained the frameworks of high-reliability organization, fair and just culture, and the safety measurement and monitoring framework used in research.

Zadeh suggested that the framework helps make the logical connection among all study components. Zadeh provided a summary of the search strategies used to find relevant articles for the literature review.

Williams (2017) investigated the allocation and corroboration of individual grades for project-based learning. Williams used passive observation, a questionnaire, reflections, self-assessments, and group evaluation methods to collect and examine how individuals learn in a project-based environment. Williams found that project-based learners and participants engage in collaborative work and rely on previous experiences in their investigation. Williams investigated whether the end product is the only goal or a major driving factor in a project-based environment.

Literature Review

The reviewed articles suggested knowledge management's importance to organizational development and advancement (Lam et al., 2021). Although knowledge-sharing is the primary means of passing information (Rianto et al., 2021), the way people and organizations learn and acquire knowledge differs, creating difficulties in the sharing process (Janus, 2016). Yob (2018) suggested 10 competencies that can provide the framework for curriculum building for social change: three in the knowledge domain (scholarship, systemic thinking, and reflection), four in the skills domain (application, advocacy, collaboration, and political engagement), and three in the affective domain (ethics, commitment, and courage). The conceptual framework is specific to the ideas and methods of research inquiries and data collection used during the research process. Next, I discuss organizational knowledge climate and how it affects knowledge-sharing.

Knowledge Climate

The knowledge climate in the organization determines how knowledge is shared within and among others outside the organization. According to Kundu (2007), all earlier studies on organizational climate can be broadly classified under three principal approaches, multiple measurement-organizational attribute approach (MMOAA), perceptual measurement-organizational attribute approach (PMOAA), and perceptual measurement-individual attribute approach (PMIAA). The first approach emphasizes the organizational model, taxonomy, context, and structure. The second approach PMOAA considers organizational climate (OC) as a set of attributes and delves into how the organization deals with its members' perceptions. The third approach (PMIAA) enquires into the individual perceptions of the organizational environment. The dimensions of organizational climate have evolved from research under the three approaches. Each approach has been developed to help organizational development by aiding the organizational structure (Al-Kurdi et al., 2020).

Knowledge climate is a set of attributes specific to a particular organization that may be induced by the organization dealing with its members and environment. For the individual member within an organization, climate forms a set of attitudes and expectancies that describe the organization in terms of static characteristics, behavior outcomes, and outcome possibilities. Research confirmed that attitudes toward and subjective norms about knowledge-sharing and organizational climate affect individuals' intentions to share knowledge (Al-Kurdi et al., 2020).

Knowledge-Sharing

Imam and Zaheer (2021) introduced the nature of the research study in the article's title and outlined the study's elements in detail in the introduction. Defining knowledge-sharing as a social interaction culture involves exchanging employee knowledge, experiences, and skills through the whole department or organization based on shared understandings of providing information to all within the organization. The research tests the limitations of knowledge-sharing and its influence on developing the organization's innovation capability, whether knowledge-sharing creates an opportunity for innovation, and if it increases the organization's ability to meet its needs to generate business solutions. The research examines if knowledge-sharing is helpful and benefits the organization's innovations.

Imam and Zaheer (2021) used an empirical study with data collected from 172 employees from 50 large organizations in Taiwan; the study applies structural equation modeling (SEM) to investigate the research model. Common themes identified about knowledge-sharing from the results show two individual factors; first, some individuals enjoy helping others, and for others, knowledge is self-efficacy. One of the organizational factors was the support of top management significantly influences knowledge-sharing processes. The results also indicate that employee willingness to donate and collect knowledge enables the firm to improve innovation capability.

The analytical framework of the research study comprises three aspects: enablers, processes, and outcomes. "Enablers" are the mechanism for fostering individual and organizational learning and facilitating employee knowledge-sharing within or across

teams or work units. The "knowledge-sharing processes" dimension refers to employees sharing their work-related experience, expertise, know-how, and contextual information with colleagues. In contrast, the "outcomes" dimension reveals the effects of the degree of knowledge-sharing effectively achieved on firm innovation capability.

Imam and Zaheer (2021) suggested that knowledge-sharing is a healthy activity that managers in the organization should encourage. It nourishes innovation performance and the creation of new ideas, but it also helps improve employee knowledge and self-efficacy – the need to be better. If implemented correctly, knowledge-sharing could greatly enhance the amount of knowledge and collective information available to an organization. The importance of communicating knowledge is one of the underlying conclusions of the research study – management must be involved in collecting knowledge and information, sharing knowledge, and encouraging team members to share knowledge.

Oyenuga et al. (2019) used a quantitative approach to examine the factors that hinder knowledge-sharing in the organization. While suggesting that knowledge-sharing is relevant to the innovative development of the organization, some within the organization hold information and knowledge for reasons that are not easily understandable.

Suggesting the extent to which individual barriers hinder knowledge-sharing practices in organizations and the motivating factors that promote these barriers. The philosophical approach used the literature review and a direct examination of Nigeria's university information and knowledge-sharing practices. While these articles discuss the

obstacles and factors that hinder knowledge-sharing and the importance of communication, they do not address how knowledge-sharing nourishes development.

Similarly, Li et al. (2019) examined the trustable mold redesign of a knowledge-sharing platform to understand knowledge transfer processes among individuals using the Ckshare and blockchain network of recorded knowledge. The research explores how knowledge-sharing platforms fit into one of two modes where a small group of parties owns knowledge, thereby reducing knowledge-sharing. Finding ways to remove the limitations created by privacy and other related issues could help create better knowledge-sharing platforms.

Li et al. (2019) proposed and developed a secure and trustable knowledge-sharing platform based on advanced technologies while overcoming existing problems in the mold industry. The approach is creating a workable mold of a cloud knowledge-sharing platform that can help maintain the privacy of data and information while enabling access to needed information. The researcher used a case study research approach for the study. One of the limitations noticed in the article, which is also a weakness in the conclusion reached, is that the study did not present a consensus mechanism for the proposed platform where each piece of knowledge and transaction is verified on the Ckshare platform based on a consensus mechanism.

Scholars (e.g., Chukwurah & Akpo, 2019; Iqbal & Khan, 2016) indicated the importance of teachers to the overall development of any society through their impact on the educational system. The education in Nigerian tertiary institutions is a direct response to the changing socioeconomic and political conditions in the world and Nigeria in

particular; directly related to the socioeconomic development in Nigeria's tertiary institutions is the level of knowledge-sharing ability and preferences. These changes are examined by Charband and Navimipour (2018) in their article about the mechanism of knowledge-sharing practices in education.

The process and application of knowledge-sharing techniques are explored in a systemic review of available literature (Charband & Jafari Navimipour, 2018) by examining the mechanics of knowledge-sharing practices in education. The article presents a comprehensive and structured literature review of the mechanisms of knowledge-sharing practices in the educational field. The article's findings can offer insights into future research needs and suggest possible areas of knowledge-sharing improvements in education and other organizations, along with potential further research on knowledge-sharing best practices. The article provides a comprehensive and detailed review of the state-of-the-art mechanisms of knowledge-sharing practices in the education field and directions for future research. The philosophical approach is a systematic review of the available literature on knowledge-sharing techniques.

Zikos et al. (2019) similarly examined the knowledge-sharing platform in industrial work environments to see acceptable and efficient knowledge-sharing practices. While gamified knowledge-sharing practices could aid knowledge transfer and learning, it is a platform that needs further study and consideration in knowledge-sharing collaboration and training. The article examined how gamified knowledge-sharing techniques assist in teaching and transferring knowledge in industrial environments. The philosophical approach is a social collaboration platform similar to those used in an

industrial work environment. The following section will provide information on some knowledge management concepts.

In their article, Salloum et al. (2018) outlined the benefit of knowledge-sharing and how it improves information systems management within organizations that employ knowledge-sharing practices. The article defines knowledge-sharing as the explicit or implicit knowledge management by which knowledge can be transferred, generated, and used, the essential process in building an organization's overall knowledge management procedures.

The researchers examined the role of monetary rewards in encouraging knowledge-sharing in organizations. The article suggested reward systems could play a vital role in encouraging and promoting knowledge-sharing practices in individuals and organizations. While the organizational goals could suggest reasons for knowledge-sharing, direct rewards motivate some individuals (Bartol & Srivastava, 2002).

Bartol and Srivastava's (2002) article aimed to show the role of rewards as a promoting factor in encouraging knowledge-sharing in both individuals and organizations. The philosophical approach is the examination of available literature. The research methodology used in this study is the case study examination of organizations that practice and use knowledge-sharing in their operations. The strength of the article is in suggesting the implications of reward systems' influence over knowledge-sharing activities and the need for further research.

Bartol and Srivastava (2002) reviewed studies regarding the impact of knowledge-sharing on information systems with an advanced focus on M-learning, social

media, ERP systems, and weblogs. The philosophical approach is the direct review of available literature on knowledge-sharing practices in the organization.

The research methodology revealed how knowledge-sharing practices are done and their application to information systems management of the organization. While including further study of the impact of knowledge-sharing on the E-learning system as one of the study's limitations, the overall weakness of the study is not collecting data from organizations as to the impact of knowledge-sharing practices on the information systems management of the organization.

The researchers explored the possibilities and effects of knowledge management on the organization's overall development as it relates to how knowledge is managed and shared in the organization and how it is likely to change in the future (Bootz et al., 2019). The article presents empirical evidence of the link between knowledge management and organizational development, suggesting the importance of the former to the latter.

Bootz et al. (2019) explored the link between current and future knowledge management practices, seeking how to best plan for changes in practice. The philosophical approach reviews the literature with an in-depth examination of current knowledge management practices. The research methodology used is the review of the literature with an in-depth examination of existing knowledge management practices.

Examining the mechanisms that support and influence knowledge-sharing, Lawson et al. (2009) suggested formal and informal socialization as part of organizations' tools for managing the organization's knowledge-sharing activities. The article defined socialization as the level of interaction between and communication of

various actors within and between the firms, which leads to personal familiarity, improved communication, and problem-solving (Lawson et al., 2009).

Lawson et al. (2009) aimed to test the impact of formal and informal socialization mechanisms on the level of knowledge-sharing within inter-organizational product development projects. The philosophical approach is the direct examination of the process in the organization. The research methodology used in this study is the case study examination of organizations that practice and use knowledge-sharing in their operations. There are no limitations. The sample size and the amount of data collected for this research are one of the article's strengths, which leads to strong credibility.

Pham (2020) examined some of the factors affecting the knowledge-sharing behavior of lawyers. Lawyers in this study are used to access and explain the factors, which can be the same for other sectors of the organization or professions. The article also examines the mediating role of behavioral intent in the relationship between attitude and knowledge-sharing behavior, suggesting that individual attitudes and behaviors play an important role in the individual's knowledge-sharing activities (Pham, 2020). Knowledge is an invaluable asset that contains the potential to contribute to organizational development. For that reason, knowledge-sharing in each organization is paid attention to by research in reality and in the academic environment to find methods to encourage knowledge-sharing, making good use of this core competitive advantage. Knowledge.

Pham (2020) examined the factors that influence knowledge-sharing behavior among lawyers. The philosophical approach uses the planned behavioral theory to

explore and explain the behavior of lawyers as they share knowledge. The same is true for other organizations, as individuals within the organization follow the same behavior. Knowledge-sharing activities and behavior are rooted in the organizational culture and form how the organization operates.

While there is strength in the literature review for this research, it would have been better if there was a direct interview of individuals and organizations, with data collected on how tools and devices suitable for creating knowledge can be designed.

Kavaliauskienė (2015) focused on teaching top managers and leaders ways of promoting organizational development by sharing employee's roles within the organization and, secondly, showing the role of the interplay in the organization between the leader and the employee and demonstrating the need for a good role to responsibility management by the leader of the organization and the assigning of role and responsibility to the employee within the organizational framework. The research article is to show the task of the leaders and the duties of the employee and how each contributes to organizational development.

While the author uses scenario building in making and modeling jobs responsibility, it does not account for the responses from the employee as a link to the direct or indirect feedback loop for corrections and adjustment of the modeling process of task distribution. Also, the author did not include mid-level managers/leaders who are more directly connected with the employees in the organization's daily operations. This oversight is more likely to create a bias in the result of the research as mid-level, and lower-level managers have more to do with employees' tasks and responsibilities. The

research did not go far enough to reach a reasonable conclusion on its main objective. There are elements in the study to suggest that the theory is sound, but a more detailed study is needed to reach a definite conclusion on the objective.

The research concluded that while managers and employees have different views of organization management, the employee is more likely to take on management responsibilities when there is a collaboration between them and the manager. It is worth noticing that better research that includes mid to lower-level managers and employees in the survey pool will give a better result that would be useful in task distribution to develop the organization.

Knowledge is power. The increasing importance given to knowledge in organizations and the increasing value attributed to individuals who possess the right kind of knowledge are conducive to creating the notion of power around knowledge. Real and perceived rewards and penalties for individuals that come from sharing and not sharing knowledge also influence the knowledge-sharing process. While knowledge management has often been researched on its own, researchers drew more attention to inter-connectedness and complementarities between internal knowledge and external knowledge sourcing, as well as the role of knowledge spillovers. Knowledge spillovers help firms to increase their economic value-added and boost their competitiveness by integrating, modifying, and creating new combinations of resources with those of other partners**.**

Leadership Role in Organizational Development

Leadership management knowledge value is an essential precondition for knowledge-sharing practices in the organization. Knowledge-oriented leadership emphasizes that knowledge management practice plays a prominent role in the organization so that it can effectively sense and seize occasions for innovation and stay relevant in dynamic marketplaces (Bouranta et al., 2019).

Organizational knowledge-sharing, argued to be able to improve organizational performance and achieve a competitive advantage, is often not induced successfully. The knowledge held and managed at the individual level is often beyond the organization's control because ensuring people share their knowledge is not always possible. Indeed, the reluctance of employees to share knowledge with co-workers is not unusual in the organizational environment. Despite the negative consequences stemming from the obstruction of knowledge-sharing and organizational efforts to foster a broad-sharing culture, people still resist engaging in knowledge-sharing practices. As a consequence of such knowledge withholding, the spread of innovation will be restricted (Audretsch et al., 2020).

The conceptual examination of knowledge-sharing in an organization offered in the article provides evidence of how knowledge-sharing occurs between individuals in and within organizations (Ipe, 2003). The underlying assumption suggests that knowledge-sharing practices in organizations and among individuals require some effort of purpose to function and better understand the phenomenon of knowledge-sharing between individuals in organizations. The underlying assumption is that knowledge-

sharing practices in the organization happen without the individual's effort. Knowledge management systems cannot alone achieve effective knowledge-sharing in the absence of factors such as responsibility, culture, organizational climate, and leadership support (Bouranta et al., 2019).

Knowledge Management

Knowledge management is all the processes of managing knowledge within an organization, including how knowledge is shared in the organization (Rezaei et al., 2021). The understanding of methods and methodologies that aid organization performance improvements are many; the correct application of methods to the organization is one of the challenges many organizations face in their efforts to implement performance improvement. Whereas knowledge management includes the knowledge-sharing activities of the organization, the researcher will examine available literature to determine available performance improvement methods and their correct application in the business operating process.

Schneider and Ingram (1993) indicated that connecting all improvement concepts and accurately measuring total quality in the organization is difficult to measure in a complex organization. It is also difficult to measure the steps outlined in assigning each department a "value" for their contribution to the whole. Hill and Collins (1999) also indicated that total quality management is more effective when combined with other improvement processes like business process reengineering, business process management, and continuous business improvement. Delone and Mclean (2004) proposed in their article that collapsing individual impacts and organizational impacts

into a more economical net benefits construct is a better way of measuring e-commerce success, that is, breaking down the processes to their least parts and seeing the value generated by the elements as a fraction of the whole.

Connecting strategic planning to performance management suggests seeing the many components involved in strategic planning and business performance management and assigning values to each element to know their contributions and functions. Masa'deh et al. (2017) indicated that effective knowledge management positively affects innovativeness when mediated by strategic orientation. Effective knowledge-sharing activities are important to the organization's development and overall goals.

Knowledge management is not a technology initiative but a workforce initiative that employs technology to improve worker performance. Knowledge management is too important to be ignored by managers and administrators. Knowledge content, process, and context need careful management to preserve or create organizational value.

Innovation in the organization is driven and aided by the help of information systems and information technology and the decision support systems that help the organization assess better decisions. Available research suggested that while information systems management is not easily reported in productivity rate and measurement, its effects are noticeable in the organization that acquires, deploys, implements, and utilizes information technology and information system management.

The organization's success depends on the effective and proper implementation of information systems within an organization and how the right decision support systems aid management processes. It helps determine an organization's success in the modern

marketplace, where information technology is essential to its success. The role of information technology and information systems management in the productivity of an organization cannot be fully measured; its importance is seen in increasing productivity and efficient running of businesses that deploy information technology in their organization. While managing information technology requires some ethical considerations, its benefits are worth the investment, and organizations should consider acquiring and using information systems (Al-Kurdi et al., 2020).

Information Management

This study aims to better understand the management's knowledge-sharing practices by focusing on how scholars' and administrators' knowledge-sharing practices nourish organizational innovations. The study is unique because it addresses an under-researched area of management development in the organization and suggests ways to nourish innovative development. The influence of managers and management determines how effective knowledge-sharing flows within the organization.

Top management helps collect knowledge and encourages others to gather knowledge and classify knowledge in the order of importance within the organization; Only management with a good understanding of system archetypes can effectively collect, encourage, and motivate others to share knowledge within the organization. According to Azeem et al. (2021) and Alrawi et al. (2011), knowledge is the ability of leaders to identify problems and find solutions to those problems and the leader's ability to pass said problem-solving practices to others within the organization.

The significance of knowledge-sharing in the field of management and finding a consensus on the best knowledge-sharing practice for an organization would help managers better employ, collect, store, classify, share knowledge, and develop working theories that will both aid management understanding of knowledge-sharing practices and help promote positive social improvement and management of organizational resources

Ethical and Social Issues in Managing Information Systems

Understanding ethical and social issues are vital in managing information systems because of the role ethics play in monitoring organization and individual relationships. The importance of information technology and information systems management to an organization's innovations and productivity is evident in scholarly literature and available public records (Martinsons and Martinsons, 2002; Rezaei et al., 2021; Wang and Paper, 2011). When appraising the value of information technology and information systems management, it is important to note the roles of security during the implementation and its uses in new technology, the ethical challenges faced by the organization in managing information security, and how this affects decision support systems of the organization pre, during, and post-implementation of new technology. It is also worth noting the difficulties associated with implementing new technology and the organization's challenges in creating a culture that considers some of the criteria that lead to the successful implementation of information systems (ALShubakie et al., 2021; Poon & Wagner, 2001).

The role of information security in the organization's daily operations is becoming more important because of the interconnection of organizations and the social

web that link organizations' operations and the value of information security to the organization (Bodin et al., 2008; Gordon & Loeb, 2006). The above becomes the justification in some organizations to explore various elements linked to securing information and their effective roles and activities in ensuring the organization's information.

I examined the ethical and social issues in managing information systems. Also examined is how maintaining information security in organizations and policies used by organizations for information security to see if such policies are ethical. This study also presented some information on the roles and responsibilities of employees and employers relating to training, privacy, and legal rights with an ethical lens.

I use the organizational development framework (Kanna & Praveen, 2022) as a sense-making tool to remind me to build an agenda and power base that delivers clarity on conflicting ethical issues regarding information management in a manner that increases the likelihood of technological adoption (Guthey & Morsing, 2014). I leveraged my structural symbolism strengths by using the rhizome paradigm (Meerssche & Gordon, 2022) as a symbolic representation of complex organizational structures in which multiple perspectives are equally valid representations of the meaning people ascribe to information technology innovations (Noy & Luski, 2012). Adopting the rhizome paradigm helped me explain the organization's strategy for understanding the intellectual foundation of organizational strategy and resolve the diverse, inconsistent, and complementary definitions of the organization's strategy.

Without Bolman and Deal's (2013) framework and self-assessment, it would be difficult to pinpoint the managerial functions I tend to overlook when working. Managers are responsible for seeking continuous improvement and maintaining organizations alive and profitable by enforcing cultural understanding improvement skills and encouraging cross-cultural team discussions. The literature review revealed several practices, models, and approaches managers could use to innovate and enhance their business processes. This paper aims to provide an overview of schools of thought and literature on tendencies in performance improvement management.

Practitioners and subject matter experts (SME) have studied performance improvement and shared the results of their investigations to help managers choose from limitless options. The options presented by subject matter experts became tools in the structure of best practices and models that can be utilized to improve organizational performance. Current literature shows that much of the organizational performances are measured in terms of productivity and profitability.

Efficiency as a means for achieving the instrumental goals of policy will be emphasized as the reason for selecting particular target groups and tools. Efficiency should be measured and evaluated constantly to determine how well the organization is meeting its own goals as directly extracted from its mission and vision. Sobhani and Beheshti (2010) defined efficiency as an important factor in evaluating industry and firms' economic status by setting the right track to optimizing production and measurement to evaluate the value-added factors of their services or products. The practitioners and managers must understand how to add value to their offerings. Voordt

and Jensen (2018) stated the importance of providing value for money through a trade-off to add value to an organization. In terms of performance improvement, we can understand the trade-off to be directly related to efficiency in attaining organizational goals. Voordt and Jensen (2018) described it as the optimal use of a firm's resources. Subject matter experts also listed other practices that aid performance improvement.

Organizations must manage all resources, capabilities, organizational processes, firm attributes, information, knowledge, etc., enabling them to conceive and implement strategies that improve efficiency and effectiveness. This study will explore how organizational culture integrates knowledge-sharing and organizational innovation to reinforce competitive advantage.

Using benchmarking, outsourcing, downsizing, and implementing technological resources became a trend in management practices to improve performance. Voordt and Jensen (2018) looked at benchmarking practices linked to performance measurement to add value to corporations. At the same time, Liu (2019) reviewed outsourcing literature and shared the importance of a service provider's internal integration in improving the quality of service, synthesizing specialized knowledge, and successfully fulfilling professional tasks. Baark (1999) explained the impact of globalization. While Men et al.(2019) proposed knowledge management capabilities to outsource and provide services. The literature review also revealed existing and evolving improvement models in knowledge-sharing practices.

The literature on performance improvement showed various tools implemented as early as 1990 and evolution throughout the last three decades. Hong and Kim (2016)

described current approaches of Business Process Reengineering (BPR), Continuous Process Improvement (CPI), or Business Process Benchmarking (BPB) as capable of dealing with most business problems but with time limitations. Devaraj and Kohli (2000) listed variables relevant to the study of IT's payoff to firms. At the same time, Albadvi et al. (2007) studied the relevance between the application of information technology (IT) and organizational efficiency or firm performance. In contrast, Bartok (2018) looked at the impact of Corporate Social Responsibility (CSR). All represented approaches to aid managers in improving businesses' performance. The next paragraph elaborates on the description of organizational performance improvement and currently used models.

Organizational Performance Improvement Models

The main topic of discussion relates to performance improvement from an organizational, management, and business practices perspective; for such reason, some terms can be used interchangeably. Hong and Kim (2016) comprehensively described performance improvement as organizing and managing a set of business activities to facilitate analysis and innovation of fundamental activities to simplify and streamline for efficient and effective use of facilities, people, equipment, time, and capital. An essential aspect of performance improvement is innovation. Liu (2019) described innovation as the key component to determining success in an organization by introducing new processes or products and enabling the firm to devise solutions to business problems and challenges. Albadvi et al. (2007) highlighted organizational infrastructures (OIS), including work empowerment, decentralization, training, teamwork, process management, customer relationship, changes in supplier relationships, and leadership as

focus areas of innovation. Subject matter experts shared various performance improvement models.

The vast expansion of business improvement models has provided managers with valuable tools and resources. Hong and Kim (2016) emphasized three business performance improvement strategies and activities commonly used by today's organizations: continuous process improvement (CPI), business process reengineering (BPR), and business process benchmarking (BPB). All three strategies are reviewed in this paper; however, BPR and CPI are explained in this chapter.

Business Process Reengineering Model

Business process reengineering (BPR) is the first model explained in this paper. Hong and Kim (2016) explained organizations could experience continuous BP improvement to enhance efficiency or a total reengineering to achieve maximum effectiveness during a short timeframe to close a major gap in a business process that directly affects well-being and requires urgent attention. Managers can improve one aspect of their business but, under specific circumstances, will have to start a new process from scratch to obtain different results. Managers must be aware of what aspects require reengineering. Albadvi et al. (2007) classified processes in service and manufacturing companies as order flow, strategic planning, product, marketing and sales, services, accounting, personnel, and technology. Therefore, managers shall understand how each element in their current process operates and the results. In this study, information technology and innovation receive special attention as a means of reengineering. Devaraj and Kohli (2000) suggested investment in information technology projects to assess

redesigned processes, improved decision-making, and improved coordination to determine information technology payoff in organizational change. The business process reengineering approach helps managers in improving businesses' performance.

Total Quality Management and Lean Manufacturing Models

Total Quality Management (TQM) and Lean Manufacturing (LM) are continuous improvement models, but little is known about their compatibility (Khalili et al., 2018). Three of the most widely recognized Quality Improvement Methods (QIMs), which span the soft-hard range of management change practices, are Total Quality Management (TQM), Quality Certification, and Quality Circles. Total Quality Management has been described as a management philosophy that fosters an organizational culture committed to customer satisfaction through continuous improvement. Total Quality Management philosophy comprises three key elements: customer focus, people involvement, and continuous improvement. Implementing the total quality management philosophy in organizations has always been a problem. Implementation of total quality management generally consists of certain practices such as leadership, quality results, customer focuses, and information and analysis. Total Quality Management has two key functions, quality and management. Total Quality Management is a vital management tool used to ensure companies can compete globally with an emphasis on quality to conform to specifications (i.e., meeting requirements) through adequate management of resources (Khalili et al., 2018). Also, Khalili et al. (2018) defined LM as a tool to identify value and eliminate processes through an integrated socio-technical system. Khalili et al. (2018) proposed that total quality management and lean manufacturing are not in conflict. Their

similarities imply their integration inside manufacturing or service enterprises to enhance performance in the competitive market.

Total Quality Management (TQM) and Lean Manufacturing (LM) are relevant to knowledge management as they offer an understanding of vital management tools used to ensure companies' emphasis on quality conforms to specifications through adequate management of resources. The heightened consciousness toward quality and the need to decrease operational costs have led many organizations to adopt total quality management practices. Total quality management is a holistic management philosophy based on principles and practices that lead to business excellence.

Continuous Process Improvement Model

The literature on continuous process improvement (CPI) showed reliability in understanding the capability of processes and their root causes. Hong and Kim (2016) described continuous process improvement as an attempt to improve non-value-added or low-efficient processes step-by-step by gradually targeting from 10 to 15 percent of the total improvement to enhance business processes continuously.

Corporate Social Responsibility Model

Carroll and Shabana (20120) and Somili (2022) defined Corporate Social Responsibility (CSR) as corporate citizenship and corporate social performance to share value and conscious capitalism focused on compliance with economic, social, and environmental responsibilities. Many stakeholders expect corporate social responsibility to exhibit clarity, consistency, and discursive closure. Stakeholders also expect corporate social responsibility to conform to varying degrees of formal and substantive rationality.

As a new strategy, the corporate social responsibility model has proven to bring pros and cons to organizations. Bartok (2018) listed some benefits, such as attracting new customers, increasing their loyalty to a company, creating a better identification between the company and customers, and increasing levels of satisfaction with the company. On the contrary, corporate social responsibility also proved to have disadvantages. Bartok (2018) stated that managers were concerned about the inappropriate implementation and possible abuse of corporate social responsibility and agreed that corporate social responsibility is a long-term commitment unsuitable for all businesses.

Corporate social responsibility is an organizational strategy that aims to preserve the cultural, social, and economic aspects of the environment in which a firm operates. I propose a framework for understanding how lack of clarity in business press coverage of corporate social responsibility functions as an emergent and mediated form of strategic ambiguity that ultimately serves the interests of the corporate social responsibility stakeholder community.

Role of Security in Managing Information Systems

Security plays a great part in the success and is a factor in determining and aligning the relationship between data and information requirements of an organization and securing the organization's infrastructures (Ievgeniia et al., 2021). The role of security in managing information systems is vital to knowledge management and knowledge-sharing. Using supply chain management as a case study, information and data security will be examined to see its effects on the organization's overall operations. As outlined here, the role of security would suggest a general application for all

technology and information management systems and the associated risk similar in the majority of the organization (Shikha & Saini, 2013).

The supply chain information management systems used by department stores rely on information management systems to keep track of inventories and deliveries of new others to the stores. It is an on-demand system with the help of information management systems software and the data collected for the stores to keep goods on the store floor just when it is needed (Chaffey 2009). The complexities and value of the information and data to the organization, the importance of keeping the system up-to-date, and goods on the right timing for deliveries make for keeping the information and data safe, thereby reducing the risk associated with loss of information and data interruption of business operations.

Customer personal information is one of the primary areas of security and ethical issues related to organizational security of data and information. The ethics of keeping customers' information safe has been a challenge for many organizations because of the ever-changing technology in the marketplace. Corporate security management-related risks are some dangers that organizations must deal with; such management and other corporate and business domains must be integrated with the organization's overall risk strategy. Senior management and other departments must take an active role in the process (Druguş et al., 2015; Marquez-tejon & Benito-osorio, 2022). The organization is at a greater risk of data loss while implementing new technology, and greater care and steps must be taken to ensure data and information security.

The organization that succeeds are the ones that have mastered the uses of information technology management and correctly integrated its benefits into their operational workflow. While the measure of success or failure index is not recorded in the organization's productivity (Martinsons & Martinsons, 2002), it is a fact that information systems management helps the organization better manage its resources and help increase productivity. As a part of the organization's risk assessment, research would also suggest the need for the organization to fully understand the new technology and how they align with organizational goals before implementing new information technology (Linck et al., 2009). The assessment of technology management is an all-important concept in the overall success of operational workflow.

The systems development skill category refers to understanding and managing the technical aspects of developing complex, technical systems while controlling for quality. Having a technical background gives information technology project managers credibility with their team members, helps them to understand the project and client needs, and assists them in preparing estimates. The more technically sound the information technology project managers, the better they can scope the project and the quicker they can ensure they have the right resources. The information systems development skill category goes beyond technical competence. It also involves effectively managing the complexity of creating Information Systems.

The human challenges facing the Management of Information Security come from trying to change organizational culture, the identity of the Information Security Manager, communicating effectively, and developing the skills to meet these challenges.

Information Security

The need for and purpose of information security governance was identified more than a decade ago, focusing attention on the criticality of information security as a business priority. The role of information security is vital to knowledge management and knowledge-sharing as it provides a secure operating environment for the organization. Ensuring the dependability and reliability in business operations and the integrity and availability of information while protecting enterprise information assets is critical in conducting global business, yet it is not without challenges. Ashenden (2008), in the article "Information Security Management: A human challenge"?, offered a comprehensive definition of information security management as that includes both the human and technological components in protecting the organization from security intrusion while providing the organization a balanced assessment of the risk associated with each component connected and interacting with the system. Information security management describes controls, protocols, and personals that an organization needs and implements to protect assets' confidentiality, availability, and integrity from threats. Each component has a value in contributing to information security. The contribution helps provide organizationally sensible information security by protecting organization assets' confidentiality, availability, and integrity.

Innovation in the organization is driven and aided by the help of information systems and information technology and the decision support systems that help the organization assess better decisions. Available research indicates that while information systems management is not easily reported in productivity rate and measurement, its

effects are noticeable in the organization that acquires, deploys, implements, and utilizes information technology and information system management (Ardito et al., 2019).

I believe the effectiveness of and the proper implementation of information systems within an organization and how the right decision support systems aid management determines how successful an organization will be in the modern marketplace where information technology is essential to the organization's success.

I cannot fully measure the role of information technology and information systems management in an organization's productivity; its importance is seen in increasing productivity and efficiently running businesses that deploy information technology in their organization. While managing information technology requires some ethical considerations, its benefits are worth the investment, and organizations should consider acquiring and using information systems management.

Knowledge-sharing plays an important role in the information security domain due to its positive effect on employees' information security awareness. It is acknowledged that security awareness is the most important factor that mitigates the risk of information security breaches in organizations. While available literature provided adequate independent information on information security systems management, there was no noticeable information on the human-to-technology interface and no clear definition of the impact and roles of humans on the information security management process. The examination of human impact on the system could be problematic. Still, using available evidence, I examined the possibility and presented a possible role of information security management and the role of humans beyond administrative inputs to

the success of information security in the organization. Information security and the human interface are important concepts in the organization's overall development. The following section is a background on the topic and related subjects (Khoo et al., 2016).

Ensuring information security and privacy protection is a major concern for the Digital Age generation. Technological advancements have aggravated the situation by providing significant enablement capabilities that allow organizations to garner deep insights into their customers. Valued information often gives rise to those (internal and external) who wish to acquire it illegally due to security vulnerabilities in computer software, network, and infrastructure facilities. The ethics around employee-employer relationships influence employee decisions about the right thing to do in situations like a security vulnerability. Measures to effectively manage security risks (threats and vulnerabilities) are the responsibility of designated security officers—the most senior of which is the chief information security officer.

Role of Policies in Information Security

Determining the role of policies in protecting an organization from fraud and the implication of such protection in an ethical way has become one of the challenges faced by both the organization and government agencies in recent times. While information security policies are enacted to protect information security, the applications of some of the laws and policies are either too intrusive on individual rights or not inclusive enough to adequately offer the needed protection for the organization (Khoo et al., 2016).

For the purposes of clarity, the organization sets its internal policies to govern information security management practices within the organization. It provides guilds to

all organization agents on the established guidelines and applications within the organization (von Solms & von Solms, 2006). The primary purpose of information security policies is to create regularity of function in securing an organization's information, data, and infrastructures (Doherty et al., 2009).

Organizations should rationalize their security before loss rather than after because security was absent. The point is that organizations need data security; getting protection and implementing security measures could prevent the loss; getting security after a loss amount to paying for both the loss of information and security. Doherty et al. (2009) further suggest that an organization should consider security issues as parts of the information technology (IT) department and that of the organizational development so that the budget for security is included in the information technology budget during the acquisition, implementation, and deployment of information technology which is vital to organizational development.

Information security management addresses the need to ensure the safety and protection of anything perceived as valuable. Information security is a valuable resource to organizations mainly because of its importance in decision-making for gaining some advantage. The digitization of information and the continued advancement in information technology, coupled with the enabling capabilities this offers to organizations, have created increasing concerns for information privacy protection. Organizations' online activities are a source of security concerns. Whether effective security and privacy controls are in place and whether shared information will be appropriately protected and

secured are some of the worries and considerations of the organization's security management (Khoo et al., 2016).

Knowledge transfer and retention levels determine the effectiveness of information security management and training. Security technology systems such as firewalls, anti-malware applications, intrusion prevention and detection systems, and patch management systems are crucial to ensuring the safety and protection of anything perceived as valuable. Information security protects the confidentiality, integrity, and availability of information assets against various threats and promotes organizational development. Technical protection measures are not enough to provide information security. There must be other measures. To develop robust knowledge transfer practices and good information security, technical, operational, ethical, sociological, and legal measures must be considered.

Ethical Responsibilities of Employers and Employees

Information security and ethics are all-encompassing terms that refer to all activities needed to secure information and systems that support it to facilitate its ethical use. The above statement suggests that ethics and information security are connected, and the organization's information security policies will be incomplete if ethical standards are not followed (Jayampathi et al., 2022).

While the organization has the right to protect its information and data, the individual employees also have the right to privacy and protection from the organization. Ethics define each request's limits and understand each's position under the organization's policies (Halpern et al., 2008). As much as it is within the right of the

organization to protect its information, it is equally within the right of the employees to be protected from the organization in the areas of personal privacy.

Comparing and Evaluating Information Security Training Programs for Employees

Dahabiyeh (2021) suggested that information security training programs help officers better understand the need for better organizational management and all new information security threats. The effective measure of information security training programs is in the awareness such training offers to the employees. The best training programs translate to creating a security culture in the organization to better manage knowledge-sharing and knowledge management.

Dahabiyeh (2021) suggested that in the organization's security training programs, the following are some of the issues that should be covered in creating balanced training:

- The rights of the individual (the employees)
- The rights of the organization (the employers)
- The ethics of security safety
- The protection of public safety and the individual's rights

While the above is not a comprehensive list of issues and topics in the information security training course, the inclusion of the above will help focus the information officers on the need to see information security as an all-inclusive activity of the organization. The goal is to build a better secure organization that sees information security as part of the organization's culture. Information security policies devoid of ethical considerations are bound to fail because ethics is the lens through which

technology, information technology, information systems management, and the organization interface with the employees in the organization.

Information Technology and Innovation

Muhli et al. (2021) reminded us that the millenniums brought a significant development of information technology resources into a dynamic and hyper-consumption society where consumers have limited time or lack motivation for traditional in-store shopping. People prefer to shop and work from home (Thomson & Laing, as cited by Bartok, 2018). Information technology brought convenient options to expedite processes and facilitate services. Albadvi et al. (2007) classified information technology into communications, decision-making support, production and operation, and information technology in administration based on use and application. The use of information technology resources helped managers improve organizational performance in many aspects, thus reducing cost and aiding productivity.

An example is remote education through online learning opportunities. Baark (1999) stated that firms with a proactive information technology program and applications appeared to have a strategic advantage. The Walden university employs strategies to attract students and provide educational services above competitors. Two more aspects to consider are complexity and compatibility in innovation.

Zhang et al. (2018) described complexity risk as the level of difficulty and uncertainty when outsourcing (i.e., technology) and encountering additional resistance in organizational development, the service provision process, and the inability to satisfy the client. The increasing complexity presents many opportunities for things to go wrong.

With the scale of many operations and the quantities of organizational management, adverse effects on organizational development can be dramatic. Beatty et al. (as cited by Ungan, 2007) defined complexity as the degree of difficulty in understanding the innovation. Cooper and Zmud (as cited by Ungan, 2007) thought that the complexity of innovation creates greater uncertainty for successful implementation. Remember when it was difficult to learn how to use a new information technology equipment or application and imagine being an information technology specialist developing a new application? What difficulties did you imagine? Those are factors to consider in complexity. Nonetheless, innovation is crucial in an organization's development and shall be encouraged.

Managers must keep compatibility in mind when innovating and introducing new concepts into their organizations. Rogers (as cited in Ungan, 2007) defined compatibility as "The degree to which an innovation is perceived as being consistent with the existing values, needs, and past experiences of potential adopters." Ungan (2007) defined innovativeness as the climate supporting new work methods and ideas. Therefore, the innovation process must attend to an organization's needs to enhance internal operations, performance, collaboration, and integration of all parts. Liu (2019) stated that a firm could devise solutions to business problems and challenges for future success through innovation. Innovation depends on the level of compatibility and relatedness to the overall organizational mission and vision and the implementation of information technology used in operational concepts and processes to be effective and efficient.

Positionality Identification

Positionality identification helps the researcher describes the relationship between self and the roles of the study topic in a way that grounds the research study. Positionality identification will help keep the research study on the topic. The positionality description helps document personal biases and assumptions influencing the study outcome. This documentation or identification helps the researcher become aware of the biases and assumptions in a way that does not create or affect the research process (Ravitch & Carl, 2016).

Elicor (2022) assert positionality identification helps the researcher ground the research process with a clear understanding of their biases and assumptions to approach the research process with a better understanding of the role of an independent researcher and observer. One potential impact of lack of positionality identification is the inability of the reader to correctly assume if the research is grounded and if the study's outcome is without bias. Most researchers do not include this brief bio to tell the reader about their positionality and bias. Still, I am sure that good researchers are aware of their biases, and thanks to the peer review process, they hold researchers accountable for valid research findings.

My research interest is management in developing countries. One of the underlinings focuses of the research is to find out why management development in developing countries happens at a slow rate in some countries and rapidly in others. Also, they seek to find the factors that lead to good management development, how to implement good management concepts successfully, and discover those practices to

avoid. My epistemological view of the world centers on information, and knowledge of things comes from observations and the study of ideas. Babbie (2000), my philosophy is that "observations of facts produce knowledge and investigate general concepts through discovery." That observation of ideas and theories, the systematic studies of past events, and the deliberate testing of possible future events lead to new knowledge of things. We understand things from the study and observations of things in their natural environment (Babbie 2000, p. 3).

Burkholder et al. (2016, p. 16) defined ontology as "the nature of reality and being, that is, finding out the form and nature of reality, and what we know about that reality." Then my ontological assumption and orientation are management in developing countries is happening too slowly compared with other developed countries. The assumption that the rate of management development is slow in developing countries is the nature of things as I see them without any study or examination of facts to support my views (Burkholder et al., 2016).

Literature Review on the Design Method

The purpose of this qualitative modified Delphi design study was to seek consensus among administrators from Nigerian educational institutions and scholars in Nigerian universities who are experts in management practices on the practical methods of knowledge-sharing practices that nourishes innovation in Nigerian educational institutions. Theoretically, the Delphi process can be continuously iterated until consensus is determined to have been achieved. The Delphi approach was particularly apt as the study's overall goal as it contributed to the body of knowledge and suggested the

best practices in knowledge-sharing activities that will benefit organizations by nourishing innovational development and better information transfer capability in the organization's better information system management (Davidson, 2013).

Summary and Conclusions

Innovation in the organization is driven and aided by the help of information systems management and information technology, working to integrate with knowledge-sharing management practices that are ethically and socially acceptable. Available research suggested that while the role of information knowledge-sharing management is only becoming apparent in most organizations, the policies, practices, and application of knowledge-sharing is still being developed and learned in the organization. Also, knowledge-sharing within the organizational structure is of primary importance as the ability to continue and thrive in the systems depends on how best knowledge is collected and shared. As seen in the literature, the place of knowledge-sharing suggests a need for a better understanding of the many processes and concepts that aid organizational knowledge-sharing practices. The study bridged the literature gap on the relationship between knowledge-sharing and knowledge-acquiring and provided valuable insights into knowledge management. The next chapter discusses the rationale for data collection and research methodology.

Chapter 3: Research Method

Knowledge Management is key to all organizational development and innovations (Lam et al., 2021). Knowledge management is the central concept that holds all other ideas and constructs together in an organization (Bourke & Roper, 2017; Namiq, 2018). Research suggested that 75.9% of Nigerian human resources managers in all major sectors of the economy see the loss of crucial knowledge due to key employees leaving an organization as a major challenge (Bamgboje-Ayodele & Ellis, 2015). Existing studies suggested the importance of innovation to organizational development (Hamel, 2006; Wang et al., 2014) and the role of knowledge management in achieving organizational development (Harker et al., 2016). Existing studies also suggested the challenges Nigerian scholars and administrators face because of globalization that requires them to build new capabilities (Anyim et al., 2011).

These challenges impact leadership and innovation because of inadequate knowledge management practices (Hilda E. Osisioma et al., 2016). The social problem addressed in the current study was that most Nigerian educational institutions face slow integration of innovation and development into their organizational structure because of poor human capital development (see Makhtar, 2019; Okafor et al., 2019). Finding solutions to this problem is difficult because of the differences in cultural norms in how organizations communicate information (Heyden et al., 2018) and how knowledge-sharing practices occur in Nigerian educational institutions (Bourke & Roper, 2017; Hilda E. Osisioma et al., 2016). The specific management problem was the reduction in innovation and management development in Nigerian educational institutions because of

the direct impact of inadequate knowledge-sharing practices (see Ologbo et al., 2015). This chapter includes a discussion of the research design and rationale, the role of the researcher, the methodology, the rationale for the approach, and the data analysis plan.

Research Design and Rationale

The overarching research question of the study was the following: What consensus exists among Nigerian administrators and scholars in Nigerian universities as to the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions? The research design involved a three-step modified Delphi method. The process consisted of a qualitative assessment (phase I). At this stage, an initial email survey was sent with general knowledge-sharing practice to judge the participants' knowledge and aggregate questions for the next round of questions. Questions in all three surveys were open-ended. The next stage was a ranking evaluation (phase II). The focus was on ranking the suggestions and collected opinions; surveys consisted of statements rated on a Likert scale. The last stage was the consensus meeting (phase III) (Barry et al., n.d.; Hacker, 1988; Hsu & Sandford, 2007; Millar et al., 2007; Päivärinta et al., 2011; van Winden et al., 2021).

The Delphi approach was apt because the study's goal was to contribute to the body of knowledge and suggest the best practices in knowledge-sharing activities that would benefit organizations by nourishing innovational development and better information transfer capability in the organization's information management system.

The earliest formal organizations were designed as instruments to achieve ends, such as the great pyramids, churches, empires, and armies. Frederick the Great of

Prussia's vision of a mechanized army forged into an efficient mechanism functioning through means of standardized parts provided a model of mechanical organization (Morgan, 2006). The use of machines in industry that came along with the industrial revolution in Europe and North America necessitated the adaptation of organizations to the needs of machines. Major changes in the design and control of work required employees to act as if they were components of machines. Factory owners and engineers introduced new procedures and techniques to enforce compliance from workers to embrace the unknown and laborious routine of factory production. Many of these ideas and practices proffered solutions to problems that emerged from factory production systems and were adopted throughout the 19th century as entrepreneurs sought appropriate organizational forms fit for machine technology (Mahajan et al., 2002).

The tools and strategies ensure research credibility and the practical ways of conducting the study, including data collection, interviewing processes, data analysis, and data triangulation. Also important are the design and survey for a study, selecting the participants, transcribing the survey, coding, and practical strategies to follow in conducting qualitative research. The study focuses on the tools that help ensure research credibility and trustworthiness of the research process, data collection, analysis of data, research documentation, and the issue of sample size in a qualitative study.

The combination of engineering and military principles in the 20th century resulted in a comprehensive theory of organization and management that advanced the mechanization of human thought as well as machine-like organizational design. This mechanical model of thinking framed the basic concept of an organization. Today,

organizations are considered machines and are expected to operate in a routinized, reliable, efficient, and predictable way. The Delphi approach extends this mechanical thinking method (Creswell & Creswell, 2007). As design thinking has been practiced in new areas, it has become a highly visible approach to management. Despite the widespread utility of design thinking, there is an acknowledged lack of standardized guidelines and criteria to support the Delphi technique study design, conduct, and reporting, which leads to inconsistent approaches and methodological difficulties.

Despite these concerns, the Delphi approach was preferred in the current study over the case study or any other qualitative approach because it aims to obtain a consensus on the participants' opinions. I used the Delphi technique to find a consensus on knowledge-sharing practices. Delphi is a broadly applied method for consensus building through questionnaires given in a series to experts in a given field. The Delphi technique is research based on obtaining group consensus. This process is used when information about a topic is not readily available and is beneficial for gaining a stakeholder perspective without geographical limitations (Barry et al., 2021).

Role of the Researcher

My role as the researcher was as an observer. My personal views of Nigeria's organizational management system were my greatest bias as the researcher of this phenomenon. Avoiding my bias was important as I examined this phenomenon as a constructivist inquirer.

As an information technology project manager with some teaching experience in a nontraditional education setting, I came to the study with some bias and preconceptions

as to the relationship between the manager's contributions to the overall innovational development of an organization and the role of the knowledge-sharing practices within the organization. As an information technology project manager, I understood that project management's core concepts of good communication lead to better project team building and cohesiveness. Also, knowledge-sharing could enable the team to meet its requirements and project goals, and it was my intent that these ideas would create as little influence on the research process as possible.

My role as the researcher and observer required me to be distant from the participants and to hold no power over them. As the researcher, I did not have any personal and professional relationships with the participants or any supervisory or instructor relationships involving people of power with the participants. There were no conflicts of interest, power differentials, or justifications for using incentives.

Methodology

Participant Selection Logic

The primary data source for this study was data collected by me using the Delphi design for data collection. The target population was Nigerian scholars and administrators of Nigerian universities with over 10,000 employees. The data source was a survey of participants – administrators and scholars in Nigerian educational institutions. A large Nigerian organization is an organization with over 10,000 employees (Popoola & Fagbola, 2014). In this qualitative Delphi study, I explored how scholars' and administrators' knowledge-sharing practices influence organizational innovations. Qualitative methodology was consistent with understanding how scholars' and

administrators' knowledge-sharing practices influence innovation in the organization while focusing on a framework of organizational development (see Program et al., 1999).

An email invitation was used to solicit experts to serve in the study across all three rounds of surveys. The email included demographic questions to determine participants' eligibility to participate in the study. Participants were asked to sign an informed consent form before participating in the study. The informed consent form complied with the Walden University Institutional Review Board (IRB) policies and standards. The consent form also included a brief description of the research project's goal; it indicated that responses would be anonymous, would be shared with other participants, and would potentially be published or discussed at academic conferences. The consent form also stated that participation was voluntary, that participants had the right to withdraw from the study at any time, and finally, a statement that participants would have early access to study results.

The study included inclusion and exclusion criteria based on how each idea related to organizational development and knowledge-sharing practices. Following the organizational development concept (communication) as it related to total management was examined, along with the concepts of information systems management, organizational management, and personal information management. Each component was evaluated for inclusion or exclusion based on its relative impact on the research study. The following inclusion criteria were used to recruit participants:

- more than 5 years of experience as a scholar or administrator in a Nigerian university

- from Nigeria
- currently working in academia

The following exclusion criteria were also applied during recruitment:

- fewer than 5 years of experience as a scholar or administrator in a Nigerian university
- not from Nigeria
- not currently working in academia

I used a purposeful, goal-directed sample of participants with relevant expertise in knowledge-sharing in the educational system. I used Clayton's (1997) definition of an expert as someone who knows and has experience on the topic under study to participate in the Delphi study.

The consensus of many researchers on data saturation is that data saturation is a key driver for determining the adequacy of sample size in a qualitative study. Despite this consensus, some researchers described data saturation as complex because the judgment and experience of researchers solely dictate the decision to stop data collection. Other researchers claimed that guidelines for determining purposeful sample sizes used to indicate data saturation are virtually nonexistent, problematic, or controversial. Others claimed that data saturation hitched to sample size is practically weak because data are never truly saturated because there are always new data to be discovered (Aguboshim, 2021).

Although the qualification of the participants held greater importance than an extensive sample size, the sample size was also based on the type of inquiry, the research

goal, the availability of participants, and the time and resources available to me. The choices of sample size followed standards for a Delphi research approach. Participants with the necessary expertise and experience as managers in Nigerian organizations and professors in Nigerian universities were recruited by email invitation to participate in the study. The sample size for my study was 25 participants for each interview round. The modified Delphi approach was used to find a solution or offer a forecast of possible outcomes that could become a benchmark in organizational knowledge-sharing practices (see Flostrand, 2017; Prokesch et al., 2015).

Guidelines for determining purposeful sample sizes are virtually nonexistent. Purposive samples are the most commonly used form of nonprobabilistic sampling. The sample size typically relies on saturation, which is the point at which no new information or themes are observed in the data. Although the idea of saturation is helpful at the conceptual level, it provides little practical guidance for estimating sample sizes before data collection, which is necessary for conducting quality research.

Instrumentation

Instrumentation in this study included three surveys that were administered sequentially through SurveyMonkey. Using purposive sampling, I recruited experts from Nigerian educational institutions to participate in the study. The research question in this study was the following: How do scholars and administrators use knowledge-sharing practices to influence innovation in Nigerian organizations? I examined how scholars' and administrators' knowledge-sharing practices can impact organizational innovations. This research question called for enlisting scholars, administrators, and other experts in

knowledge management practices to ascertain the best method of knowledge-sharing in the organization that promotes organizational innovations and development.

The instrument for the study was based on the research question, which addressed reaching a consensus on best practices. Using the qualitative method enabled me to allow participants to offer reliable personal information related to knowledge-sharing practices. Mason (2010) stated that the Delphi method helps the study because a smaller sample size will not affect the research outcome but will help to correctly focus the study on the relative composition of the research question. Shank (2002) defined qualitative research as a set of interpretive activities that privileges no single methodological practice over another; qualitative research is a set of complex interpretive practices. Cochran-Smith and Lytle (2009) stated that qualitative research is ideally built upon a methodological stance of inquiry on/in your practice as a researcher. Ospina (2004) and Sweeney (2022) claimed that qualitative research involves an interpretive and naturalistic approach by studying phenomena in their natural settings.

I sought to understand why knowledge-sharing is important to organizational innovation development. The question of how knowledge-sharing practices benefit the organization was addressed to understand the why of the phenomenon. I used the Delphi method in this study. I explored the organizational framework of organizational development, which is how an organization develops the internal capacity to be the most effective in its mission work and sustain itself over the long term (Program et al., 1999).

Sample Population

The general population for the study was administrators and scholars of Nigerian educational institutions with a workforce of over 10000 employers. An email invitation was used to solicit experts to serve in the study across all three rounds of the survey. Each participant was asked to sign an informed consent form prior to participation in the study. The informed consent form complied with the Walden University Institutional Review Board (IRB) policies and standards. The consent form also included a brief description of the research project's goal; it will indicate that responses are anonymous and will be shared with other participants and potentially published or discussed at academic conferences. The consent form also stated that participation is purely voluntary, that participants have the right to withdraw from the study at any time, and finally, a statement that participants will have early access to study results.

The rationale for choosing the research method/design is based on the nature of the research question, which is to reach a consensus on the best practice. Using the qualitative method will enable me to ask the question to provide an avenue for the participants to offer reliable personal information related to knowledge-sharing practices.

This qualitative study seeks to understand why "knowledge-sharing" is important to organizational innovation development. The question of how knowledge-sharing practices benefit the organization was examined to understand the why of the phenomenon. I used the Delphi method in this study. The study utilized the organizational framework of organizational development, which is how an organization

develops the internal capacity to be the most effective in its mission work and sustain itself over the long term (Program et al., 1999).

Procedures for Recruitment, Participation, and Data Collection

The research design followed a three-step modified Delphi method. The process consisted of a qualitative assessment (phase I); at this stage, an initial email survey was sent with general knowledge-sharing practice to judge the participants' knowledge and aggregate survey results for the next round. Each five to ten survey questions of the three rounds of interviews will be open-ended. The next stage was a ranking evaluation (phase II). The focus was on ranking the suggestions and collected opinions; surveys consisted of statements to be rated on a Likert 11 scale. The last stage was the consensus meeting (phase III). The following is the procedure I utilized during the data collection process:

- Defining the questions.
- Panel creation.
- The first round of surveys.
- The first round of data analysis.
- The second round of surveys is based on the first-round analysis.
- The second round of data analysis
- The third round of surveys to build consensus.
- The third round of data analysis and drawing conclusions.
- Final report preparation.

The number of qualitative studies that have employed email interviewing is insufficient for generalizations. Still, experience with online survey research indicates

that, due to information overload, many people delete invitations before they are read. To ensure sufficient participation, I sent reminders to those who did not reply to initial invitations. Reminders can significantly increase participation rates as traditional mail and email surveys (Meho, 2006).

Participants in the email survey research were asked to take part in a study only after they provided their consent, which can be given to the researcher in many ways, including but not limited to: returning via fax or snail mail a signed form that is sent as an email attachment, e-mailing back a signed form, or simply replying via email affirmatively to an invitation to participate by stating in the message that the consent form was read and agreed on.

Similar to the study consent form, the invitation letter briefly described the problem under study and the research project's goal. The invitation emphasized the importance of participants' continuous participation through the end of the third round to ensure the credibility of the research results; participation will be voluntary, participants can withdraw from the study at any time, and responses will be anonymous throughout and in any publication of the study. I will inform the invitees that they need internet access to complete the survey either on Survey Monkey or a Word document that can be emailed back to me.

As a plan B for the study, if the minimum participant goal of 25 scholars and administrators is not reached, an email invitation will be used to solicit experts to serve in the study across all three data collection rounds. I will send an initial blind copied email invitation to the 25 randomly selected study participants. The invitation will include a

copy of the study consent form, an overview of the study, the estimated time to answer each survey, and the expected time to complete the study.

Data Analysis Plan

The purpose of this qualitative modified Delphi design study was to seek consensus among administrators from Nigerian educational institutions and scholars in Nigerian Universities who are experts in management practices on the practical methods of knowledge-sharing practices that nourishes innovation in Nigerian educational institutions. The Delphi approach is particularly apt as the study's overall goal is to contribute to the body of knowledge and suggest the best practices in knowledge-sharing activities that will benefit the organization by nourishing innovational development and better information transfer capability in the organization's better information system management.

The data points used to answer the research question are the participants' responses from the three surveys. I used the NVivo (Version 12) software, a Computer-Assisted Qualitative Data Analysis Software (CAQDAS), to analyze the data from all three rounds of surveys. In the first, second, and third rounds, experts were asked to rank the degree of their agreement with a series of identified statements pertaining to what constitutes the best knowledge-sharing practices in their organization and from their personal experiences. Instrumentation in the study included three surveys that were administered sequentially through SurveyMonkey™. The research used the NVivo (Version 12) software, a Computer Assisted Qualitative Data Analysis Software (CAQDAS), to analyze all three rounds of the survey data.

Coding is the process of assigning summative, salient, or evocative attribute words to a portion of language-based or visual data (Saldaña, 2016). It is the beginning step of the data analysis process just after data collection in a qualitative research study, where data are grouped, arranged, or classified for easy displaying (Ravitch & Carl, 2016). Coding data in a qualitative research study is a benefit, and an advantage to the researcher, as coding could help arrange similar themes and concepts in a file for easy access (Rubin & Rubin, 2012). Each question is coded and re-coded, and then categories are established.

For this study, NVivo (Version 12) software was used for coding and retrieving, semiautomated coding and inspection, creating hierarchies of code categories via indexing, global editing of theme codes, coding of "face-sheet" data, exploring relationships between face-sheet codes and conceptual codes, quantifying the frequency of code instances, and annotating text.

The qualitative modified Delphi design study seeks consensus among senior managers in Nigerian educational institutions and scholars in Nigerian Universities who are experts in management practices on the practical methods of knowledge-sharing practices that promote innovation in Nigerian educational institutions. The Delphi approach is particularly apt as the study's overall goal is to contribute to the body of knowledge and suggests the best practices in knowledge-sharing activities that will benefit the organization by promoting innovational development and better information transfer capability in the organization's information system management.

Issues of Trustworthiness

Credibility

Forbes et al. (2021) describe credibility in qualitative research as a tool of an essentially positivist epistemology. Suppose epistemology is how we gain knowledge through scientific experiments and observations of the natural world. In that case, credibility is a tool in the hands of the researcher to observe the world that is consistent with a scholarly inquiry. The scholarly inquiry aims to observe and understand phenomena in context-specific settings, such as real-world settings [where] the researcher does not attempt to manipulate the phenomenon of interest. That is, what one researcher finds to be the fact should be the same for another researcher using a similar research method. Following this definition and employing scholarly research methods and tools, such as using both peer debriefing and saturation, and providing a detailed description of the data-completing processes, will help to ensure the credibility of the research. Member checks and peer reviews will be used to verify credibility.

Transferability

Altenmüller et al. (2021) describe how a researcher could ensure the trustworthiness and reliability of the research process, stating that the researcher should try to satisfy four criteria of credibility transferability, such as credibility, transferability, dependability, and confirmability supported in the available literature. Finally, to achieve transferability, researchers will take steps to demonstrate that findings emerge from the data, not their predispositions, by variation in participant selection m.

Dependability

Data dependability is the degree to which the data collected is a true representation of the general population (Nyathi, 2018). Dependability involves evaluating participants on the study's findings, interpretations, and recommendations. The detailed methodology descriptions in this chapter served to fulfill the dependability of my research by explaining the congruity between the research question and the methodology, data collection, and analysis. Suppose the result will reflect the same analysis over time if the result is consistent and accurately represents the population. While this states data dependability in its simplest form, data dependability is how consistent the data is when measured over time. The data collection method can impart the data, analysis, and conclusion. For example, the collection process could lead to inaccurate data if the right participants are not identified and selected for data collection.

Dependability of data becomes all-important because, without dependable data, the result will be unreliable – untrustworthy, and the trustworthiness of our research and the research methods, i.e., the collection of data becomes not only just about our ensuring the dependability of our research but also the dependability of other research that might be connected to our study. Forero et al. (2018) demonstrate how the four-dimension criteria of credibility, dependability, confirmability, and transferability help measure the robustness of a qualitative research study. Triangulation will be considered to reduce the effect of investigator bias.

Confirmability

To ensure the confirmability of the study, complete documentation of data collection processes, participant selection procedures, data analysis, and other research procedures are provided and included in the appendix. Confirmability consists of a researcher's ability to audit and improve the data as an input into the triangulation process, using it as an important benchmark for validating the study's parameters. The main issue concerning confirmability is that findings should represent the situation being researched rather than the researcher's beliefs. The interpretive organizational development theory research approach focuses on reflexive self-awareness to guard against influences and prejudices and to establish confirmability and reflexivity (Winter et al., 2014). Studies suggest that the confirmability of qualitative inquiry is achieved through an audit trail, reflexive journal, and triangulation.

A qualitative researcher establishes rigor of the inquiry by adopting the following confirmability strategies: prolonged and varied field experience, time sampling, reflexivity (field journal), triangulation, member checking, peer examination, interview technique, establishing the researcher's authority, and structural coherence (Creswell, 2007).

Ethical Procedures

In keeping with all ethical issues relating to a research study, I will obtain all the permissions and approvals required by Walden university to conduct the study. The permissions included the IRB application to protect the participants during the recruiting,

data collection, and debriefing process. Also, the participant's information and data collected are stored in a secure, password-protected computer.

The only possible risk associated with participating in this study was a breach of confidentiality, which I document and plan for in the Institutional Review Board (IRB) application. The only identifiable information collected from the participant's email was their addresses. I followed the IRB-approved process for protecting identifiable information and kept all email addresses in a file within a password-protected computer that only I could access. Thus, the data will be confidential. I keep the study data in a password-protected file within a password-protected computer that only I have access to for five years as approved by the Walden university IRB. I sent all emails as blind copies. There will be no direct benefit to participating in the study other than the potential benefit of gaining knowledge about what other experts contribute to the study and the final study results.

Summary

The chapter examined the concepts of the research survey. I built on the knowledge gained from the literature review of the previous chapter to suggest an appropriate research method to answer the research question of what level of consensus exists among scholars and administrators in Nigerian educational institutions on the best knowledge-sharing practices that aid development. The survey used for this study was open-ended. The techniques outlined in this chapter were used to collect, analyze, and manage the data for the study.

I discussed in chapter two the concepts of the research methodology, data analysis plan, trustworthiness issues, and data collection methodology. I also examined the issue of data confidence and how to keep data safe. In addition, I explained the role of the researcher as an observer to perform an iterative process of discovery and interpretation. I declared that as the researcher, I would not have any personal or professional relationships with participants, such as supervisory or any position of power. The trustworthiness issues in the section covered the credibility attempts such as peer debriefing and expert review. Providing a detailed description of every step of my data collection and analysis process, along with copies of NVivo (Version 12) analysis results, will serve as fulfillment for the transparency of the study. The next chapter will discuss the result of the data collected.

Chapter 4: Results

In Chapter 4, I presented the results of the modified Delphi study to answer the research question of what level of consensus exists among Nigerian scholars and administrators regarding the best knowledge-sharing practices that nourish innovation and organizational development. To answer the research question, I used a modified Delphi design to collect the opinions of scholars and administrators in Nigerian universities. The purpose of this qualitative study was to seek consensus among a panel of experts as to the best knowledge-sharing practices that nourish innovation and organizational development in Nigerian universities. I developed the questions for the initial surveys based on my review of the literature presented in Chapter 2.

By applying the Delphi design, I performed multiple rounds of review with time intervals derived from the response time of the experts and the treatment of the data in each of the rounds. This was a complex and expensive process involving experts' constant participation and depended on their availability and involvement to obtain results. In this way, a consensus solution was obtained in a way other techniques would not have allowed. The study's results showed the participants' willingness to share their stories and contribute to the study. The survey was the best option for this study because it allowed the participants to express themselves. The results presented in Chapter 4 were derived from qualitative analysis of the responses from the first survey and the statistical analysis of responses from the second and third surveys submitted by scholars and administrators in Nigerian universities. This chapter includes the study's results and is

organized into seven main sections: research setting, demographics, data collection, data analysis, evidence of trustworthiness, results, and a summary.

Research Setting

The target population for the study was scholars and administrators of Nigerian educational institutions with a workforce of over 10,000 employees. An email invitation was used to solicit experts to serve in the study across all three rounds of the surveys. Each participant was asked to sign an informed consent form prior to participating in the study. The informed consent form complied with the Walden University Institutional Review Board (IRB policies and standards. The consent form also included a brief description of the research project's goal; it indicated that responses would be anonymous and would be shared with other participants and potentially published or discussed at academic conferences. The consent form also stated that participation was voluntary, that participants had the right to withdraw from the study at any time, and that participants would have early access to study results.

Twenty-five administrators and scholars consented to participate in the study. The candidates who wished to participate emailed me directly to indicate their consent to participate in the study by writing "I consent" in the email subject line. The email replies helped me to make a list of my expert panelists. A few invitees emailed me to say they were not interested in participating or were ineligible according to the inclusion criteria. I took their emails off my reminder email lists. There were no personal or organizational conditions that influenced participants or their experience at the time of study that may have influenced the interpretation of the study results. Participants' responses were

voluntary, and their participation was without personal or organizational conflicts that would have affected data collection.

Demographics

The three surveys were administered sequentially through SurveyMonkey. The survey participants were a sample size of 25 participants. Lin (2007) suggested a sample size between 25 and 35 is sufficient to form a consensus. Survey participants were scholars with a minimum of 5 years of teaching experience and administrators with 5 years of managerial experience from Nigerian educational institutions. The two main selection criteria were the length of service in the field and Nigerian participants. Participants from foreign universities of Nigerian descent who satisfied the inclusion criteria were also selected. Only participants who satisfied these criteria were surveyed for the study. I investigated the effects of intrinsic and extrinsic motivation on knowledge-sharing and the moderating effects of individual demographics, organizational context, and cultural context in that relationship. There was no noticeable organizational or personal change that affected data collection. The participants were forthright in their participation. There were 15 scholars (10 male and 5 five female) and 10 administrators (8 male and 2 female).

Data Collection

There were three rounds of data collection and analysis for the study. At the end of the first week after sending the email invitation, I had 25 participants who consented to the study. There were 14 scholars and 11 administrators (20 male and 5 female). The surveys took 3 weeks to complete, and I recruited 25 participants. Twenty-five

participants completed the first-round surveys, 23 completed the second-round surveys, and 21 completed the third-round surveys.

I collected the data for this study by online survey using the Delphi design. The Delphi technique is a qualitative tool used to elicit an expert's opinion without the cost of face-to-face interaction when information about the existing problem is restricted. Although time-consuming, the Delphi technique is simple in application and allows interaction between the researcher and the survey participants. The data collected were stored on my computer. Data were collected online by Survey Monkey and were recorded on my computer. The duration of data collection for each data collection instrument was 1 week, with even distribution of responses from participants.

Many researchers agreed that data saturation is a key driver for determining the adequacy of sample size in a qualitative case study (Bader et al., 2022). Researchers described data saturation as complex because the judgment and experience of researchers solely dictate the decision to stop data collection. Other researchers claimed that guidelines for determining nonprobability sample sizes used to indicate data saturation are nonexistent, problematic, or controversial (Aguboshim, 2021).

The appropriateness of the sample size determined by the concept of data saturation that brings in new participants continually into the study until there is no new information in the data set, as indicated by data redundancy or data replication, is the view of many qualitative case study researchers (Bader et al., 2022). Data saturation is reached when the gathering of data by the researcher tends to the point of diminishing returns when no new data are being added. Data saturation is reached when additional

input from new participants does not continue to generate new information, generate new themes, or impact new understanding of the study topic, as revealed by the themes and subthemes.

The target population of the current study was Nigerian scholars and administrators of Nigerian universities with over 10,000 employees. I used the following procedure during the data collection process:

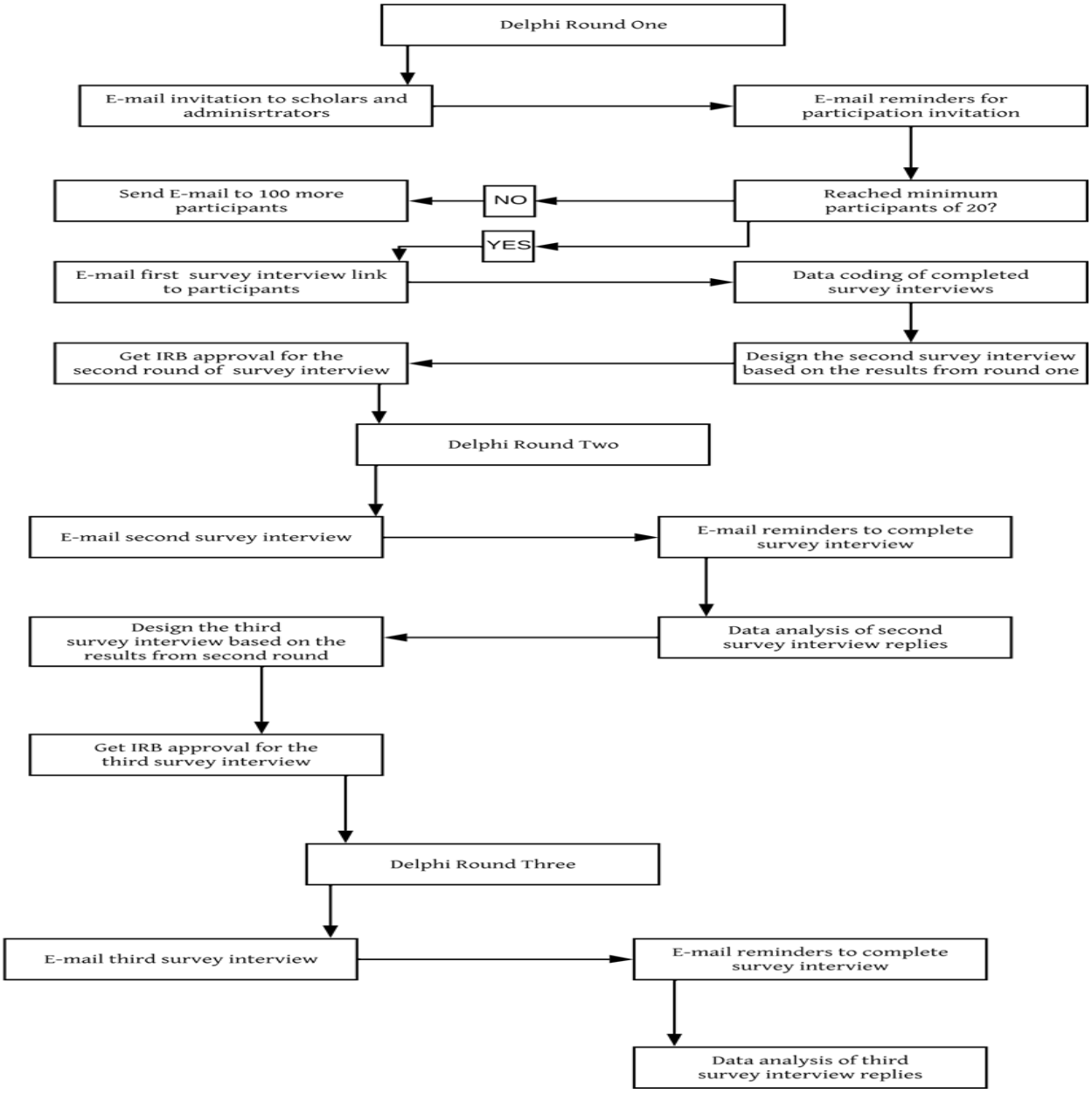
- Defining the questions.
- Panel creation.
- The first round of surveys.
- The first round of data analysis.
- The second round of surveys is based on the first-round analysis.
- The second round of data analysis.
- The third round of surveys to build consensus.
- The third round of data analysis and drawing conclusions.
- Final report preparation.

The Delphi method was well suited for consensus-building by using a series of questionnaires delivered using multiple iterations to collect data from a panel of selected subjects. Subject selection, time frames for conducting and completing a study, the possibility of low response rates, and unintentionally guiding feedback from the respondent group should be considered when designing and implementing a Delphi study. Thus, in a Delphi study, the results of previous iterations regarding specific statements and items can change or be modified by individual panel members in later

iterations based on their ability to review and assess the comments and feedback provided by the other Delphi panelists. Figure 1 shows a flow chart of the three Delphi rounds data collection process.

Figure 1

Flow Chart of the Three Delphi Rounds of Data Collection



I examined the study's results in this chapter and compared them to the current literature. The data gathered from the three Delphi rounds were analyzed to identify patterns and possible inferences that may be drawn regarding the practical methods among Nigerian university administrators and scholars as to the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions. I also used the participants' feedback and comments to support the recommendations and suggestions for additional research. There were no variations in the data collection plan from the plan I presented in Chapter 3. I did not encounter any unusual circumstances during the data collection process.

Data Analysis

As soon as I received all the survey responses, I started coding the responses. I used NVivo (Version 12), a Computer Assisted Qualitative Data Analysis Software (CAQDAS), to code the data, guaranteeing accurate and effective outcomes. All SurveyMonkey responses were entered into a spreadsheet and then exported to NVivo. I created an NVivo project with three phases: structure, creative/analytic, and optional analytic iteration. I used NVivo's descriptive coding to build case nodes during the structuring phase. Each query was designated as a primary node. As themes emerged, they were documented as child notes under subsequent questions.

Thematic coding was then used to determine themes for each survey question. I also used word frequency inquiries and text search queries to investigate themes, phrases, and concepts. I used NVivo's auto-coding feature to validate saturation to ensure that I had not missed any essential topics because of my selection bias. To reduce researcher

bias, I coded each recommendation regardless of its meaning or validity. In the creative/analytic phase, I continued the thematic coding and applied analytical coding to build node hierarchies or employed matrices and queries. To further evaluate the data, I went through these processes again. I also used text search queries to examine themes, phrases, concepts, and word frequency inquiries to pinpoint significant phrases.

For example, one participant's answers are below, and I have underlined every word I coded under each question.

Q1. What are the drivers of incorrect knowledge-sharing activities in the workplace?

How do you define a "driver"? I define it as a "contributing factor." Some of the factors I have identified are:

1. Management lacks clear expectations on correct and incorrect knowledge-sharing activities.
2. Lack of follow-up by management on incorrect knowledge-sharing activities.
3. Management tolerance of impoliteness, basic manners, and bullying.

Q2. What are the managers' roles in managing knowledge-sharing behavior in the workplace?

Please see the above response (I coded the above factors again for the second question). If the manager can't define "incorrect activities" and address them, the "incorrect activities" will continue.

Q3. What is the role of organizational culture in preventing incorrect knowledge-sharing actions in the workplace?

Transparency and honesty between directors and managers: what is acceptable and what isn't.

The qualitative analysis produced a list of topics identified by participants as knowledge-sharing activities that foster organizational development. The first survey took an average of 10 minutes to complete. The rate of completion for those providing consent was 100%. Participants identified 47 criteria for the five research questions on the first survey. The study results in the section below show the data analysis findings.

The major themes from the survey are that knowledge-sharing has a significant positive relationship with organizational development. The results showed that participants strongly agreed to share knowledge on documentation and classification with colleagues. For example, participant 3 admitted that "sharing their experiences with colleagues is difficult." At the same time, participant 5 admitted that "knowledge-sharing practices by the majority of the participants were face-to-face interaction during departmental meetings and email." Participant 1 agreed that "knowledge-sharing has a significant positive relationship with organizational development." Participants 3, 4, and 5 stated: "that face-to-face interaction during meetings offered the best opportunity for exchanging knowledge and information."

The Delphi approach was particularly apt as the study's overall goal was to contribute to the body of knowledge and suggest best practices in knowledge-sharing activities that will benefit the organization by nourishing innovational development and better information transfer capability in the organization's information system management.

Thus, I identified qualitative data analysis techniques best suited for analyzing survey data in this section. Johnson et al. (2022) suggested several qualitative analysis techniques that can be used to analyze survey data. Specifically, the analytical techniques that lend themselves to survey data are constant comparison analysis, classical content analysis, keywords-in-context, and discourse analysis. Johnson et al. (2022) help explore the quantitative techniques available for deeper analysis of the subjective judgments gathered through the Delphi method, as participants are more receptive if the techniques are tailored and specifically based on their training and experience.

The data points used to answer the research question were the participants' responses from the three surveys. In the second round, experts were asked to rank the degree of their agreement with a series of identified statements pertaining to what constitutes the best knowledge-sharing practices in their organization and from their personal experiences. Variables were classified as context, mechanisms, and outcomes and compared for differences and relationships following the realistic evaluation design. Comparisons and correlations among variables were conducted to test possible context, mechanisms, and outcomes relationships that could guide further development of context–mechanisms–outcomes configurations.

Based on the research question and purpose, the research design followed a three-step modified Delphi method. The survey process consisted of a qualitative assessment (phase I). At this stage, the initial email survey was sent with general knowledge-sharing practice to judge the participants' knowledge and aggregate questions for the next round of questions. The first survey was open-ended. The next stage was a ranking evaluation

(phase II). The results of this study come up with a taxonomy that presents a logical relationship and ranking that will enhance academic experts' decision-making capability while considering certain success factors to their mapped criterion for successful knowledge-sharing implementation. The focus was on ranking the suggestions and collected opinions; the survey consisted of statements to be rated on a Likert 11 scale. The last stage was the consensus meeting (phase III).

Evidence of Trustworthiness

This study embraces credibility, transferability, dependability, and confirmability evidence of trustworthiness to support the interpretive perspective on research methods, i.e., qualitative research methods, from the educational field. This study will help researchers better understand the differences between positivist and interpretive paradigms and to choose the applicable research methods according to the research field. Ultimately, the reliability of qualitative research can be measured by credibility, transferability, dependability, and confirmability. This paper explores the moderating effect of one specific knowledge-sharing attribute, causal ambiguity, on the relationship between trustworthiness and the effectiveness of intra-firm transfers of organizational practices. The debate about positivism versus interpretivism will always exist, and researchers should analyze specific issues and choose the appropriate research method. Therefore, this study briefly discusses the suggested qualitative research trustworthiness criteria and how to apply them during research.

Most definitions of trustworthiness recognize how an entity reveals relevant information about its decision processes, procedures, functioning, and performance. As

such, trustworthiness typically incorporates multiple components, including the availability of information about an organization's internal workings or performance. The above enables "inward observability," which refers to the ability of individuals and groups outside of the organization to monitor activities and decisions undertaken within the organization (Altenmüller et al., 2021).

Credibility

Forbes et al. (2021) described credibility in qualitative research as a tool of an essentially positivist epistemology. Suppose epistemology is how we gain knowledge through scientific experiments and observations of the natural world. In that case, credibility and validity are tools in the hands of the researcher to observe the world in a way that is consistent with a scholarly inquiry. The scholarly inquiry aims to observe and understand the phenomena in context-specific settings, such as real-world settings where the researcher does not attempt to manipulate the phenomenon of interest. That is, what one researcher finds to be the fact should be the same for another researcher using a similar research method. Following this definition and employing scholarly research methods and tools, such as using both peer debriefing and providing a detailed description of the data-completing processes, help to ensure the credibility of the research.

To ensure the credibility of my instrument, I utilized peer debriefing. Additionally, the process and rigor of modified Delphi design in that data collection and analysis go through three cycles for refinement by member checking, and prolonged contact with the participants added to the credibility and trustworthiness of the results. A

detailed description of every step of my data collection and analysis process fulfills the study's simplicity.

Transferability

Altenmüller et al. (2021), describing how a researcher could ensure the transferability of the research process, stated that the researcher should try to satisfy four criteria of transferability supported in the available literature, which are credibility, dependability, confirmability, and transferability to assess and ensure the robustness of the study. Finally, to achieve transferability, researchers must take steps to demonstrate that findings emerge from the data, not their predispositions. Transferability in qualitative research is used in preference to external validity/generalizability in quantitative research. I described the research context and any assumptions in detail to enhance the transferability of the results. The thick descriptions allow for the transferability of the findings from this research context to another. For example, while the qualitative findings for this study may not be generalized due to reliance on a small sample, the extent to which they can be applied to other situations may be a consideration. In that regard, the thick contextual information about the background of this study and its setting was provided to facilitate transferability.

Dependability

Data dependability is the degree to which the data collected is a true representation of the general population. Suppose the result will reflect the same analysis over time if the result is consistent and accurately represents the population. While this states data dependability in its simplest form, data dependability is how consistent the

data is when measured over time. The data collection method can impart the data, analysis, and conclusion. The detailed methodology descriptions in this chapter served to fulfill the dependability of the research by explaining the congruence between the research question and the methodology, data collection, and data analysis. For example, the collection process could lead to inaccurate data if the right participants are not identified and selected for data collection. Dependability of data becomes all-important because, without dependable data, the result will be unreliable – untrustworthy, and the trustworthiness of our research and the research methods, i.e., the collection of data, becomes not just about our ensuring the validity of only our research but the validity of other research that might be connected to our research.

Dependability, as well as reliability in quantitative research, was also employed in this qualitative study. As with credibility, ensuring dependability in this instance involved maintaining trustworthiness throughout all steps in the research process, which involved constant reflection and reflexivity, and detailed reporting in facilitating replicability (Nyathi, 2018).

Confirmability

To ensure the confirmability of the results, I provided detailed documentation of the data collection processing so that other researchers could confirm the findings. Confirmability refers to objectivity (neutrality) and the control of researcher bias. Bias in qualitative research is an ever-present concern. Still, unbiased interpretations are more likely once the researcher self-reflection recognizes them overtly and factors them into the design by, for example, intentionally seeking potentially contradictory evidence

predicted by alternatives (essentially different biases or worldviews). Confirmability is also enhanced by consistent quantitative research findings that reach similar conclusions. Other evidence includes the consensus reached by peer review.

To ensure the confirmability of the study, complete documentation of data collection processes, participant selection procedures, data analysis, and other research procedures are provided and included in the appendix. The selection procedures are described in the demographics and data collection sections. The dimension of confirmability is the equivalent of objectivity in quantitative research. Confirmability in this study concerning rigor and trustworthiness involved ensuring that the study's findings reflect what scholars and administrators accurately described in the survey, what was already known from experience (Forero et al., 2018).

Results

The results presented in Chapter 4 derive from qualitative analyses of the responses from the first survey and the statistical analyses of responses from the second and third surveys submitted by the scholars and administrators in Nigerian universities. All responses were recorded in a spreadsheet and imported into NVivo (Version 12). I designed an NVivo (Version 12) project with three phases: context, creative/analytic iteration, and optional analytic iteration. I used NVivo's (Version 12) descriptive coding during the structuring phase to create case nodes. Each query was assigned the status of a central node. The themes that developed were recorded as kid notes under future questions.

The themes for each question were then determined using thematic coding. I also used word frequency and text search searches to look at themes, phrases, and concepts. I used NVivo's (Version 12) auto-coding capability to ensure that I hadn't overlooked any important themes due to my selection bias. I coded each recommendation regardless of its source to reduce researcher bias.

Theme 1

The major theme from the survey were that knowledge-sharing has a significant positive relationship with organizational development. The results showed that 22 (92%) of the respondents strongly agreed to share knowledge on documentation and classification with colleagues, and very few 3 (12%) agreed. Some (15 =2.68) admitted that sharing their experiences with colleagues is difficult. The positive significance of knowledge-sharing to organizational development was evident in the participants' responses and feedback during the debriefing. Participant 2 acknowledged that "there is a relationship between knowledge-sharing and organizational development." Suggesting that organizational development depends on the level of knowledge-sharing activities among staff and within the organization and how best the organization collects, stores, and classifies new knowledge.

Theme 2

Knowledge-sharing methods by the majority of the respondents were face-to-face interaction (88.2%), during departmental meetings (79.3%), and email (78.1%). Survey participants stated they were very comfortable with face-to-face interaction as these offer better Pavenues for exchanging information. Participant 3 stated "that face-to-face

interaction during meetings offered the best opportunity for exchanging knowledge and information."

Theme 3

Knowledge-sharing ($r = .561$; $p<0.05$) has a significant positive relationship with organizational development. The participant's willingness to freely share knowledge is one of the main driving forces for knowledge-sharing within the organization. Participants 2, 3, and 5 stated: "that they understood the importance of knowledge sharing's relationship to organizational development and innovations."

Theme 4

The survey results show that Knowledge-sharing among scholars and administrators remained an effective strategy for information service delivery. The researcher recommended that scholars and administrators not hesitate to share knowledge with their colleagues as it will go a long way to nourishing organizational development. The results revealed a high level of knowledge-sharing practice. Furthermore, the results showed that explicit knowledge, tacit knowledge, and intention significantly influence academic knowledge-sharing behavior. The intention is significantly influenced by attitude, subjective norms, and self-efficacy but not controllability. The participants stated that knowledge-sharing help to pass information and knowledge among university staff. They further state that knowledge management and knowledge-sharing practices help to improve how knowledge is collected and stored.

Theme 5

The results also revealed that individual factors do not influence knowledge-sharing practices. I did a major review of scientific literature and merged it with the obtained results from data analysis, thus creating a theory as a cohesive whole. The results of this research study have shown that the lack of scholars' and administrators' commitment and support and their knowledge about knowledge-sharing influenced the unsatisfactory evolution of organizational roles and development. Participants 5 and 7 commented on "their organization's willingness to support knowledge-sharing as important to its development."

Theme 6

The results reveal that universities act as knowledge-sharing intermediaries, knowledge gatekeepers, knowledge providers, and knowledge evaluators. The analyses suggest that universities can play different roles in the organization's ecosystem. When internal knowledge-sharing is managed, universities usually act as knowledge-sharing intermediaries in dealing with the knowledge management governance issue. In contrast, they act as knowledge-sharing gatekeepers when governance relationships involve external knowledge management.

Theme 7

The results showed that knowledge-sharing capabilities positively correlated with the organization's performance. Moreover, the analysis showed a significant relationship between knowledge-sharing elements and performance improvement measures. The results concluded a great correlation between knowledge-sharing and organizational

development and innovations. The analysis results may help establish a distinctive strategy to utilize knowledge-sharing to improve organizational development and innovation. The results demonstrate that scholars and administrators believe that sharing knowledge with other colleagues in the department will increase their willingness to collaborate, broaden their knowledge, and increase their problem-solving abilities and work efficiency while at the same time nourishing organizational development.

The understanding gained from the survey process highlighted the need for a better understanding of the process, its setup, and follow-up before, during, and after the survey process. Most of the course colleagues reached one conclusion that there is no substitution for personal experience in education about the research interview. Suter (2012) Talked about personal experiences and suggested that to understand a complex phenomenon, you must consider the multiple "realities" experienced by the participants themselves—the "insider" perspectives, which include the experiences of the research interviewer that can get better with each new "experienced realities."

Theme 8

The results also highlighted the need for better knowledge-sharing practices between universities, as these would help develop better knowledge development and innovations across many layers of the learning ecosystem. The result also shows that knowledge-sharing is an important factor that increases scholars' and administrators' performance in an organization (see Figure 2). Knowledge-sharing improves scholars' and administrators' abilities to collect better, analyze and store data and knowledge. The knowledge management and sharing subsection summarizes the studies on knowledge

management and knowledge-sharing and illustrates the relationship between organizational, individual, and interpersonal factors and knowledge-sharing. Knowledge management and sharing are keys to organizational development.

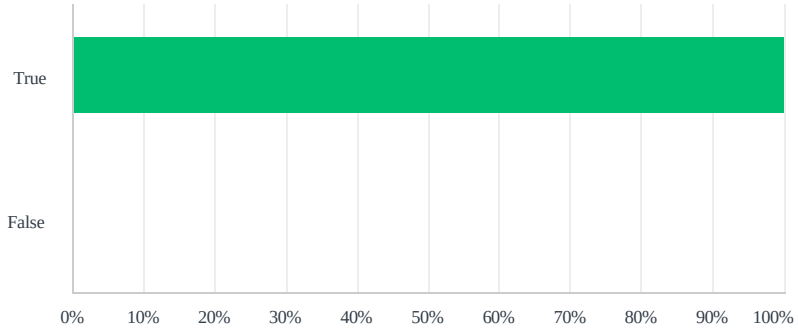
Figure 2

Level of Knowledge-Sharing Activities in the Organization Is Sufficient to Nourish Organizational Development

SurveyMonkey Analyze - Understanding Knowledge-Sharing Practice: A Tool in Nigerian Socio-Economic Development.

The level of organizational knowledge-sharing activities in your organization is sufficient to nourish organizational development.

Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES
True	100.00%
False	0.00%

Total Respondents: 21

Therefore, as a citadel of learning, academic institutions need to measure the factors that influence knowledge-sharing among their scholars using an approved multi-criteria model, such as an analytic network process to formulate and implement research-driven strategies for sharing knowledge in a global way where competitiveness will be

enhanced. The assessment of knowledge-sharing factors via a survey approach within the Nigerian academic setting depicts institutional norms as a significant drive to promote knowledge-sharing among academic staff. One major suggestion by the participants was that educational institutions should do more to promote knowledge-sharing. Participants suggested the importance of knowledge-sharing and knowledge management to the development and innovation of organizations. Stating that the better the knowledge-sharing activities, the better the rate of development and innovations within the organization. The level of knowledge-sharing and knowledge management to the development and innovation of organizations is meaningful because the more the organization is invested in knowledge-sharing, the better the result of development within the organization. The organization provides the lead for others within the organization to follow.

The following describes the three rounds of the survey process. The results of the surveys will be discussed in chapter 5. The list of themes answers my research question as explanations of practical methods that knowledge-sharing activities significantly impact organizational development in universities.

Round 1

For the five survey research questions, respondents identified 47 factors. The average completion time for the first survey was 10 minutes. The completion rate of those providing consent was 100%. The data analysis results indicate the determinants of enhancing the intention to share knowledge among academics in higher education institutions through external stimuli. Moreover, the statistical results obtained in this

study showed that knowledge-sharing has a significant positive impact on organizational development in the universities contexts.

Consequently, the findings of this study filled the gap in the literature related to the relationship between knowledge-sharing and organizational development and innovation. Also, the findings show that knowledge-sharing is important in developing new ideas within the organization. Knowledge-sharing is a bridge that helps to explain the importance of how knowledge is collected and stored and its relationship to organizational development and innovation.

Figure 3

Round 1 of Responses

SurveyMonkey Analyze - Understanding Knowledge-Sharing Practice: A Tool in Nigerian Socio-Economic Development – Round One

ANSWER CHOICES	RESPONSES	
1. Poor	0.00%	0
2. Fair	4.35%	1
3. Average	4.35%	1
4. Good	17.39%	4
5. Excellent	73.91%	17

Total Respondents: 23

Round 2

I sent the survey participants an email with the results of round one's survey and thanked them for their participation before sending them the second survey. With email reminders on days three and five, I gave the survey participants nine days to complete the survey. After sending the second survey on day eight and receiving 23 replies, I began using Survey Monkey TM to analyze the data and find the means and standard deviations for each item. I selected the most highly rated items as extremely important and important to include in the third round of surveys. I formulated the next round of

questions from the analyzed data and sent them to the participants for their responses. I informed the participants that they had ten days to complete the survey.

Figure 4

Round 2 of Responses

SurveyMonkey Analyze - Understanding Knowledge-Sharing Practice: A Tool in Nigerian Socio-Economic Development – Round Two

ANSWER CHOICES	RESPONSES	
1. Poor	0.00%	0
2. Fair	0.00%	0
3. Average	0.00%	0
4. Good	8.70%	2
5. Excellent	91.30%	21

Total Respondents: 23

Round 3

A consensus was reached by identifying eight factors selected by over 90.48% of the experts in the panel, and these are setting knowledge-sharing expectations, developing a culture of respect, holding staff accountable, enforcing a zero-tolerance policy, confidentiality of reporting, communicating expected knowledge-sharing behavior, open communication, and investigating inappropriate knowledge-sharing behaviors. The final list of items answers my research question by describing practical methods and knowledge-sharing practices that nourish development within the university system. I included respondents' opinions in the data analysis and interpretation. The purpose of doing member checks is to eliminate researcher bias when analyzing and interpreting the results. Thus, the analyzed and interpreted data is sent back to the participants for them to evaluate the interpretation made by the inquirer and to suggest changes if they are unhappy with it or because they had been misreported.

As an exit strategy, I sent a thank-you email to all participants and promised to share the final results. The final list of entries is the answers to the research question as explanations of practical methods for knowledge-sharing behaviors among university staff, which may be used to mitigate the risk of staff not sharing knowledge. I used 95 of the final results to compare with the current literature and discuss its implications and suggestions for additional studies in Chapter 5. Also, in chapter 5, the research result discussion, recommendations, implications, limitations of the study, and interpretation of findings will be discussed.

Figure 5

Round 3 of Responses

SurveyMonkey Analyze - Understanding Knowledge-Sharing Practice: A Tool in Nigerian Socio-Economic Development – Round Three.

ANSWER CHOICES	RESPONSES	
Strongly agree	90.48%	19
Agree	0.00%	0
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	9.52%	2

Total Respondents: 21

Summary

While available literature does not offer direct knowledge of the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions, where there are references to the issue, it is based on different cultures and observed under different sets of norms. Understanding knowledge management as a tool in organizational innovation development is related to understanding society's cultural norms, the organization's structure, and the ways communication is shared in the

organization. Each has its effect on the knowledge-sharing practices of the organization. While other factors besides those investigated in this study may foster organizational development and innovation, factors such as individual income and social status, the amount of time required to complete training, the number of universities, and the ratio of teachers to students in society are beyond the scope of this study. They are recommended for further research to help better understand the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions.

The conclusion reached as examined with the lens of creating or promoting positive social change in our circle of influence are relatable to the needs justifiable by the importance of education as a tool for creating and promoting positive social change in a larger view and management education in this particular instance is also the process of promoting positive social change because of the nature of management in the overall concept of organizational development. Organizational development is a tool for the socioeconomic development of the organization.

Kelechi's (2021) and Volk et al.' (2021) assessment of the socioeconomic impact of the quality of education on regional and state development is the subject of study by several authors. The introduction of innovations and the achievement of sustainable development goals are the main motives for increasing the efficiency of the quality assurance system. The assessment of the quality assurance system potential can be carried out both by qualitative (presence/absence, compliance/non-compliance) and quantitative criteria. The second option is more promising and can comprehensively

account for the impact of education quality on socio-economic development and, most importantly, provide numerical criteria (limits) for assessment.

Chapter 5: Discussion, Conclusions, and Recommendations

In Chapter 5, I discussed the study results that were used to answer the research question of what level of consensus exists among scholars and administrators in Nigerian universities regarding the practical methods for knowledge-sharing practices that nourish organizational development. The qualitative modified Delphi design was aimed to seek consensus among a panel of experts. Experts were scholars and administrators from Nigerian universities.

In comparison, concepts such as organizational development, leadership role in organizational development, information management, knowledge-sharing behavior, knowledge management theory, organizational culture, and innovational development might have provided a better lens for this study, which suggests opportunities for further research. This study's results showed no significant differences in the reality of knowledge management between universities due to gender variables and years of experience. Imam and Ebiefung (2022) maintained that university work is the basis for research, teaching, and learning. As a result, faculty members need constant knowledge-sharing because the academic staff are the major players in the knowledge-based society.

This chapter contains the study's findings and is organized into five main sections: interpretation of findings, study limitations, recommendations, implications, and conclusions. The purpose of this qualitative modified Delphi study was to seek consensus among scholars and administrators from the educational institutions in Nigerian universities who were experts in management practices on the practical methods of knowledge-sharing practices that nourish innovation in Nigerian educational institutions,

underpinned the discussion. The Delphi approach was apt because the study's goal was to contribute to the body of knowledge and suggest best practices in knowledge-sharing activities that would benefit the organization by nourishing innovational development and providing a better information transfer capability in the organization's information management system. The Delphi method has been used to obtain a reliable consensus among experts and for judgmental anticipation of future events. The Delphi method is a participatory and iterative method in which a panel of anonymous experts obtains consensus on a particular matter through questionnaires and feedback. The study's key findings suggest that knowledge-sharing benefits the organization and helps nourish development.

Interpretation of Findings

In this section, I described how the findings from this study confirm, disconfirm, or extend the existing knowledge in the discipline of knowledge-sharing practices by comparing them with what has been found in the peer-reviewed literature described in Chapter 2. This study's result helps close the gap in knowledge-sharing practices that nourish organizational development. In the interpretation of the findings of this study, I used the framework of organizational development fair and monitoring framework to provide conceptual clarity to my research findings (see Lam et al., 2021).

The result suggested the importance of knowledge-sharing to the development of an organization. The results indicated that knowledge-sharing helps individuals and organizations build up knowledge. The finding contributes to the individual's and organization's understanding of the factors driving knowledge-sharing behavior. Some of

the findings revealed that knowledge-sharing assists the academic staff in keeping abreast with up-to-date information, particularly in their chosen professions. I discovered that internet service is the major medium participants use to share their knowledge with the outside world. Knowledge-sharing allows participants to discuss and deliberate on certain topics, which can encourage the generation of new knowledge. The need for a balance of knowledge-sharing practices with policies in the organization should be the goal of management. How knowledge is shared and managed within the organization determines how the organization's development progresses. Nourishing organizational development is a key function of an organization's management and development. The innovative process starts with understanding how knowledge is collected, managed, and shared within the organization.

Despite the importance of knowledge-sharing in building organizational knowledge, which eventually improves the organization's competitive edge, there are reasons to believe that employees are unwilling to share their knowledge voluntarily. In most organizations, considerable efforts have been made to urge employees to share their job-related knowledge. One way this is done is by developing manuals and standard operating procedures (SOPs) to document all procedures involved in getting a certain job done (Kim et al., 2022). Key lessons and suggestions included co-training for both sectors, easy-to-use data management processes, early buy-in for policymakers, and creating standard operating procedures designating staff time and budgets.

I postulated that knowledge-sharing drives innovation and the support of top management is necessary for knowledge-sharing practices. Top management must value

knowledge and must create and sustain knowledge-sharing practices that fuel open innovation and desired levels of organizational performance. However, implementing and using knowledge-sharing practices in the organization can be daunting and challenging. Nevertheless, I speculate that top management's value for knowledge can drive knowledge-sharing practices to help achieve open innovation and desired organizational performance.

The conflict resolution strategy of offering multiple reactive or proactive conflict management solutions is another way to examine the study's findings. In the ultimate agreement on the two variables of communication of expected behaviors and open communication, my study's findings support the significance of communication. The study findings recommended three conflict management skills: (a) interpersonal communication skills that can make it easier to understand others' perspectives and goals, (b) emotional regulation skills to control difficult feelings at work and prevent conflict from escalating, and (c) problem-solving skills that can help university staff determine the interests of other parties and aid in finding win-win solutions.

Limitations of the Study

The significant challenge for this study was accessing willing participants who would provide objective responses to the study's questions because of the differences in the cultural norms and values of Nigerian scholars, administrators, leaders of organizations, and the general public. There is a cultural divide in class-status interaction, making it challenging to communicate between class position and class status. Although this challenge was mitigated by using the Delphi method of data collection with an online

survey in which there was complete anonymity, it was still a concern because of dissertation time limitations, the analysis of data collection processes, and the participants providing objective responses and opinions. Although the organizational development theory has been widely applied to explore numerous categories of various behavioral theories, using a single theory to interpret human behavioral factors could bias the results because behavioral factors are complex (Kanna & Praveen, 2022). I recommend that future researchers apply a broad range of behavioral theories or a combination of research constructs to explore comprehensive factors of knowledge-sharing behavior and their effects on the organization's development.

Although finding competent and willing participants was one of the biggest challenges when conducting this Delphi study, I intentionally invited experts from across the academic spectrum, focusing on scholars and administrators, to make the study a broad overview of academic experts and not simply a survey of academic professionals. One of my concerns was that many academic professionals would introduce professional biases into the results. This was the only known challenge going into the study and the main challenge to getting good data collection. Another challenge was keeping time during the survey process, as scholars and administrators faced network issues, which is common because of the poor network infrastructure in Nigeria. One more challenge was that participants were expecting to receive monetary compensation for participating in the survey process.

Recommendations

In this study, I explored the expanding role of knowledge-sharing in innovation and its role as it nourishes organizational development. Rezaei et al. (2021) suggested a direct correlation between knowledge management and organizational development. To sustain the core knowledge-sharing and disciplines within the organization, it is recommended that all workers know and understand the limitation of mental models to guard against falling into the habit of a mental model in the organization that prevents improvement and progress.

Knowledge gained from my research may contribute to managing knowledge-sharing activities that nourish organizational development. Experiences shared by scholars and administrators may provide a context for professionals in similar situations. Here I provide a summary of my five recommendations for future research and practice based on the results of this study:

1. Management should have a guard line that encourages personal visions and the need for individuals to improve themselves and their skills. These guard lines should help individuals translate their unique vision into the shared organizational vision. These guard lines should be published for all to see and follow.
2. Furthermore, I emphasize the essential role that top management behavioral integration plays in dispensing disparate demands vital for achieving ambidexterity in knowledge-sharing activities. This study suggests that top management knowledge value facilitates knowledge-sharing in which the

former motivates employees to share their knowledge for organizational success through both inbound and outbound innovation. Future researchers may employ a longitudinal study to conduct long-term observations of knowledge-sharing behavioral changes among academic community members.

3. The conclusion reached by the researcher and the application of research findings reaches all organizations indicating that knowledge-sharing is a healthy activity that managers in the organization should encourage. Knowledge-sharing promotes innovation performance and the creation of new ideas and helps improve employee knowledge self-efficacy or the need to improve. Knowledge-sharing could improve an organization's knowledge and collective information if implemented correctly.
4. The importance of communicating knowledge is one of the underlying conclusions of this study. Management must be involved in collecting knowledge and information, sharing knowledge, and encouraging team members to share knowledge. I applied organization development theory as the basis to explore the experiences of the knowledge-sharing behavior of academic community members. However, what remains unclear is how top management knowledge value supports knowledge-sharing practices for open innovation performance.
5. In the initial data-gathering phase, good communication was highlighted as one of the contributing roles in controlling knowledge-sharing practices.

> Academic and non-academic staff experiences can be combined to influence culture through talent management and provide scholars and administrators with the information, resources, and tools they need to identify, respond to, and improve knowledge-sharing practices. As a result, I suggest more research be done to determine how scholars, administrators, and nonacademic staff might work together to manage knowledge-sharing practices. Future researchers may employ a multiple case study approach to conduct long-term observations of knowledge-sharing behavioral changes and activities among academic community members.

In conclusion, I urge that the characteristics agreed upon as a consequence of this study be used to design and prioritize realistic measures for knowledge-sharing activities that nourish organizational development. More research is needed to evaluate whether the characteristics proposed by this study ultimately aid organizational development because the results of this modified Delphi design are dependent on subjective expert views; they should be used with caution.

Implications

The study's implications are examined in the context of its social change implications and impact on management practices. Social change happens in human interactions and interrelations because of changes in how people relate to others in society (Shewly & Gerharz, 2022; Yob & Brewer, n.d.). Society is a web of social relationships; therefore, social change defines the changes in the system of social relationships because of how people relate to a change in the structure. The current

study's positive social change component will answer the whys of organizational improvement and innovational development in Nigerian educational institutions and the African subregion. Knowledge-sharing practice's positive social change component includes efficient resource management, better services, increased productivity, and organizational learning. This lens also could be a source of potential bias because this research and many like it may also provide a better understanding of the role of communication and knowledge-sharing practices along with the part played by administrators and scholars of universities, which was the goal of my study.

From the definition of positive social change and its goals, I suggest that social change and social purpose have been focused primarily on equity issues. However, their working definitions, both implicit and explicit, reflect a spectrum of meanings ranging from simple activism around race, gender, and poverty, for instance, to more nuanced understandings of the impact of technology development, diversity, globalization, and the ecological environment (Yob & Brewer, n.d.). Positive social change is working toward the common good of all. Along that line, some of the impacts of the good knowledge-sharing practices of the organization include the promotion and creation of better knowledge management practices that align with the organization's objectives that are better for the stakeholders.

Academicians and practitioners interested in how market-based organizations can drive positive social change (PSC) are steadily growing. This study helps to recast how organizations relate to society and positive social change practices. The study integrates research on projects stimulating positive social change, including the transformational

processes to advance societal well-being that is fragmented across different streams of research in management and related disciplines. I looked into the levers such as corporate social change, trust, and upward influence behavior behind organizational development, which influence knowledge-sharing in the organization. This study contributes to the literature on change management by providing a corporate social change-based model in which corporate social change initiatives promote the stakeholder orientation foundation for trusting relationships to thrive and spread through the organization multi-directionally, especially upward, as novel energy for organizational wellness and transformation.

The social implications of the knowledge-sharing practices include better service deliveries and production processes and saving the environment because the better utilization of natural resources is even more important. Knowledge-sharing practice's positive social change component includes efficient resource management, better services, increased productivity, and organizational learning. Organizational learning refers to the actions relating to acquiring, interpreting, and distributing knowledge within the organization that influence positive organizational change (Do et al., 2022). Thus, organizational learning is a facilitator of knowledge initiatives within the organization. The above is good for all parties, the company, the individual customers, the workers, and society (Williams et al., 2021). I believe that companies' responses to changing social expectations, in particular, their serious implementation of knowledge-sharing initiatives into their strategic goals, have the potential to change their corporate culture and impart true positive social change.

The assumption reached, as examined through the lens of creating or promoting positive social change in our circle of influence, is relatable to the needs justifiable by the importance of education as a tool for creating and promoting positive social change. Education, perhaps the most basic need for people, is the process that provides human development. Education aims to nurture individuals and help them realize the full potential that already exists inside them (Lin et al., 2022). In a larger view, management education, in this particular instance, promotes positive social change because of the nature of management education in the overall concept of organizational development. Organizational management offers avenues for improvement and development. Understanding these avenues and correctly implementing them in the organization is the duty of administrators when knowledge is shared within the framework of organizational knowledge-sharing practices (Ratten & Jones, 2021).

I conclude that special attention must be given to the theoretical explanations of organizational knowledge-sharing practices because I have focused much on the relationship between organizational development and knowledge-sharing instead of presenting a clearer definition of knowledge-sharing that nourishes organizational development. Taken together, the overall results reported in previous research provide general support for the hypothesis that knowledge management is related to organizational effectiveness. Therefore, organizational management and knowledge-sharing are constructs that should be considered carefully in the research motivation towards the organization’s development.

Available literature does not offer direct knowledge of the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions, where there are references to the issue; it is based on different cultures and observed under different sets of norms. Understanding knowledge management as a tool in organizational innovation development is related to understanding society's cultural norms, the organization's structure, and the ways communication is shared in the organization. Each has its effect on the organization's knowledge-sharing practices, which means that knowledge management among employees creates the learning of the corporate environment, conversation management, innovation, core competencies, efficient knowledge management, and the invisible asset of the organization.

Managing knowledge more effectively is required to adapt to changes in a competitive environment. Additionally, adjustments must be made to improve structural and psychological aspects of the processes involved in knowledge creation, sharing, and acquisition (Alqudah et al., 2022). While other factors besides does explored in this research study could nourish organizational development and innovations, factors like income and social status of the individuals, the amount of time needed to complete training, the number of universities, and the ratio of teachers to students in the society are beyond the scope of this research study. They are recommended for further study to help better understand the best knowledge-sharing practices that nourish innovation in Nigerian higher educational institutions.

Conclusion

This study has filled a research gap, having empirically determined the relationship between knowledge-sharing and organizational development. Knowledge-sharing among scholars and administrators has shown to be an effective strategy for organizational development. The findings support the importance of social exchange relationships and knowledge-sharing skills in supporting and nourishing relational leadership development and facilitating subsequent organizational development. The study indicates a general understanding of how knowledge-sharing within an organization could be the main factor that leads to organizational development. While other factors could also aid in nourishing organizational development, those factors are recommended for further study. The study is purposeful and extensive in scope but limited to the perimeter outlined in the objective of the purpose of the study.

To conclude, this study contributes to the existing body of knowledge in terms of identifying the types of knowledge-sharing practices, their relative importance, their effect on knowledge-sharing, and individual innovative behavior in an academic environment. The study also explored the link between knowledge-sharing and individual innovative behavior in academia. To make the last concluding remarks, I agree with Konno and Schillaci (2021) that universities need to consciously and explicitly manage the knowledge-sharing activities associated with the creation of their knowledge assets and recognize the value of their intellectual capital in their continuing role in a society and a wider global marketplace for international competitiveness. In doing so, they need to pay attention to the individual, organizational, and technological knowledge-sharing

practices and identify them so that effective knowledge-sharing and innovation-related activities and behaviors can flourish in organizations. I declare no potential conflict of interest concerning this study's research, authorship, and publication.

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Appendix A: Invitation Letter

Hello,

I hope this note finds you well.

I am in the Walden Ph.D. Management Program and I am conducting a research study on the level of knowledge-sharing practices among administrators and scholars that can nourish innovation in Nigerian higher educational institutions.

About the study:

- Three rounds of 15-minute online survey
- To protect your privacy, the published study would use fake names

Volunteers must meet these requirements:

- Participants must have more than five years of experience as a scholar or administrator in a Nigerian university
- Participants must be from Nigeria
- Participants must be currently working in academia.

This study is part of the dissertation for my Ph.D. I will be collecting data from November 2022 to January 2023

If you are interested in participating or have questions, you can contact me by email at emmanuel.ojo2@waldenu.edu or [redacted].

You can forward this invitation to others who might qualify.

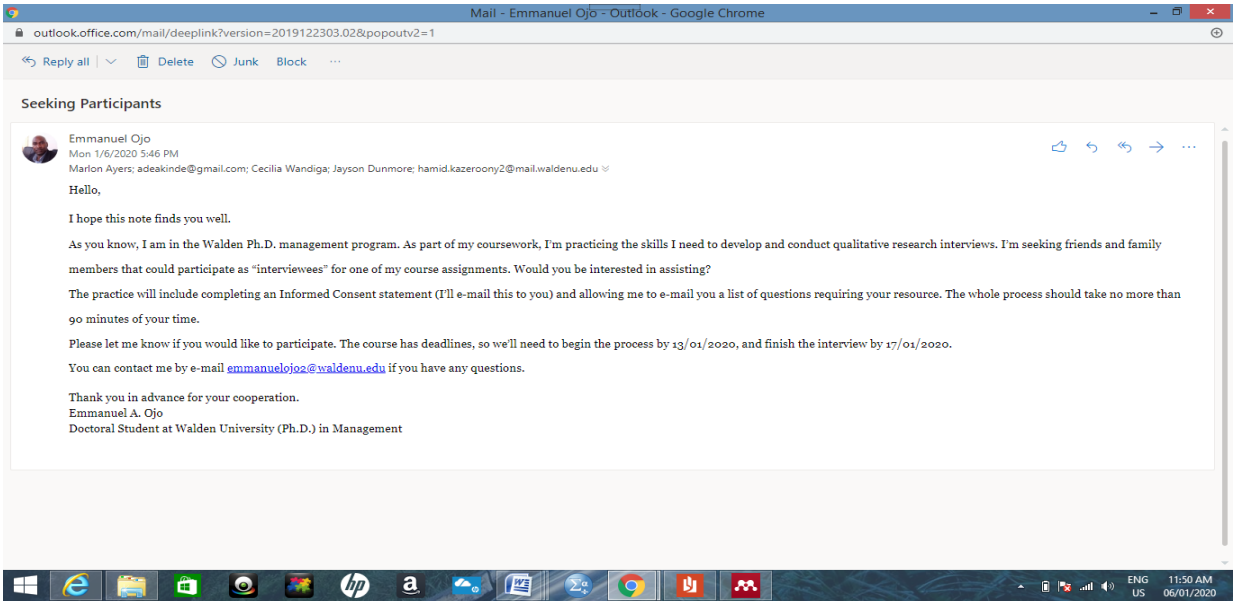
Emmanuel A. Ojo

Doctoral Candidate at Walden University (Ph.D.) in Management

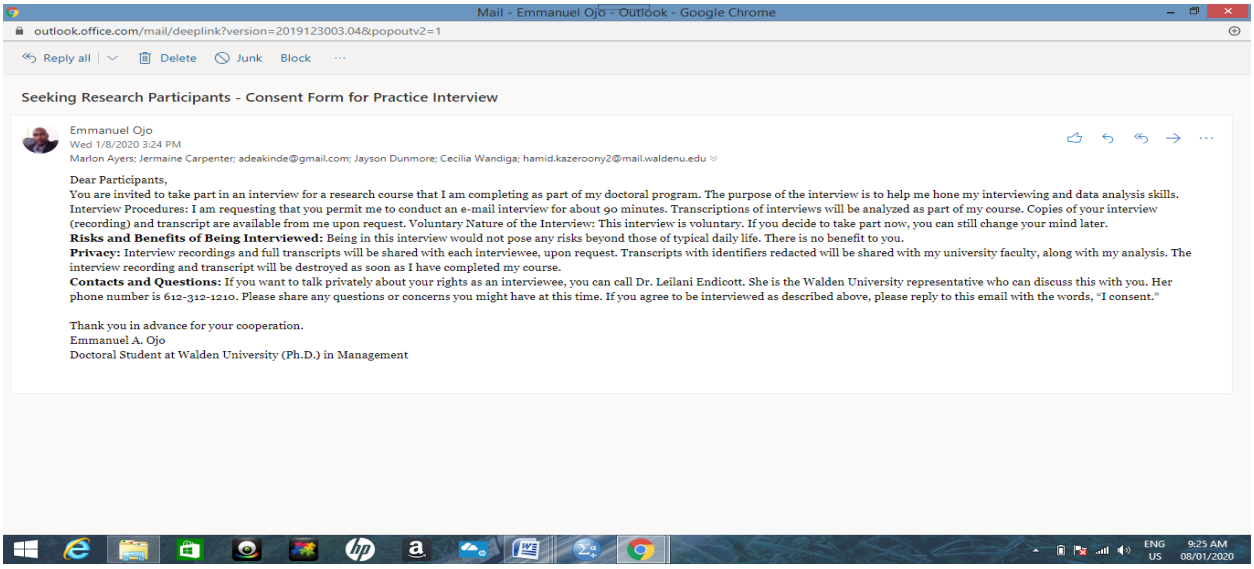
Survey

The survey will consist of open-ended questions. The questions seek to understand the knowledge-sharing practices in your organization. Your answers and opinions should be yours alone so that I can accurately collect, classify, and analyze the data and information from the survey process.

Invitation Email



Consent Form Email


Mail - Emmanuel Ojo - Outlook - Google Chrome
outlook.office.com/mail/deeplink?version=2019123003.04&popoutv2=1
Reply all
Delete
Junk
Block
Seeking Research Participants - Consent Form for Practice Interview
Emmanuel Ojo
Wed 1/8/2020 3:24 PM
Marlon Ayers; Jermaine Carpenter; adeakinde@gmail.com; Jayson Dunmore; Cecilia Wandiga; hamid.kazeroony2@mail.waldenu.edu
Dear Participants,
You are invited to take part in an interview for a research course that I am completing as part of my doctoral program. The purpose of the interview is to help me hone my interviewing and data analysis skills.
Interview Procedures: I am requesting that you permit me to conduct an e-mail interview for about 90 minutes. Transcriptions of interviews will be analyzed as part of my course. Copies of your interview (recording) and transcript are available from me upon request. Voluntary Nature of the Interview: This interview is voluntary. If you decide to take part now, you can still change your mind later.
Risks and Benefits of Being Interviewed: Being in this interview would not pose any risks beyond those of typical daily life. There is no benefit to you.
Privacy: Interview recordings and full transcripts will be shared with each interviewee, upon request. Transcripts with identifiers redacted will be shared with my university faculty, along with my analysis. The interview recording and transcript will be destroyed as soon as I have completed my course.
Contacts and Questions: If you want to talk privately about your rights as an interviewee, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Please share any questions or concerns you might have at this time. If you agree to be interviewed as described above, please reply to this email with the words, "I consent."
Thank you in advance for your cooperation.
Emmanuel A. Ojo
Doctoral Student at Walden University (Ph.D.) in Management
ENG
US
9:25 AM
08/01/2020

Appendix B: Consent Form

CONSENT FORM

You are invited to participate in a research study about understanding knowledge-sharing practice: a tool in Nigerian socio-economic development. This form is part of an "informed consent" process to allow you to understand this study before deciding whether to participate.

This study seeks __25__ volunteers who are:

1. Have more than five years of experience as a scholar or administrator in a Nigerian university
2. Who are from Nigeria
3. And currently working in academia.

This study is being conducted by a researcher named Emmanuel Ajiri Ojo, a Doctoral Candidate at Walden University (Ph.D.) in the Management program.

Study Purpose:

The purpose of this study is to seek consensus among administrators from Nigerian educational institutions and scholars in Nigerian Universities who are experts in management practices on the practical methods of knowledge-sharing practices that nourishes innovation in Nigerian higher educational institutions.

Procedures:

This study will involve you completing the following steps:

- Answering online survey questions over three (3) rounds of data collection. Each survey round will take about 15 minutes.

Here are some sample questions:

1. What is the level of knowledge-sharing activity in your organization?
2. How often do you share information with others in your organization?
3. How often have others shared information with you?

Voluntary Nature of the Study:

Research should only be done with those who freely volunteer. So everyone involved will respect your decision to join or not. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this study could involve some risk of minor discomforts that can be encountered in daily life, such as sharing sensitive information. With the protections in place, this study would pose minimal risk to your well-being.

This study offers no direct benefits to individual volunteers. This study aims to benefit society by contributing to the existing body of knowledge in terms of identifying the types of knowledge-sharing practices, their relative importance, their effect on knowledge-sharing, and individual innovative behavior in an academic environment. The study will explore the link between knowledge-sharing and individual innovative behavior in academia. Once the analysis is complete, the researcher will email a summary of the results.

Payment: No payment.

Privacy:

The researcher is required to protect your privacy. Your identity will be kept confidential within the limits of the law. The researcher will not use your personal information for any purposes outside this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. If the researcher were to share this dataset with another researcher in the future, the dataset would contain no identifiers, so this would not involve another round of obtaining informed consent. Data will be kept secure by a secure password computer. Data will be kept for a period of at least five years, as required by the university.

Contacts and Questions:

You can ask the researcher questions by phone at [redacted] and by email at Emmanuel.ojo2@waldenu.edu. If you want to talk privately about your rights as a participant or any negative parts of the study, you can call Walden University's Research Participant Advocate at 612-312-1210. Walden university's approval number for this study is [redacted]. It expires on November 14, 2023.

You might wish to retain this consent form for your records. You may ask the researcher or Walden university for a copy at any time using the contact info above.

Obtaining Your Consent

If you feel you understand the study and wish to volunteer, please indicate your consent by replying I consent.

Appendix C: IRB Requirement for Selecting Participants

Office of Research and Compliance: IRB Requirements for Selecting Participants

Please note the following conditions for all COURSE-BASED data collection projects:

• Students may only survey adult family members or acquaintances. No strangers may be recruited for this training activity.

• Students may not seek out protected populations such as children, prisoners, residents of any facility, or mentally/emotionally disabled individuals for this project unless they have obtained IRB approval using the standard full review process via forms found at the university's IRB website (which takes a minimum of 6 weeks). Note that this does NOT mean the student should ask the interviewee if s/he has a disability. The policy is that the students may not seek out protected populations for this training exercise. If a student wishes to practice a survey designed for people in a protected class (i.e., children), the student will need to ask an adult friend to roleplay the participant's part.

• Students are required to store their project data in electronic format (e.g., Word, Excel, SPSS, Nvivo, etc.) for the duration of their course and then must dispose of the data at the time final grades are assigned.

• Students must de-identify the data as soon as it is realistically possible to minimize the risk of inappropriate disclosure of personal information. De-identification consists of removing all direct identifiers, such as names, addresses, or telephone numbers, from the raw data and database. Students must take precautions to not disclose to anyone else (including the instructor) any part of the data that is linkable to a participant's identity.

• Payments, compensation, reimbursement, free services, or extra credit, or other gifts may NOT be preferentially given to the project participants. This is to ensure voluntary participation.

• Survey data generated by this training assignment is not eligible for inclusion in the dissertation or any other study.

Appendix D: Survey Questions

The first round of the surveys:

1. Looking at your organization and the knowledge-sharing activities currently taking place. Rate the level of corporate knowledge-sharing activities in your organization.

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

2. Rate how often you share information with others in your organization.

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

3. Rate how often others have shared information with you.

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

4. Rate the level of individual knowledge-sharing activities in your organization.

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

5. Rate the level of improvement because of knowledge-sharing activities in your organization.

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

The second round of the surveys:

1. What is the impact of knowledge-sharing on corporate performance?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

2. Please rate the awareness of knowledge-sharing in your institution.

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

3. How prepared is your organization in knowledge-sharing particles that support organizational innovation?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

4. How confident are you in the knowledge-sharing process in your organization to promote organizational development?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

5. What is your level of involvement in the knowledge-sharing activities in the organization?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

6. How likely are you to share knowledge and information with your colleagues?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

7. What is the level of organizational encouragement for knowledge-sharing activities?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

8. What is the level of advancement in innovation because of your knowledge-sharing activities?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

9. Are knowledge-sharing activities better for your organization?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

10. Do you see knowledge-sharing activities continuing in your organization?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

11. What level of development have the knowledge-sharing activities nourished growth in your organization?

Rate from low to high: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

The third round of the surveys:

Choose one being less important and five being very important to the following questions:

1. Knowledge-sharing activities take place in your organization.
2. You have shared knowledge with others in the last week.
3. Others have shared knowledge with you in the past week.
4. Your organization supports knowledge-sharing activities.
5. The level of organizational knowledge-sharing activities in your organization is sufficient in nourishing organizational development.
6. Scholars and administrators are comfortable with the organization's knowledge-sharing activities.
7. Your organization encourages scholars and administrators to share knowledge.

Introduction

Hello Sir/Madan,

My name is Emmanuel Ajiri Ojo; my friends call me "Ajiri." I am in the Walden Ph.D. management program. As part of the coursework, I'm practicing my skills to develop and conduct qualitative research surveys. One such survey we are about to conduct with your permission. Thanks for your time and participation. Please affirm again if you consent to the survey by signing.

The central research idea of inquiry is to explore the level of consensus among Nigerian scholars and administrators regarding the best knowledge-sharing practices that nourish innovation and organizational development in Nigerian educational institutions.

The research discovers the best knowledge-sharing practices for an organization based on the organizational structure. (Masa'deh et al. 2017) suggested the impact and importance of knowledge management on job performance, concluding that the individual's job performance improves when the organization adopts and follows general knowledge management best practices. This study explores and hopes to find a consensus on the best knowledge-sharing approach that nourishes innovation and organizational development. Please understand that there are no right or wrong answers to the questions; your opinion is needed.

Participant's Demographic Information:

Name:

Organization Name:

Gender:

Years as a Manager:

1. What is your position or job title with your organization?
2. In your words, tell me what you understand by knowledge-sharing.
3. How does your organization share knowledge?
    a. Can you give me a specific example of knowledge-sharing practices used in your organization?
    b. Is this practice encouraged by management?
4. Describe some of the knowledge-sharing practices in your organization.
    a. Describe the knowledge-sharing most often used in your organization.
5. Which of these strategies has been most effective in your organization?

   a. Can you describe why this is the most effective in your organization?
   b. Who among management uses this knowledge-sharing strategy?
6. Which of these strategies has been less effective in your organization, and why?
7. Which one of the knowledge-sharing practices do you currently use?
   a. How did you come about using this knowledge-sharing strategy?
8. Suggest a possible improvement to one of the less effective knowledge-sharing strategies.
9. Is there anything else you'd like to share with me before we finish this survey?

Conclusion

Thank you for participating in the survey. Remember that you can contact me anytime about this survey for information and any concerns you might have. Also, please know that I might come to you for more information or have more questions about this research study.