Chapter 39

Knowledge Sharing Relation to Competence, Emotional Intelligence, and Social Media Regarding Generations

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ABSTRACT

This chapter introduces the possible differences revealed of the applied methods in knowledge sharing based on generational differences. In addition the chapter investigates the relationship of knowledge sharing to competences, emotional intelligence and social media tools and presents research that were carried out between 2006-2015. The aim of this part is to enable companies, especially SMEs to learn from these research outcomes and develop strategies to trigger knowledge sharing among different generations regarding the vital competences, emotional intelligence and social media tools.

INTRODUTION

Knowledge has always seen as potentially one of the key strategic resources that can be the basis for developing sustained long-term competitive advantage for organizations. Organizations that need to thrive, compete, and operate in an ever changing and evolving environment, cannot leave the development of knowledge within the organization to chance. Organizations are faced with the challenge how to get people to share their knowledge. This chapter investigates knowledge sharing related to competence, emotional intelligence and social media tools.

THEORETICAL BACKGROUND

Knowledge Management

Knowledge is becoming a strategically important resource and a very significant driver of organizational performance (Yesil & Dereli, 2013). Either located in the minds of the individuals (tacit knowledge) (Polányi, 1966), embedded in organizational routines and norms, codified in technological devices (explicit knowledge) (Nonaka & Takeuchi, 1995), knowledge enables the development of new competences (Choo, 1998). Successful companies are those that consistently create new knowledge, disseminate this knowledge throughout the organization, and embody it in technologies, products and services (Gaál et al., 2009). Knowledge management describes the processes of acquiring, developing, sharing, exploiting and protecting organizational knowledge to improve organizations' competitiveness. Organizations around the world have focused on knowledge management and have already developed knowledge management programs in order to improve their performance with varying degrees of success.

Clearly one important set of activities involves the defining knowledge and constructing the metrics to assess how effectively an organization is managing (sharing) its knowledge.

Knowledge Sharing

To ensure the success and long-term survival of any organizations effective knowledge sharing is of critical importance (Gaál et al., 2008). Li (2010, p. 40) defines knowledge sharing as an activity, in which "participants are involved in the joint process of contributing, negotiating and utilizing knowledge". On the other hand, according to Moeller and Svahn (2004, p. 220) knowledge sharing is "sharing not only codified information"…"but also management beliefs, images, experiences, and contextualized practices". Mueller (2012, p. 436) emphasized that at least two people, groups, or organizations are involved in knowledge sharing "the sender, who is willing and able to share knowledge, and the receiver, who is willing and able to combine this new knowledge with his or her existing knowledge and use it". The two parties can also share their knowledge found in their minds or the knowledge found in electronic or traditional documents. Furthermore, the knowledge sharing process can also be simultaneous when the parties involved are all present, or consecutive when these parties make their knowledge explicit (Szabó & Csepregi, 2015). Knowledge sharing can be characterized by communication processes and information flows. In many social situations knowledge sharing is a common activity but knowledge sharing within an organization tends to be a complex and complicated issue and, as a result, needs to be actively managed. Knowledge sharing is typically focused on activities that involve providing information and knowledge to assist others in solving problems, develop new ideas, or implement processes (Cummings, 2004).

Knowledge Sharing Behaviour

Knowledge sharing behaviour is considered as "the degree to which organizational members actually share knowledge with others" (Yang & Chen, 2007, p. 101). Focusing on an Intranet environment Masrek et al. (2011) discovered that both the length of service and the Internet experience are significant predictor of knowledge sharing behaviour. In virtual environment knowledge sharing behaviour appears as a behaviour to disseminate one member's acquired knowledge with the usage of computer mediated

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