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AN INVESTIGATION INTO KNOWLEDGE TRANSFER FROM EXPATRIATES TO UAE NATIONALS: ORGANIZATIONAL AND INDIVIDUAL FACTORS MOTIVATING KNOWLEDGE-SHARING BEHAVIOUR IN UAE ORGANIZATIONS

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Amna Khamis Alnakhi

This dissertation is submitted in partial fulfilment of the requirements for the degree of Doctorate of Business Administration

Under the Supervision of Dr. Mohamed Al Waqfi

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Declaration of Original Work

I, Amna Khamis Alnakhi, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this dissertation entitled "*An Investigation into Knowledge Transfer from Expatriates to UAE Nationals: Organizational and Individual Factors Motivating Knowledge-Sharing Behaviour in UAE Organizations*", hereby, solemnly declare that this dissertation is my own original research work that has been done and prepared by me under the supervision of Dr. Mohamed AlWaqfi, in the College of Business & Economics at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

Student's Signature: _____ Date: Nov. 13. 2019

Declaration of Original Work

I, Amna Khamis Alnakhi, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this dissertation entitled "*An Investigation into Knowledge Transfer from Expatriates to UAE Nationals: Organizational and Individual Factors Motivating Knowledge-Sharing Behaviour in UAE Organizations*", hereby, solemnly declare that this dissertation is my own original research work that has been done and prepared by me under the supervision of Dr. Mohamed AlWaqfi, in the College of Business & Economics at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

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Abstract

This study intends to identify the factors that influence knowledge sharing between individuals in the United Arab Emirates (UAE) context, specifically knowledge sharing from expatriates to UAE citizens, at both an individual and organizational level. This research aims to highlight the determinants of knowledge-sharing behaviors and the role of interpersonal relations (social trust) in the knowledge transfer process. These factors can subsequently be considered by organizations and human resource (HR) practitioners to facilitate the successful implementation of knowledge-sharing behavior and knowledge transfer in UAE organizations and support UAE's Emiratization policies and processes. This, in turn, can lead to higher organizational productivity, as well as a higher Emiratization percentage over time, improved performance, and greater success for the organization and individuals in today's highly competitive global business environment.

Data was collected through a quantitative method using a survey of a large sample of employees from various UAE organizations. Data was analyzed using different quantitative tools to determine the key factors driving knowledge sharing between individuals in the UAE. This study used a large-scale sample survey questionnaire. Structural equation modeling (SEM) was used to analyze the data collected from 406 employees in a variety of organizations and industries. In 2015, the UAE launched the 2021 plan initiative, whereby the UAE economy is to be in the hands of UAE nationals. Emiratis are to be considered as one of the key drivers and enablers of this vision. Existing research highlights individual knowledge sharing as one of the drivers of learning between employees. The study also identified the factors that make sharers – expatriates – share their knowledge with recipients of knowledge – UAE nationals – to successfully receive knowledge in order for the Emiratis to execute their jobs at a professional level and enhance their contribution to the organization's overall accomplishments and to the UAE economy as a whole.

The results reveal that leader support for knowledge sharing as well as the incentive and reward system are effective factors to enhance individual knowledge sharing. Likewise, several individual-level factors were examined, and the results reveal that

self-efficacy, mutual reciprocity, and altruism positively influence employee engagement in knowledge-sharing behavior at the workplace in a UAE context.

The current study also revealed the important role of interpersonal relationship (social trust) as one of main driver for knowledge sharing behavior, and that it is feasible for organization to attain by creating organizational culture and structure which motivates social interaction and trust among expatriates and UAE local workers. Existing research highlights individual knowledge sharing as one of the drivers of learning between employees. If organizations' leaders start considering that sharing of knowledge at their level is a very important weapon, strategies would be set correctly, and appropriately skilled candidates hired from among expatriates to join the UAE job market.

These findings contribute to the literature on this subject by expanding knowledge on the determinants of knowledge sharing, especially in a multicultural work environment such as the UAE. The findings can be of benefit to both organizational leaders and HR practitioners & UAE policy makers in order to develop effective strategies to increase expatriate employees' knowledge-sharing behavior with their Emirati colleagues. This, in turn, can lead to higher organizational productivity, as well as a higher Emiratization percentage over time, improved performance, and greater success for the organization and individuals in today's highly competitive global business environment.

Keywords: Knowledge transfer, knowledge sharing, interpersonal relations, social trust, United Arab Emirates, Emiratization, self-initiated expatriates.

Title and Abstract (in Arabic)

دراسة استطلاعية حول نقل الخبرة والمعرفة المِهنية من الوافدين إلى مواطني دولة الإمارات العربية المتحدة: العوامل المؤسسية والفردية التي تُساهم في تبادل المعرفة بين الأفراد داخل مؤسسات الدولة

الملخص

تهدف هذه الدراسة إلى تحديد العوامل المؤثرة في تعزيز سلوك تبادل المعرفة والخبرات المهنية بين الأفراد في دولة الإمارات العربية المتحدة بشكل عام، وبخاصةٍ تلك التي تؤثر على نقل المعرفة المهنية من الوافد إلى المواطن الإماراتي. تسلّط الدراسة الضوء على محددات تبادل المعرفة المهينة، وأهمية دور العلاقات الشخصية (الثقة الاجتماعية) بين الأفراد داخل المؤسسات في دولة الإمارات بشكل عام، ومن الوافدين إلى المواطنين الإماراتيين بشكل خاص. كما ترصد الدراسة العوامل التي تمكن الوافدين من مشاركة خبراتهم مع متلقي المعرفة وهم: المواطنون في دولة الإمارات؛ كي يتمكن الإماراتيون من أداء وظائفهم بالمعايير القياسية الناجحة للمستوى المهني؛ ما يُمكّنهم من تعزيز مساهمتهم في الإنجازات الكلية للمؤسسة خصوصاً وفي اقتصاد دولة الإمارات عموماً. ومن أهداف الدراسة أيضاً تحديد العوامل القديمة التي كانت ترسم أسلوب تبادل المعرفة بين الموظفين في القطاعات الحكومية والخاصة والمختلطة داخل دولة الإمارات. كما يساهم التحليل الكمي للبيانات في تسليط الضوء على العوامل التنظيمية والفردية المؤثرة على تبادل المعرفة والخبرة المهنية في المؤسسات ضمن الإمارات وعلى دورها المحتمل في دعم عملية التوطين في البلاد.

تمّ الاعتماد على الطريقة الكمية في جمع البيانات، من خلال مسح ميداني لعينة كبيرة من الموظفين في المؤسسات والشركات، ثم معالجة البيانات بأدوات كمية متنوعة؛ كما اعتمدت الدراسة أيضًا على المنهج الكمي، عن طريق استطلاع الرأي لعينة عشوائية من الموظفين. وقد تم استخدام نموذج المعادلة الهيكلية (SEM) لتحليل البيانات، والتي تم جمعها من 406 موظفاً من غير المواطنين العاملين في المؤسسات والقطاعات المتنوعة في دولة الإمارات. وأخيراً، فإن هذه الدراسة تُعتبر من الدراسات الرائدة التي تُسلّط الضوء على تبادل المعرفة والخبرة المهنية على مستوى الأفراد، ومدى فعاليتها والعوامل التي يجب مراعاتها، من قبل الإدارات العليا للمؤسسات وموظفي الموارد البشرية وصانعي القرار في الدولة؛ من أجل تسهيل التنفيذ الناجح لتبادل ونقل الخبرة والمعرفة المهنية في مؤسسات الدولة.

في عام 2015، أطلقت دولة الإمارات العربية المتحدة "رؤية 2021"، وهي مبادرة تتطلع إلى أن يكون الاقتصاد الإماراتي في أيدي مواطني دولة الإمارات، مع الأخذ في الاعتبار أنّ الإماراتيين هم أحد العوامل الأساسية المحركة لهذه الرؤية. تأتي هذه الدراسة لتسلّط الضوء على محور أساسي وهو تبادل المعرفة والخبرة المهنية بين الأفراد، وهو من دوافع التعلّم بين الموظفين، وعندما يبدأ قادة

المؤسسات - انطلاقاً من المستوى الذي يعملون به- في تبادل المعرفة، عندها سيتم وضع الاستراتيجيات بشكل صحيح، يؤدي إلى استقطاب أصحاب المهارات من الوافدين؛ للانضمام إلى سوق العمل في الدولة.

واعتماداً على المنهج التجريبي، حللت هذه الدراسة العديد من العوامل التي تساهم في تعزيز سلوك تبادل المعرفة والخبرة. وكشفت نتائجها عن: أنّ دعم القادة لتبادل المعرفة وتوفير نظام للحوافز والمكافآت يشكلان عاملان فعّالان لتعزيز مشاركة المعرفة الفردية. وبالمقابل، تم اختبار العديد من العوامل على المستوى الفردي، وجاءت النتائج لتدل على أنّ الكفاءة الذاتية، والمعاملة المتبادلة بالمثل، والإيثار يؤثران إيجابياً على سلوك تبادل المعرفة بين الموظفين داخل المؤسسات في دولة الإمارات. تُساهم النتائج التي توصلت إليها الدراسة في التعرف على أهم العوامل المؤثرة على تبادل المعرفة والخبرات المهنية بين الأفراد – متعددي الثقافات والجنسيات - في المؤسسات بوجه عام، وداخل المؤسسات الحكومية لدولة الإمارات بوجه خاص. وتم تحقيق هذه النتائج انطلاقاً من نموذج نظري جرى اختباره عملياً، وقد أثبت الدراسة: أن هذا النموذج النظري - الذي صممته الباحثة - يمكن أن يكون مناسباً للتطبيق في العديد من المؤسسات والشركات، التي تتبع أساليب عمل مختلفة ضمن دولة الإمارات.

ويمكن القول أن نتائج هذه الدراسة يمكن أن تُشكل فائدة إيجابية لكلٍ من مديري المؤسسات ومسؤولي الموارد البشرية؛ من أجل تطوير استراتيجيات فعالة تهدف إلى زيادة سلوك تبادل المعرفة بين الوافدين مع زملائهم الإماراتيين، ما يؤدي إلى تحقيق نتائج إيجابية بشكل كبير لتلك المؤسسات، فضلاً عن زيادة نسبة التوطين مع مرور الوقت، وتحسين الأداء، وتحقيق نجاح أكبر للمؤسسة والأفراد في بيئة عمل عالمية شديدة التنافسية.

مفاهيم البحث الرئيسيه: نقل الخبرة، نقل المعرفة، نقل المعرفة المهنية، التبادل المعرفي، الإمارات، الوافدين، العلاقة بين الأشخاص، الثقة الاجتماعية، التوطين.

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Reaching the end of this fabulous journey of being a student in a research field that I had in mind 20 years ago, I thank Allah for giving me the strength, patience, and long life to achieve one of my biggest dreams.

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Dedication

To my parents who taught me politeness and respect before teaching me how to read and write.

To my country and people of the UAE whom I love to serve and aim to do so until the last day of my life.

To my children, whom I want to remind that continuous learning has no limit.

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List of Abbreviations

ALT	Altruism
CFA	Confirmatory Factor Analysis
CJE	Current Job Experience
CMB	Common Method Bias
CMV	Common Method Variance
COE	Current Organization Experience
EFA	Exploratory Factor Analysis
ES	Employment Status
HRM	Human Resources Management
ICC	Intercultural Competence
INC	Incentives
IND	Industry
JC	Job Category
KM	Knowledge Management
KS	Knowledge Sharing
KSB	Knowledge Sharing Behaviour
KT	Knowledge Transfer
LSKS	Leader Support for Knowledge Sharing
MR	Mutual Reciprocity
NAT	Nationality
OS	Flexibility in Organizational Structure
SE	Self-Efficacy
SEM	Structural Equation Modeling
SIE	Self-Initiated Expatriate
ST	Social Trust
STP	Stereotyping
TM	Talent Management
TP	Time Pressure
TWE	Total Work Experience
UAE	United Arab Emirates
VIF	Variance Inflation Factor

Chapter 1: Introduction

1.1 Background to the Research

From the outset, the founders of the United Arab Emirates (UAE) established the National Human Resource Development and Employment Authority (Tanmia) to promote the nationalization of the workforce in both the public and private sectors. This policy was called “Emiratization”. Initially the Emiratization strategy focused on the public sector and direct regulation of the percentage of Emiraties in the public. Interventions in the private sector were through quotas, whereas the number of Emiraties in the private sector must increase by a certain quota on a yearly basis. However, of concern was the actual availability of a local workforce to ensure execution of these plans (Goh, 2002); in addition, the private sector is still predominantly staffed by expatriates, and Emiratization results have long been regarded as unsatisfactory (Al-Ali, 2008). A major push to promote greater employment of UAE citizens in the private sector was launched in the UAE (UAE Government, 2017).

The population of the UAE is limited and, moreover, the skilled local workforce is, and always has been, inadequate to staff the country’s thriving economy. Therefore, there was a need to secure large numbers of foreign workers to meet the needs of the country. The resulting flow of foreign labor into the UAE over the past few decades has caused an imbalanced demographic structure, with the number of foreigners outnumbering Emiratis. Moreover, expatriates make up almost 88% of the country’s resident population (Forstenlechner & Mellahi, 2011). However, with the increasing numbers of UAE graduates from different universities and a broader range of majors entering the labor market over the past few decades, it has been very

important to secure employment for the local population despite the ongoing reliance and large supply and presence of foreign workers. This means that the vast proportion of nationals entering the labor force, some of them with limited employment skills or professional qualifications, would need intensive programs of training and development to enable them to operate at the same level as expatriates (Al-Waqfi & Forstenlechner, 2014). Part of the required learning and development would likely be acquired through a process of knowledge transfer between expatriate workers who possess the required skills and expertise (Forstenlechner & Mellahi, 2011) and UAE citizens entering the workplace. Often new UAE entrants are fresh graduates and require intensive training and development programs to achieve the same levels of expertise possessed by their expatriate colleagues. These challenges also feature strongly in the overall strategy for the UAE's development, as expressed in the UAE Vision (2021):

> "The UAE aims to increase the current number of UAE nationals working in the private sector by tenfold by the year 2021. As per the Vision 2021 document, the UAE strives to shift towards a knowledge-based economy pioneered by UAE nationals with a skill set revolving around knowledge and creativity. This new direction will require the transition of UAE nationals from employment in the public sector to seeking opportunities in the private sector. This in turn will also contribute to enhancing productivity in the public sector itself (UAE Government, 2013)."

The UAE Vision (2021) includes, as one of six main pillars of its overall strategy, the aim of recreating the UAE as a competitive knowledge economy.

A key challenge in the Emiratization process is achieving the ratio of working nationals as stipulated in the Emiratization targets set by the government, since the population of skilled citizens is estimated to be less than 15% of the entire local

population (Forstenlechner & Mellahi, 2011). This means that every national wanting a job and having the capacity to perform would have to acquire the skills and capabilities required to actually achieve the objective of meaningful Emiratization (Rees, Mamman, & Braik, 2007). The entire country, including local and multinational companies, are involved in this tremendous exercise of human resource (HR) development, as all organizations have notable roles to play in ensuring the achievement of the aims of Emiratization.

The current research focuses knowledge transfer (knowledge sharing) between individuals within an organization, with a particular emphasis on transfer between expatriates and UAE nationals. Given that knowledge is an integral and essential part of any business organization, this study intends to offer critical analyses of the theoretical foundations, mechanisms, and perspectives involved in the process of knowledge transfer between individuals. Expatriate turnover in the UAE is a threatening element that needs to be evaluated closely. The economic and political instability that might result from a high level of turnover among the expatriate workforce makes this study particularly relevant at this time. In addition to its many benefits in terms of improved productivity and business performance, effective knowledge sharing is a key mechanism in countering the possible risks of loss of valuable human capital associated with the heavy reliance on expatriates. In addition, the serious government support for developing UAE nationals through different programs at the federal and local levels makes this research relevant.

Increasing competition and a rapidly changing business environment put continual pressure on organizations to innovate and develop themselves. Knowledge development and knowledge transfer across organizations are vital for their long-term health. Individual knowledge transfer from expatriates to UAE nationals reflects a

diverse cross-cultural aspect, since expatriates in UAE organizations differ from UAE nationals in respect of their cultures, views, practices, beliefs, and behaviors, which therefore can be expected to make it more challenging for knowledge sharing to take place effectively. While cultural differences can have major influences on the process of individual knowledge transfer, success will also be dependent on selection of the right channels through which the transfer of knowledge can take place. The main questions that this study intends to address include the extent to which knowledge transfer between senior expatriate workers and local workers is being effectively implemented to support the ability to achieve Emiratization targets. Is knowledge transfer taking place from expatriates to nationals? What benefits can be realized from knowledge-sharing by all parties – expatriate providers, UAE individual receivers, and organizations?

1.2 Importance of the Research

The section above sets this research within the broad context of the development of the UAE economy. While this does not conclusively on its own demonstrate that there is a need for the specific research undertaken here, it is important to understand the overall economic, social, and political aspirations of the UAE against which the study is set. The importance of this study is most obvious for those organizations where there are expatriates and UAE nationals working together. Expatriates are targeted for hiring because of the global talents and skills that they bring, and consequently they occupy senior positions in UAE companies. While this may prove to be effective for the businesses as a whole, there may be negative consequences for UAE nationals, who either feel less important in their organizations, or have fewer opportunities to grow when their skills are compared with those of

expatriates (Malit & Al Youha, 2013). This is a key source of dissatisfaction among UAE nationals, and the strategy of Emiratization has moved up this political agenda in recognition of this.

However, despite these trends, the significance of this study is underlined by the fact that UAE companies are hiring more expatriates because they bring in talents and skills developed overseas and offer the same or a higher level of competence within the job market. This has major benefits for UAE companies, but such benefits need to be exploited by ensuring that the skills and knowledge that expatriates bring in are shared effectively; this requires sharing at the organizational as well as the individual level. It is important to understand whether UAE organizations are proving to be successful in implementing knowledge-sharing processes between individual employees, whether this is from expatriates coming under the umbrella of partner companies, between UAE nationals, or between UAE nationals and "self-initiated expatriates." Self-initiated expatriates (SIEs) are a growing group in the international workforce who go to work in another country on their own initiative, as compared to traditional expatriates sent by companies.

The issue of ensuring that knowledge transfer takes place between expatriates and nationals needs to be seen in the wider perspective of creating organizations where knowledge sharing is the norm and the foundation of competitiveness (Cerdin & Selmer, 2014). This, of course, requires members of organizations to share a common conception of what knowledge is and which dimensions of it are important for the organization's long-run success. If knowledge is effectively shared from expatriates to UAE nationals, it could prove to be effective in enhancing the growth and development of UAE nationals along with their host organizations.

1.3 Limitations of Existing Research

Previous research has tackled knowledge transfer and knowledge sharing from a wide range of different perspectives, but very little highlights its importance in workforce localization within domestic economies. Only limited research exists highlighting knowledge sharing with expatriates working in the UAE, despite their very major role, as they currently represent around 85% of the workforce. Emiratization has remained a policy rather than a generic legal requirement, at least so far, and its success rate is significantly below that initially predicted (Goby, Ali, Lanjawi, & Al Haddad, 2017). This research will, hopefully, be considered one of the pioneering steps in supporting the Emiratization process and identifying possible means to equip nationals with the knowledge to perform and compete in a very challenging, globalized work environment.

There are several critical trends that need to be taken into account in assessing the undoubted benefits that knowledge sharing could bring to the UAE economy and organizations, but which may act as limiters to the success of Emiratization. Globalization of the economy, labor markets, and many corporations come high on the list of such factors. The ability to compete in a global market for knowledge and talent implies recognizing workforce diversity as a positive force for achieving success. However, it is suggested that, in the UAE, workforce diversity is motivated largely by a concern with limiting labor costs; companies often employ expatriates from low-income countries at lower salary scales and recruit Emiratis solely or principally to comply with the localization policy (Goby et al., 2017).

A greater recognition of the positive aspects of workforce diversity may also help to meet the demand for jobs among Emirati women. In 2017, 82% of the Emirati

jobseekers registered on the Ministry of Human Resources and Emiratization (MoHRE) database were women (Gulf News, 2017).

It is also important to ensure that the Emiratization policy results in sustainable effects. For many Emiratis the goal is still to find a safe, well-paid job in government. Skilled Emiratis in the private sector are targets for other companies to help realize their own Emiratization targets. Modern labor markets, particularly for skilled workers with some experience and demonstrated success, are characterized by a high degree of labor mobility. The UAE is no different. A recent survey by the UAE National newspaper (2017) of approximately 500 UAE employers revealed that half of their UAE employees left their jobs within the first three years of employment. Their destinations were better-paid jobs in the private sector and government (The national 2017). While the transfers of knowledge which accompany the movement of workers may be of some benefit to the economy as well as to the individuals moving jobs, they may act as a disincentive to companies to invest in knowledge-sharing activities.

It is important to differentiate between individual learning and organizational learning. Individual learning is very valuable; however, it is largely based on the recognition that it is portable – that is, the outcomes of individual learning are embodied in the recipient. The success or otherwise of knowledge transfer between individuals will be mediated by interpersonal relationships and organizations may have limited control over these. Previous researchers have argued that knowledge transfer in organizations is more about managing knowledge workers and nurturing relationships among them than about developing information communication technologies for extracting and capturing their knowledge, especially tacit knowledge (Kaše, Paauwe, & Zupan, 2009). Tacit knowledge is knowledge that is hard to quantify or pass from one person to another through verbal or written communication.

In addition, while some knowledge possessed by individuals may be organization specific, much will not be and is, as a result, a tradable asset in the job market. Organizations therefore require strategies to enhance individual learning and knowledge sharing, but organizational-level strategies are also vital. Organizational learning must be designed and developed with the aim of motivating members to participate and openly share valuable knowledge, while preventing undesirable spillovers to competitors, to prevent free riders, and to reduce the costs associated with finding and accessing different types of reliable knowledge.

1.4 Research Questions, Aims, and Objectives

The overall questions and aim of this research are to assess the determinants of knowledge sharing between expatriates and local workers in the UAE context. The study also intends to explore the role that knowledge sharing has played in the realization of the UAE's Emiratization strategy and its potential role in the future. The focus is on knowledge transfer between expatriates and UAE nationals at an individual level, rather than an organizational perspective. The research will build on the experiences of previous initiatives, and evidence gathered from experts from a range of UAE employers and employees from both public and private sectors. An evaluation of this evidence and an assessment of current Emiratization policy will be used to identify some possible future strategies and initiatives to further develop the drive toward Emiratization.

The intended research questions are as follows:

1. What are the key factors of knowledge-sharing behavior at an individual level in the UAE context?
2. What are the key factors of knowledge-sharing behavior at an organizational level in the UAE context?

3. To what extent do interpersonal relations play a role in the effectiveness of knowledge sharing in the multicultural work context in the UAE?
4. How does effective knowledge sharing between expatriates and UAE citizens enhance performance of local workers and support achieving UAE's intended Emiratization goals?

The research aims is to focus on knowledge transfer between expatriates and UAE nationals; to study the key factors and influences of such transfer at the individual and interpersonal level; and, subsequently to highlight the determinants of knowledge-sharing behaviors and the role of interpersonal relations in the process.

The objectives of this research once we've identified and evaluated the key individual and organizational factors of knowledge sharing is to propose potential strategies, policies, and interventions which will be effective in promoting knowledge sharing in support of Emiratization.

The research will deliver:

- Strategies, processes, practices, and recommendations that might enhance knowledge sharing and knowledge transfer at an individual level between expatriates and local workers.
- Suggested policies to enhance knowledge-sharing behavior from expatriates to UAE nationals at an organizational level.
- Processes to assist UAE organizations regarding the selection and hiring of expatriates which take their potential to enhance knowledge sharing into account.
- Potential HR guidelines to support and facilitate individual knowledge sharing among expatriates and UAE nationals.

1.5 Structure of this Research

This research is exploratory in nature. It will focus on discovering the extent to which knowledge transfer and knowledge sharing between individuals (expatriates and

UAE nationals) are taking place, and what factors drive this process. The study also intends to discover the core obstacles, mechanisms, and outcomes of the process of knowledge transfer in UAE organizations, especially where these are the result of individual interactions.

This research is structured as follows. Section 2.1 identifies the major features of the UAE context. Those features include a summary of the structure of the UAE economy and its labor force; the threats faced by the UAE economy in the light of current global shifts (despite its wealth, the UAE economy is still a relatively small, open one); the demographic changes occurring in the region; the influences of new technology; and the need to lessen the economy's reliance on traditional sources of prosperity, including oil. This analysis is essentially historically based, recognizing that current opportunities for knowledge sharing in UAE organizations will be path dependent in the broad sense that "history matters." Placing the research in a historical context is vital for understanding state-of-the-art developments. This chapter provides the rationale for, and relevance of, the study.

Relevant literature will then be reviewed in the main body of Chapter 2 to identify some major theoretical approaches and concepts underpinning our understanding of knowledge management. While the dissertation is focused on an element of knowledge management, a more general understanding is required to form a background for the more detailed issues which are the core concerns of the work. The review will cover the academic literature but will also refer to consultancy reports and studies where helpful. The research will highlight models of individual knowledge sharing in a multicultural environment, focusing on interpersonal relations (social trust) as a mediator. An important output of this study will be the development and testing of a model intended to explain the mechanisms of knowledge sharing at the

individual level. However, it is also important to bear in mind that individuals work in organizations and these are social entities.

Chapter 3 develops the theoretical framework on which the research is based. This follows directly from the synthesis of relevant literature undertaken in Chapter 2. Chapter 4 will begin with an explanation of the research design employed. Research designs are "plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (Creswell, 2014). Research designs must clearly provide a route by which the research questions, initially posed in section 1.4 and later developed in Chapter 3 in the light of the literature review, can be meaningfully explored. This research aims to help develop an understanding of the ways in which knowledge transfer can be promoted, the potential benefits to be gained from effective knowledge transfer between individuals in UAE organizations, the barriers and obstacles which may impede knowledge transfer, and the identification of strategies for maximizing its effectiveness. Knowledge transfer between expatriates and UAE nationals is a relatively under-researched area. Choice of research design is frequently as much pragmatic as it is theoretically based. Clearly, a research design will most often be grounded in what is already known and has been done previously, but pragmatism argues that the research aims, and associated questions, are the most crucial determinant of the research philosophy adopted. In addition, all research is resource bounded. For example, a researcher's most important resource is their own time, and this is always limited. A degree of pragmatism is required in all research.

The data will be summarized, presented, and analyzed in Chapter 5. Chapter 6 will include a discussion of the results, whereas conclusions, implications, and limitations of the research will be presented in Chapter 7.

Chapter 2: Background and Literature Review

2.1 Introduction

This chapter provides a brief review of the literature on knowledge sharing and transfer between expatriates and nationals, as it is of importance in understanding these phenomena in the UAE. The chapter begins by providing a brief account of important and relevant elements of the UAE context which situate the work reported here and extend the broad analysis of the introduction (Chapter 1).

While the focus of this research is firmly on self-initiated expatriates (SIEs), the generic issues raised by the need for host organizations and the UAE economy generally to capitalize on the knowledge and skills of expatriate managers and professionals are, in many cases, the same whether the expatriates are self-initiated or not. Of course, there will be differences when the expatriates are employed by a multinational corporation (MNC) and are seconded to work in a UAE government or semi-government entity, but many of the major dimensions of successful knowledge-transfer activity will be the same. This study focuses on the role and perspectives of knowledge providers, specifically expatriates, as individuals. As noted already, this is a previously under-researched area. However, the literature review recognizes that this narrower focus on knowledge-sharing activity can only be undertaken if some attention is given to related elements. Thus, the perspectives of knowledge receivers and the interaction between sharers and receivers as influenced by the organizational context in which knowledge-sharing takes place are also considered to some extent. However, the focus is firmly on individual behaviors and perspectives.

2.2 The UAE Context

The UAE is considered by many to be a pioneering country leading change in management and innovation in government services and competing with private sector services' and product innovation in the Arab region. It focuses on being the commercial capital for more than two billion people and is transitioning from an economy based on physical resources, notably oil and gas, to a knowledge-based economy highlighting innovation and research and development. The country has already developed an attractive (2021) plan focusing on six key pillars to meet its target and be among the first tier of competitive countries in the world. The report "UAE Competitive Economy Driven by Knowledgeable and Innovative Emiratis" (OECD, 2014) underlines the importance of exploiting knowledge as the key issue at the top of the UAE development agenda. A flexible and diversified knowledge-based economy must be sustained by Emiratis who are skilled and empowered by the possession of world-class talent in order to ensure long-term prosperity for the UAE.

The UAE National Agenda (2021) stresses the need for regional entrepreneurship to be among the best in the world, as it plays an important role in revealing the potential of nationals and empowering them to be a driving force of the UAE's economic development through small and medium enterprises (SMEs) in the private sector. Moreover, the Agenda strives to instill an entrepreneurial and enthusiastic culture in universities and schools to foster generations that are talented and empowered with responsibility, creativity, leadership, and ambition. Moreover, the government is not simply focused on achieving leading positions in global reports and "league tables," but critically on providing its citizens with the opportunity for a good life. The National Agenda seeks to place the UAE among the top countries in the

world in income per capita and ensure high levels of national participation in the government and private-sector workforce.

However, the UAE will still need to attract talented expatriates from around the world to help in building the nation, and this is explicitly recognized in Vision 2021. Expatriates have been a major and vital part of the country's labor force since the establishment of the UAE and the discovery of oil. Their role now is to support the Emiratization program and facilitate its implementation (Rees et al., 2007). However, the rapid rise in expatriate turnover in the labor force and political instability in the Gulf region have provided an additional strong incentive to invest in the development and empowerment of local human resources. The UAE is a young nation, established only 47 years ago, and expatriates comprise around 85% of its labor market. Control and management of a large part of the country's economy are in the hands of foreigners; what if a major element of this labor force decided to leave the country? The major response to these concerns is to make intensive investment in local human resources. Since the economy is currently mainly staffed by expatriates, knowledge sharing and knowledge transfer from expatriates to UAE citizens must be considered a key element of the national human resource (HR) development program.

2.3 Self-Initiated Expatriates

SIEs are people who instigated their own relocation to another nation of their choice for pursuing personal, career, as well as cultural development opportunities (Tharenou, 2015), mostly without any definite time frame in mind (Andresen, Bergdolt, Margenfeld, & Dickmann, 2014).

Thus, they are neither being assigned to any international position nor are their relocations pre-arranged by multinational enterprises (Cerdin, Diné, & Brewster,

2014). Therefore, they mostly receive limited or no pre-departure training, preparation, or any kind of associated benefits or compensation packages for their expatriation (Howe-Walsh & Schyns, 2010). They are mostly highly educated professionals who are capable of adding significantly to the talent pool of the organization by bringing a specific set of international capabilities as well as understanding (Cerdin et al., 2014). Contemporary SIEs consist of diverse groups like "overseas experience" seekers, English teachers, volunteer workers, young graduates, and so on (Vaiman, Haslberger, & Vance, 2015).

For the purpose of defining SIEs, the most helpful criteria that have been chosen include intention of regular employment; international relocation that is self-initiated; skilled or professional qualifications; and finally intention to stay temporarily (Cerdin et al., 2014). Therefore, most SIEs occupy a crucial and important position within the organization, allowing them to play a bridge-building role. Different kinds of labels have been assigned to SIEs or what they seek, like "overseas experience" (OE), "self-initiated foreign work experience" (SFE), "self-initiated international work opportunities," and "self-selecting expatriates" (Tharenou, 2013). An SIE has been defined as an employee who voluntarily migrates to a foreign nation on the basis of their own initiative. SIEs, just like other expatriates, have the chance of repatriation and the timing of this repatriation is decided by them only (Dorsch, Suutari, & Brewster, 2012). However, many SIEs never return to their home country. Thus, the term SIE is sometimes also connected with "freedom of choice" and their self-initiation is linked with the lack of any kind of organizational support (Andresen & Biemann, 2012).

2.4 Background to Self-Initiated Expatriates

There is an increasing number of professionals who self-initiate their expatriation so that they can take advantage of attractive opportunities that they are offered internationally (Cerdin et al., 2014). According to one estimation there are more than 50 million expatriates across the globe, of whom several have initiated their own expatriation. SIEs are considered to be a significant and strategically valuable human resource for multinational corporations (Howe-Walsh & Schyns, 2010). The reason is that they have a well-developed educational background, along with which they bring sought-after international work experience to the host organization, as well as being highly motivated (Vaiman et al., 2015). However, SIEs are not always easy to retain, as they tend to exhibit higher levels of organizational turnover as well as to switch jobs regularly. Attracting and retaining self-made expatriates is a very significant task for HR management, which needs understanding of both the factors which cause turnover as well as the policies and practices which can be followed for prevention of loss of this source of skilled labour (Hussain & Deery, 2018).

These are internationally independent and mobile professionals who personally take charge of their individual career trajectories without any kind of direct support from the organization. Male SIEs are found to be much more aggressive as well as goal oriented toward obtaining their work objectives compared to female SIEs. Married SIEs show higher work performance as well as work effectiveness compared to non-married expatriates. Thus, if organizations are searching for higher performance among foreign applicants, married individuals will more likely be a match for their demands due to their adjustment capabilities.

2.5 Self-Initiated Expatriates in the UAE

The UAE more than 200 nationalities along with Qatar has the highest percentage of expatriates compared to its own population in the world (Lim, 2019): expatriates account for around 84% of the total population in the UAE and around the same in Qatar (Burgess, Connell, & Winterton, 2013). In a recent study by Al Mazrouei & Pech (2015), they outlined the important role of expatriates in senior supervisory positions or high positions in the form of consultants to make sure there is appropriate knowledge transfer to nationals in the UAE. According to the notion of SIEs in the UAE there are two key subgroups: the first refers to well-educated along with skilled professionals, and the second group consists of low-skilled labour. The Gulf Cooperation Council (GCC) region has been considered the key importer of SIEs for the past few decades due to a shortage of skilled workforce locally available, in absolute numbers as well as skill endowments, during a time when labour demand has been found to be on the rise for staffing some of the key infrastructure projects (Al-Waqfi, 2012).

Just a minority of the population in the UAE comprises locals and according to a recent study 99% of the employees working in the private sector are foreigners. Thus, the UAE attracts a wide range of people across all levels as well as sections of the economy (Stalker & Mavin, 2011). There are significant political, legal, as well as cultural processes that frame SIE women's experiences while working as SIEs in the UAE. Moreover, their access to learning opportunities, as well as development for supporting current along with future professional aspirations. The socio-cultural context related to learning is very critical for understanding and analysing the way SIE women develop their self-learning biographies along with their agency to create

sustained learning as well as development opportunities, in order to fulfil their personal as well as professional needs for development (Stalker & Mavin, 2011).

Due to increased globalization in the labour markets, it is more likely that the number of SIEs will be rising. Thus, all types of organizations internationally, from multinational corporations to the internationalizing universities in the UAE, rely on SIEs to fulfil their requirements for international managers as well as professionals. UAE has the most wide-ranging economy in the region, its economy is still severely dependent on oil. UAE is a multicultural society with heavy reliance on expatriates to fill top-class positions (Butt & Ahmad, 2019).

SIEs are known for less formal developmental opportunities, thus the major advantage of SIEs compared to local hires is their higher global competence, as well as sophistication because they have mastered the challenges of working as well as living in multiple cultural environments. On the other hand, expatriate employees' lesser levels of job satisfaction with impermanent employment rank (fixed contracts) as well as limited residency rights i.e. no permanent residency for foreigners and work visas are sponsored by employers (Lim, 2019). SIEs tend to have a better educational background compared to their local counterparts, therefore they form significant human capital for organizations (Vaiman et al., 2015). Knowledge transfer between SIEs and local workers must become a key part of the HR strategy of any organization that intends to ensure continuity and stability of its human capital endowment. This is particularly true in countries like the UAE, where SIEs represent a significant percentage of the total human capital resources of any organization. SIEs are considered to be the vehicle that helps in facilitating cross-cultural understanding as well as an international outlook within the workplace. They also contribute to HR as well as talent management. The knowledge management and knowledge sharing in the

organization rely heavily on the willingness of knowledge workers to be part of it. There are several reasons why these knowledge workers engage in initiatives related to knowledge management, for example a rise in job efficiency, fun, as well as status. Learning from each other helps in filling the knowledge gap (Huysman & De Wit, 2004).

Accurate, detailed, and current population data is not easily obtainable for the UAE. In part this is due to the porous borders, the openness of the economy, and the demand for foreign workers to keep the economy expanding. The most rapid periods of expatriate workforce growth coincided with the major oil booms of recent decades (Haak-Saheem & Brewster, 2017). There is also a reticence among government authorities to publish census data in full. According to estimates by the World Bank and the Department of Census and Statistics of the United Nations, the UAE's population reached around 9 million in 2014, with expatriates massively outnumbering Emiratis, who make up only around 10% of the population. Indians (25% of the population) and Pakistanis (12%) are the two largest expatriate groups, although overall the UAE is home to around 200 separate nationalities. Asians, however, predominate. For example, 87% of the employed population of Dubai in 2011 was of Asian origin compared to 4% Emiratis and 6% from other Arab countries (De Bel-Air, 2015). Whereas, as per Haak-Saheem and Brewster (2017), three different groups of expatriates in the UAE, with significant variances between them. These groups are famous by their employment status: advanced executive and senior management positions, middle-management and lower-management positions, and operational positions.

Emiratis comprised 60% of the total public-sector workforce in 2013 compared to only 0.5% of the private sector workforce. Put another way, the public sector

employs the vast majority (90%) of working nationals and 15% of the expatriate workforce. Foreign workers occupy 99% of all unskilled positions, which probably accords with one standard conception of the role of foreign workers in a wealthy economy such as the UAE. employment market characteristics in the UAE are exceptional, as the ratio of 'nationals' to 'expatriates' is among the most inconsistent in the world, almost 99% of employees in the private sector are expatriates (Haak-Saheem, 2016). However, foreign workers also account for around 90% of all managers. Overall, about 25% of all foreign workers are in managerial and professional positions; however, employment in these sectors is dominated by expatriates from Europe, America, and Oceania (Goby et al., 2017).

These imbalances are a matter of major strategic and policy concern at the UAE level. The ratio of citizens (947,997) to expatriates (7,316,073) is a rare and challenging phenomenon Expatriates account not only for the vast majority of the employed population, but also for 84 per cent of the whole population of the UAE, a ratio amongst the most disproportionate in the world (Haak-Saheem & Brewster, 2017). The UAE Government aims to rebalance the demographic mix between Emiratis and expatriates. This is not just a numerical target, but also embraces the strategic vision to promote and preserve the national identity of the UAE and maintain the values of the community in an age of globalization.

2.6 Emiratization

The explosive growth of the UAE economy following the discovery of oil in the 1970s brought problems as well as almost unimaginable wealth. Maintaining rapid growth necessitated the recruitment of foreign labor in all sectors of the workforce. Emirati nationals found highly paid and valued positions in the (preferred) public

sector. More recently, growth has slowed down or has even been negative. One response to this has been to encourage the private sector to recruit more Emiratis – the policy and processes of Emiratization. However, the recruitment of Emirati nationals to the private sector has met with a number of problems, including the lower skill levels of nationals compared to expatriates, salaries and benefits below those of the public sector, and longer working hours (Al-Waqfi & Forstenlechner, 2014; Aljanahi, 2017; Randeree, 2009).

The imposition of quotas for the employment of nationals is a restriction on the ability of the local labor market to operate freely and efficiently. This may result in UAE private-sector firms sacrificing profits, charging higher prices, and reducing the number of jobs available (Barnett, Malcolm, & Toledo, 2015). One consequence of such labor market distortions is to further underline the need to maximize the benefits which expatriates can bring to the local economy, including exploitation of their knowledge and skills, not just as individuals doing a job but also through knowledge sharing with their (local) colleagues. It is increasingly important, in a globalized knowledge economy, to ensure that investment in human capital is optimized and results in long-term benefits to the economy. This implies diversification of the workforce and greater inclusion; the importance of recognizing and encouraging the contribution that women can make to the economy over a broad range of activities has gained growing attention (Burke, 2016; Randeree, 2009).

2.7 Definitions and Concepts of Knowledge

In general terms, a firm's resources are defined as all assets, capabilities, organizational processes, corporate attributes, information, and knowledge which are controlled by the firm and enable it to conceive and implement strategies that

improve its efficiency and effectiveness (Daft, 1983). Apart from physical resources such as production facilities, raw materials, and the like, intellectual property rights are also vital productive assets. These include patents, trade-marks, copyrights, and registered designs; marketing assets such as brand names, distribution channels, reputation, and so on; knowledge embodied in the know-how of employees, professional advisers, suppliers, and distributors; and the ability of the organization to react to and cope with change. Resources are valuable when they are a source of sustained competitive advantage, and this is the case with knowledge as with any other resource.

Intangible resources are "soft" resources such as knowledge, information, and capabilities. For example, reputation, knowledge of technology, efficient processes, and skilled personnel are intangible resources. Knott (2009) defines intangible resources as including skills, information, reputation, and relational assets. Hall (1993) categorizes intangible resources into "intangible assets" and "capabilities." Hall suggests that intangible assets include intellectual property rights, patents, trade-marks, copyrights, registered designs, contracts, trade secrets, databases, and reputation. Capabilities include the know-how of employees, suppliers, advisers, and distributors and the collective attributes which add up to organizational culture. Capabilities come in two forms: functional and cultural.

Functional capabilities – functional capabilities relate to a firm's ability to achieve certain results. The results come from the employment of knowledge, skills, and experience, which are possessed by employees and others in the value chain, such as suppliers, distributors, legal advisers, and advertising specialists.

Cultural capability – cultural capability incorporates the habits, attitudes, beliefs, and values of the people and groups that comprise an organization. A firm's

culture may lead to an increased level of innovative ability, a perception of quality, or an increased speed of reacting to change. If this is the case, the firm's culture can lead to competitive advantage.

2.8 The Importance of Individuals' Knowledge

Knowledge is a very important asset for an organization to help develop sustained competitive advantage (Spender & Grant, 1996). Argote and Ingram (2000) argued that the knowledge that is a basis for competitive advantage in firms is that embedded in the interactions of people, tools, and tasks. Suliman and Al-Hosani (2014) confirmed that knowledge is a crucial asset for an organization which is very challenging to maintain and keep within the boundaries of the organization at the same time as making it available across organizational units. Zarraga and Bonache (2003) identified knowledge as an asset to be protected by organizations through enhancing their operations and structures and empowering management practices to protect the knowledge generated within the firm from its competitors.

Knowledge embraces the information and experience of individuals which they learn from their surroundings. This can be associated with all the information, skills, and experiences that organizational members require to perform effectively for their companies. Developing knowledge is an essential part of any business organization and has commanded major attention from management researchers and practitioners. Gagné (2009) states that knowledge is a "fluid mix of framed experience, values, contextual information, and expert insights." Knowledge is the major strategic input in many contemporary business organizations.

The key issue under discussion here is knowledge sharing at the employee level, with a specific focus on the flow of knowledge from expatriates to UAE

nationals. Thus, when knowledge transfer from expatriates to UAE nationals is studied, it concerns the experiences, skills, values, information, and insights of expatriates that are being transferred to UAE nationals.

Spender and Grant (1996) noted that "knowledge is the principal source of economic rent," recognizing that the knowledge available for use and implementation in an organization holds such a high level of significance. Economic rent is here the difference between what a factor of production (capital, land, labor) is earning, and what it could earn in the next-best-paid employment. An employee earns more in their current job than they can expect elsewhere because of the specific useful knowledge they use in their current employment (Spender & Grant, 1996). The question arises of why UAE companies are keen to hire expatriates in their organizations. An OECD (2014) study indicated that companies do so to enable them to hire more talented employees from different parts of the world, so that such employees can bring in talents, skills, insights, and experiences from different backgrounds, which in turn can be shared within the UAE organization. This would mean that such sharing would take place with the UAE nationals benefiting from this process, and hence enhanced skills and talents can, in the process, be expected to become part of their organizations.

Knowledge is clearly important for the overall success of a business, which again is not possible unless employees share the knowledge with others who can benefit from it, since they are the key to the accomplishment of organizational tasks. When expatriates bring overseas knowledge and skills to UAE organizations, it is important that they integrate such knowledge in the learning processes of UAE nationals, which enhances the importance of knowledge for the organization and makes such knowledge sustainable for businesses in the long run (Cabrera & Cabrera, 2005).

2.9 Knowledge Transfer vs. Knowledge Sharing

Although the terms knowledge transfer and knowledge sharing are, in many cases, used interchangeably, research studies make it clear that there are significant differences between the two. Argote and Ingram (2000) define knowledge transfer in business organizations as the process through which an organization or any of its constituent units/departments is influenced or affected by another organization or its units/departments. On the other hand, Blankenship and Ruona (2009) identified knowledge sharing as the most critical factor in knowledge management, but claimed that we do not yet fully know how people share knowledge or the role social structures such as teams and work-related communities play in an overall knowledge management strategy. Gagné (2009) gave a definition of knowledge sharing which refers to the process of knowledge being exchanged between individuals or organizations in a mutual manner, in turn resulting in the development of further knowledge in a joint process. Like knowledge management, knowledge transfer seeks to organize, create, capture, or distribute knowledge and ensure its availability for the future. Table 2.1 summarizes some important conceptual distinctions between knowledge sharing and knowledge transfer.

Table 2.1: Knowledge sharing (KS) and knowledge transfer (KT)

Concept	*Characteristics*
Knowledge sharing	Is a critical stage in KT (using personalization strategy) Occurs at individual level (unidirectional sharing) People-to-people process
Knowledge transfer	Involves great participation of source (sender who shares the knowledge) and receiver (who acquires the knowledge) (using personalization strategy) Can occur at individual level, as well as higher levels, such as group, product line, department or division and organization More complex than KS

Source: Integrated from Liyanage *et al.* (2009) and Paulin and Suneson (2012)

It is also helpful to distinguish between two broad approaches to knowledge sharing and transfer. “Codification” is targeted on the re-use of knowledge. The underlying idea is to extract the knowledge from its existing hosts (people) and store it somehow, usually as written and other documentation such as manuals, policy documents, and the like. Employees may be required to fill out forms, file reports, report problems, record results, and so on. The company builds up a knowledge base of formalized content about specific tasks or problems. This knowledge base is then accessed when similar problems occur in future projects.

The focus of “personalization” is on people and their direct communication with each other. Encouraging employees to exchange ideas and experiences is the main principle here. Employees continuously develop their social network(s) within the company; when they have a problem, they access the knowledge required to deal with it directly with expert colleagues’ help and advice through their network(s). Successful personalization strategies are based on developing creative and individual approaches to unique tasks. Knowledge management is more focused on connecting employees person to person. Given the particular focus of this research, knowledge transfer between expatriates and their UAE counterparts, personalization will be the main concern. However, this does not mean that organizational actors can be ignored.

What can be seen is that levels of analysis are different between knowledge sharing and knowledge management (Paulin & Suneson, 2012). This view has been shared by other researchers: studies have noted that knowledge transfer is a broader aspect which can involve both organizational and individual knowledge transfer, but when it is about sharing at the individual level, the concept is termed knowledge sharing. Some studies have held that knowledge sharing is uni-directional in nature and hence presents a reflective concept. Knowledge transfer, on the other hand, is

considered to be bi-directional in nature, where the key concepts in the process include the codification and personalization of the information and knowledge being shared (Tangaraja, Mohd Rasdi, Abu Samah, & Ismail, 2016). Therefore, knowledge transfer is a means to maximize the benefit from knowledge and plays an important role in generating value from knowledge (Kang, Rhee, & Kang, 2010).

2.10 Knowledge Sharing at the Individual Level: Expatriates to UAE Nationals

When knowledge sharing between nationals from different countries is considered, national cultures as well as other contextual factors influence or affect the process of sharing. Chow, Deng and Ho (2000) argued that the importance of the nature of the knowledge and the relationship existing between the sharer and the recipient are critical factors in the success of the process. When the divergence between the two parties is greater, it is often their collective interests that enable the process of sharing to take place.

Yeo, Svensson, Ahmad and Daghfous (2010) analyzed the level of engagement of UAE businesses in the process of knowledge sharing and highlighted the lack of focus of UAE companies on efficient knowledge management. There seemed to be a significant concern of UAE companies to keep their knowledge confidential. This could also present a barrier to successful knowledge sharing between individuals, who might be apprehensive in being open about sharing information that they acquire by themselves.

Contrary to what Yeo et al. (2010) indicated in their study, Seba, Rowley and Lambert (2012b) noted that the Dubai Police Force has considered a strategic commitment within its organization to enhance the levels of knowledge management and knowledge sharing. While this does not prove that knowledge sharing between

individuals in the organization has been particularly effective up to now, attempts to engage in the process have highlighted the barriers that exist, including the factors of organizational structure, leadership, time allocation, and trust (Seba et al., 2012b).

One major potential barrier to effective knowledge transfer from expatriates to UAE nationals is likely to be the existence of pre-formed perceptions of the parties toward each other. The most obvious and pervasive forms of such views are embodied in stereotypes. The extensive study by Al-Waqfi and Forstenlechner (2010) confirmed that both expatriates and nationals tend to have negative stereotypes of Emiratis, although the strength of that feeling was higher among expatriates. UAE nationals were generally believed to have poor skills and competencies, weak work ethics, and a poor cultural disposition toward work and self-development. These views were compounded by and evidenced in a negative view of the effectiveness of Emiratization as a policy. The internalization of negative stereotypes by nationals is potentially very worrying for the long-term success of policies seeking to establish a greater degree of national influence over the UAE economy. Expatriates are frequently asked to train nationals who will become their replacements under the localization policy, and localization leads to the replacement of expatriates. Expatriates also believe that there are inequalities between them and nationals; for example, nationals often have higher compensation and faster career progression. These factors, taken together, are a powerful force encouraging resentment of nationals by expatriates (Waxin & Bateman, 2016).

Of course, expatriates participate in networks other than those related to their employment. For example, Harrison and Michailova (2012) found that Western female expatriates rarely interact with UAE host nationals. This result runs contrary to the accepted wisdom that the ability of expatriates to interact confidently with host-

country nationals may be an important determinant of their success in contributing to the national economy, as stated by Caligiuri and Cascio (1998) and Caligiuri and Lazarova (2002).

2.10.1 Characteristics of Knowledge Sharing

Studies of the characteristics of the knowledge-sharing process at the individual level mainly highlight the key factors that influence or impact the process. Three factors that researchers have found to have a direct influence on the level of knowledge sources that an individual can engage with include tacitness, difficulty, and the importance of the knowledge (Kang et al., 2010). Rhodes et al. (2008) suggested that the information technology systems existing in an organization have a significant impact on the success or failure of knowledge sharing, within the organization as well as between individuals. The culture existing in an organization, the level of innovation that the organization supports, and flexibility in the organizational structure and design are also factors that this study found to be key characteristics associated with the success of the knowledge-sharing process.

2.10.2 Process

The process and effectiveness of knowledge sharing between individuals can be affected by the teams developed within organizations. The process of knowledge sharing between two or more individuals in an organizational context has been found to be associated with factors such as the communication styles that organizational teams follow, as well as their willingness and the positive/negative attitudes which they reflect toward knowledge sharing (Wang & Noe, 2010). Aljawi (2009), in considering UAE organizations, argued that cultural variations tend to have major impacts on the process of knowledge sharing. These findings reveal that the process

of knowledge sharing is significantly dependent on several factors that are internal to an organization.

2.10.3 Mechanisms

The importance of the mechanisms employed in the knowledge-sharing process has also received attention. Studies have shown that decisions regarding suitable mechanisms for promoting and implementing knowledge transfer within an organization are based on three key factors – status, personal ties, and the proximity that individuals have to each other. As noted above, there are two broad, but not mutually exclusive, approaches to knowledge-transfer mechanisms: the personalization approach and the codification approach. The choice of mechanism, however, depends largely on the perception of the individuals involved in the process. The face-to-face method of interaction has been proven to be most effective for sharing tacit knowledge between individuals. Besides, there are factors such as the urgency of sharing, the trust between sharer and recipient, and the nature of the query which influence or impact the decision on the mechanism for the knowledge-transfer process (Jasimuddin, 2007).

Other researchers have focused on motivation regarding mechanisms involved in the processes of knowledge sharing and the consequent performance that can be obtained at the individual level. Three theories of motivation – incentive, goal setting–social cognitive, and social motivation – have been argued as potentially underlying the process of knowledge sharing between individuals. Incentives have not been found to have any direct association with the effectiveness of the knowledge-sharing process. However, the social context in which individuals tend to perform and coordinate does have a direct influence on the level of incentives that can and should be offered to

individuals (Quigley, Tesluk, Locke, & Bartol, 2007). The social context is thus a mediating factor in the relationship between incentives and motivations to share knowledge, and is important in the structuring of any incentive system rather than in the nature of the incentives themselves.

Other researchers have also shed light on the existence of both formal and informal mechanisms for knowledge sharing in an organization. Formal mechanisms generally include the traditional ways of interaction and management among individuals, where data is targeted for collection from different parts of an organization, manipulated and analyzed, and then distributed among different members of the organization. Informal mechanisms, on the other hand, reflect more of the interpersonal relationships that individuals have with each other, and hence can encourage their knowledge sharing (Chow, Harrison, McKinnon, & Wu, 1999). Some of the mechanisms through which effective knowledge transfer can take place within organizations include personnel movement and secondment, training, communication, transfer of technology, observation, interactions, scientific publications, presentations, and participation in the activities of alliances in which the organizations are members (Argote & Ingram, 2000).

Another finding of major significance is that different features of informal networks have an impact on the process of knowledge transfer. Here, willingness and motivation factors were found to be significant, implying that social cohesion has a major role to play in enabling individuals to indulge in the activity of knowledge sharing (Reagans & McEvily, 2003).

The motivation factor is also highlighted by other researchers, where it has been argued that organizational employees tend to have their intrinsic motivations, which, when encouraged and enhanced, enable tacit knowledge to be shared. Such

knowledge generation and sharing have been clearly found to be required for the sustainability of organizations, including those in the UAE (Osterloh & Frey, 2000).

2.10.4 Barriers and Enablers

Researchers study the barriers to the process of knowledge sharing between individuals in an organizational setting, mainly because organizations themselves, including those in the UAE, demonstrate an understanding of the importance of knowledge sharing at both the organizational and individual levels, but often fail to implement knowledge-sharing mechanisms effectively (Yeo et al., 2010). Factors such as the reputation and culture of an organization have a major influence on knowledge sharing. When such factors are ignored by an organization, the chances are that the organization itself creates a barrier to effective knowledge sharing (Lucas & Ogilvie, 2006). Different researchers have identified various factors as being responsible for the barriers to the process, thus aiding the understanding of companies of which factors they need to overcome and deal with to achieve successful knowledge sharing between individuals. For instance, factors such as differences in the personality of individuals, lack of skills of persuasion and communication, lack of confidence in company groups, differences in individual values and norms, different personal objectives and goals, fear of loss of knowledge, fear of loss of power and control, fear of loss of ownership, and lack of openness to ideas and innovation have all been found to be major causes of barriers (Yih-Tong Sun & Scott, 2005). Such barriers will vary from organization to organization.

In a comprehensive review of the literature on knowledge sharing, Riege (2005) identified 36 barriers grouped into three areas – individual, organizational and technical. As would be expected from a review article, these barriers match those given

here closely and are not reproduced. However, the key recommendations summarized in the review are of major interest to this research. Managers and organizations should provide:

> *motivation, encouragement, and stimulation of individual employees to purposefully capture, disseminate, transfer, and apply existing and newly generated useful knowledge, especially tacit knowledge.*

and organizations should employ

> *flat and open structures that facilitate transparent knowledge flows, processes and resources that provide a continuous learning organizational culture, clear communication of company goals and strategy linking knowledge sharing practices and benefits to them, and leaders who lead by example.*

Riusala and Smale (2007) classified the factors which impacted on the international transfer of knowledge through expatriates into four categories:

- The characteristics of the knowledge: codifiability, teachability, and complexity
- The social context of knowledge transfer: regulatory, normative, or cognitive
- The organizational context: general, practice specific, absorptive capacity
- Relational factors: commitment, identity, trust, and power dependence

Their extensive study of Finnish expatriates revealed that the three most important factors were teachability, complexity, and absorptive capacity. Probably the most common interpretation of knowledge complexity is its categorization into explicit and tacit forms. The important differences between these two forms are that explicit refers to knowledge that can be documented, structured, and is thus easily transferable, whereas tacit refers to knowledge that resides in the human mind, manifests itself in behavior and perception, and is subsequently difficult to teach and hard to transfer.

High levels of employee engagement can be effectively achieved through appropriate HR practices within organizations, which in turn have positive outcomes for knowledge sharing between individuals (Minbaeva, Mäkelä, & Rabbiosi, 2012). A study conducted in the Dubai Police Force showed that the effectiveness of knowledge sharing is to a large extent dependent on the attitude and intentions of the sharer and recipient of knowledge. While rewards did not appear to be major factors for enhancing the process, trust, leadership, time, organizational structure, and culture were found to be factors affecting or influencing the intentions and attitudes of individuals toward knowledge sharing at the individual level (Seba et al., 2012b).

2.11 Organizational Culture and Knowledge Sharing between Individuals

O'Neill, Beauvais and Scholl (2016) defined organizational culture as a "consensual schema shared among employees in an organization, resulting in and from a pattern of basic assumptions and norms enhancing individual and organizational stability, manifested in shared meanings, communicated by stories, myths, and practices, and resulting in certain behaviour patterns which are unique to the organization." According to Robbins and Coulter (2012), "Organizational culture is described as the shared values, principles, traditions, and ways of doing things that influence the way organizational members act." Culture can widely affect the knowledge-sharing process by facilitating or restricting the flow of knowledge. Coakes (2006) contended that "an organization that supports information sharing and knowledge creation among its members and is committed to including and reconciling multiple view-points is likely to establish effective and efficient processes as well as improving organizational life." Furthermore, Ahmed (2002) asserted that knowledge transfer can be promoted in the organization based on the appropriate cultural norms

widely held within it; they warn, however, that if the wrong norms exist, regardless of the effort and good intention of individuals trying to promote knowledge, little knowledge transfer is likely to be forthcoming as a result. Even with the existence of the aforementioned culture scenario, employees will easily learn what values and behaviors are acceptable regardless of what is communicated officially by the company. Furthermore, Hejase, Hejase, Mikdashi and Bazeih (2016) provided strong support for a significant contribution of an organization's culture to the prediction of knowledge sharing. Employees considered knowledge sharing as natural in their organization. Moreover, knowledge sharing is part of their organization's culture, so that they are more willing to share their knowledge. Hence, based on this discussion, organizational culture should be designed in such a way that knowledge sharing occurs naturally, and it should be a part of the culture followed in organizations of both expatriates and UAE nationals.

Furthermore, a strong organizational culture is positively associated with better organizational communication, which includes managerial, interpersonal, and other forms of communication (Gochhayat, Giri, & Suar, 2017). Therefore, the influence of organizational culture on interpersonal relations in the UAE work environment needs to be addressed.

Organizational culture has been studied by several researchers as an important factor to create the right environment for allowing successful knowledge sharing between individuals, which is of particular importance in analysing knowledge sharing between expatriates and UAE nationals. Alrawi, Yakoob Hamdan, Al-Taie and Ibrahim (2011) identified the existing culture within an organization as having a major dependence on the individual perceptions and decision making of the company's top management. Such perceptions often tend to create a negative perspective on the

benefits of knowledge sharing and hence inhibit the success of the process. These effects may be summarized in the saying that “knowledge is power.” In contrast, organizational cultural support for the knowledge-transfer process mainly occurs due to the benefits that it offers, such as enhanced performance of the employees and hence of the organization, leading to competitive advantages in the process (Easterby-Smith, Lyles, & Tsang, 2008).

When knowledge transfer between expatriates and nationals is considered, cultural differences are clearly relevant. Frequent interaction with nationals and expatriates willingly providing access to the knowledge they hold enables nationals to contribute effectively to the process of knowledge sharing. This sharing and learning involve an exponential learning process and hence are strategic to the development of both the individuals as well as the organization as a whole (Hocking, Brown, & Harzing, 2007).

The view that knowledge transfer is crucial for an organization’s achievement of competitive advantage has been shared by other researchers, for example Argote and Ingram (2000). Individual mechanisms and perceptions regarding knowledge sharing based on levels of motivation are significant factors that determine the importance and effectiveness of knowledge sharing for these companies. As a result, many organizations are highly supportive of knowledge-transfer processes being integrated within their organizational culture (Haak-Saheem, Darwish, & Al-Nasser, 2016).

Cultural factors have been shown to have a major influence on the level of sharing that individuals perform with each other in an organization. In particular, the impacts or influences of organizational culture are felt more in the case of face-to-face interactions and knowledge sharing between individuals (Chow et al., 1999).

Researchers have also found that, in association with these factors, there are other determinants which allow an understanding of how and when the process can be more effective. These include factors such as the openness of individuals to experience and their self-efficacy, as well as the perceived support that they achieve from their surrounding environment, including the organizational culture (Cabrera, Collins, & Salgado, 2006).

Self-efficacy refers to an individual's belief in their capacity to do what is required to achieve specific goals. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. The factors of trust, communication, information systems, rewards, and organizational structure are crucial for organizational culture to offer positivity among employees engaging in knowledge transfer (Ismail, Yousif, & Fraidoon, 2007).

For instance, if a technological advance is incorporated into management practices which could enhance knowledge sharing between individuals, but the culture and traditional values of the organization do not support the new technological advances, then knowledge sharing cannot be effective. Studies have also found that, while on the one hand learning and sharing between individuals in an organization tend to benefit both the individuals and the organization as a whole, on the other hand the similarities or differences between the partners are major factors that determine the success or failure of the process. Partner similarity, which embraces cultural similarity between individuals involved in the process, has a positive influence on the process of knowledge sharing. Studies have shown that it is the strategic similarities between partners which make the process more effective. Selection of the right partner for the purpose of sharing and collecting knowledge is important, and cultural similarity is a major element in selection (Darr & Kurtzberg, 2000).

Hofstede's theory stresses that organizational culture cannot be treated separately from the national and regional culture. Major national cultural differences, such as in languages, values, norms, and other practices, can create barriers in interactions between individuals from different cultures, and hence affect the effectiveness of knowledge sharing (Hofstede, 1984). In a multicultural setting, cross-cultural differences between individuals are major determinants of the success or failure of individual knowledge sharing (Ford & Chan, 2003).

2.12 Knowledge Transfer from the "Expatriate Sharer" Perspective

A study of research and development (R&D) scientists showed that knowledge sharing among individuals is a major learning process for them. Scientists tend to share information with scientists from other organizations in the process of their work, which helps them to learn and develop. However, researchers found that such sharing is largely dependent on the acquaintances of the sharer, the mutual trust they have in them, and a perception that there is an equitable sharing of information from others (Bouty, 2000). The trust factor has also been supported by Chowdhury (2005), who argued that valuable complex knowledge has a greater association with the experiences and perceptions of individuals, where trustworthiness is a critical determining factor in initiating the process of sharing.

Supportive behaviors from organizational leaders have a major influence on the way employees behave within an organization. Their creativity and problem-solving capabilities are also largely dependent on such leadership behaviors, a fact which emphasizes the importance of leaders in driving the knowledge-sharing process. For instance, creative problem solving has been found to overcome the bridge between the creative performance associated with internal knowledge sharing and the level of

originality that exists. These findings have reflected the role of organizational leaders in complex knowledge-sharing processes, which in turn enable organizations to enhance efforts to integrate the process effectively.

In the context of the UAE, researchers have observed that the transfer of knowledge from sharers has a direct and positive relation to their level of job satisfaction. If individual organizational members are satisfied with their jobs, they will engage in more sharing of their knowledge with others (Suliman & Al-Hosani, 2014). Incentives and norms are the two factors which determine the level of motivation of the sharer to actively participate in the process of knowledge sharing, and these are driven by the level of their positive perceptions (Quigley et al., 2007).

2.13 Knowledge Transfer from Recipients' Perspectives (UAE Nationals)

The recipient has a major role in the success or failure of knowledge transfer. Researchers are of the belief that recipients and their characteristics are the underlying factors in successful knowledge transfer. The knowledge may be provided for free or the sharer might be willing to pay. However, if there is a lack of motivation among recipients, or if they lack the capacity to absorb and retain knowledge, then the transfer cannot be effective. Such motivation levels and capacities of recipients are also to a large extent dependent on the nature of the relationship that exists between the sharer and the recipient (Goh, 2002). In regard to UAE organizations, early researchers suggested that the collection of knowledge by employees depends on their level of satisfaction with their job.

2.14 Models of Knowledge Sharing at the Individual Level

Several studies have, over time, developed useful theoretical models to help explain and understand the factors and frameworks which drive the process of

knowledge sharing between individuals. Tamer Cavusgil, Calantone and Zhao (2003) considered knowledge sharing in organizational innovation, while Gilbert and Cordey-Hayes (1996) analysed technological innovations and developments. The exchange possibilities identified in such theories reflect the exchange of knowledge and information based on the resources available, as well as the levels of interactions that take place between individuals.

Management practices have also been shown to be important for encouraging and sustaining knowledge sharing in business organizations. The theory of reasoned action implies that the engagement of an individual in knowledge sharing is to a large extent dependent on their attitudes to the particular behavior of sharing knowledge, as well as on the specific norms associated with such sharing, and the way they perceive the process. Social capital theory is also important here, as it determines the inter-relationships between different individuals who would indulge accordingly in knowledge sharing. Social exchange theory analyses the perceived costs and benefits of knowledge sharing to the partners in the process as factors according to which individuals determine the extent of their knowledge-sharing activities with others (Cabrera & Cabrera, 2005).

Gagne's model of knowledge-sharing motivation (Gagné, 2009) explains the role of HR management practices in motivating employees, which can promote a positive knowledge-sharing attitude among employees. The model combines the theory of planned behavior (TPB) and self-determination theory to help understand knowledge-sharing behaviors. The successful implementation of effective knowledge management has a major relationship to the behavior of organizational employees. TPB is relevant to knowledge sharing because this process has to be intentional in

nature: individuals' intentions are associated with their level of motivation, which in turn leads to the process of knowledge sharing.

Some researchers have also developed a social network perspective on knowledge sharing, resulting in a conceptual model which can study the relationships between HR practices in an organization, the interpersonal relations that exist in the organization, and the knowledge transfer that occurs in knowledge-intensive organizations. This has supported the understanding that incentives and motivation are two key factors related to effective knowledge transfer between individuals in an organization.

Kaše et al. (2009) conceptual model of knowledge sharing presents the various factors that connect to develop effectiveness in knowledge sharing within organizations and between individuals.

Relational models focus on the relational dimension of the knowledge-sharing behavior of individuals in an organization. Relational model theory distinguishes between four different models – communal sharing, authority ranking, equality matching, and market pricing. The willingness that individuals have to share knowledge can be largely associated with one or more of these models (Boer, Berends, & Van Baalen, 2011).

Knowledge sharing is not just an activity, but also a process, although this is often not fully realized by organizations and their members. Early researchers realized the importance of developing process models and the need to focus on the different stages involved in the process of transfer: initiation, implementation, ramp-up, and integration. These stages have been considered as the milestones that individuals need to overcome one after another to implement the knowledge-sharing process effectively (Szulanski, 2000). Research in the UAE oil and gas sector found that the level of job

satisfaction among employees had a direct positive influence on their level of knowledge sharing with others. Other important elements influencing knowledge sharing were the style of supervision in the company, a positive relation between job satisfaction and the collection of knowledge among employees, and a positive relation between job satisfaction and knowledge donation (Suliman & Al-Hosani, 2014).

2.15 Knowledge Sharing in a Multicultural Environment

Successful knowledge management is embedded in an open company culture that aids in personal communication and provides the circumstances for sharing knowledge through meetings, social events, team-building activities, providing informal meeting spaces, and so on. As noted above, cultural capability incorporates the habits, attitudes, beliefs, and values of the individuals and groups that comprise an organization. A firm's culture may lead to an increased level of innovative ability, an increased speed of reacting to change, and a capacity to absorb, adapt, and implement new ideas; that is, enhanced organizational learning. If this is the case, a firm's culture can lead to enhanced competitive advantage. A critical element where the effectiveness of expatriates is concerned is their cross-cultural adjustment (CCA) to their new working environments (Salgado & Bastida, 2017). Expatriates are usually recruited for their job capabilities rather than their ability to adjust to new working environments. They will also tend to be judged on the basis of their job performance.

The level and effectiveness of organizational support, language skills, and cultural distance have all been shown to be predictors of CCA and, in turn, expatriate effectiveness (Caligiuri, Tarique, & Jacobs, 2009). "Cultural distance" refers to the discrepancies expatriates perceive between their native culture and that of the UAE. Put another way, cultural distance is the gap between the attitudes, behaviors, values,

and customs of an expatriate's home country and those of the UAE (Reus & Lamont, 2009). The specific question here is whether cultural distance is an inhibitor to effective knowledge sharing.

De Long and Fahey (2000) identified four major ways in which (organizational) culture can affect knowledge sharing. First, culture shapes assumptions about what knowledge is and which knowledge is worth managing. Second, culture defines the relationships between individual and organizational knowledge, determining who is expected to control specific knowledge, and who should share it with whom. Third, culture creates the context for social interaction that determines when, where, and how knowledge will be used. Fourth, culture shapes the processes by which new knowledge is created and shared in organizations. AlShamsi and Ajmal (2018) stated that leadership support for knowledge sharing refers to leader behaviours within the organization that also inspires followers' involvement in decision making and reduces hindrance by removing the administrative obstacles that interfere with performance

2.16 The Role of Interpersonal Relations in Knowledge Sharing at Employee Level

Abrams, Cross, Lesser and Levin (2003) stated that the interrogation of interpersonal trust plays an important role in the projection of further development in the organization. Moreover, the presence of interpersonal trust can be projected positively. The implication of interpersonal skills is that they will help to create further development on the part of the evaluation of management, backed by the power of knowledge (Hsu & Chang, 2014). The framework can be evolved by the incorporation of interpersonal skills that deal with the presence of further development.

On the other hand, Kaše et al. (2009) interpersonal relations play a crucial role in the projection of strategy that delves into the collaboration of transferring knowledge. The proper knowledge is facilitating the method of incentives and motivational theories that help to create successful factors in the organization. In contrast, Carmeli, Brueller and Dutton (2009) claim that it helps to create a psychological relationship between employees in the workplace. The presence of inter-relationships helps to enable the learning behaviour of employees in the workplace. Therefore, there is a contradiction, which has been resolved by Bouty (2000), who noted that interpersonal resources help to present further innovation in the workplace. Thus, it can be stated that the incorporation of interpersonal skills will help to create developing features and maintain the value of intellect in the workplace.

Collaboration on interpersonal skills, Ma and Yuen (2011) has demonstrated the specification based on the projection of the Online Knowledge Sharing Model (OKSM) that helps to generate further development among students. The presence of such models helps to create sustaining power for the individual with the support of means of study. The presence of individual engagement can be evaluated through the support of sharing the knowledge that has been delivered by Cabrera et al. (2006) and that has been put into creating good relationships. The projection of online learning will help to create enhancing features in the organization.

Titi Amayah (2013) has demonstrated the support of specific determinants that help to create further development in the organization. The projection of knowledge can be enhanced through the support of communication skills. This builds up the scenario founded on the improvement of variables based on the concept of individual engagement. The presence of the mediating role of trust has been delivered by the involvement of interpersonal skills that deal with knowledge based on social

networking perspectives. Yen, Tseng and Wang (2014)) demonstrated the projection of interpersonal skills that revolve around positive development in the workplace.

Bordia, Irmer and Abusah (2006) dealt with the presence of difference that varies among interpersonal skills. The presence of interpersonal skills will help to elevate the performance of the individual toward the projection of certain beneficial results. In contrast, Staples and Webster (2008) reflected on the projection of task interdependence, which helps to present positive changes on the part of sharing knowledge.

Wickramasinghe and Widyaratne (2012) shed light on the importance of interpersonal skills that will inversely help to create further specifications based on the effects of those interpersonal skills. The projection of interpersonal skills will help to create enhancements for the organization. This has led to the presence of ideology based on the concept of demonstrating management learning aspects. Mooradian, Renzl and Matzler (2006) helped to demonstrate the sharing of knowledge that deals with the projection of management development. Collaboration in social relationships can be projected through the support of those social relationships, which works toward enhancement on the part of managing information in the workplace (He, Qiao, & Wei, 2009).

Mäkelä, Andersson and Seppälä (2012) presented the role of interpersonal similarity, which helps the multinational workplace to maintain a working balance. Thus, it can be stated that the implication of interpersonal skills is that they help to generate optimistic values.

Kaše et al. (2009) found that interpersonal relations between employees in an organization are a major moderator of internal knowledge transfer. Carmeli et al. (2009) indicated that people who know each other in the workplace tend to share

knowledge without fear of being misjudged, and act more freely to be themselves and not be embarrassed, even if mistakes happen through the process of exchanging information. They also indicated that strong interpersonal relations empower employees to engage in learning behaviors to achieve organizational goals. This is especially applicable to work contexts that are characterized by a multicultural workforce, as is the norm in the UAE. Under these conditions, categorization based on social identity can lead to conflict or lack of cohesion, which may impact interpersonal relations negatively and hence hinder the process of knowledge sharing among group members (Kaše et al., 2009; Carmeli et al., 2009). Interpersonal relations refer to relations between a few, usually two or a small number of, individuals and how they relate to one another in a group setting (Heider, 2013). Interpersonal relations can be enhanced by a number of factors related either to organizational processes or structures or to personal traits and characteristics. In terms of organizational processes and conditions, intensive use of teams and a culture of trust in the workplace can contribute to improved interpersonal relations. At the individual characteristics level, interpersonal relations might be influenced by the person's inter-cultural competence and ability to work in a team. In a broad sense, inter-cultural competence can be defined as "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini & Tirmizi, 2006). It is reasonable to expect that people who possess higher inter-cultural competence would be more comfortable interacting with others in general, and especially with those who come from different cultural backgrounds.

2.17 Gaps in the Existing Literature on Knowledge Sharing

Previous researchers have conducted studies related to knowledge sharing (KS) and about the factors affecting knowledge sharing among employees in various organizations across worldwide (Joseph & Jacob, 2011; Lee, Gillespie, Mann, & Wearing, 2010; Ling, San, & Hock, 2009; Rivera-Vazquez, Ortiz-Fournier, & Rogelio Flores, 2009; Yao, Kam, & Chan, 2007). However, few studies on knowledge sharing are only limited to their own country employees (Joseph & Jacob, 2011; Lin, 2007b; Yao et al., 2007) and it is recommended to include employees from various countries in future research. This is because cultural differences among organizations might affect employee views towards KS (Lin, 2007b). Besides Wang and Noe (2010) suggested that the factors such as leadership characteristics, culture/climate, team, diversity, cultural context, personality, self-efficacy, trust, and individual attitudes are in need of further research attention while conducting future studies in knowledge sharing. A further research is recommended to investigate knowledge sharing from a social exchange perspective and explore the possible mechanisms through which trust might impact knowledge sharing (Mayer & Gavin, 2005; Wang, Tseng, & Yen, 2012; Wang & Noe, 2010). On the other hand, Wang and Noe (2010) observed that most of the studies conducted on knowledge sharing were qualitative in nature, rather than quantitative. In addition to subjective, future studies should focus on objective assessment in relation to knowledge management system.

In UAE context, several researchers have conducted various studies in relation to knowledge sharing (Al-Esia & Skok, 2014; Arif, Khalfan, Barnard, & Heller, 2012; Biygautane & Al-Yahya, 2011; Haak-Saheem & Brewster, 2017; Lim, 2019; Seba, Rowley, & Delbridge, 2012a; Skaik & Othman, 2014; Suliman & Al-Hosani, 2014; Yeo et al., 2010). Most of these studies have used a qualitative approach using

interviews, rather than surveys. Interviews revealed that expatriate workers in UAE faced more knowledge transfer barriers like poor communication and language skills; job insecurity; lack of incentives from organizations than Emirati workers (Lim, 2019). Future studies could be done to generate further insights about the factors affecting KS in various organizations in Middle East (Seba et al., 2012b). AlShamsi and Ajmal (2018) also recommended to conduct further research to reveal the critical factors affecting KS in different organizational settings in UAE using structural equational modelling. Recently, Haak-Saheem and Brewster (2017) demarcated the expatriates in UAE as organizationally assigned expatriates, self-initiated expatriates and hidden expatriates. Al-Esia and Skok (2014) stated that expatriate workers in UAE failed to share their knowledge gains at the time of exit from their organization. This left Arab UAE workers with only the explicit and formally documented knowledge from expatriates, with not transfer of tacit and implicit knowledge between the two groups. Such knowledge transfer from expatriates to UAE local workers is essential for the successful implementation of Emiratization program in UAE. On the other hand, this program highlights the power and status imbalance between expatriates and UAE local workers. It directly puts drawbacks to expatriates in working conditions through securing more salary and offering favoured positions for UAE nationals. Therefore, most of the related previous research indicates a lack of knowledge transfer from expatriates to UAE local workers; and a need for future studies in a social exchange perspective; and also, in a cross-cultural environment, especially in UAE organizations which have employed more expatriates than UAE nationals are identified. Based on these gaps, this study aims to reveal the influence of organizational and individual factors on knowledge sharing behaviour in UAE organizations, thereby to understand

what is needed to improve the knowledge transfer from expatriates to UAE local workers.

2.18 Chapter Summary

The unique focus of this research, knowledge sharing between expatriates and UAE nationals, highlights the importance of keeping the different perspectives of knowledge providers (expatriates) and knowledge recipients (UAE nationals) at the forefront of the discussions. Figure 2.1 summarizes the factors underlying the knowledge-sharing process.

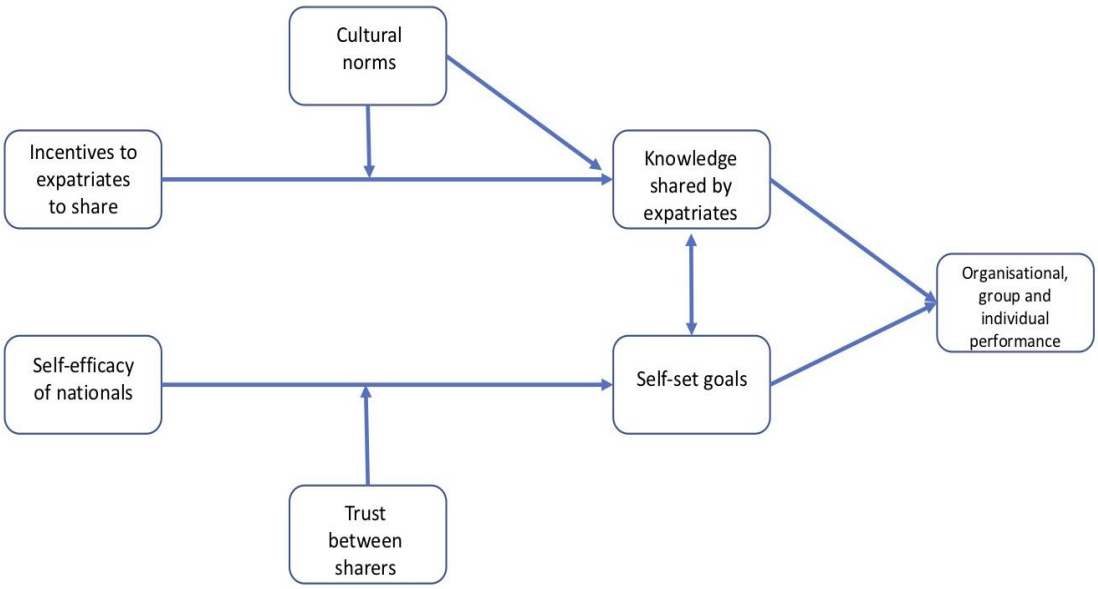

Figure 2.1: Perspectives of knowledge providers and recipients
Source: Author's adaptation from Quigley et al. (2007)

It is individuals in whom knowledge exists or gets created and developed. When individuals share the knowledge they possess, dissemination of that information takes place, initiating the process of knowledge transfer. This is important for the purpose of sharing knowledge, which in turn can be used by all for positive purposes and actions. The critical factor that can be underlined here is that for knowledge

transfer to take place between individuals, those individuals have to be actively involved in the process. The top three boxes in Figure 2.1 show the perspective of (expatriate) knowledge providers. The important underlying factors where they are concerned are the individuals' incentives, monetary or otherwise, to share, mediated by the cultural norms within their organizations. Incentives play an important role in expatriates' behaviour, but knowledge sharing is a social process and group norms, in the form of shared behavioural expectations, are also important. Strong positive norms help expatriates overcome personal time and other costs involved in knowledge sharing.

The bottom three boxes in Figure 2.1 represent the position of knowledge recipients (UAE nationals). Self-efficacy denotes individuals' judgments of their own capability to organize and execute a course of action. These are moderated by trust: how do knowledge recipients learn how to trust expatriate senders? If self-efficacy is strong and trust is present, then receivers will have higher expectations and set themselves more challenging goals. These goals interact with expatriates' willingness to share to determine performance, both of individuals and at the organizational level.

Chapter 3: Theoretical Framework and Hypotheses

3.1 Introduction

This chapter builds on the literature review in Chapter 2 to provide a theoretical framework to guide the main body of the research. This research undertaken is exploratory in nature. The basic understanding and concept that underlie the current research topic are that it is individuals in whom knowledge exists or gets created and developed. Thus, for learning and development of new information which can turn into knowledge, individual knowledge sharing becomes a crucial factor. When individuals share the information which they have learnt, or gathered from any source, with others around them, the dissemination of that information takes place, in turn helping and initiating the process of knowledge transfer. This is important for the purpose of knowledge sharing, which in turn can be used by all for positive purposes and actions. The critical factor that can be underlined here is that in order for such knowledge transfer to take place between individuals, the individuals have to be involved in the process.

Experiences gained within an organization are crucial factors determining the levels and success of individual knowledge transfer (Argote & Ingram, 2000). The exchange of knowledge, practical, experiential, and theoretical, between individuals and its importance justify the current research. The need to understand the process (and hence reflect on it in the case of UAE organizations for knowledge transfer from expats to UAE nationals) is further emphasized by the complexities associated with it.

Considering the rising competition and changing business environment as well as changing customer preferences, businesses are increasingly under pressure to innovate and develop themselves continually. Thus, knowledge development and

knowledge transfer within the organization are important. It is not possible for this to be effective unless individual knowledge sharing takes place, as individuals are the key employees or organizational members on whom the actual implementation of organizational tasks depends. This has made the employees and the knowledge they possess the two key factors for modern business organizations. Relevant theories also reveal that organizations are increasingly focused on retaining their employees over the long term, and on internalizing the knowledge they possess.

3.2 Research Questions

This research intends to answer the following questions:

1. What are the key factors of knowledge-sharing behavior at an individual level in the UAE context?
2. What are the key factors of knowledge-sharing behavior at an organizational level in the UAE context?
3. To what extent do interpersonal relations play a role in the effectiveness of knowledge sharing in the multicultural work context in the UAE?
4. Is knowledge transfer an effective mechanism/scheme to support achieving the country's intended Emiratization goals?

3.3 Theoretical Framework

Different factors have been identified in the literature review that influence knowledge-sharing behavior. Of most interest to this study are individual-level factors, particularly where self-initiated expatriate (SIE) sharers are concerned. However, individual factors are mediated by the interpersonal relations between sharers and receivers. Knowledge sharing is also a form of social exchange and organizational factors will have an influence too. This study will examine the factors influencing the

exchange of knowledge between expatriate sharers and UAE national receivers at individual and organizational levels.

Some of these factors are related to the organizational context in which individuals operate, such as organization structure, incentive systems, availability of time or time pressure, and leadership style in supporting knowledge sharing. Other factors include elements related to the person possessing the knowledge, such as level of trust, individual self-efficacy, mutual reciprocity, stereotyping of Emiratis and, individual inter-cultural competence. Given the multicultural nature of workplaces in the UAE, the model indicates that interpersonal relations are expected to have a strong mediating effect on the knowledge-sharing process.

Based on an empirical assessment of the theoretical model, including distributing a survey among expatriate employees in different sectors in the UAE, the current study focuses on individual knowledge transfer within organizations, considering such transfer processes from expatriates to UAE nationals. Thus, the key issues under consideration will be the perspectives of the knowledge sharer (self-initiated expatriates) and the processes in which such transfer takes place in UAE organizations, the importance of such transfer, as well as the consequences. Thus, the theoretical understanding that underpins the study is the importance of individual knowledge transfer within organizations highlighted in the case of the expatriate–UAE national knowledge-transfer process (Suliman & Al-Hosani, 2014).

Figure 3.1 shows how these factors are expected to influence expatriates' knowledge-sharing behavior.

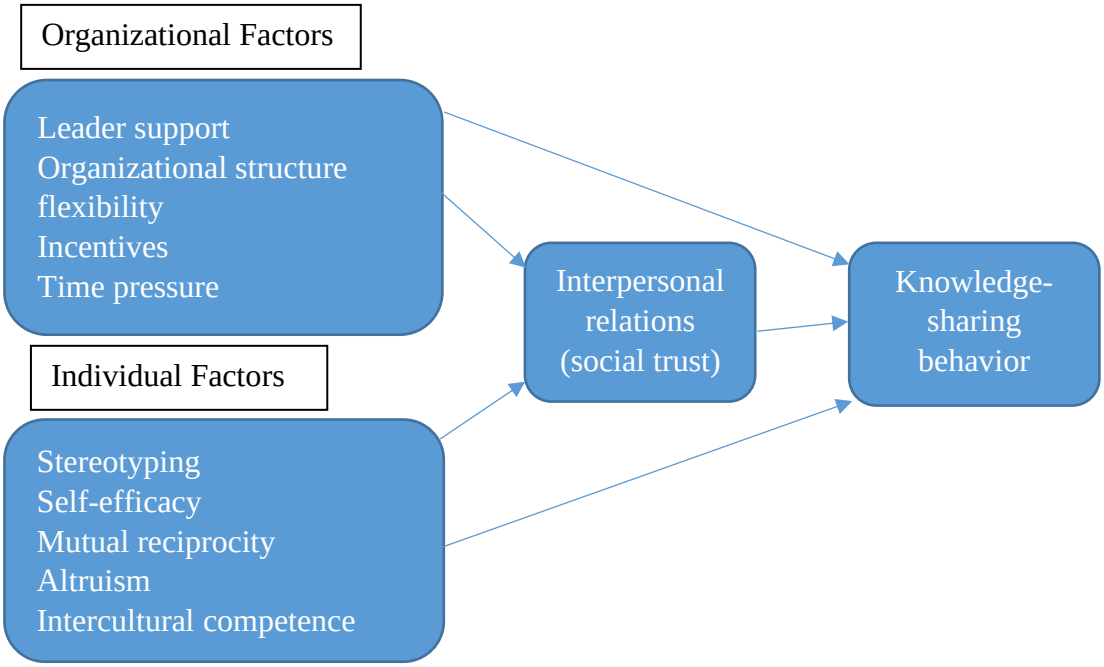

Figure 3.1: Organizational and individual factors determining knowledge-sharing behavior

Thus, the key issues under consideration will be the perspectives of knowledge sharers (the expatriates), who comprise most of the labor force in UAE organizations, in which the transfer of knowledge and sharing information are highly expected from them.

The theoretical understanding on which the study is based is the importance of individual knowledge transfer within organizations, which will be highlighted in the case of the expatriates–UAE nationals' knowledge-transfer process. Experiences within an organization are crucial factors determining the levels and success of individual knowledge transfer as per (Argote & Ingram, 2000).

3.4 Research Hypotheses

This section presents a specific set of hypotheses that the research will aim to test. The hypotheses are grouped under the three main headings outlined above and shown in Figure 3.1. While these three headings have clear overlaps, each hypothesis is only included under a single heading. Obviously other ways of grouping the hypotheses are possible and the literature review illustrates a number of groupings employed by other researchers. The grouping used here also reflects the discussion above and is designed to structure and provide coherence to the data collection and interpretation which follow. The grouping also reflects the major focus on knowledge givers (expatriates). Each group of factors is accompanied by a brief justification for their inclusion based on the references to the literature included above.

3.4.1 Organizational Factors

There are many ways for organizations to motivate and promote knowledge sharing. Organizations that do not manage their knowledge resources effectively will have less competitive advantage compared to organizations that do. Therefore, organizations are required to build and maintain leadership characteristics, structural flexibility, incentives and reward schemes, and time pressure that will support a knowledge-sharing environment. Therefore, this study includes the selected organizational factors of the theoretical framework, such as organizational leadership support for knowledge sharing, structural flexibility, rewards and time pressure, that influence employees' knowledge-sharing behavior. These constructs are discussed from the specific perspective related to knowledge sharing and the context of the UAE work environment.

3.4.1.1 Leader Support for Knowledge Sharing (LSKS)

Leaders are responsible for creating the ideal atmosphere for work by developing a sense of trust, enthusiasm, and optimism among their followers, and bringing them together by building strong professional relationships among them (Hejase et al., 2014). Moreover, Montano (2005) contends that leaders are expected to develop a fair reward system that acknowledges and encourages knowledge sharing and discourages hiding, and to create the proper work environment that supports and promotes interaction and communication. Nonaka and Toyama (2005) also asserts that managers can lead the organization to actively and dynamically create knowledge by providing and understanding the knowledge vision of the company, developing and promoting the sharing of knowledge assets, and creating the time and place to share knowledge. Empowering leadership therefore encourages and nurtures the occurrence of knowledge sharing (Xue, Bradley, & Liang, 2011; Srivastava, Bartol, & Locke, 2006). Here, this motivated the researcher to reveal the role of leadership in knowledge sharing among employees in UAE organizations. Therefore, the following hypothesis has been proposed:

H1a: Leader support for knowledge sharing (LSKS) in UAE organizations is positively associated with employees' knowledge-sharing behaviour (KSB).

Leaders at the top and middle levels have an important influence on interpersonal relationships, but they play different roles (Lis, Glińska-Neweś, & Kalińska, 2015). These leaders contribute to organizational performance by influencing positive relationships among subordinates (Engelen, Schmidt, Strenger, & Brettel, 2014). Based on this discussion, the influence of leadership and leaders' support for interpersonal relations in UAE organizations need to be assessed. Hence, the following hypothesis is proposed:

H1b: Leader support for knowledge sharing (LSKS) is positively associated with employees' social trust (ST).

3.4.1.2 Flexible Organizational Structure (OS)

The organizational structure should be designed in such a way that it can create the foundation for knowledge creation and act in line with the knowledge management system. It is important that the organizational structure is flexible enough to encourage the creation and sharing of knowledge across organizational boundaries (Majid, Mehran, Zarei, & Somaye, 2013). Each flexible organizational structure consists of a set of practices and actions within a company that lead to the enhancement of interaction between employees and the dissemination of information. This set of practices and actions creates a system with open frontiers and free migration of knowledge and skills. Gold, Malhotra and Segars (2001); Prahalad (2011) stated that organizational structures must be flexible enough to encourage sharing of knowledge and collaboration across traditional organizational boundaries to promote knowledge creation. Therefore, there should be flexibility in the organizational structure in UAE organizations and a significant impact of flexibility in the organizational structure on the knowledge-sharing behaviour of expatriates and UAE nationals.

H2a: A flexible organizational structure (OS) in UAE organizations is positively associated with employees' knowledge-sharing behaviour (KSB).

Furthermore, organizations attempt to create more flexibility by opening up possibilities for managers to create their own support structures in addition to their formal relationships through a matrix organization (Rus, 2003). Therefore, a flexible organizational structure might influence the interpersonal relations among expatriates and UAE nationals where it needs to be addressed. The following hypothesis is proposed.:

H2b: A flexible organizational structure (OS) in UAE organizations is positively associated with employees' social trust (ST).

3.4.1.3 Incentives and Rewards

Bartol and Srivastava (2002) states that rewards could range from monetary incentives such as bonuses to non-monetary incentives such as dinner gift or certificates of awards or public recognition. Whereas Ismail et al. (2007) looked at the impact of organizational culture on knowledge sharing in a survey of public and private companies in Bahrain. Their data showed a positive association between knowledge sharing and trust, communication, information systems, and rewards. In contrast, Frey and Osterloh (2001) stated that employees who are extrinsically motivated are able to fulfil their needs through financial and monetary rewards and career advancement. These employees direct their efforts toward the tasks that will pay them the most. They do not bother to put any effort into tasks that have low, or no, monetary reward. In other words, if knowledge sharing is based solely on financial rewards, it will diminish when fewer incentives are paid; hence, the shared knowledge can become of lower quality, and individuals will tend more to hoard knowledge for themselves. Such an attitude can create significant problems within an organization. Therefore, monetary incentives should only be used cautiously. Based on this discussion, the researcher intends to reveal whether the incentives or rewards provided in an organization encouraged employees to share knowledge. In this regard, the following hypothesis has been proposed:

H3a: Incentives (INC) are positively associated with employees' knowledge-sharing behaviour (KSB).

Knowledge sharing refers to the process by which the individual can exchange their knowledge effectively. It is not only beneficial for the organization, but also

offers benefits to individuals. The individual is accountable for calculating their value to the company in terms of skill, to acknowledge the individual who attains the information and skill to interpret information within the organization. It indicates the fact that the individual is creating an effective contribution to the company (Constant, Kiesler, & Sproull, 1994; Tampoe, 1996)

It has been seen that some studies recommend the fact that incentives tend to motivate the level of knowledge sharing (Bonner, Hastie, Sprinkle, & Young, 2000; Kankanhalli & Tan, 2005; Kwok & Gao, 2005; O'Dell, O'dell, Grayson, & Essaides, 1998; Severinov, 2001), however, some studies state that incentives deliver negative effects on the level of knowledge sharing (Bock & Kim, 2002; Hau, Kim, Lee, & Kim, 2013). However, some studies also discussed the fact that organizational incentives deliver no effect on employees' knowledge-sharing intentions (Hau et al., 2013; Lin, 2007b; Seba et al., 2012b). This shows a mixed result and recommends that enhanced in-depth empirical study is required, along with a large sample size and different organizations, to conclude about the consequences of extrinsic motivation on the level of knowledge sharing.

Researchers who have an interest in forecasting knowledge sharing include concepts from social motivation theory like trust to explain the process of knowledge transfer (Levin & Cross, 2004). However, some researchers relied upon incentive theory applicable to knowledge sharing (Kalman, Monge, Fulk, & Heino, 2002). Therefore, the following hypothesis is introduced to reveal whether social trust and incentives are linked:

H3b: Incentives (INC) are positively associated with employees' social trust (ST).

3.4.1.4 Time Pressure (TP)

The availability of time to engage in knowledge sharing has not received much attention in the literature, but it surfaced strongly in the earlier qualitative phase of research in the Dubai Police Force. (Seba et al., 2012b) found that time is one of the factors influencing the attitudes and intentions toward knowledge sharing in the Dubai Police Force. In a relatively early review of knowledge sharing, Ipe (2003) argued for the central importance of sufficient time to engage in knowledge exchange. Only two empirical studies, both of which were conducted in the public sector, mention time allocation. (Suppiah & Singh Sandhu, 2011) identified lack of time as one of the organizational barriers to knowledge sharing. Lee and Ahn (2007) suggested that time allocation may become a serious obstacle to efficient knowledge sharing, because public-sector managers frequently view knowledge sharing as an additional and supplementary procedure, which is not allocated a sufficient amount of time. Complementing this, Haas and Hansen (2007) concluded that the willingness of staff to share knowledge was determined by the amount of time allocated to a task for which knowledge sharing could be potentially useful.

As the time allocation experienced by an employee can also influence their knowledge-sharing behavior, there is a need to reveal the influence of time on employees' knowledge-sharing behavior. Lack of time can be an obstacle to employees sharing their knowledge with others. This triggers the need to reveal the effect of time on UAE workers in relation to knowledge sharing in the UAE work environment.

H4a: Time pressure (TP) is negatively associated with employees' knowledge-sharing behaviour (KSB).

Ipe (2003) showed that knowledge is considered as one of the most significant resources that are able to offer companies a sustainable competitive advantage available in competitive dynamic theory. From the fact that knowledge is the most important factor, the facilitation of making, sharing, and utilization of knowledge becomes significant. The study conducted by Cabrera et al. (2006) reveals the fact that time pressure is important in an organization, as it facilitates more consideration toward work and helps employees to transform themselves into experienced employees. However, counter to this, the study conducted by Yoon and Rolland (2012) showed that time pressure seemed to lessen employees' interest in work and appeared to harm the process of knowledge sharing that occurred within the organization. Internalization took various forms, like learning by working or reading, to acknowledge explicit knowledge in the concept of the knowledge base. There are some obstacles that affect the internalization of external knowledge, like the barrier of time along with the cultural, social, and conceptual framework (Zhimin, Jiangle, & Yiping, 2014).

It can be concluded that time pressure delivers both positive and negative effects on the process of knowledge sharing. However, if deadlines are created with consideration and occasionally employees working in an organization feel challenged, they will come up with enhanced skill to deliver the given task within the stipulated time frame. To understand more about the time pressure at workplaces in the UAE and its connection to social trust, the following hypothesis is introduced:

H4b: Time pressure (TP) is negatively associated with employees' social trust (ST).

3.4.2 Individual Factors

In the process of knowledge sharing, individuals serve as knowledge generator and knowledge receptor. They generate knowledge by exchanging their ideas and experience through socialization. Individuals serve as a pivotal role in the process of knowledge sharing. Knowledge sharing will not be successful within an organization without the involvement of humans. It is essential to understand the individual factors that influence individuals to share knowledge. Therefore, this study included selected individual factors from the theoretical framework, such as incentives/rewards, inter-cultural competence, self-efficacy, stereotypes, mutual reciprocity, altruism, and trust, which influence employees' knowledge-sharing behavior. These constructs are discussed from the specific perspective of knowledge sharing and the context of the UAE work environment.

3.4.2.1 Stereotyping (STP)

Duncan (1976) defined stereotyping as "the general leaning to place an individual in categories according to some effortlessly and quickly identifiable characteristic such as age, sex, ethnic membership, nationality, or profession, and then to attribute to him qualities' believed to be typical of members of that category. Stereotypes serve important functions, such as reducing the complexity of incoming information, facilitating rapid identification of stimuli, and predicting and guiding behavior (Hewstone & Giles, 1986). Especially in the context of stereotyping, individuals are perceived in a specific way because they are a member of a group or a particular socially meaningful class, such as an ethnic group. Individuals belonging to a stereotyped ethnic group are assumed to be similar to each other, and different from other groups, on a particular set of attributes. The set of attributes is pinned on any

individual member of that category and expectations about individuals will be formed on the basis of the ethnic group to which they belong, even if those individuals have never been encountered (Bond & Gudykunst, 1997).

Further, the role of gender stereotypes is examined as a potential moderator in the formation of knowledge sharing. Although gender stereotypes are a critical factor in the context of organizational citizenship behaviors (Chiaburu & Harrison, 2008; Kidder & Parks, 2001) and knowledge sharing (Burke, 2001), they have rarely been investigated while simultaneously considering both OCBs and knowledge sharing. If gender stereotypes do moderate the relationships between OCBs and knowledge sharing, then any failure to report and test for differences in gender stereotypes obscures an important feature. Notably, identifying the moderating impacts of gender stereotypes can guide managers to design gender-specific strategies and thereby attain a high level of knowledge sharing within the organization (Lin, 2008).

Gaweesh and Al Haid (2018) found that the masculinity of UAE society is a stereotype more than an image of non-Arab expatriates. Mirza and Jabeen (2011) suggested that the influence of gender stereotypes on women bankers in management positions showed that stereotypes have a negative impact on the perception of women in management. In addition, men are accorded “masculine” attributes such as assertiveness, agency, achievement focus, and bravery, and women the “feminine” attributes of communality, supportiveness, and empathy. These persistent gender stereotypes influence the assignment and determination of social roles (Abukhait, Bani-Melhem, & Zeffane, 2019).

Al-Waqfi and Forstenlechner (2010) found that Emiratis are negatively stereotyped by expatriates in the UAE labor market. The implications of negative stereotypes for intergroup relations and expected impacts on Emiratization are

discussed. The Humanbreed blog stated that Emirati stereotypes include physical appearance such as skin color, dress code, and personality, and behavioral characteristics such as politeness, freedom, and general beliefs (Humanbreeds, 2015).

On the basis of the above discussion, the influence of stereotypes on the knowledge-sharing behavior of expatriates and UAE nationals needs to be revealed in UAE organizations. Hence, the following hypothesis has been formulated:

H5a: Stereotyping (STP) is negatively associated with employees' knowledge-sharing behaviour (KSB).

Stereotypes are broadly described as a generalized belief regarding the behaviors, characteristics, and attributes of members belonging to a specific group (Powell, Butterfield, & Parent, 2002). By offering perceptions of specified generalized information regarding members related to specific social groups, a stereotype serves as an uncertainty-reducing device which has been employed to simplify making judgments regarding other employees working in an organization (Abrams & Hogg, 1990; Loosemore & Tan, 2000). However, the study conducted by Esses, Haddock and Zanna (1993) stated that although stereotypes are not always negative in nature, the stereotypes that are associated with out-group members probably attain a negative connotation in comparison to in-group members. Some of the stereotypes possibly represent the appropriate representation of reality, or at least the local reality to which the perceiver is exposed (Judd & Park, 1993; Jussim, 1991; Rothbart, Dawes, & Park, 1984). In the instance of representing reality, stereotypes function as object schemas that facilitate the effective processing of information regarding others. Regardless of the significance of the categorization of social identity available in intergroup relations, they are alone sufficient to elicit a negative perception or stereotypes regarding out-group members. This has been seen when the out-group difference is

calculated negatively, is subjected to devaluation, and shows the negative attitudes. This triggers the need to reveal whether the effect of stereotyping by expatriates toward UAE workers has any effect on social trust via the following hypothesis:

H5b: Stereotyping (STP) is negatively associated with employees' social trust (ST).

3.4.2.2 Self-Efficacy (SE)

According to Bandura (1995) self-efficacy makes a difference in how people feel, think, behave, and motivate themselves. self-efficacy is people's judgment of their capability to organize and execute a course of action. According to Bandura (1995), self-efficacy is people's judgment of their capability to organize and execute a course of action. It is not concerned with the skills one has but with judgments of what one can do with whatever skills one possesses. According to Lee Endres, Endres, Chowdhury and Alam (2007), the act of individuals making judgments on their capabilities gives an insight into how people make decisions about sharing their personal knowledge. Bandura (1997) postulates that self-efficacy determines the willingness of a person to perform certain activities. In addition, a study conducted by Lu, Leung and Koch (2006) indicated that individuals' behaviour when sharing their knowledge may be affected by their self-efficacy. Research by Lee Endres et al. (2007) suggested that individuals' environment contributes to the formulation of self-efficacy, which leads to knowledge sharing. Based on this discussion, the influence of self-efficacy on employees' knowledge-sharing behaviour needs to be uncovered in the UAE context. Hence, the following hypothesis has been formulated:

H6a: Self-efficacy (SE) is positively associated with employees' knowledge-sharing behaviour (KSB).

Self-efficacy is considered as one of the most researched and validated aspects of the theory of motivation across subject and task types (Bandura, 1997) and is ideal

to acknowledge why individuals choose to share knowledge in some contexts and not in others. Personal goals, assigned goals, and self-efficacy inter-relate to have a consequence on performance (Latham & Locke, 1991). Self-efficacy refers to the ability to carry out the considered task, which is known as the cognitive mediator concerning the motivational process (Bandura, 1997) and is the focus of this discussion.

According to Bandura, self-efficacy offers a theoretically sound context in which cognition-based knowledge can be identified and is valid to forecast the attitudes and actions available in a variety of context and sample types (Stock & Cervone, 1990; Wood & Bandura, 1989)

Self-efficacy creation offers valuable information regarding how individuals decide to share tacit, complex knowledge. The perception of self-efficacy is created with the help of the judgment process in which people engage in deciding whether they need to execute any action on the basis of contextual and personal factors (Bandura, 1997). In an instance when an individual develops a self-efficacy perception regarding performance in the considered area, it has been incorporated into the belief system. It involves a process that could be categorized as a form of double-loop leaning (Fiol & Lyles, 1985).

Therefore, the researcher introduced this hypothesis to find out if self-efficacy and social trust are linked or not in UAE organizations:

H6b: Self-efficacy (SE) is positively associated with employees' social trust (ST).

3.4.2.3 Mutual Reciprocity (MR)

According to Strong, Davenport and Prusak (2008), mutual reciprocity is one of the key enablers of knowledge sharing. According to Blau (1964), reciprocity is

"actions that are contingent on rewarding reactions from others and that cease when these expected reactions are not forthcoming." According to Kelley and Thibaut (1978), individuals involved in virtual teams will share their knowledge when they perceive commensurate behaviour from the other partner. It was confirmed that knowledge sharing within communities of practice (CoPs) is enhanced through the reciprocity behaviour shown by individuals (Wasko & Faraj, 2005).

A study by Chiu, Hsu and Wang (2006) concluded that reciprocity has a positive significant relationship to knowledge-sharing behaviour. Mutual reciprocity is about cost and benefit. In the context of knowledge sharing, the donor of the knowledge will decide whether the recipient possesses the potential of giving back a positive outcome. People tend to weigh others' capabilities before they exhibit certain . They intend not to lose in any endeavour, so they will not share their knowledge with someone who has nothing to offer (Okyere-Kwakye & Nor, 2011). Therefore, it is essential to assess the influence of mutual reciprocity on knowledge-sharing behaviour among expatriates and UAE nationals in UAE organizations, which leads to the following hypothesis:

H7a: Mutual reciprocity (MR) is positively associated with employees' knowledge-sharing behaviour (KSB).

A basic norm of reciprocity is a sense of mutual indebtedness, so that individuals usually reciprocate the benefits they receive from others, ensuring ongoing supportive exchanges (Shumaker & Brownell, 1984). Trust is important since it is a key element of social capital and it has been directly associated to desirable social outcomes such as social development, individual and group performance, and traditional management process variables such as conflict, commitment and cooperation (Beccerra & Gupta, 1999).

Gupta, Ho, Pollack and Lai (2016) observed that the individuals assisted the performance of those whom they trust, and trustees also aided those who trusted them. It is in accord with norms of reciprocity as well as the fact that the other party's sharing of confidential work matters offers trustees with more precise understanding of the suitable types of help and referrals that can meet that individual's business needs and help him/her overcome business challenges. Trust in others' ability, generosity, and integrity is related to the desire to give and receive information and improved performance in distributed groups (Ridings, Gefen, & Arinze, 2002).

As per Wasko and Faraj (2005) knowledge sharing is facilitated by a strong sense of reciprocity, favors given and received, along with a strong sense of fairness when there is a strong norm of reciprocity in the collective, individuals trust that their knowledge contribution efforts will be reciprocated, thereby rewarding individual efforts and ensuring ongoing contribution.

Therefore, the researcher introduced this hypothesis to find out if Mutual reciprocity and social trust are linked or not in UAE organizations:

H7b: Mutual reciprocity (MR) is positively associated with employees' social trust (ST).

3.4.2.4 Altruism (ALT)

Altruism can be referred to as a behaviour that costs an individual and benefits the other person. People donate something to other people without thinking of any return when showing altruistic behaviour. Altruism is a costly activity that profits others (Chattopadhyay, 1999). Normally, some individuals may share their experience and knowledge with others without thinking of the benefit they may gain from it. From the definitions above, it can be seen that individuals within an organization may share their knowledge freely without any strings attached. Okyere-Kwakye and Nor (2011)

postulated that individuals with higher altruism may more easily share their knowledge than individuals with low altruism. In her study, Lin (2007b) found that females have higher altruism than males and so they tend to share knowledge more than men. Based on this discussion, the following hypothesis has been proposed to reveal the influence of altruism on employees' knowledge-sharing behaviour in the UAE working environment:

H8a: Altruism (ALT) is positively associated with employees' knowledge-sharing behavior (KSB).

According to the study conducted by Yu and Chu (2007), the process of spontaneous assistance seems to be considered as organizational citizenship behaviour (OCB). It has been seen that when a group of employees work together to meet a common goal, it tends to enhance their altruistic behavior. Altruistic behavior refers to the behavior of helping others without expecting anything in return for such assistance. Wasko and Faraj (2005) conducted a study that represented the fact that knowledge contributors attain a level of satisfaction by understanding their altruistic behaviors. In addition, it has a link with the process of social cognitive theory, where individuals weigh the psychological advantage before getting involved in the process of sharing their knowledge with other employees working in the organization.

However, even though it has been considered that an altruistic individual may be an individual who assists others without seeking anything in return, the study conducted by Honeycutt (1981) argues that an altruistic individual attains a kind of administrative control over the recipient. Therefore, it can be concluded that an individual acts according to their personal intention to undertake a specific initiative, while social cognitive theory also argues with the fact that a person's skill in exhibiting a specific behavior depends upon the triadic factors that tend to highlight personal

goals as a factor. Based on this discussion, the following hypothesis has been proposed:

H8b: Altruism (ALT) is positively associated with employees' social trust (ST).

3.4.2.5 Inter-Cultural Competence (ICC)

Inter-cultural competence is the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in inter-cultural interactions (Deardorff, 2006). Inter-cultural communication arises when people communicate with other people of different cultures. The differences among the cultural values of team members can influence team performance and processes. This cultural variety interrupts and creates misunderstandings in the knowledge-sharing process, which could be caused by misperception, misinterpretation, and misevaluation (Bui, Baruch, Chau, & He, 2016). In UAE organizations, expatriates from various cultural backgrounds in all parts of the world are working together with UAE nationals, and their working environment will be designed in such a way as to create opportunities to share their knowledge with each other. Therefore, the impact of inter-cultural competence on employees' knowledge-sharing behavior needs to be revealed, and the following hypothesis has been proposed:

H9a: Inter-cultural competence (ICC) is positively associated with employees' knowledge-sharing behavior (KSB).

According to Perry and Southwell (2011) it has been seen that there is a consensus that inter-cultural competence refers to a person's skill in functioning effectively across cultures. It has also been defined as the ability to think and act in inter-culturally effective ways (Nieto & Zoller Booth, 2010). Identically to this study, Albescu, Pugna and Paraschiv (2009) described the process of inter-cultural

competence as an individual who is effective at creating a set of behaviors, knowledge, talent, and personal attributes to work effectively with individuals coming from various national cultural backgrounds at home or abroad.

Effective knowledge management turns out to be a critical success factor for organizations. Effective knowledge management refers to a holistic framework that makes certain interconnections that exist between individuals, systems, processes, and cultures, and is not only concentrated on input factors like training, but also on measurable factors like innovations and the application of new knowledge.

According to a study conducted by Davies (2006), inter-cultural competence delivers effective consequences for the knowledge-sharing process, as an individual who is capable of settling down in any work environment all across the globe is considered to be best suited for foreign business employment opportunities. However, the argument is made by Gorelick and Tantawy-Monsou (2005) that in some instances this seems to be a barrier to personal development, as the employee tends to inherit different cultures during their work. Therefore, the following hypothesis is proposed:

H9b: Inter-cultural competence (ICC) is positively associated with employees' social trust (ST).

3.4.3 Social Trust (ST)

Interpersonal relationships, or as stated in different literature social trust at work, have an advantageous impact on both organizational and individual variables. Interpersonal relationships gradually develop from good team participation with other members. On the other hand, these relationships may deteriorate when a person leaves the group and stops being in touch (Obakpolo, 2015). A cooperative interpersonal relationship was proved to directly drive effective knowledge-sharing behaviors (Ghobadi & D'Ambra, 2012). Furthermore, Harter, Schmidt and Keyes (2003) stated

that individuals' sense of well-being also relies on the extent to which they develop positive interpersonal relationships with others within an organization or society. As a result, how to foster better workplace networks is very much worth managers' or practitioners' consideration as a primary factor in facilitating their employees' knowledge-sharing behavior within the virtual organization.

Nonaka and Toyama (2005) stated that trust is one of the core elements for knowledge creation and exchange. It should exist in two directions: between peer employees, and between management and employees. However, several conditions must exist: first, the knowledge transmitter and the knowledge receiver should trust that the information exchanged is precise, accurate, and fulfills their needs. Second, management should establish and cultivate a good reward system that motivates sharing and discourages hoarding, which will later lead to an increase in the degree of trust, which is important to the knowledge process. Top management must present a good example for trust to flow downward and be a model for the whole organization. However, if those managers abuse the knowledge of others for their own personal interest, distrust will prevail over the whole organization. Therefore, trust strongly influences employees' behavior: how they interact with each other, and how they communicate (Huotari & Iivonen, 2004). Based on these studies, trust is considered as a key element which facilitates employees' knowledge-sharing behavior. This component gains attention in UAE organizations, so that the influence of trust between expatriates and UAE nationals on employees' knowledge-sharing behavior can be revealed. In this regard, the following hypothesis has been stated:

H10: Employees' social trust (ST) is positively associated with their knowledge-sharing behavior (KSB).

3.4.4 Mediation Role of Interpersonal Relations/Social Trust (ST)

The following summarizes the grounded theoretical framework, theory of reasoned action, social capital theory, and so on. Apart from that, it also focuses on social exchange theory and the theory of planned behavior from an individual knowledge-sharing perspective. It evaluates the role of social trust as a mediator. The grounded theoretical framework is a flexible structures methodology (Razak et al., 2016). The methodology can be appreciated when there is a very little information known about the phenomenon. According to Ajzen (1991), the aim of the theory is to construct and produce an explanatory theory which shows the process intrinsic to the substantive region of the inquiry.

According to Emerson (1976), the theory of reasoned action usually aims to explain the relationship between behaviors and attitudes in an action taken by humans. According to Cook, Cheshire, Rice and Nakagawa (2013), it is mainly used for prediction of how individuals might perform according to their pre-existing behavioural purpose and beliefs.

Ipe (2003) stated that the concept of social capital theory focuses on the position of the person within a particular group, which usually provides certain benefits which work as an advantage. From a social scientist's perspective, social capital usually emphasizes the commonality for strengthening communities (Coleman, 1986).

According to Bouty (2000), social exchange theory can be considered as a combination of psychological and sociological theory that usually studies social behavior in the combination of the two parties, which considers a cost–benefit analysis that helps in determining the benefits and risks (Foss, Minbaeva, Pedersen, & Reinholt, 2009).

The theory of planned behavior helps in linking the behavior and belief of an individual (Madden, Ellen, & Ajzen, 1992). The theory suggests that behavioral attitude, perceived behavioral control, and subjective norms together develop behavioral intentions and individual behavior (Minbaeva et al., 2012).

According to Wang and Noe (2010), social trust plays an essential role as a mediator. Often firms require new tools and variables for responding to the needs of stakeholders. Trust is a variable which is quite essential in meeting the demands of a stakeholder. Kaše et al. (2009) stated that managers are, however, unaware what they might achieve through trust compared to other variables. Reasoned action theory has been used increasingly within natural resource research that is related to human behavior and attitudes. According to Gagné (2009), planned behavior theory can sometimes be considered as an extension of reasoned action theory. According to Jasimuddin (2007), planned behavior theory is, however, a better model that helps in predicting the purpose of the behavior of individual and is related to the actions of the individual which are not entirely volitional.

Social capital theory is usually concerned with the resources, nature, and structure which are embedded in a person's relationship network. In contrast, social exchange theory is related to the quality of interaction within that network (Barry Hocking, Brown, & Harzing, 2004). Social capital theory is related to career success conceptions; however, social exchange theory is related to the outcomes of work.

Grounded theory research is quite different from the other theories as it sets out to construct or discover a theory from the data. The data is obtained systematically and analyzed through the use of comparative analysis. According to Goh (2002), grounded theory is quite flexible inherently and is a methodology that is very complex. Therefore, the above theories were introduced thoroughly to demonstrate the

importance of social trust and to introduce the following hypotheses for social trust as a mediator:

H11: Social trust (ST) mediates the direct relationship between leader support for knowledge sharing (LSKS) and knowledge-sharing behavior (KSB).

H12: Social trust (ST) mediates the direct relationship between flexibility in organizational structure (OS) and knowledge-sharing behavior (KSB).

H13: Social trust (ST) mediates the direct relationship between incentives (INC) and knowledge-sharing behavior (KSB).

H14: Social trust (ST) mediates the direct relationship between time pressure (TP) and knowledge-sharing behavior (KSB).

H15: Social trust (ST) mediates the direct relationship between stereotyping (ST) and knowledge-sharing behavior (KSB).

H16: Social trust (ST) mediates the direct relationship between self-efficacy (SE) and knowledge-sharing behavior (KSB).

H17: Social trust (ST) mediates the direct relationship between mutual reciprocity (MR) and knowledge-sharing behavior (KSB).

H18: Social trust (ST) mediates the direct relationship between altruism (ALT) and knowledge-sharing behavior (KSB).

H19: Social trust (ST) mediates the direct relationship between inter-cultural competence (ICC) and knowledge-sharing behavior (KSB).

3.5 Chapter Summary

This chapter has identified 19 key hypotheses which both inform the structure of the empirical work (the survey) undertaken in this research and provide the linking structure of the work throughout. These hypotheses are the core of the project's research design. The hypotheses have been discussed and grouped to follow the logic of the discussion summarized in Figure 3.1. What is clearly apparent from the discussion here is that many of the factors influencing knowledge sharing and transfer are closely related to each other and should not be considered in isolation. However,

good research needs to be based on a clear structure to promote useful discussion of its findings. The hypotheses will be subjected to further assessment in the following chapters.

Chapter 4: Research Methodology

4.1 Introduction

This research adopts an exploratory stance. The purpose of the research work is to help explain and understand knowledge-sharing and transfer processes and how they might be managed to improve the sharing of knowledge possessed by expatriates with Emirati colleagues. This research is trying to explore the factors that make sharers, in this research termed "self-initiated expatriates" (SIEs), share their knowledge with their Emirati co-workers. The research philosophy underpinning this work might best be characterized as pragmatism. Pragmatism "arises out of actions, situations and consequences rather than antecedent conditions" (Creswell & Creswell, 2017).

Pragmatism argues that the research question is the most crucial element in adopting a research philosophy. It employs a practical approach and integrates different perspectives, methods, sources of evidence, and perspectives to help collect and interpret data (pluralism). The pragmatic paradigm emphasizes "what works" rather than what might be considered undeniably and objectively "true" or "real."

Pragmatists (as researchers) use methods, techniques, and procedures which enable them to reach their destination. As Tashakkori and Teddlie put it, "most researchers now use whatever method is appropriate for their studies, instead of relying on one method exclusively" (Tashakkori, Teddlie, & Teddlie, 1998). Pragmatism is also driven by the scarcity of resources available to researchers. Pragmatists employ usable, possible, and available approaches to help them understand the research problem. Pragmatism is problem-centered and oriented toward real-world practice. It

also analyzes the consequences of actions. This overall view of the nature of research matches the objectives and intended deliverables of this research very closely.

4.2 Research Design

Research designs are "plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (Creswell, 2014).

The research design underpins the research process and enables it to be carried out in a structured and rigorous way. It ensures that the major components of the research work together to help answer, or at least shed useful light on, the research questions. Figure 4.1 summarizes the overall structure of the research; it represents the logical ordering. The top three boxes cover Chapters 1–3.

The literature review (Chapter 2) and theoretical framework derived from it provide the "grounding" for subsequent research work. The review summarizes existing work of relevance and importance to the dissertation topic. It illustrates the breadth of views on the issues and integrates, as far as possible, the areas where there is agreement and those where there is still debate. It is a synthesis of current positions on key issues. It also shows how the current work relates to previous work and the ways in which it extends it.

It is also important to understand the context of the work. The UAE is not like other countries. Its problems, challenges, and opportunities need to be placed alongside the extant literature if a credible understanding of the issues is to be reached. The context is of interest not only to UAE readers and users of the work, but also to other researchers who wish to extend the debate on knowledge sharing between individuals, especially from SIEs to citizens of the country, by comparing experiences gained from

very different settings. The two-way flow indicated between the literature review and the UAE context in Figure 4.1 underlines the importance of including UAE-specific literature and ensuring that the weighting of different issues in the review reflects the particular circumstances found in the UAE. The literature review, together with the researcher's own experience as a UAE citizen with over 20 years of experience in three different sectors in the UAE (private, semi-government, and government), was used to generate a series of hypotheses for further investigation (Chapter 3). These hypotheses were employed in the design of the survey questions.

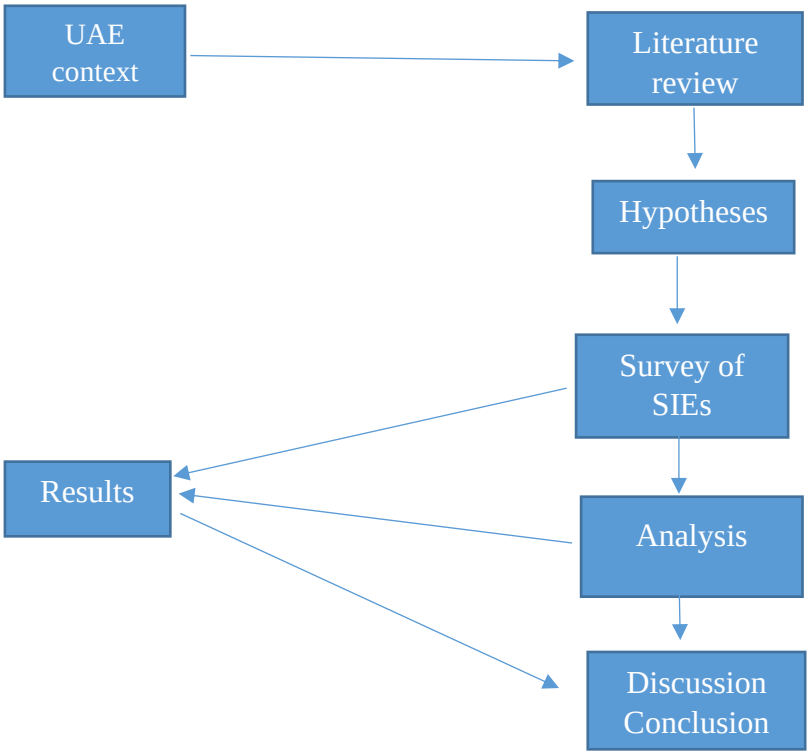

Figure 4.1: The logical structure of the research

The survey of expatriates will gather information and opinions on the topics which underlie the propositions. Findings from the survey will be put in a detailed chapter of analysis (Chapter 5), the findings from which are further explored and discussed in detail in Chapter 6.

The survey tool used for the research undertaken was specifically decided to be electronic to have a wider range of participants and respondents, and also to maintain the confidentiality of employees and their supervisors, who were invited to participate in filling out the survey from selected organizations and industries in the UAE. Different sectors were targeted and communicated with to have experiences and input from different representatives of nationalities and industries in the research findings.

4.3 Survey

Survey research provides a numerical (quantitative) description of trends, tendencies, attitudes, or opinions of a population by studying a sample of that population. Such studies can be cross-sectional – that is, looking at a sample at a particular point in time; or longitudinal – that is, looking at a sample over a period of time. The research here uses cross-sectional data. A survey has been chosen as the tool for the first stage of primary data collection to allow data to be collected from a large number of individuals. The volume of data collected during the survey and its largely numerical form permitted some initial quantitative analysis to be undertaken.

A single set of questions has been used for the survey, which allows the data collection to be effectively systematic and organized and enables the process to be smooth and easy to obtain. It also maximizes the amount of comparable data which can be collected.

The survey was built based on previous measurement factors that were used in the literature.

4.4 Questionnaire Design

A contested issue in questionnaire design is whether classification questions relating to participants' personal details, such as sex, job position, age, length of employment, and so on, should be included at the beginning or the end of the questionnaire (Oppenheim, 2000). Many surveys ask for demographic information. Some researchers suggest that factual questions should come first (Gillham, 2000), while others suggest that starting a survey with a set of straightforward demographic questions could offend some respondents (Boynton & Greenhalgh, 2004). Whichever decision is reached, beginning or end, it is important to ensure that only questions which are strictly required for the research are asked and that, in the case of sensitive information such as marital status, respondents can opt out of answering.

Many researchers recommend adopting the "general-to-specific rule." According to Lorelle Frazer and Lawley (2000):

> "Normally, questions should proceed from the general to the more specific. Overall, they should appear in a logical order. A rule-of-thumb is to begin…with general questions, gradually becoming more specific, with questions on demographics appearing last."

As has been emphasized at a number of points, all research activity is here driven by the hypotheses derived from the literature review. This, probably most importantly, includes the design and content of the questionnaire. The online questionnaire consisted of five parts.

The first section was a letter asking potential respondents to take part, assuring them of confidentiality, outlining the purpose of the research, introducing the researcher, providing instructions on how to complete the questionnaire, and giving an estimate of the time it would take to complete. The second section was seeking factual

data for the 10 demographic questions, the third section was seeking factual data on respondents' awareness of and participation in knowledge-sharing and transfer activities within their organization. The fourth section was seeking information on respondents' attitudes to knowledge sharing. This comprised a series of questions with responses framed as five-point Likert scales. This section was sub-divided into three sets of questions organized into the three major categories of organizational factors, individual factors, and interpersonal relations. This will generate data which can be usefully analyzed to provide an overall picture of the potential effectiveness of knowledge sharing and transfer in the organization. The last section thanked the respondents for their time, provided the researcher's email contact details, and gave instructions on how to submit the completed questionnaire.

Table 4.1 show the constructs and their measurements derived from the literature that built the questionnaire for the research in hand.

Table 4.1: Constructs and the measurements derived from the literature

Name of construct	**Source**	**Item (questions)**	**Cronbach's Alpha**
Leader support for knowledge sharing	Lu, L., Leung, K., & Koch, P. T. (2006). Managerial knowledge sharing: The role of individual, interpersonal and organizational factors. Management & Organization Review, 2, 15–41. (Lu et al., 2006)	1. My manager always behaves as a good example in sharing his knowledge with others. 2. My manager supports me in sharing knowledge with colleagues in other departments. 3. My manager allows me to share my knowledge with my colleagues though it may influence the present job process. 4. My manager tells us how to share my personal knowledge within the organization. 5. My manager often encourages me to share my knowledge by means of interpersonal chats or group meetings. 6. My manager tells us where to find knowledge needed at work. 7. My manager encourages us to provide useful information and knowledge to the company.	Cronbach's alpha of 0.70 or higher

Table 4.1: Constructs and the measurements derived from the literature (Continued)

Name of construct	Source	Item (questions)	Cronbach 's Alpha
Flexible organizational structure	Gold, A. H., Malhotra, A., & Segars, A. H. (2001). Knowledge management: An organizational capabilities perspective. Journal of Management Information Systems, 18, 185-214. (Gold et al., 2001)	1. My organization's structure of departments and divisions inhibits interaction and sharing of knowledge. 2. My organization's structure promotes collective rather than individualistic behavior. 3. My organization's structure facilitates the discovery of new knowledge. 4. My organization's structure facilitates the creation of new knowledge. 5. My organization bases our performance on knowledge creation. 6. My organization designs processes to facilitate knowledge exchange across functional boundaries. 7. My organization's structure facilitates the transfer of new knowledge across structural boundaries. 8. My organization's employees are readily accessible.	
Incentives/ rewards	Lin, H.F. (2007). Effects of extrinsic and intrinsic motivation on employee knowledge sharing intentions. Journal of Information Science, 33(2), 135–149. (Lin, 2007a)	1. My organization has a standardized reward system for sharing knowledge. 2. I will receive a higher salary in return for my knowledge sharing. 3. I will receive a higher bonus in return for my knowledge sharing. 4. I will receive increased promotion opportunities in return for my knowledge sharing. 5. I will receive increased job security in return for my knowledge sharing.	Alpha is 0.75
Time pressure	Seba, I., Rowley, J., & Lambert, S. (2012). Factors affecting attitudes and intentions towards knowledge sharing in the Dubai Police Force. International Journal of Information Management 32, 372–380. (Seba et al., 2012b)	1. There is no time to share my knowledge with my colleagues due to pressure of work in this organization. 2. This organization does not create time for discussion with our colleagues.	Alpha is .076
Stereotyping	Al-Waqfi, M., & Forstenlechner, I. (2010). Stereotyping of citizens in an expatriate-dominated labour market. Implications for workforce localization policy. Employee Relations, 32(4), 364-381. Doi. 10.1108/014251011051596 (Al-Waqfi & Forstenlechner, 2010)	1. The expectations of nationals regarding their position in the company are exaggerated. 2. Emiratis lack communication skills. 3. Emiratis are lazy. 4. Emiratis are not hard working. 5. Emiratis are hard to motivate. 6. Emiratis lack work ethics.	

Table 4.1: Constructs and the measurements derived from the literature (Continued)

Name of construct	Source	Item (questions)	Cronbach 's Alpha
Self-efficacy	Lu, L., Leung, K., & Koch, P. T. (2006). Managerial knowledge sharing: The role of individual, interpersonal and organizational factors. Management & Organization Review, 2, 15–41. (Lu et al., 2006)	1. The knowledge I share with my colleagues would be very useful to them. 2. My personal expertise will display its value if shared within the company. 3. I am confident that my knowledge sharing would help the organization to achieve its performance objectives. 4. I am confident that my knowledge sharing would improve work processes in the organization. 5. I am confident that my knowledge sharing would increase the productivity in the organization.	
Mutual reciprocity	Constant, D. (1996). The kindness of strangers: The usefulness of electronic weak ties for technical advice. Organization Science, 7, 119-135. (Constant, Sproull, & Kiesler, 1996) Bock, G. W., Kim, Y. G., & Zmud, R. W. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. MIS Quarterly, 29, 87-111.	1. I know that other members will help me, so it's only fair to help other members. 2. I trust that someone would help me if I were in a similar situation. 3. I know that when I share my knowledge with them my organizational members will always try and help me out if I get into difficulties. 4. My knowledge sharing would get me well acquainted with new members in the organization who can offer me help when I need it. 5. My knowledge sharing would expand the scope of my association with other influential members in the organization. 6. My knowledge sharing would draw smooth cooperation from outstanding members in the future. 7. My knowledge sharing would help me to create strong relationships with members who have common interests in the organization.	
Altruism	Lin, H.F. (2007). Effects of extrinsic and intrinsic motivation on employee knowledge sharing intentions. Journal of Information Science, 33(2), 135–149. (Lin, 2007a)	1. I enjoy sharing my knowledge with colleagues. 2. Sharing my knowledge with colleagues is pleasurable. 3. I enjoy helping colleagues by sharing my knowledge. 4. It feels good to help someone by sharing my knowledge.	

Table 4.1: Constructs and the measurements derived from the literature (Continued)

Name of construct	Source	Item (questions)	Cronbach' s Alpha
Inter-cultural competence	Soon, A., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance.	1. I enjoy interacting with people from different cultures. 2. I am confident that I can socialize with locals in a culture that is unfamiliar to me. 3. I am sure I can deal with the stresses of adjusting to a culture that is new to me. 4. I enjoy living in cultures that are unfamiliar to me. 5. I am confident that I can get accustomed to the shopping conditions in a different culture.	
Interpersonal relationship (social trust)	Chow, W. S., & Chan, L. S. (2008). Social networking, social trust and shared goals in organizational knowledge sharing. Information & Management, 45, 458–465. (Chow & Chan, 2008)	1. In general, I have a very good relationship with Emirati colleagues at my organization. 2. In general, I am very close to Emirati colleagues at my organization. 3. I always hold a lengthy discussion with my Emirati colleagues at my organization. 4. In general, I have a very good relationship with Emirati colleagues at my organization. 5. In general, I am very close to Emirati colleagues at my organization. 6. I always hold a lengthy discussion with my Emirati colleagues at my organization. 7. I can always trust my Emirati colleagues at my organization to lend me a hand if I need it. 8. I can always rely on my Emirati colleagues at my organization to make my job easier	Alpha is 0.72
Knowledge-sharing behavior	de Vries, R. E., van den Hooff, B., & de Ridder, J. A. (2006). Explaining knowledge sharing: The role of team communication styles, job satisfaction, and performance beliefs. Communication Research, 33(2), 115−135. Sandhu, M., Jain, K., & Ahmad, I. (2011). Knowledge sharing among public sector employees: Evidence from Malaysia. International Journal of Public Sector Management, 24, 206–226.(De Vries, Van den Hooff, & de Ridder, 2006) (Singh Sandhu, Kishore Jain, & Umi Kalthom bte Ahmad, 2011)	1. When I've learned something new, I tell my Emirati colleagues about it. 2. I share information I have with my Emirati colleagues. 3. I think it is important that my Emirati colleagues know what I am doing. 4. I regularly tell my Emirati colleagues what I am doing. 5. I am willing to share knowledge related to work when required by my Emirati colleagues. 6. I am willing to exchange ideas and knowledge outside the scope of work with my Emirati colleagues.	

4.5 Research Sample Design

The sample design includes the fundamental plan and methodology for selecting the right research sample. In fact, the research sample is a subcategory of the complete targeted population since it would be impossible to study the whole population. The chosen research sample will represent the whole population and interpretations will be made accordingly. Several ways of selecting the right sample from a population have been developed (Zohrabi, 2013). There are two main techniques in sample design: one is non-probability sampling, where the samples are collected in a way that does not give all the individuals in the population an equal chance of being selected. The other is probability sampling, which is a sampling technique where the samples are collected in a way that gives all the individuals in the population an equal chance of being selected (Lauring & Selmer, 2012; Zohrabi, 2013). There is also convenience sampling which is in fact it is similar to nonprobability sampling, where selecting sample from the population for the trial and filling survey of this research, because they happened to be easily accessible to the researcher (Etikan, Musa, & Alkassim, 2016; Farrokhi & Mahmoudi-Hamidabad, 2012; Sedgwick, 2013). Convenience sampling in the above trial involved selecting expatriates because it was convenient, and they were easily to be contacted and accessible through their workplaces. In the present study, convenience snowball sampling approach was utilized to overcome the limited response rate at the beginning of the data collection, and a more detailed explanation is given in the data collection under the targeted organizations section below.

4.6 Targeted Organizations

For the research at hand, the survey population comprises expatriate employees of UAE organizations, in particular SIEs. Using the online SurveyMonkey survey tool for a self-completion questionnaire-based survey allowed a large group of respondents to be contacted at the same time. Email and letters from UAE University supporting the research survey were sent to several organizations in the UAE. Identified organizations from different sectors and industries were contacted by email, to inform them of the research topic and its importance. Such sectors included oil and gas (ADNOC Group), banking, telecoms, health, government organizations, and academic organizations like higher education institutions and universities.

The detailed survey process is shown in Figure 4.2. The sample size chosen for the survey was about 250. The sample was chosen based on the anonymous random sampling method to ensure that no researcher bias was involved in participant selection. The higher the number of participants would be, the lower would be the rate of error. An initial response rate of 60–70% was expected, which was sufficient to allow some statistical analysis to be undertaken both at a descriptive level and inferentially. A copy of the survey used is available in the appendix.

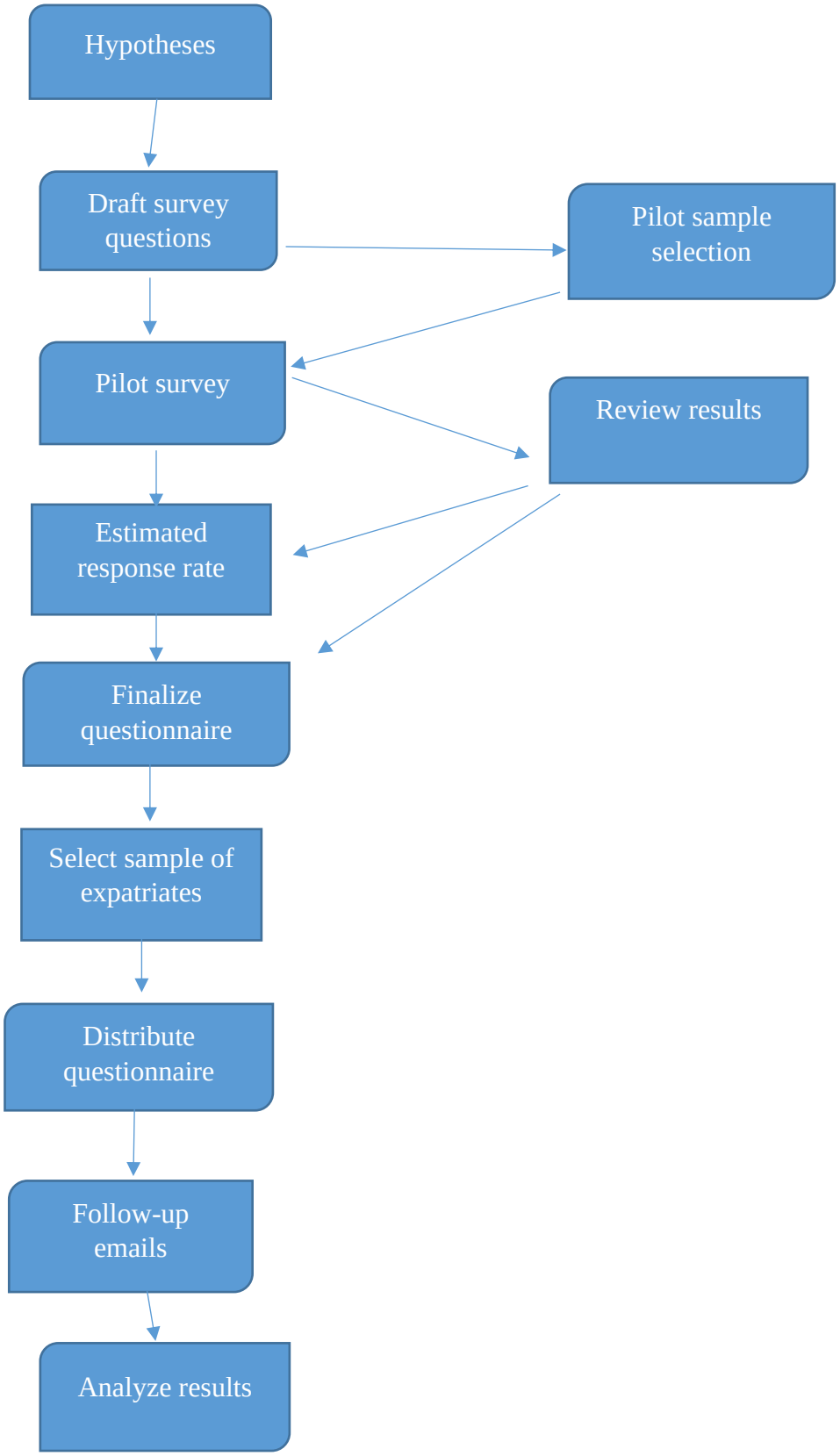

Figure 4.2: The survey process

The survey instrument was an online self-completion questionnaire. The identities of respondents were kept anonymous. While there are many advantages to this method of delivery, for example cost and time savings, these are offset to some extent by a lower response rate, necessitating a greater initial distribution. If the response rate falls to very low levels doubts might be raised. In particular, response rate bias may be present if respondents use the questionnaire as an opportunity to voice their concerns or complaints about some aspect of their employment or social life at work. As Bryman argues:

> "The significance of a response rate is that, unless it can be proven that those who do not participate do not differ from those that do, there is likely to be the risk of bias…if, as is likely, there are differences between participants and refusals, it is probable that the findings relating to the sample will be affected. If a response rate is low, it seems likely that the risk of bias in the findings will be the greater (Bryman, 2003)."

On the other hand, a degree of personalization was easily added by the researcher in the form of an introductory letter. Follow-up to improve the response rate was also much easier online. A follow-up reminder to potential respondents was included in the survey process adopted here. Self-completion also allows respondents to maintain privacy and some control over the survey process, which may promote a higher response rate. The lack of the physical presence of the researcher and the anonymity provided by online self-completion may also reduce social desirability bias; that is, the tendency for respondents to answer in ways which show them in a positive light or might appeal to the researcher. It also places a requirement on the survey designer to ensure that the questionnaire is as easy as possible to complete it should be "simple and straightforward" with "clear instructions" (Lorelle Frazer & Lawley, 2000).

4.7 Research Ethical Considerations

Ethical considerations are crucial aspect of any research study process and procedure. The researcher is obligated to apply essential ethical principles throughout the research process and respect any rules and polices set by the academic institute, organization where the study is taking place, or any other government entities or bodies which are considered as regulators in the country or in the specific research disciplines. Therefore, research ethics is one of most important and fundamental tasks for the researcher. Researchers should be honest and ethical as much research in the academic world is based on trust and honesty.

Researchers must trust each other with their research findings and results based on ethical principles and a research code of conduct (Sales & Folkman, 2000). Ethical considerations involve several features and issues with respect to any research study. The researcher must, always, protect the rights of contributors in the study, especially with regard to confidentiality and privacy, when carrying out research surveys (Panter & Sterba, 2011).

In the present case where the knowledge transfer research study requires heavy contact and follow ups across many different organizations & industries from the public and private sectors it is important to be careful in dealing with diverse organizations and sensitive subject which is knowledge sharing with Emiraties, especially the subject under research is expatriates. This imposes a certain responsibility and significance when dealing with ethical considerations. The organization's agreement to accept the study by sending official letters to selected organizations under this research. Moreover, the participants in this research were informed clearly by taking this survey and completing it is an agreement to the informed consent that was clearly stated before taking the online survey. as well as

outlining the research purpose and objectives while ensuring confidential feedback and protecting anonymity.

Last, but not least, the UAE University and DBA Program's academic policies and procedures, along with all the relevant rules and regulations with regard to intellectual property, avoiding plagiarism and ensuring ethical standards are followed thoroughly and carefully must be met.

4.8 Summary

This chapter describes, and provides a justification for, the way in which the research process was structured. The research followed a quantitative method approach where the data was collected from a survey shared with different UAE organizations, targeting expatriates to provide the background and source issues for a deepening of the work through the participation of expatriate experts. The quantitative approach provides a much richer picture of the knowledge-sharing activity between expatriates and UAE nationals. At the same time, the use of an electronic tool facilitated the breadth and richness of the total response rate that is explained in depth in Chapter 5. Moreover, the survey method promoted validity and reliability in the research, which allows greater confidence in the results and the conclusions drawn from them.

Chapter 5: Data Analysis and Results

5.1 Introduction

This chapter provides details of the statistical procedures and techniques used for the data analysis of the current study. The analysis of the dataset of the current study was carried out in four stages – (1) data screening, (2) confirmatory factor analysis, (3) demographic analysis, and (4) hypothesis testing – by using the software SPSS version 25 (IBM Corp, 2017), PROCESS macro for SPSS (Hayes, 2013), and AMOS version 23 (Arbuckle, 2014). The data-screening stage involved analyses of data input accuracy, missing values, normality, linearity, homoscedasticity, multivariate independence and outliers, multicollinearity, and common method bias. The confirmatory factor analysis stage involved assessment of the baseline, optimized, and alternative measurement models along with the convergent validity and discriminant validity of the retained measurement model. The demographic analysis involved the frequency analysis of the sample's characteristics: gender, age, experience, marital status, job status, industry, and so on. Lastly, the hypothesis-testing stage involved assessment of the descriptive statistics and inter-correlations of the studied variables, followed by testing of the direct and mediation relationships.

5.2 Data Screening

Analysis of data began with the data-screening process, which is essential to ensure that the collected data fulfills the statistical assumptions of the applied statistical procedures and techniques (Hair, Black, Babin, & Anderson, 2010; Tabachnick & Fidell, 2013). The data-screening process consisted of the following eight sub-analyses:

1. Data input accuracy analysis

2. Missing value analysis
3. Normality assessment with skewness and kurtosis analysis
4. Multivariate linearity and homoscedasticity analysis
5. Multivariate independence and normality of the residuals analysis
6. Multivariate outliers analysis
7. Multicollinearity analysis
8. Common method bias analysis

5.2.1 Data Input Accuracy Analysis

Data was collected using an online survey, which was prepared and posted online through the website Surveymonkey.com. The use of an online survey, with closed-ended questions and pre-defined responses, increased the accuracy of the data. Except for the demographic questions, all the survey questions used a Likert-type response scale ranging from 1 (strongly disagree) to 5 (strongly agree). After the closing date of the online survey, the output dataset was imported to SPSS software (IBM Corp, 2017). Every item was carefully assessed using descriptive statistical analysis of the response range. No abnormal or aberrant responses – that is, a response outside of the pre-defined response range – were found in the dataset.

Furthermore, each item of the online survey was carefully reviewed for any item needing reverse coding, which ensured that the responses of all the questions measuring the same variable were in the same direction. Only one item of the flexible organizational structure measure, “My organization’s structure of departments and divisions inhibits interaction and sharing of knowledge,” was found to be reverse coded to bring it into alignment with the other items of the same measure.

5.2.2 Missing Value Analysis

The presence of cases with missing values in a dataset is one of the most commonly reported issues in quantitative data analysis (Tabachnick & Fidell, 2013). Treatment of missing values – that is, removing cases with missing values or replacing them with the mean value (Hair et al., 2010; Tabachnick & Fidell, 2013) – is important, since some statistical techniques require no missing value in the dataset.

Given that it was mandatory for the respondents to the online survey to answer all the survey questions to complete the survey, no missing value was found in the output dataset. However, the online survey response rate, shown in Figure 5.1, highlighted that out of the total of 493 respondents, 406 respondents (82%) completed the survey and 87 respondents (18%) left the survey incomplete.

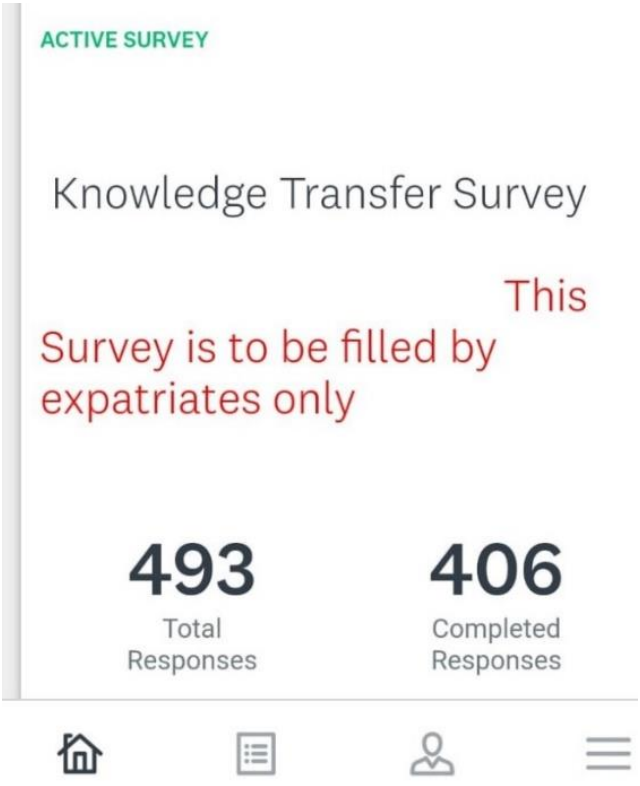

Figure 5.1: Survey response rate

Moreover, screening for unengaged responses – that is, where respondents had given the same response to all the items of the survey, excluding demographic variables – was also carried out in this step. Only three cases (i.e., 15, 60, and 293) with unengaged responses were found. These cases were then removed from the dataset to avoid any bias in the subsequent statistical analysis, which was carried out with the remaining sample of 403 respondents.

5.2.3 Normality Assessment with Skewness and Kurtosis Analysis

Data normality refers to the "bell-shaped" curve of the collected data, defined by the mean and standard deviation. A normality assessment of the dataset is an essential step in the data-screening process for multivariate analysis (Hair et al., 2010; Tabachnick & Fidell, 2013). For this purpose, the skewness and kurtosis values for each variable of the dataset were assessed using SPSS version 25 (IBM Corp, 2017). Prior research suggests three different threshold ranges of skewness and kurtosis values for determining the normality of the dataset. First, the strictest and oldest threshold range is +/- 2.2, suggested by Sposito, Hand and Skarpness (1983). Second, the modest threshold range is +/- 7, suggested by West, Finch and Curran (1995). Third, the most lenient and recent threshold range is +/- 10, suggested by Kline (2005).

The results of the normality assessment (Tables 5.1 and 5.2) indicated that the statistical values of skewness and kurtosis were well below the modest threshold range of +/- 7. Given that the normality of data is more critical for a small sample (i.e., less than 50) than for a large sample (i.e., more than 200), the sample of 403 respondents in the current study was therefore not affected by the normality issue (Tabachnick & Fidell, 2013).

Table 5.1: Skewness and kurtosis statistics summary

	Total No. of Items	Outside +/- 2.2	Outside +/- 7	Outside +/- 10
Skewness	60	1	0	0
Kurtosis	60	40	0	0

Table 5.2: Skewness and kurtosis statistics

No.	Items	N	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
1	LSKS1	403	-1.563	.122	3.654	.243
2	LSKS2	403	-1.602	.122	5.557	.243
3	LSKS3	403	-1.223	.122	2.384	.243
4	LSKS4	403	-1.403	.122	2.884	.243
5	LSKS5	403	-1.220	.122	2.350	.243
6	LSKS6	403	-1.427	.122	2.975	.243
7	LSKS7	403	-1.587	.122	4.669	.243
8	OS1	403	.782	.122	-.142	.243
9	OS2	403	-1.116	.122	1.881	.243
10	OS3	403	-1.517	.122	3.929	.243
11	OS4	403	-1.406	.122	3.401	.243
12	OS5	403	-1.248	.122	2.003	.243
13	OS6	403	-1.372	.122	3.261	.243
14	OS7	403	-1.138	.122	2.097	.243
15	OS8	403	-1.023	.122	2.687	.243
16	INC1	403	-.268	.122	-.287	.243
17	INC2	403	-.626	.122	-.169	.243
18	INC3	403	-1.075	.122	.347	.243
19	INC4	403	-1.074	.122	.425	.243
20	INC5	403	-1.090	.122	.624	.243
21	TP1	403	.763	.122	.614	.243
22	TP2	403	1.030	.122	.941	.243
23	STP1	403	.429	.122	.440	.243
24	STP2	403	1.722	.122	2.595	.243
25	STP3	403	2.086	.122	4.302	.243
26	STP4	403	.889	.122	.808	.243
27	STP5	403	.804	.122	.405	.243

Table 5.2: Skewness and kurtosis statistics (Continued)

No.	Items	N	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
28	STP6	403	2.305	.122	5.819	.243
29	SE1	403	-.845	.122	4.238	.243
30	SE2	403	-.930	.122	6.523	.243
31	SE3	403	-.903	.122	4.343	.243
32	SE4	403	-.896	.122	5.128	.243
33	SE5	403	-.800	.122	4.282	.243
34	MR1	403	-.922	.122	1.363	.243
35	MR2	403	-.566	.122	4.225	.243
36	MR3	403	-1.045	.122	3.337	.243
37	MR4	403	-.902	.122	4.415	.243
38	MR5	403	-.879	.122	1.631	.243
39	MR6	403	-.469	.122	2.395	.243
40	MR7	403	-.706	.122	3.902	.243
41	ALT1	403	-1.030	.122	4.910	.243
42	ALT2	403	-.732	.122	5.017	.243
43	ALT3	403	-.810	.122	4.814	.243
44	ALT4	403	-.964	.122	4.915	.243
45	ICC1	403	-.611	.122	2.543	.243
46	ICC2	403	-.375	.122	3.057	.243
47	ICC3	403	-.794	.122	4.733	.243
48	ICC4	403	-1.147	.122	4.549	.243
49	ICC5	403	-.445	.122	2.155	.243
50	ST1	403	-1.162	.122	4.110	.243
51	ST2	403	-.805	.122	3.325	.243
52	ST3	403	-.402	.122	.323	.243
53	ST4	403	-1.112	.122	2.721	.243
54	ST5	403	-1.298	.122	3.185	.243
55	KSB1	403	-.805	.122	3.419	.243
56	KSB2	403	-.661	.122	4.975	.243
57	KSB3	403	-.683	.122	1.493	.243
58	KSB4	403	-.348	.122	.473	.243
59	KSB5	403	-.828	.122	4.977	.243
60	KSB6	403	-.900	.122	2.720	.243

5.2.4 Multivariate Linearity and Homoscedasticity Analysis

An assessment of multivariate linearity and homoscedasticity assumptions is a precondition for many statistical analyses, including regression analysis and structural equation modeling (SEM) that are used in the current study. The linearity assumption indicates the linearity of the data around the mean value, which can be assessed with regression analysis by comparing the scatter plots of standardized residuals with standardized predicted values. The distribution of residuals above and below the mean (i.e., the zero line) indicates that the dataset fulfills the assumption of linearity (Hair et al., 2010).

Homoscedasticity, on the other hand, indicates that the dependent variable exhibits an equal amount of variance across the range of independent variables (Hair et al., 2010). The homoscedasticity assumption suggests that the error term (i.e., noise) in the relationship between independent and dependent variables is approximately the same across all the levels of these variables. In the current study, the homoscedasticity assumption was assessed with regression analysis in which the scatter plots of the standardized residuals were compared with the standardized predicted values. An even distribution of data around the zero line indicated fulfillment of the homoscedasticity assumption (Hair et al., 2010).

5.2.5 Multivariate Independence and Normality of Residuals Analysis

Multivariate independence and normality of residuals is another statistical assumption for regression analysis to ensure that the hypotheses of the current study are examined accurately using regression analysis. In the current study, the normality of the residuals was assessed using the normal probability plot (Figure 5.2), which depicts the histogram of the residuals with a normal curve, whereas Figure 5.3 depicts

a normal P–P plot, with the diagonal line of values compared to the observed cumulative residuals probability against the expected cumulative probability. These figures depict that the normal curve fits the residual histogram data as well as the distribution of the normal P–P points, which results in a straight line (Hair et al., 2010; Tabachnick & Fidell, 2013).

These results confirmed that the dataset of the current study fulfilled the statistical assumptions of multivariate independence and normality of residuals.

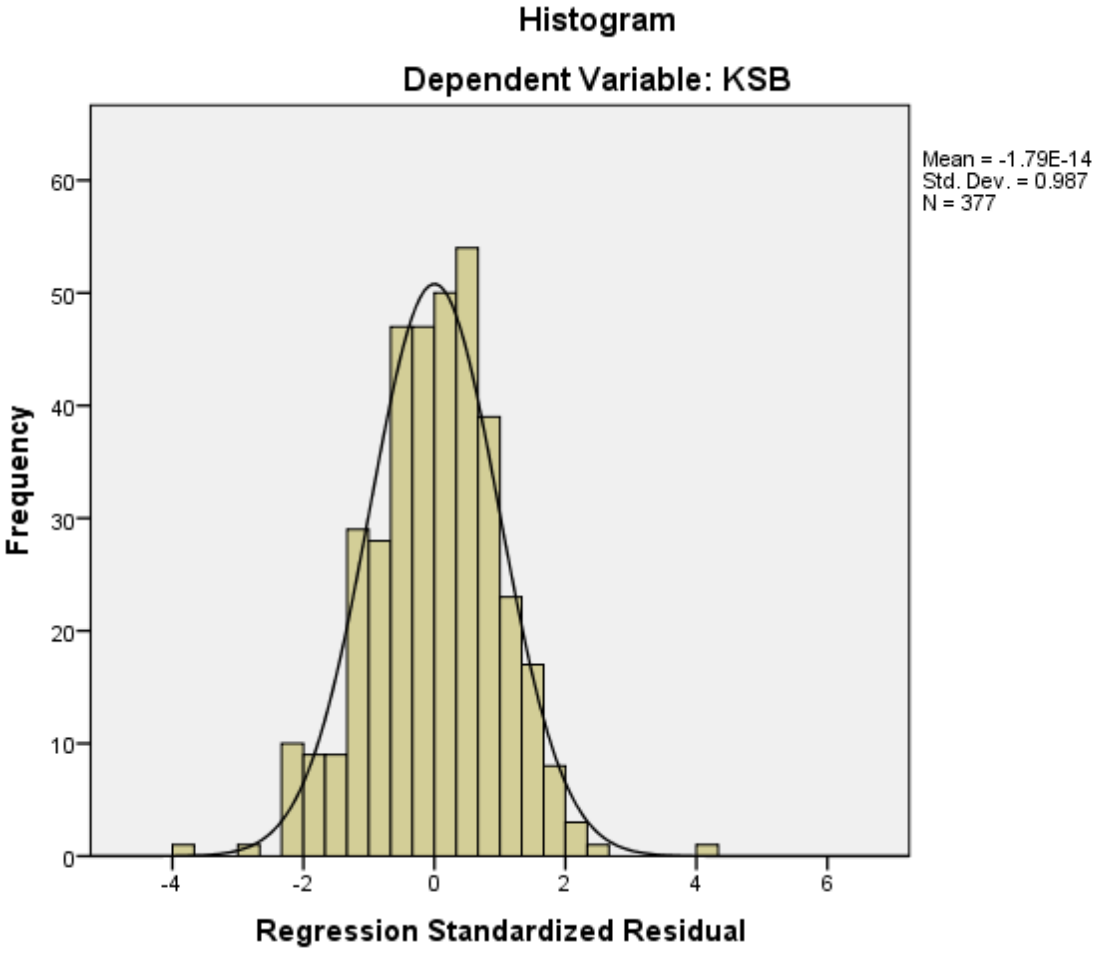

Figure 5.2: Residuals histogram

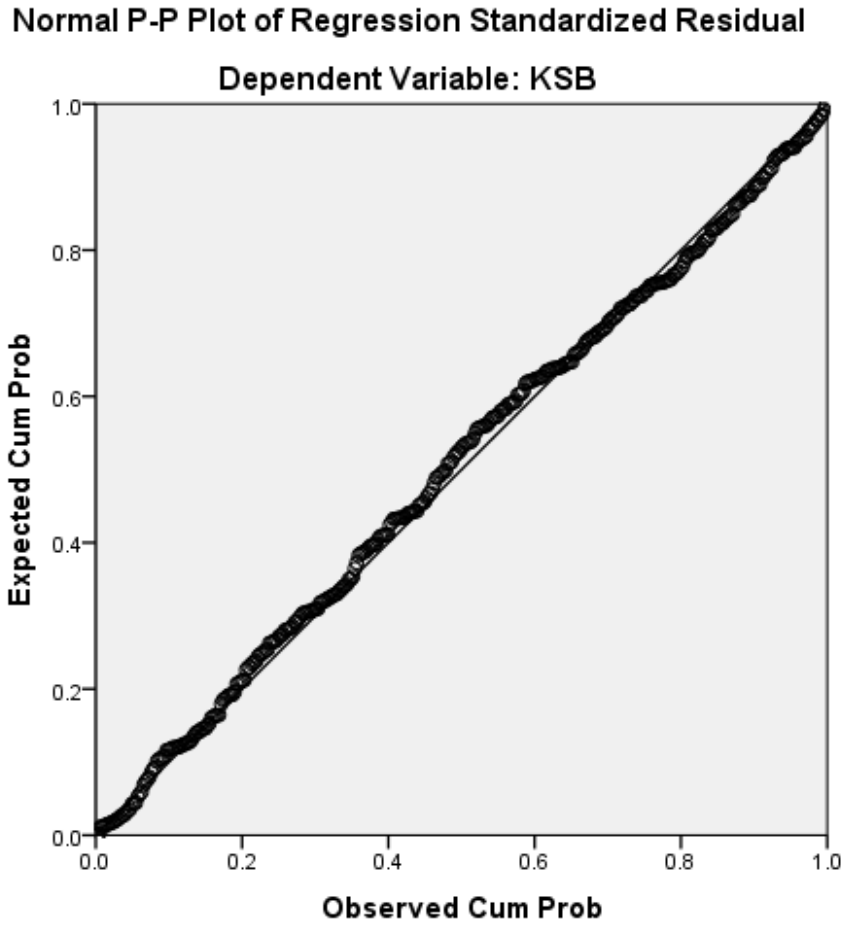

Figure 5.3: Normal P–P plot

5.2.6 Multivariate Outliers Analysis

Hair et al. (2010) define outliers as those values that are distinctly different from other values of the dataset. The presence of outliers can distort the results of statistical analysis (Tabachnick & Fidell, 2013). For example, outliers can increase error variance and bias estimates. Thus, identification and treatment of outliers are important. There are two types of outliers, univariate outliers and multivariate outliers. Univariate outliers refer to the presence of odd or extreme values within the same variable, whereas multivariate outliers refer to the presence of odd or extreme values between two or more variables (Tabachnick & Fidell, 2013).

Given that the current study involved multivariate analysis, multivariate outliers were identified using the Mahalanobis distance measure method and critical chi-square values. The Mahalanobis distance measure method assesses each value across a set of variables in a multidimensional space from the mean center of all values. In SPSS, first Mahalanobis distance scores were calculated in regression analysis for the responses of all variables of the current study, and then the cases with a chi-square probability value less than .001 were identified as multivariate outliers (Tabachnick & Fidell, 2013).

Following the two-step approach, 26 cases (Table 5.3) were identified as multivariate outliers. These cases were then removed, and the forthcoming analyses were performed with the remaining sample of 377 participants.

Table 5.3: Multivariate outliers using Mahalanobis distance scores

No.	Cases	Mahalanobis d-squared	p
1	1	214.02361	.0000
2	25	189.56189	.0000
3	2	168.77862	.0000
4	323	144.42450	.0000
5	102	143.57578	.0000
6	22	135.37726	.0000
7	46	127.05292	.0000
8	43	122.92752	.0000
9	88	121.55656	.0000
10	97	116.87493	.0000
11	10	114.30368	.0000
12	87	112.81975	.0000
13	104	112.47565	.0000
14	41	112.45793	.0000
15	50	110.80449	.0001
16	103	109.92536	.0001
17	42	108.09510	.0001
18	6	106.86945	.0002
19	366	106.72127	.0002
20	7	105.97667	.0002
21	39	105.05796	.0003
22	54	104.89460	.0003
23	303	103.12201	.0005
24	344	103.03871	.0005
25	309	100.67531	.0008
26	307	99.88975	.0009

5.2.7 Multicollinearity Analysis

Multicollinearity refers to an undesirable statistical situation in which multiple independent variables of any dependent variable have high correlations (i.e., r = .9 or above) with each other (Pallant, 2011). The presence of multicollinearity reduces the reliability of the regression model to accurately predict the dependent variable, since

it affects the estimation of regression coefficients and their statistical significance tests (Hair et al., 2010). The assessment of multicollinearity in the dataset of the current study was crucial, since it has a large number of independent and dependent variables.

The presence of multicollinearity can be assessed using tolerance and variance inflation factor (VIF) values. Tolerance refers to the amount of variability in the specified independent variable that is not explained by the other independent variables in the model. The tolerance value is calculated using the formula 1-R squared for each variable (Pallant, 2011). A small tolerance value (i.e., < .10) indicates that the multiple correlations with other variables are high, suggesting the possibility of multicollinearity (Hair et al., 2010; Tabachnick & Fidell, 2013). The VIF, on the other hand, is the inverse of the tolerance (i.e., 1 divided by the tolerance value). A VIF value greater than 10 is an indication of the possibility of multicollinearity (Hair et al., 2010; Tabachnick & Fidell, 2013).

The tolerance and VIF values presented in Table 5.4 indicate that all the independent variables have tolerance values above .10 and VIF values below 10. Thus, no evidence of multicollinearity was found in the current study.

Table 5.4: Multicollinearity analysis

No.	Predictors	Collinearity Statistics	
		Tolerance	VIF
1	LSKS	.475	2.105
2	OS	.357	2.799
3	INC	.338	2.962
4	TP	.677	1.477
5	STP	.512	1.953
6	SE	.851	1.176
7	MR	.653	1.531
8	ALT	.722	1.384
9	ICC	.705	1.418
10	ST	.643	1.555

Note: N=377; Leader support for knowledge sharing (LSKS); Flexible organizational structure (OS); Incentive (INC); Time pressure (TP); Stereotyping (STP); Self-efficacy (SE); Mutual reciprocity (MR); Altruism (ALT); Inter-cultural competence (ICC); Social trust (ST); Knowledge-sharing behavior (KSB).

5.2.8 Common Method Bias

Common method bias (CMB), also known as common method variance (CMV), refers to an incorrect variance attributed to the method employed for data collection rather than the measures of the study (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003; Podsakoff, MacKenzie, & Podsakoff, 2012). Given that the presence of CMB can inflate or deflate the inter-correlations among the studied variables, it is important to assess and control the presence of CMB, particularly for cross-sectional data collected by using established measures. Following the recommendations of Podsakoff et al. (2003), Harman's single-factor test was used to assess the potential presence of CMB in the dataset of the current study.

5.2.8.1 Herman's Single-Factor Test

Herman's single-factor test is one of the most commonly applied statistical tests to examine for the presence of CMB in a dataset. This test examines whether a single factor can explain the majority of the variance. For instance, if a single factor explains more than 50% of the total variance, then it is an indication of the presence of CMB in the dataset (Malhotra, Kim, & Patil, 2006). Herman's single-factor test was conducted through exploratory factor analysis in SPSS version 25 to assess the presence of CMB in the dataset of the current study. The results shown in Table 5.5 highlighted a 15-factor solution where the first and the largest factor explained only 20.30% of the total variance explained by the 15-factor solution. Thus, no evidence of CMB was found in Herman's single-factor test.

Table 5.5: Herman's single-factor test results

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	12.181	20.302	20.302	12.181	20.302	20.302
2	6.116	10.193	30.495			
3	2.657	4.428	34.923			
4	2.051	3.419	38.341			
5	1.819	3.031	41.372			
6	1.764	2.940	44.313			
7	1.546	2.577	46.889			
8	1.469	2.449	49.338			
9	1.335	2.226	51.564			
10	1.290	2.150	53.713			
11	1.257	2.094	55.808			
12	1.165	1.941	57.749			
13	1.103	1.838	59.587			
14	1.046	1.743	61.330			
15	1.009	1.682	63.012			
Extraction method: Principal component analysis.						

5.3 Confirmatory Factor Analysis

After completing the data-screening process and making sure that the dataset of the current study fully met the basic statistical assumptions and requirements, the measurement structure, reliability, and validity of the employed measures were then assessed in the second step of the data analysis. There are two ways to do this: exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). EFA is mostly used for a newly developed measure or one that has been translated into another language (Hair et al., 2010; Kline, 2011). In other words, EFA is used to explore the factor structure of a newly developed/unexplored measure to examine how the items of the measure correlate with each other and load on the respective factor or sub-factor of the measure; whereas CFA is used for confirming the factor structure established through EFA (Kline, 2011; Tabachnick & Fidell, 2013). The primary difference between EFA and CFA is that EFA uses the dataset to extract factor structures and the appropriate theoretical dimensions, while CFA confirms the dataset within the suggested theoretical model.

Considering that all the constructs of the current study are measured using existing measures that have been tested and validated across a broad range of research settings and contexts, EFA was not required for the dataset of the current study (Hair et al., 2010; Kline, 2011; Tabachnick & Fidell, 2013). Thus, the measurement structure, reliability, and validity of the measures employed in the current study were assessed through CFA in AMOS version 23 (Arbuckle, 2014). Building on the recommendations of Schreiber et al. (2006) and Hair et al. (2010), the threshold values shown in Table 5.6 were used for assessing the various goodness-of-fit indices of CFAs, reliability, and validity of the measurement models developed in the current study.

Table 5.6: Threshold values used for CFA, reliability, and validity

Purpose	Name of Index	Threshold Value
Confirmatory factor analysis (CFA)	Comparative fit index (CFI)	> .95 Excellent > .90 Good
	Tucker-Lewis index (TLI)	> .95 Excellent > .90 Good
	Normed chi-square (CMIN/df)	< 2 Excellent < 3 Good
	Root mean square error of approximation (RMSEA)	< .05 Excellent < .08 Good
Reliability	Composite reliability (CR)	> .90 Excellent > .80 Good > .70 Satisfactory
Convergent validity	Average variance extracted (AVE)	AVE > .50 and CR > .50
Discriminant validity	Maximum shared squared variance (MSV)	MSV < AVE

5.3.1 CFA of the Baseline Measurement Model

In the first step of the CFA of the current study, a baseline measurement model was assessed for the 11 latent factors: leader support for knowledge sharing (LSKS), flexible organizational structure (OS), incentive (INC), time pressure (TP), stereotyping (STP), self-efficacy (SE), mutual reciprocity (MR), altruism (ALT), inter-cultural competence (ICC), social trust (ST), and knowledge-sharing behavior (KSB). The results, shown in Figure 5.4, indicated that the baseline 11-factor measurement model had a somewhat poor fit to the data (i.e., CFI = .892, TLI = .884, RMSEA

= .039, & CMIN/Df = 1.568), since indicators of some of the latent factors had poor loadings (i.e., less than .50) on the respective latent factors (Table 5.7).

Table 5.7: Baseline CFA factor loadings

Latent Factor	Indicator	Loading
Leader support for knowledge sharing (LSKS)	LSKS7	0.660
	LSKS6	0.691
	LSKS5	0.712
	LSKS4	0.740
	LSKS3	0.510
	LSKS1	0.659
	LSKS2	0.628
Flexible organizational structure (OS)	OS8	0.592
	OS7	0.722
	OS6	0.715
	OS5	0.691
	OS4	0.616
	OS3	0.672
	OS1	0.345
	OS2	0.445
Incentive (INC)	INC5	0.839
	INC4	0.898
	INC3	0.900
	INC2	0.803
	INC1	0.569
Time pressure (TP)	TP2	0.868
	TP1	0.803
Stereotyping (STP)	STP6	0.800
	STP5	0.559
	STP4	0.579
	STP3	0.901
	STP2	0.864
	STP1	0.435

Table 5.7: Baseline CFA factor loadings (Continued)

Latent Factor	Indicator	Loading
Self-efficacy (SE)	SE5	0.700
	SE4	0.406
	SE3	0.667
	SE2	0.665
	SE1	0.256
Mutual reciprocity (MR)	MR7	0.258
	MR6	0.384
	MR5	0.386
	MR4	0.595
	MR3	0.661
	MR1	0.667
	MR2	0.304
Altruism (ALT)	ALT4	0.272
	ALT3	0.612
	ALT2	0.669
	ALT1	0.708
Inter-cultural competence (ICC)	ICC5	0.858
	ICC4	0.345
	ICC3	0.306
	ICC2	0.711
	ICC1	0.718
Social trust (ST)	ST5	0.597
	ST4	0.697
	ST3	0.614
	ST2	0.696
	ST1	0.651
Knowledge-sharing behavior (KSB)	KSB6	0.640
	KSB5	0.411
	KSB4	0.645
	KSB3	0.689
	KSB2	0.637
	KSB1	0.694

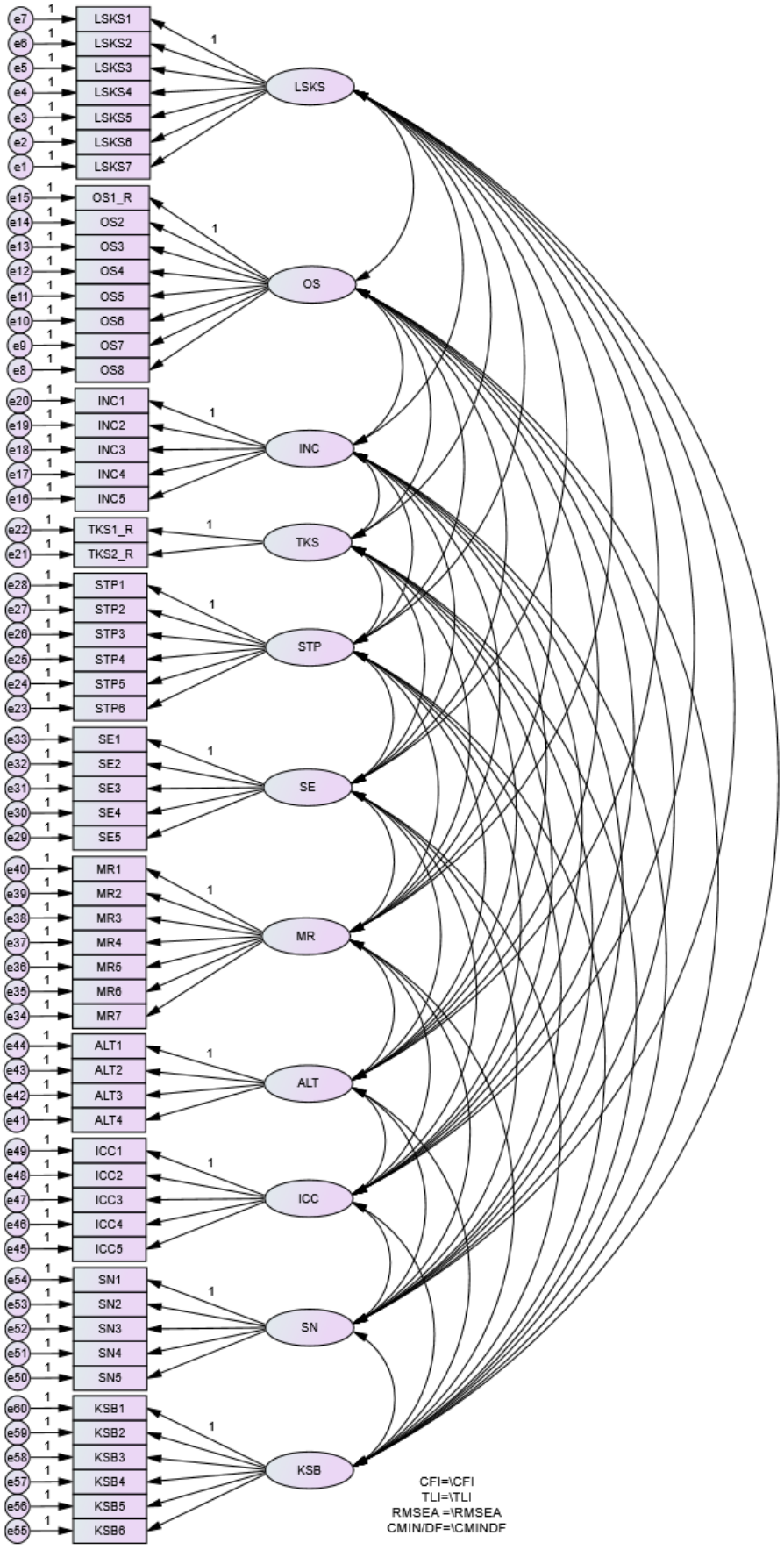

Figure 5.4: Baseline CFA diagram

5.3.2 CFA of the Optimized Measurement Model

Following the results of the baseline CFA, several iterations of CFA were conducted to obtain the optimized measurement model. For this purpose, first the indicators with loadings less than .50 (Hair et al., 2010; Kline, 2011) were one by one removed from their respective latent factors, and several iterations of CFA were made to assess the improvement brought by the removal of those indicators. Secondly, the modification indices of AMOS output were reviewed, and some of the suggested changes – for instance, adding covariates with few error terms – were made in the baseline measurement model. Finally, CFA of the optimized measurement model (Figure 5.5 and Table 5.8) showed excellent fit to the data (i.e., CFI = .952, TLI = .947, RMSEA = .032, and CMIN/Df = 1.376). Thus, this optimized measurement model was retained for the next step of the data analysis.

Table 5.8: Optimized CFA factor loadings

Latent Factor	Indicator	Loading
Leader support for knowledge sharing (LSKS) (Original items = 7; dropped items = 0)	LSKS7	0.660
	LSKS6	0.693
	LSKS5	0.712
	LSKS4	0.738
	LSKS3	0.510
	LSKS1	0.658
	LSKS2	0.629
Flexible organizational structure (OS) (Original items = 8; dropped items = 2)	OS8	0.591
	OS7	0.722
	OS6	0.718
	OS5	0.690
	OS4	0.616
	OS3	0.677
Incentive (INC) (Original items = 5; dropped items = 0)	INC5	0.841
	INC4	0.901
	INC3	0.902
	INC2	0.791
	INC1	0.538
Time pressure (TP) (Original items = 2; dropped items = 0)	TP2	0.864
	TP1	0.806
Stereotyping (STP) (Original items = 6; dropped items = 1)	STP6	0.802
	STP5	0.541
	STP4	0.565
	STP3	0.904
	STP2	0.865
Self-efficacy (SE) (Original items = 5; dropped items = 2)	SE5	0.702
	SE3	0.676
	SE2	0.675
Mutual reciprocity (MR) (Original items = 7; dropped items = 4)	MR4	0.578
	MR3	0.758
	MR1	0.701
Altruism (ALT) (Original items = 4; dropped items = 1)	ALT3	0.619
	ALT2	0.661
	ALT1	0.728
Inter-cultural competence (ICC) (Original items = 5; dropped items = 2)	ICC5	0.880
	ICC2	0.710
	ICC1	0.708
Social trust (ST) (Original items = 5; dropped items = 0)	ST5	0.595
	ST4	0.696
	ST3	0.613
	ST2	0.700
	SN1	0.652
Knowledge-sharing behavior (KSB) (Original items = 6; dropped items = 1)	KSB6	0.647
	KSB4	0.656
	KSB3	0.687
	KSB2	0.632
	KSB1	0.695

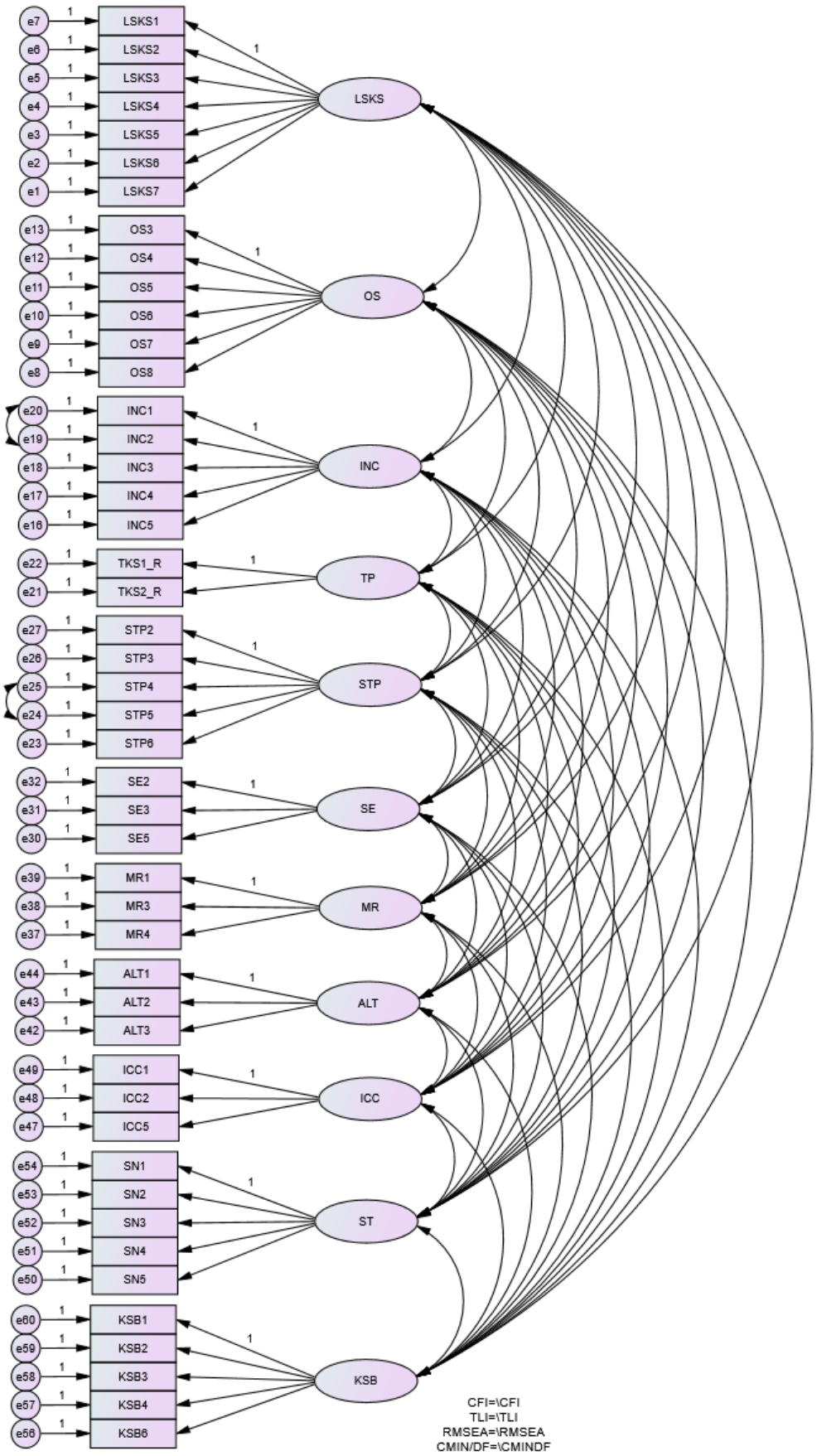

Figure 5.5: Optimized CFA diagram

5.3.3 CFA of the Alternative Measurement Models

After obtaining and retaining the optimized 11-factor measurement model, a few alternative measurement models were also developed, tested, and compared with the optimized model. Development and assessment of alternative models are important to establish the superiority of the retained measurement model and avoid alternative explanations (Bentler & Bonett, 1980). For this purpose, in the first alternative model, indicators of all the organizational-level independent variables (i.e., leader support for knowledge sharing, flexible organizational structure, and incentive) were merged and loaded onto a single latent factor. In the second alternative model, indicators of all the individual-level independent variables (i.e., time pressure, stereotyping, self-efficacy, mutual reciprocity, altruism, and inter-cultural competence) were merged and loaded onto a single latent factor. In the third alternative model, indicators for the mediator (i.e., social trust) and dependent variable (i.e., knowledge-sharing behavior) were merged and loaded onto a single latent factor. In the fourth and final alternative model, indicators of all the variables were loaded onto a single latent factor.

However, all the alternative models showed poor fit to the data when compared to the fit indices of the optimized measurement model (Table 5.9). Thus, the optimized measurement model was retained for assessing its reliability and validity in the next step of the data analysis.

Table 5.9: Fit indices of the optimized and alternative measurement models

Model	Description	CFI	TLI	RMSEA	CMIN/df
Optimized model	11-factor model, i.e., 3 organizational-level independent variables (IVs), 6 individual-level IVs, 1 mediator, and 1 dependent variable (DV).	.952	.947	.032	1.376
Alternative model-1	8-factor model, i.e., 1 organizational-level IV, 6 individual-level IVs, 1 mediator, and 1 DV.	.898	.889	.046	1.791
Alternative model-2	4-factor model, i.e., 1 organizational-level IV, 1 individual-level IV, 1 mediator, and 1 DV.	.722	.707	.074	3.088
Alternative model-3	3-factor model, i.e., 1 organizational-level IV, 1 individual-level IV, and 1 DV.	.707	.692	.076	3.196
Alternative model-4	1-factor model, i.e., all indicators were loaded onto a single latent factor.	.526	.504	.097	4.537

5.3.4 Reliability and Validity of the Retained Measurement Model

The reliability of any employed measure refers to the internal consistency among the items of that measure. The reliability of a measure is computed by assessing the internal consistency of its items, known as composite reliability (CR). The validity of a measure, on the other hand, refers to the extent to which that measure has successfully measured the intended phenomenon (Hair et al., 2010; Harrington, 2009). The validity of the measure is computed by calculating its convergent validity – that is, the extent to which its items are inter-correlated and measure a similar concept; and

discriminant vitality – that is, the extent to which the measure is distinct from the other measures employed in the study.

To assess the reliability and validity of the retained measurement model, an AMOS plugin named Master Validity Tool was used, developed by Gaskin and Lim (2016). Following the threshold values for the reliability and validity indices reported in Table 5.6, all the measures showed a CR value greater than .70 (Table 5.10). Although the AVE value of some measures is less than the threshold value of .50, the reliability of those measures can still be established through CR alone, since AVE is often strict (Malhotra & Dash, 2011). Thus, all the employed measures fulfilled the criteria of reliability suggested by Malhotra and Dash (2011).

Furthermore, except for LSKS, OS, INC, ST, and KSB, which showed MSV more than their AVE value, all the measures fulfilled the criteria of discriminant validity, since their AVE was greater than their MSV. Thus, we exported the latent factor scores of the retained measurement model to the SPSS file and conducted the remaining analysis in SPSS.

Table 5.10: Reliability and validity of the retained measurement model

Factor	CR	AVE	MSV	MaxR(H)	1	2	3	4	5	6	7	8	9	10	11
1. LSKS	.843	.436	.616	.850	**.661**										
2. OS	.830	.450	.686	.835	.785***	**.671**									
3. INC	.900	.650	.686	.930	.704***	.828***	**.806**								
4. TP	.822	.698	.289	.828	-.419***	-.535***	-.535***	**.836**							
5. STP	.861	.564	.490	.910	-.477***	-.567***	-.700***	.512***	**.751**						
6. SE	.726	.469	.144	.726	.251***	.227***	.156*	-.215**	-.142*	**.685**					
7. MR	.722	.467	.197	.738	.184**	.310***	.266***	-.203**	-.324***	.307***	**.683**				
8. ALT	.710	.450	.286	.716	.059	.009	-.086	-.083	-.086	.280***	.227***	**.671**			
9. ICC	.812	.593	.312	.845	.112†	.255***	.185**	-.221***	-.311***	.211**	.358***	.356***	**.770**		
10. ST	.787	.426	.520	.791	.161†	.298***	.211**	-.137*	-.478***	.278***	.402***	.491***	.558***	**.653**	
11. KSB	.797	.440	.520	.799	.107†	.153*	.091	-.049	-.250***	.380***	.443***	.534***	.472***	.721***	**.664**

Note: N=377; Leader support for knowledge sharing (LSKS); Flexible organizational structure (OS); Incentive (INC); Time pressure (TP); Stereotyping (STP); Self-efficacy (SE); Mutual reciprocity (MR); Altruism (ALT); Inter-cultural competence (ICC); Social trust (ST); Knowledge-sharing behavior (KSB); CR = composite reliability; AVE = average variance extracted; MSV = maximum shared variance; MaxR(H) = maximum reliability (H), and average factor loading is given in the diagonal in bold letters; † = p<.10; * = p<.05; ** = p<.01; *** = p<.001.

5.4 Demographic Analysis

The dataset of the current study consisted of not only the main variables of the study, but also demographic information about the participants that could provide useful insight into the nature of the sample for this study. Thus, in the demographic analysis, frequency analysis of the following 10 demographic variables was conducted in SPSS. For the sample's overall descriptive statistics, see Table 5.11.

1. Gender
2. Marital status (MS)
3. Age
4. Employment status (ES)
5. Nationality (NAT)
6. Job category (JC)
7. Current job experience (CJE)
8. Current organization experience (COE)
9. Total work experience (TWE)
10. Industry (IND)

5.4.1 Gender Analysis

Analysis of the descriptive statistics of the demographic variables was started with the frequency analysis of participants' gender. Figure 5.6 shows that most of the survey participants (72.68%) were males, and only 27.32% were females.

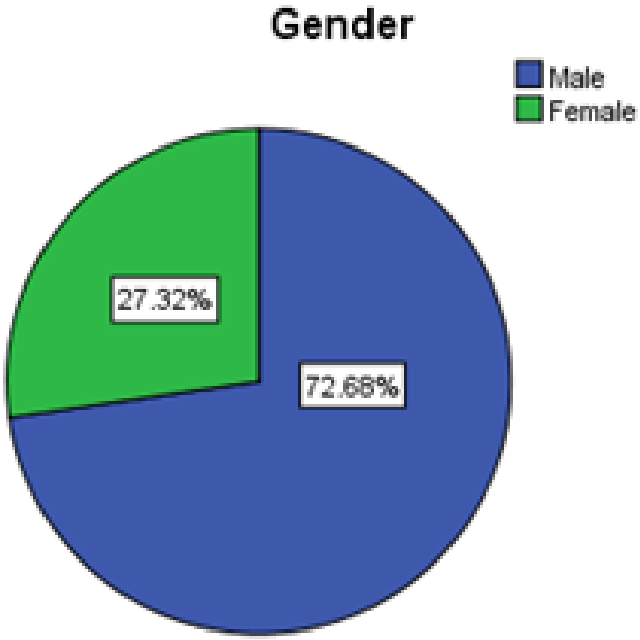

Figure 5.6: Participants' gender

5.4.2 Marital Status (MS) Analysis

Analysis of the descriptive statistics of participants' MS indicated that the majority of the participants were married. Figure 5.7 shows that 71.09% were married and the remaining 28.91% were unmarried.

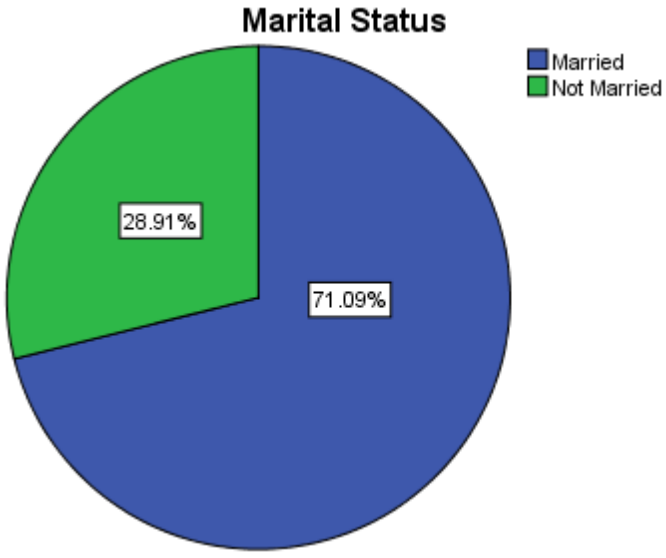

Figure 5.7: Participants' MS

5.4.3 Age Analysis

Analysis of the descriptive statistics of participants' age indicated that the majority of the participants were in the age group of 35–44 years. Specifically, Figure 5.8 shows that 59.68% of participants were in the age group of 35–44 years, 19.10% were in the age group of 45–55 years, 18.83% were in the age group of 25–34 years, and 2.12% were in the age group of above 55 years.

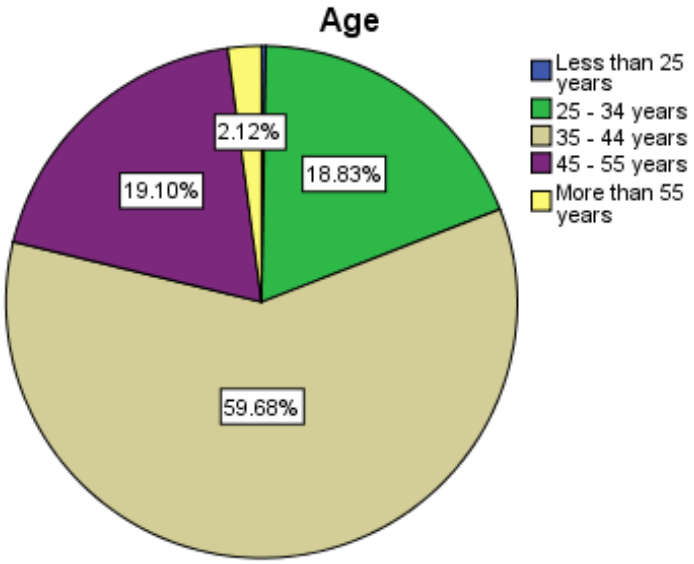

Figure 5.8: Participants' age

5.4.4 Employment Status (ES) Analysis

Analysis of the descriptive statistics of participants' ES indicated that the majority of the participants had full-time employment. For instance, Figure 5.9 shows that 98.67% were full-time employees, and only 1.33% were outsourced employees.

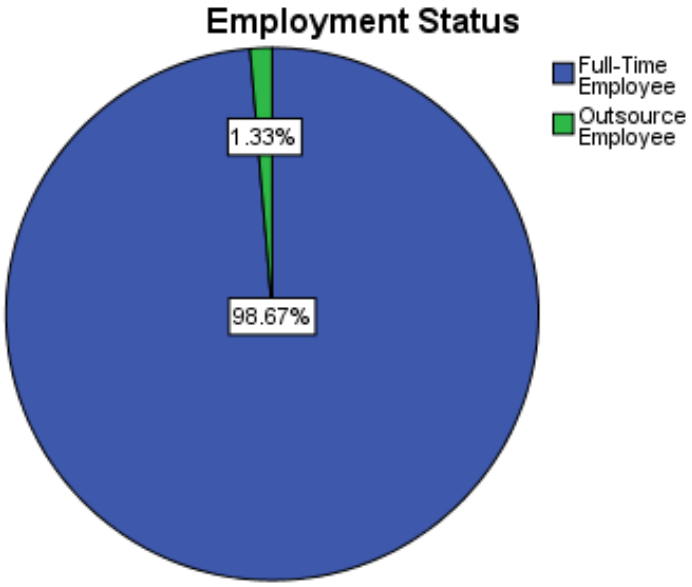

Figure 5.9: Participants' ES

5.4.5 Nationality (NAT) Analysis

Analysis of the descriptive statistics of participants' NAT indicated that the majority of the participants were from non-GCC Arab countries. Specifically, Figure 5.10 shows that 44.09% of participants were from non-GCC Arab countries, 31.03% were from South Asian countries, 11.14% were from Asian Oriental countries, and 7.43% were from European countries; the remainder were from GCC and Eastern European countries.

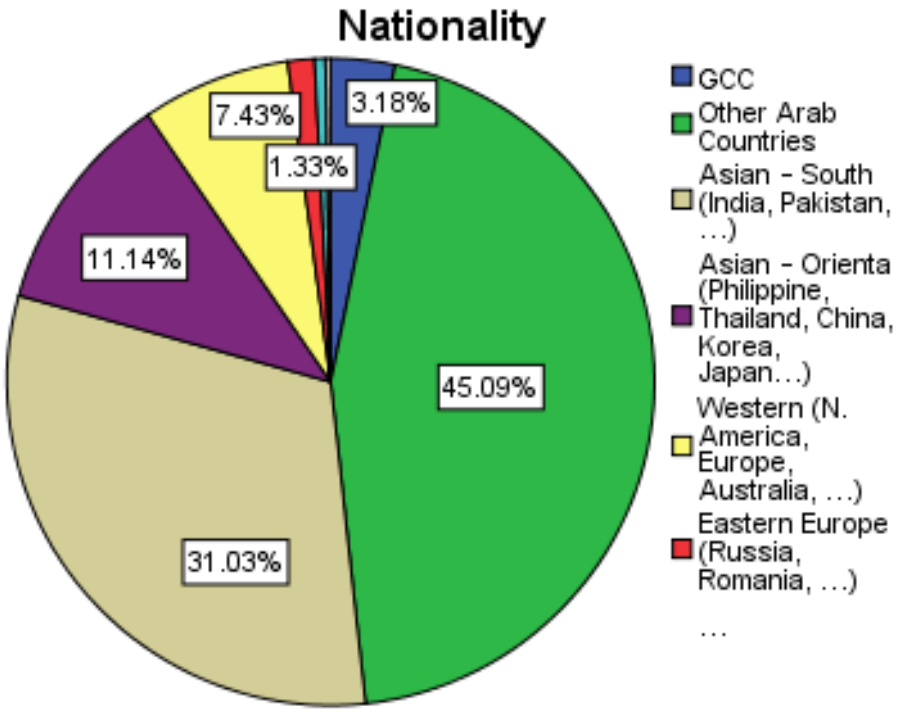

Figure 5.10: Participants' NAT

5.4.6 Job Category (JC) Analysis

Analysis of the descriptive statistics of participants' JC indicated that the majority of the participants were holding managerial or supervisory positions. Specifically, Figure 5.11 shows that 47.21% of the participants had managerial/supervisory positions, 14.85% were specialist/professional staff, 13.79% were technical/engineering staff, 12.47% were administrative support/clerical staff, 9.02% were sales/marketing/customer service staff, and the remainder were from other categories.

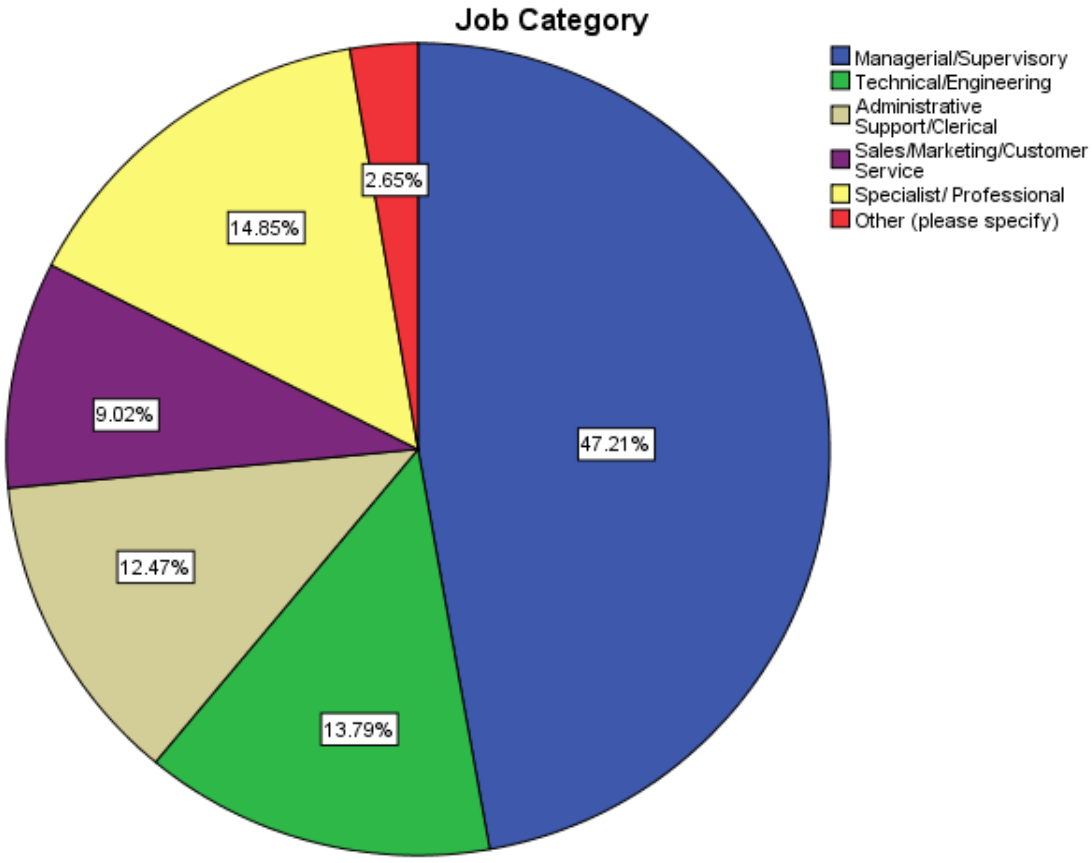

Figure 5.11: Participants' JC

5.4.7 Current Job Experience (CJE) Analysis

Analysis of the descriptive statistics of participants' CJE indicated that the majority of the participants had 3–4 years of CJE. Specifically, Figure 5.12 shows that 51.72% of participants had 3–4 years of CJE, 19.89% had 5–6 years, 15.92% had more than 6 years, 10.61% had 1–2 years, and the remainder had less than 1 year of CJE.

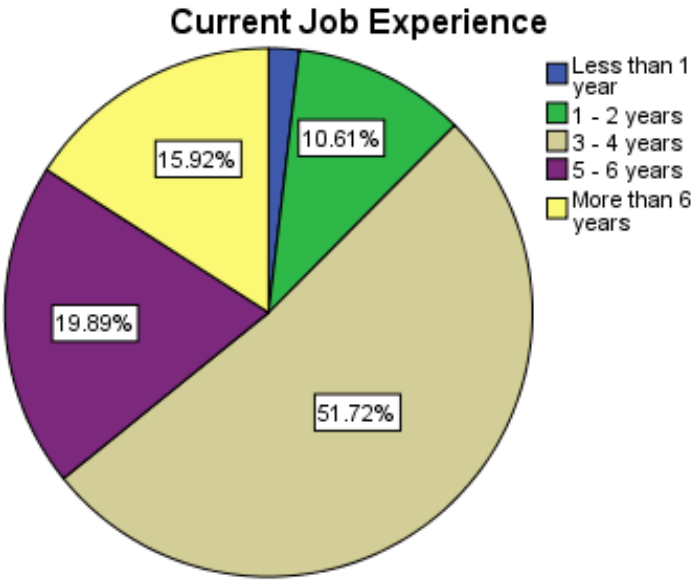

Figure 5.12: Participants' CJE

5.4.8 Current Organization Experience (COE) Analysis

Analysis of the descriptive statistics of participants' COE indicated that the majority of the participants had 5–9 years of COE. Specifically, Figure 5.13 shows that 44.56% of participants had 5–9 years of COE, 41.11% had less than 5 years, 10.08% had 10–14 years, 2.39% had 15-20 years, and the remainder had more than 20 years of COE.

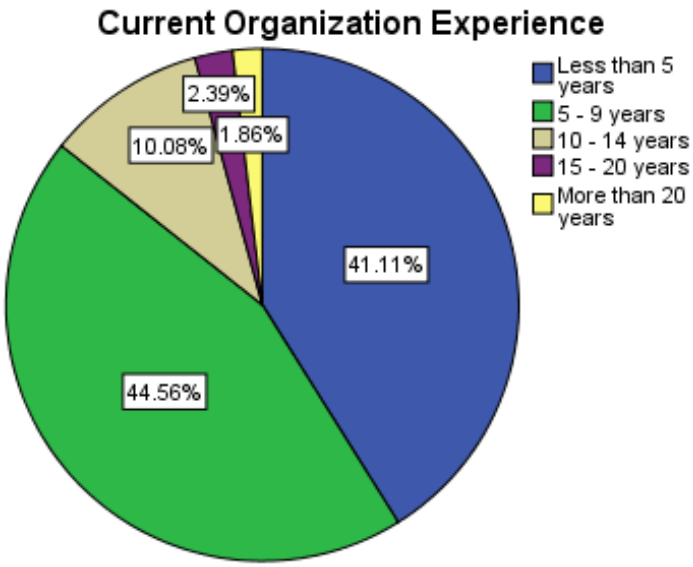

Figure 5.13: Participants' COE

5.4.9 Total Work Experience (TWE) Analysis

Analysis of the descriptive statistics of participants' TWE indicated that the majority of the participants had 10–14 years of TWE. Specifically, Figure 5.14 shows that 36.07% of participants had 10–14 years of TWE, 30.50% had 5–9 years, 16.45% had 15–20 years, 10.34% had more than 20 years, and the remainder had less than 5 years of TWE.

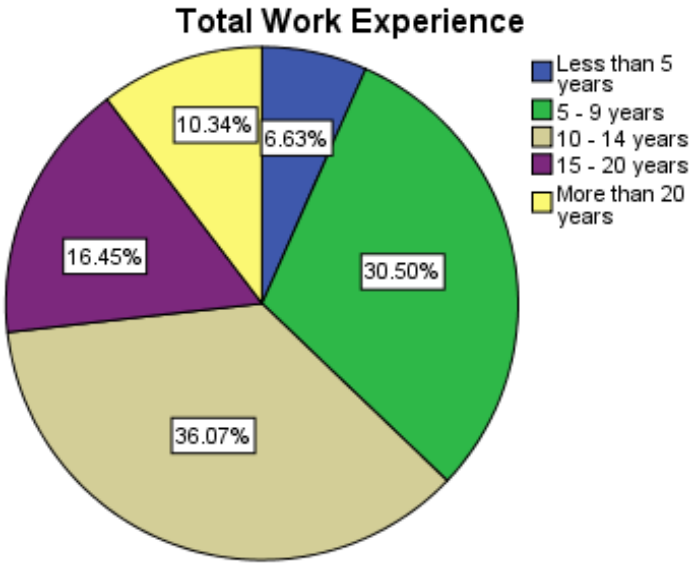

Figure 5.14: Participants' TWE

5.4.10 Industry (IND) Analysis

Analysis of the descriptive statistics of participants' IND indicated that the majority of the participants were from the other category; that is, other than the given categories. Specifically, Figure 5.15 shows that 29.97% of the participants were from a diverse group of industries, i.e., other than the given categories, 19.89% were from architecture/engineering, 13.79% were from healthcare, 9.81% were from the IT industry, 8.22% were from education, 6.63% were from banking and finance, and the remainder were from telecommunications, consulting, and the hotel and service industry (Table 5.11).

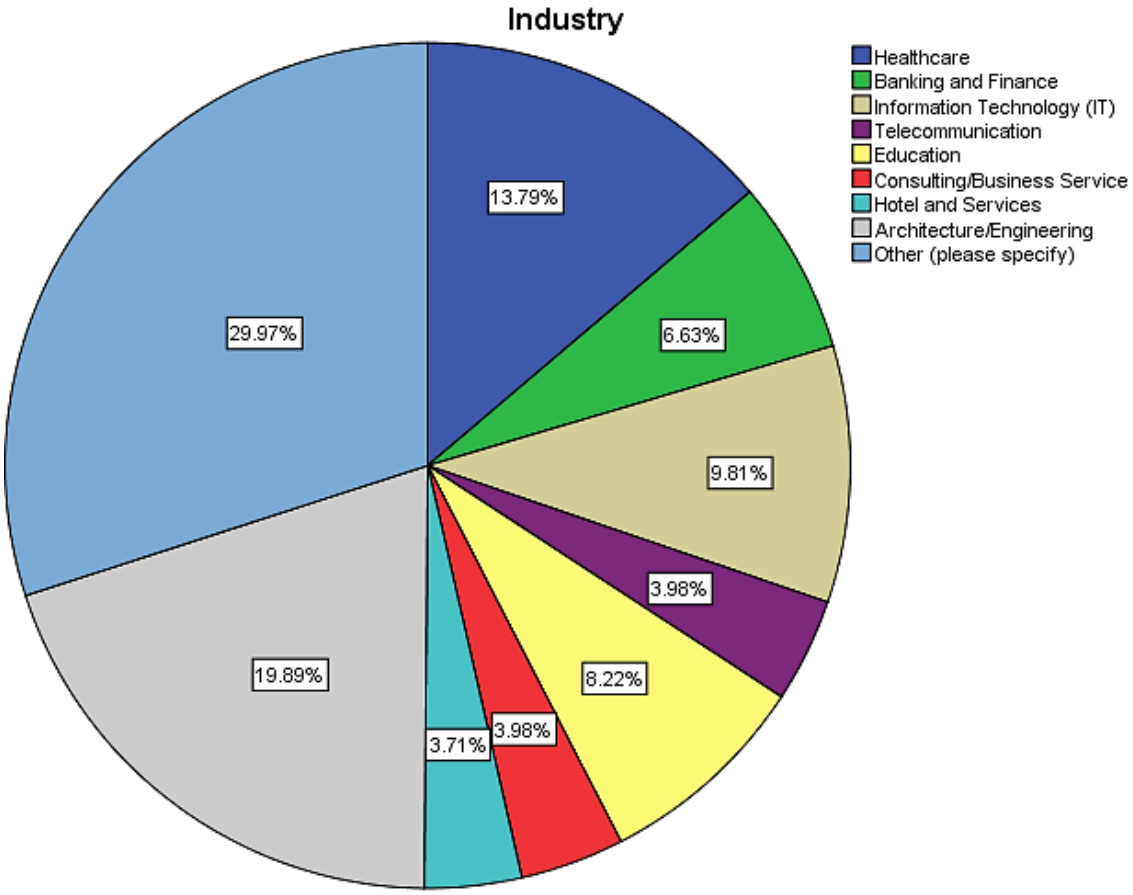

Figure 5.15: Participants' IND

Table 5.11: Sample demographics summary (N=377)

Demographic	Description	Frequency	%
Gender	1. Male	274	72.7
	2. Female	103	27.3
Marital status	1. Married	268	71.1
	2. Not married	109	28.9
Age	1. Less than 25 years	1	.3
	2. 25–34 years	71	18.8
	3. 35–44 years	225	59.7
	4. 45–55 years	72	19.1
	5. More than 55 years	8	2.1
Employment status	1. Full-time employee	372	98.7
	2. Outsourced employee	5	1.3

Table 5.11: Sample demographics summary (N=377) (Continued)

Demographic	Description	Frequency	%
Nationality	1. GCC	12	3.2
	2. Other Arab countries	170	45.1
	3. Asian-South	117	31.0
	4. Asian-Oriental	42	11.1
	5. Western	28	7.4
	6. Eastern Europe	5	1.3
	7. African Non-Arab	2	.5
	8. Latin American	0	0
	9. Others	1	.3
Job category	1. Managerial/supervisory	178	47.2
	2. Technical/engineering	52	13.8
	3. Administrative support/clerical	47	12.5
	4. Sales/marketing/customer service	34	9.0
	5. Specialist/professional	56	14.9
	6. Others	10	2.7
Current job experience	1. Less than 1 year	7	1.9
	2. 1–2 years	40	10.6
	3. 3–4 years	195	51.7
	4. 5–6 years	75	19.9
	5. More than 6 years	60	15.9
Current organization experience	1. Less than 5 years	155	41.1
	2. 5–9 years	168	44.6
	3. 10–14 years	38	10.1
	4. 15–20 years	9	2.4
	5. More than 20 years	7	1.9
Total work experience	1. Less than 5 years	25	6.6
	2. 5–9 years	115	30.5
	3. 10–14 years	136	36.1
	4. 15–20 years	62	16.4
	5. More than 20 years	39	10.3
Industry	1. Healthcare	52	13.8
	2. Banking and finance	25	6.6
	3. Information technology (IT)	37	9.8
	4. Telecommunications	15	4.0
	5. Education	31	8.2
	6. Consulting/business service	15	4.0
	7. Hotel and service	14	3.7
	8. Architecture/engineering	75	19.9
	9. Others	113	30.0

5.5 Hypothesis Testing

The hypotheses of the current study were tested in hierarchical multiple regression analysis in SPSS version 25 (IBM Corp, 2017) and using PROCESS macro for SPSS (Hayes, 2013). PROCESS macro for SPSS has increasingly been used in many recent studies, such as Arain et al. (2018) and Škerlavaj, Connelly, Cerne, and Dysvik (2018), for testing direct as well as indirect relationships, as proposed in the current study.

5.5.1 Descriptive Statistics and Inter-correlation Analysis

In the first step toward hypothesis testing, descriptive statistics and inter-correlation analysis of the variables of the study were carried out. Specifically, first we calculated the mean and standard deviation of the main variables and their items (see Table 5.12) and then we calculated the inter-correlations among the main variables of the study (see Table 5.13). In line with the hypothesized relationships, Table 5.13 shows that the majority of the main model variables were significantly correlated in the predicted direction.

Table 5.12: Mean and standard deviation of main variables and their items

Main Variables	Item	Mean	STD
Leader support for knowledge sharing (LSKS) (Mean=4.21 and STD=.50)	LSKS1	4.34	0.69
	LSKS2	4.16	0.61
	LSKS3	4.26	0.70
	LSKS4	4.16	0.75
	LSKS5	4.10	0.76
	LSKS6	4.17	0.75
	LSKS7	4.30	0.68
Flexible organizational structure (OS) (Mean=4.13 and STD=.49)	OS3	4.15	0.63
	OS4	4.16	0.67
	OS5	4.05	0.77
	OS6	4.08	0.66
	OS7	4.12	0.69
	OS8	4.27	0.63
Incentive (INC) (Mean=3.60 and STD=.85)	INC1	3.16	0.90
	INC2	3.31	0.96
	INC3	3.68	1.04
	INC4	3.86	1.07
	INC5	3.98	1.02
Time pressure (TP) (Mean=2.01 and STD=.76)	TP1	2.07	0.82
	TP2	1.97	0.83
Stereotyping (STP) (Mean=1.59 and STD=.60)	STP2	1.46	0.76
	STP3	1.37	0.71
	STP4	1.84	0.79
	STP5	1.92	0.82
	STP6	1.37	0.66
Self-efficacy (SE) (Mean=4.26 and STD=.40)	SE2	4.20	0.43
	SE3	4.30	0.54
	SE5	4.28	0.52
Mutual reciprocity (MR) (Mean=4.27 and STD=.40)	MR1	4.36	0.55
	MR3	4.23	0.48
	MR4	4.22	0.47
Altruism (ALT) (Mean=4.36 and STD=.40)	ALT1	4.40	0.51
	ALT2	4.35	0.50
	ALT3	4.34	0.50
Inter-cultural competence (ICC) (Mean=4.28 and STD=.45)	ICC1	4.38	0.57
	ICC2	4.28	0.53
	ICC5	4.18	0.51
Social trust (ST) (Mean=4.28 and STD=.43)	ST1	4.42	0.55
	ST2	4.20	0.53
	ST3	4.06	0.64
	ST4	4.38	0.58
	ST5	4.32	0.62
Knowledge-sharing behavior (KSB) (Mean=4.16 and STD=.43)	KSB1	4.23	0.56
	KSB2	4.23	0.54
	KSB3	4.11	0.59
	KSB4	3.98	0.60
	KSB6	4.28	0.59

STD = standard deviation.

Table 5.13: Inter-correlations

Variable	1	2	3	4	5	6	7	8	9	10
1. LSKS										
2. OS	.859**									
3. INC	.768**	.887**								
4. TP	-.487**	-.606**	-.597**							
5. STP	-.530**	-.630**	-.745**	.574**						
6. SE	.300**	.277**	.187**	-.261**	-.175**					
7. MR	.230**	.368**	.313**	-.252**	-.384**	.391**				
8. ALT	.062	.018	-.094	-.094	-.105*	.360**	.298**			
9. ICC	.133**	.287**	.206**	-.256**	-.349**	.264**	.435**	.434**		
10. ST	.193**	.330**	.242**	-.171**	-.527**	.348**	.496**	.589**	.640**	
11. KSB	.123*	.180**	.103*	-.065	-.285**	.461**	.534**	.644**	.549**	.815**

Note: N=377; Leader support for knowledge sharing (LSKS); Flexible organizational structure (OS); Incentive (INC); Time pressure (TP); Stereotyping (STP); Self-efficacy (SE); Mutual reciprocity (MR); Altruism (ALT); Inter-cultural competence (ICC); Social trust (ST); Knowledge-sharing behavior (KSB); * = p<.05; ** = p<.01.

Specifically, all three organizational independent variables (i.e., LSKS, OS, and INC) showed significant correlations with dependent variables (i.e., ST and KSB) in the predicted direction. Similarly, except for TP, all the individual independent variables (i.e., STP, SE, MR, ALT, and ICC) showed significant correlations with dependent variables in the predicted direction. Finally, ST also showed a significant correlation with KSB in the predicted direction.

Furthermore, the correlations between participants' demographic variables and the dependent variables of the study (i.e., ST and KSB) were also assessed. Out of the ten demographic variables, five demographic variables – that is, GEN, ES, NAT, CJE, and IND – showed significant correlations with the dependent variables. Specifically, GEN and ST were negatively correlated (-.162**), IND and ST were positively correlated (.110*), ES and KSB were positively correlated (.117*), NAT and KSB were positively correlated (.102*), and CJE and KSB were negatively correlated (-.113*). The effects of these demographic variables were, therefore, controlled when testing the main hypotheses to avoid alternative explanations for the significant results.

5.5.2 Hypothesis Testing for Direct Relationships

The current study has a series of direct and mediation hypotheses. Thus, hypothesis testing was started first with a series of direct relationships. Specifically, the following direct relationships were tested in this part.

1. H1a: Leader support for knowledge sharing (LSKS) is positively associated with employees' knowledge-sharing behavior (KSB).
2. H1b: Leader support for knowledge sharing (LSKS) is positively associated with employees' social trust (ST).
3. H2a: Flexible organizational structure (OS) is positively associated with employees' knowledge-sharing behavior (KSB).

4. H2b: Flexible organizational structure (OS) is positively associated with employees' social trust (ST).
5. H3a: Incentive (INC) is positively associated with employees' knowledge-sharing behavior (KSB).
6. H3b: Incentive (INC) is positively associated with employees' social trust (ST).
7. H4a: Time pressure (TP) is negatively associated with employees' knowledge-sharing behavior (KSB).
8. H4b: Time pressure (TP) is negatively associated with employees' social trust (ST).
9. H5a: Stereotyping (STP) is negatively associated with employees' knowledge-sharing behavior (KSB).
10. H5b: Stereotyping (STP) is negatively associated with employees' social trust (ST).
11. H6a: Self-efficacy (SE) is positively associated with employees' knowledge-sharing behavior (KSB).
12. H6b: Self-efficacy (SE) is positively associated with employees' social trust (ST).
13. H7a: Mutual reciprocity (MR) is positively associated with employees' knowledge-sharing behavior (KSB).
14. H7b: Mutual reciprocity (MR) is positively associated with employees' social trust (ST).
15. H8a: Altruism (ALT) is positively associated with employees' knowledge-sharing behavior (KSB).
16. H8b: Altruism (ALT) is positively associated with employees' social trust (ST).
17. H9a: Inter-cultural competence (ICC) is positively associated with employees' knowledge-sharing behavior (KSB).
18. H9b: Inter-cultural competence (ICC) is positively associated with employees' social trust (ST).
19. H10: Employees' social trust (ST) is positively associated with their knowledge-sharing behavior (KSB).

Table 5.14 provides a summary of the results of these direct hypotheses and highlights that, after controlling for the effects of significantly correlated demographic variables – that is, GEN, ES, NAT, and IND – 11 direct hypotheses were supported and 8 were rejected. Specifically, the results showed that LSKS had significant direct associations with employees' KSB (.117*) and ST (-.246***). However, contrary to the predicted direct positive association between LSKS and ST, the association between them was negative. Thus, H1a about the direct positive association between LSKS and KSB was supported, and H1b about the direct positive association between LSKS and ST was rejected.

The results showed that OS had significant direct associations with both employees' KSB (-.317***) and ST (.530***). However, contrary to the predicted positive association between OS and KSB, the association between them was negative. Thus, H2a about the direct positive association between OS and KSB was rejected, and H2b about the direct positive association between OS and ST was accepted.

The results showed that INC had significant direct associations with both employees' KSB (.182**) and ST (-.275***). However, contrary to the predicted direct positive association between INC and ST, the association between them was negative. Thus, H3a about the direct positive association between INC and KSB was supported, and H3b about the direct positive association between INC and ST was rejected.

The results showed that TP had a non-significant direct association with employees' KSB (.010^{NS}). Furthermore, although the direct association between TP and employees' ST (.169***) was significant, it was contrary to the proposed direct negative association between them. Thus, H4a about the direct negative association

between TP and KSB, and H4b about the direct negative association between TP and ST, were rejected.

The results showed that STP had significant direct associations with both employees' KSB (.147***) and ST (-.314***). However, contrary to the predicted negative association between STP and KSB, the association between them was positive. Thus, H5a about the direct negative association between STP and KSB was rejected, and H5b about the direct negative association between STP and ST was accepted.

The results showed that SE had significant direct associations with both employees' KSB (.182***) and ST (.132**). Both of these results were in the predicted directions. Thus, H6a about the direct positive association between SE and employees' KSB, and H6b about the direct positive association between SE and ST, were accepted.

The results showed that MR had a significant direct association with employees' KSB (.186***) and a non-significant direct association with ST (.053^{NS}). The direction of the significant direct association between MR and employees' KSB was also in the predicted direction. Thus, H7a about the direct positive association between MR and employees' KSB was accepted, and H7b about the direct positive association between MR and ST was rejected.

The results showed that ALT had significant direct associations with employees' KSB (.154***) as well as with ST (.377***). Furthermore, the direction of these significant direct associations was also in the predicted direction. Thus, H8a about the direct positive association between ALT and employees' KSB, and H8b about the direct positive association between ALT and ST, were accepted.

The results showed that ICC had a non-significant direct association with employees' KSB (.008^{ns}), but a significant direct association with ST (.212***). The direction of the significant direct association between ICC and ST was also in the predicted direction. Thus, H9a about the direct positive association between ICC and employees' KSB was rejected, and H9b about the direct positive association between ICC and ST was accepted.

Lastly, the direct positive association between employees' ST and KSB was also noticed, since employees' ST had a significant direct association with employees' KSB (.819***) in the predicted direction (Table 5.14). Thus, H10 about the direct positive association between employees' ST and KSB was supported.

Table 5.14: Direct hypotheses results

No	Hypothesis	Independent Variable		Dependent Variable	Un-Std. Beta	SE	Sig. (*p*)	Result
1	H1a	LSKS	→	KSB	.117	.046	.012	Supported
2	H1b	LSKS	→	ST	-.246	.043	.000	Rejected
3	H2a	OS	→	KSB	-.317	.072	.000	Rejected
4	H2b	OS	→	ST	.530	.065	.000	Supported
5	H3a	INC	→	KSB	.182	.054	.001	Supported
6	H3b	INC	→	ST	-.275	.051	.000	Rejected
7	H4a	TP	→	KSB	.010	.021	.634	Rejected
8	H4b	TP	→	ST	.169	.019	.000	Rejected
9	H5a	STP	→	KSB	.147	.029	.000	Rejected
10	H5b	STP	→	ST	-.314	.023	.000	Supported
11	H6a	SE	→	KSB	.182	.042	.000	Supported
12	H6b	SE	→	ST	.132	.041	.001	Supported
13	H7a	MR	→	KSB	.186	.033	.000	Supported
14	H7b	MR	→	ST	.053	.032	.100	Rejected
15	H8a	ALT	→	KSB	.154	.040	.000	Supported
16	H8b	ALT	→	ST	.377	.033	.000	Supported
17	H9a	ICC	→	KSB	.008	.032	.811	Rejected
18	H9b	ICC	→	ST	.212	.029	.000	Supported
19	H10	ST	→	KSB	.819	.054	.000	Supported

Note: N=377; Leader support for knowledge sharing (LSKS); Flexible organizational structure (OS); Incentive (INC); Time pressure (TP); Stereotyping (STP); Self-efficacy (SE); Mutual reciprocity (MR); Altruism (ALT); Inter-cultural competence (ICC); Social trust (ST); Knowledge-sharing behavior (KSB); * = p<.05; ** = p<.01; *** = p<.001.

5.5.3 Hypothesis Testing for Mediation Relationships

After testing the direct relationships, the following mediation relationships were tested in the final part of the hypothesis testing:

1. H11: Social trust (ST) mediates the direct positive association between leader support for knowledge sharing (LSKS) and knowledge-sharing behavior (KSB).
2. H12: Social trust (ST) mediates the direct positive association between flexible organizational structure (OS) and knowledge-sharing behavior (KSB).
3. H13: Social trust (ST) mediates the direct positive association between incentive (INC) and knowledge-sharing behavior (KSB).
4. H14: Social trust (ST) mediates the direct negative association between time pressure (TP) and knowledge-sharing behavior (KSB).
5. H15: Social trust (ST) mediates the direct negative association between stereotyping (STP) and knowledge-sharing behavior (KSB).
6. H16: Social trust (ST) mediates the direct positive association between self-efficacy (SE) and knowledge-sharing behavior (KSB).
7. H17: Social trust (ST) mediates the direct positive association between mutual reciprocity (MR) and knowledge-sharing behavior (KSB).
8. H18: Social trust (ST) mediates the direct positive association between altruism (ALT) and knowledge-sharing behavior (KSB).
9. H19: Social trust (ST) mediates the direct positive association between inter-cultural competence (ICC) and knowledge-sharing behavior (KSB).

Table 5.15 provides a summary of the results of these mediation hypotheses and highlights that, after controlling for the effects of significantly correlated demographic variables – that is, GEN, ES, NAT, and IND – five mediation hypotheses were supported and four were rejected. Specifically, the results showed that LSKS had a significant indirect association, via the mediation of ST, with employees' KSB (-.202***). However, contrary to the predicted significant positive indirect

association, it was an indirect negative association. Thus, H11 about the mediation of ST in the direct positive association between LSKS and KSB was rejected.

The results showed that OS had a significant indirect association, via the mediation of ST, with employees' KSB (.434***). Given that the direction of the significant indirect effect was also as predicted, H12 about the mediation of ST in the direct positive association between OS and KSB was therefore accepted.

The results showed that INC had a significant indirect association, via the mediation of ST, with employees' KSB (-.225***). However, contrary to the predicted positive indirect association, it was a negative indirect association. Thus, H13 about the mediation of ST in the direct positive association between INC and KSB was rejected.

The results showed that TP had a significant indirect association, via the mediation of ST, with employees' KSB (.138***). However, contrary to the predicted negative indirect association, it was a positive indirect association. Thus, H14 about the mediation of ST in the direct negative association between TP and KSB was rejected.

The results showed that STP had a significant indirect association, via the mediation of ST, with employees' KSB (-.257***). Given that the direction of the significant indirect effect was also as predicted, H15 about the mediation of ST in the direct negative association between STP and KSB was therefore accepted.

The results showed that SE had a significant indirect association, via the mediation of ST, with employees' KSB (.108**). Given that the direction of the significant indirect effect was also as predicted, H16 about the mediation of ST in the direct positive association between SE and KSB was therefore accepted.

The results showed that MR had a non-significant indirect association, via the mediation of ST, with employees' KSB (.043^{NS}). Although the direction of the indirect effect was in alignment with the prediction, the indirect effect was non-significant. H17 about the mediation of ST in the direct positive association between MR and KSB was therefore rejected.

The results showed that ALT had a significant indirect association, via the mediation of ST, with employees' KSB (.309***). Given that the direction of the significant indirect effect was also as predicted, H18 about the mediation of ST in the direct positive association between ALT and KSB was therefore accepted.

Lastly, the results showed that ICC had a significant indirect association, via the mediation of ST, with employees' KSB (.173***) (Table 5.15). Given that the direction of the significant indirect effect was also as predicted, H19 about the mediation of ST in the direct positive association between ICC and KSB was therefore accepted.

Table 5.15: Mediation hypotheses results

No.	Hypothesis	Indirect Effects	SE	Sig. (*p*)	Result
1	H11: LSKS→ ST→KSB	-.202	.038	.000	**Rejected**
2	H12: OS→ ST→KSB	.434	.064	.000	Supported
3	H13: INC→ ST→KSB	-.225	.044	.000	**Rejected**
4	H14: TP→ ST→KSB	.138	.018	.000	**Rejected**
5	H15: STP→ ST→KSB	-.257	.025	.000	Supported
6	H16: SE→ ST→KSB	.108	.034	.001	Supported
7	H17: MR→ ST→KSB	.043	.026	.102	**Rejected**
8	H18: ALT→ ST→KSB	.309	.034	.000	Supported
9	H19: ICC→ ST→KSB	.173	.027	.000	Supported

Note: N=377; Leader support for knowledge sharing (LSKS); Flexible organizational structure (OS); Incentive (INC); Time pressure (TP); Stereotyping (STP); Self-efficacy (SE); Mutual reciprocity (MR); Altruism (ALT); Inter-cultural competence (ICC); Social trust (ST); Knowledge-sharing behavior (KSB); * = p<.05; ** = p<.01; *** = p<.001.

5.6 Chapter Summary

This chapter provided details of the statistical procedures and techniques used to analyze the data of the current study in SPSS, PROCESS macro for SPSS, and AMOS software. Analysis of the dataset of the current study was carried out in four stages. In the first stage of data screening, assessments like data input accuracy, missing values, normality, linearity, homoscedasticity, multivariate independence and outliers, multicollinearity, and common method bias analyses were carried out using SPSS. In the second stage of confirmatory factor analysis, assessments like establishing factorial validity through baseline, optimized, and alternative measurement models, and determining the convergent validity and discriminant validity of the retained measurement model, were carried out in AMOS. In the third stage of demographic analysis, frequency analysis of the sample's characteristics – gender, age, experience, marital status, job status, industry, and so on – was carried out in SPSS.

Lastly, in stage four of hypothesis testing, assessments of the descriptive statistics, inter-correlations, direct hypotheses, and mediation hypotheses were conducted using PROCESS macro for SPSS. Table 5.16 presents a summary of the hypothesis testing part, whereas Figure 5.16 presents the path model with all significant relationships.

Table 5.16: Hypothesis results summary

Hypothesis Description	Result
H1a: LSKS is positively associated with employees' KSB.	Supported
H1b: LSKH is positively associated with employees' ST.	Rejected
H2a: OS is positively associated with employees' KSB.	Rejected
H2b: OS is positively associated with employees' ST.	Supported
H3a: INC is positively associated with employees' KSB.	Supported
H3b: INC is positively associated with employees' ST.	Rejected
H4a: TP is negatively associated with employees' KSB.	Rejected
H4b: TP is negatively associated with employees' ST.	Rejected
H5a: STP is negatively associated with employees' KSB.	Rejected
H5b: STP is negatively associated with employees' ST.	Supported
H6a: SE is positively associated with employees' KSB.	Supported
H6b: SE is positively associated with employees' ST.	Supported
H7a: MR is positively associated with employees' KSB.	Supported
H7b: MR is positively associated with employees' ST.	Rejected
H8a: ALT is positively associated with employees' KSB.	Supported
H8b: ALT is positively associated with employees' ST.	Supported
H9a: ICC is positively associated with employees' KSB.	Rejected
H9b: ICC is positively associated with employees' ST.	Supported
H10: Employees' ST is positively associated with their KSB.	Supported
H11: ST mediates the positive association between LSKS and KSB.	Rejected
H12: ST mediates the positive association between OS and KSB.	Supported
H13: ST mediates the positive association between INC and KSB.	Rejected
H14: ST mediates the negative association between TP and KSB.	Rejected
H15: ST mediates the negative association between STP and KSB.	Supported
H16: ST mediates the positive association between SE and KSB.	Supported
H17: ST mediates the positive association between MR and KSB.	Rejected
H18: ST mediates the positive association between ALT and KSB.	Supported
H19: ST mediates the positive association between ICC and KSB	Supported

Note: N=377; Leader support for knowledge sharing (LSKS); Flexible organizational structure (OS); Incentive (INC); Time pressure (TP); Stereotyping (STP); Self-efficacy (SE); Mutual reciprocity (MR); Altruism (ALT); Inter-cultural competence (ICC); Social trust (ST); Knowledge-sharing behavior (KSB)

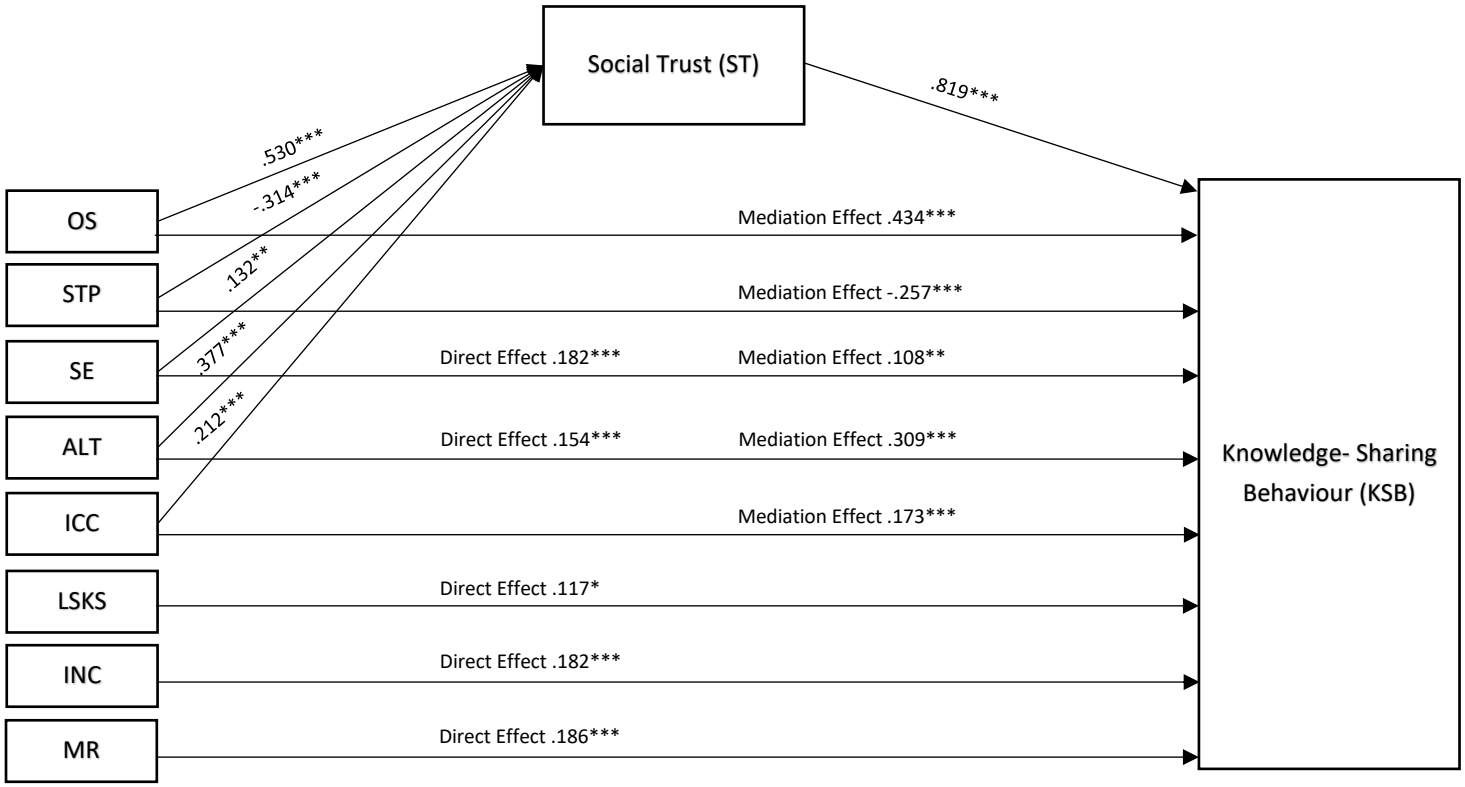

Figure 5.16: Model with all significant relationships

Note: N=377; Leader support for knowledge sharing (LSKS); Flexible organizational structure (OS); Incentive (INC); Stereotyping (STP); Self-efficacy (SE); Mutual reciprocity (MR); Altruism (ALT); Inter-cultural competence (ICC); Social trust (ST); Knowledge-sharing behavior (KSB).

Chapter 6: Discussion

6.1 Introduction

This chapter discusses and analyzes the findings of the present study and reviews the empirical results related to hypotheses presented in Chapter 3 (Theoretical Framework and Hypotheses) and Chapter 5 (Data Analysis and Results). This chapter addresses the direct relationship hypotheses of individual- and organizational-level factors that affect or stimulate knowledge-sharing behavior among employees, and it also explains the direct relationship hypotheses of social trust that affect knowledge-sharing behavior between expatriates and local workers in the UAE context. Also, we discuss the mediation effect of social trust in the relationship between individual- and organizational-level factors and knowledge-sharing behavior between expatriates and local workers in the UAE context. This discussion is underpinned by the theoretical framework and extensive relevant literature on organizational- as well as individual-level factors that affect knowledge-sharing behavior among employees. This is done as an attempt to answer the research questions and achieve the research goals and objectives. The chapter concludes with a summary of the main factors that affect knowledge-sharing behavior between expatriates and local workers in the UAE's multicultural work environment.

6.1.1 Research Objectives Review

The aim of the present study is to assess several factors of organizations and individuals that might have an effect on knowledge sharing between expatriates and local workers in the UAE context. The focus is the transfer of knowledge from expatriates to UAE nationals at an individual level, with an emphasis on a few organizational factors in the perspective by taking into consideration the workplace

where employees interact with each other and where knowledge sharing takes place. This research also builds on the experiences of previous initiatives, and evidence gathered from literature about knowledge sharing, expatriates, and experiences from a range of UAE employers and employees from both public and private sectors. An assessment of this evidence and an evaluation of the current Emiratization policy will be used to identify some possible future strategies and initiatives to further develop the drive toward Emiratization.

Based on an extensive literature review and the theoretical model, this study framed the following research questions:

RQ1: What are the key factors of knowledge-sharing behavior at an organizational level in the UAE context?

RQ2: What are the key factors of knowledge-sharing behavior at an individual level in the UAE context?

RQ3: To what extent do interpersonal relations (social trust) play a role in the effectiveness of knowledge sharing in the multicultural work context in the UAE?

RQ4: Is knowledge transfer an effective mechanism to support achieving the intended Emiratization goals in the country?

6.2 Organizational-Level Factors

Organizational-level factors such as leadership support, incentives, and flexibility in organizational structure affect knowledge-sharing behavior among employees within an organization (Mc Manus, 2016). Moreover, organizational structure is the formal distribution of job responsibilities and roles and mechanisms to control and integrate actions and procedures (Robbins, Judge, & Millett, 2015). It might influence collaboration and knowledge sharing across internal organizational boundaries. It should be designed with flexibility to motivate knowledge sharing and collaboration across internal organizational boundaries. A combination of a formal

organizational structure and a non-hierarchical, self-organizing organizational structure would improve knowledge creation and sharing capabilities among employees (Modesitt, 2002; Nonaka & Takeuchi, 1995). Based on this, the theoretical framework adopted in this study has specified four organizational-level antecedents, leader support, organizational structure, time pressure, and incentive, that might affect knowledge-sharing behavior between expatriates and UAE nationals, and also social trust. The results obtained on the effect of these organizational-level antecedents on knowledge-sharing behavior and social trust are discussed in the following sections.

6.2.1 Leader Support for Knowledge Sharing (LSKS)

The results of this study show a direct positive association between leader support for knowledge sharing and knowledge-sharing behavior at UAE organizations. This finding is in line with a recent study by Rahman, Moonesar, Hossain and Islam (2018), who found that leadership has a positive relationship with knowledge transfer among employees working in UAE government organizations. Besides, Han and Anantatmula (2006) observed that leader support has an important influence on knowledge sharing among employees. It shows that leaders motivate knowledge sharing and allocate resources to support the transference of knowledge. Leaders would support their employees by allocating paid hours and funds for training courses, conferences, and the purchase of technology to support knowledge sharing. The author concluded that management is encouraging knowledge sharing among employees in an organizational context, and that employees were aware of the importance of knowledge sharing and encouraged by management to transfer knowledge. Likewise, several other studies also supported the positive relationship between leader support and knowledge sharing among employees (Al-Husseini & Elbeltagi, 2018; Al Dari,

Jabeen, & Papastathopoulos, 2018; Donate & de Pablo, 2015; Jahani, Ramayah, & Effendi, 2011). This could mean that UAE organizations' leaders are sort of aware of the importance of knowledge sharing among their staff for the success of the business. It might also mean that the UAE is successfully implementing top-of-class executive leadership training for the organizations' leaders across the UAE which takes knowledge sharing quite seriously among employees in general, and from expatriates to UAE citizens in particular. UAE organizations' leaders are setting examples in the region in their style of management, and that could be another reason. This also can be explained by the UAE implementing the latest technologies that facilitate knowledge-sharing techniques in the workplace, where smart government is the direction in which the country is heading, and that only comes from very knowledgeable leaders.

Besides, the results of this study show that there is no direct positive association between leadership support for knowledge sharing and social trust. In contrast, Hejase et al. (2014) stated that leaders are responsible for creating the ideal atmosphere for work by developing a sense of trust, enthusiasm, and optimism among their followers, and bringing them together by building strong professional relationships between them. Moreover, Gillespie and Mann (2005) found that team leaders who competently perform the knowledge builder role are more likely to be trusted. Dirks and Ferrin (2002) also reported a strong positive association between transformational leadership and trust in the leader. The theoretical model predicted a positive relationship between leader support for knowledge sharing and enhancement of knowledge-sharing behavior, which could be a key factor in improving employees in general and expatriates in particular to be motivated and practice sharing of information and experiences in the UAE's multicultural work environment. When it comes to the lack

of leader support and social trust, it can be interpreted as due to the workload of organizational leaders and how busy they are in carrying out their responsibilities, and therefore not being able to consider social trust as an important factor for knowledge sharing. It might also be explained by the diversity of nationalities in the country and in UAE organizations, which makes it hard for leaders to initiate social connections with or among staff.

6.2.2 Flexibility in Organizational Structure (OS)

The results of this study show that there is no direct positive association between flexibility in organizational structure and knowledge-sharing behavior. This finding is consistent with the results of Abili, Thani, Mokhtarian and Rashidi (2011), who found that there is a negative relationship between the organizational structure (officialism, centralization, and complexity) and knowledge sharing in an organizational context. In addition, Chen, Fan and Tsai, 2014; Kim and Lee (2006) also observed that organizational structure had a negative association with knowledge-sharing behavior. Although organizational structure can influence knowledge management processes through shaping patterns and frequency of communication among organizational members, stipulating locations of decision making, and affecting efficiency and effectiveness in implementing new ideas, the important aspects of the organizational structure include centralization, formalization, complexity, and integration. Centralization explains the degree to which the right to make decisions and assess activities is concentrated. Increased centralization restricts the interactions among organizational members, decreases the chances for individual growth and advancement, and prevents imaginative solutions to problems (Wahba, 2014). Previous studies showed that centralization and hierarchy have a negative effect

on knowledge-sharing behavior between units in organizations because of the control embedded in centralized systems (Chen et al., 2014; Kramer, 1999; Tsai, 2002). A decentralized structure is observed to facilitate knowledge management success (Zheng, Yang, & McLean, 2010).

In contrast, Willem and Buelens (2009) showed that hierarchy and centralization had no negative effect on knowledge sharing. Several studies also demonstrated that there is a positive association between organizational structure and knowledge-sharing behavior (Gold et al., 2001; Ismail et al., 2007; Mahmoudsalehi, Moradkhannejad, & Safari, 2012; Willem & Buelens, 2009). A study by Mahmoudsalehi et al. (2012) found that there is a positive relationship between organizational structure and knowledge sharing, such that if the characteristics of the organizational structure are less centralized, less formalized, more complicated, and more integrated, the levels of knowledge management would be enhanced. Moreover, Sandhawalia and Dalcher (2008) stated that a flexible organizational structure encourages knowledge sharing and collaboration across boundaries within the organization, while a rigid structure often has the unintended consequence of inhibiting such knowledge-sharing practices. This could indicate that the UAE's organizational structure needs to be looked at and assessed from the knowledge management point of view: is it flexible enough, is it rigid and follows a certain hierarchy, is it centralized or decentralized? Such an examination of the UAE organizational structure is worth pursuing closely. This type of highly centralized and formal structure is very common in the UAE, which is advancing in business but is still very centralized in the way it sets its structure. This also can be interpreted as employees not looking at the organizational structure to prevent them from sharing knowledge. Do employees have open access to top management and top management can share knowledge with staff

in an open environment in UAE organizations? If that become a common practice, where organizational structure is not hindering knowledge sharing, organizations and top management could improve and encourage staff in more sharing and collaboration to meet the target of equipping Emirati nationals in the workplace with the requisite knowledge to enhance their performance with the help of their expatriate more senior colleagues.

Next, the study shows that there is a direct positive association between organizational structure and social trust. This in accord with the results of Dammen (2001), who observed that there is a significant positive relationship between organizational structure and trust among employees. In contrast, Kolaric and Radojcic (2011) stated that the traditional hierarchical structure has no real influence on the level of trust among employees and their willingness for open cooperation, since such an organizational design leaves little space for the necessary level of trust and cooperation and results in a low level of knowledge exchange among employees. A recent study by Latifi and Shooshtarian (2014) suggested that organizations should attempt to design and develop a proper and flexible structure to enhance the trust of employees. Employees with low trust in an organization are observed to work under a high level of stress. This finding can contribute significantly to UAE organizations to build more social trust in the organization by making the environment and the structure more flexible, to encourage staff to reach top management, and to allow people from different nationalities and cultural backgrounds to work and interact together and accomplish success through trust while working on the same initiatives and projects. This can be used wisely to enhance the trust between expatriates and UAE nationals in the workplace, which would lead to more sharing and exchanging of experiences.

In summary, the theoretical model developed for this study has successfully predicted a positive relationship between organizational structure and social trust. This suggests that flexibility in organizational structure plays an important role in relationships and socialization among employees in the organization and may be a key factor in enhancing more social interaction to enhance the exchange of information and knowledge in a workplace. Social workshops and events at the workplace for employees of the same department would be good to consider, bringing employees away from their desks and enabling them to discuss situations they face and how they were handled, and to share experiences with national employees, especially fresh graduates, so they can learn from experts such as expatriates.

6.2.3 Incentive (INC)

The results showed that there is a direct positive association between incentives and knowledge-sharing behavior. This is in line with the finding of a recent study by Mathew and Rodrigues (2015), who found that there is a strong influence of knowledge management incentives on knowledge sharing among employees in the IT sector. Previous studies have stated that incentives had an impact on knowledge sharing (Davenport & Prusak, 1998; Fan, Ou, Suo, & Sun, 2007; Jennex & Olfman, 2001; Malhotra & Galleta, 2003). Incentives provided by management motivate employees to share their knowledge, but fail to influence their learning behavior directly (Mathew & Rodrigues, 2015). A few studies also showed that there was a significant relationship between the reward system and knowledge sharing in organizations (Alam, Abdullah, Ishak, & Zain, 2009; Ismail et al., 2007; Jahani, Effendi, & Ramayah, 2013). In contrast, recent studies found that rewards did not significantly influence employee attitudes and intentions toward knowledge sharing

(Olatokun & Nwafor, 2012; Seba et al., 2012b). In this regard, UAE organizations probably need to consider offering incentives or planning a reward system to encourage more sharing of knowledge from expatriates to their Emirati colleagues. It would also probably be a good initiative if it was strategized at the national level to support the Emiratization program. Self-initiated expatriates (SIEs) might feel threatened that by sharing their knowledge with Emiratis they may end up losing their jobs, but if they were rewarded for knowledge sharing, this would encourage them to share more of their experiences and knowledge. It makes sense that knowledge sharing as a desired behavior should be rewarded rather than penalized.

It was also observed that there is no direct positive association between incentive and social trust. This in contrast to the results of Ogbonnaya, Daniels and Nielsen (2017), who found that incentive schemes were positively associated with trust in organizations. Further, Ferrin and Dirks (2003) found that organizational rewards may have a strong and predictable influence on interpersonal trust. Such rewards can influence trust by means of altering employees' perceptions about the motives of others and can evaluate their behaviors on reward structures. This might be interpreted in the UAE as signifying that payment schemes are good enough and employees are satisfied financially. It will be worth looking to other factors that might affect social trust in the UAE other than incentives. Could it be career development or other factors that human resources (HR) can consider enhancing social trust in the UAE workplace? I believe this part is worth further investigation.

6.2.4 Time Pressure (TP)

This study found that there is a positive association between time pressure and knowledge-sharing behavior. However, this is in contrast to the results of Connelly et

al. (2014), who found that time pressure is negatively related to knowledge sharing. It is also stated that people who perceive significant time pressure are less likely to share knowledge, while trait competitiveness predicts perceived competition. Low task self-efficacy creates a sense of time pressure, which in turn leads to people feeling too busy to share their knowledge when it is requested. A previous study by Sik-wah Fong and Chu (2006) found that time constraints as a result of a heavy workload and the busy nature of work reduce employees' willingness to share knowledge in companies. Recently, Škerlavaj et al. (2018) found that perceived time pressure is positively related to knowledge hiding. Further, it was explained that as time pressure increases, employees will try to engage in knowledge hiding. Our results show that in the context of organizations in the UAE, time pressure and workload does not hinder or will have no effect on knowledge-sharing behavior in a workplace. It could be explained that the pressure at work when working in projects and deadlines makes interaction and cooperation between individuals more necessary and therefore knowledge sharing process happen. However, this point needs further examination in future research.

Further, the results of this study showed that there is a positive association between time pressure and social trust. This finding differs from the results of Škerlavaj et al. (2018), who observed a positive relationship between time pressure and knowledge hiding, and this knowledge hiding is positively related to interpersonal distrust (Connelly, Zweig, Webster, & Trougakos, 2012) and harms interpersonal relationships (Connelly & Zweig, 2015). An employee with a high workload may find it difficult to maintain good relations with their co-workers (Stoetzer, 2010). This can be explained in UAE organizations the more the employees are pressured the more they engaged and interact socially. It could be that when employees need cooperation

and information from others in completing tasks under time pressure they might engage in more social interactions with colleagues in the workplace.

In summary, leader support and incentives show a positive association with knowledge-sharing behavior in UAE organizations, which answers the first research question (RQ1) of the current study, by confirming that leader support and incentives are vital keys in enhancing knowledge-sharing behavior at UAE organizations. Thus, the proposed theoretical model for this research successfully predicted a positive relationship between organizational-level factors such as leader support, incentives, and knowledge-sharing behavior, and our present study suggests that leader support and incentives play a vital role in promoting knowledge sharing between expatriates and UAE nationals. These two factors should be considered and planned sensibly to support meeting Emiratization targets of the country by encouraging transfer of knowledge from expatriates to citizens. However, time pressure is recommended to be further examined in future research with different samples from the population. Also, our results indicate that having Emiratis and expatriates to work closely together in groups will make working closely in teams on projects which could stimulate the knowledge sharing process from expatriates to Emiratis.

6.3 Individual-Level Factors

The theoretical framework adopted in the present study has identified five individual-level factors – stereotyping (STP), self-efficacy (SE), mutual reciprocity (MR), altruism (ALT), and inter-cultural competence (ICC) – that might affect or enhance knowledge-sharing behavior between expatriates and UAE nationals, and also social trust. The results obtained on the effect of these individual-level factors on knowledge-sharing behavior and social trust are discussed in the following sections.

6.3.1 Stereotyping (STP)

The results showed that there is a positive association between stereotyping and knowledge-sharing behavior. This is in contrast with the results of King, Kruger and Pretorius (2007), which revealed that cultural issues such as language proficiency, education, gender biases, age, and work experience were found to influence the knowledge-sharing inclination of individuals either directly or indirectly. A recent study by Sammarra, Profili, Maimone, and Gabrielli (2017) stated that age diversity increases demands for effective knowledge sharing, and that employees of different ages are likely to hold diverse knowledge and capabilities that may be lost and/or poorly exploited if they are not effectively shared. Age differences can activate age-related stereotypes and foster the formation of age subgroups, which can hamper social integration, communication, and ultimately knowledge sharing.

Our findings suggest that possible negative stereotyping of citizens does not prevent an expatriate from sharing their knowledge with them. The explanation for this finding in the UAE context can be interpreted as that expatriates share their knowledge and experiences because they feel that it is expected from them as part of their job and they might be concerned about losing their jobs if they are perceived as resisting to share knowledge with Emiratis. That could be working as a source of threat that makes them share knowledge with UAE citizens even if they have negative stereotype of them.

Further, it is observed that there is a negative association between stereotyping and social trust. This finding is consistent with the results of Walton, Murphy, and Ryan (2015), who found that negatively stereotyped people might experience a stereotype threat which can undermine motivation and trust and cause underperformance. Moreover, Pak, McLaughlin, and Bass (2014) stated that the link

between trust and apparent physical characteristics was explained via similarity-attraction theory, which predicted that people would be more attracted to those who are similar to them. In the UAE labor market, Emiratis are generally believed to be negatively stereotyped by expatriates. Moreover, negative perceptions with regard to skills and competencies, work ethic, cultural disposition, and the perceived effectiveness of Emiratization are the factors which are identified regarding the perceptions of UAE citizens (Al-Waqfi & Forstenlechner, 2010). As mentioned before, the UAE workplace is unique and intensively multicultural, and if stereotyping and social trust are negatively associated, it means that expatriates will not be socially involved in their organizations and will have no social engagement with their colleagues, which will make them avoid sharing full experiences with their Emirati colleagues while working together.

This is an important issue in the context of the UAE given the high workforce diversity in the country and therefore it is recommended to be further researched with a larger sample of expatriates at various job levels.

6.3.2 Self-Efficacy (SE)

The current study shows that there is a positive association between self-efficacy and knowledge-sharing behavior. This is in agreement with the results of Olowodunoye (2015); Shaari, Rahman and Rajab (2014); Skaik and Othman (2014), who observed that self-efficacy has a significant positive effect on employees' knowledge-sharing behavior in the UAE context. This implies that individual employees' involvement in knowledge sharing is determined by their level of self-efficacy. An individual employee could serve as a knowledge generator or a receptor, and self-efficacy may be a crucial determinant in engaging in such an endeavor

(Olowodunoye, 2015). Bandura's social cognitive theory views people's actions and motivations as based on the perspective of "anticipative, purposive and self-evaluating." That is why one's belief of personal efficacy is central to human agency. In relation to knowledge sharing, self-efficacy determines an individual's action in either sharing or hoarding of knowledge. This is because people reflect on their efficacy and form intentions that include plans and strategies for realizing them (Bandura & Locke, 2003). The same applies in the activity of learning. In Bandura's social learning theory, self-efficacy drives people's choice of activities and behavioral settings, how much effort they expend, and how long the perception of self-efficacy lasting (Bandura, 1997).

Self-efficacy could be considered an important factor that individual employees should possess before they can engage in knowledge-sharing behavior, especially on the part of the donor of knowledge. It may be conceptualized as the assessment of one's own ability based on the mastery of a particular job or phenomenon. In addition, it deals with employees' judgment of their ability to organize and implement a certain course of action, which also determines the involvement of an individual employee in knowledge-sharing behavior. People may develop higher self-efficacy to exchange their knowledge when there is cooperation within the work environment and the social network in which they find themselves (Bandura, 1997). In contrast, some previous studies found that people's self-efficacy can inhibit their intention to share knowledge (Guns & Välikangas, 1997; Lin, 2007b). In the UAE context, organizations' HR leaders should consider expatriates' level of self-efficacy prior to granting them a work contract, and this again should be taken to a national level by introducing expatriate management or talent management programs or departments, which will be explained in the next chapter. It is also a good point for

HR practitioners in the UAE to consider increasing the level of knowledge sharing among employees, and from expatriates to UAE nationals in particular.

Further, the research findings revealed that there is a direct positive association between self-efficacy and social trust. This finding is in accord with the results of Hsu, Ju, Yen and Chang (2007); Varshney and Varshney (2017), who observed that self-efficacy is positively correlated with social trust among employees. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. The factors of trust, communication, information systems, rewards, and organizational structure are crucial for organizational culture to offer positivity among employees to engage in knowledge transfer (Ismail et al., 2007). A recent study by Ozyilmaz, Erdogan, and Karaeminogullari (2018) also stated that co-worker trust is one of the antecedents of perceived self-efficacy. The current situation in the UAE as evidenced in this study shows that self-efficacy and social trust are connected: when individual self-efficacy rises, social trust among employees in the organization will rise too. HR practitioners in UAE organizations should always seek measures and initiatives to maintain high staff self-efficacy to support the knowledge-exchange process.

6.3.3 Mutual Reciprocity

Mutual reciprocity is about cost and benefit. In the context of knowledge sharing, the donor of the knowledge will decide whether the recipient possesses the potential to give back a positive outcome. People tend to weigh others' capabilities before they exhibit certain behavior (Okyere-Kwakye & Nor, 2011). According to Kelley and Thibaut (1978), individuals involved in virtual teams will share their knowledge when they perceive commensurate behavior from the other partner.

Knowledge sharing involves providing knowledge to another person or a team or community of practice, with expectations of reciprocity (Wu, Hsu, & Yeh, 2007). Reciprocity is one of the extrinsic factors that motivate individuals to engage in knowledge sharing (Lin, 2007b). The results of this study show that there is a positive association between mutual reciprocity and knowledge-sharing behavior. This is in accord with a study by Lee and Hong (2014), which revealed reciprocity as one of the factors affecting hospital employees' knowledge-sharing intention, knowledge behavior, and innovation behavior. Further, Okyere-Kwakye and Nor (2011) revealed a positive relationship between mutual reciprocity and knowledge sharing among individuals. Chang, Tsai and Tsai (2011) found that reciprocity had a significant positive impact on knowledge sharing in a virtual community. This finding indicates that knowledge sharing is indeed a two-way process and that recipients of knowledge in this case should seek to build a meaningful relationship with the knowledge owner in which they perceive a positive outcome of sharing their knowledge even if that outcome was merely expressing a sense of appreciation and gratitude towards the other party. With regard to the UAE, HR practitioners on an organizational level could encourage building a mutually meaningful mentoring relationships between their expatriate and Emirati subordinates in away where both parties see a value for themselves from engaging in the knowledge sharing behavior.

Trust refers to the level of confidence that individuals have that others will act as they say or are expected to act, or that what they say is reliable (Al-Ali, 2008). Beccerra and Gupta (1999) stated that employees with a high trust relationship exhibit a greater willingness to take risks beyond sharing information. Our results from this study show that there is no positive association between mutual reciprocity and social trust. This finding is contrary to those of Dirks (1999); Fehr and List (2004), who stated

that the significance of trust and reciprocity has been gradually documented in the field of labor economics. Trust enhances the ability of team members to work together and promotes reciprocity. If there is no trust in reciprocity in this case, this might affect the exchange of knowledge in UAE organizations. HR and leaders must ensure there is a level of trust to elevate the individual's mutual reciprocity in order for knowledge-sharing behavior to be active. In this study we only looked at the expatriates' perspective. It is also worth conducting further research in UAE context on the relationship between trust and mutual reciprocity with larger sample of employees including both expatriates and local citizens.

6.3.4 Altruism (ALT)

Knowledge sharing is a voluntary act and it should be stressed that efficient knowledge sharing depends on the willingness of individuals. In this regard, employees should gain satisfaction and enjoyment through knowledge sharing. It is related to intrinsic or internal rewards such as interest, mastery, or altruism (Šajeva, 2014). A recent study by Jahani et al. (2013) found that knowledge workers with altruistic intentions were likely to engage in knowledge sharing. The results of this study show that there is a direct positive association between altruism and knowledge-sharing behavior. This is in line with the findings of previous studies which have confirmed the positive relationship between altruism and knowledge contribution (Davenport & Prusak, 1998; Wasko & Faraj, 2005) and the quality and quantity of knowledge sharing (Sedighi et al., 2016). A recent study by Al-Zu'bi (2011) found that altruism has a significant impact on knowledge sharing among employees. Likewise, Lin (2008) observed that altruism has a significant impact on knowledge sharing and that the influence of altruism on knowledge sharing is stronger for women

than men. Liu and Cheng (2007) concluded that there is a significant positive relationship between the individual characteristic of altruism and knowledge-sharing behavior. Employees with a high degree of altruism are more likely to share their knowledge with others compared to those with low altruism.

Previous studies pointed to altruism as a key antecedent for knowledge-sharing intention (Chennamaneni, Teng, & Raja, 2012; Hung, Lai, & Chang, 2011; Jeon, Kim, & Koh, 2011; Okyere-Kwakye & Nor, 2011; Wasko & Faraj, 2005). Altruism is derived from the intrinsic enjoyment of helping others (Jeon et al., 2011; Kankanhalli & Tan, 2005). It plays an important role in enhancing an individual's intention to share knowledge (Chen et al., 2014). Knowledge workers contribute knowledge to the knowledge management system (KMS) due to their enjoyment in helping others (He & Wei, 2009). (Lin, 2007b) suggested that the act of helping others (altruism) could have a strong influence on a person's knowledge-sharing behavior. Similarly, De Vries et al. (2006) suggested that willingness to share knowledge is a form of altruism that indicates a positive attitude toward other members of the team and the willingness to reply to colleagues.

This specific characteristic is found in the UAE sample of expatriates in this research. HR and the talent management department should plan to use it to attract expatriates with the same characteristics to promote the level of sharing experiences and knowledge among staff and with UAE citizens. Specific training and orientation programs could also be provided to expatriates to promote a sense of altruism in the workplace to thereby boost the sharing of knowledge in a smooth process in UAE organizations.

The current study shows that there is a direct positive association between altruism and social trust. This is in line with the findings of Dirks and Ferrin (2002),

who observed that there is a positive relationship between trust and altruism. Altruistic behaviors encourage the development of healthy personal relationships in which individuals trust each other and where few conflicts and disputes arise (Somashekhar, Pundhir, & Saxena, 2011). Previous studies reported that altruism is positively associated with organizational learning (Chang et al., 2011; Somech & Drach-Zahavy, 2004). UAE leaders and HR practitioners can benefit from this, by encouraging and motivating the expatriates to share to share knowledge with Emiratis and acknowledge them for it. People with such characteristic can be highlighted at workplace and motivated to share knowledge and experience, then to be rewarded and motivated for practicing such positive behavior.

6.3.5 Inter-Cultural Competence (ICC)

Inter-cultural competence is an individual's ability to communicate and interact with individuals of another culture/group/community (Deardorff, 2006). The results of this study show that there is no direct positive association between inter-cultural competence and knowledge-sharing behavior. This is in contrast to the findings of previous studies that focused on the discussion of cultural factors affecting knowledge management and transfer (Chow et al., 2000; Ford & Chan, 2003; Holden, 2001; Hutchings & Michailova, 2004). Orazbayeva and Baaken (2017) stated that inter-cultural competence is the crucial factor for successful cross-cultural knowledge sharing. A team will succeed in inter-cultural knowledge transfer if it has and uses inter-cultural competence and by encouraging interpersonal communication. Within this context, the team's cultural diversity is able not only to transfer knowledge, but also to generate new knowledge.

Inter-cultural competence consists of different components and needs different skills and certain knowledge that are necessary for communication in an inter-cultural context. Such competence plays a leading role in inter-cultural activity, since it makes effective inter-cultural communication and collaboration possible. Such an ability is also relevant for inter-cultural knowledge transfer, since smooth interactions depend on it and hence it is able to produce effective knowledge sharing (Rathje, 2007). Bennett and Bennett (2004) also emphasizes that the inter-culturally competent individual most probably will have no conflicts in communication with members of other cultures.

Individuals' knowledge about other cultures and ability to interact with a range of people are distinguished as key capabilities and defined as structural elements of the individual's inter-cultural competence (Repečkienė, Kvedaraitė, & Jankauskienė, 2011). Further, inter-cultural competence is not only described as knowledge about different cultures, but also as the awareness of cultural variations, trust, tolerance, and interpersonal skills in order to avoid misunderstandings, specifically when the working conditions feature the limitations caused by the local separation of team members (Adler & Gundersen, 2007). Köppel (2007) stated that multicultural teams require more time to develop cohesiveness and trust, hence cultural diversity influences team development in an organizational setting.

Our results show that there is a direct positive association between inter-cultural competence and social trust. So, the impact of ICC on KSB is fully mediated by social trust. This is in accord with the results of Morley, Cerdin, Lloyd and Härtel (2010), who observed that cognitive and affective inter-cultural competencies are positively related to trust among employees. In addition, behavioral inter-cultural competencies such as conflict management style and emotional management ability

are positively related to trust among employees, whereas inter-cultural communication competence failed to show a positive relationship with trust among employees. It is the case in the UAE that different cultures are working together smoothly and in harmony. It is known that UAE organizations, especially the private ones, are staffed highly with expatriates, who comprise around 80% of the labor force, which makes it a unique and very competitive culture. Expatriates with high level of ICC will indulge in more social interactions that would lead to higher interactions and sharing of experiences with their fellow Emiraties employees.

In summary, self-efficacy (SE), mutual reciprocity (MR), and altruism (ALT) show a positive association with knowledge-sharing behavior (KSB), which answers research question (RQ2) by confirming the relationship between the above-mentioned individual-level factors and knowledge sharing behaviour. Thus, the theoretical model successfully predicted a positive relationship between individual-level factors such as SE, MR, ALT, and KSB, and our present study suggests that SE, MR, and ALT play a vital role in promoting KSB between expatriates and UAE nationals. These are observed as the key factors of encouraging KSB at an individual level in the UAE context. That needs to be examined and studied thoroughly when contracting expatriates who are joining the UAE workforce. These factors need to be strategized and used effectively by the proposed talent management department and HR practitioners in the UAE to foster the sharing of knowledge and experiences from expatriates to UAE citizens.

6.4 Interpersonal Relations

6.4.1 Social Trust (ST)

Trust is viewed as an indispensable base for creating a shared experience among individuals to facilitate tacit knowledge sharing (Nonaka, 1994). Individuals are not interested in sharing knowledge without a feeling of trust (Husted & Michailova, 2002). The results of this study show that there is a direct positive association between social trust and knowledge-sharing behavior. This is in line with the findings of Wang et al. (2012), who reported that there is a positive relationship between trust and knowledge sharing. Wu, Lin, Hsu and Yeh (2009) also found that employees perceived that interpersonal trust with colleagues or a supervisor had a positive relationship with their knowledge-sharing behavior in the work environment. Likewise, Ismail et al. (2007) studied the impact of organizational culture on knowledge sharing in a survey of public and private companies in Bahrain. The results showed a positive association between knowledge sharing and trust, communication, information systems, and rewards. Previous studies also demonstrated the supportive role of trust in knowledge sharing (Chowdhury, 2005; Holste & Fields, 2010; Lee & Choi, 2003; Lucas, 2005; Szulanski, 1996). Lack of trust between knowledge seekers and knowledge recipients hinders knowledge exchange (Lucas, 2005; Szulanski, 1996). In contrast, Chow and Chan (2008) found that social trust has no direct effect on the attitude and subjective norm of sharing knowledge.

In summary, social trust (ST) showed a positive association with knowledge-sharing behavior (KSB), which answers research question RQ3 by confirming the relationship between ST and KSB. Thus, the theoretical model successfully predicted a positive relationship between ST and KSB, and the present study suggests that ST

plays a vital role in promoting KSB between expatriates and UAE nationals. Hence, interpersonal relations (social trust) play a role in the effectiveness of knowledge sharing in the multicultural work context in the UAE.

6.5 Mediating Role of Social Trust between Key Factors and Knowledge-Sharing Behavior

The present study revealed the mediating role of social trust between organizational- and individual-level factors and knowledge-sharing behavior. Here, the results found that social trust has no mediating effect on the direct positive association between leader support for knowledge sharing (LSKS) and knowledge-sharing behavior (KSB). This finding is in accord with the results of Lee et al. (2010), who observed that the relationship between leaders' knowledge builder role and team knowledge sharing was not significantly mediated by trust. Leaders who are knowledge builders enhance team knowledge sharing indirectly by building the willingness of all team members to rely on and disclose ideas and information to the team. It is proposed that leadership practices that build trust in the team are more important than practices focused on building trust in the leader. The results suggested that leaders can enhance team knowledge sharing by focusing on building team members' trust in each other as a collective. Also, it is stated that a mediated relationship between leadership and team knowledge sharing via trust needs not only a significant relationship between leadership and team knowledge sharing, but also significant relationships between leadership and trust, and trust and knowledge sharing (Baron & Kenny, 1986).

Further, the results indicated that social trust has a mediating effect on the direct positive association between organizational structure (OS) and knowledge-sharing behavior (KSB). This finding is in accord with the results of McNeish and

Mann (2010), who stated that groups of employees with strong relationships based on trust tend to display a more flexible and open structure characterized by less formal and standardized procedures, greater decentralization of decision making, and decreased impersonality of relationships, all of which support increased knowledge sharing among them.

The current study found that social trust has no mediating effect on the direct positive association between incentives (INC) and knowledge-sharing behavior (KSB). This finding is in accord with the previous studies discussed, which revealed that trust was a significant factor that influenced employees' interactions with each other and their willingness to share knowledge with each other in the workplace. Moreover, appropriate incentive systems need to be planned to improve knowledge sharing among employees, as well as fostering a knowledge-friendly culture that establishes an open atmosphere for knowledge sharing (Cabrera & Cabrera, 2005; Ho, 2009; Liebowitz, 2008; Riemenschneider, Jones, & Leonard, 2009). Ho, Kuo, Lin and Lin (2010) stated that the managers in an organization can enhance knowledge sharing among employees through the promotion of trust in the workplace.

Moreover, our results found that social trust has no mediating effect on the direct negative association between time pressure (TP) and knowledge-sharing behavior (KSB). However, Škerlavaj et al. (2018) stated that employees who have greater time pressure and are low in prosocial motivation find it hard to share knowledge with their peers, and this might lead to interpersonal distrust.

The findings also observed that social trust has a mediating effect on the direct negative association between stereotyping (STP) and knowledge-sharing behavior (KSB). This is similar to the results of Hofhuis, van der Rijt and Vlug (2016), who observed that trust mediates the relationship between a climate of perceived diversity

and work group identification and openness, and mediates its relationship with knowledge sharing. Previous studies showed that employees in culturally diverse organizations often display a relative preference for members who belong to the same cultural group, which has a negative impact on interpersonal communication between members of different cultures and reduces employees' sense of inclusion and organizational identification (Brewer & Brown, 1998; Dinsbach, Feij, & de Vries, 2007; Goldberg, 2005; Jansen, Otten, van der Zee, & Jans, 2014; Pless & Maak, 2004).

In this current research, the results showed that social trust has a mediating effect on the direct positive association between self-efficacy (SE) and knowledge-sharing behavior (KSB). This finding is in accord with Hsu et al. (2007), who observed that social trust is positively correlated with self-efficacy in knowledge sharing. Ho, Kuo and Lin (2012) stated that trust has an important mediating effect on online knowledge sharing among employees in organizations. A recent study by Varshney and Varshney (2017) observed that trust significantly mediates the relationship between employees' self-efficacy and job performance. Moreover, Salz (2012) argued that increased levels of employee trust generate a conducive working context and that there is a subsequent reduction of turnover, and enhanced performance and inspiration to work.

Besides, the results observed that social trust has no mediating effect on the direct positive association between mutual reciprocity (MR) and knowledge-sharing behavior (KSB). This is in contrast to the findings of Sharratt and Usoro (2003), who stated that there will be a greater degree of motivation to engage and share if an individual considers a community or group as trustworthy, with values such as mutual reciprocity, honesty, reliability, and commitment. A high level of interpersonal trust is related to a high level of knowledge sharing (Kalantzis & Cope, 2003).

This study found that social trust has a mediating effect on the direct positive association between altruism (ALT) and knowledge-sharing behavior (KSB). This is in accord with the results of Wu et al. (2009), who reported that trust among co-workers is more significant in supporting knowledge-sharing behavior among employees with low altruism when compared to those with high altruism. Employees' altruism is an initiator for their knowledge-sharing behavior in the working environment.

Furthermore, trust has a variety of constructive effects, including employees contributing time and attention to collective goals, sharing useful information, helping others, and performing extra-role behaviors (Webster & Wong, 2008). Our results indicated that social trust has a mediating effect on the direct positive association between inter-cultural competence (ICC) and knowledge-sharing behavior (KSB). This finding is in accord with Finestone and Snyman (2005), who stated that lack of trust among different groups is more critical, hence it is an important issue that attracts silence, which has a significant effect on knowledge sharing in the work environment. Culture and race might inhibit the growth of openness and trust among employees (Ford & Chan, 2003). A lack of trust might be unfavorable to knowledge sharing in an institution (Ngulube, 2005). An individual's cultural intelligence would result in trust with other individuals and then sharing one's knowledge (Elianto & Wulansari, 2016).

A study by Alserhan, Forstenlechner and Al-Nakeeb (2010) on UAE workers' attitudes to diversity observed that the workers seemed to group together culturally and disallow outsiders, and that there was no positive relationship between workforce diversity levels and UAE workers' attitudes. The authors found that expatriate workers in the UAE regularly hoard knowledge to ensure their job security. Carrillo, Mohamed, O'Sullivan and Ribière (2008) stated that the Arab culture should adapt knowledge

management practices, which emphasize the Arab preference for tacit knowledge sharing with those they intensely trust and with whom they have long-term relationships. As a result of strong interpersonal links, the facilitation of tactical mutual exchange prevails in long-term social networks. However, it is essential to reveal the nature of social networks among workers while discussing knowledge management (Smedlund, 2008). This is because in the case of strong social networks, individuals interact on a frequent basis and feel more trust and closeness in their interactions, which in turn results in a high level of knowledge sharing (Feld, Suitor, & Hoegh, 2007). Thus, it is justified that people who possess higher inter-cultural competence would be more comfortable interacting with others in general, and especially with those who come from different cultural backgrounds.

In summary, the theoretical model successfully predicted the mediating role of social trust between the direct association of key antecedents such as organizational structure, stereotyping, self-efficacy, altruism, and intercultural competence and actual knowledge sharing (KSB) behaviour in the UAE work environment. This study suggested that interpersonal relations (ST) play an important role in mediating the key organizational- and individual-level antecedents with KSB in the UAE work environment.

All the above-mentioned findings of this study answer research question (RQ)4 of whether knowledge transfer is an effective mechanism to support achieving the intended Emiratization goals in the country. Our theoretical model successfully predicted the relationship of key antecedents and interpersonal relations with KSB in the UAE work environment. Such findings are among pioneering research in the UAE. This can be utilized strategically at a UAE level to attract the right candidates and train

the current ones to optimize knowledge sharing and reach the targeted ratio of Emiratization.

6.6 Demographic Variables

Ten demographic variables (Gender, Marital Status, Age, Employment Status, Nationality, Job Category, Current Job Experience, Current Organization Experience, Total Work Experience, Industry) were assessed for their correlation and connection with the knowledge sharing behaviour and employees' social trust. Five out of ten such as (Gender, Employment status, Nationality, current job experience, Industry) have shown a very high connection with knowledge sharing behaviour and social trust practices in UAE. This is a very interesting point and it might be taken into further research in the future when it comes to explain the knowledge sharing behaviour among individuals in UAE multicultural work environment especially from expatriates to UAE citizens. It is also found that gender and social trust are negatively correlated, which means that if it's a male or a female it is obvious that it is affecting the level of the social involvement at UAE workforce.

Furthermore, the type of industry is associated with the social trust involvement, in UAE it seems that some industries have higher employees' social involvement than other industries. With regards to, employment status (full time or part time) employment and knowledge sharing behaviour are highly connected in UAE context. The study also revealed that employee's nationality also connected and affecting knowledge sharing behaviour in UAE organizations, this part require further investigation about the nationalities that do share knowledge from nationalities that don't, in my observation it requires a national involvement to bring expatriates from countries that share knowledge with UAE citizens. Moreover, current job experience,

the length at certain jobs are negatively connected to knowledge sharing behaviour in UAE organizations.

6.7 Discussion of Study Findings

The purpose of the present study is to examine and determine the influence of organizational- and individual-level factors on knowledge-sharing behavior and social trust between expatriates and national workers in the UAE context. In this discussion chapter, the findings revealed that several hypotheses were empirically supported. This helps us to identify the most important factors influencing knowledge-sharing behavior between expatriates and local workers in the UAE context. Also, this study aimed to find out the key antecedents influencing social trust between expatriates and UAE nationals. In addition, it assisted with revealing the mediating effect of social trust on the relationship between the key factors of knowledge sharing and the actual knowledge-sharing behavior of expatriates and UAE nationals. On the other hand, some unexpected findings were observed for hypotheses that were not supported. A summary of the key findings of the present research study is given below.

Among the four organizational-level factors, only organizational structure (OS) failed to show a positive association with knowledge sharing behaviour (KSB) between expatriates and UAE nationals. Individual antecedents such as self-efficacy (SE), mutual reciprocity (MR), and altruism (ALT), showed a positive association with knowledge sharing behaviour (KSB) between expatriates and UAE nationals. However, time pressure (TP) and stereotyping (STP) failed to show a negative association with KSB between expatriates and UAE nationals. Furthermore, social trust (ST) showed a positive direct association with KSB between expatriates and local workers in the UAE context.

This study found that the only one organizational-level antecedent, namely organizational structure (OS), had a positive association with social trust (ST) between expatriates and UAE nationals. It also observed that the individual-level antecedents such as self-efficacy (SE), mutual reciprocity (MR), altruism (ALT), and intercultural competence (ICC) showed a positive association with social trust (ST) between expatriates and local workers in the UAE context. Stereotyping (STP) showed a negative association with ST between expatriates and UAE nationals, whereas time pressure (TP) failed to show a negative association with ST between expatriates and local workers in the UAE context.

The present study also examined how social trust (ST) mediates the direct association between key antecedents of knowledge sharing and actual knowledge sharing behaviour (KSB) in the UAE work environment. With respect to the organizational-level antecedents, the findings indicated that social trust (ST) acts as a mediator of the association between only organizational structure (OS) and actual knowledge sharing behaviour (KSB) in the UAE work environment. On the other hand, social trust (ST) acts as a mediator of the association between individual-level factors such as stereotyping (STP), self-efficacy (SE), altruism (ALT), and intercultural Competence (ICC) and actual knowledge sharing behaviour (KSB) in the UAE work environment.

6.8 Chapter Summary

The discussion chapter described the findings of the present study and addressed the hypotheses. Our study considered the direct relationship hypotheses between both organizational- and individual-level factors with knowledge sharing and social trust, and the findings were discussed with the relevant literature. Then, the

direct relationship hypothesis between social trust and knowledge-sharing behavior was described. After that, we discussed the mediation hypotheses to describe the mediating effect of social trust on the relationship of both organizational- and individual-level factors with actual knowledge-sharing behavior between expatriates and UAE nationals. The discussion was based on an employee engagement theoretical framework model and the literature on knowledge-sharing behavior. We concluded by presenting the main factors of knowledge-sharing behavior between expatriates and local workers in a UAE context.

Chapter 7: Conclusions, Implications, and Limitations

7.1 Introduction

This chapter summarizes and reveals the organizational- and individual-level factors that determine the knowledge-sharing behavior between expatriates and local workers in the UAE's multicultural work environment. It establishes the relationship of social trust and knowledge-sharing behavior between expatriates and local workers in the UAE context. Further, it also discusses the mediating role of social trust between the organizational- and individual-level factors and knowledge-sharing behavior between expatriates and UAE nationals.

The main aim of this research is to explore the organizational- and individual-level factors that influence knowledge-sharing behavior between expatriates and local workers in the UAE context. This study aimed to find the effect of interpersonal relations as a mediator between key factors of knowledge sharing and actual knowledge-sharing behavior in the UAE work environment. It also intended to reveal the role of knowledge sharing in the realization of the UAE's Emiratization strategy and its potential role in the future. Based on the results obtained, it will be easy to propose potential strategies, policies, and interventions which will be effective in promoting knowledge-sharing behavior between expatriates and Emiratis in support of Emiratization in the near future.

Subsequently, the key findings, implications, recommendations, limitations, and further recommendations will be discussed.

7.2 Key Findings

This study revealed that leader support for knowledge sharing and incentives positively influenced knowledge-sharing behavior between expatriates and UAE

nationals and supported the corresponding research hypotheses. These findings highlighted the importance of leadership support to encourage knowledge sharing and distribute resources to support knowledge transfer (Han & Anantatmula, 2006). Incentives provided by the organization encourage employees to share knowledge (Mathew & Rodrigues, 2015). It is observed that a flexible organizational structure motivates knowledge sharing and collaboration across boundaries within the organization (Sandhawalia & Dalcher, 2008). The findings of the present study confirmed this evidence and pointed out that the desired level of knowledge-sharing behavior between expatriates and local workers in the UAE context is feasible for organizations to attain by providing appropriate leader support to facilitate knowledge sharing, framing a proper organizational structure, and delivering attractive incentives to expatriates to share knowledge with their Emirati colleagues.

Among the five individual antecedents, this study observed that three individual-level antecedents, self-efficacy, mutual reciprocity, and altruism, positively influenced knowledge-sharing behavior between expatriates and UAE nationals and supported the corresponding research hypotheses. It is observed that employees with high self-efficacy and altruism are more likely to share their knowledge with colleagues in their working environment (Bandura, 1997; Lin, 2007b). Mutual reciprocity is positively related to knowledge sharing among individuals (Okyere-Kwakye & Nor, 2011). Our findings confirmed this evidence and reported that the desired level of knowledge-sharing behavior between expatriates and local workers in the UAE context can be achieved by UAE organizations through appropriate strategies to develop self-efficacy and altruism in expatriates. HR managers should have techniques to attract expatriates to UAE firms who have these personal qualities, which in turn enhances knowledge sharing in the organization in general and with their

Emirati colleagues in particular. In addition, a healthy mutual reciprocity scheme should be encouraged by UAE organizations that would trigger expatriates and UAE nationals to be involved in knowledge sharing.

This study also revealed a positive relationship between social trust and knowledge-sharing behavior and supported the corresponding research hypotheses. Various researchers also reported that trust in colleagues or supervisors is positively related to knowledge sharing among employees (Wang et al., 2012; Wu et al., 2009). It is observed that lack of trust between knowledge seekers and knowledge recipients hinders knowledge exchange (Lucas, 2005; Szulanski, 1996). Top management can also aid in creating a trusting culture where employees will feel comfortable sharing their knowledge and experiences with colleagues and other stakeholders (Choy Chong, 2006; Yew Wong & Aspinwall, 2005).

The findings of the present study confirmed this evidence and pointed out that the desired level of knowledge sharing between expatriates and local workers in the UAE context is feasible for organizations to attain by creating an organizational culture which motivates social interaction and trust among expatriates and UAE local workers.

Furthermore, this study revealed that only flexibility in organizational structure showed a positive association with social trust between expatriates and UAE nationals and supported the corresponding research hypotheses. Organizations should tend to frame a flexible organizational structure to improve the trust of employees (Latifi & Shooshtarian, 2014). It is inferred that a proper organizational structure tends to enhance the level of social trust between expatriates and local workers in the UAE context.

With respect to the individual-level factors, stereotyping, self-efficacy, altruism, and inter-cultural competence positively influenced social trust between

expatriates and UAE nationals and supported the corresponding research hypotheses. This indicates that stereotyping, self-efficacy, altruism, and inter-cultural competence have a significant role in developing social trust between expatriates and local workers in the UAE context. It is interesting to note here that employees with high self-efficacy, altruism, and inter-cultural competence are more likely to develop social trust with their colleagues. In addition, stereotyping also needs to be addressed, as it negatively impacts social trust in the UAE work environment, which is affecting the sharing of knowledge from expatriates to UAE citizens.

Besides, social trust mediates the direct association of key antecedents such as organizational structure, stereotyping, self-efficacy, altruism, and inter-cultural competence with actual knowledge-sharing behavior in the UAE work environment. It is notable that social trust among employees gains much attention in the UAE work environment, as it will be effective in promoting knowledge sharing between expatriates and Emiratis in support of Emiratization in the future. UAE firms should focus on creating an atmosphere of socialization in the workplace, with social gatherings and unofficial workshops to blend expert expatriates with UAE nationals (Table 7.1).

Table 7.1: Summary of individual and organizational factors that affect knowledge sharing behavior

Individual Factors	**Organizational Factors**
self-efficacy (SE)	Leaders Support for Knowledge Sharing (LSKS)
mutual reciprocity (MR)	Incentives (INC)
Altruism (ALT)	

7.3 Implications

7.3.1 Theoretical Implications

The findings of this study contribute to the literature on the topic by expanding relevant information on the key antecedents of knowledge sharing that influence actual knowledge-sharing behavior between expatriates and local workers in the UAE context. Also, it describes the mediating role of social trust on the relationship between the key antecedents of knowledge sharing and actual knowledge-sharing behavior between expatriates and local workers in the UAE context. This was achieved by developing a theoretical model using an extensive literature review, which covered the key organizational- and individual-level antecedents that determine knowledge-sharing behavior between expatriates and UAE nationals. This model was tested empirically and found to be fit and suitable for the UAE work environment. The empirical findings of this study can be of benefit to both human resources practitioners and managers who wish to initiate and develop effective strategies to increase knowledge-sharing behavior between expatriates and local workers in the UAE context. This, in turn, will support the successful implementation of Emiratization in the UAE work environment in the nearest future.

The findings of the present study add to the existing literature on knowledge management, knowledge sharing, and human resource (HR) management practices in the following ways. The study is one of very few studies that have been conducted in the UAE context. Moreover, it contributes to knowledge sharing and HR management research in the Middle East in general. The research results have important implications at both practical and theoretical levels.

7.3.2 Practical Implications

Organizational-level factors such as leader support for knowledge sharing and incentives are observed as significant antecedents which determine knowledge-sharing behavior between expatriates and local workers in the UAE context. The results also recommend that UAE organizations focus on leadership support which enhances knowledge-sharing behavior among expatriates and UAE nationals. Such organizations should follow a proper organizational structure and incentive system to motivate expatriates to share their knowledge with UAE nationals in the workplace.

Further, individual-level antecedents such as self-efficacy, mutual reciprocity, and altruism showed a significant effect on knowledge-sharing behavior between expatriates and UAE nationals. This pointed out that employees in the UAE work environment should possess high self-efficacy and altruism so that their knowledge could be shared effectively among them. UAE organizations should create a working environment that could motivate both expatriates and local workers from the UAE to develop their self-efficacy and altruism to promote knowledge-sharing behavior. In addition, there is a need to create mutual reciprocity, which would motivate expatriates and UAE nationals to get involved in knowledge sharing.

Further, social trust mediates the direct association of key antecedents such as flexibility in organizational structure, stereotyping, self-efficacy, altruism, and inter-cultural competence with actual knowledge-sharing behavior in the UAE work environment. Therefore, UAE organizations need to create an environment in which expatriates feel free to trust and share their knowledge with UAE nationals. If there is no trust in colleagues and managers among the employees, even besides the availability of various advanced technologies, cooperation will not be at the appropriate level. Building confidence between employees, as well as social relations

between employees and managers, would be a good means for achieving success in the knowledge management process. The findings of this study also add to the existing literature on trust as a mediator between factors influencing knowledge sharing and knowledge-sharing behavior among employees.

The study also revealed that the organizational-level antecedent of organizational structure, as well as the individual-level antecedents of stereotyping, self-efficacy, altruism, and inter-cultural competence, have positively influenced social trust between expatriates and UAE nationals. Hence, UAE organizations should be aware of these antecedents so that they are able to develop a trusting culture between expatriates and UAE nationals, which in turn will improve knowledge sharing in the UAE working environment.

This research study can provide organizations and particularly HR management with valuable insights and recommendations from diverse perspectives to effectively promote knowledge sharing between expatriates and local workers in UAE organizations.

Designing and implementing effective strategies and programs to improve knowledge-sharing behavior is a key point in the current state of the UAE, since Emiratization has been successfully implemented across various UAE organizations to provide more chances for UAE nationals. UAE organizations can benefit from the knowledge gained from the present research concerning the antecedents of knowledge-sharing behavior, especially the positive effects of leader support, incentives, self-efficacy, mutual reciprocity, and altruism on knowledge-sharing behavior between expatriates and local workers in UAE organizations. These are key factors for enhancing knowledge-sharing behavior, as we have demonstrated in this research study.

Leaders in UAE organizations should develop and focus on strategies to encourage knowledge sharing among expatriates and UAE nationals. Top management executives, managers, and supervisors should adopt a suitable leadership style that would motivate employees to share their knowledge efficiently in the UAE work environment. Those leaders should provide adequate time and facilities to both expatriates and UAE nationals to enrich their knowledge-sharing behavior in UAE organizations. A uniform policy and procedures can be framed in public and private sectors to encourage knowledge sharing between expatriates and UAE nationals.

An attractive uniform incentive system can be framed to motivate expatriates to share their knowledge with UAE nationals in the workplace. Hence, UAE organizations should focus on these organizational-level antecedents to encourage knowledge sharing between expatriates and local workers in the UAE context.

UAE organizations should pay attention to employees' self-efficacy, as the present study confirms the positive relationship between self-efficacy and knowledge-sharing behavior. It is recommended that organizations provide coaching strategies in terms of guiding and supporting employees with constructive feedback on a timely and regular basis, which can enhance the employees' self-efficacy and result in an increased level of knowledge sharing. Organizations in the UAE context should develop a working environment that could motivate both expatriates and local workers from the UAE to develop their altruism to promote knowledge-sharing behavior. Moreover, there is a need to create an awareness of mutual reciprocity among employees, which would encourage expatriates and UAE nationals to get involved in knowledge sharing.

As social trust has a positive association with knowledge sharing and acts a mediator in the relationship between the key antecedents of knowledge sharing and

actual knowledge-sharing behavior, top management and managers should focus on developing a trusting culture where expatriates and UAE nationals will feel comfortable and trust each other, trust is a two way direction, Emiraties should be trained to trust their expatriates coworkers, which in turn will increase knowledge sharing among them. It is essential to develop appropriate strategies to develop organizational trust and social trust among expatriates and UAE nationals to enhance their knowledge-sharing behavior in the workplace.

Furthermore, the present study found the positive effects of key antecedents such as organizational structure, stereotyping, self-efficacy, altruism, and inter-cultural competence on social trust among expatriates and UAE nationals. UAE organizations should focus on cultural trainings for expatriates and that will make expatriates understand the local workforce and interact with Emiraties more.

Moreover, there is a need for expatriate management and talent management in UAE organizations or at the national level, since the effective management of talent on a global scale has become a critical challenge for today's organizations. Also, the UAE employs a large number of expatriates in various industrial sectors. Therefore, the HR department of UAE organizations should concentrate on identifying and retaining self-initiated expatriates (SIEs) in the work environment as they are suitable to stand in for assigned expatriates (Tharenou, 2013). Vaiman et al. (2015) stated that SIEs are a key part of available global talent, especially in the local host-country labor force. Organizations are in need of revising their global talent management strategies to accommodate the demands of an increasing SIE population. In recent times, smart talent management has developed from the merger of HR management and knowledge management (Vaiman et al., 2015). Global talent management policies and practices have a direct impact on the organization's capacity to generate, acquire, store, transfer,

and apply knowledge and information in support of its goals and objectives. Global talent management activities are identifying, recruiting, and selecting talent from the external labor market, developing employees, managing talent flow, and the retention of talented employees. Such talent management serves both organizations and SIEs to help organizations to manage shortages in human capital more effectively, and SIEs to move further in their careers. This has to be taken on a national level in UAE with introducing skill inventory/skill bank.

The author provided guidance to HR practitioners on how to use SIEs throughout global talent management activities. Further, effective expatriation management is a winning strategy in the global economy. Lin, Lu and Lin (2012) found that guanxi is a very important dimension that cannot be ignored in the Asian context. UAE Federal Human Resources Authority can benefit from this moving forward should start planning for skills inventory and talent management program.

Recommendation for the UAE Federal Authority is to start the identification of talented Expatriates at the organizational level taking it to the national level in the skills inventory, by tracking number of Expatriates per profession to use this for facilitating the knowledge sharing process. Another recommendation would be job shadowing, with professional coaching and development. In order for Emiraties to perform at workplace they need to have the right skills for it, appropriate expatriate at specific job to transfer knowledge would be crucial for this role.

Moreover, knowledge sharing can be part of the evaluation and performance assessment for expatriates at workplace.

Contracts with limited number of years for some professions to transfer Knowledge to Emirati is beneficial for improving Emiratization, if it agreed at the

recruitment phase, to set expectations and to ensure sharing of knowledge at specific period of time.

7.4 Limitations and Further Research

The findings and limitations of the present study suggest various areas to be focused on for further research. This section explores the various influences that could not be sufficiently controlled in terms of data collection, sampling methodology, and the impact of using a digital survey to collect data.

In the present study, convenience snowball sampling approach method was used to collect the data from cross-sector organizations and to ensure that no researcher bias was involved in participant selection in the survey method. A mixed method would be recommended for further research to confirm the quantitative findings of this research. A mixed method approach using in depth interviews would give more insight into the process of knowledge sharing, and produces a more complete picture by combining information from complementary kinds of data sources. For a review of research on mixed method methodology the reader can refer to Grafton, Lillis, and Mahama (2011).

In this study, the survey was conducted using an online application and it is observed that conducting a survey using an online system is very efficient. The online survey was easily accessible and not time sensitive. It saved time in preparing data for analysis, as the data was already in a digital format. Though online surveys represent a poor response rate, our study showed a considerable response rate using an online survey.

Further, the sample size chosen for this survey was 250, but it successfully reached 406 people. Since the sample size is still small, future research would need to

reconfirm the findings by conducting the analysis with a larger random sample collected from organizations a cross various sectors (government, nongovernment and private) in the UAE.

We recommend longitudinal research studies using the present model. They should cover larger samples across sectors and regions. This would enhance the validity and generalizability of our current research findings and results.

In future research, organizational factors such as organizational culture, information technology, and leadership style could also be included and their effect on knowledge-sharing behavior studied. The present study shows that some of the individual-level antecedents have no significant influence on knowledge-sharing behavior, so a future study could be conducted with a larger sample to reconfirm the findings and generalize them to the UAE working environment. Besides, the influence of socio-behavioral forces such as perception, communities, reciprocity, and the psychological contract could be studied in the future. The effect of demographic characteristics such as age, gender, rank, working experience, and nationality on knowledge-sharing behavior could be revealed in further studies. The role of affect-based trust and cognitive-based trust in knowledge sharing could also be included in the model to examine the relationship of interpersonal trust and knowledge sharing between expatriates and local workers in the UAE context. The relationship between the level of trust and knowledge-sharing behavior could also be examined.

In future research, it is also recommended that survey to be distributed to managerial and supervisory level working expatriates, rather than all levels of working expatriates as it was the case for this research.

7.5 Chapter Summary

This chapter concludes the present study on knowledge sharing between expatriates and local workers in the UAE context. It has presented the key findings followed by sections on the implications of the research, recommendations, limitations, and finally future research directions. It is expected that this study has yielded contributions from theoretical and empirical research perspectives and that it has discussed advanced positive implications and concomitant recommendations. Our study delivers a new understanding of knowledge-sharing behavior and social trust between expatriates and local workers in the UAE context, which could lead to the development of effective strategies to improve the knowledge-sharing behavior of expatriates and local workers in the UAE context in order to support Emiratization in the near future.

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Appendix

Informed Consent

Doctorate of Business Administration

Dear Participant,

You are invited to participate in an academic study that examines the knowledge transfer factors (organizational and individual) in the UAE multicultural work environment between expatriates and Emiratis.

I kindly request spending some of your precious time to fill in the questionnaire and your participation in this study is well valued.

Any information obtained from this questionnaire will be treated in strict confidence and will be used solely for the purposes of this study. Please be assured that the information you provide in this survey will not be distributed to any third parties. Your responses are anonymous and not labeled so they cannot be traced to any individual. Although your responses will be greatly valued, your participation is voluntary, and you would be free to withdraw from the study at any time by contacting me at [201490135@uaeu.ac.ae]. Completion and return of this questionnaire will be regarded as consent. If you agree to participate in this study, please sign the 'Informed Consent Form' on the next page.

The purpose of this study is to investigate the proposed model for supporting organizations and individuals in sharing and exchanging knowledge for the benefit of the Emiratization process.

Findings of this study will help officials and organizations to build effective strategies and HR policies to increase the employee interactions and exchange of knowledge to have knowledge sharing behavior especially between expatriates and Emiratis at a workplace.

As a gesture of thanking you as 2019 is the “Year of tolerance” in the UAE, a charity donation to “Emirates Red Crescent” of AED 5 will be made on your behalf for the completed survey.

I would greatly appreciate your support by completing this survey. Please feel free to contact me in case you have any queries.

Thank you.

Amna Khamis Al Nakhi

Mobile: +971558180828

Email: 201490135@uaeu.ac.ae

Informed Consent

1. I confirm that I have read and understood the above information sheet and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw.
3. I understand that my data will be kept confidential and if published, the data will not be identifiable as mine.

I agree to take part in this study:

	(Name and signature of participant)		(Date)

Survey

1. Demographic Information:

1. Please indicate your gender	☐ Male ☐ Female
2. Please indicate your marital status	☐ Married ☐ Not married
3. Please indicate your age	☐ Less than 25 years ☐ 25–34 years ☐ 35–44 years ☐ 45–55 years ☐ More than 55 years
4. Please indicate your employment status	☐ Full-time employee ☐ Outsourced employee
5. Please indicate your nationality	☐ GCC ☐ Other Arab Countries ☐ Asian – South (India, Pakistan, …) ☐ Asian – Oriental (Philippines, Thailand, China, Korea, Japan…) ☐ Western (N. America, Europe, Australia, …) ☐ Eastern Europe (Russia, Romania, …) ☐ African Non-Arab ☐ Latin America ☐ Other
6. Please indicate your job category	☐ Managerial/Supervisory ☐ Technical/Engineering ☐ Administrative Support/Clerical ☐ Sales/Marketing/Customer Service

	☐ Specialist/Professional ☐ Other
7. Please indicate how long you have been working in your **current job position**	☐ Less than 1 year ☐ 1–2 years ☐ 3–4 years ☐ 5–6 years ☐ More than 6 years
8.Please indicate how long you have been working in your **current organization**	☐ Less than 5 years ☐ 5–9 years ☐ 10–14 years ☐ 15–20 years ☐ More than 20 years
9.Please indicate your **total number** of years of **working experience**	☐ Less than 5 years ☐ 5–9 years ☐ 10–14 years ☐ 15–20 years ☐ More than 20 years
10.Industry/Specialization:	☐Healthcare ☐Banking and Finance ☐Information Technology (IT) ☐Telecommunications ☐Education ☐Consulting/Business Services ☐Hotel and Services ☐Architecture/Engineering ☐Other

2. **Leadership support for knowledge sharing:** This section describes how your organization leaders support and demonstrate knowledge sharing behavior at the workplace. Please read each statement carefully before you attempt to answer. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Strongly Disagree	**Disagree**	**Neither agree Nor Disagree**	**Agree**	**Strongly Agree**
1	**2**	**3**	**4**	**5**

		(1)	**(2)**	**(3)**	**(4)**	**(5)**
1	My manager always behaves as a good example in sharing his knowledge with others.					
2	My manager supports me in sharing knowledge with colleagues in other departments.					
3	My manager allows me to share my knowledge with my colleagues though it may influence the present job process.					
4	My manager tells us how to share my personal knowledge within the organization.					
5	My manager often encourages me to share my knowledge by means of interpersonal chats or group meetings.					
6	My manager tells us where to find knowledge needed at work.					
7	My manager encourages us to provide useful information and knowledge to the company.					
*	**Source:** Lu, L., K. Leung, and P. T. Koch (2006). "Managerial knowledge sharing: The role of individual, interpersonal and organizational factors." *Management & Organization Review* 2: 15–41.					

3. **Flexible Organization Structure:** This section assesses how flexible your organizational structure is in making you share knowledge with colleagues in other departments or sections. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	My organization's structure of departments and divisions inhibits interaction and sharing of knowledge.					
2	My organization's structure promotes collective rather than individualistic behavior.					
3	My organization's structure facilitates the discovery of new knowledge.					
4	My organization's structure facilitates the creation of new knowledge.					
5	My organization bases our performance on knowledge creation.					
6	My organization designs processes to facilitate knowledge exchange across functional boundaries.					
7	My organization's structure facilitates the transfer of new knowledge across structural boundaries.					
8	My organization's employees are readily accessible.					
*	**Source:** Gold, A. H., A. Malhotra, and A. H. Segars (2001), "Knowledge management: An organizational capabilities perspective." *Journal of Management Information Systems* 18: 185–214.					

4. **Incentives/Rewards:** This section assesses the organization's rewards system in relation to encouraging knowledge-sharing behavior among employees. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	My organization has a standardized reward system for sharing knowledge.					
2	I will receive a higher salary in return for my knowledge sharing.					
3	I will receive a higher bonus in return for my knowledge sharing.					
4	I will receive increased promotion opportunities in return for my knowledge sharing.					
5	I will receive increased job security in return for my knowledge sharing					
*	**Source**: Lin, H.F. (2007). "Effects of extrinsic and intrinsic motivation on employee knowledge sharing intentions." *Journal of Information Science* 33(2), 135–149.					

5. **Time Pressure:** This section assesses your organizational support for time allocation for sharing knowledge with colleagues. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
1	**2**	**3**	**4**	**5**

		(1)	**(2)**	**(3)**	**(4)**	**(5)**
1	There is no time to share my knowledge with my colleagues due to pressure of work in this organization.					
2	This organization does not create time for discussion with our colleagues.					
*	**Source:** Seba, I., J. Rowley, and S. Lambert (2012). "Factors affecting attitudes and intentions towards knowledge sharing in the Dubai Police Force." *International Journal of Information Management* 32: 372–380.					

6. **Stereotyping:** This section assesses how you perceive your Emirati colleagues while working together. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	The expectations of nationals regarding their position in the company are exaggerated.					
2	Emirati graduates lack communication skills.					
3	Emiratis are lazy.					
4	Emirati graduates are not hard working.					
5	Emirati graduates are hard to motivate.					
6	Emirati graduates lack work ethics.					
*	**Source** Al-Waqfi, M. and I. Forstenlechner (2010). "Stereotyping of citizens in an expatriate-dominated labour market: Implications for workforce localization policy." *Employee Relations* 32(4): 364–381.					

7. **Self-efficacy:** This section assesses your judgments of capabilities in terms of sharing knowledge with others. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
1	**2**	**3**	**4**	**5**

		(1)	**(2)**	**(3)**	**(4)**	**(5)**
1	The knowledge I share with my colleagues would be very useful to them.					
2	My personal expertise will display its value if shared within the company.					
3	I am confident that my knowledge sharing would help the organization to achieve its performance objectives.					
4	I am confident that my knowledge sharing would improve work processes in the organization.					
5	I am confident that my knowledge sharing would increase the productivity in the organization					
*	**Source:** Lu, L., K. Leung, and P. T. Koch (2006). "Managerial knowledge sharing: The role of individual, interpersonal and organizational factors." *Management & Organization Review* 2: 15–41.					

8. Mutual Reciprocity: This section assesses whether the sharing of knowledge between two individuals is beneficial for both sharer and receiver. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	I know that other members will help me, so it's only fair to help other members.					
2	I trust that someone would help me if I were in a similar situation.					
3	I know that when I share my knowledge with them my organizational members will always try and help me out if I get into difficulties.					
4	My knowledge sharing would get me well-acquainted with new members in the organization who can offer me help when I need it.					
5	My knowledge sharing would expand the scope of my association with other influential members in the organization.					
6	My knowledge sharing would draw smooth cooperation from outstanding members in the future.					
7	My knowledge sharing would help me to create strong relationships with members who have common interests in the organization.					
*	**Sources:** 1. Constant, D. (1996) "The kindness of strangers: The usefulness of electronic weak ties for technical advice." *Organization Science* 7: 119–135. 2. Bock, G. W., Y. G. Kim, and R. W. Zmud (2005). "Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate." *MIS Quarterly* 29: 87–111.					

9. Altruism: This section assesses if the sharing of knowledge is a voluntary behavior.
Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	I enjoy sharing my knowledge with colleagues.					
2	Sharing my knowledge with colleagues is pleasurable.					
3	I enjoy helping colleagues by sharing my knowledge.					
4	It feels good to help someone by sharing my knowledge.					
*	**Source:** Lin, H.F. (2007). "Effects of extrinsic and intrinsic motivation on employee knowledge sharing intentions." *Journal of Information Science* 33(2): 135–149.					

10. **Inter-cultural Competence:** This section assesses your inter-cultural competence at the workplace. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	I enjoy interacting with people from different cultures.					
2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.					
3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.					
4	I enjoy living in cultures that are unfamiliar to me.					
5	I am confident that I can get accustomed to the shopping conditions in a different culture.					
*	**Source:** Ang, S., L. Van Dyne, C. Koh, K. Y. Ng, K. J. Templer, C. Tay, and N. A. Chandrasekar "Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance." *Management and Organization Review* 3(3): 335–371. doi: 10.1111/j.1740-8784.2007.00082.x					

11. **Social Trust/Social Network:** This section assesses the interpersonal relationships between colleagues at a workplace. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	In general, I have a very good relationship with Emirati colleagues at my organization.					
2	In general, I am very close to Emirati colleagues at my organization.					
3	I always hold a lengthy discussion with my Emirati colleagues at my organization.					
4	I can always trust my Emirati colleagues at my organization to lend me a hand if I need it.					
6	I can always rely on my Emirati colleagues at my organization to make my job easier.					
*	**Source:** Chow, W. S., and L. S. Chan (2008). "Social networking, social trust and shared goals in organizational knowledge sharing." *Information & Management* 45: 458–465.					

12. Knowledge-Sharing Behavior: This section assesses the knowledge-sharing behavior among employees at a workplace. Please indicate the extent to which you disagree or agree with each of the following statements by marking the appropriate number from 1 to 5.

Please use the following rating scale

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

		(1)	(2)	(3)	(4)	(5)
1	When I've learned something new, I tell my Emirati colleagues about it.					
2	I share information I have with my Emirati colleagues.					
3	I think it is important that my Emirati colleagues know what I am doing.					
4	I regularly tell my Emirati colleagues what I am doing.					
5	I am willing to share knowledge related to work when required by my Emirati colleagues.					
6	I am willing to exchange ideas and knowledge outside the scope of work with my Emirati colleagues.					
*	**Sources:** 1. de Vries, R. E., B. van den Hooff, and J. A. de Ridder (2006). "Explaining knowledge sharing: The role of team communication styles, job satisfaction, and performance beliefs." *Communication Research* 33(2), 115−135. 2. Sandhu, M., K. Jain, and I. Ahmad (2011). "Knowledge sharing among public sector employees: Evidence from Malaysia." *International Journal of Public Sector Management* 24: 206–226.					

Thank you so much for your time and patience for participating and completing this survey. I deeply acknowledge your co-operation.

Thank you.