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Organizational Culture and Knowledge Transfer in Enterprise Social Media

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by

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We hereby certify that this dissertation, submitted by Garry Blackstock conforms to acceptable standards and is fully adequate in scope and quality to fulfill the dissertation requirements for the degree of Doctor of Philosophy.

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Enterprise social media (ESM), digital platforms used within organizations to facilitate knowledge sharing and collaboration, are valuable tools that can help organizations gain a competitive advantage. Efficient retention, dissemination, and transfer of knowledge is an industry differentiator, and companies are spending a tremendous amount of resources on ESM to achieve this discriminating advantage. The behavior of transferring knowledge, especially tacit knowledge, can be a challenging task. Discordant organizational culture has been identified as a barrier to efficient knowledge transfer, whether it is explicit or tacit. Despite ESM's positive track record of promoting communication, it lacks the efficiency to facilitate knowledge transfer when interposed by organizational culture performance.

The goal of this study was to investigate and evaluate the factors causing inefficiency in knowledge transfer when using ESM in a culturally diverse organization. The effect of organization cultural diversity, employee work attitude, ESM capabilities, and ESM usage on knowledge transfer were examined. This study was quantitative, utilizing data gathered through a Web-based survey and analyzed using the Partial Least Square Structural Equation Modeling (PLS-SEM). During the data analysis of 370 responses, statistical tests were conducted to determine which of the factors have a significant effect on ESM knowledge transfer.

The results of this research showed that organization cultural diversity, employee work attitude, and ESM usage all have a positive influence on the effectiveness of organizational knowledge transfer, while ESM capabilities exhibit a negative influence on the effectiveness of organizational knowledge transfer. Furthermore, both organization cultural diversity and ESM capabilities were shown to have a positive effect on employee work attitude. The findings from the analysis conducted in this study showed that ESM usage is positively influenced by ESM capabilities. Furthermore, this study presents several implications for professional practitioners who use ESM to transfer knowledge in a culturally diverse environment.

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I extend my gratitude to my coworkers who were nothing but eager to take my survey in support of this study. I am also indebted to my company for the support and interest shown in my study.

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Chapter 1

Introduction

Background

Organizational culture is a complex set of values, beliefs, assumptions, and symbols that define the way a company conducts its business (Barney, 1986). As such, it can be a telltale sign of whether there will be issues in the transfer of knowledge among employees when using tools such as enterprise social media (ESM). The successful implementation of ESM depends on its compatibility with the organization's culture (Chang & Lin, 2015). For example, tacit knowledge, which is largely based on experience, is inherently challenging to transfer and when coupled with information privacy, it becomes even harder (Nonaka & Von Krogh, 2009). It can, therefore, be inferred that implementing a tool like ESM within the organization to facilitate such knowledge transfer could be met with inadvertent hardship in the form of incompatible organizational culture performance.

Problem Statement

Despite its proven benefits, ESM may be limited in its ability to facilitate effective knowledge transfer among employees due to the impact of organizational culture on its implementation. This is a problem because companies spend a significant amount of their

resources trying to retain knowledge within the organization (Liebowitz & Liebowitz, 2015), and ESM is becoming an important tool that is employed to help facilitate knowledge transfer. Tacit knowledge has inherently been thought of as more difficult than explicit knowledge to transfer among employees (Huang, Hsieh, & He, 2014; Nonaka & Von Krogh, 2009). For example, as senior employees who have a vast amount of tacit knowledge leave the company, the difficulty in retaining organizational knowledge metastasizes (Serenko & Bontis, 2016), creating a void in the company's knowledge base. According to the seminal paper written by Leonardi (2015), ESM is an effective tool to capture and disseminate tacit knowledge within the organization; however, there are cases of inefficiencies in its execution due to organizational culture.

One of the reasons the above-mentioned problem evolved was because globalizing companies began permeating different organizational cultures (Chua, Roth, & Lemoine, 2015). Also, the amalgamation of companies through mergers, acquisitions, partnerships, and other creative joint ventures lends itself to the fusion of different organizational cultures operating under the same company umbrella (Bauer & Matzler, 2014; Grau & Moormann, 2014; Lin, 2014). Therefore, in the face of this evolution, it is important to identify, delineate, and eventually correct the organizational cultural factors that negatively impact uptake of ESM.

One of the issues leading to the ineffective implementation of ESM within organizations is that businesses did not conduct the necessary studies to determine how diverse organizational culture could affect knowledge transfer (Chang & Lin, 2015), specifically when using this tool. In a study to elucidate how cross-border acquisition performance affects knowledge transfer, Ahammad, Tarba, Liu, and Glaister (2016)

determined that there is a negative influence on knowledge transfer due to organizational culture. This study supported the notion that research into an organization's culture prior to implementing ESM was crucial for the success of this tool. Another issue contributing to ineffective knowledge transfer is the "this is how we do it" culture within different areas of the organization (Ooijen & Spencer, 2017). This practice ultimately lends itself to the development of sub-cultures within the company, intra-organizational dissimilarities that erode the collaborative process (Nifa & Ahmed, 2014), thus making effective knowledge transfer difficult to attain.

Dissertation Goal

The main goal of this study was to investigate and evaluate the factors causing inefficiency in knowledge transfer when using ESM in a culturally diverse organization. Using the social exchange theory (SET) as the theoretical foundation for this paper, a theoretical framework model was established, which was then used to design and develop a measure to capture unbiased feedback from the participants. This approach was realistic in addressing the problem because the developed measure was quantitative in nature, and the theoretical model was validated statistically. The survey data collected were analyzed using quantitative statistical methods. The solution was effective because this approach had been used to solve similar problems, specifically by Beck, Pahlke, and Seebach (2014). In the study conducted by Beck, Pahlke, and Seebach (2014), they empirically demonstrated knowledge exchange execution in electronic networks of practice (ENoP).

Research Question

Grounded in the SET that addresses the exchange of knowledge between employees in an organization (Emerson, 1976), the following research question was examined: What

are the key constructs or factors that affect knowledge transfer when using ESM in a culturally diverse organization?

Relevance and Significance

This research is relevant because the problem of lack of efficient knowledge transfer extends mostly to organizations that are increasingly adopting ESM as a means to do so (Ellison, Gibbs, & Weber, 2015; Leonardi & Treem, 2012). These organizations tend to have a diverse organizational culture and are increasing their use of ESM to transfer knowledge (Trainor, Andzulis, Rapp, & Agnihotri, 2014).

The impact of the problem is the loss of pertinent organizational knowledge. Daghfous, Belkhodja, and Angell (2013) define organizational knowledge loss as the intentional or unintentional disappearance of knowledge that was garnered cumulatively or individually. Eugene (2014) stated that the loss of organizational knowledge occurs through the loss of knowledge holders, the failure to capture critical knowledge, failure of the knowledge repository, or simply forgetting to capture the knowledge. This loss of organizational knowledge is costly to the company in the forms of recruitment and training of new employees, decrease in company performance, and the need to reinvent the process (Daghfous, Belkhodja, & Angell, 2013).

Most of the research conducted on the transfer of knowledge using ESM (Ellison, Gibbs, & Weber, 2015; Ray, 2014; Smits & Mogos, 2013; Storey, Singer, Cleary, Figueira, & Zagalsky, 2014) does not focus on how the organizational culture could affect knowledge transfer. On the other hand, while other studies focused on organizational culture affecting knowledge transfer (Durmusoglu, Jacobs, Zamantili, Khilji, & Wang, 2014; Fong, Nguyen, & Xu, 2013; Tong, Tak, & Wong, 2015;

Wiewiora, Trigunarsyah, Murphy, & Coffey, 2013), they do not include the ESM construct.

Therefore, the intent of this research was to add to the body of knowledge by investigating how using ESM to transfer knowledge among employees is affected by organizational culture. By conducting this research, the author hopes that organizations would more closely examine how the organizations' cultural behavior can affect the company's bottom line.

Barriers and Issues

Obtaining the organization's permission to collect the necessary data for analysis was an obstacle that had to be overcome. As a defense contract company, the organization was very concerned about the release of proprietary information to the general public. It was deemed necessary for the Web-based survey instrument used to collect the data to undergo a vetting process that was overseen by the company's Public Information Release Authorization (PIRA) group. It took approximately seven weeks for the vetting process to go through all the approval levels. Even after the permission was granted, there was concern about how to disseminate the survey instrument to the participants. The corporate Microsoft Outlook Exchange survey blocks many external websites, and a special request was made to the PIRA group for permission to use the company's corporate SurveyMonkey account to send the survey instrument to the participants.

Another obstacle that had to be overcome was obtaining approval from Nova Southeastern University's (NSU) Institutional Review Board (IRB). The survey instrument was submitted and went through several iterations before it was approved by the IRB and data could be collected. This final approval process took about two weeks.

Assumptions, Limitations and Delimitations

Despite all efforts to obtain the organization's approval to conduct the survey, competing employee priorities played a limiting role in the number of responses received. Of the 1,200 surveys sent to the population, a total of 406 responses were received. This did not come as a surprise because, according to Beuchot and Bullen (2005), it has been shown that Web-based surveys are more likely to have a lower response rate than in-person surveys. Armed with the notion that the response rate may be limited, the survey instrument was designed simply enough to allow for completion in less than six minutes. The approximate duration of the survey was advertised on the participants' consent letter as a means to elicit completion of the survey.

Definition of Terms

The following list represents the defined terms for this study:

1. Enterprise Social Media (ESM) – "Web-based platforms that allow workers to (1) communicate messages with specific coworkers or broadcast messages to everyone in the organization; (2) explicitly indicate or implicitly reveal particular coworkers as communication partners; (3) post, edit, and sort text and files linked to themselves or others; and (4) view the messages, connections, text, and files communicated, posted, edited and sorted by anyone else in the organization at any time of their choosing" (Leonardi, Huysman, & Steinfield, 2013, p. 2).
2. Organizational Culture – "A complex set of values, beliefs, assumptions, and symbols that define the way in which a firm conducts its business" (Barney, 1986, p. 657).

3. Knowledge Management – “The process that creates or locates knowledge and manages the dissemination and use of knowledge within and between organizations” (Darroch, 2003, p. 41).
4. Knowledge Transfer – “Dyadic exchanges of organizational knowledge between a source and a recipient unit in which the identity of the recipient matters” (Szulanski 1996, p. 28).
5. Cultural Diversity – “The representation, in one social system, of people with distinctly different group affiliates of cultural significance” (Cox 1993, p. 6).

Summary

Chapter 1 has illustrated the challenges associated with the use of ESM as a medium to transfer knowledge in culturally diverse organizations. With the significant amount of financial and labor resources that organizations expend trying to retain knowledge within the organization, different tools are being explored to accomplish this task. ESM is emerging as an important tool to help facilitate knowledge transfer, but it does not come without challenges. Using a developed measure, this study investigated and evaluated the factors causing inefficiency in knowledge transfer when using ESM in a culturally diverse organization. Chapter 2 will cover the literature that was reviewed for this study to support the arguments made in the report.

Chapter 2

Review of the Literature

Introduction

The reviews in this chapter encompass literature from different areas in support of how knowledge transfer is affected by organizational culture when ESM is used as the medium for the transfer of knowledge. This chapter starts with discussions on knowledge transfer, with a focus on the definition and surrounding theories. Following this discussion will be a review of studies on organizational culture, with an emphasis on the definition and its foundation. Next comes an examination of the effectiveness of ESM when it is employed in an organization. A brief review of the theoretical foundation is discussed, followed by the introduction of the research model. Finally, a literature review of the constructs and the construct relationship is explored, followed by a summary of the chapter.

Knowledge Transfer

Knowledge transfer, as defined by Ko, Kirsch, and King (2005), is "the communication of knowledge from a source so that it is learned and applied by a recipient" (p. 62). From a collective perspective, Argote and Ingram (2000) defined

knowledge transfer as “the process through which one unit (e.g., group, department, or division) is affected by the experience of another” (p. 151). This paper used the “source and recipient” model when addressing knowledge transfer. The two types of knowledge transferred between the source and recipient are tacit and explicit, where tacit knowledge occurs implicitly without the recipient articulating the acquired knowledge (Argote & Ingram, 2000). Effective transfer of tacit and explicit knowledge among employees is key for the long-term success of organizations (Smith, 2001).

Transferring explicit knowledge is considered more direct, with specific knowledge flowing from the source to the recipient. Szulanski (1996) defined knowledge transfer as “dyadic exchanges of organizational knowledge between a source and a recipient unit in which the identity of the recipient matters” (p. 28). Ideally, most organizations strive to transform tacit knowledge into explicit knowledge for easier consumption of the knowledge. The definitions for knowledge transfer depicted above lend justification for some of its foundational theories that have been developed, which will be explored further below.

A major theory that assisted in the understanding of knowledge transfer is knowledge-based theory of the company, which is an extension of the resource-based view of the company, developed by Penrose (1959) and expanded by others (Barney, 1991; Conner, 1991; Wernerfelt, 1984). Knowledge-based theory of the company suggests that sustained competitive advantage is attained as a result of the company’s unique knowledge, which is embedded in the organization’s culture, policies, systems, and individual employees (Alavi & Leidner, 2001). Another theory that helped to lay the groundwork for understanding knowledge transfer is attribution theory, which was

developed in the psychology discipline and adopted by researchers in other fields (Ertl, Fischer, & Mandl, 2006; Friestad & Wright, 1994; Kc, Staats, & Gino, 2013; Ko, Kirsch, & King, 2005; Lord & Maher, 1990). According to the central theme of attribution theory, individuals have perceptions and interpretations of their behaviors and those of others (Heider, 1958). This thought process was utilized by Kelley (1973) when he proposed that the knowledge being transferred is scrutinized for accuracy by the recipient, who also evaluates whether the source of said knowledge is trustworthy. Davy (2006) further argued that the recipient is the nucleus on which the knowledge transfer is centered, as depicted in figure 1. The next section of this chapter expounds upon the definition and foundation of organizational culture.

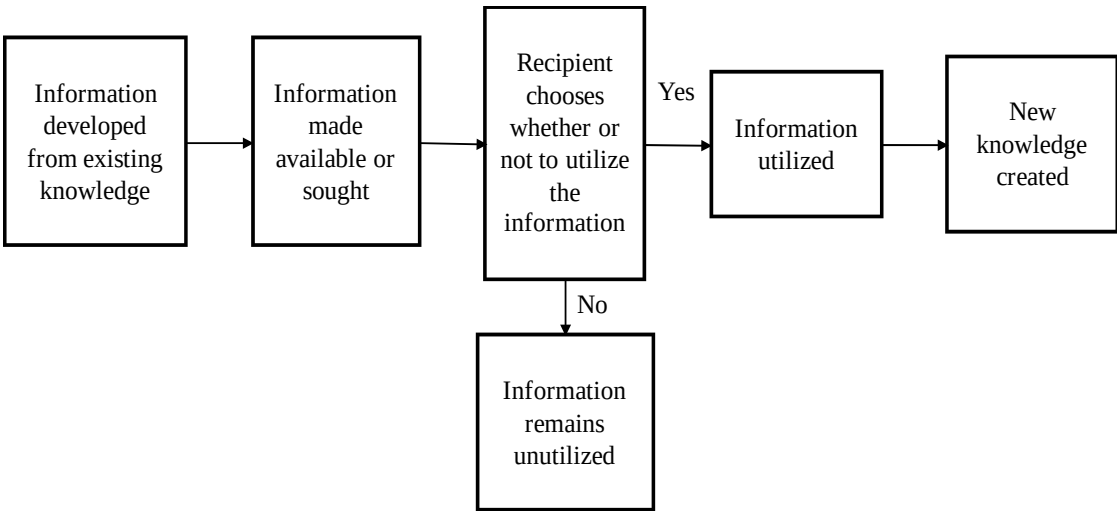


Figure 1. Adapted from Davy's Recipient-Centered Information Transfer (Davy, 2006, p. 22).

Organizational Culture

In the research conducted by Smircich (1983), a total of five definitions for organizational culture were cited; this helps to show the magnitude of the subject matter. For the purpose of this research, organizational culture is defined as "a complex set of

values, beliefs, assumptions, and symbols that define the way in which a firm conducts its business" (p. 657) (Barney, 1986). Organizational culture studies made their debut in the early 1980s and were dubbed the non-rational aspects of organization (Cameron & Ettington, 1988). Organizational culture was rooted in the functionalist tradition, which maintained social control by taking into consideration the practices, beliefs, and values of an organization (Cameron & Ettington, 1988). Organizational culture is considered to be multidisciplinary, in the sense that it not only covers the human system but also anthropology, sociology, organizational behavior and management science, to name a few (Caruso, 2017). The foundation of organizational culture is best captured in the seminal paper written by Schein (1983), wherein he stated that the creation of an organization's culture is the reflection of how the founders cope with adapting to external and internal problems, which is then taught to new members. Another school of thought that shaped organizational culture is the semiotic tradition espoused by Geertz (1983), in which culture is seen as an intertwined system of interpretable signs used to communicate among members of the community (organization). As this research aimed to elucidate how organizational culture affects ESM-facilitated knowledge transfer, the next supporting review for this research discusses the definition and history of ESM.

Enterprise Social Media Effectiveness

It has become more commonplace to find social media being employed in an organization (Demirkan, Spohrer, & Welser, 2016; Kane, 2017; Leonardi, 2017; Sipior, Ward, & Volonino, 2014). To this end, ESM is defined as a Web-based platform that facilitates the communication and interaction of shared data among members of the organization (Leonardi, Huysman, & Steinfield, 2013). Historically, ESM has taken on

the flavor of either publicly available sites (Heidemann, Klier, & Probst, 2012), "home-grown" solutions (van Osch, Steinfield, & Balogh, 2015), or commissioned implementation of open-source or proprietary software (Nord, Paliszkiewicz, & Koohang, 2014).

As early as 2007, public social media sites such as Myspace, Facebook, and LinkedIn were being introduced into the workplace by employees on a non-sanctioned basis, but were later adopted by the organization (Turban, Bolloju, & Liang, 2011). Initially, the introduction of public social networks into the workplace was not seen for its affordances (Treem & Leonardi, 2013), but more as a hindrance to getting work accomplished (Choudrie & Zamani, 2016). However, as the popularity of social media expanded, organizations began to get wise to the idea of using its popularity as a tool for knowledge creation and retention (Ransbotham & Kane, 2011). With that said, the empirical study conducted by Kwahk and Park (2016) was steadfast in stating that when ESM connects multiple individuals via network structures, it inevitably promotes the transmittal of knowledge and information among the members within that network. Companies started to develop in-house social media platforms to mimic popular social network sites (Mergel & Bretschneider, 2013) as a means of protecting the organization's proprietary information from being disseminated on public social sites. Table 1 summarizes the related reviewed literature in this section, which is then followed by the theoretical foundation.

Table 1

Related Literature Review Summary

Study	Area	Purpose
Kane (2017)	ESM Effectiveness	The adoptability of ESM and its effects on organizational knowledge management
Leonardi (2017)	ESM Effectiveness	Overcoming barriers to knowledge transfer by using ESM
Choudrie and Zamani (2016)	ESM Effectiveness	Understanding why some employees initially resist using ESM
Demirkan, Spohrer, and Welser (2016)	ESM Effectiveness	Digital transformation in business and the positive effects on the global economy
Kwahk and Park (2016)	ESM Effectiveness	Knowledge sharing activities in ESM positively influences reciprocity between the source and recipient
van Osch, Steinfield, and Balogh (2015)	ESM Effectiveness	Challenges and opportunities afforded by ESM for organizational communication
Nord, Paliszkiewicz, and Koohang (2014)	ESM Effectiveness	Using ESM by organizations to support the business
Sipior, Ward, and Volonino (2014)	ESM Effectiveness	Addressing both the risks and benefits of using ESM
Leonardi, Huysman, and Steinfield (2013)	ESM Effectiveness	Defining ESM and explaining how they positively and negatively affect communication in the organization
Mergel and Bretschneider (2013)	ESM Effectiveness	The three stages of ESM acceptance in the organization

Study	Area	Purpose
Treem and Leonardi (2013)	ESM Effectiveness	ESM helping to overcome organizational communication process issues
Heidemann, Klier, and Probst (2012)	ESM Effectiveness	Understanding the phenomenon of ESM by examining the functionalities and characteristics of importance
Ransbotham and Kane (2011)	ESM Effectiveness	How ESM is assisting in knowledge creation and knowledge retention
Turban, Bolloju, and Liang (2011)	ESM Effectiveness	Issues in adopting ESM in the organization due to the negative connotation that it promotes time wasting
Kc, Staats, and Gino (2013)	Knowledge Transfer	Using attribution theory in understanding knowledge transfer
Davy (2006)	Knowledge Transfer	Roles of the source and recipient in the knowledge transfer process
Ko, Kirsch, and King (2005)	Knowledge Transfer	The antecedents of knowledge transfer from an information system implementation perspective
Ertl, Fischer, and Mandl (2006)	Knowledge Transfer	Effective and ineffective ways of supporting collaborative learning
Alavi and Leidner (2001)	Knowledge Transfer	Review and interpretation of research studies on knowledge management
Argote and Ingram (2000)	Knowledge Transfer	Competitive advantage, the genesis of knowledge creation and transfer
Szulanski (1996)	Knowledge Transfer	Analyzing the internal organization roadblocks to knowledge transfer

Study	Area	Purpose
Friestad and Wright (1994)	Knowledge Transfer	Using attribution theory to lay the groundwork for understanding knowledge transfer
Barney (1991)	Knowledge Transfer	Using knowledge-based theory of the firm to understand knowledge transfer
Conner (1991)	Knowledge Transfer	Resource-based view of the firm, an extension of knowledge-based theory
Lord and Maher (1990)	Knowledge Transfer	Recognizing alternative information processing models that facilitate knowledge transfer
Wernerfelt (1984)	Knowledge Transfer	Analyzing a firm's resource-based by extending its knowledge-based
Kelley (1973)	Knowledge Transfer	Attribution theory summarized
Penrose (1959)	Knowledge Transfer	Using knowledge-based theory to understand knowledge transfer
Caruso (2017)	Organizational Culture	Dependency on organizational culture to facilitate knowledge sharing
Cameron and Ettington (1988)	Organizational Culture	The conceptual foundation of organizational culture
Barney (1986)	Organizational Culture	Defining organizational culture
Schein (1983)	Organizational Culture	Organization founders helping to code the culture
Smircich (1983)	Organizational Culture	Analyzing the significance of organizational culture concepts

Study	Area	Purpose
Geertz (1983)	Organizational Culture	Members of the organization interpreting signs to communicate with each other

Theoretical Foundation

The theoretical foundation for this paper was based on the adoption of the SET. SET lends itself to understanding the rudimentary premise of exchange between social actors and in the case of this paper, the exchange of knowledge between employees in an organization. One of the basic tenets of SET is the rules of exchange (Emerson, 1976), with reciprocity and negotiation being the main rules (Cropanzano & Mitchell, 2005). According to Molm (2010), reciprocity is achieved when one gives benefits after receiving benefits, without explicitly stating how the exchange of benefits should be conducted. Unlike reciprocity, negotiation is more formal and involves a binding agreement, verbal or written, defining the roles and responsibilities of the parties involved (Molm, Collett, & Schaefer, 2006).

SET further posits that if future returns on performing a favor is more than the effort it takes to do the favor, then one is motivated to carry out the favor (Beck, Pahlke, & Seebach, 2014). Even though SET was originally conceived on the basis of psychology with the aim of analyzing human behavior, it included modern economics to accomplish this task (Shiau & Luo, 2012). Blau (1964) and Emerson (1976) have pioneered bringing SET into the forefront to assist with the understanding of organizational behavior.

SET, as outlined above, is the theoretical framework impetus for knowledge transfer using ESM in the organization when coupled with the effects of organizational culture.

For example, the productive structure of social exchange as identified by SET shows that all participants in the exchange contribute and benefit from the single outcome of the social product (Lawler, 2001). This structure is conducive to the transfer of knowledge for producing a single organization data repository. The following section discusses in detail, the constructs for this study's research model.

Conceptual Research Model

This study's research model was built on the SET, which posits that mutual benefits are gained by both the knowledge seeker and the knowledge giver. The main research question that this study addressed was: What are the key constructs or factors that affect knowledge transfer when using ESM in a culturally diverse organization?

Figure 2 illustrates the research model that was developed for this study, which depicts using ESM to transfer knowledge in culturally diverse organizations. The research model is based on the constructs of organization cultural diversity, employee work attitude, ESM capabilities, ESM usage, and effectiveness of organizational knowledge transfer. Previous research studies have attempted to address the identified problem but have fallen short of incorporating all of the constructs in the research model below. This research model brought together the constructs from existing literature in a cohesive manner for future researchers to expand upon. The hypotheses identified in Figure 2 are discussed later in this chapter.

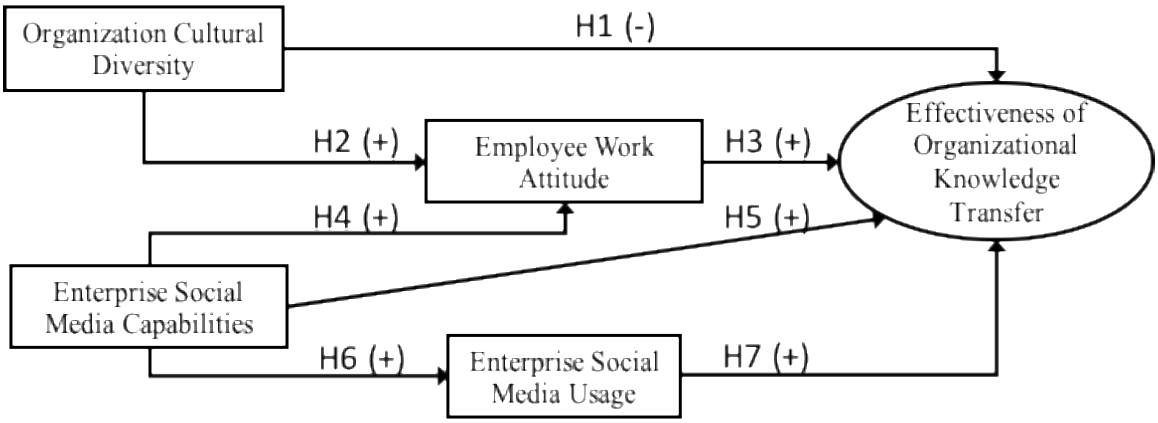


Figure 2. Research Model

Constructs Literature Review

In this section, organization cultural diversity, employee work attitude, ESM capabilities, ESM usage, and effectiveness of organizational knowledge transfer are further explored.

Organization Cultural Diversity

Lamotte (2002) defined cultural diversity as the distinguishing spiritual beliefs, material procession, and level of intellect and emotional features of a society or a social group that encompass the ways of living or working together. While cultural diversity in the workplace has beneficial potential, such as diverse ideas, creative innovations, and increased productivity, there is also the risk of increased conflicts due to incongruous cultural behaviors (Caputo, Ayoko, & Amoo, 2018). These conflicts may arise when individuals do not accept the diverse cultural characteristic makeup of coworkers, which includes racial, physical, gender, religion, education, and stylistic differences (Velten & Lashley, 2018). Although some level of conflict is inevitable, the onus is on every individual to overcome those differences and figure out how to work together to achieve

the common goal, which is to create a successful organization. A diverse culture is most beneficial to an organization when individuals maintain their own distinct culture while simultaneously choosing to integrate with other cultures (Berry, 1997). This helps to create a unique organizational culture, which promotes innovation and creativity and at the same time reduces conflicts.

Employee Work Attitude

Lings and Greenley (2005) defined employee work attitude as how willing employees are to respond to their manager and organization and how they feel about their work. As expected, employees demonstrate a positive work attitude when they recognize that upper management is committed to improving the work experience (Paillé, & Boiral, 2013). This positive work attitude is further displayed when the employees are given clear guidance and have clear goals suited for their respective roles. To that end, the study conducted by Caillier (2016) concluded that there is a positive correlation between goal clarity and employee work attitude. That is, when employees are provided with clear direction on their tasks and responsibilities, their resulting attitude and behavior towards work and the organization is normally desirable. As this contract is executed by the employees, their sense of value to the organization increases, concluding that as employees feel a sense of inclusion, the result is a positive work attitude and behavior in the workplace (Moon & Jung, 2018).

Two major components that drive employee work attitude are job satisfaction and organizational commitment. As defined by Locke (1976), job satisfaction is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1300). A more simplistic evaluation of job satisfaction can be surmised

as the extent to which an individual enjoys his job. A low level of job satisfaction will result in missing work, burnout, and high turnover rate. While the inverse is said to be true, in that a high level of job satisfaction yields better work performance, creativity, and improved work/life balance (Lambert, Minor, Wells, & Hogan, 2016). Lambert et al. (2016) described organizational commitment as the connection exhibited between the employee and his employer. The two major types of organizational commitments are continuance commitment (employee bonds to the organization because of the pension package, salary, benefits and job skills that are not transferable to another organization) and affective commitment (a conscious choice by the employee to bond to the organization because of the positive work experience) (Lambert et al. 2016).

Enterprise Social Media Capabilities

Kaplan and Haenlein (2010) defined ESM capabilities as the ability to create and exchange content generated by users of Web 2.0 internet-based applications in the workplace. Although organizations are generally slow to adopt social media platforms, they are now understanding the benefits of this adoption. According to the research paper written by Kane (2015), organizations provide employees the capabilities of social media to achieve their business objectives effectively and efficiently. One of those objectives is the transfer of knowledge from one worker to another. ESM has the capability to help identify those who possess the desired knowledge being sought. If the digital data are available, ESM is a medium with the capabilities to find and access it (Kane, 2015). ESM makes digital artifacts available via blogging, social networking, emailing, and bookmarking, to name a few capabilities (van Osch, Steinfield, & Balogh, 2015). The data that are made available by the ESM only tells part of the story. Another core

capability of ESM is the ability to analyze the digital data in an effort for managers to assess how knowledge is flowing throughout the company (Kane, 2017). Alimam, Bertin, and Crespi (2017) identified specific capabilities of ESM from a collective and an individual level. These capabilities include: an information-sharing channel, formal and informal user communication, increased awareness and transparency, persistent communication, collaboration and participation, workflow improvement, facilitation of learning and training, knowledge management, repository of solved problems, and knowledge creator. Despite all of the capabilities afforded by ESM, there is no guarantee that employees will use them.

Enterprise Social Media Usage

As organizations begin to realize the benefits of using ESM, its utility is being validated by researchers who claim that an annual value of approximately $1.3 trillion will be contributed by large companies to the U.S. economy (Leonardi, 2015). To assist in revenue generation, Leonardi (2015) stated that organizations use ESM for marketing to their external and potential customers, while internally the same platform is also used for collaboration. The internal collaboration is exercised by encouraging employees to use ESM to share their experiences and expertise, which allows the corporation to digitally capture both explicit and tacit knowledge (Cao, Guo, Liu, & Gu, 2015). Cao et al. (2015) stated that corporations are using ESM externally to "improve operations and exploit new market opportunities" (p. 351). The exploitation of opportunities to grow the company's financial base starts with employees creating those opportunities by developing desired products and services for consumption. Employees using ESM to discuss work related matters allows for task management to facilitate problem solving. In

addition, ESM allows for the for rapid and convenient exchange of ideas related to the development of instruments that are ultimately transformed into products and services for consumption (Mäntymäki, & Riemer, 2016). Before employees are comfortable enough to produce commodities for public use with the incorporation of ESM, they must first be comfortable with using the ESM tools. Leidner, Gonzalez, and Koch (2018) suggest engaging new hires in socialization programs, which includes increasing their comfort with using ESM to understand the corporation's values and beliefs and to learn skills necessary to accomplish the tasks for which they were hired.

Effectiveness of Organizational Knowledge Transfer

Among the multiple extant definitions of organizational knowledge transfer, Szulanski (1996) defined it appropriately, for the purposes of this research, as the two-way exchange of knowledge between a source and a recipient within the organization. In order to effectively transfer knowledge between peers in the organization, it is imperative that both the recipient and the source are speaking the "same language" (Zhang & Venkatesh, 2017). That is to say, they should be familiar with the terminologies or work scenarios being discussed in order to transfer knowledge efficiently. It is also important for the recipient of the knowledge to have access to the source and to have the capacity to absorb and apply the knowledge received. According to the study by Tsai (2001), in order for the transfer of knowledge to be true and complete, the receiving unit requires external access to the digital information, and they should also have the ability to learn and benefit from the transmitted knowledge. If the knowledge being transferred is not deemed useful to the recipient, then the exercise was for naught (Kim, Mukhopadhyay, & Kraut, 2016). According to Ko et al. (2005), the usefulness of the transferred knowledge is salient

because a relationship between the source and recipient was established prior to the transfer. That is, both parties were aware of knowledge possessed and the knowledge desired. The two stages of knowledge transfer are further explained in the study conducted by Wang (2015), where he posited that the knowledge source first communicates an idea to the recipient who in turn evaluates the knowledge for its usefulness. The inverse is also true wherein the recipient shows a desire for specific information and the source evaluates the request to determine if they can fulfill it. Table 2 lists the constructs that were described above, along with their associated definitions. The next section shows the relationship between the identified constructs in this paper.

Table 2

Construct Definitions with Associated References

Construct	Definition	References
Organization cultural diversity	The set of distinctive spiritual, material, intellectual and emotional features of society or a social group, encompassing art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.	Lamotte (2002)
	The plurality and interaction of cultural expressions that coexist in the world that enrich the common heritage of humanity.	Acheson and Maule (2004)
	The manifold ways in which the cultures of groups and societies find expression.	Graber (2006)

Construct	Definition	References
Employee work attitude	The degree of an employee's willingness to reciprocate the supports s/he receives from her/his manager and the organization and her/his general feelings toward work.	Lings and Greenley (2005)
	Evaluative (cognitive) or emotional (affective) reactions to various aspects of work.	Kowske, Rasch, and Wiley (2010)
ESM capabilities	A group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content.	Kaplan and Haenlein (2010)
ESM usage	Web-based platforms that allow workers to (1) communicate messages with specific coworkers or broadcast messages to everyone in the organization; (2) explicitly indicate or implicitly reveal particular coworkers as communication partners; (3) post, edit, and sort text and files linked to themselves or others; and (4) view the messages, connections, text, and files communicated, posted, edited and sorted by anyone else in the organization at any time of their choosing.	Leonardi, Huysman, and Steinfield (2013)
Effectiveness of organizational knowledge transfer	The process through which one unit (e.g., group, department, or division) is affected by the experience of another.	Argote and Ingram (2000)
	The dyadic exchange of organizational knowledge between a source and a recipient.	Szulanski (1996)
	The consumption of knowledge by the recipient, after it has been shared by the source.	Darr and Kurtzberg (2000)

In this section, seven questions were posed that assisted in answering the main question:

1. How does organization cultural diversity impact employee work attitude?
2. How do the current knowledge transfer capabilities of ESM impact employee work attitude?
3. How do the current knowledge transfer capabilities of ESM impact employees' usage of ESM?
4. How does employees' usage of ESM impact the effectiveness of organizational knowledge transfer?
5. How does organization cultural diversity impact the effectiveness of organizational knowledge transfer?
6. How does employee work attitude impact the effectiveness of organizational knowledge transfer?
7. How do the current capabilities of ESM impact the effectiveness of organizational knowledge transfer?

In addition, the relationship between the constructs discussed in the previous section is addressed.

How does organization cultural diversity impact the effectiveness of organizational knowledge transfer? For the organization cultural diversity construct, Handwerker (2002) stated that it is validated when a particular configuration of cognition, emotion, or behavior is demonstrated by a certain set of people. The transfer of knowledge is less effective when the transacting parties are inhibited as a consequence of organization cultural diversity (Bhagat, Kedia, Harveston, & Triandis, 2002). According to the

research conducted by Chait (1999), it was deduced that the reality of organization cultural diversity acts as a barrier to effective organizational knowledge transfer. It can then be deduced that organization cultural diversity has a negative effect on the effectiveness of organizational knowledge transfer. Based on this argument, the following was hypothesized:

H_1: In organizations using ESM, organization cultural diversity will negatively influence the effectiveness of organizational knowledge transfer.

How does organization cultural diversity impact employee work attitude?

According the seminal paper written by O'Reilly (1989), there is positive correlation between organizational culture and employee work attitude since employee work attitudes, such as job satisfaction and organizational commitment, have been linked to organizational effectiveness when there is a sound organizational culture. Furthermore, Ouyang, Cheng and Hsieh (2010) strengthened this argument by stating that there is a higher propensity for employees to exhibit positive work attitude by working to support the goals of their organization when there is a strong cultural presence. Fletcher (1998) stated that there is a meaningful positive relationship between employees' job involvement level (an example of employee attitude) and organizational culture. As a support to this argument, Manetje and Martins (2009) argued that organization cultural diversity exerts a positive influence on employees and their work-related attitude. Consequently, it can be reasoned that organization cultural diversity has a positive effect on employee work attitude. Below was the derived hypothesis based on organization cultural diversity effect on employee work attitude:

H_2: In organizations using ESM, organization cultural diversity will positively influence employee work attitude.

How does employee work attitude impact the effectiveness of organizational knowledge transfer? In their study on the factors that affect knowledge transfer, Wang, Zuo, and Bo (2014) found that employees exhibit a positive work attitude in relation to knowledge transfer. The results in the Huang and Lai (2014) study on critical success factors for knowledge management shows that work attitude is among one of the characteristics that plays an important role in organizational knowledge transfer. Wang and Tian (2012) stated that an employee's work attitude toward knowledge transfer is highly dependent on the employee's emotional promise, which is high if the job satisfaction is reciprocal to the expectation of the corporation. When brought into perspective, the research shows that a positive work attitude will ultimately lead to a positive target for knowledge transfer. It can then be deduced that employee work attitude has a positive effect on the effectiveness of organizational knowledge transfer. Based on this argument, the following hypothesis was proposed:

H_3: In organizations using ESM, positive employee work attitude will positively influence the effectiveness of organizational knowledge transfer.

How do the current knowledge transfer capabilities of ESM impact employee work attitude? The attitude of an employee is strongly influenced by his manager, and when a manager has a positive work attitude about ESM, that behavior is mirrored by the employees (Verheyden, 2016). According to the study conducted by Zeiller and Schauer (2011) on the motivational and success factors of social media, when a system (in this case, ESM) is accepted from the beginning due to its novel capabilities, there is a

motivational factor that has positive effect on the employees' work attitude. Employees readily adapt the "we" view versus the "me" view attitude when they are given the opportunity to effectively contribute to the knowledge base of the organization by using the latest capabilities afforded to them via ESM (Richter, Stocker, Müller, & Avram, 2013). According to Lee (2015), ESM capabilities has transformed, for the better, the way employees engage with their stakeholders (both internally and externally), which ultimately lends to a more positive work attitude. Leonardi (2015) stated that employees who use ESM to transfer knowledge have given breadth to the accessibility and visibility of coworkers that were once invisible, hence positively changing the employees' work attitude. Consequently, it can be deduced that ESM capabilities have a positive effect on employee work attitude. Based on these findings, the following hypothesis was derived:

H_4: ESM capabilities positively contribute to employee work attitude.

How do the current knowledge transfer capabilities of ESM impact the effectiveness of organizational knowledge transfer? As managers learn about the capabilities of ESM, they encourage employees to participate in sharing and transferring knowledge by actively posting to the site and encouraging feedback (Filstad, Simeonova, & Visser, 2018). This two-way communication ultimately creates an effective method of disseminating knowledge throughout the organization. According to Razmerita, Kirchner, and Nabeth (2014), organizations use social media to achieve knowledge transfer among employees on a personal and collective level. Leonardi and Meyer (2015) stated that ESM is used as a conduit to ease the transfer of knowledge when the knowledge seekers are unsure about the best way to acquire the desired knowledge. Therefore, we can conclude that current knowledge transfer capabilities of ESM positively contribute to

organizational knowledge transfer. As a result, another hypothesis considering the impact of the current capabilities of ESM was proposed:

H_5: ESM capabilities positively contribute to the effectiveness of organizational knowledge transfer.

How do the current knowledge transfer capabilities of ESM impact employees' use of ESM? In their study on social media and business transformation, Aral, Dellarocas, and Godes (2013) found that the current features and functionalities that are designed into ESM are major deciding factors on how employees use the technology to transfer knowledge. Aral et al. (2013) also stated that the manner in which the features are enabled will determine the users' behaviors in interacting with the tool. In other words, easy-to-use features will positively influence employees' engagement with ESM to transfer knowledge. According to Wu (2013), the use of ESM by employees to transfer knowledge has become the new norm. It is imperative that organizations adapt to this new norm to establish, maintain or retain competitive advantage. Employees' performance is positively impacted by the use of ESM to transfer knowledge, which, in turn, has a positive influence on organizational production (Ali-Hassan, Nevo, & Wade, 2015). Employees engage in the use of social media to transfer knowledge because they view it as a collaborative and productivity-oriented tool (Leftheriotis & Giannakos, 2014). Therefore, it can be inferred that the current knowledge transfer capabilities of ESM has a positive effect on ESM usage. Suggested below, is another derived hypothesis, based on the current capabilities of ESM:

H_6: ESM capabilities positively contribute to ESM usage.

How does employee usage of ESM impact the effectiveness of organizational knowledge transfer? According to Ellison, Gibbs, and Weber (2015), ESMs are social medias that have been implemented within organizations, with the intent to facilitate the transfer of knowledge among an organization's members. An empirical study by Kwahk and Park (2016) shows that ESM has allowed members of the organization to freely and easily transfer their explicit and tacit knowledge among each other. In their research on knowledge sharing in a virtual environment, Chiu, Hsu, and Wang (2006) imperially demonstrated that when employees use ESM, there is a norm of reciprocity that promotes the effective transfer of knowledge. The more an employee feels they have the innate ability to use ESM, the more they are willing to effectively transfer knowledge via ESM (Lin & Huang, 2008). As a result of the growing distributed virtual environment, employees have become more efficient in using ESM to effectively to transfer knowledge within the organization (Treem & Leonardi, 2013). Based on these considerations, the following hypothesis was suggested:

H_7: ESM usage will positively influence the effectiveness of organizational knowledge transfer.

Summary

An increasing number of organizations are employing Web-based tools, such as ESM, to facilitate knowledge transfer among employees. Therefore, it was important to understand the factors that most significantly impact the success of implementation of such tools. Based on these questions, seven hypotheses were developed and tested in the research model. Effectiveness of organizational knowledge transfer relationship between organization cultural diversity, employee work attitude, ESM capabilities, and ESM

usage were tested in hypotheses one, three, five, and seven, respectively. Hypothesis two tested the relationship between organization cultural diversity and employee work attitude, while hypothesis four tested the relationship between ESM knowledge transfer capabilities and employee work attitude. Finally, hypothesis seven tested the relationship between ESM knowledge transfer capabilities and ESM usage. The next chapter describes the research methodology used in this study and examines the validating process utilized for the identified hypotheses.

Chapter 3

Research Methodology

Research Methodology Overview

The strategic research approach for this study utilized a survey instrument to collect pertinent data. The data collected was used to investigate the effects of the independent variables (organization cultural diversity, employee work attitude, ESM capabilities, and ESM usage) on the dependent variable (effectiveness of organizational knowledge transfer). The survey selected for this study provided an effective means for collecting quality data that were used in the analysis and testing of the aforementioned hypotheses.

Survey instruments are used by researchers in all disciplines, mainly because they are considered easy to administer, minimal resource is needed for large sample size, and the electronic data collected can be manipulated relatively easily (Valentine, Nembhard, & Edmondson, 2015). For this study, the survey instrument was only available via the Web, mainly to increase convenience. Web-based survey instruments are preferred over the traditional mailed surveys because they afford quicker data collection, are more quickly and more accurately prepared, reduce cost (no printed material or mailing cost), are eco-friendly, give the participants more flexibility as to when and where to complete the

survey, and allow for anonymity (Ramsey, Thompson, McKenzie, & Rosenbaum, 2016; Sekaran & Bougie, 2016). The following sections describe the research method, development and validation of the proposed survey instrument, population and sample, data collection and analysis procedures, format for presenting the results, resource requirements, and summary of Chapter 3.

Research Method

This study utilized a Web-based survey to collect the pertinent data that were analyzed and reported. The benefits of a Web-based survey have been described in the previous section. According to Perkins (2004), the most important benefits of a Web-based survey are: (a) the sampling instrument is readily available any time at a convenient location to the participant; (b) the time is drastically reduced for delivering the instrument between the researcher and the participants, entry of the data by the participants, and analysis and feedback of the collected data; (c) the instrument now has the ability to include text, images, and sound; (d) transmission of the data is easily transmitted without errors; and (e) tailored feedback can be supplied directly to the participants.

Despite the multiple benefits provided, surveys also have their limitations. According to Sambhanthan and Good (2012), one of the main limitations of survey instruments is the increased potential for non-response. Hiebl and Richter (2018) stated that the design of the survey and the collected data are limitations of the survey. Web-based surveys in particular are prone to non-response because participants are reluctant to complete the survey, due to the perceived low importance of the emails (Rea & Parker, 2014). Rea and Parker (2014) also suggested that if the survey is not short and simple, participants may be reluctant to complete it. This limitation was first addressed by dissemination the

survey only to fellow employees who utilize computers with internet access. Second, the researcher contacted the individuals with a personal request to complete the survey. Finally, the survey was designed to be completed in less than seven minutes. The following section discusses how the instrument was developed and validated.

Instrument Development and Validation

The survey in this study consisted of a questionnaire, with adapted items that were validated in prior research. According to Jones, Baxter, and Khanduja (2013), validated instruments have gone through the rigor of testing and can be considered accurate. Adapting items from other verified and validated instruments is more efficient than trying to develop them anew (Saunders, Lewis, & Thornhill, 2003). There are five major constructs included in this study: (a) organization cultural diversity; (b) employee work attitude; (c) ESM capabilities; (d) ESM usage; and (e) effectiveness of organizational knowledge transfer. All five constructs used the Likert 7-point rating scale for the identified items. For this study, Cronbach's alpha was used to test the reliability of the items that were adapted from previous research. According to George and Mallery (2011), having a Cronbach's alpha of 0.7 or higher lends to a more acceptable level of reliable, variable, and consistent research questions.

Organization Cultural Diversity. The items used to measure the organization cultural diversity construct were adapted from Solanky (1998). The Cronbach's alpha reliability test for the adapted items had a measurement of 0.87 (Solanky, 1998). The 7-point Likert scale, which ranges from "1" = Strongly Disagree to "7" = Strongly Agree, was used for the measurement.

Employee Work Attitude. The items used to measure the employee work attitude

construct were adapted from Williams and Anderson (1991). The Cronbach's alpha reliability test for the adapted items had a measurement of 0.81 (Williams & Anderson, 1991). The 7-point Likert scale was also used.

ESM Capabilities. When measuring the items for the ESM capabilities construct, a scale was adapted from Trainor, Andzulis, Rapp, and Agnihotri (2014). According to Duhan and Singh (2014), there are five areas of ESM capabilities (communication, collaboration, community, construction, and search) that are captured in the items for this construct. The Cronbach's alpha reliability test for the adapted ESM capabilities items had a measurement of 0.90 (Trainor, Andzulis, Rapp, & Agnihotri, 2014). The items for ESM capabilities was also measured on the 7-point Likert scale.

ESM Usage. When measuring the items for the ESM usage construct, a scale was adapted from Sun and Shang (2014). The Cronbach's alpha reliability test for the adapted items had a measurement of 0.87 (Sun & Shang, 2014), and the 7-point Likert scale was used.

Effectiveness of Organizational Knowledge Transfer. The items used to measure the effectiveness of organizational knowledge transfer construct were adapted from Bock, Zmud, Kim, and Lee (2005). The Cronbach's alpha reliability test for the adapted items had a measurement of 0.91 (Bock, Zmud, Kim, & Lee, 2005). The 7-point Likert scale was used.

Table 3 depicts the 32 slightly altered items that were used to measure the constructs. The constructs with the associated items, along with the description for each item, and the source are also listed in Table 3.

Table 3

Construct Items with Associated Instrument Source

Construct/Items	Description	Source
Organization Cultural Diversity	Please indicate the degree to which you agree or disagree with the following statements.	
OCDI1	I find it difficult to communicate with people in my organization whose cultural values are different from mine.	Solanky (1998)
OCDI2	I think cultural differences in the workplace help in identifying different solutions to problems.	Solanky (1998)
OCDI3	I think it is important for me to learn about values of culturally different persons in my organization.	Solanky (1998)
OCDI4	I find it difficult to trust people who look differently than I do.	Solanky (1998)
OCDI5	I feel that cultural differences in the workplace make it difficult to achieve organizational goals.	Solanky (1998)
OCDI6	I prefer to work in a culturally diverse workplace.	Solanky (1998)
OCDI7	I think that working with people from different ethnic backgrounds enhances my sensitivity to others.	Solanky (1998)
OCDI8	I feel that differences in cultural values create conflicts in the workplace.	Solanky (1998)
Employee Work Attitude	Please indicate the degree to which you agree or disagree with the following statements.	
EWAD1	When I fulfill the responsibilities specified in my job description, I have a good work attitude.	Williams and Anderson (1991)
EWAD2	When I sometimes fail to perform essential duties of my job, I have a bad work attitude.	Williams and Anderson (1991)

Construct/Items	Description	Source
EWAD3	When I adequately complete all of my assigned duties, I have a good work attitude.	Williams and Anderson (1991)
EWAD4	I have a good work attitude when I help others who have heavy workloads.	Williams and Anderson (1991)
EWAD5	I have a good work attitude when I perform tasks that are expected of me.	Williams and Anderson (1991)
EWAD6	I have a good work attitude when I meet formal performance requirements of the job.	Williams and Anderson (1991)
Enterprise Social Media Capabilities	Please indicate the degree to which you agree or disagree with the following statements.	
ESMC1	In my organization, ESM provides the means to conduct market research.	Trainor, Andzulis, Rapp, and Agnihotri (2014)
ESMC2	In my organization, ESM provides the means to detect changes in our customers' product preferences.	Trainor, Andzulis, Rapp, and Agnihotri (2014)
ESMC3	In my organization, ESM provides the means to detect fundamental shifts in our industry (e.g., competition).	Trainor, Andzulis, Rapp, and Agnihotri (2014)
ESMC4	In my organization, ESM provides the means to discuss market trends identified.	Trainor, Andzulis, Rapp, and Agnihotri (2014)
ESMC5	Data collected using ESM on customer satisfaction are disseminated at all levels on a regular basis.	Trainor, Andzulis, Rapp, and Agnihotri (2014)
Enterprise Social Media Usage	Please indicate the degree to which you agree or disagree with the following statements.	
ESMU1	I use ESM to post updates on work projects.	Sun and Shang (2014)
ESMU2	I use ESM to arrange meetings with colleagues about work projects.	Sun and Shang (2014)

Construct/Items	Description	Source
ESMU3	I use ESM to share information with colleagues about organizational objectives.	Sun and Shang (2014)
ESMU4	I use ESM to organize my work files.	Sun and Shang (2014)
ESMU5	I use ESM to gain access to others with expertise in a particular area.	Sun and Shang (2014)
Effectiveness of Organizational Knowledge Transfer	Please indicate the degree to which you agree or disagree with the following statements.	
OKTX1	Transferring my knowledge would strengthen the ties between existing members in the organization and myself.	Bock, Zmud, Kim, and Lee (2005)
OKTX2	Transferring my knowledge would help other members in the organization solve problems.	Bock, Zmud, Kim, and Lee (2005)
OKTX3	Transferring my knowledge would improve work processes in the organization.	Bock, Zmud, Kim, and Lee (2005)
OKTX4	Transferring my knowledge would increase productivity in the organization.	Bock, Zmud, Kim, and Lee (2005)
OKTX5	Transferring my knowledge with other organizational members is harmful.	Bock, Zmud, Kim, and Lee (2005)
OKTX6	I will always provide my manuals, methodologies and models for members of my organization.	Bock, Zmud, Kim, and Lee (2005)
OKTX7	I intend to transfer my experience or know-how from work with other organizational members more frequently in the future.	Bock, Zmud, Kim, and Lee (2005)

Ethical Concern

Before data were allowed to be collected for this study, the IRB at NSU had to grant

the approval. It is important to protect human subjects by following the rules and regulations and adhering to the research ethics (Shaw, 2008) outlined by the IRB. An informed consent form, outlining the terms of their contribution to the study, was disseminated to the participants. By following the guidelines of the IRB, the participants were advised that their role in this study was strictly voluntary, that they were allowed to withdraw from the study at any time without consequences, and that the data collected would be kept confidential. The IRB rules also ensured that this research involved no more than minimal risk to the subjects and that there would be no adverse effect to the rights and welfare of the subjects. In similar fashion, full anonymity was granted to participants of the pilot study, which was conducted prior to the main study. Appendix A shows the IRB approval that was granted by the IRB at NSU. The following section is a discussion of the ethical consideration that was employed by this study.

Population and Sample

The target population was an organization in the defense industry with over 100,000 employees. With its home-base in the United States of America and offices spanning the globe, this organization has very strong cultural diversity. This defense contractor organization also uses ESM as a means of transferring knowledge.

The sample was drawn from the target population using the popular nonprobability sampling technique, convenience sampling. According to Etikan, Musa, and Alkassim (2016), convenience sampling is considered very useful when the population is very large (as in the case of this study) and when randomization is very difficult to achieve. This study selected the convenience sampling technique because the participants whose data were collected were readily accessible, it was an easy way to

obtain the data, and it was also affordable. Another reason for choosing to use convenience sampling was because the population is considered homogeneous in nature. That is, homogeneity assumes that the randomly sampled results of the research would not differ from samples gathered by other means such as co-operative sample, nearby sample, or sample from an inaccessible part of the population (Etikan, Musa, & Alkassim, 2016).

Nonetheless, the convenience sampling method is not without its drawbacks. According to Mackey and Gass (2015), convenience sampling can introduce bias into the research and should not be considered a true representation of the population. Another weakness of convenience sampling is the problem of outliers, which was pointed out by Etikan et al. (2016) in their paper. Etikan et al. (2016) stated that outliers are cases that do not belong to the data set, and if used, can be vulnerable to hidden biases.

As a means of estimating the appropriate sample size for this study, the researcher employed statistical power analysis methodology (Cohen, 1992). The analysis included assessment of the variables of sample size (N), significance criterion (α), population effective size (ES), and statistical power ($1-\beta$). The minimum sample size to establish statistical significance for this research was determined to be 350, by using the G*Power 3 software to perform the power analysis. G*Power 3 is a free statistical power analysis program that offers multiple types of power analyses and is very user friendly. According to Sekaran and Bougie, 2016, a 30% return rate on an electronic questionnaire is considered acceptable. A total of 1,200 participants received the survey questionnaire electronically via SurveyMonkey's Web-based survey. A total of 406 participated in the survey, which was more than the anticipated 30%. It is imperative that a high response

rate from the sample size is achieved in order to garner statistical power, achieve smaller confidence intervals around sample statistics (Baruch & Holtom, 2008), and properly represent the population being studied. As noted by Sivo, Saunders, Chang, and Jiang (2006), having a low response will jeopardize the ability to adequately generalize the survey findings.

To ensure validity, two pilot studies were conducted on the survey, prior to disseminating the main survey. The instrument used in the pilot study was indicative of what was used in the main survey. According to Van Teijlingen and Hundley (2002), the benefits of a pilot study include receiving advance warning about potential failure points, missed protocols, or the use of inappropriate instruments. Employing the pilot studies allowed for pertinent changes to take place before the main survey was conducted, helping to ensure the validity of the survey. Lewis-Beck, Bryman, and Liao (2003) highly recommend pilot testing the survey before gathering the data, in an effort to garner feedback on the participants' understanding of the questions, length of each question, and the burden placed on the participants by completing the survey. The following section is a discussion of the strategy that was employed to conduct the data analysis.

Data Analysis Strategy

IBM Statistical Package for Social Sciences (SPSS) was used to obtain the median, mean, mode and standard deviation measurements of the collected data and also to perform descriptive statistics to analyze outliers and normality. Sekaran and Bougie (2016) highlighted the importance of statistical analysis of the data gathered to determine if the hypotheses are being supported. In this study, the hypotheses were tested by employing SmartPLS 3.0. When there is a wide array of sample size with increased

model complexity, Hair, Ringle, and Sarstedt (2011) suggest using Partial Least Square Structural Equation Modeling (PLS-SEM) because it is considered to be very efficient in addressing potential data inconsistencies. SmartPLS 3.0 was used to predict the impact of the independent variables on the dependent variable by performing PLS-SEM. According to the research paper written by Hair, Ringle, and Sarstedt (2011), PLS-SEM is ideal for maximizing the dependent construct's explained variance while at the same time evaluating the quality of the data based on the measurement model characteristics. Since this is an exploratory research, selecting PLS-SEM is considered advantageous for ensuring convergence (Gefen, Rigdon, & Straub, 2011; Hair, Sarstedt, Ringle, & Mena, 2012). The next section describes how the results from this study were presented to the audience.

Format for Presenting Results

For this study, the results were presented in the report and appendices sections. Figures were generated by the IBM SPSS and PLS-SEM tools. Tables were utilized to present results; for example, the survey used to collect the data and the Cronbach's alpha results are presented in a tabular format. There are also graphs that represent the results of the analyzed data. Upon reviewing the final report, the reader should anticipate a description of how the data were collected, analyzed, and documented for ease of consumption. The report is relatable to any organization that uses ESM to transfer knowledge in a culturally diverse environment. For this study, the author followed the guidance of the dissertation chair regarding the format of the results. Following this section is a brief recollection of the resources used to produce this paper.

Resource Requirements

A wide spectrum of resources was used to help produce this study. Some of the hardware was in the form of computers (both desktop and laptop), printers, and scanners. The software included IBM SPSS, SmartPLS 3.0, and G*Power 3. A mixture of hardcopy and soft copy textbooks were also employed in this research paper. The survey was created by employing the tools available by SurveyMonkey for this study. Human subjects who participated in the online survey played a vital role in this study. Another important resource was the NSU Alvin Sherman Library, where a plethora of peer-reviewed documents were found. The NSU Alvin Sherman online library and the physical location were utilized to gather literature that was relevant to this study.

Summary

This chapter provided an overview of the research methodology and the approach to data analysis and reporting. After reading this chapter, the audience should have an understanding of how the survey instrument was developed and validated as well as the sources from which the instrument was adapted. Data analysis and representation was facilitated by IBM SPSS and SmartPLS 3.0. The data collected and analyzed clarified the effects of organization cultural diversity, employee work attitude, ESM capabilities, and ESM usage on the effectiveness of organizational knowledge transfer. The results of this study were reported in a manner consistent with the guidelines set forth by the NSU Dissertation Guide for the College of Computing and Engineering for doctoral students. The exposure by this paper is intended to change the way organizations design and execute knowledge transfer when using ESM.

Chapter 4

Results

Overview

This chapter covers the results of the data analysis for this research and the steps taken to arrive at the results. The first step was to proof the survey instrument to ensure reliability by conducting a pilot study. The next step was to conduct a pre-analysis data screening to ensure data integrity. The data collected was facilitated via Web-based survey, so the data had to be checked for completeness. The IMS SPSS tool was instrumental in conducting the data pre-analysis. The next step was to perform the analysis on the data that were deemed to be of good quality. This study heavily utilized the SmartPLS 3.0 software to conduct the data analysis. The results of the analyzed data included presentation in both tabular and graph forms.

Following the recommendation of Lewis-Beck, Bryman, and Liao (2003), prior to sending the survey instrument to the population for data collection, the reliability of the instrument was tested via a pilot study. The 17 participants selected for the pilot study were my co-workers, with titles to include accountant, hardware engineer, logistics

engineer, systems engineer, and program manager. The pilot study resulted in constructive suggestions to revise the survey instrument (see Table 4). Suggested changes included clarifications on the consent form and setting “required” rules on the survey. The suggested changes were not drastic enough the alter the integrity of the survey but were important enough to allow the participants to successfully complete the survey. A second pilot study was conducted using a subset of participants from the original group (eight of the original 17 pilot study members). This was to ensure that all the of issues identified in the first pilot study were addressed and also to gauge the time it would take to complete the final version of the survey (see Appendix B).

Table 4

Pilot Study Suggested Adjustments to Survey

Change #	Feedback	Adjustments
1.	The consent letter should give an example of the ESM used by the organization	Added "(e.g. Eureka Stream)" as an example of the ESM used by the organization
2.	The average time took by the pilot participants was five minutes and 45 seconds	Changed the approximate time to complete to reflect six minutes on the consent letter
3.	Question #7 was not set to required	Set question #7 to required

Pre-Analysis Data Screening

In February 2020, using enterprise email addresses, the survey link was sent to 1,200 employees requesting their participation via SurveyMonkey. Due to the large sample population, the recommendation by Etikan, Musa, and Alkassim (2016) to use convenience sampling was adhered to, since randomization would be very difficult to

achieve in this instance. A total of 406 (34%) survey responses were received, which was more than the 350 anticipated. Pre-analysis data screening was performed on the 406 survey responses received. An initial visual inspection was conducted to look for missing data. It was obvious that 36 of the responses were grossly incomplete, which left no alternative but to delete them from the sample. The only other area where missing data were found was in the demographics of seven of the samples. According to Mertler and Vannatta (2001), estimating missing data is an alternative to deleting the record, hence those seven samples were kept. In addition to visual inspection of the data, IBM SPSS software was used to conduct the data screening, which included descriptive statistics and multivariate outliers using Mahalanobis Distance.

Mahalanobis Distance and Normality

Using IBM SPSS, multivariate outliers were identified through running Mahalanobis Distance. For this study, 31 variables were examined for outliers, which were then used as the degree of freedom (df) to calculate the critical value. In this case, the critical value of chi-square at $p < .001$ and df = 31 is equal to 59.703, per the chi-square distribution table. There were 15 outliers identified from case 109, 56, 370, 331, and 99 (see Appendix C) with a Mahalanobis distance greater than 59.703, and were considered for being removed from the study. Table 5 shows the highest values that were investigated for removal. However, Mertler and Vannatta (2001) stated that outliers should not be automatically omitted, but first examined and considered for retention due to their potential significance on the study. The kurtosis and skewness in the first run were 1.952 and 1.369 respectively, indicating that the data were not of normal distribution. After examining the 15 values closely, only ten were dropped and Mahalanobis distance was

rerun with 360 cases. The second Mahalanobis distance run only produced seven extreme values in cases 256, 174, 94, and 240 (see Appendix D).

Table 5

Mahalanobis Distance Initial Run Extreme Values

			CaseID	Value
Mahalanobis Distance	Highest	1	109	92.491
		2	56	79.455
		3	370	79.153
		4	331	78.663
		5	99	72.414

The kurtosis and skewness after the second run were .447 and .983, respectively (see Table 6). According to Mertler and Vannatta (2001), when the values for both kurtosis and skewness range between -1 and 1, the data show a more normal distribution. The normal Q-Q plot of Mahalanobis distance was also used to check for normality. Both Mahalanobis distance runs showed the differences in the normal Q-Q plot. As expected, the second run showed a better visualization. Continuing the test for normality, the normal P-P plot of regression and the scatter plot (see Appendix E) were tested after the outliers were removed. The scatter plot should form a rectangular shape, which gives a visual indication of normal distribution (Mertler & Reinhart, 2017). Also, the normal P-P plot should show the cases on or close to the diagonal line, which is the instance in the normal P-P regression plot (see Appendix E). With confidence that the data were normally distributed, the next step was to analyze the data.

Table 6

Mahalanobis Distance Second Run Descriptives

			Statistic
Mahalanobis Distance	Mean		22.525
	95% Confidence Interval for Mean	Lower Bound	21.132
		Upper Bound	23.919
	5% Trimmed Mean		21.588
	Median		19.168
	Variance		180.812
	Std. Deviation		13.447
	Skewness		0.983
	Kurtosis		0.447

Data Analysis

The first phase of the data analysis was to conduct an analysis of the demographics to ensure that a representative number of participants were captured in the survey. Next, the path coefficients and outer loadings were among the tests performed using SmartPLS 3.0 that contributed to the final results. This was followed by the quality criteria results, including: R-squared, construct reliability and validity, discriminant validity, and model fit. Bootstrapping was also performed after unacceptable items were removed from the data set.

Demographic Analysis

After pre-analysis data screening, 370 responses were left that represented the demographics of the targeted sample (see Table 7). After completing the pre-analysis, it is worth mentioning that the only missing data came from the demographics items (seven individuals or 1.9%). Of the remaining sample, 40.5% or 150 represented participants in

the 50-above age range with only 14.9% in the 18-29 age range. Analysis of the participants' gender showed that more men (60.8%) participated in the survey than women (37.3%). Of the seven job categories to select from, 44.3% were in the engineer category, which was expected for the type of work being done in the organization from which the sample was drawn. Most participants' education level was that of Bachelor's degree (41.9%), with Master's degree coming in at a close second (40%). Over 250 participants claimed married status, accounting for 70% of the samples. Finally, home ownership had the highest percentage of the demographics item with 81.1% of the participants owning their homes. Following the demographics analysis, SmartPLS 3.0 software was used to further analyze the data.

Table 7

Descriptive Statistics of the Sample (N=370)

Item	Frequency	Percentage (%)
Age		
18-24	18	4.9%
25-29	37	10.0%
30-34	39	10.5%
35-39	37	10.0%
40-44	49	13.2%
45-49	33	8.9%
50 – above	150	40.5%
Missing Data	7	1.9%
Total	370	100.0%
Gender		
Male	225	60.8%
Female	138	37.3%
Missing Data	7	1.9%
Total	370	100.0%
Job Category		
Analyst	94	25.4%

Item		Frequency	Percentage (%)
Engineer		164	44.3%
Project Manager		48	13.0%
Program Manager		49	13.2%
Director		7	1.9%
Vice President		1	0.3%
Missing Data		7	1.9%
	Total	370	100.0%
Education Level			
High School		23	6.2%
Bachelor's Degree		155	41.9%
Master's Degree		148	40.0%
Doctorate Degree		10	2.7%
Missing Data		34	9.2%
	Total	370	100.0%
Marital Status			
Single		78	21.1%
Married		259	70.0%
Divorced		22	5.9%
Widow		2	0.5%
Widower		2	0.5%
Missing Data		7	1.9%
	Total	370	100.0%
Home Ownership			
Own		300	81.1%
Rent		63	17.0%
Missing Data		7	1.9%
	Total	370	100.0%

Path Coefficient

Running the initial PLS algorithm produced results that required further analysis of the items. Table 8 shows the path coefficient that hypothesizes the relationship between the constructs in this study with values all falling within the bounds. Hair, Ringle, and Sarstedt (2011) suggested that the standard values of the path coefficient should fall

between -1 and +1. For all path coefficients that have values closer to +1, one can interpret that they have a strong positive relationship and are statistically significant, whereas the inverse is true for negative values. Items Organization Cultural Diversity - OCDI1 (-0.343), OCDI4 (-0.191), OCDI5 (-0.382), OCDI8 (-0.360), Employee Work Attitude - EWAD2 (-0.080), Enterprise Social Media Capabilities - ESMC5 (0.584) and Effectiveness of Organizational Knowledge Transfer - OKTX5 (-0.609) were removed because they did not meet the acceptable value of 0.70 based on the factor loading. Appendix F shows the results of the first run with the unacceptable factor loading values, while Appendix G shows the improved values after the unacceptable factor values were removed. The bootstrapping that is reported later in this chapter will show the standard error for the significance of the coefficients after computing the empirical *t* and *p* values for all structural path coefficients.

Table 8

Path Coefficient First Run

Measures	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Organization Cultural Diversity
Effectiveness of Organizational Knowledge Transfer					
Employee Work Attitude	0.275				
Enterprise Social Media Capabilities	-0.050	0.164		0.390	
Enterprise Social Media Usage	0.077				
Organization Cultural Diversity	0.309	0.395			

Outer Loading

Running the PLS algorithm after the outliers were removed provided outer loadings that were considerably stronger (all >0.70) except for OKTX6, which was showing 0.654. After examining item OKTX6, it was determined that the item was of interest and should not be automatically removed. The removal of item OKTX6 would negatively affect the composite reliability and alter the validity of the effectiveness of the organizational knowledge transfer construct. The construct reliability and validity in the following section helped to justify keeping the OKTX6 item.

Construct Reliability and Validity

The output of the construct reliability and validity of the second run can be found in Appendix G. Based on the average variance extracted (AVE), a common measure of convergent validity was established showing that none of the constructs were outside of the acceptable range (see Table 9). All the AVE >0.50 indicated that the constructs, on average, explained more than half the indicator's variances (Hair, Ringle, & Sarstedt, 2011). It should also be noted that the Cronbach's alpha (>0.70) helped to show that there was a convergent validity for the measurement items that were used in this study.

Table 9

Construct Reliability and Validity

Measures	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Effectiveness of Organizational Knowledge Transfer	0.863	0.872	0.898	0.595
Employee Work Attitude	0.886	0.9	0.916	0.688
Enterprise Social Media Capabilities	0.916	0.917	0.941	0.799

Measures	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Enterprise Social Media Usage	0.932	0.938	0.949	0.787
Organization Cultural Diversity	0.766	0.769	0.851	0.588

Discriminant Validity

According to Henseler, Ringle, and Sarstedt (2015), when it comes to model evaluation, the discriminant validity is one of the main indicators of uniqueness between constructs. Using the guidelines from Gefen, Straub, and Boudreau (2000), the discriminant validity of this research was assessed by comparing the AVE of the constructs to ensure that the correlation is larger than its correlation with other constructs. Table 10 shows that the discriminant validity of each construct does adhere to the guidelines of Gefen, Straub, and Boudreau (2000). The next section discusses the model fit that was analyzed after running the PLS algorithm.

Table 10

Discriminant Validity

Measures	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Organization Cultural Diversity
Effectiveness of Organizational Knowledge Transfer	**0.771**				
Employee Work Attitude	0.399	**0.829**			
Enterprise Social Media Capabilities	0.109	0.243	**0.894**		
Enterprise Social Media Usage	0.141	0.076	0.388	**0.887**	
Organization Cultural Diversity	0.398	0.413	0.197	0.123	**0.767**

Model Fit

After running the PLS algorithm, it was determined that the model indicated a good fit. Hooper, Coughlan, and Mullen (2008) stated that a standardized root mean square residual (SRMR) with a value as high as 0.08 is an indication of an acceptable fit. The SRMR value in Table 8 shows the result of 0.062 for this study, which is indicative of a good fit. When an SRMR is measured at 0, it indicates a perfect fit; however, when the number of parameters is based on a large sample size, the SRMR will be lower (Hooper, Coughlan, & Mullen, 2008). The next section in this chapter discusses the findings, based on the analysis, after running the PLS algorithm.

Findings

This section will discuss the findings after running the SmartPLS 3.0 algorithm with bootstrapping of 500 resampling performed (see Appendix H). According to Gefen, Rigdon, and Straub (2011), bootstrapping should be used for assessing parameter intervals, serving as the basis for confidence intervals. Table 10 shows significance of the structural path with the associated *t*-statistics and the resulting decision to support or not support the hypothesis. A pictorial view of the research model for this study is depicted in Figure 3 below, which supports the analysis after the SmartPLS 3.0 algorithm was executed. The results of the seven hypotheses for this study are reviewed below.

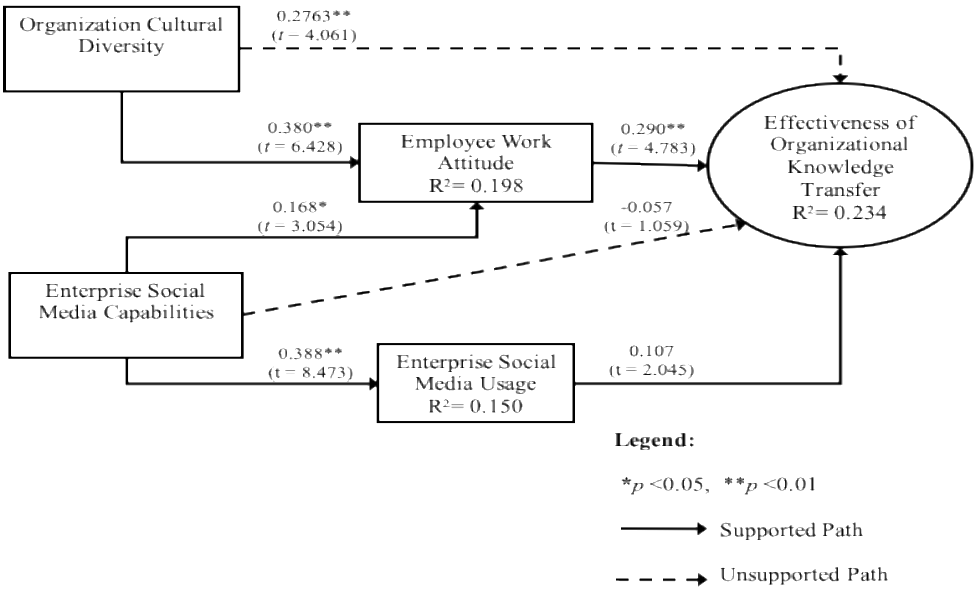


Figure 3. PLS Analysis Results

For **H1** (In organizations using ESM, organization cultural diversity will negatively influence the effectiveness of organizational knowledge transfer) the results of the analysis are depicted in Table 11 and Figure 3. The results show that organization cultural diversity has a positive influence on effectiveness of organizational knowledge transfer (β=0.276, p<0.001), and therefore the hypothesis is not supported. Supported by literature, a plausible interpretation of the significant positive relationship is further discussed in chapter 5's conclusion section for **H1**. The results for **H2** (In organizations using ESM, organization cultural diversity will positively influence employee work attitude) show employee work attitude being positively influenced by organization cultural diversity, with β=0.380 and p<0.001, proving that the hypothesis is supported. For **H3** (In organizations using ESM, positive employee work attitude will positively influence the effectiveness of organizational knowledge transfer) with β=0.290 and p<0.001, there is a positive influence placed on effectiveness of organizational knowledge transfer by employee work attitude, indicating that the hypothesis is

supported. **H_4** (ESM capabilities positively contribute to employee work attitude) shows that ESM capabilities have a positive influence on employee work attitude (β=0.168, p=0.002), demonstrating that the hypothesis is supported. **H_5** (ESM capabilities positively contribute to the effectiveness of organizational knowledge transfer) is not supported since there is a negative influence on a construct (effectiveness of organizational knowledge transfer) by the corresponding construct (ESM capabilities) with β=-0.057 and p=0.290. For **H_6** (ESM capabilities positively contribute to ESM usage) with β=0.388 and p<0.001, there is a positive influence placed on ESM usage by ESM capabilities, demonstrating that the hypothesis is supported. The final hypothesis, **H_7**, (ESM usage will positively influence the effectiveness of organizational knowledge transfer) is supported, since there is a positive influence on effectiveness of organizational knowledge transfer by ESM usage (β=0.107, p=0.041). The following chapter discusses the conclusion and implications and also makes recommendations for further studies to expand upon the findings of this research. The next chapter uses literature to provide reasonable interpretations of all the hypotheses results in this study.

Table 11

Results of Hypotheses Testing

Hypotheses	Path Coefficient	*t* Value	*p* Value	Effect Size	Result
H_1: Organization Cultural Diversity -> Effectiveness of Organizational Knowledge Transfer	0.276	4.061	0.000	4.061	Not Supported
H_2: Organization Cultural Diversity -> Employee Work Attitude	0.380	6.428	0.000	6.428	Supported

Hypotheses	Path Coefficient	*t* Value	*p* Value	Effect Size	Result
H3: Employee Work Attitude -> Effectiveness of Organizational Knowledge Transfer	0.290	4.783	0.000	4.783	Supported
H4: Enterprise Social Media Capabilities -> Employee Work Attitude	0.168	3.054	0.002	3.054	Supported
H5: Enterprise Social Media Capabilities -> Effectiveness of Organizational Knowledge Transfer	-0.057	1.059	0.290	1.059	Not Supported
H6: Enterprise Social Media Capabilities -> Enterprise Social Media Usage	0.388	8.473	0.000	8.473	Supported
H7: Enterprise Social Media Usage -> Effectiveness of Organizational Knowledge Transfer	0.107	2.045	0.041	2.045	Supported

Summary

In this chapter, an overview of the analyzed data and the steps taken to arrive at the results was presented. A pilot study was conducted to ensure that the survey instrument was reliable. The instrument was then administered to collect data, utilizing the Web-based survey. A pre-analysis was performed on the data collected. This pre-analysis screening yielded incomplete or outlier data, which were removed from the dataset. The IBM SPSS tool was used in performing the data pre-analysis by running Mahalanobis Distance. SmartPLS 3.0 was then utilized to analyze the remaining records by running the PLS algorithm. Further items were removed from the dataset based on the results of

the path coefficient. Table 11 above presents the results of the second PLS algorithm run, displaying which hypotheses were either supported or not supported.

Chapter 5

Conclusions, Implications, Recommendations, and Summary

Conclusions

With the hardship of capturing and disseminating knowledge among employees, especially tacit knowledge (Huang, Hsieh, & He, 2014; Nonaka & Von Krogh, 2009), companies are investing in tools (such as ESM) to help with knowledge retention. The main goal of this study was to investigate and evaluate the factors causing inefficiency in knowledge transfer when using ESM in a culturally diverse organization. The results helped to answer the main research question of this study: What are the key constructs or factors that affect knowledge transfer when using ESM in a culturally diverse organization? After extensive data analysis, five of the hypotheses in this study were supported, while two were not. Surprisingly, the results from this study showed that organization cultural diversity has a positive influence on the effectiveness of organizational knowledge transfer, which contradicts my first hypothesis. This finding challenges the prior research by Bhagat, Kedia, Harveston, and Triandis (2002) on transfer of knowledge within organizations with dissimilar culture, which stated that the

transfer of knowledge in organizations is inhibited by cultural constrains. Similarly, the reality of organization cultural diversity acts as a barrier to effective organizational knowledge transfer (Chait, 1999). Similarly, Milagres and Burcharth (2019) stated in a more recent study, that knowledge transfer tops the list as one of the most complex challenges in organizations with a diverse culture. However, my unsupported hypothesis in this study is backed by research conducted by Sarala and Vaara (2010) who stated that cultural diversity is useful for the transfer of knowledge.

As shown by the results, organization cultural diversity positively influences employee work attitude. This finding is aligned with prior research, showing that the hypothesis has strong support from a body of knowledge. According to Chatman and O'Reilly (2016) in their study on organizational culture, when culture is enforced in an organization, it has the potential to encourage employee work attitude. Furthermore, Ouyang, Cheng and Hsieh (2010) stated that employees tend to exhibit a positive work attitude by working to support the goals of their organization when there is a strong cultural presence. As evident from the study on the relationship between organizational culture and organizational commitment by Manetje and Martins (2009), employees are willing to exert positive effort on behalf of the organization when they accept the organization's culture. The results helped to answer this supporting question: how does organization cultural diversity impact employee work attitude?

The result of this study suggests that employee work attitude positively influences the effectiveness of organizational knowledge transfer. This finding is supported by the research conducted by Wang and Tian (2012) who stated that if job satisfaction is high, employee's work attitude toward knowledge transfer is also high. Also, the Huang and

Lai (2014) study on critical success factors for knowledge management corroborated this finding when they stated that employee work attitude plays an important role in organizational knowledge transfer. Further corroboration of this finding was accomplished by Wang, Zuo, and Bo (2014) in their study on factors affecting knowledge transfer when they postulated that employees exhibit a positive work attitude in relation to knowledge transfer.

Based on the results presented, the researcher concluded that ESM capabilities have a positive influence on employee work attitude. The literature provided substantiating corroboration for this finding when Lee (2015) stated that a positive work attitude is attained when ESM capabilities are used to transform the way employees engage with their stakeholders (both internal and external). Further literature review (Leonardi, 2015) showed that employees' work attitude is positively influenced for employees who move from obscurity to visibility when they use ESM to transfer knowledge with a wider population within the organization. A pluralist attitude is adopted by employees when they are afforded the opportunity to effectively contribute to the knowledge base of the organization by using the latest ESM capabilities. Along with the study by Zeiller and Schauer (2011) on motivational and success factors of social media, there is a motivational factor that has a positive effect on the work attitude of those employees who were given the opportunity to be in the forefront of the introduction of ESM capabilities.

The other unsupported hypothesis, according to the results of this study, was that there is a negative influence on the effectiveness of organizational knowledge transfer by the corresponding construct, ESM capabilities. Prior research conducted indicated that ESM actually has a positive influence on the effectiveness of organizational knowledge

transfer (Leonardi & Meyer, 2015; Razmerita, Kirchner, & Nabeth, 2014). Nonetheless, the results are very strong in this research, which is supported by Filstad, Simeonova, and Visser (2018) when they stated that ESM capabilities will act as a barrier to organizational knowledge transfer when there is a lack of participation from middle managers. As is evident from recent literature, uncertainty about the ESM capabilities will lead to it being a barrier to organizational knowledge transfer (Trier, Fung, & Hansen, 2017). ESM proves to further negatively influence organizational knowledge transfer when the factors of usability, individual skills, and management support plays a negative role in knowledge transfer (Nitschke, Williams, & Schubert, 2019). Therefore, if an organization wants to use ESM capabilities to positively influence the effectiveness of organizational knowledge transfer, they must first improve employee work attitude or ESM usage.

Aral, Dellarocas, and Godes (2013) stated that when the features of ESM are perceived as intuitive, employees' engagement to utilize ESM will increase. This helps to justify the resulting conclusion that there is a positive influence placed on ESM usage by ESM capabilities. Additionally, another existing study that empirically supported the influence that ESM capabilities have on ESM usage was conducted by Ali-Hassan, Nevo, and Wade (2015). Ali-Hassan, et al (2015) stated that as organizations are encouraged to have employees engage in the use of ESM to transfer knowledge, they will see higher productivity. Therefore, it is imperative that organizations adapt to this new norm to establish, maintain, or retain competitive advantages.

Finally, using the quantitative approach, investigation by this research shows that there is a positive influence on effectiveness of organizational knowledge transfer by

ESM usage. This finding is supported by prior research conducted by Kwahk and Park (2016) on the effects of network sharing on knowledge sharing, when they stated that explicit and tacit knowledge transfer among employees is afforded when they can freely and easily use ESM. The more employees feel they have the innate ability to use ESM, the more they are willing to effectively transfer knowledge via ESM (Lin & Huang, 2008). As is evident from the literature, when employees use ESM, there is a norm of reciprocity that promotes the effective transfer of knowledge (Chiu, Hsu, & Wang, 2006). A growing distributed virtual environment is forcing employees to become more efficient in using ESM to effectively to transfer knowledge within the organization (Treem & Leonardi, 2013).

The initial assumptions made by this study in the form of hypotheses have proven to be truer than not, as is evidenced by the results provided. Five of the seven hypotheses were supported by the results, and two were not. Prior research corroborated the findings of the supported hypotheses. For the unsupported hypotheses, as mentioned above, there are studies that contradict the initial assumption. The sample size of over 300 is considered good (Mertler & Vannatta, 2001) for this study.

Implications

The outcome of this research contributed to the body of knowledge in knowledge transfer and delineates several implications for professional practitioners who use ESM to transfer knowledge in a culturally diverse environment. Supporting literature was reviewed from various disciplines to include information systems (IS), information technology (IT), and business administration (BA). To that end, the researcher hopes that those domains and others can draw upon this study to lend insight into an area of study

that was lacking. Prior research has concentrated on the effect of ESM on knowledge transfer (Ellison, Gibbs, & Weber, 2015; Ray, 2014; Storey, Singer, Cleary, Figueira, & Zagalsky, 2014; Smits & Mogos, 2013). There is also a body of knowledge that focused on knowledge sharing in culturally diverse organizations (Durmusoglu, Jacobs, Zamantili, Khilji, & Wang, 2014; Fong, Nguyen, & Xu, 2013; Tong, Tak, & Wong, 2015; Wiewiora, Trigunarsyah, Murphy, & Coffey, 2013). The researcher hopes that organizational knowledge loss will be reduced as a consequence of companies adhering to the results of this study. Daghfous, Belkhodja, and Angell (2013) defined organizational knowledge loss as the intentional or unintentional disappearance of knowledge that was garnered cumulatively or individually. The unique combination of the constructs in this study was brought together in a cohesive manner for future researchers to expand upon.

The theoretical implication of this study is to use a different theoretical foundation instead of the social exchange theory that was used for this research. Another theoretical foundation that could be considered is the Knowledge Transfer Theory, which could produce a different combination of constructs for researching. According to Carrillo, Brachos, Kostopoulos, Soderquist, and Prastacos (2007), "The knowledge transfer theory is concerned with analyzing, predicting and prescribing the ability and means of an organizational entity to effectively transfer knowledge across its constituting members" (p. 36).

The researcher hopes that companies using ESM to transfer knowledge in a diverse environment adhere to the following recommendations: (a) support knowledge transfer because it can be very effective in a culturally diverse organization; (b) explore avenues

to encourage a positive work attitude in a diverse environment; (c) encourage a positive work attitude in the organization because it will result in effective knowledge transfer; (d) introduce and make accessible the capabilities of ESM because it will improve employee work attitude; (e) the more ESM capabilities afforded to the employees, the more they are prone to using the tool; (f) encourage the employees to use ESM which will result in effective knowledge transfer.

Limitations of the Study

There were a few limitations identified for this study, with one being that the sample was from a single source, which can be considered a weakness. Even though the limitation of this study can be attributed to the sample population being from a single corporation, the population exhibited the desired characteristics needed for this study (large company, diverse culture, and user of ESM). Along that same vein, competing for employee's priorities played a limiting role in the number of responses received. Another limitation of this study is the single distribution method (Web-based survey), since there is a wide contingency of individuals within the organization who do not readily have access to the company's intranet (field service engineers). According to Hiebl and Richter (2018), the design of the survey and the collected data can act as limitations of the study.

Recommendations for Future Research

The researcher hopes that the research model identified in Figure 2, brought together the constructs from existing literature in a manner for future researchers to expand upon. Implication for future research is to draw on a wider population in the form of multiple organizations with diverse cultures and who use ESM to transfer knowledge. The items

used in this study were adapted from various sources (Solanky, 1998; Sun & Shang, 2014; Trainor, Andzulis, Rapp, Y Agnihotri, 2014; Williams & Anderson, 1991; Zmud, Kim, & Lee, 2005) and were significant for those studies. With OCDI on OKTX and ESMC on OKTX not supported for this study, it shows that even previously validated items can have different results for different research. Therefore, the researcher feels that the groundwork has been laid for future research to expand upon the findings in this study. A different population may result in the hypotheses in this study being consistent with the original implications. The final section in this dissertation is the summary, which encapsulates the essence of this study in its entirety.

Summary

This dissertation study addressed the research problem of ESM's ability to effectively transfer knowledge among employees in culturally diverse organizations. Companies are expending significant resources in an attempt to retain knowledge within the organization (Liebowitz & Liebowitz, 2015), and ESM is becoming an important tool to help facilitate knowledge transfer. A contributing factor to the problem that developed was attributed to the globalization of companies that began permeating different organizational cultures (Chua, Roth, & Lemoine, 2015). The goal of this study was to investigate and evaluate the factors causing inefficiency in knowledge transfer when using ESM in a culturally diverse organization. Based on the SET (Emerson, 1976), which was used as the theoretical foundation for this study, the researcher developed a theoretical research model that was used to investigated the aforementioned problem. This developed research model was used to calculate the effect of the independent variables (organization cultural diversity, employee work attitude, ESM capabilities, and ESM usage) on the

dependent variable (effectiveness of organizational knowledge transfer). The main research question addressed in this study considered the key factors that affect knowledge transfer when using ESM in a culturally diverse organization.

Extensive literature review from prior studies was conducted to assess the constructs in this study. For the organization cultural diversity construct, Lamotte (2002) defined it as the distinguishing spiritual beliefs, material procession, level of intellect and emotional features of a society or a social group that encompass the ways of living or working together. Literature by Lings and Greenley (2005) was reviewed for the employee work attitude construct, which shows how willing employees are to respond to their manager and organization and how they feel about their work. Kaplan and Haenlein (2010) defined the ESM capabilities construct, as the ability to create and exchange content generated by users of Web 2.0 internet-based applications in the workplace. The ESM usage construct was employed to take advantage of new market opportunities by improving operations (Cao, Guo, Liu, & Gu, 2015). The effectiveness of the organizational knowledge transfer construct is defined by Szulanski (1996) as the two-way exchange of knowledge between a source and a recipient within the organization.

The developed research model used in this study predicted that organization cultural diversity would have a negative influence on the effectiveness of organizational knowledge transfer. Contrary to the first prediction, the model predicted that employee work attitude, ESM capabilities, and ESM usage would have a positive influence on the effectiveness of organizational knowledge transfer. Both organization cultural diversity and ESM capabilities were predicted to have a positive influence on employee work

attitude. The final prediction by the developed research model was that ESM capabilities would have a positive influence on ESM usage.

Before data could be collected and analyzed to test the hypotheses in the research model, a series of events in the research methodology had to occur first. The research methodology included the development and validation of the survey instrument. For this study, a Wed-based survey instrument was employed. Among the benefits of a Web-based survey are the availability and convenience to the participants, the ease of transmitting data without errors, and the reduced time to deliver the survey to and from the participants (Perkins, 2004). The research methodology also covered the permissions that were needed to be granted in order to collect the data. The IRB at NSU had to grant the approval to use human subjects in this study. Additionally, since the population was from a major defense contract organization, the company's PIRA group had to grant approval. To ensure survey validity, two pilot studies were conducted on the survey prior to disseminating the main survey. Lewis-Beck, Bryman, and Liao (2003) highly recommend pilot testing the survey before gathering the data in an effort to garner participant's feedback. Using the G*Power 3 software, Cohen (1992) suggested using the statistical power analysis methodology to estimate the appropriate sample size for this study. According to Sekaran and Bougie, 2016, a 30% return rate on an electronic questionnaire is considered acceptable. Of the 1,200 participants who received the survey questionnaire electronically via SurveyMonkey's Web-based survey, 406 responded, which was more than the 30% anticipated.

After the data collection was completed, a pre-analysis screening of the data was conducted. The pre-analysis screening resulted in 46 of the 406 responses being dropped

from the data set due to gross incompletions or for being significant outliers in the data. Using IBM SPSS, the multivariate outliers were identified through running Mahalanobis Distance. There were five other outliers identified by the Mahalanobis Distance analysis that were kept. Mertler and Vannatta (2001) stated that outliers should not be automatically dropped, but first examined and considered for keeping due to their potential significance on the study.

After the pre-analysis yielded a set of data points that indicated a normal distribution, the SmartPLS 3.0 software was used to run the initial PLS algorithm. This initial run identified seven items that were removed because they did not meet the acceptable values of 0.70 based on the factor loading. Hair, Ringle, and Sarstedt (2011) suggests that the standard values of the path coefficient should fall between -1 and +1. The findings after rerunning the SmartPLS 3.0 algorithm with bootstrapping of 500 resampling produced the significance of the structural path with the associated *t*-statistics.

Based on the results of this study, the interpretations for the hypotheses are as follows: (a) organization cultural diversity has a positive influence on the effectiveness of organizational knowledge transfer; (b) organization cultural diversity positively influences employee work attitude; (c) employee work attitude positively influences the effectiveness of organizational knowledge transfer; (d) ESM capabilities have a positive influence on employee work attitude; (e) ESM capabilities have a negative influence on the effectiveness of organizational knowledge transfer; (f) there is a positive influence placed on ESM usage by ESM capabilities; (g) there is a positive influence on effectiveness of organizational knowledge transfer by ESM usage.

The researcher presented the conclusions with empirical evidence that substantiated five of the seven hypotheses. Implications for contribution to the body of knowledge was also presented where the researcher hopes that IT and IS domains and others can draw upon this study to lend insight into an area of study that was lacking. Finally, the researcher provided suggestions for future study, where researchers can use a different theoretical foundation to explore the problem identified in this study.

Appendices

Appendix A

IRB Approval

MEMORANDUM

To: **Garry Blackstock**

From: **Wei Li, Ph.D,**
Center Representative, Institutional Review Board

Date: **November 20, 2019**

Re: **IRB #: 2019-543; Title, "Investigating Knowledge Transfer in Enterprise Social Media"**

I have reviewed the above-referenced research protocol at the center level. Based on the information provided, I have determined that this study is exempt from further IRB review under **45 CFR 46.101(b) (Exempt 2: Interviews, surveys, focus groups, observations of public behavior, and other similar methodologies)**. You may proceed with your study as described to the IRB. As principal investigator, you must adhere to the following requirements:

1) CONSENT: If recruitment procedures include consent forms, they must be obtained in such a manner that they are clearly understood by the subjects and the process affords subjects the opportunity to ask questions, obtain detailed answers from those directly involved in the research, and have sufficient time to consider their participation after they have been provided this information. The subjects must be given a copy of the signed consent document, and a copy must be placed in a secure file separate from de-identified participant information. Record of informed consent must be retained for a minimum of three years from the conclusion of the study.

2) ADVERSE EVENTS/UNANTICIPATED PROBLEMS: The principal investigator is required to notify the IRB chair and me (954-262-5369 and Wei Li, Ph.D, respectively) of any adverse reactions or unanticipated events that may develop as a result of this study. Reactions or events may include, but are not limited to, injury, depression as a result of participation in the study, life-threatening situation, death, or loss of confidentiality/anonymity of subject. Approval may be withdrawn if the problem is serious.

3) AMENDMENTS: Any changes in the study (e.g., procedures, number or types of subjects, consent forms, investigators, etc.) must be approved by the IRB prior to implementation. Please be advised that changes in a study may require further review depending on the nature of the change. Please contact me with any questions regarding amendments or changes to your study.

The NSU IRB is in compliance with the requirements for the protection of human subjects prescribed in Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46) revised June 18, 1991.

Cc: Ling Wang, Ph.D.
Ling Wang, Ph.D.

Appendix B

Survey Questionnaire

Participant Letter for Anonymous Surveys
NSU Consent to be in a Research Study Entitled
Organizational Culture and Knowledge Transfer in Enterprise Social Media (ESM).

Who is doing this research study?

The person doing this study is Garry Blackstock with the College of Computing and Engineering (CCE). They will be helped by the Faculty Advisor, Laura Macias and the Dissertation Chair, Dr. Ling Wang.

Why are you asking me to be in this research study?

You are being asked to take part in this research study because you work for an organization with over 100,000 employees, with a strong organization cultural diversity.

Why is this research being done?

The purpose of this study is to understand the factors causing inefficiency in knowledge transfer when using ESM (e.g. Eureka Streams) in a culturally diverse organization.

What will I be doing if I agree to be in this research study?

You will be taking a one-time, anonymous survey. The survey will take approximately 6 minutes to complete.

Are there possible risks and discomforts to me?

This research study involves minimal risk to you. To the best of our knowledge, the things you will be doing have no more risk of harm than you would have in everyday life.

What happens if I do not want to be in this research study?

You can decide not to participate in this research and it will not be held against you. You can exit the survey at any time.

Will it cost me anything? Will I get paid for being in the study?

There is no cost for participation in this study. Participation is voluntary and no payment will be provided.

How will you keep my information private?

Your responses are anonymous. Information we learn about you in this research study will be handled in a confidential manner, within the limits of the law. All responses to the survey are anonymous and the researcher will not be able to associate you with any information provided. Also, no personal identifiable (PI) data is being collected or stored from this survey. This data will be available to the researcher, the Institutional Review Board and other representatives of this institution, and any granting agencies (if applicable). All confidential data will be kept securely on a password protected server. All data will be kept for 36 months from the end of the study and destroyed after that time by deleting all instances of the collected data.

Who can I talk to about the study?

If you have questions, you can contact Garry Blackstock at (407) 493-3081. You may also contact my faculty advisor, Laura Macias at (954) 262-2061.

If you have questions about the study but want to talk to someone else who is not a part of the study, you can call the Nova Southeastern University Institutional Review Board (IRB) at (954) 262-5369 or toll free at 1-866-499-0790 or email at IRB@nova.edu.

Do you understand and do you want to be in the study?

If you have read the above information and voluntarily wish to participate in this research study, please click the link below to access survey:
https://www.surveymonkey.com/r/53D2RVF

201906_Survey for organizational cı

QUESTIONS RESPONSES

Survey for organizational culture and knowledge transfer in ESM

Dear participant,

The purpose of this survey is to collect data on how organizational culture affects knowledge transfer when enterprise social media (ESM) is used as the conduit for knowledge transfer. Below you will find sets of questions that relate to different aspects of organizational culture, knowledge transfer, and the use of ESM. We would like to ask for your participation in this survey by providing feedback on the following questions.

Thank you

Organization Cultural Diversity

Please indicate the degree to which you agree or disagree with the following statements

OCDI 1. I find it difficult to communication with people in my organization whose cultural values are different from mine.

1. Strongly D... 2. Disagree 3. Somewha... 4. Neither A... 5. Somewha... 6. Agree 7. Strongly A...

.

OCDI 2. I think cultural differences in the workplace help in identifying different solutions to problems.

1. Strongly D... 2. Disagree 3. Somewha... 4. Neither A... 5. Somewha... 6. Agree 7. Strongly A...

QUESTIONS RESPONSES

OCDI 4. I Bnd it diT cult to trust people who look different than I do.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

OCDI 5. I feel that cultural differences in the workplace make it diT cult to achieve organizational goals.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

OCDI 6. I prefer to work in a culturally diverse workplace.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

OCDI 7. I think that working with people from a different ethnic background enhances my sensitivity to others.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

QUESTIONS RESPONSES

Employee Work Attitude

Please indicate the degree to which you agree or disagree with the following statements

EWAD 1. I fulBll the responsibilities speciBed in my job description.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

EWAD 2. I sometimes fail to perform essential duties of my job.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

EWAD 3. I adequately complete all of my assigned duties.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

EWAD 4. I generally help others who have heavy workloads.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

QUESTIONS RESPONSES

EWAD 6. I meet formal performance requirements of the job.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

Enterprise Social Media Capabilities

Please indicate the degree to which you agree or disagree with the following statements.

ESMC 1. In my organization, ESM provides the means to conduct market research.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

ESMC 2. In my organization, ESM provides the means to detect changes in our customers' product preferences.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

QUESTIONS RESPONSES

ESMC 4. In my organization, ESM provides the means to discuss market trends identified.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

ESMC 5. Data collected using ESM on customer satisfaction are disseminated at all levels on a regular basis.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

Enterprise Social Media Usage

Please indicate the degree to which you agree or disagree with the following statements.

ESMU 1. I use enterprise social media to post updates on work projects.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

QUESTIONS RESPONSES

ESMU 3. I use enterprise social media to share information with colleagues about organizational objectives.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

ESMU 4. I use enterprise social media to organize my work Bles.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

ESMU 5. I use enterprise social media to gain access to others with expertise in a particular area.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

Organizational Knowledge Transfer

Please indicate the degree to which you agree or disagree with the following statements.

QUESTIONS RESPONSES

OKTX 2. Transferring my knowledge would help other members in the organization solve problems.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

OKTX 3. Transferring my knowledge would improve work processes in the organization.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

OKTX 4. Transferring my knowledge would increase productivity in the organization.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

OKTX 5. Transferring my knowledge with other organizational members is harmful.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

QUESTIONS RESPONSES

OKTX 7. I intend to transfer my experience or know-how from work with other organizational members more frequently in the future.

1. Strongly D… 2. Disagree 3. Somewha… 4. Neither A… 5. Somewha… 6. Agree 7. Strongly A…

.

DEMOGRAPHICS

Please answer the following demographic questions

Age *

18-24 25-29 30-34 35-39 40-44 45-49 50-54 55-59 60 and a…

What age…

Gender *

Male Female

What is your gender?

QUESTIONS RESPONSES

Education Level *

High School | Associate Degree | Bachelor's Degree | Masters Degree | Doctorate Degree

What is your educ…

Marital Status *

Married | Single | Divorced

What is your marital status?

Home Ownership *

Yes | No

Do you own a home?

Appendix C

Mahalanobis Distance Initial Run

Case Processing Summary

	Valid		Case Missing		Total	
	N	Percent	N	Percent	N	Percent
Mahalanobis Distance	370	100.0%	0	0.0%	370	100.0%

Descriptives

			Statistic	Std. Error
Mahalanobis Distance	Mean		23.9351351	.82067176
	95% Confidence Interval for Mean	Lower Bound	22.3213549	
		Upper Bound	25.5489153	
	5% Trimmed Mean		22.5470900	
	Median		19.9485604	
	Variance		249.196	
	Std. Deviation		15.78593656	
	Minimum		2.87915	
	Maximum		92.49057	
	Range		89.61142	
	Interquartile Range		19.12248	
	Skewness		1.369	.127
	Kurtosis		1.952	.253

Extreme Values

			Case Number	Value
Mahalanobis Distance	Highest	1	109	92.49057
		2	56	79.45464
		3	370	79.15261
		4	331	78.66258
		5	99	72.41390
	Lowest	1	64	2.87915
		2	49	3.66566
		3	120	4.02711
		4	248	4.30268
		5	165	4.39511

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mahalanobis Distance	.137	370	.000	.886	370	.000

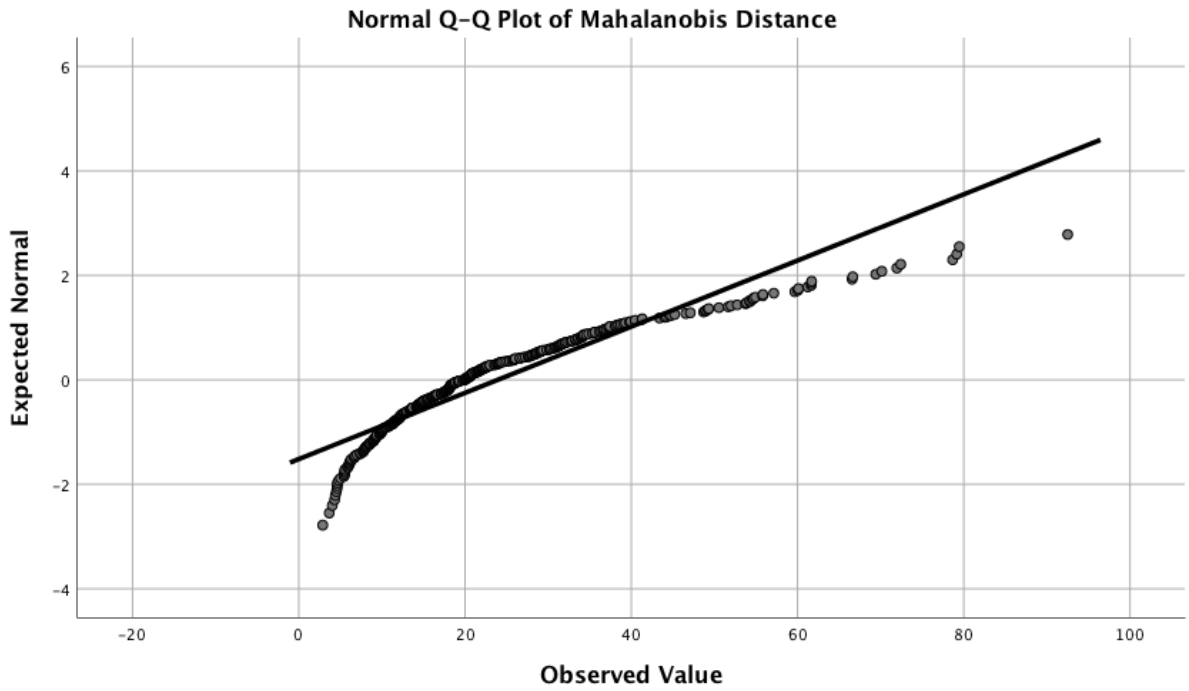
a. Lilliefors Significance Correction

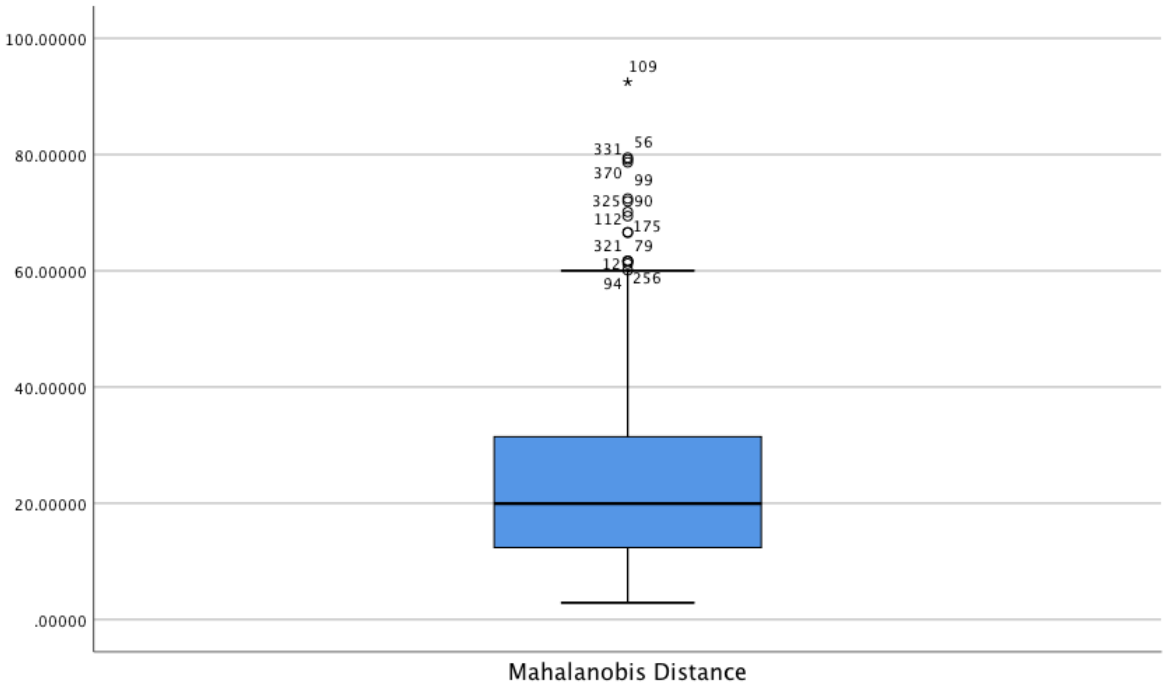
Mahalanobis Distance Stem-and-Leaf Plot

```
 Frequency    Stem & Leaf

   10.00       0 .  2344444444
   52.00       0 .  55555555666666666777777778888888888999999999999999999
   65.00       1 .
00000000011111111111112222222222222233333333333444444444444444444
   59.00       1 .
55555555566666666677777777777777888888888888888888889999999
   50.00       2 .  00000000000000000011111111122222222222333334444444
   30.00       2 .  55555556666777778888888899999
   35.00       3 .  00000001111111122222233333334444444
   21.00       3 .  555666666777788889999
    9.00       4 .  001134444
    8.00       4 .  56788899
   11.00       5 .  01123344444
    4.00       5 .  5579
    1.00       6 .  0
   15.00 Extremes    (>=60)

 Stem width:  10.00000
 Each leaf:       1 case(s)
```


Normal Q-Q Plot of Mahalanobis Distance
Expected Normal
Observed Value
6
4
2
0
-2
-4
-20
0
20
40
60
80
100


100.00000
80.00000
60.00000
40.00000
20.00000
.00000
109
331
56
370
99
325
90
112
175
321
79
94
256
Mahalanobis Distance

Appendix D

Mahalanobis Distance Rerun

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Mahalanobis Distance	360	100.0%	0	0.0%	360	100.0 %

Descriptives

			Statistic	Std. Error
Mahalanobis Distance	Mean		22.5253265	.70870048
	95% Confidence Interval for Mean	Lower Bound	21.1316005	
		Upper Bound	23.9190526	
	5% Trimmed Mean		21.5877339	
	Median		19.1679501	
	Variance		180.812	
	Std. Deviation		13.44664626	
	Minimum		2.87915	
	Maximum		61.69483	
	Range		58.81568	
	Interquartile Range		18.54234	
	Skewness		.983	.129
	Kurtosis		.447	.256

Extreme Values

			Case Number	Value
Mahalanobis Distance	Highest	1	282	61.69483
		2	78	61.66625
		3	12	61.65266
		4	250	61.22843
		5	92	60.10821
	Lowest	1	63	2.87915
		2	49	3.66566
		3	115	4.02711
		4	242	4.30268
		5	160	4.39511

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mahalanobis Distance	.117	360	.000	.920	360	.000

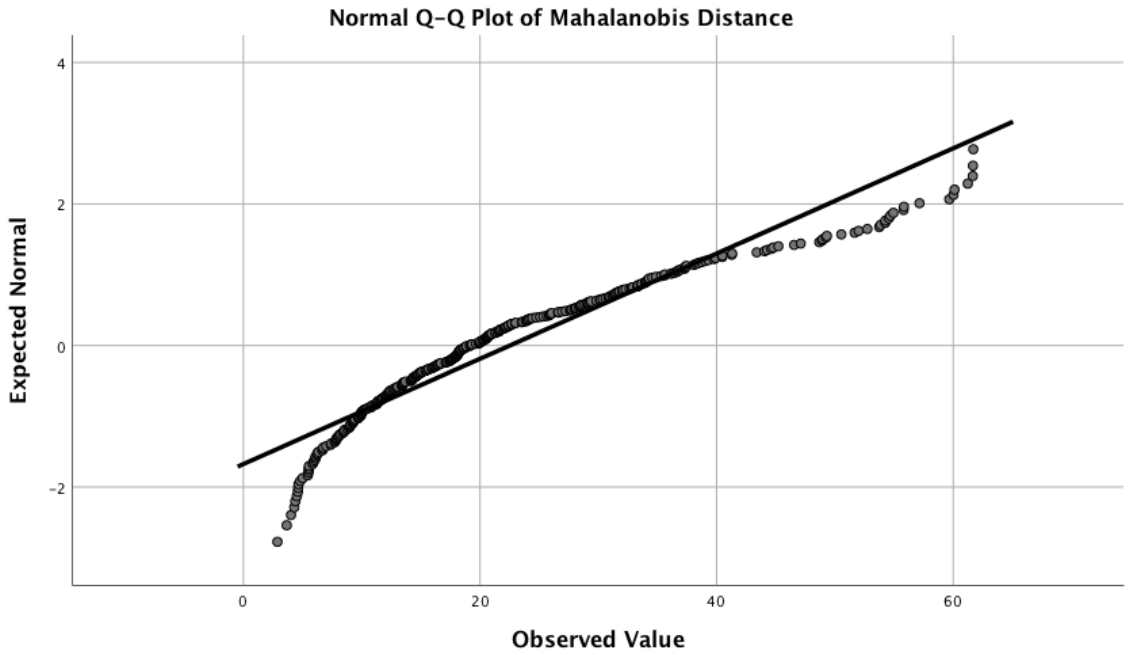
a. Lilliefors Significance Correction

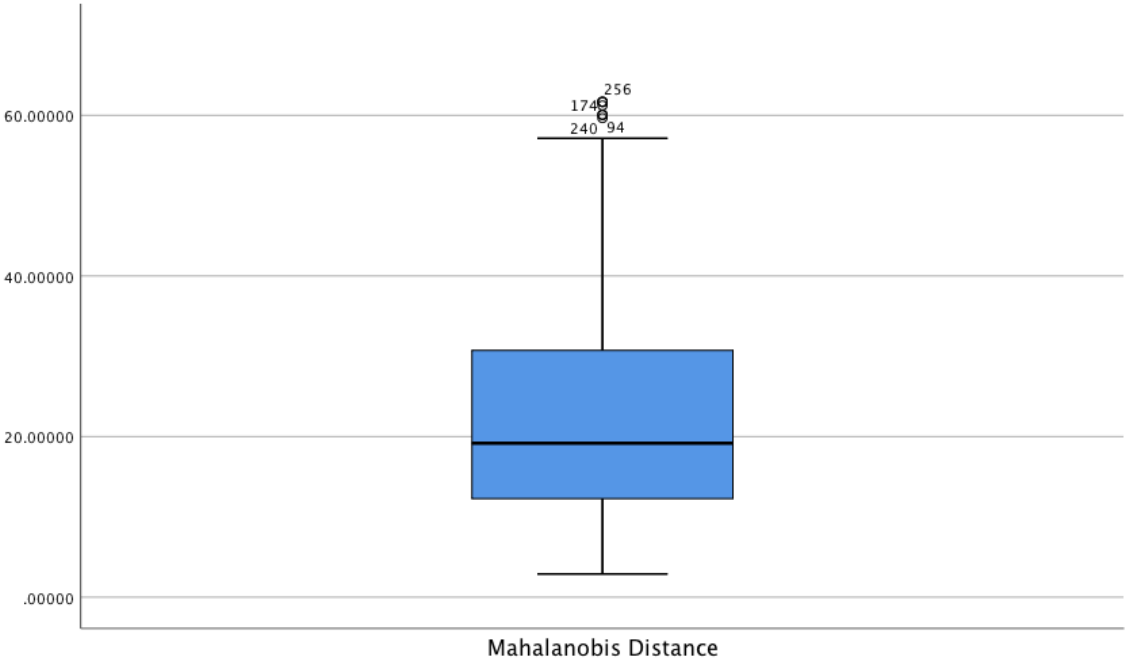
Mahalanobis Distance Stem-and-Leaf Plot

```
 Frequency    Stem & Leaf

   10.00       0 .  2344444444
   52.00       0 .  5555555566666666677777777888888888899999999999999999
   65.00       1 .
00000000011111111111122222222222222333333333334444444444444444
   59.00       1 .
55555555566666666677777777777777888888888888888888889999999
   50.00       2 .  00000000000000000011111111122222222222333334444444
   30.00       2 .  55555556666777778888888999999
   35.00       3 .  00000001111111122222233333334444444
   21.00       3 .  555666666777788889999
    9.00       4 .  001134444
    8.00       4 .  56788899
   11.00       5 .  01123344444
    3.00       5 .  557
    7.00 Extremes    (>=60)

 Stem width:  10.00000
 Each leaf:       1 case(s)
```


Normal Q-Q Plot of Mahalanobis Distance
Expected Normal
Observed Value
4
2
0
-2
0
20
40
60


60.00000
40.00000
20.00000
.00000
256
174
240
94
Mahalanobis Distance

Appendix E

Normality and Scatter Plot

Correlations

		OKTX	OCDI	EWAD	ESMU	ESMC
Pearson Correlation	OKTX	1.000	.201	.343	.157	.092
	OCDI	.201	1.000	.255	.027	.100
	EWAD	.343	.255	1.000	.012	.183
	ESMU	.157	.027	.012	1.000	.385
	ESMC	.092	.100	.183	.385	1.000
Sig. (1-tailed)	OKTX	.	.000	.000	.001	.041
	OCDI	.000	.	.000	.305	.029
	EWAD	.000	.000	.	.408	.000
	ESMU	.001	.305	.408	.	.000
	ESMC	.041	.029	.000	.000	.
N	OKTX	360	360	360	360	360
	OCDI	360	360	360	360	360
	EWAD	360	360	360	360	360
	ESMU	360	360	360	360	360
	ESMC	360	360	360	360	360

Model Summary[b]

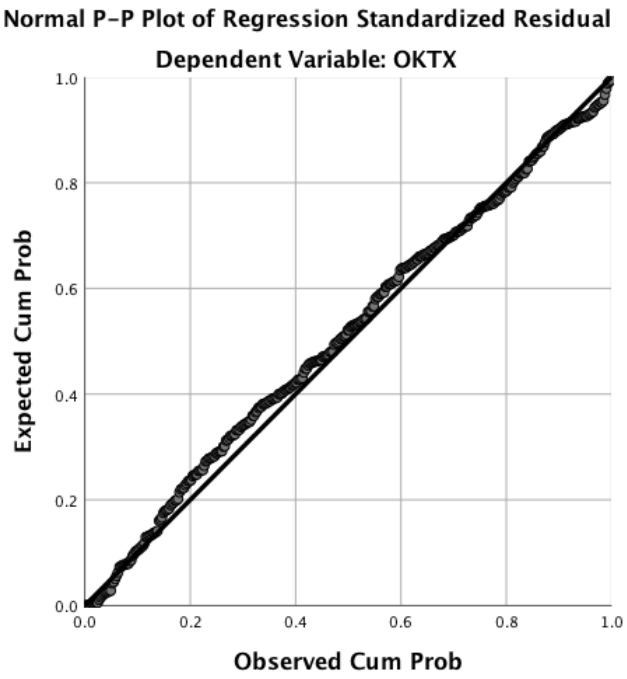
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.394[a]	.155	.145	.61208

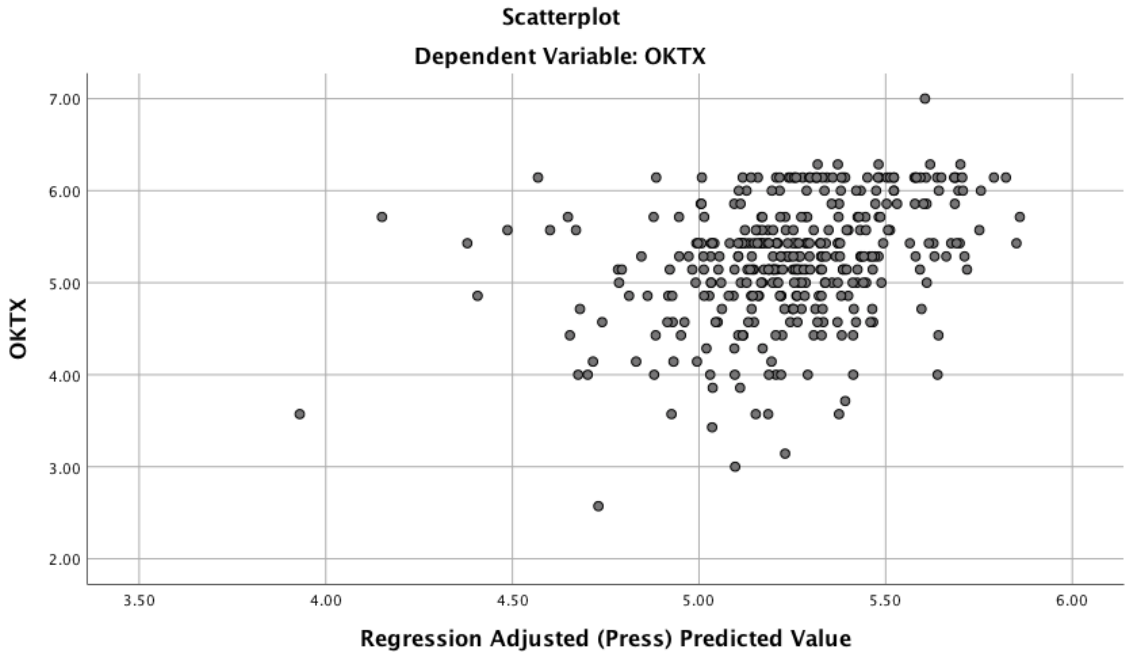
a. Predictors: (Constant), ESMC, OCDI, EWAD, ESMU
b. Dependent Variable: OKTX

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.382	4	6.095	16.270	.000[b]
	Residual	132.996	355	.375		
	Total	157.378	359			

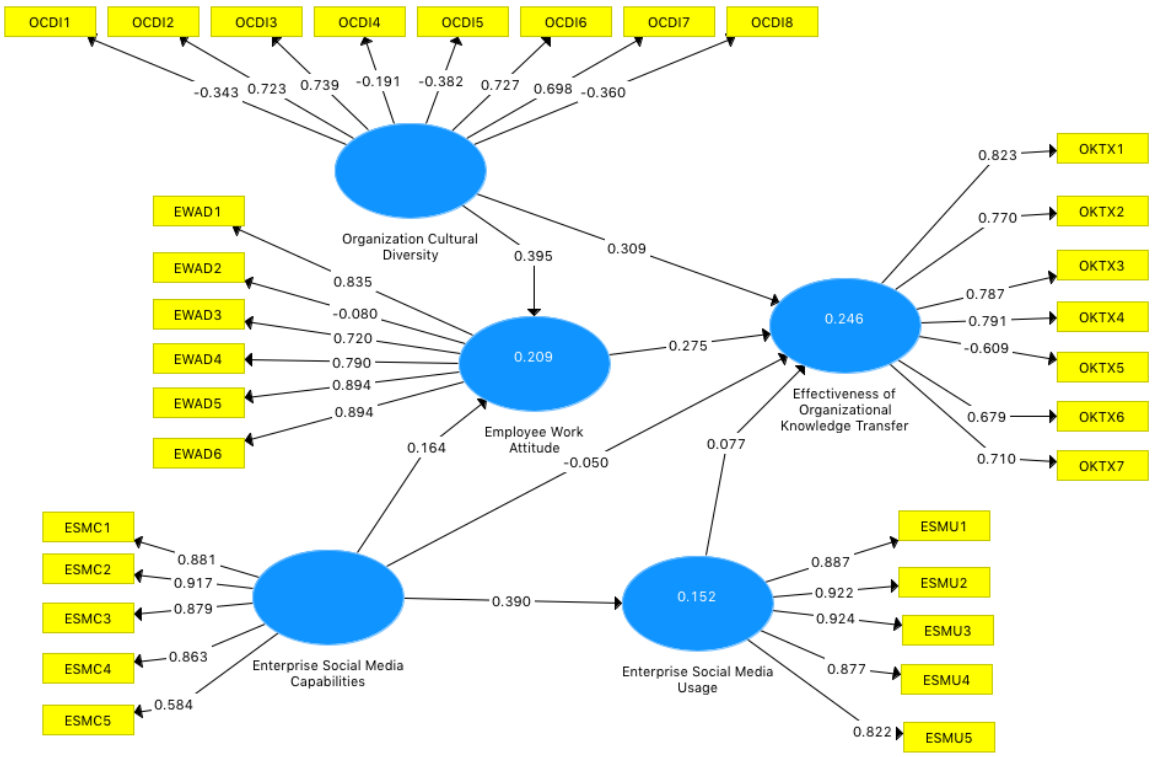
a. Dependent Variable: OKTX
b. Predictors: (Constant), ESMC, OCDI, EWAD, ESMU


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: OKTX
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0


Scatterplot
Dependent Variable: OKTX
OKTX
Regression Adjusted (Press) Predicted Value
2.00
3.00
4.00
5.00
6.00
7.00
3.50
4.00
4.50
5.00
5.50
6.00

Appendix F

PLS Analysis Initial Run



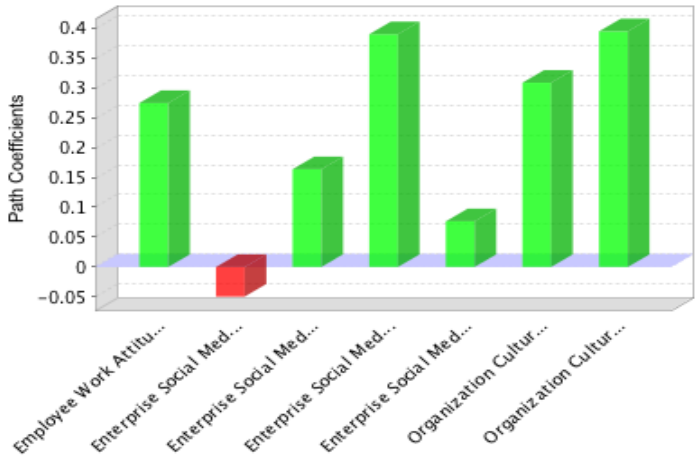
Final Results

Path Coefficients

Matrix | Path Coefficients | Copy to Clipboard: Excel Form

	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
Effectiveness of Organizational Knowledge Transfer					
Employee Work Attitude	0.2748				
Enterprise Social Media Capabilities	-0.0498	0.1637		0.3900	
Enterprise Social Media Usage	0.0766				
Orgazination Cultural Diversity	0.3087	0.3949			

Path Coefficients charts



Total Effects

Matrix

Copy to Clipboard: Excel Form

	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
Effectiveness of Organizational Knowledge Transfer					
Employee Work Attitude	0.2748				
Enterprise Social Media Capabilities	0.0251	0.1637		0.3900	
Enterprise Social Media Usage	0.0766				
Orgazination Cultural Diversity	0.4172	0.3949			

Outer Loadings

Matrix

	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
ESMC1			0.8806		
ESMC2			0.9174		
ESMC3			0.8788		
ESMC4			0.8625		
ESMC5			0.5838		
ESMU1				0.8873	
ESMU2				0.9225	
ESMU3				0.9242	
ESMU4				0.8765	
ESMU5				0.8225	
EWAD1		0.8346			
EWAD2		-0.0797			
EWAD3		0.7204			
EWAD4		0.7901			
EWAD5		0.8945			
EWAD6		0.8936			
OCDI1					-0.3428
OCDI2					0.7225
OCDI3					0.7393
OCDI4					-0.1907
OCDI5					-0.3818
OCDI6					0.7275
OCDI7					0.6981
OCDI8					-0.3595
OKTX1	0.8227				
OKTX2	0.7701				
OKTX3	0.7870				
OKTX4	0.7915				
OKTX5	-0.6093				
OKTX6	0.6794				
OKTX7	0.7103				

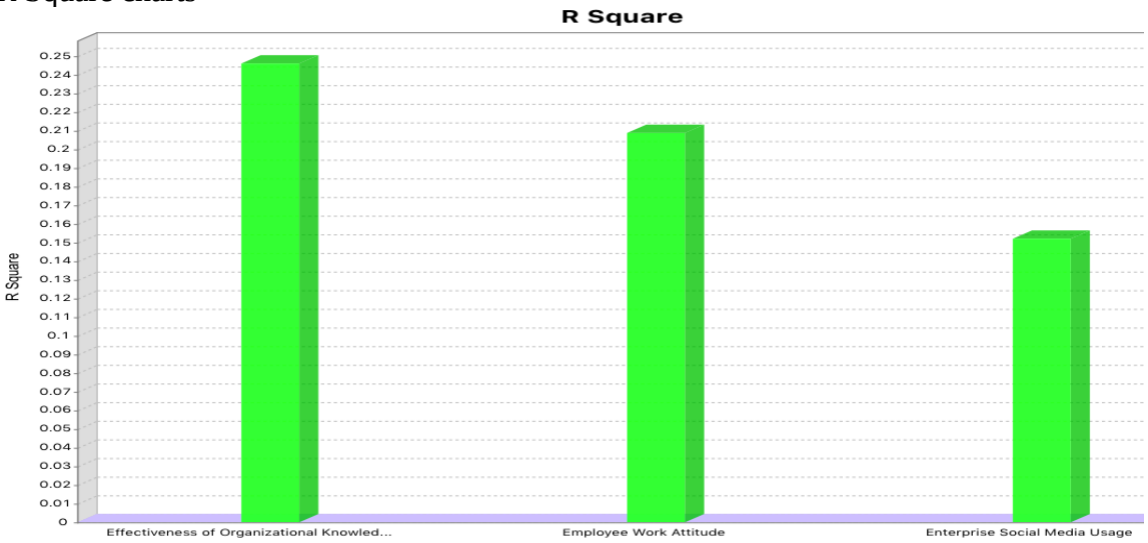
Quality Criteria

R Square

Matrix | R Square | R Square Adjusted

	R Square	R Square Adjusted
Effectiveness of Organizational Knowledge Transfer	0.2461	0.2376
Employee Work Attitude	0.2088	0.2044
Enterprise Social Media Usage	0.1521	0.1497

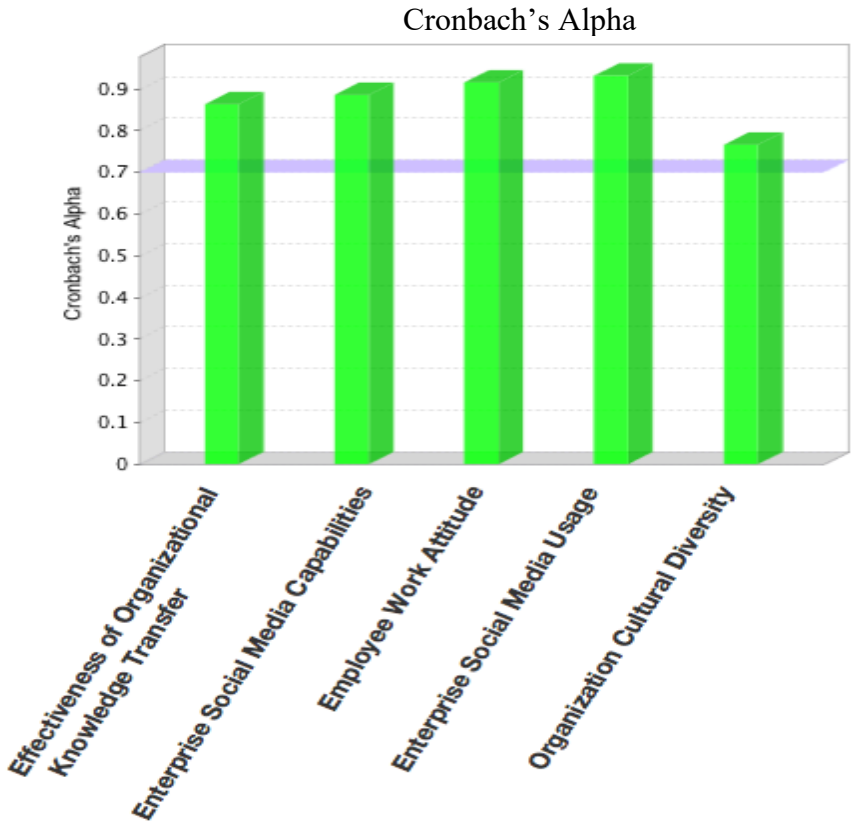
R Square charts



Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Effectiveness of Organizational Knowledge Transfer	0.710	0.874	0.832	0.550
Employee Work Attitude	0.794	0.899	0.865	0.574
Enterprise Social Media Capabilities	0.885	0.909	0.918	0.695
Enterprise Social Media Usage	0.932	0.938	0.949	0.787
Organization Cultural Diversity	0.526	0.740	0.322	0.314

Construct Reliability and Validity charts



Discriminant Validity

Fornell-Larcker Criterion | Cross Loadings | Heterotrait-Monotrait Ratio (HTMT) | Heterotrait-Monotrait Ratio (HTMT) | Copy to Clipboard: | Excel Form

	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
Effectiveness of Organizational Knowledge Transfer	0.7419				
Employee Work Attitude	0.4008	0.7577			
Enterprise Social Media Capabilities	0.1092	0.2434	0.8336		
Enterprise Social Media Usage	0.1235	0.0788	0.3900	0.8874	
Orgazination Cultural Diversity	0.4273	0.4279	0.2017	0.1446	0.5606

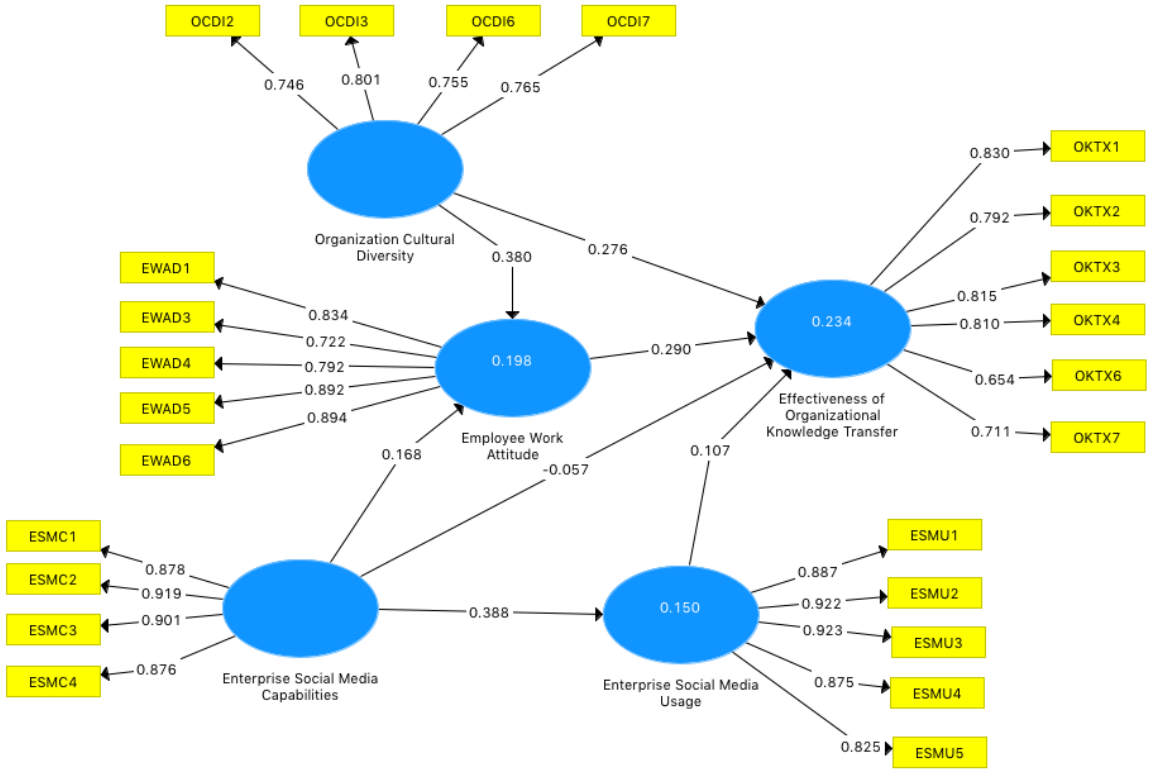
Model_Fit

Fit Summary | rms Theta

	Saturated Model	Estimated Model
SRMR	0.071	0.071
d_ULS	2.488	2.531
d_G	0.675	0.678
Chi-Square	1362.675	1363.992
NFI	0.788	0.788

Appendix G

PLS Analysis ReRun



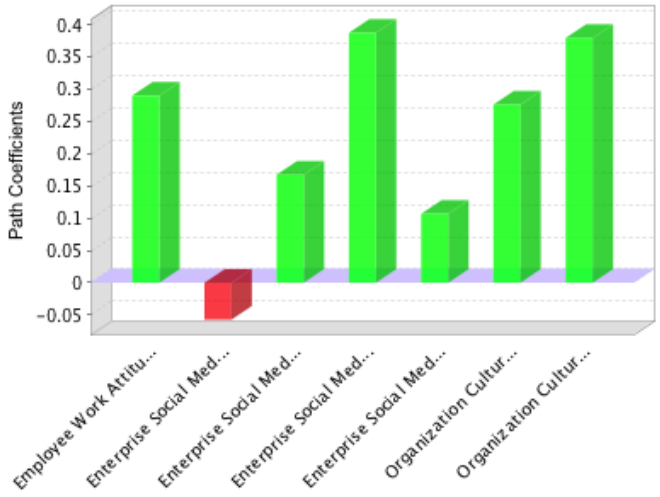
Final Results

Path Coefficients

Matrix | Path Coefficients | Copy to Clipboard: Excel Format

	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
Effectiveness of Organizational Knowledge Transfer					
Employee Work Attitude	0.2902				
Enterprise Social Media Capabilities	-0.0573	0.1678			0.3877
Enterprise Social Media Usage	0.1070				
Orgazination Cultural Diversity	0.2763	0.3800			

Path Coefficients charts



Total Effects

Matrix

Copy to Clipboard: Excel Format

	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
Effectiveness of Organizational Knowledge Transfer					
Employee Work Attitude	0.2902				
Enterprise Social Media Capabilities	0.0328	0.1678		0.3877	
Enterprise Social Media Usage	0.1070				
Orgazination Cultural Diversity	0.3866	0.3800			

Outer Loadings

Matrix

	Effectiveness of Organizational Knowledge Transfer	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
ESMC1			0.8777		
ESMC2			0.9192		
ESMC3			0.9014		
ESMC4			0.8755		
ESMU1				0.8865	
ESMU2				0.9218	
ESMU3				0.9234	
ESMU4				0.8754	
ESMU5				0.8255	
EWAD1		0.8341			
EWAD3		0.7221			
EWAD4		0.7921			
EWAD5		0.8922			
EWAD6		0.8939			
OCDI2					0.7460
OCDI3					0.8008
OCDI6					0.7545
OCDI7					0.7649
OKTX1	0.8305				
OKTX2	0.7921				
OKTX3	0.8153				
OKTX4	0.8096				
OKTX6	0.6542				
OKTX7	0.7112				

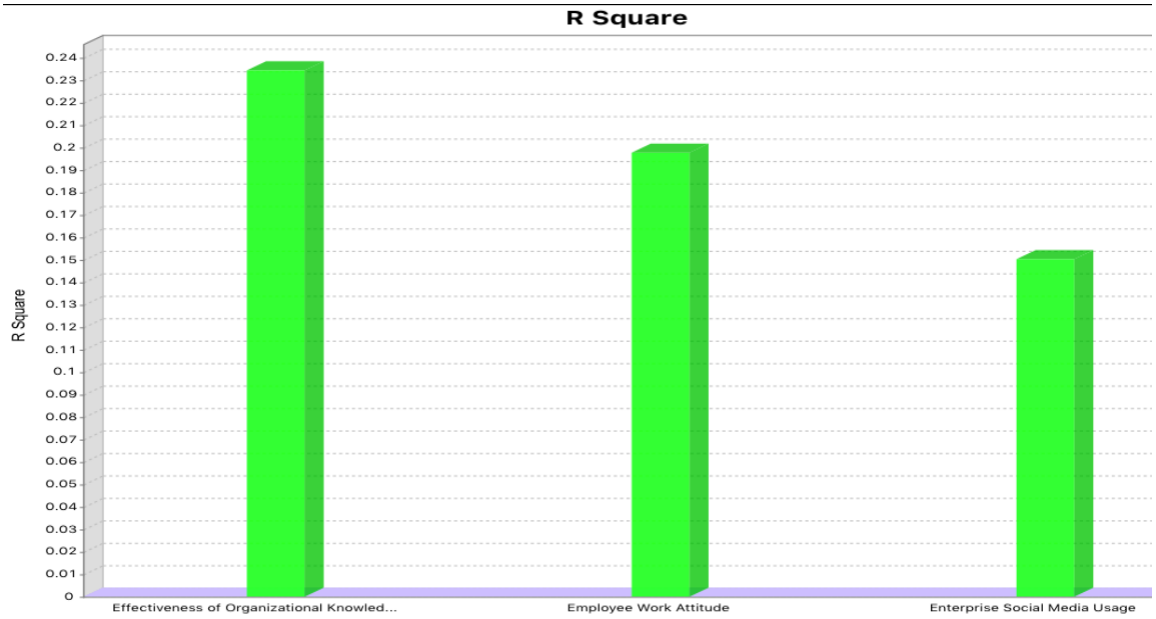
Quality Criteria

R Square

Matrix | R Square | R Square Adjusted

	R Square	R Square Adjusted
Effectiveness of Organizational Knowledge Transfer	0.2344	0.2258
Employee Work Attitude	0.1978	0.1933
Enterprise Social Media Usage	0.1503	0.1480

R Square charts

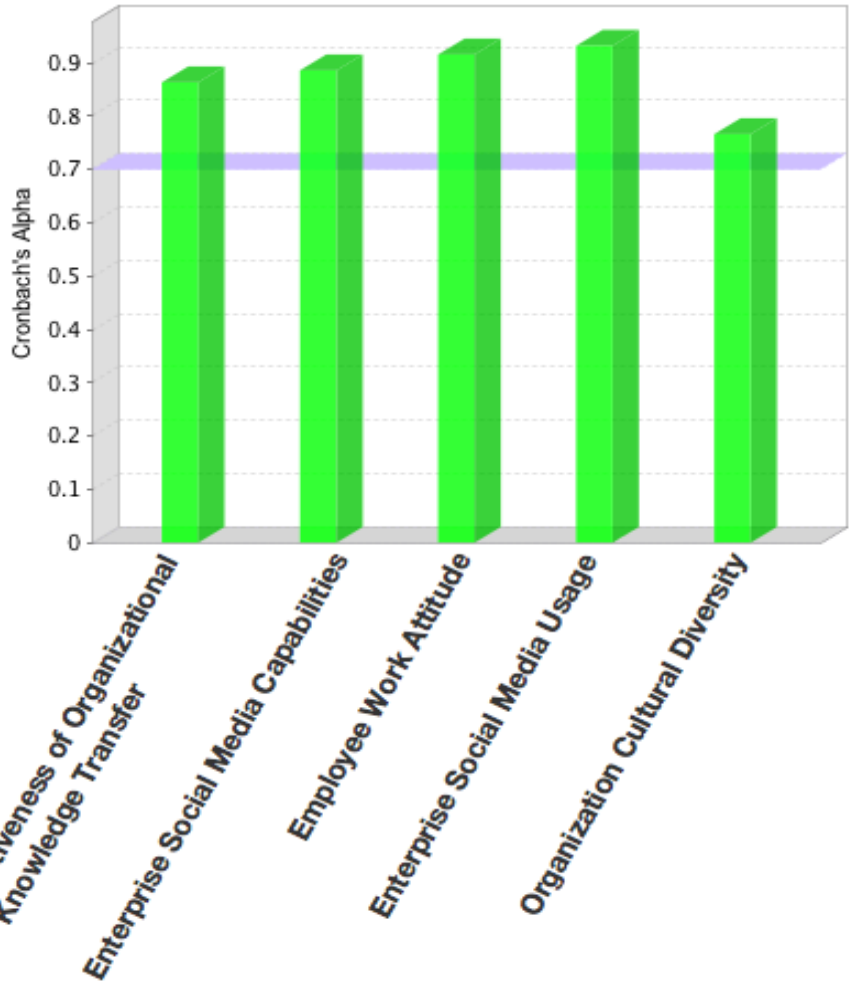


Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Effectiveness of Organizational Knowledge Transfer	0.863	0.872	0.898	0.595
Employee Work Attitude	0.886	0.900	0.916	0.688
Enterprise Social Media Capabilities	0.916	0.917	0.941	0.799
Enterprise Social Media Usage	0.932	0.938	0.949	0.787
Organization Cultural Diversity	0.766	0.769	0.851	0.588

Construct Reliability and Validity charts

Cronbach's Alpha



Discriminant Validity

Fornell-Larcker Criterion | Cross Loadings | Heterotrait-Monotrait Ratio (HTMT) | Heterotrait-Monotrait Ratio (HTMT) | Copy to Clipboard: Exc

	Effectiveness of Organizational Knowledge	Employee Work Attitude	Enterprise Social Media Capabilities	Enterprise Social Media Usage	Orgazination Cultural Diversity
Effectiveness of Organizational Knowledge Transfer	0.7715				
Employee Work Attitude	0.3986	0.8294			
Enterprise Social Media Capabilities	0.1092	0.2428	0.8936		
Enterprise Social Media Usage	0.1407	0.0760	0.3877	0.8872	
Orgazination Cultural Diversity	0.3980	0.4132	0.1975	0.1226	0.7668

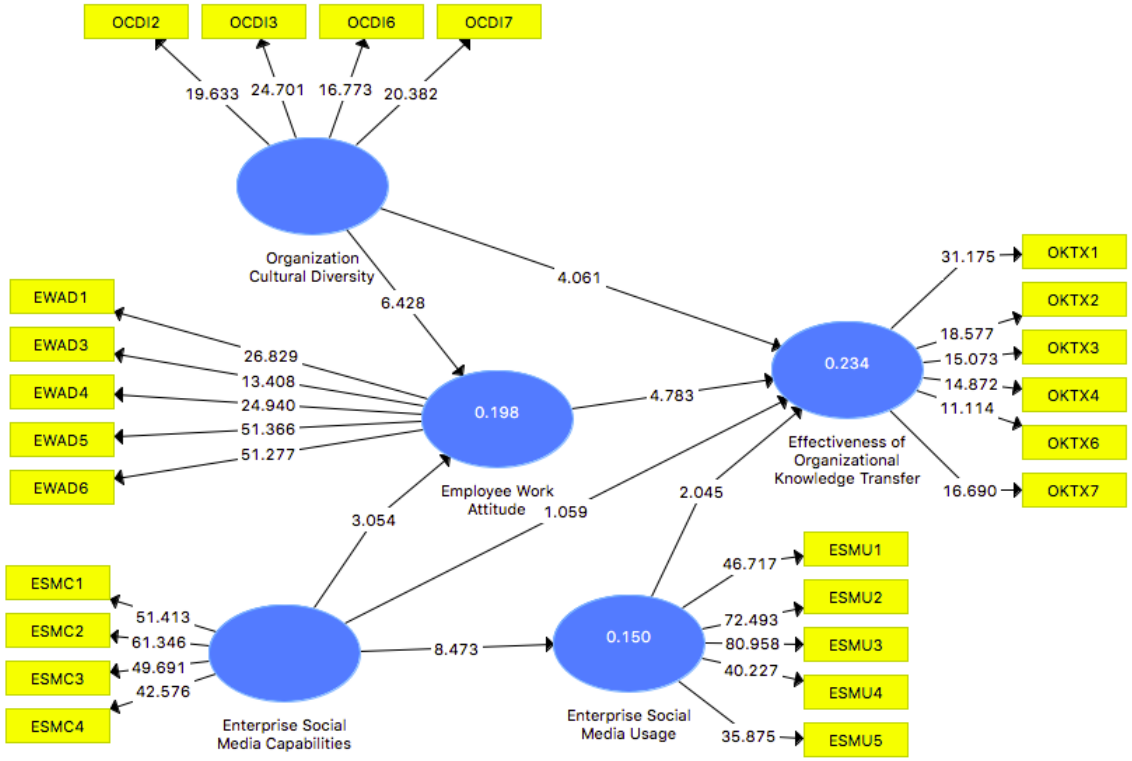
Model_Fit

Fit Summary | rms Theta

	Saturated Model	Estimated Model
SRMR	0.0621	0.0627
d_ULS	1.1581	1.1797
d_G	0.4149	0.4161
Chi-Square	864.4228	865.0655
NFI	0.8486	0.8485

Appendix H

Bootstrapping Significance



Path Coefficients

Mean, STDEV, T-Values, P-Valu... | Confidence Intervals | Confidence Intervals Bias Corr... | Samples | Copy to Clipboard: | Excel Format | R Form

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics (|O/ST	P Values
Enterprise Social Media Capabilities -> Effectiveness of Organizational Knowledge Transfer	-0.0573	-0.0563	0.0541	1.0585	0.2903
Enterprise Social Media Usage -> Effectiveness of Organizational Knowledge Transfer	0.1070	0.1033	0.0523	2.0454	0.0413
Enterprise Social Media Capabilities -> Employee Work Attitude	0.1678	0.1684	0.0549	3.0538	0.0024
Organization Cultural Diversity -> Effectiveness of Organizational Knowledge Transfer	0.2763	0.2785	0.0681	4.0606	0.0001
Employee Work Attitude -> Effectiveness of Organizational Knowledge Transfer	0.2902	0.2938	0.0607	4.7834	0.0000
Organization Cultural Diversity -> Employee Work Attitude	0.3800	0.3831	0.0591	6.4284	0.0000
Enterprise Social Media Capabilities -> Enterprise Social Media Usage	0.3877	0.3850	0.0458	8.4732	0.0000

Total Effects

Mean, STDEV, T-Values, P-Values | Confidence Intervals | Confidence Intervals Bias Corrected | Samples | Copy to Clipboard: | Excel Format

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics (|O/ST	P Values
Employee Work Attitude -> Effectiveness of Organizational Knowledge Transfer	0.2902	0.2938	0.0607	4.7834	0.0000
Enterprise Social Media Capabilities -> Effectiveness of Organizational Knowledge Transfer	0.0328	0.0328	0.0497	0.6602	0.5094
Enterprise Social Media Capabilities -> Employee Work Attitude	0.1678	0.1684	0.0549	3.0538	0.0024
Enterprise Social Media Capabilities -> Enterprise Social Media Usage	0.3877	0.3850	0.0458	8.4732	0.0000
Enterprise Social Media Usage -> Effectiveness of Organizational Knowledge Transfer	0.1070	0.1033	0.0523	2.0454	0.0413
Organization Cultural Diversity -> Effectiveness of Organizational Knowledge Transfer	0.3866	0.3912	0.0670	5.7734	0.0000
Organization Cultural Diversity -> Employee Work Attitude	0.3800	0.3831	0.0591	6.4284	0.0000

Outer Loadings

Mean, STDEV, T-Values, P-Values | Confidence Intervals | Confidence Intervals Bias Corrected | Samples | Copy to Clipboard:

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics (|O/ST	P Values
ESMC1 <- Enterprise Social Media Capabilities	0.8777	0.8765	0.0171	51.4134	0.0000
ESMC2 <- Enterprise Social Media Capabilities	0.9192	0.9176	0.0150	61.3459	0.0000
ESMC3 <- Enterprise Social Media Capabilities	0.9014	0.8990	0.0181	49.6912	0.0000
ESMC4 <- Enterprise Social Media Capabilities	0.8755	0.8727	0.0206	42.5758	0.0000
ESMU1 <- Enterprise Social Media Usage	0.8865	0.8851	0.0190	46.7168	0.0000
ESMU2 <- Enterprise Social Media Usage	0.9218	0.9212	0.0127	72.4928	0.0000
ESMU3 <- Enterprise Social Media Usage	0.9234	0.9232	0.0114	80.9585	0.0000
ESMU4 <- Enterprise Social Media Usage	0.8754	0.8749	0.0218	40.2270	0.0000
ESMU5 <- Enterprise Social Media Usage	0.8255	0.8247	0.0230	35.8748	0.0000
EWAD1 <- Employee Work Attitude	0.8341	0.8327	0.0311	26.8285	0.0000
EWAD3 <- Employee Work Attitude	0.7221	0.7206	0.0539	13.4081	0.0000
EWAD4 <- Employee Work Attitude	0.7921	0.7909	0.0318	24.9400	0.0000
EWAD5 <- Employee Work Attitude	0.8922	0.8908	0.0174	51.3658	0.0000
EWAD6 <- Employee Work Attitude	0.8939	0.8931	0.0174	51.2768	0.0000
OCDI2 <- Organization Cultural Diversity	0.7460	0.7446	0.0380	19.6329	0.0000
OCDI3 <- Organization Cultural Diversity	0.8008	0.7992	0.0324	24.7006	0.0000
OCDI6 <- Organization Cultural Diversity	0.7545	0.7514	0.0450	16.7734	0.0000
OCDI7 <- Organization Cultural Diversity	0.7649	0.7642	0.0375	20.3820	0.0000
OKTX1 <- Effectiveness of Organizational Knowledge Transfer	0.8305	0.8293	0.0266	31.1749	0.0000
OKTX2 <- Effectiveness of Organizational Knowledge Transfer	0.7921	0.7910	0.0426	18.5768	0.0000
OKTX3 <- Effectiveness of Organizational Knowledge Transfer	0.8153	0.8071	0.0541	15.0732	0.0000
OKTX4 <- Effectiveness of Organizational Knowledge Transfer	0.8096	0.8018	0.0544	14.8717	0.0000
OKTX6 <- Effectiveness of Organizational Knowledge Transfer	0.6542	0.6515	0.0589	11.1136	0.0000
OKTX7 <- Effectiveness of Organizational Knowledge Transfer	0.7112	0.7094	0.0426	16.6904	0.0000

R Square

Mean, STDEV, T-Values, P-Values | Confidence Intervals | Confidence Intervals Bias Corrected | Samples | Copy to Clipboard: Excel

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Effectiveness of Organizational Knowledge Transfer	0.2344	0.2500	0.0577	4.0605	0.0001
Employee Work Attitude	0.1978	0.2068	0.0482	4.1010	0.0000
Enterprise Social Media Usage	0.1503	0.1503	0.0349	4.3038	0.0000

Average Variance Extracted (AVE)

Mean, STDEV, T-Values, P-Values | Confidence Intervals | Confidence Intervals Bias Corrected | Samples | Copy to Clipboard:

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV	T Statistics (|O/STDE	P Values
Effectiveness of Organizational Knowledge Transfer	0.5952	0.5915	0.0289	20.6293	0.0000
Employee Work Attitude	0.6879	0.6869	0.0326	21.0963	0.0000
Enterprise Social Media Capabilities	0.7986	0.7954	0.0239	33.4131	0.0000
Enterprise Social Media Usage	0.7872	0.7864	0.0187	42.0535	0.0000
Organization Cultural Diversity	0.5880	0.5869	0.0322	18.2514	0.0000

Cronbach's Alpha

Mean, STDEV, T-Values, P-Values | Confidence Intervals | Confidence Intervals Bias Corrected | Samples | Copy to Clipboar

	Original Sample (O	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/ST	P Values
Effectiveness of Organizational Knowledge Transfer	0.8633	0.8611	0.0151	57.2878	0.0000
Employee Work Attitude	0.8859	0.8845	0.0176	50.3743	0.0000
Enterprise Social Media Capabilities	0.9158	0.9139	0.0126	72.8831	0.0000
Enterprise Social Media Usage	0.9322	0.9318	0.0075	124.1004	0.0000
Organization Cultural Diversity	0.7665	0.7639	0.0315	24.3219	0.0000

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Certification of Authorship of Doctoral Course Assignment

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