Critical Success Factors (CSF) for Effective Knowledge Sharing in Group Learning

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CSF for Knowledge Sharing

- Knowledge friendly culture (Almeida et al., 2002)
- Motivational practices (Kohn, 1993; Osterloh and Frey, 2000)
- Multiple available channels (Almeida et al., 2002; Sway et al, 2001)
- Leader supportiveness (Bryant, 2003)
CSF for Knowledge Sharing

- Mutual trust (Nelson and Cooprider, 1996)
- Pre-existing relationship (Hansen, 2002)
- Common language (Ali, 2001)
- Technology level (Huber, 2001)
Experiment Setup

- Participants: Final year undergraduate students
- They were enrolled in a course.
- They were grouped.
Measurement

- Questionnaire

  - Part I:
    - Perceived importance of the eight factors
    - 1 = not important at all, and 7 = very important

  - Part II:
    - Email; knowledge repository, F2F meeting, and formal seminar
    - 1 = not frequent at all, and 7 = very frequent
# Data Analysis

- **Part I (paired t-test)**

<table>
<thead>
<tr>
<th></th>
<th>Culture</th>
<th>Motivation</th>
<th>Channels</th>
<th>Leader</th>
<th>Relation</th>
<th>Language</th>
<th>Tech</th>
<th>Trust</th>
<th>Culture</th>
<th>Motivation</th>
<th>Channels</th>
<th>Leader</th>
<th>Relation</th>
<th>Language</th>
<th>Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>mean</strong></td>
<td>6.04</td>
<td>5.84</td>
<td>5.76</td>
<td>5.52</td>
<td>5.12</td>
<td>5.27</td>
<td>4.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>importance</strong></td>
<td>Max</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

$(p < .05)$
Data Analysis

- **Part II**

<table>
<thead>
<tr>
<th></th>
<th>F2F Meeting</th>
<th>Email</th>
<th>Knowledge Repository</th>
<th>Formal Seminar</th>
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</thead>
<tbody>
<tr>
<td><strong>mean</strong></td>
<td>5.83</td>
<td>5.41</td>
<td>4.48</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>MAX</strong></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>MIN</strong></td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>frequent usage</strong></td>
<td>94.7%</td>
<td>85.3%</td>
<td>46.7%</td>
<td>21.3%</td>
</tr>
</tbody>
</table>
Implications for teaching and learning

- Build trusting relationships
  - improve mutual understanding
- A knowledge friendly culture
  - the role of instructor
- Increase interactive communication
  - F2F discussion
  - Email or instant messenger (e.g. ICQ)
  - Less formal seminar
Thank you!

Q & A