ANALYSIS: INHIBITING FACTORS OF TACIT KNOWLEDGE SHARING FROM LEADERS TO NEW EMPLOYEES ON INTERNET COMPANY

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ABSTRACT

There are some common knowledge management problems in a company specifically on tacit knowledge sharing where tacit knowledge is highly personal and difficult to formalize, which makes it difficult to communicate or share it between leaders and new employees. In this case, this study will go directly to one of the companies in the field of internet service providers to analyze the real problem and find what are the inhibiting factors that hinder the knowledge sharing from leaders to new employees. This research uses a survey distribution method with non-interactive questionnaire techniques out of 104 respondents and uses a literature review method to obtain theories. This study also includes a literature review by citing various theories and statements from several previously conducted studies to support and help find factors that become obstacles to knowledge sharing. The results of this study indicate that are several factors but lack of time for knowledge sharing is the main factor that inhibits the knowledge sharing between leaders dan new employees.

Keywords: *Knowledge Management, Tacit Knowledge, Knowledge Sharing, Leaders, New Employees*

1. INTRODUCTION

The success or failure of an organization is dependent on its ability to manage and motivate its employees. It is widely accepted that knowledge management is a critical factor affecting an organization's ability to remain competitive in the global marketplace. It is also one of the major strategic uses of informational technology [1]. The increased significance and challenges of knowledge and knowledge sharing in organizations have gained support from researchers and practitioners. As a result, organizations have come to realize that because it is a vital strategic resource the ability to obtain, develop, share, and apply it can result in sustainable competitive advantage. In order to achieve superior organization performance, organizations need to focus on employee knowledge management. Specifically, tacit knowledge management is crucial in executing day-to-day job functions effectively and efficiently. This in return will enhance the performance of organizations [2].

Among many research on knowledge management, knowledge sharing has been recognized as the primary focus that is strategically very important for companies because it allows one to receive the knowledge needed from knowledge owners to improve performance to become beneficial for the company.

Knowledge sharing activities can promote knowledge transfer either from leaders or senior employees to organizations. There is a slight difference between them, leaders refer to employees who have experienced working in a company for 4 years or more whereas the seniors are employees near retirement that usually between 55-65 years of age. Since explicit knowledge is easy to transfer, the losing knowledge with the retirement of employees is mainly tacit knowledge unreserved by enterprises, such as the knowledge of know-how, best practice, informal network relationship, experience, culture and so on. Tacit knowledge is difficult to be shared and transferred so business mentoring, communities of practice are effective ways to acquire tacit knowledge from leaders or senior employees [3].

Not only from the leaders or senior employees, but surely every company wants its employees to share knowledge that will increase efficiency, improve their processes and services, eliminate inconsistent data, reduce errors, and better transparency for easy access to information for the company. After all, studies from Harvard Business Review by Marylène Gagné, Amy Wei Tian, Christine Soo, Bo Zhang, Khee Seng Benjamin Ho, and Katrina Hosszu have found that this will leads to higher creativity, more innovation, and better performance for individuals, teams, and organizations. However, despite companies' attempts to encourage knowledge sharing, many employees hide what they do know, so-called knowledge hoarding or knowledge concealment phenomenon. They may act ignorant, pretend they don't know something, commit to sharing something but never deliver, or tell others they are not able to share when in fact they can.

The factor that causes this behavior according to their research published on Journal of Organization Behavior it depends on how the jobs are designed, it can affect whether employees will share or hide their knowledge from their colleagues. More cognitively complex jobs such as those that need to process large amounts of information and solve complicated problems will make employees more likely to share their knowledge, as well as jobs that contain a lot of autonomy. By exploring these aspects of the job, a manager in the company can advise employees to share more often rather than hide it.

To discover more about the knowledge hoarding problem in companies, this research will be practiced in one of the companies in the field of internet service providers, namely the XYZ Company. At the start of Indonesia's communication industry history, XYZ has been one of the pioneers in that strongly emerged from its focus in business, commitment in service and endless product innovations. XYZ is the leading ICT company in Indonesia, providing the most reliable Internet Services, Data Center, Cloud Computing and Interactive TV. XYZ has thousands of kilometers Fiber Optic Network infrastructure and growing rapidly since in Indonesia since 1996.

2. LITERATURE REVIEW

Knowledge sharing is a factor that encourages innovation. It is unlikely that innovation would occur in the absence of knowledge sharing [4]. Knowledge sharing involves the exchange of tacit and/or explicit knowledge via employee interactions. Explicit knowledge is codified knowledge that can easily be shared through documents, while tacit knowledge is personal and context-specific knowledge largely based on practical experience and reflections. It is believed that both forms of knowledge lead to an array of desirable individual and organizational outcomes. Knowledge management activities in an organization are supported by three main elements, namely people, process, and technology [5]. Implementation of Knowledge Sharing Behavior really requires the role of the active role of employees in the organization. But in reality, encouraging employees to share their knowledge is not easy. They do not want to share their experiences about their mistakes even though this knowledge can prevent other employees from making the same mistakes and save the organization money and time and can certainly save money and organizational time [6]. As one of the crucial activities in knowledge, sharing knowledge is a basic where the knowledge had by employees in a company can contribute to the development of innovation for goal is to achieve the company's competitive advantage. In the process, knowledge exchange can occur explicitly and implicitly. Sharing knowledge among employees allows companies to take advantage of knowledge-based resources themselves [7].

When it relates to technology, there are several factors that influence knowledge sharing in emerging technologies. Among them is regular cadence, which is a factor where an organization schedules to hold regular meetings that allow employees to review each other's knowledge, share, collaborate and work together to find solutions to problems. Furthermore, there is integrating expertise, which is a company that integrates within cross-functional that bridges the knowledge sharing gap between members who can see beyond their field of expertise so that they can describe the whole situation. And there are regular knowledge updates, namely with companies that update knowledge regularly which can make the company more advanced by following the latest trends and adapting so that the company will get up-to-date knowledge and make it possible to find innovative solutions.[8]

Some employees hide their knowledge to other because the natural inclination of employees at every level in almost every organization is to hoard knowledge, especially knowledge that is deemed valuable [9] [10] [11]. So, to have successful knowledge management programs rely on sharing, not hoarding [12]. Thus, the management should

make the employees understand that there is more value in sharing knowledge than in hoarding it. The employees shall recognize that they build their own knowledge as an asset for themselves, to increase their visibility and make themselves more marketable that will create a culture of openness, transparency and innovation among the employees. Thus, the most powerful individuals in the future of an organization will be those who do the best job of transferring knowledge to others [13] [14].

3. RESEARCH METHOD

Data collection in this study uses a survey distribution method with non-interactive questionnaire techniques and uses a literature review method to obtain theories that are relevant and suitable to the research topic. Then for the time dimension of this research, the distribution of questionnaires has been distributed for 10 days, more precisely from January 16 to January 26, 2023. And after the 10 days of distribution managed to get 104 respondents who were employees from various departments in the XYZ company. The data processing and analysis technique of this research is to process raw numerical data into percentage form, then for raw data in the form of varied answers, the answers will be grouped and categorized. So, this research will use the results of quantitative data into qualitative data written in descriptive form. This research has three main objectives, namely 1) Finding data on whether new employees have difficulty understanding knowledge in the XYZ company. 2) Finding data on what inhibits factors of knowledge sharing from leaders to new employees at XYZ company. 3) Finding data on what is the most suitable method for new employees to learn knowledge at the XYZ company.

3.1 Hypothesis

The following are the hypotheses, or a temporary answer based on the key findings of this research which mentioned earlier, and the truth of which will be tested empirically through an analysis that will be displayed in the next section, equipped with definitions that explain each variable of the company's method for knowledge sharing.

Hypothesis 1: Do most of the new employees in XYZ companies have difficulty in understanding knowledge?

- H0: Most of the new employees in XYZ companies have difficulty learning knowledge.

- HA: Most of the new employees at XYZ companies have no difficulty learning knowledge.

Hypothesis 2: Whether this research can help find the factors that hinder knowledge sharing from leaders to new employees on XYZ Company or not?

- H0: This research can help find the factors that hinder knowledge sharing from leaders to new employees on XYZ Company
- HA: This research cannot help finding the factors that hinder knowledge sharing from leaders to new employees on XYZ Company

Hypothesis 3: Is the reason for busy schedules and don't have time to be the main reason for leaders to be reluctant to provide knowledge sharing to new employees?

- H0: Busy schedules and lack of time are the main reasons leaders are reluctant to provide knowledge sharing to new employees
- HA: Busy schedules and lack of time are not the main reasons leaders are reluctant to provide knowledge sharing to new employees

Hypothesis 4: Whether this research can inform what methods are most convenient for employees to learn knowledge in the company or not?

- H0: This research can inform what methods are most convenient for employees to learn knowledge in the company.
- HA: This research cannot inform what methods are most convenient for employees to learn knowledge in the company.

3.2 Knowledge

Knowledge as defined by the Oxford Dictionary of English is, "Facts, information, and skills acquired through experience or education; the theoretical and practical understanding of a subject". It involves the mental processes of comprehension, understanding and learning that go on in the mind and only in the mind, and however much they involve interaction with the world outside the mind, and interaction with others much they can transfer the knowledge [15]. Knowledge is situated or something that is context-specific, always related to

time and place [16]. Thus, knowledge refers to the ideas or understandings that an entity creates and/or possesses [17] through the mental process of thinking, reasoning, abstraction and comprehension that are used to take effective action to achieve the entity's goal. Unlike information, knowledge is deeply influenced by the beliefs and values of the entity [15]. Although knowledge could be classified into personal, shared and public; practical and theoretical; hard and soft; internal and external; foreground and background, the classification of tacit and explicit knowledge remains the most common [18].

Tacit knowledge is not expressed in written form, but rather something that is contained in the minds of people who work in an organization. It is an unspoken knowledge and cannot be easily codified and is not readily transferable from one person to another which is personalized, developed through experiences that are difficult to formulate and communicate [19]. Tacit knowledge is that knowledge which cannot be easily articulated and thus only exists in people's hands and minds and manifest itself through their actions [20]. However, studies have indicated that the sharing of tacit knowledge is an important attribute for team-based learning organizations. Additionally, firms that engage in continuous learning are more likely to achieve superior performance on the job [1].Whereas explicit knowledge refers to the extent to which knowledge is verbalized, written, drawn or otherwise articulated; highly tacit knowledge is hard to articulate, is acquired through experience, whereas explicit knowledge is transmittable in formal, systematic language. As first stated by Polanyi (1966a), individuals know more than they can explain. This is because individuals have knowledge that is non-verbalized, intuitive, and unarticulated [21].

3.3 Knowledge Sharing

Knowledge Sharing is the activity of transferring and disseminating knowledge from one person, group or organization to another which includes tacit knowledge and explicit knowledge [22]. Is an activity that aims to find and utilize intellectual resources within an organization and aims to find, store, share and share widely the very important resources owned by an organization. Such as employee expertise, skills, network relationships and existing policies [23]. Any knowledge sharing process consists of two parts- donating and collecting [24]**.** Knowledge Sharing is influenced by

individual factors (such as lack of trust. Fear of losing power, and a lack of social network), organizational factors lack leadership, lack of proper reward system, lack of opportunity to share, technological factors and to share technological factors [25] [26]. Knowledge sharing activities in companies also need to pay attention to behavior which is influenced by several factors. Namely depending on who is asking, how sensitive, what knowledge are requested, the behavior of the knowledge owner, and their motivation [27].

Previous research by Nielsen and Razmerita has shown that the factors that encourage employees to do knowledge sharing are if they see their contributions to be valuable and useful to the company, they enjoy helping others with related problems, they will get social rewards such as status and recognition from colleagues and managers, increase social networks, and add opportunities to get monetary rewards such as more salary or bonuses.[28]. And here are the factors that inhibit employees from sharing found by Ferdinand Fournies. The most common is because they don't have time for knowledge sharing, which is almost the same as the factor that there are other things that are more important than doing knowledge sharing, then the factor that they don't trust each other because they are worried that sharing their knowledge will allow other people to be rewarded without giving credit or something in return, or result in the misuse of that knowledge. Then there is the factor that knowledge is power, which makes them hide their knowledge and wait for others to ask for teachings from them and expect them to give something in return, which is often connected to the factor of thinking that their way is more correct, which is usually found in employees who only work alone. There is also the slightly different factor that they lack confidence that their teachings will be useful or successful [29].

3.4 Knowledge Hoarding

Knowledge is not just a type of property to be possessed and transferred, it is an innately human quality, it is also an attribute that can partly define and distinguish one person from another [30]. Knowledge acquired during the course of one's job belongs to the organization rather than the individual. However, some individuals perceive it as their personal intellectual property and do not share it with the others in their organizations. This phenomenon of not sharing knowledge by amassing and protecting it as one might amass and protect other treasures[31] [32] or an individual's deliberate

and strategic concealment of knowledge or the fact that they may possess relevant knowledge is defined as "knowledge hoarding" [33]. It is an unproductive remnant of era when workers are trained to play it close to the chest [34]. Knowledge transfer is hindered by withholding the knowledge either by hiding or hoarding it [35].

3.5 Induction

Induction is the process of accepting a new employee into a XYZ company who is officially part of the company to help the employee adjust to his/her position and working environment. A new employee induction will help the company to reduce employee turnover rates. In addition, the employees, which is a useful public activity by socializing about clear outline of job/role requirements. Orientation to the workplace location and facilities. Orientation to the work team, values and culture of the XYZ Company. From Introduction to the organizational structure, introduction of business process, introduction of product knowledge, introduction to work culture and internal tools, as well as introduction to company regulations and policies.

3.6 Internal and External Training

This activity is provided by the company to improve employee competence both in terms of hard skills and soft skills. Training can be delivered by senior staff or by other parties who are competent in their fields which include skills training, management training, language skills training, outsourcing training, technical skills training, creativity, and product development training for the new employees. There are numerous techniques, approaches, and methods which have been used for training in organizations. For convenience and ease of explanation, there are on-site methods, and off-site methods. On-site training methods are those used for providing information and skills to trainees at the work site. The training is conducted within the same physical environment as the actual work to be performed. This tends to enhance transfer of training and reduce the costs associated with training. In addition, many of the techniques to be described in this category occur in conjunction with job performance thereby reducing training costs even further [36].

Off-site methods according to Wexley & Latham are methods that offer a somewhat different approach to training. These methods are employed to provide information to trainees in an environment which removes the pressures of the job site. Lectures, audiovisual techniques, teleconferencing

and corporate classrooms attempt to train employees by focusing primarily on the cognitive aspects of job skills. Although lectures and audiovisual techniques can be used in on-site training situations, their primary use is within classrooms away from the workplace. Programmed instruction and computer-assisted instruction are methods which are usually self-paced, sequenced training. In addition to the delivery of training material, these methods usually are capable of tracking the performance of trainees through the instructional sequence [36].

3.7 Coaching from Superior – Board of Director

An employee coaching process that aims to help empower employees by facilitating self-learning, personal growth and performance improvement. Coaching is conducted through informative exploratory conversations in a two-way manner, with the aim of exploring ideas and strengthening employees' confidence to unleash their maximum potential. Coaching can be done by direct superiors, indirect superiors or up to coaching provided from the board of director level to employees in XYZ Company.

3.8 Intranet

An intranet is a portal or system within a company that is used to access documents, regulations, policies, and information needed by company employees. The intranet makes it easy for employees in the company to establish communication, exchange data, and send information. The Intranet also contains a lot of learning content that can become knowledge for employees, such as SOPs, QPs, Components, WOIs, Regulations and other important information. The Intranet is confidential and cannot be accessed by the public, only for employees while still working at XYZ Company.

4. RESULT

The following are the results of a questionnaire survey containing 11 questions presented in table form. The survey contains questions that cover the profile of the respondents, their opinions, situations, and assumptions on questions related to this research topic.

Table 1: Departments of Respondents.

No.	Department	Number of Employees (104)	Percentage
1	Activation Provisioning Process	12	11,9%
2	Billing and Collection	3	3%
3	Board of Director	1	0,8%
4	Broadband	4	3,8%
5	Customer Care Corporate	1	0,8%
6	Corporate Solutions	14	13,5%
7	Corporate Secretary	7	6,7%
8	Enterprise System Solution	12	11,5%
9	Finance and Accounting	2	1,9%
10	General Affairs	1	0,8%
11	Human Capital Department	14	13,5%
12	Head of Branch	3	2,9%
13	Legal & Regulatory	2	1,9%
14	Marketing	3	2,9%
15	Network Infrastructure Department	6	5,8%
16	Network Operation Centre	6	5,8%
17	Retail & Residential Customer Care	10	9,6%
18	Sales Area Development & Support	3	2,9%

Data collection using this questionnaire certainly attempts to cover the entire company, which contains several departments and wants to obtain data from new employees to employees who can already be considered leaders. So, the target respondents of this questionnaire are not segmented into several groups or departments and only have two requirements, namely having employee status at the XYZ company and being willing to become research respondents who have been included in the initial description of the questionnaire. And here is a table that shows the percentage of respondent numbers and departments.

Table 2: Respondents Age.

How old are you?		
Age	Number of Employees (104)	Percentage
< 24	5	4,8%
24 – 34	62	59,6%
35 – 45	26	25%
46 - 56	11	10,6%
> 56	-	0%

From the table above, the data shows 104 respondents from 18 different departments in the XYZ company that employees aged 24-34 years are the most numerous at 62 people or equivalent to 59.6%, then the second most is employees aged 35-45 years with 26 people or equivalent to 25%, followed by the third most is employees aged 46-56 years with a total of 11 people equivalent to 10.6%, and the least is employees aged 24 years or below with 5 people and equivalent to 4.8%. The conclusion that can be obtained from this section is only 10.6% of the number of employees that can be categorized as senior employees.

Table 3: Respondents Working Period.

How long have you worked for the company?		
Period	Number of Employees (104)	Percentage
< 1 year	12	11,5%
1 – 3 years	34	32,7%
4 – 6 years	20	19,2%
> 6 years	38	36,5%

From this table, out of 104 respondents from 18 different departments in the XYZ company, the data shows that there are 38 people or equivalent to 36.5% who have experience working in the company for more than 6 years which also puts the largest number, then the second most are employees with 1-3 years of experience totaling 34 people and equivalent to 32.7%, the third most are employees with work experience of 4-6 years totaling 20 people equivalent to 19.2%, and the least are employees with work experience of less than 1 year totaling 12

people or equivalent to 11.5%. According to the border of work experience time to be categorized as leaders in the company, namely 4 years and above. It can be concluded that there are 58 people or 55.7% of this research who can be categorized as leaders.

Table 4: New Employees on Understanding or Receiving Knowledge in the Company.

Do you have difficulties in understanding or receiving knowledge in the company? *(Only asked to new employees)*		
Answers	Number of New Employees (46)	Percentage
Having difficulties	12	26.1%
Not having difficulties	34	73,9%

In this section, data is taken from a questionnaire that was only addressed to respondents who were categorized as new employees based on their answers to the previous questionnaire questions regarding the time of working experience in the company. The data shows that there are 46 new employees out of 104 respondents, of which 12 new employees experience problems in understanding knowledge in the company, which is equivalent to 26.1% and there are 34 people, or 73.9% who do not experience problems in understanding knowledge in the company.

It can be analyzed that there are several reasons for new employees still having difficulties in understanding knowledge in the company. From all collections of respondents' varied answers that has been analyzed shows that there are two main inhibiting factors experienced by them. The first is about the number of coaching and training activities, which is still not enough for employees, and they still demand these activities to be provided more by the company. The second is the constraint where there are various departments or divisions in the company, some of which have not fully synchronized yet with each other, so that a culture focused on knowledge sharing may not have been formed and the company still needs a PIC (Person in Charge) and infrastructure to provide more knowledge sharing.

Table 5: New Employees' Answers on Most Convenient Method to Learn Knowledge in the Company.

Which one do you think is the most convenient method to learn knowledge in the company?

(Only asked to new employees)		
Methods	Number of New Employees (46)	Percentage
Induction	7	15,2%
Internal/External Training	33	71,3%
Coaching from Superior - Board of Director level	6	13%
Learning from Intranet	-	0%

The above data on the table taken from 46 new employee respondents can indicate the order of what methods are most suitable for them to the methods that are least suitable. Of the four methods provided by the company to learn knowledge, the most chosen is the internal/external training method, amounting to 33 people or equivalent to 71.3%. Then the second most is the induction method, which was chosen by 7 people and is equivalent to 15.2% and followed by the coaching method from superior - board of director level, which is 6 people, equivalent to 13% and 0% for the intranet method.

Table 6: New Employees' Actions If They Have Difficulties in Understanding Knowledge in the Company.

What are your actions if you have difficulties in understanding knowledge in the company? *(Only asked to new employees)*		
Actions	Number of Employees (46)	Percentage
Request a coaching from leaders	10	21,7%
Request an internal/external training	9	19,6%
Asking help to colleague	21	45,7%
Trying to understand the material by yourself	6	13%

From the table above, there are 46 new employees who answered the question of what their actions were if they had difficulty understanding knowledge in the company. The first action is to request coaching activities from leaders selected by

10 people or equivalent to 21.7%, then for the action of requesting internal / external training as many as 9 people equivalent to 19.6%, then the action of asking colleagues about material that has not been understood is selected by 21 people or equivalent to 45.7% and the last is the action of trying to understand the material yourself, namely 6 people equivalent to 13%. So, or this section, it shows that new employees at the XYZ company will mostly ask their colleagues for material that they do not understand.

Table 7: Leaders' Willingness to Do Volunteer Coaching to New Employees.

Are your Leaders willing to do volunteer coaching to new employees? *(Only asked to new employees)*		
Answer	Number of Employees (46)	Percentage
Willing to	44	95,7%
Not willing to	2	4.3%

The table above is the result of data taken from the answers of 46 new employee respondents regarding the question of their assumptions about whether their leaders are willing or not if there is a request to provide volunteer coaching to new employees. And the data shows that there are 44 new employees who assume they are willing or equivalent to 95.7% and conversely there are 2 people or 4.3% who assume they are not willing to provide volunteer coaching for them.

Table 8: New Employees' Assumptions on Reasons Leaders May Be Unwilling to Provide Volunteer Coaching to New Employees

Give your assumptions on the reasons why Leaders may be unwilling to provide volunteer coaching to new employees! *(Only asked to new employees)*		
Answer	Number of Employees (46)	Percentage
Busy schedule time allocation	6	13%
Delegation tasks to others	2	4.3%
New employees may not last long	1	2,2%
New employees are not able to understand the job quickly	1	2,2%
No assumption	36	78,3%

In this section, the table shows data taken from the responses of 46 new employees regarding their assumptions on why leaders might not be willing to provide volunteer coaching to new employees. The varied answers have been analyzed and formed into four main reasons. The first one is related to the difficulty of allocating their time to provide coaching due to busy schedules which was answered by 6 people or equivalent to 13%, then there was an assumption of 2 people equivalent to 4.3% that leaders would delegate the task to other roles, then there was 1 person or equivalent to 2.2% who assumed that new employees would not necessarily last long in the company so that the coaching provided would not benefit the company, followed by 1 person equivalent to 2.2% who assumed that new employees were not able to understand the material quickly. And for the remaining 36 employees or equivalent to 78% did not write their assumptions.

Table 9: Leaders' Answers on Most Convenient Method for New Employees to Learn Knowledge in the Company.

Which one do you think is the most convenient method for new employees to learn knowledge in the company? *(Only asked to leaders)*		
Methods	Number of leaders (58)	Percentage
Induction	20	34,5%
Internal/External Training	28	48,3%
Coaching from Superior - Board of Director level	9	15,5%
Learning from Intranet	-	0%
Learning by doing	1	1,7%

The table above shows the answers from leaders totaling 58 respondents who answered what method would be most suitable for new employees to learn knowledge in the company. The most selected method is the internal/external training

method, which is 28 people or equivalent to 48.3%, then the second is the induction method chosen by 20 people or equivalent to 34.5%, the third is the coaching method from the superior - board of director level, which is 9 people equivalent to 15.5%, then followed by the learning by doing method of 1 person or 1.7%, and 0% for the learning method through the intranet.

Table 10: Leaders Willingness to Do Volunteer Coaching to New Employees.

As Leaders, would you be willing to be asked to provide volunteer coaching to new employees? *(Only asked to leaders)*		
Answer	Number of Leaders (58)	Percentage
Willing to	53	91,4%
Not willing to	5	8,6%

This table displays data related to the percentage of leaders who are willing and vice versa, namely those who are unwilling to provide volunteer coaching to new employees taken from 58 leaders. The data shows that 53 or equivalent to 91.4% of leaders are willing and there are 5 leaders or equivalent to 8.6% who are not willing to provide volunteer coaching. With some leaders who are not willing to have reasons and factors why they are not willing to provide volunteer coaching to new employees, which will be explained in the next section.

Table 11: Reasons Leaders May Be Unwilling to Provide Knowledge Sharing to New Employees

If not willing, what is the reason for your unwillingness to provide knowledge sharing *(Only asked to leaders)*		
Answer	Number of Leaders (21)	Percentage
Busy schedule time allocation	10	47,6%
Difficult to communicate	6	28,6%
Have done it repeatedly	4	19%
Delegation tasks to others	1	4,8%

This last table contains the reasons why leaders are unwilling to provide knowledge sharing to new employees. Data is collected from the answers of leaders who only have reasons and not all

leaders provide their answers because this section is optional and not required to be filled in by them, with a total of 21 respondents. The data shows that there are 10 leaders or equivalent to 47.6% who have reasons for not having the time due of their busy schedules, so it is difficult to allocate time to provide coaching to new employees. Then the second is 6 leaders or equivalent to 28.6% who reason that they find it difficult to communicate the knowledge they have, because not necessarily every individual has high communication skills. Next, there are 4 leaders, equivalent to 19%, who reason that they are reluctant to teach knowledge to new employees because they have previously done it repeatedly, and finally there is 1 leader, or 4.8% who have a reason that teaching knowledge to new employees is not their main task but rather depends on the management of these activities.

These data are the results that will help find answers to this research, which focuses on knowing what factors inhibit knowledge sharing between Leaders and new employees. Of course, by utilizing, namely citing and learning from several previous studies that focus more on the effect of knowledge sharing behavior on employee performance. The limitation of this research is that this research only covers one company so it cannot be stated that the problems and solutions provided are not necessarily the same when it comes to research that has a larger scope. However, by applying this research to one company, it can help understand from leaders' point of view in a company who have a duty to help new employees by providing knowledge sharing and can also see from the side of new employees in accepting these activities so that they can be analyzed whether they are aligned or not and then provide a solution.

5. CONCLUSION

This study can conclude that most new employees at XYZ companies have no difficulty in learning knowledge in the company and for new employees who still have difficulties understanding knowledge sharing, their first action when facing that situation is to ask colleagues who this research shows that it cannot always be relied upon in the world of work in organization. Knowing that this situation still exists, this research shows that the first step that must be taken by companies is to increase knowledge teaching activities using internal/external training methods which are based on research data that comes from leaders as well as new employees. Then from this research, it can be concluded that

only a few of the leaders in the company are reluctant to provide volunteer coaching on the grounds of tight schedules so they do not have time to do knowledge sharing but the majority of leaders in XYZ company are willing to provide volunteer coaching to new employees and if it is associated with factors inhibiting knowledge sharing that have been found in this study. The reason for the problems that exist for leaders who are reluctant to provide knowledge to new employees is not the knowledge hoarding problem but rather the tight schedule which makes it difficult to allocate time. And this shows the truth of the theoretical statement conveyed by Ferdinand Fournies that the time factor is the most common factor for reasons that hinder employees from providing knowledge sharing. And it can be concluded that the solution to this problem is to embed knowledge sharing into the work and basic processes of the company so that it is not seen as a separate task that can be avoided. Based on the literature review, a company will have good knowledge management if it succeeds in making knowledge distribution that is not based on knowledge hoarding but relies on voluntary knowledge sharing from employees who understand that by doing so, there will be more value that can increase visibility for themselves and is also marketable so that it can form an open culture in the company.

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