

THE EFFECT OF HIGH PERFORMANCE HR PRACTICES ON KNOWLEDGE SHARING BEHAVIOR: THE MEDIATING ROLE OF EMPLOYEE ENGAGEMENT

Dewan Niamul Karim*

School of Business Management
College of Business
Universiti Utara Malaysia
emailtoniamul@gmail.com

Abdul Halim Abdul Majid

School of Business Management
College of Business
Universiti Utara Malaysia
ahalim@uum.edu.my

*Corresponding author: *emailtoniamul@gmail.com*

ABSTRACT

Since Bangladesh has been experiencing a rapid expansion of higher education institutions (HEIs), particularly in private sector, there has been a rising concern with regards to their quality of research and education. The evidences highlight that there is a lack of academic research, lack of knowledge and experiences, and poor quality of teaching in these institutions. Scholars argue that enhancing knowledge sharing practices among the faculty members can serve as a powerful lever for improving academic research and quality of education. However, literature shows that faculty members are usually less inclined to share knowledge voluntarily with their colleagues. Therefore, it is important to explore the factors that may stimulate knowledge sharing among the faculty members in the HEIs. Accordingly, this paper attempts to develop a conceptual framework that introduces employee engagement as a mediator in the relationship between high performance HR practices (HPHRPs) and knowledge sharing among the faculty members serving in the private universities in Bangladesh.

Keywords: high performance HR practices (HPHRPs), knowledge management (KM), knowledge sharing, knowledge sharing behavior (KSB), employee engagement

1.0 INTRODUCTION

Higher education institutions (HEIs) are the hubs of knowledge creation and dissemination; and a significant way of doing so is knowledge sharing (Buckley, 2012). Promoting a culture of knowledge sharing, especially among the faculty members, is crucial for creating a culture of learning, collaborative research, knowledge creation, innovation, and academic excellence in HEIs (Buckley, 2012; Tan, 2016). Therefore, it is quite reasonable that universities would undertake a proactive approach to ensure that their academics actively engage in knowledge sharing (Fullwood, Rowley, & Delbridge, 2013).

However, it seems that knowledge sharing among the faculty members is hardly prevailing in the HEIs these days (Ali, Gohneim, & Roubaie, 2014; Chalak, Ziaei, & Nafei, 2014; Ramayah, Yeap, & Ignatius, 2013). In particular, academics are reluctant to share knowledge voluntarily with their colleagues (Norulkamar & Hatamleh, 2014; Santosh & Panda, 2016; Tan, 2016). Moreover, knowledge hoarding, an opposite to knowledge sharing, is a serious concern in organizations like academic institutions (Alsuraihi, Yaghi, & Nassuora, 2016; Cheng, Ho, & Lau, 2009; Muqadas et al., 2017; Ramayah et al., 2013; Santosh & Panda, 2016). Literature indicates that the lack of knowledge sharing also prevails among the faculty members in universities in Bangladesh (Islam, Ikeda, & Islam, 2013). Therefore, scholars are increasingly getting interested to explore how to expedite knowledge sharing among the academics of HEIs (Fullwood et al., 2013; Shahzadi, Hameed, & Kashif, 2015; Tahir, Musah, Abdullah, Musta'amal, & Abdullah, 2016; Tan, 2016).

In particular, expediting knowledge sharing in HEIs in Bangladesh is crucial as the government in its Vision 2021 puts utmost importance on transforming the country's HEIs into centers of learning, research, and academic excellence (The Bangladesh Planning Commission, 2010). As a matter of fact, Bangladesh has mainly been experiencing a rapid growth of HEIs, especially in private sector (University Grants Commission of Bangladesh, 2017). However, it is frequently alleged that these institutions suffer from the lack of quality teaching, learning, academic research, and supportive environment (Blanco Ramírez & Jahirul Haque, 2016; Hossain, 2016; Huq, Huque, & Banik, 2016; Kitamura, 2015). Enhancing knowledge sharing at these institutions might be a probable mechanism in order to get rid of the present situation and move forward to the realization of the Vision 2021.

Scholars argue that an organization's HRM practices, if managed effectively, are in an ideal position for developing a favorable organizational climate that stimulates desired employee behaviors including that of knowledge sharing (Llopis & Foss, 2016). Accordingly, HRM practices are gradually being recognized as essential organizational factor for promoting knowledge sharing behavior of academic staff (Jyoti, Rani, & Gandotra, 2015; Runhaar & Sanders, 2016). However, the effect of HRM practices on knowledge sharing behavior is not straightforward which, in turn, results in need for the resolving the 'black box' or mediating mechanisms (Aklamamu, Degbey, & Tarba, 2016; Andreeva & Sergeeva, 2016). Past studies indicate that employee engagement may serve as a mediating mechanism in the relationship between HRM practices and knowledge sharing behavior of the academics of the HEIs. Relying on extensive review of literature, the paper intends to conceptualize the relationship among the variables which can suitably be explained by the social exchange theory (SET). However, the paper focuses on knowledge sharing behavior of the faculty members of the private universities because these institutions, in contrary to public universities, vary in terms of the extent and types of HRM practices used. Each private university has separate HRM policies and practices decided by its top authority. Conversely, the paper keeps the public universities out of focus as they follow almost similar HRM practices largely decided by the government. However, finally, a conceptual model and the future direction of research have been proposed.

2.0 LITERATURE REVIEW

2.1 Description of Variables

2.1.1 High Performance HR Practices

The universalistic notion of HRM posits that there are certain HRM practices which are always better than the others and are likely to be universally effective and are favorably associated with organizational outcomes irrespective of the contexts (Flores, Posthuma, & Campion, 2016; Kundu, Kundu, Gahlawat, & Gahlawat, 2016; Lai, Saridakis, & Johnstone, 2016). These HRM practices are usually labeled as ‘best practices’ or ‘high performance HR practices (HPHRPs)’ (Ma, Long, Zhang, Zhang, & Lam, 2017). These practices are also known as ‘high performance work practices (HPWPs)’, ‘high commitment HR practices (HCHRP)’, and ‘high involvement HR practices (HIHRPs)’ (Giauque, Anderfuhren-Biget, & Varone, 2013; Jyoti et al., 2015; Ma et al., 2017). In general, HPHRPs refer to a set of HRM practices designed to promote employees’ ability, motivation, and opportunity to use the ability and motivation, which in turn lead to favorable employee and organizational outcomes (Flores et al., 2016; Karatepe, Karatepe, Olugbade, & Olugbade, 2016; Ma et al., 2017). However, due to the lack of consensus regarding what constitutes best HRM practices or HPHRPs (Jyoti et al., 2015; Latorre, Guest, Ramos, & Gracia, 2016; Ogbonnaya & Valizade, 2016), the paper includes selective staffing, extensive training, job security, promotion opportunity, compensation, performance appraisal, autonomous job design, and participation which have been widely used in previous studies (Aktharsha & Sengottuvel, 2016; Boxall, Hutchison, & Wassenaar, 2015; Dhar, 2015; Jyoti et al., 2015; Karatepe & Vatankhah, 2015; Ma et al., 2017; Mostafa, 2016; Mostafa, Gould-Williams, & Bottomley, 2015; Schopman, Kalshoven, & Boon, 2017; Sikora, Ferris, & Van Iddekinge, 2015). Out of them, selective staffing and extensive training are effective for improving employees’ skills and abilities (Delery & Gupta, 2016); promotion opportunity, compensation, job security, and performance appraisals are useful for motivating them (Aklamanu et al., 2016; Chowhan, Pries, & Mann, 2017); and autonomous work design and participation are effective in facilitating the employees the opportunities to utilize their acquired skills and abilities (Aklamanu et al., 2016; Mostafa, 2016).

2.1.2 Knowledge Sharing Behavior

Knowledge, as postulated by the knowledge-based view, is the most important strategic resource among all the probable resources an organization may possess (Agarwal & Marouf, 2014; Chen et al., 2016; Nieves & Haller, 2014). Due to the importance of knowledge in the organizations, the concept ‘knowledge management’ emerges in the mid-1980s and gains much interest in managerial and academic fields since 1990s (Oliva, 2014; Schmitz, Rebelo, Gracia, & Tomás, 2014). Knowledge management (KM) refers to “the process of capturing, sharing, developing, and using the knowledge efficiently” (Navimipour & Charband, 2016, p. 730). However, among all the activities of KM, knowledge sharing is acknowledged as the central and most vital part (Asrar-ul-Haq & Anwar, 2016; Edwards, 2017; Wang, Sharma, & Cao, 2016). Therefore, scholars are paying particular attention on how to promote employees’ knowledge sharing behavior in the organizations (Aklamanu et al., 2016; Kettinger, Li, Davis, & Kettinger, 2015; Pervaiz, Imran, Arshad, Haq, & Khan, 2016; Tan, 2016).

In general, knowledge sharing behavior (KSB) facilitates the exchange and application of scattered information, practices, uncommon understandings, insights, and experiences of

individual employees in the organization (Wang et al., 2016), and thereby transforms individual knowledge into a precious organizational asset (Islam et al., 2013). KSB can take place at the individual, group, departmental, or organizational level (Yi, 2009). However, knowledge sharing usually originates from the individual level (Yeo & Gold, 2014). In addition, scholars generally view KSB as either unidirectional (i.e., disseminating knowledge) or bidirectional (i.e., disseminating and collecting knowledge) (Hussein et al., 2016). Moreover, organizational knowledge comprises of explicit knowledge (e.g., information) and tacit knowledge (e.g., experiences and insights embedded in individuals) (Loebbecke, van Fenema, & Powell, 2016; Mat, Alias, & Muslim, 2016). The paper focuses on sharing of both tacit and explicit knowledge at individual level within the organization and considers it as unidirectional. Accordingly, KSB is defined as the individual behavior of disseminating one's job-related knowledge voluntarily, either tacit or explicit, to other members in the organization (Wang & Noe, 2010; Yi, 2009).

2.1.3 Employee Engagement

In recent years, research has shown dramatic interest in employee engagement due to its strong contribution to employee and organizational outcomes (Bailey, Madden, Alfes, & Fletcher, 2017; Eldor & Vigoda-Gadot, 2017; Kang & Sung, 2017; Karatepe et al., 2016). However, academic interest in employee engagement emerges from Kahn's (1990) seminal work on personal engagement (Carter, Nesbit, Badham, Parker, & Sung, 2016; Ruck, Welch, & Menara, 2017) in which employee engagement is defined as "the simultaneous employment and expression of a person's 'preferred self' in task behaviors that promote connections to work and to others, personal presence behaviors that promote connections to work and to others, personal presence (physical, cognitive, emotional), and active, full role performances" (Kahn, 1990, p. 700). Later on, Schaufeli, Bakker, and Salanova (2006, p. 702) defines employee engagement as "a positive, fulfilling work-related state of mind that is characterized by vigor, dedication, and absorption". In this regard, vigor is reflected in the high level of energy, mental resilience, willingness, and persistence while working even at the time of difficulties. Dedication means an employee's strong involvement in his/her work and having a sense of enthusiasm, inspiration, significance, and pride. Finally, absorption refers to an employee's full concentration and happily engrossment in his/her work, whereby time passes fast and it becomes hard for one to detach him/herself from work. In general, employee engagement is defined as "an active, fulfilling and work-related state of mind that includes a strong identification with the organization and self-expression" (Eldor & Vigoda-Gadot, 2017, p. 526). This paper uses the terms 'employee engagement' and 'work engagement' interchangeably.

2.2 High Performance HR Practices and Knowledge Sharing

Recently, scholars are increasingly putting their attention on the organizational factors in order to promote employees' knowledge sharing behavior (Carmeli & Paulus, 2015; Foss, Pedersen, Reinholt Fosgaard, & Stea, 2015; Lee, Shiue, & Chen, 2016; Li, Shang, Liu, & Xi, 2014; Ma et al., 2017). Particularly, scholars are paying attention to HRM practices that can elevate employees' motivation, abilities, and opportunities concerning knowledge management and knowledge sharing (Aklamanu et al., 2016; Iqbal, Toulson, & Tweed, 2016; Ma et al., 2017; Pervaiz et al., 2016).

In fact, scholars recognize effective use of HRM practices as a significant means of creating a positive impact on employees' perceptions, attitudes, and behaviors towards successful

knowledge sharing (Abdul-Jalal, Toulson, & Tweed, 2013; Aklamanu et al., 2016). In particular, *selective staffing* emphasizes hiring people with adequate skills and competencies which are prerequisite for successful sharing knowledge (Abdul-Jalal et al., 2013). Moreover, selecting right people through the appropriate process indicates that the organization values its people, which may induce positive employee attitudes beneficial to the organization, thus may stimulate KSB (Kim & Ko, 2014). *Training* itself is a formal mechanism for sharing knowledge because training courses not only equip the employees with enhanced skills and abilities to share knowledge, but also offer an opportunity for doing so (Chen, Chang, Tseng, Chen, & Chang, 2013). High *job security* reflects an indication of the employer's long-term investment and trust in its employees (De Meulenaere, Boone, & Buyl, 2016), which may induce them to reciprocate with discretionary behaviors including KSB (Kim & Ko, 2014; McClean & Collins, 2011). *Promotion* opportunity serves as a means of stimulating employees' sense of belongingness, long-term attachment and commitment to the organization (Rubel & Kee, 2015), which in turn may promote KSB (Li, Zhang, Zhang, & Zhou, 2017). *Compensation* is one of the important organizational means of promoting employee motivation (Lee, Raschke, & Louis, 2016). *Performance appraisal* with effective feedback system promotes a supportive work environment that facilitates employees to express their ideas and knowledge freely (Ma et al., 2017). Employees with high *job autonomy* will be more intrinsically motivated towards engaging in the behaviors of their choices such as sharing knowledge (Tangaraja, Mohd Rasdi, Ismail, & Samah, 2015). *Employee participation* directly facilitates sharing an employee's thoughts, feelings, and ideas with others in the organization (Yoerger, Crowe, & Allen, 2015). Moreover, employee participation promotes a sense of belongingness, healthy relations among employees, and commitment to the organization (Alsughayir, 2016), and thus may stimulate discretionary behaviors including KSB (Li et al., 2017).

Moreover, according to social exchange view, HRM practices can provide a positive signal to the employees that the organization is concerned for their well-being and desires to establish long-term relationship with them (Gould-Williams, 2016). In return, employees are expected to exhibit positive attitudes and behaviors including KSB (Kim & Ko, 2014). In fact, several scholars have tested the effect of HRM practices on knowledge sharing behavior (Flinchbaugh, Li, Luth, & Chadwick, 2016; Kim & Ko, 2014; Manafi & Subramaniam, 2015; Mustafa, Lundmark, & Ramos, 2016; Mustafa, Richards, & Ramos, 2013; Pervaiz et al., 2016). The findings of these studies indicate that HRM practices are significant predictors of KSB. Therefore, the paper assumes that HPHRPs will promote KSB among the faculty members in the HEIs.

2.3 High Performance HR Practices and Employee Engagement

Employee engagement is being increasingly recognized as the 'new best friend' of HRM, especially in the mechanism through which HRM practices lead to promoting individual and organizational outcomes (Huang, Ma, & Meng, 2017; Truss, Shantz, Soane, Alfes, & Delbridge, 2013). In fact, scholars are gradually recognizing HRM practices as important levers for stimulating employee engagement (Akhtar, Nawaz, Mahmood, & Shahid, 2016; Aybas & Acar, 2017; Huang et al., 2017; Presbitero, 2017; Ugwu, 2017). According to the social exchange view, effective HRM practices are deemed as the organization's commitment towards the employees who are supposed to reciprocate with increased commitment and engagement (Garg, 2015). In fact, HPHRPs can convey a positive signal to the employees by enriching their jobs,

improving their skills and abilities, enhancing their motivation, and promoting participative decision-making, which in turn will stimulate them to reciprocate with greater level of employee engagement and commitment (Aybas & Acar, 2017; Huang et al., 2017). Indeed, several studies confirm that HPHRPs can significantly boost up employee engagement (Akhtar et al., 2016; Alfes, Shantz, Truss, & Soane, 2013; Alfes, Truss, Soane, Rees, & Gatenby, 2013; Aybas & Acar, 2017; Boon & Kalshoven, 2014; Cooke, Cooper, Bartram, Wang, & Mei, 2016; Garg, 2015; Garg & Sharma, 2015; Karatepe, 2013; Karatepe et al., 2016; Muduli, Verma, & Datta, 2016; Nawaz, Hassan, Hassan, Shukat, & Asadullah, 2014; Presbitero, 2017; Sattar, Ahmad, & Hassan, 2015; Ugwu, 2017). Therefore, it is assumed that if HEIs employ HPHRPs, they will be able to simulate the level of engagement of their faculty members.

2.4 Employee Engagement and Knowledge Sharing

Very recently, scholars have started to shed light on the role of employee engagement on promoting knowledge sharing behavior (Kim & Park, 2017; Tamta & Rao, 2017; Tanaka, 2016). Since engaged employees are enthusiastic and dedicated to their work, they are more likely to share their work-related expertise and ideas with their co-workers (Kim & Park, 2017). Moreover, spontaneous KSB is regarded as a sort of organizational citizenship behavior (OCB) (Chang & Chuang, 2011; Fang & Chiu, 2010). Accordingly, employee engagement is likely to enhance knowledge sharing behavior, since greater sense of engagement enhances OCB (Demerouti, Bakker, & Gevers, 2015; Matta, Scott, Koopman, & Conlon, 2015; Zhang, Guo, & Newman, 2017). In addition, Chen, Zhang, and Vogel (2011) argue that employee engagement can be an essential forecaster of KSB due to the fact that engaging in tasks is likely to facilitate the employees to share task-related knowledge proactively with other employees. In fact, several studies discover that employee engagement is favorably associated with KSB (Chen et al., 2011; Kim & Park, 2017; Tamta & Rao, 2017). Moreover, employee engagement is found to significantly promote positive attitude towards knowledge sharing (Tanaka, 2016). Therefore, it is assumed that faculty members with greater work engagement will put extra effort into sharing their job-related knowledge with their colleagues.

3.0 PROPOSED RESEARCH FRAMEWORK

The following research framework has been proposed based on the literature that portrays that HPHRPs have a direct positive influence on knowledge sharing behavior. Moreover, HPHRPs have an indirect positive influence on knowledge sharing behavior through employee engagement. It is expected that HPHRPs will serve as a bundle of HRM practices in order to create synergic effect on the employee outcomes.

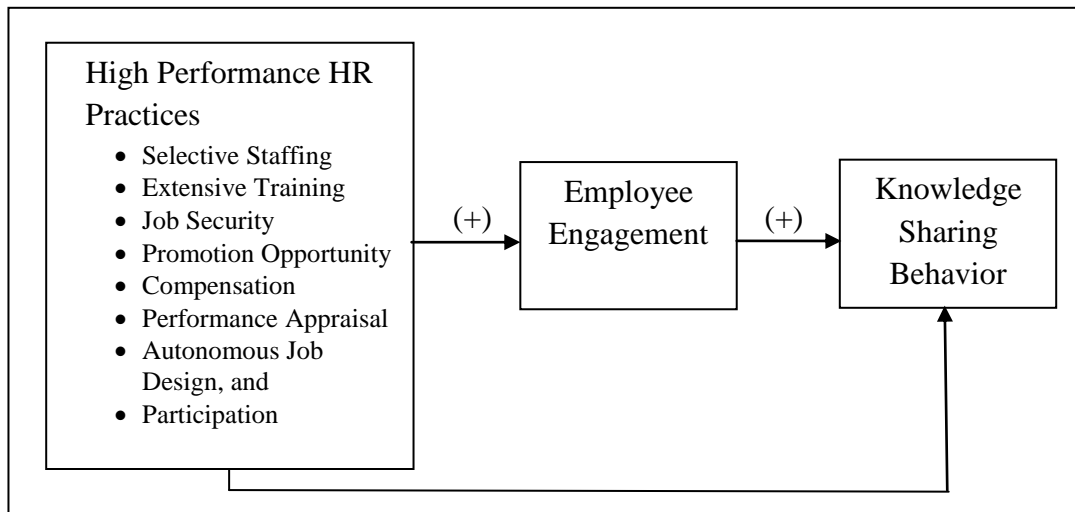


Figure 1
Proposed Research Framework

4.0 PROPOSITION TESTING

Based on the proposed research framework, the paper presents the following propositions that should empirically be tested in future research.

Proposition 1: High performance HR practices will be positively related to employee engagement.

Proposition 2: High performance HR practices will be positively related to employees' individual knowledge sharing behavior.

Proposition 3: Employee engagement will be positively related to employees' individual knowledge sharing behavior.

Proposition 4: Employee engagement will mediate the positive relationship between high performance HR practices and employees' individual knowledge sharing behavior.

5.0 CONCLUSION

The growth and prosperity of a HEI mainly arise from the knowledge of its academics; hence, it's imperative to stimulate and foster knowledge sharing among them (Skaik & Othman, 2016). In fact, effective knowledge sharing among academics is critical to strategic planning, quality of academic programs, curriculum development, quality of teaching, interdisciplinary research, and competitiveness of HEIs (Howell & Annansingh, 2013). However, it is found that faculty members are usually reluctant to share knowledge voluntarily with each other. Therefore, universities should undertake organizational initiatives for improving knowledge sharing practices among the faculty members. In this regards, HPHRPs have already been proven

effective as organizational factor for stimulating knowledge sharing practices in the organization. However, employee engagement seems to play an important mediating role with respect to the relationship between HPHRPs and individual knowledge sharing behavior. Accordingly, the paper presents a conceptual research framework which should be justified in future empirical studies.

6.0 REFERENCES

- Abdul-Jalal, H., Toulson, P., & Tweed, D. (2013). Knowledge sharing success for sustaining organizational competitive advantage. *Procedia Economics and Finance*, 7, 150-157.
- Agarwal, N. K., & Marouf, L. N. (2014). Initiating knowledge management in colleges and universities. *International Journal of Knowledge Content Development & Technology*, 4(2), 67-95.
- Akhtar, A., Nawaz, M. K., Mahmood, Z., & Shahid, M. S. (2016). Impact of High Performance Work Practices on Employees' Performance in Pakistan: Examining the Mediating Role of Employee Engagement. *Pakistan Journal of Commerce & Social Sciences*, 10(3), 708-724.
- Aklamanu, A., Degbey, W. Y., & Tarba, S. Y. (2016). The role of HRM and social capital configuration for knowledge sharing in post-M&A integration: a framework for future empirical investigation. *The International Journal of Human Resource Management*, 27(22), 2790–2822.
- Aktharsha, U. S., & Sengottuvel, A. (2016). Knowledge Sharing Behavior and Innovation Capability: HRM Practices in Hospitals. *SCMS Journal of Indian Management*, 13(1), 118-130.
- Alfes, K., Shantz, A., Truss, C., & Soane, E. (2013). The link between perceived human resource management practices, engagement and employee behaviour: a moderated mediation model. *The International Journal of Human Resource Management*, 24(2), 330-351.
- Alfes, K., Truss, C., Soane, E. C., Rees, C., & Gatenby, M. (2013). The relationship between line manager behavior, perceived HRM practices, and individual performance: Examining the mediating role of engagement. *Human Resource Management*, 52(6), 839-859.
- Ali, O. F., Gohneim, A., & Roubaie, A. A. (2014). *Knowledge sharing culture in higher education institutions: Critical literature review*. Paper presented at the European, Mediterranean & Middle Eastern Conference on Information Systems, Doha, Qatar.
- Alsughayir, A. (2016). Employee Participation in Decision-making (PDM) and Firm Performance. *International Business Research*, 9(7), 64-70.
- Alsuraihi, M. D., Yaghi, K., & Nassuora, A. B. (2016). Knowledge sharing practices among Saudi academics: A case study of King Abdulaziz University. *Journal of Current Research in Science*, 4(1), 63-68.
- Andreeva, T., & Sergeeva, A. (2016). The more the better... or is it? The contradictory effects of HR practices on knowledge-sharing motivation and behaviour. *Human Resource Management Journal*, 26(2), 151-171.
- Asrar-ul-Haq, M., & Anwar, S. (2016). A systematic review of knowledge management and knowledge sharing: Trends, issues, and challenges. *Cogent Business & Management*, 3(1), 1-17.

- Aybas, M., & Acar, A. C. (2017). The Effect of HRM Practices on Employees' Work Engagement and the Mediating and Moderating Role of Positive Psychological Capital. *International Review of Management and Marketing*, 7(1), 363-372.
- Bailey, C., Madden, A., Alfes, K., & Fletcher, L. (2017). The meaning, antecedents and outcomes of employee engagement: A narrative synthesis. *International Journal of Management Reviews*, 19(1), 31-53.
- Blanco Ramírez, G., & Jahirul Haque, H. (2016). Addressing quality challenges in the private university sector in Bangladesh: from policy formulation to institutional implementation. *Quality in Higher Education*, 22(2), 139-151.
- Boon, C., & Kalshoven, K. (2014). How high- commitment HRM relates to engagement and commitment: The moderating role of task proficiency. *Human Resource Management*, 53(3), 403-420.
- Boxall, P., Hutchison, A., & Wassenaar, B. (2015). How do high-involvement work processes influence employee outcomes? An examination of the mediating roles of skill utilisation and intrinsic motivation. *The International Journal of Human Resource Management*, 26(13), 1737-1752.
- Buckley, S. (2012). Higher education and knowledge sharing: from ivory tower to twenty-first century. *Innovations in Education and Teaching International*, 49(3), 333-344.
- Carmeli, A., & Paulus, P. B. (2015). CEO ideational facilitation leadership and team creativity: The mediating role of knowledge sharing. *The Journal of Creative Behavior*, 49(1), 53-75.
- Carter, W. R., Nesbit, P. L., Badham, R. J., Parker, S. K., & Sung, L.-K. (2016). The effects of employee engagement and self-efficacy on job performance: a longitudinal field study. *The International Journal of Human Resource Management*, 1-20. doi: 10.1080/09585192.2016.1244096
- Chalak, A. M., Ziaei, S., & Nafei, R. (2014). A survey of knowledge sharing among the faculty members of Iranian Library And Information Science (Lis) Departments. *Library Philosophy and Practice (e-journal)*. Retrived from <http://digitalcommons.unl.edu/libphilprac/1063>
- Chang, H. H., & Chuang, S.-S. (2011). Social capital and individual motivations on knowledge sharing: Participant involvement as a moderator. *Information & Management*, 48(1), 9-18.
- Chen, C. W., Chang, M. L., Tseng, C. P., Chen, B. C., & Chang, Y. Y. C. (2013). Critical human factor evaluation of knowledge sharing intention in Taiwanese enterprises. *Human Factors and Ergonomics in Manufacturing & Service Industries*, 23(2), 95-106.
- Chen, J., Chen, J., Jiao, H., Jiao, H., Zhao, X., & Zhao, X. (2016). A knowledge-based theory of the firm: managing innovation in biotechnology. *Chinese Management Studies*, 10(1), 41-58.
- Chen, Z. J., Zhang, X., & Vogel, D. (2011). Exploring the underlying processes between conflict and knowledge sharing: A work- engagement perspective. *Journal of Applied Social Psychology*, 41(5), 1005-1033.
- Cheng, M.-Y., Ho, J. S.-Y., & Lau, P. M. (2009). Knowledge sharing in academic institutions: a study of Multimedia University Malaysia. *Electronic Journal of Knowledge Management*, 7(3), 313-324.

- Chowhan, J., Pries, F., & Mann, S. (2017). Persistent innovation and the role of human resource management practices, work organization, and strategy. *Journal of Management & Organization*, 23(3), 456-471.
- Cooke, F. L., Cooper, B., Bartram, T., Wang, J., & Mei, H. (2016). Mapping the relationships between high-performance work systems, employee resilience and engagement: a study of the banking industry in China. *The International Journal of Human Resource Management*, 1-22. doi: 10.1080/09585192.2015.1137618
- De Meulenaere, K., Boone, C., & Buyl, T. (2016). Unraveling the impact of workforce age diversity on labor productivity: The moderating role of firm size and job security. *Journal of Organizational Behavior*, 37(2), 193-212.
- Delery, J., & Gupta, N. (2016). Human resource management practices and organizational effectiveness: internal fit matters. *Journal of Organizational Effectiveness: People and Performance*, 3(2), 139-163.
- Demerouti, E., Bakker, A. B., & Gevers, J. M. (2015). Job crafting and extra-role behavior: The role of work engagement and flourishing. *Journal of Vocational Behavior*, 91, 87-96.
- Dhar, R. L. (2015). The effects of high performance human resource practices on service innovative behaviour. *International Journal of Hospitality Management*, 51, 67-75.
- Edwards, J. S. (2017). Knowledge sharing: At the heart of knowledge management. In P. Jain & N. Mnjama (Eds.), *Managing knowledge resources and records in modern organizations* (pp. 1-14). Hershey, PA: IGI Global.
- Eldor, L., & Vigoda-Gadot, E. (2017). The nature of employee engagement: Rethinking the employee–organization relationship. *The International Journal of Human Resource Management*, 28(3), 526-552.
- Fang, Y.-H., & Chiu, C.-M. (2010). In justice we trust: Exploring knowledge-sharing continuance intentions in virtual communities of practice. *Computers in Human Behavior*, 26(2), 235-246.
- Flinchbaugh, C., Li, P., Luth, M. T., & Chadwick, C. (2016). Team- level high involvement work practices: investigating the role of knowledge sharing and perspective taking. *Human Resource Management Journal*, 26(2), 134-150.
- Flores, G. L., Posthuma, R. A., & Campion, M. A. (2016). Managing the risk of negative effects of high performance work practices. In N. M. Ashkanasy, R. J. Bennett & M. J. Martinko (Eds.), *Understanding the high performance workplace: The line between motivation and abuse* (1st ed.). New York, NY: Routledge
- Foss, N. J., Pedersen, T., Reinholt Fosgaard, M., & Stea, D. (2015). Why complementary hrm practices impact performance: The case of rewards, job design, and work climate in a knowledge- sharing context. *Human Resource Management*, 54(6), 955-976.
- Fullwood, R., Rowley, J., & Delbridge, R. (2013). Knowledge sharing amongst academics in UK universities. *Journal of Knowledge Management*, 17(1), 123-136.
- Garg, N. (2015). Organizational Role Stress in Dual-Career Couples: Mediating the Relationship Between HPWPs, Employee Engagement and Job Satisfaction. *IUP Journal of Management Research*, 14(3), 43-69.
- Garg, N., & Sharma, B. (2015). The mediating role of employee engagement in the relationship between high performance work practices and job performance. *NMIMS Management Review*, 27, 85-102.

- Giauque, D., Anderfuhren-Biget, S., & Varone, F. (2013). HRM practices, intrinsic motivators, and organizational performance in the public sector. *Public Personnel Management*, 42(2), 123-150.
- Gould-Williams, J. S. (2016). Managers' motives for investing in HR practices and their implications for public service motivation: a theoretical perspective. *International Journal of Manpower*, 37(5), 764-776.
- Hossain, J. (2016). Quality assurance in higher education systems in Bangladesh. *Journal of Asian and African Social Science and Humanities*, 2(1), 69-80.
- Howell, K. E., & Annansingh, F. (2013). Knowledge generation and sharing in UK universities: A tale of two cultures? *International Journal of Information Management*, 33(1), 32-39.
- Huang, Y., Ma, Z., & Meng, Y. (2017). High-performance work systems and employee engagement: empirical evidence from China. *Asia Pacific Journal of Human Resources*, 1-19. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/1744-7941.12140/full>
- Huq, S. M. M., Huque, S. M. R., & Banik, A. (2016). Service Quality and Quality Assurance in Higher Education: A Case of Bangladesh. In N. Baporikar (Ed.), *Innovation and Shifting Perspectives in Management Education* (pp. 269-293). Hershey, PA: IGI Global.
- Hussein, A. T. T., Hussein, A. T. T., Singh, S. K., Singh, S. K., Farouk, S., Farouk, S., . . . Sohal, A. S. (2016). Knowledge sharing enablers, processes and firm innovation capability. *Journal of Workplace Learning*, 28(8), 484-495.
- Iqbal, S., Toulson, P., & Tweed, D. (2016). HRM practices and knowledge sharing behaviour: Lessons from Pakistani knowledge intensive firms. In *Business intelligence: Concepts, methodologies, tools, and applications* (pp. 1507-1523): IGI Global.
- Islam, M. A., Ikeda, M., & Islam, M. M. (2013). Knowledge sharing behaviour influences: A study of information science and library management faculties in Bangladesh. *IFLA journal*, 39(3), 221-234.
- Jyoti, J., Rani, R., & Gandotra, R. (2015). The impact of bundled high performance human resource practices on intention to leave: Mediating role of emotional exhaustion. *International Journal of Educational Management*, 29(4), 431-460.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724.
- Kang, M., & Sung, M. (2017). How symmetrical employee communication leads to employee engagement and positive employee communication behaviors: the mediation of employee-organization relationships. *Journal of Communication Management*, 21(1), 82-102.
- Karatepe, O. M. (2013). High-performance work practices and hotel employee performance: The mediation of work engagement. *International Journal of Hospitality Management*, 32, 132-140.
- Karatepe, O. M., Karatepe, O. M., Olugbade, O. A., & Olugbade, O. A. (2016). The mediating role of work engagement in the relationship between high-performance work practices and job outcomes of employees in Nigeria. *International Journal of Contemporary Hospitality Management*, 28(10), 2350-2371.
- Karatepe, O. M., & Vatankhah, S. (2015). High-performance work practices, career satisfaction, and service recovery performance: a study of flight attendants. *Tourism Review*, 70(1), 56-71.

- Kettinger, W. J., Li, Y., Davis, J. M., & Kettinger, L. (2015). The roles of psychological climate, information management capabilities, and IT support on knowledge-sharing: an MOA perspective. *European Journal of Information Systems*, 24(1), 59-75.
- Kim, W., & Park, J. (2017). Examining Structural Relationships between Work Engagement, Organizational Procedural Justice, Knowledge Sharing, and Innovative Work Behavior for Sustainable Organizations. *Sustainability*, 9(2), 205-220.
- Kim, Y. W., & Ko, J. (2014). HR practices and knowledge sharing behavior focusing on the moderating effect of trust in supervisor. *Public Personnel Management*, 43(4), 586-607.
- Kitamura, Y. (2015). Expansion and quality in Bangladesh. *International Higher Education*, (44), 23-24. Retrived from <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/7910/7061>
- Kundu, S. C., Kundu, S. C., Gahlawat, N., & Gahlawat, N. (2016). High performance work systems and employees' intention to leave: Exploring the mediating role of employee outcomes. *Management Research Review*, 39(12), 1587-1615.
- Lai, Y., Saridakis, G., & Johnstone, S. (2016). Human resource practices, employee attitudes and small firm performance. *International Small Business Journal*, 1-25. doi: 10.1177/0266242616637415
- Latorre, F., Guest, D., Ramos, J., & Gracia, F. J. (2016). High commitment HR practices, the employment relationship and job performance: A test of a mediation model. *European Management Journal*, 34(4), 328-337.
- Lee, J.-C., Shiue, Y.-C., & Chen, C.-Y. (2016). Examining the impacts of organizational culture and top management support of knowledge sharing on the success of software process improvement. *Computers in Human Behavior*, 54, 462-474.
- Lee, M. T., Raschke, R. L., & Louis, R. S. (2016). Exploiting organizational culture: Configurations for value through knowledge worker's motivation. *Journal of Business Research*, 69(11), 5442-5447.
- Li, G., Shang, Y., Liu, H., & Xi, Y. (2014). Differentiated transformational leadership and knowledge sharing: A cross-level investigation. *European Management Journal*, 32(4), 554-563.
- Li, X., Zhang, J., Zhang, S., & Zhou, M. (2017). A multilevel analysis of the role of interactional justice in promoting knowledge-sharing behavior: The mediated role of organizational commitment. *Industrial Marketing Management*, 62, 226-233.
- Llopis, O., & Foss, N. J. (2016). Understanding the climate-knowledge sharing relation: The moderating roles of intrinsic motivation and job autonomy. *European Management Journal*, 34(2), 135-144.
- Loebbecke, C., van Fenema, P. C., & Powell, P. (2016). Managing inter-organizational knowledge sharing. *The Journal of Strategic Information Systems*, 25(1), 4-14.
- Ma, Z., Long, L., Zhang, Y., Zhang, J., & Lam, C. K. (2017). Why do high-performance human resource practices matter for team creativity? The mediating role of collective efficacy and knowledge sharing. *Asia Pacific Journal of Management*, 1-22. doi: 10.1007/s10490-017-9508-1
- Manafi, M., & Subramaniam, I. D. (2015). Relationship between human resources management practices, transformational leadership, and knowledge sharing on innovation in iranian electronic industry. *Asian Social Science*, 11(10), 358-385.

- Mat, N., Alias, J., & Muslim, N. (2016). Individual Factors on Knowledge Sharing among Academicians at Universiti Kebangsaan Malaysia (UKM). *The Social Sciences*, 11(19), 4771-4775.
- Matta, F. K., Scott, B. A., Koopman, J., & Conlon, D. E. (2015). Does seeing “eye to eye” affect work engagement and organizational citizenship behavior? A role theory perspective on LMX agreement. *Academy of Management Journal*, 58(6), 1686-1708.
- McClean, E., & Collins, C. J. (2011). High- commitment HR practices, employee effort, and firm performance: Investigating the effects of HR practices across employee groups within professional services firms. *Human Resource Management*, 50(3), 341-363.
- Mostafa, A. M. S. (2016). High-Performance HR Practices, Work Stress and Quit Intentions in the Public Health Sector: Does person–organization fit matter? *Public Management Review*, 18(8), 1218-1237.
- Mostafa, A. M. S., Gould- Williams, J. S., & Bottomley, P. (2015). High- performance human resource practices and employee outcomes: The mediating role of public service motivation. *Public Administration Review*, 75(5), 747-757.
- Muduli, A., Verma, S., & Datta, S. K. (2016). High performance work system in india: examining the role of employee engagement. *Journal of Asia-Pacific Business*, 17(2), 130-150.
- Muqadas, F., Muqadas, F., Rehman, M., Rehman, M., Aslam, U., Aslam, U., . . . Ur-Rahman, U.-. (2017). Exploring the challenges, trends and issues for knowledge sharing: A study on employees in public sector universities. *VINE Journal of Information and Knowledge Management Systems*, 47(1), 2-15.
- Mustafa, M., Lundmark, E., & Ramos, H. M. (2016). Untangling the relationship between human resource management and corporate entrepreneurship: The mediating effect of middle managers’ knowledge sharing. *Entrepreneurship Research Journal*, 6(3), 273-295.
- Mustafa, M., Richards, J., & Ramos, H. M. (2013). High performance human resource practices and corporate entrepreneurship: The mediating effect of middle managers' knowledge collecting and donating behaviour. *Asian Academy of Management Journal*, 18(2), 17-36.
- Navimipour, N. J., & Charband, Y. (2016). Knowledge sharing mechanisms and techniques in project teams: literature review, classification, and current trends. *Computers in Human Behavior*, 62, 730-742.
- Nawaz, S., Hassan, M., Hassan, S., Shukat, S., & Asadullah, A. (2014). Impact of employee training and empowerment on employee creativity through employee engagement: Empirical evidence from manufacturing sector of Pakistan. *Middle-East Journal of Scientific Research*, 19(4), 593-601.
- Nieves, J., & Haller, S. (2014). Building dynamic capabilities through knowledge resources. *Tourism Management*, 40, 224-232.
- Norulkamar, U., & Hatamleh, A. (2014). A Review of Knowledge Sharing Barriers among Academic Staff-A Malaysian Perspective. *Sains Humanika*, 2(2), 87-91.
- Ogbonnaya, C., & Valizade, D. (2016). High performance work practices, employee outcomes and organizational performance: a 2-1-2 multilevel mediation analysis. *The International Journal of Human Resource Management*, 1-21. doi: 10.1080/09585192.2016.1146320
- Oliva, F. L. (2014). Knowledge management barriers, practices and maturity model. *Journal of Knowledge Management*, 18(6), 1053-1074.

- Pervaiz, U., Imran, M., Arshad, Q., Haq, R., & Khan, M. K. (2016). Human resource practices and knowledge sharing: The moderating role of trust. *International Journal of Organizational Leadership*, 5(1), 15-23.
- Presbitero, A. (2017). How do changes in human resource management practices influence employee engagement? A longitudinal study in a hotel chain in the Philippines. *Journal of Human Resources in Hospitality & Tourism*, 16(1), 56-70.
- Ramayah, T., Yeap, J. A., & Ignatius, J. (2013). An empirical inquiry on knowledge sharing among academicians in higher learning institutions. *Minerva*, 51(2), 131-154.
- Rubel, M. R. B., & Kee, D. M. H. (2015). Perceived fairness of performance appraisal, promotion opportunity and nurses turnover intention: The role of organizational commitment. *Asian Social Science*, 11(9), 183-197.
- Ruck, K., Welch, M., & Menara, B. (2017). Employee voice: An antecedent to organisational engagement? *Public Relations Review*, 1-11. doi: 10.1016/j.pubrev.2017.04.008
- Runhaar, P., & Sanders, K. (2016). Promoting teachers' knowledge sharing. The fostering roles of occupational self-efficacy and Human Resources Management. *Educational Management Administration & Leadership*, 44(5), 794-813.
- Santosh, S., & Panda, S. (2016). Sharing of knowledge among faculty in a mega Open University. *Open Praxis*, 8(3), 247-264.
- Sattar, T., Ahmad, K., & Hassan, S. M. (2015). Role of human resource practices in employee performance and job satisfaction with mediating effect of employee engagement. *Pakistan Economic and Social Review*, 53(1), 81-96.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire a cross-national study. *Educational and Psychological Measurement*, 66(4), 701-716.
- Schmitz, S., Rebelo, T., Gracia, F. J., & Tomás, I. (2014). Learning culture and knowledge management processes: To what extent are they effectively related? *Revista de Psicología del Trabajo y de las Organizaciones*, 30(3), 113-121.
- Schopman, L., Kalshoven, K., & Boon, C. (2017). When health care workers perceive high-commitment HRM will they be motivated to continue working in health care? It may depend on their supervisor and intrinsic motivation. *The International Journal of Human Resource Management*, 28(4), 657-677.
- Shahzadi, I., Hameed, R. M., & Kashif, A. R. (2015). Individual motivational factors of optimistic knowledge sharing behavior among University academia. *The Business & Management Review*, 6(1), 122-133.
- Sikora, D. M., Ferris, G. R., & Van Iddekinge, C. H. (2015). Line manager implementation perceptions as a mediator of relations between high-performance work practices and employee outcomes. *Journal of Applied Psychology*, 100(6), 1908-1918.
- Skaik, H. A., & Othman, R. (2016). Determinants of knowledge sharing behavior among Academics in United Arab Emirates. In *Business intelligence: Concepts, methodologies, tools, and applications* (pp. 1402-1418). Hershey, PA: IGI Global.
- Tahir, L. M., Musah, M. B., Abdullah, A. H., Musta'amal, A. H., & Abdullah, M. H. A. (2016). Technical college teachers sharing their knowledge: does leadership, institutional factors or barriers predict their practices? *Educational Studies*, 42(5), 465-492.

- Tamta, V., & Rao, M. (2017). The effect of organisational justice on knowledge sharing behaviour in public sector banks in India: mediating role of work engagement. *International Journal of Business Excellence*, 12(1), 1-22.
- Tan, C. N.-L. (2016). Enhancing knowledge sharing and research collaboration among academics: the role of knowledge management. *Higher Education*, 71(4), 525-556.
- Tanaka, H. S. (2016, 4-7 December). *The effects of R&D engineers' work engagement and workplace climate on positive attitude to knowledge sharing within Japanese R&D workplace*. Paper presented at the 2016 IEEE International Conference on Industrial Engineering and Engineering Management (IEEM).
- Tangaraja, G., Mohd Rasdi, R., Ismail, M., & Samah, B. A. (2015). Fostering knowledge sharing behaviour among public sector managers: a proposed model for the Malaysian public service. *Journal of Knowledge Management*, 19(1), 121-140.
- The Bangladesh Planning Commission. (2010). *Outline perspective plan of Bangladesh 2010-2021: Making Vision 2021 a reality*. Retrieved from http://bangladesh.gov.bd/sites/default/files/files/bangladesh.gov.bd/page/6dca6a2a_98574656_bce6_139584b7f160/Perspective-Plan-of-Bangladesh.pdf.
- Truss, C., Shantz, A., Soane, E., Alfes, K., & Delbridge, R. (2013). Employee engagement, organisational performance and individual well-being: exploring the evidence, developing the theory. *The International Journal of Human Resource Management*, 24(14), 2657-2669.
- Ugwu, C. C. (2017). Human resource management (HRM) practices and work engagement in Nigeria: The mediating role of psychological capital (PSYCAP). *International Journal of Social Sciences and Humanities Review*, 6(4), 71-87.
- University Grants Commission of Bangladesh. (2017). *List of Universities*. Retrieved from <http://www.ugc.gov.bd/en/home/university/private/75>.
- Wang, S., & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, 20(2), 115-131.
- Wang, Z., Sharma, P. N., & Cao, J. (2016). From knowledge sharing to firm performance: A predictive model comparison. *Journal of Business Research*, 69(10), 4650-4658.
- Yeo, R. K., & Gold, J. (2014). Knowledge sharing attitude and behaviour in Saudi Arabian organisations: why trust matters. *International Journal of Human Resources Development and Management*, 14(1-3), 97-118.
- Yi, J. (2009). A measure of knowledge sharing behavior: scale development and validation. *Knowledge Management Research & Practice*, 7(1), 65-81.
- Yoerger, M., Crowe, J., & Allen, J. A. (2015). Participate or else!: The effect of participation in decision-making in meetings on employee engagement. *Consulting Psychology Journal: Practice And Research*, 67(1), 65-80.
- Zhang, Y., Guo, Y., & Newman, A. (2017). Identity judgements, work engagement and organizational citizenship behavior: The mediating effects based on group engagement model. *Tourism Management*, 61, 190-197.