

WORLD BANK KNOWLEDGE SHARING AND REUSE INCENTIVE FRAMEWORK

Full Report



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Highlights

This document presents an Incentive Framework aiming to improve knowledge sharing (KS) and reusing behaviors at the World Bank. Given the nature of the Bank's work, evidence suggests that effective and efficient knowledge sharing might be the biggest predictor of success. To approach KS in a holistic and evidence-based manner, past work was built on by assessing the psychological drivers of and barriers to knowledge sharing. The authors carried out a behavioral diagnostic that included: interviews with 22 external organizations; a qualitative survey with **50** World Bank staff members; a quantitative survey with 256 World Bank employees; and an extensive literature review yielding a list of 225 incentives across 15 different fields. This work confirmed the existence of five key **structural barriers** to knowledge sharing that had been identified in previous World Bank work:

1. **Training:** Lack of formal training opportunities [85% of staff agreed]
2. **Performance evaluation:** KS unconnected to Overall Performance Evaluations (OPEs) [82% of staff agreed]
3. **Time allocation:** Insufficient time to execute KS [80% of staff agreed]
4. **Prioritization:** Lack of KS prioritization by managers [80% of staff agreed]
5. **Budgeting:** Lack of explicit budgeting to support KS [73% of staff agreed]

In addition, 5 critical **behavioral barriers** were identified:

1. **Endowment effect:** Lack of personal ownership [89% of staff agreed]
2. **Social norms:** Insufficient KS norms [85% of staff agreed]
3. **System justification bias:** Insufficient peer pressure [85% of staff agreed]
4. **Salience:** Lack of KS visibility [80% of staff agreed]
5. **Discounting:** Disconnect between KS and career goals [78% of staff agreed]

To address these barriers, three drivers of change were defined that are likely to lead to more knowledge sharing in the World Bank. The drivers were identified by leveraging established behavioral science frameworks, reviewing literature, and undertaking a deep dive into incentives at other organizations. The drivers are as follows:

- A. Making knowledge sharing more social
- B. Making knowledge sharing easier
- C. Linking knowledge sharing to self-development

This report presents these drivers, as well as the associated incentives, and readers will learn how to transform these insights into concrete actions to help their teams share knowledge better and more often, and ultimately to use KS to achieve better outcomes for their teams, the Bank, its clients, and partners. While the rest of the report takes a deep dive into the framework, it starts by walking the reader through a simple use case of the **Incentive Framework Toolkit**.

Introduction to the Incentive Framework Toolkit for Behavioral Change

This section provides the reader with an example for applying the incentive framework toolkit. The framework outlines three steps to for achieving behavioral drivers, each of which has corresponding incentives found to motivate various behaviors in the World Bank (WB) context. The example draws from specific key desired behaviors (KDBs) related to Knowledge Sharing (i.e. handover package creation, joint mission engagement, creating a list of the top 10 issues to tackle, sharing short relevant punchy (SRP) stories, and proactive sign-ups for trainings). However, the underlying logic in this is that steps taken to encourage these KS behaviors can also be applied to a wide range of other behaviors in the Bank. Readers are provided with the tools to turn desired behavioral goals into actionable plans through the proposed interventions. A guide for implementing and evaluating the interventions is provided in Section 4.

Illustrative Example of the Incentive Framework Toolkit in Action

The incentive framework leveraged in this scenario is presented visually in Figure 1. At the center of the framework are the three main drivers of change, which summarize the forces that trigger changes in behavior. The thirteen more specific incentives (motivators of behavioral change) are presented in the outer ring of the framework. The framework is structured to work from the middle outward. Each incentive can then be

matched by a specific intervention which will help activate that desired behavioral change. Such intervention examples are listed in Appendix I.

The first step in designing an intervention is to identify the driver of change. Each driver has a set of associated incentives which can be leveraged in order to activate the drivers of change. The example situation below the framework wheel will walk the reader through an application of the incentive framework.

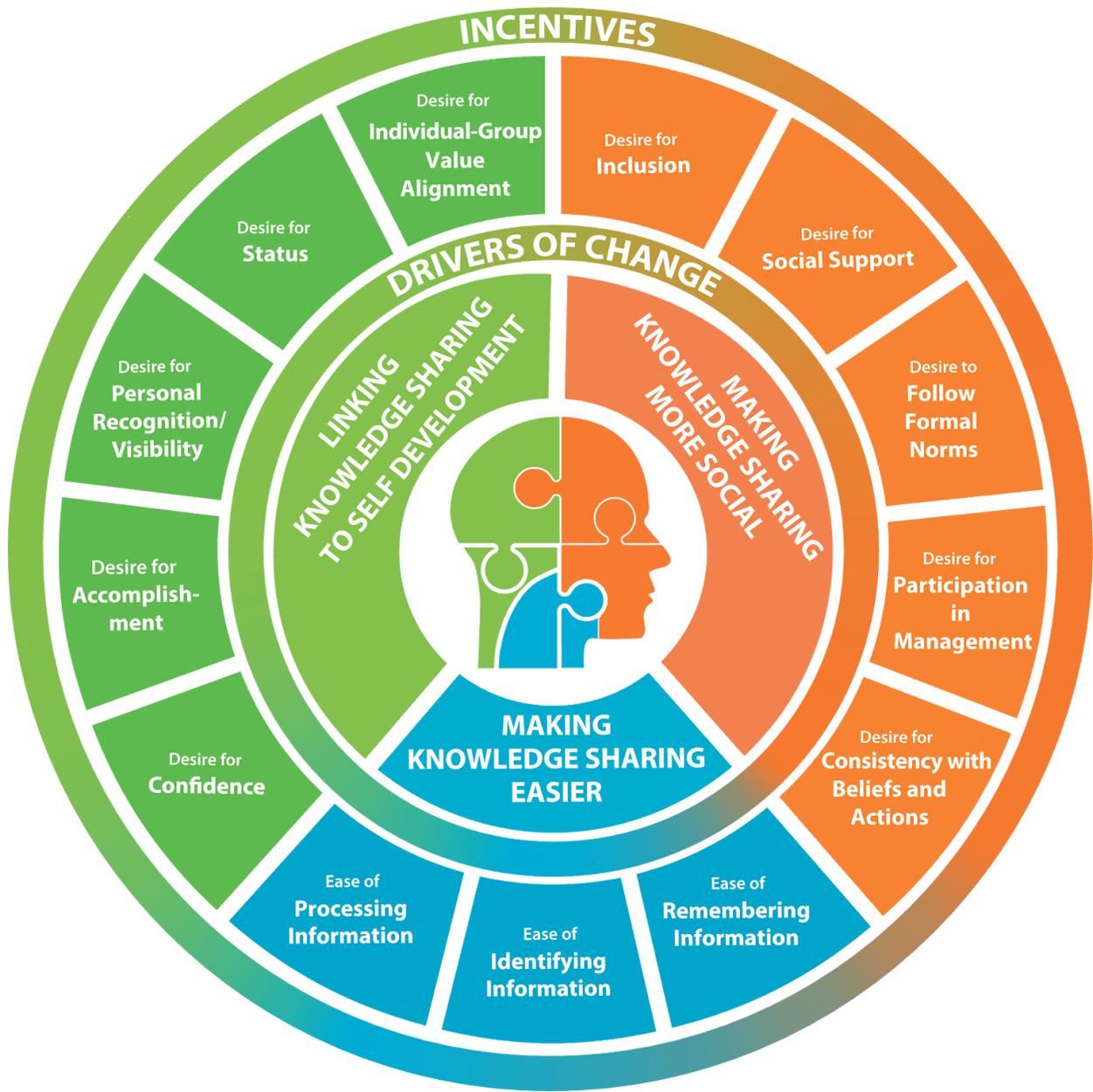


FIGURE 1: Three key drivers of behavioral changes to promote knowledge sharing at the World Bank, and associated incentives.

Example situation: suppose that a senior staff member (Norma) wants to increase uptake of a useful report about the Bank's micro-financing initiatives and encourage knowledge-sharing efforts more generally within her team. The microfinance report was originally brought to her attention by a more junior staff member, who used the insights from that report to help solve a key project challenge and thereby helped unlock an additional critical impact that the World Bank had hoped to have on a similar project in Afghanistan.

Using the **Incentive Framework Toolkit**, what steps might Norma take to increase uptake of the report within the WB, thereby promoting both knowledge sharing and reuse more generally along the way? In the section below, positive behaviors that she could take are outlined; and how they support the three key drivers of the framework are explained.

Step 1: Link Knowledge Sharing to Self-Development

Self-actualization is a component of self-development and refers to the human desire to develop oneself and realize one's potential. The desire for self-actualization is a powerful force for behavioral change. Users of the incentive framework toolkit can leverage this driver by connecting individual-level values and concerns to the impact that they themselves have on their peers and their work. To accomplish this, individuals need the opportunity to connect their wider goals to their daily actions.

First, by using the **Incentive Framework Toolkit**, Norma finds that a behavior can be promoted by showing how it delivers value. Specifically, she learns that individuals want to see their skills and efforts reflected in the impacts that they help bring about. Individuals want to recognize themselves in their work and have others recognize them in their work as well.

Accordingly, Norma writes a short e-mail that details: (a) the key insights that the junior team member extracted from the report, (b) the skills and efforts that the junior staffer deployed in translating those insights into the context of the project at hand, and (c) the impacts that these insights unlocked for the project, the team, and the stakeholders. She sends the e-mail to her director, with the junior staff member in CC, and encourages the director to share this message with the wider team by posting it to the unit bulletin board.

By articulating explicitly how the junior team member's skills and efforts contributed to project impacts, Norma is tapping into the *desire for accomplishment*. Sending the e-mail to her director and having it posted to the open bulletin board also taps into the *desire for personal recognition/visibility*. These actions help to promote the use of the report specifically and the sharing of knowledge in general.

Step 2: Make Knowledge Sharing More Social

A social knowledge-sharing environment is one that facilitates psychosocial belonging. Psychosocial belonging refers to the feeling of inclusion generated by being connected to or participating in something larger than ourselves. In the workplace, individuals can become fixated on the details of their specific projects, in turn losing sight of the greater picture and their role in it. Users of the incentive framework toolkit can instill a sense of inclusion and belonging among their peers by increasing social support and facilitating the creation of inclusive norms and spaces. This example illustrates how a practitioner can promote psychosocial belonging in simple ways.

Soon after promoting the report, Norma notices increased discussion of the report as well as sharing of other materials among her colleagues. Recognizing these signs of early adoption, she wants to take a second step to reinforce these emerging behaviors. Consulting the toolkit, she learns that she can promote the use of the report, along with other knowledge-sharing activities, by **making knowledge sharing more social**. Individuals want to participate in social groups, which creates a sense of belonging to something larger than themselves.

Drawing on her new understanding of behavior change, Norma presents on the topic at the next unit meeting. She articulates how the junior staff member used the insights from the report to unlock huge impacts, along with some candidate ideas that she herself has developed since then for using the report in future projects. She notes that these candidate ideas are still in development and offer the opportunity to other unit members to help her shape how these ideas will be applied in a high-profile upcoming project.

By showing that she herself is engaging in the same kinds of behaviors that she is promoting—rather than merely talking about their importance—Norma is tapping into the *desire for consistency with beliefs and actions*. In taking the time to formulate and deliver her presentation, she is communicating that this report and other knowledge-sharing activities are important to the identity of the unit, which will prompt others to follow suit as they seek to satisfy their *desire for inclusion* in the group. Finally, by offering knowledge sharing as an avenue for shaping a defining piece of work for the group, Norma is tapping into the *desire to participate in management*.

Step 3: Make Knowledge Sharing Easier

Making knowledge sharing easier relies on reducing the cognitive load associated with mental tasks. Cognitive load refers to any amount of working memory resources; it can be used to refer to the resources that an individual has available to them or to the demands that a given cognitive task will require in order to be executed. When information is easier to recall from memory, or the information needed to complete a task is easily available, the cognitive load decreases. The tendency for individuals to seek out mental “shortcuts” to reduce this load can be a powerful source for behavioral change. Practitioners can leverage this incentive by changing things in the environment to reduce the cognitive load of their peers. The key insight here is to make information highly visible, accessible, memorable, and easy to use. In the scenario, these principles are implemented in simple ways.

With the microfinance report now often coming up in conversation, along with other key insights from other knowledge-sharing activities, Norma wants to cement these new behaviors into the new normal practice within the unit. Drawing once again from the **Incentive Framework Toolkit**, she learns that she can promote these new practices by **making knowledge sharing easier to use**. Individuals will draw on the information that promises value at a low cognitive cost.

Norma summarizes the microfinancing report in five key bullets, highlighting one key term in each bullet by applying a bold style and an eye-catching color, and building these five key terms into a catchy acronym—POWER. She stores the summary and acronym in the digital knowledge database for her team, tagging her entry with key terms (“development,” “microfinance”, etc.) with the titles of projects in which it has been applied, and sends an e-mail to her colleagues that includes the summary as well as a link to the entry in the unit’s portal.

By summarizing the key points for her colleagues in plain language, Norma increases the *ease of contextual processing of* information. The use of bold style and color makes the key messages visually evident at a glance in the summary, and the storage of the summary in the online system with relevant metadata tagging makes it easy to retrieve with relevant searches, all of which increase the *ease of cognitive processing of* information. Finally, the simple and catchy acronym increases the *ease of retrieval of* information.

Key Takeaways

The hypothetical case outlined above presents one possible way in which WB staff could use insights gleaned from the Incentive Framework Toolkit to achieve behavioral change within knowledge-sharing contexts. The rest of this report will describe the framework in more detail, providing background information on the process undertaken to create it, the three key drivers identified as most impactful, and the associated framework of knowledge-sharing incentives (Figure 1) generated based on these findings. The intention is that future work will build on these recommendations, designing real-world interventions grounded in both the structural and behavioral reality at hand, to enable the WB to improve its knowledge-sharing activities and ultimately increase the organization's impact.

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Abbreviations

ACS	Administrative and Client Support
ADM	Accountability and Decision-Making
AI	Artificial Intelligence
CD	Country Director
CM	Country Manager
COM-B	Capability Opportunity Motivation - Behavior (Framework of Behavior Change)
DECKM	Development Economics Knowledge Management
IEG	Independent Evaluation Group
IT	Information Technology
ITS	Information Technology Systems
KAP	Knowledge, Attitudes and Practices
KDB	Key Desired Behavior
KM	Knowledge Management
KPI	Key Performance Indicators
KS	Knowledge Sharing
KSB	Knowledge Sharer Badge
KTP	Knowledge Transfer Point
GD	Global Director
GL	Global Leads
GP	Global Practices
GSG	Global Solutions Group
HR	Human Resources
HRBP	Human Resources Business Partner
OKR	Open Knowledge Repository
OPE	Overall Performance Evaluation
OPCS	Operations Policy and Country Services
PM	Program Manager
QER	Quality Enhancement Review
SC	Steering Committee
SD	Senior Director
SM	Senior Management
SMS	Short Message Service
SRP	Short Relevant Punchy
TDA	Trade and Development Agency
TTL	Task Team Leader
ToR	Terms of Reference
VP	Vice President
WB	World Bank

INTRODUCTION TO KNOWLEDGE SHARING AND THE INCENTIVE FRAMEWORK

Identifying the Most Impactful Knowledge-Sharing Behaviors

A Behavioral Approach to Understanding Knowledge Sharing in the WB Context



1. Introduction to Knowledge Sharing and the Incentive Framework

This report focuses on knowledge sharing (KS) and reuse at the World Bank. Sharing knowledge amongst staff across different contexts is essential to facilitate successful working relationships, staff transitions, and organizational continuity. In organizational cultures where KS is prioritized, individual wisdom can be transferred to others in the institution, which ultimately creates a competitive advantage (Figure 2). Knowledge Management (KM) and KS are hyper-sensitive to the daily realities of the organization in which they take place, and must, therefore, be studied closely within their context of implementation. Therefore, any real-world implementation of effective KM must be tailored to the organizational and individual specificities of the World Bank.

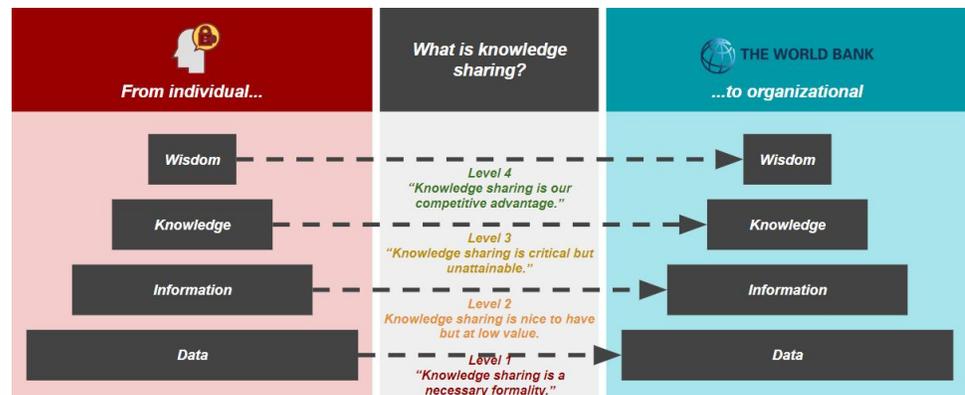


FIGURE 2: In organizations, KS often starts out as a formality. When individuals in the organization are empowered to share their wisdom with their peers, KS can be transformed into a competitive advantage.

One important component of accomplishing this effectively, which complements and builds on past work (Figure 3), is the creation of interventions that are based on evidence about what motivates people to behave the way they do within the context of the WB.

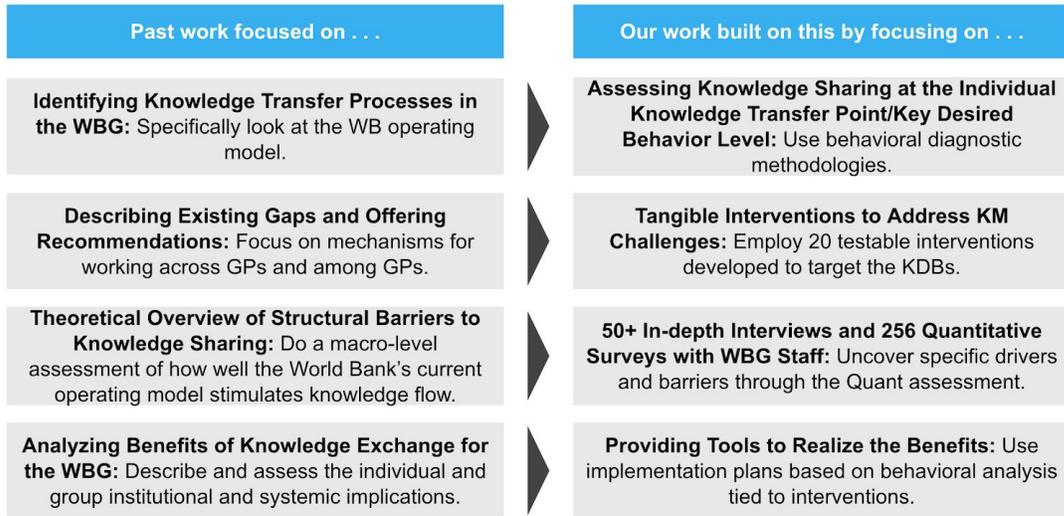


FIGURE 3: The incentive framework builds on past work by the WB on knowledge sharing incentives.

The process presented in this report, and the resulting **incentive framework toolkit**, aims to fill this gap by providing a strong basis for designing behavior-specific knowledge-sharing interventions. In order to accomplish this, the WB partnered with The Decision Lab. Together, desk research and qualitative work (the specific process can be seen in Appendix I) culminated in a quantitative survey that garnered responses from 256 WB employees. The goal of the survey was to uncover the drivers and barriers within the WB for sharing knowledge. Additionally, the survey was designed to assess the beliefs and mindsets within the existing system to uncover potential leverage points for creating shifts in KS norms. Knowledge sharing involves knowledge flows from individuals to their peers. This process requires individuals to have mindsets inclined toward knowledge sharing, which is a process that can transform organizations (Figure 4).

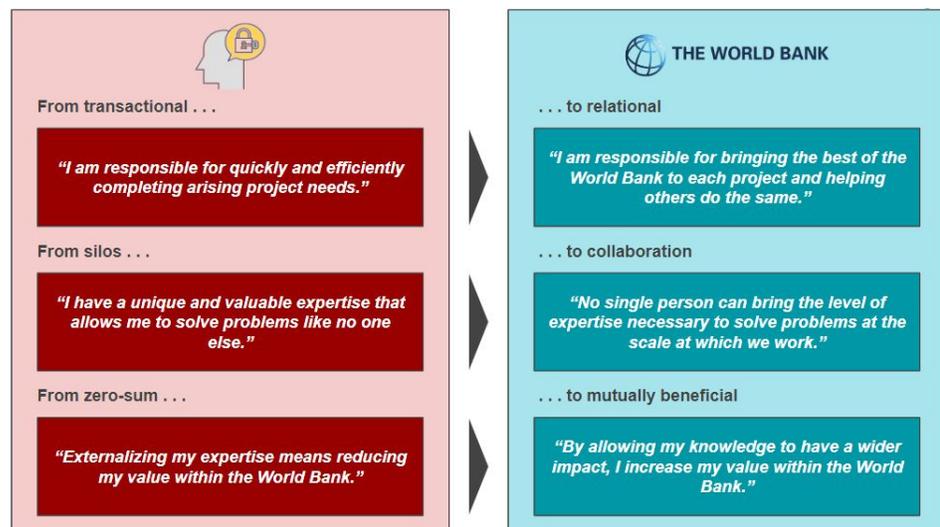


FIGURE 4: KS involves knowledge flowing from individuals to their peers. This process requires individuals to have mindsets inclined toward KS.

Establishing an organizational culture that values KS encourages and relies on a common value system where individual-level and organizational beliefs and mindsets are aligned (Figure 5). This alignment can be facilitated by incentivizing KS mindsets through incentive frameworks described in this report.

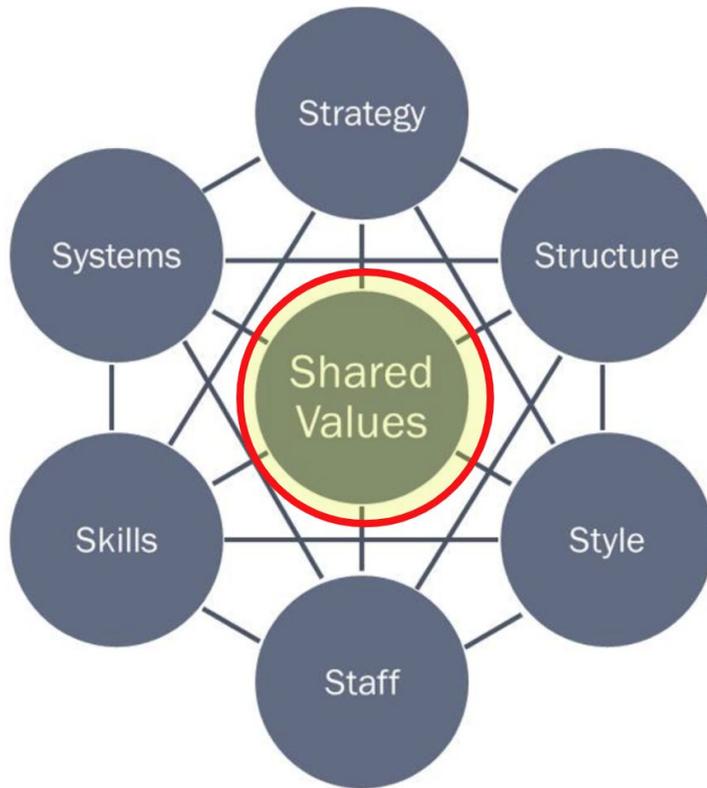


FIGURE 5: Creating organizational shifts begins with establishing a clear common value system that is based on shared beliefs and mindsets.

With these goals in mind, the body of this report is separated into two main sections. The first section assesses the primary barriers and drivers for knowledge sharing within the World Bank (which were the key insights distilled from the survey), broken down into findings regarding KS overall and findings regarding key desired behaviors specifically. The second section presents the framework for the Bank to design and implement interventions. These two main sections are followed by a summative conclusion.

There are also several appendixes to this report. Appendix I provides a more detailed process and methodology to explain in depth how this project was executed. Appendix II provides the interventions in a table format. Appendix III provides a complete list of references for this project.

Identifying the Most Impactful Knowledge-Sharing Behaviors

Given that knowledge sharing is a complex system of behaviors, a two-pronged approach was used to unravel it within the WB context. First, broad knowledge sharing was focused on and, second, knowledge-sharing behaviors considered particularly impactful by WB staff were identified. The process of analyzing the contextual realities of KS at the Bank and completing a behavior diagnostic involved 13 phases (Figure 6).

Phase	Activity	Output
1	Internal Stock Taking: of knowledge sharing incentive programs that already exist at the WBG	A matrix presented to the Steering Committee
2	External Best Practices: interviewed 22 external organizations in the public and private sector	List of 40+ incentives shared with the Steering Committee
3	Literature Review: of previous WB work on knowledge sharing Incentives & External work on Incentives	List of knowledge sharing Incentives
4	Voting Exercise: on External Best Practices conducted with Working Group	Shortlist of external Incentives
5	Mapping of Knowledge Transfer Points: as agreed with WG & SC	KTP Map
6	Ongoing consultations: with WG & SC members (group and individual) on ongoing process	Alignment around focus areas
7	Short listed KTPs: agreed on 2 KTPs to be studied in more depth (virtual sign off by SC)	Alignment on 2 KTPs
8	Design of Qualitative Behavioral Survey Instrument: to study Role Transitions, Project Initiation & Knowledge Champions	Qualitative Instrument
9	Behavioral Diagnostic: 50 interviews with CDs/CMs/PM/TTLs & Knowledge Champions across entire WBG	Codified results of 50+ interviews presented to SC
10	Codification & Selection of KDBs: creation of a long list of KDBs, to be narrowed according to behavioral diagnostic methodologies	5 Final Key Desired Behaviors to serve as foundation for incentive framework
11	Quantitative Survey: Over 200 quantitative surveys have been completed, allowing us to find drivers & barriers within the 5 KDBs	256 Quantitative Surveys Completed
12	Incentive Masterlist: Creation of a masterlist of incentives across all research	225 Organizational Incentives
13	Incentive Framework Design: Design of an incentive framework that ties in all of the components	5 Final Key Desired Behaviors to serve as foundation for incentive framework

FIGURE 6: The incentive framework is a product of a 13-phase process involving desk and primary research, and quantitative and qualitative data analysis.

The five specific key desired behaviors (KDBs) on which the qualitative and quantitative work focused were:

1. **Handover packages** - Staff creates an adequate handover package
2. **Joint missions** - Outgoing Task Team Leader (TTL) goes on joint mission with incoming TTL
3. **Top 10 issues to tackle** - Staff creates a list of Top 10 issues to tackle during a position handover
4. **Sharing short relevant punchy (SRP) pieces** - Staff shares engaging content with colleagues
5. **Proactive sign-ups for trainings unrelated to TOR** - Staff engages in training unrelated to their Terms of Reference (ToR)

These KDBs were selected during an iterative process with input from WB staff members led by the KS Incentives Working Group and Steering Committee. The criteria for selecting these specific KDBs included diversity in the behaviors targeted and the potential impact of the behaviors on the outcome of World Bank operations.

A Behavioral Approach to Understanding Knowledge Sharing in the WB Context

To develop the incentive framework toolkit, a study was undertaken to uncover the specific barriers and drivers to knowledge sharing behaviors within the World Bank. A survey was created to discover the psychosocial, behavioral, and structural barriers to effective knowledge sharing. The specific KDBs were used as examples in the survey to provide more generalizable insights for potential entry points into behavioral interventions (a full description of the survey methodology is located in Appendix I).

In summary, the results from the survey allowed for the identification of barriers and drivers for KS around these KDBs, and to measure the extent to which staff members felt these barriers and drivers were having an effect on their work. As shown in Appendix IIV, each barrier or driver was categorized as Physical, Social, Psychological, Automatic, or Reflective based on the behavior Change Wheel (COM-B) from Behavioral Science which is a rigorous method, validated scientifically through peer reviews, for characterizing and designing behavior-change interventions. The behavior change wheel uses the COM-B (capability, opportunity, motivation and behavior) model, which recognizes that behavior is part of an interacting system involving all these components. With the barriers and drivers identified in the survey and characterized according to the behavior Change Wheel, incentives and sample interventions were devised for each of the COM-B categories.

WHAT IS FACILITATING OR HINDERING KNOWLEDGE SHARING AT THE BANK?

Key Findings: Knowledge sharing overall

Key Findings: Key Desired Behaviors (KDBs)



2. What is Facilitating or Hindering Knowledge Sharing at the Bank?

This section presents the key insights distilled from the survey of 256 respondents working at the WB. These findings are divided into insights about knowledge sharing overall in at the Bank, and targeted insights about the key desired behaviors tested.

Key Findings: Knowledge sharing overall

Staff members want their project to succeed

The first finding that stood out from the survey was that the vast majority of survey respondents (about 90%) agreed^[1] that sharing knowledge about one's projects is important because **staff members have a desire to see their projects succeed**, even if the staff member themselves move on to another role before the project is completed. This sentiment is further confirmed by the weak level of support (less than 20% agree) for the notion that sharing knowledge brings no personal benefit.

Reciprocity encourages knowledge sharing

Second, the vast majority of respondents (about 90%) also agreed that sharing knowledge with colleagues is important, even if those colleagues are not also sharing knowledge in return. Indeed, even if knowledge sharing is viewed as **important even in the absence of reciprocal sharing** in turn from one's colleagues, most survey respondents (66%) still indicated that when colleagues do share their knowledge, this motivates further sharing of knowledge. Apparently, **reciprocity encourages knowledge sharing**, even if it is not a necessary precondition for it.

Staff are not concerned about the exclusivity of their knowledge

In terms of structural incentives, only a small share of the respondents (20%) felt that “giving knowledge away” was misaligned with one's own career incentives, suggesting that **knowledge is not considered to be a resource with exclusive personal ownership**. However, a notably larger share (nearly 50%) felt that the structural incentives for knowledge sharing were aligned toward winning projects for one's own unit—there was significant agreement with the statement of: **“no strong incentive to share knowledge with other units.”**

^[1] “Agreement” refers to those respondents who selected: “somewhat agree,” “agree” or “strongly agree”; these responses equate to a 5 or higher on a 1–7 Likert scale.

Sharing knowledge is challenging despite sufficient resource availability

Lastly, regarding opportunities to share knowledge, a large majority (about 75%) acknowledged the importance of knowledge sharing but noted that **other tasks were higher priorities** “given the limited amount of time and budget available to dedicate to their own projects.” These were not the only hurdles either; the majority (over 60%) also agreed that **sharing knowledge is challenging “even when sufficient time and budgets are provided.”** Sufficient time and budget are important structural features to promote knowledge sharing, but other barriers—structural and/or behavioral—also need to be identified and addressed.

Key Findings: Key Desired Behaviors (KDBs)

Role transitions create unique KS challenges

Looking across the respondents’ assessments of the key desired behaviors, some clear messages emerge. First, survey respondents pointed out that there is no strong cultural convergence around knowledge sharing within the World Bank context. Only 40% of respondents agreed that they often see WB colleagues engaging in the highlighted KDBs. Engagement with “Top 10 issues” lists [KDB3] and with handover packages [KDB1] were both especially low, with less than 30% of survey respondents agreeing that they often see colleagues engaging in these behaviors. These findings reflect the existence of a **pronounced KS challenge around role transition**. On a more positive note, two-thirds of respondents (66%) agreed that they often see WB colleagues engaging in joint missions [KDB2], and over half (52%) agreed that they often see colleagues posting short, relevant punchy pieces [KDB4] as a mechanism to share knowledge.

Time constraints are a key barrier to KS

A large share (80%) of survey respondents agreed that **having sufficient time would increase engagement** in the KDBs. The value of sufficient time allocation from their manager was especially noteworthy for joint missions [KDB2], for which nearly 90% of respondents agreed that sufficient time allocation would increase engagement. Handover packages [KDB1] and top-10 issues lists [KDB3] could also be better supported through adequate time allocation, according to the large majority of respondents (80% or above), suggesting that time allocation might be one avenue to address the KS challenge noted above around role transition.

Technology systems can be an impediment to KS

Regarding technological systems, more than one-third of respondents (38%) felt that current WB **technological systems hinder staff from engaging** in the KDBs. This finding was relatively consistent across the individual KDBs, though staff members generally felt less hindered by the WB technological systems for sharing short, relevant, punchy pieces [KDB4] and top 10 issues to tackle [KDB3], and generally felt more hindered in terms of handover packages [KDB1], joint missions [KDB2], and signing up proactively for unrelated trainings [KDB5].

In terms of behavioral approaches to increase engagement, a large majority (just over 85%) agreed that “WB staff would be more likely to engage in [the KDB] if others around them engaged in it.” This sentiment was especially strong regarding handover packages [KDB1] and posting short, relevant punchy pieces [KDB4], about which 90% or more of respondents believed that colleagues’ engagement in these behaviors would help to increase the prevalence of the behavior overall. Very similar findings were obtained regarding the visibility of one’s KS work. A majority (just over 80%) agreed that WB staff would be more likely to engage in the KDBs if the output were seen and recognized by more colleagues. Once again, this sentiment was especially strong regarding handover packages [KDB1] and posting short, relevant punchy pieces [KDB4].

Respondents also overwhelmingly agreed (nearly 90%) that “a positive and useful knowledge transfer experience” would encourage staff members to engage in more KS activity in the future. This sentiment was very pronounced for handover packages [KDB1] and joint missions [KDB2], though support was strong for the other KDBs also.

Social environments can facilitate or hinder KS

Taking the three previous results together, these findings highlight the **strong potential of social factors to promote knowledge sharing** within the World Bank. Employees are motivated to share knowledge when they see others around them doing so, when their own KS activities are visible to and recognized by others, and especially when they have had a positive experience sharing knowledge with Bank colleagues in the past.

Intrinsic rewards motivate KS behaviors

Survey respondents clearly identified that **intrinsic rewards hold key potential to increase engagement** in the KDBs. Intrinsic rewards include incentives such as a sense of accomplishment, social recognition, or a feeling of ownership over one's work.

A clear majority (over 80%) agreed that intrinsic rewards could be clear motivators, especially for joint missions [KDB2] for which nearly all respondents (95%) agreed that intrinsic motivation could play an important role. Asked about two specific internal motivators, there tended to be agreement that a sense of ownership promotes engagement more than a sense of accomplishment. However, results differed by intrinsic motivator and by KDB, suggesting that an across-the-board approach, using a single intrinsic motivator in all cases to increase engagement, may not produce uniformly successful results. Further experimental testing could be valuable to uncover which incentive would be most powerful to deploy in each area to optimally promote engagement.

Extrinsic rewards complementary to other KS incentives

When asked about more structural types of incentives (such as performance assessment criteria and monetary bonuses), respondents indicated that **extrinsic rewards could also promote engagement**. However, the responses are less clear and less consistent than the results for intrinsic rewards, suggesting that extrinsic rewards might be better suited to a complementary role to bolster intrinsic incentives. For example, respondents overwhelmingly agreed (over 90%) that includes joint missions [KDB2] in performance assessment criteria could promote engagement, but they were divided (less than 45% agreed) on whether monetary bonuses would promote engagement in that same behavior.

Intrinsic incentives more powerful than extrinsic ones

Experimental research has demonstrated that the presence of a monetary incentive can crowd out a social norm (Sandel 2013). Accordingly, **extrinsic incentives need to be deployed carefully** to ensure that they do not *displace* (and therefore neutralize) intrinsic motivations. The survey results reported here suggest that—in the case of joint missions [KDB2]—the **intrinsic motivation from a sense of accomplishment is much more powerful than the extrinsic motivation of a monetary bonus**. If the existence of a monetary bonus inhibits WB staff members from feeling a sense of accomplishment in joint missions, the introduction of this extrinsic incentive could actually *decrease* engagement in the desired behavior. Reemphasizing the call above, well-designed **experimental testing would be very important** to ensure that behaviors are promoted through the optimal *mix* of incentives, because there is reason to believe that individual incentives might have interactive rather than summative effects.

THEORETICAL BACKGROUND—UNCOVERING THE FRAMEWORK

Defining the Behavioral Drivers and Incentives

Driver: Linking knowledge sharing to self-development

Incentives:

- Desire for confidence
- Desire for accomplishment
- Desire for personal recognition/visibility
- Desire for status
- Desire for individual-group value alignment

Driver: Making knowledge sharing more social

Incentives:

- Desire for inclusion
- Desire for social support
- Desire to follow formal norms
- Desire for participation in management
- Desire for consistency with beliefs and actions

Driver: Making knowledge sharing easier

Incentives:

- Ease of remembering information
- Ease of identifying information
- Ease of processing information



3. Theoretical Background— Uncovering the Framework

Defining the Behavioral Drivers and Incentives

This section defines the drivers of behavior and each individual incentive with supporting examples from the WB context. The individual incentives included in the framework were selected through using a variety of the following inputs: including case studies of external best practices, a comprehensive literature review, behavior change frameworks and qualitative interviews with WB staff (Figure 7).



FIGURE 7: The incentives selected for the incentives framework were determined from a Mastermaster list of 225 incentives.

Driver: Linking knowledge sharing to self-development

The desire to develop oneself relates to realizing one’s potential and is sometimes referred to as “self-actualization.” Individuals have many ambitions for what they would like to see come to life in the world, and many skills to offer to bring those ideas to life. Two important dimensions to one’s potential are: the vision that one has *for the world* around oneself, and the vision that one has *for oneself* as the architect and builder of that desired world. Self-actualization relates to both of these dimensions. People wish to see their vision for the world realized, and they wish to participate in that realization by making it their own and seeing themselves reflected in what they build. The desire for self-actualization is a powerful driver of behavior because it taps into a deep-seated sense of personal identity. This driver, which is stable over time, can be used to promote change that will be sustained in the long term.

Incentive: Desire for confidence

Definition: Individuals wish to feel empowered and to believe that they can have an impact on the world around them and make a difference. Beyond this, they also seek a sense of control in how they can make the difference that they desire. This combination of both potential and control feed into a sense of confidence, which is the feeling that one’s action will lead to the results that one seeks to bring about. This sense of confidence is a critical component in overcoming doubt, which can be an obstacle to one’s actions.

WB context: As a global leader in world development, the Bank and its staff must have confidence in the work they do. Confidence in their work (as well as in the Bank’s work in the world) means that staff will be able to share their viewpoints and their knowledge, communicating more effectively with their peers.

Example interventions applied to knowledge sharing: Individuals have more confidence when they are in an environment where they feel safe sharing their ideas and opinions. In the context of knowledge sharing, safe spaces are enabling environments where individuals seek out knowledge from others and share their own knowledge. A critical aspect of these safe spaces—which can be physical environments or online communities—is that they are overtly nonjudgmental, allowing Bank employees to openly discuss the *gaps or limitations* in their knowledge.

This open discussion of gaps or limitations is crucial. For those who are seeking knowledge, these gaps or limitations are an articulation of their needs. For those who are sharing knowledge, these gaps or limitations are an articulation of the extent to which their contributions can respond to those needs—and the extent to which they may require additional knowledge in order to be adequately addressed. If an employee recognizes a desire to increase their knowledge, there must be opportunities for employees to safely explore an avenue to do so. Safe spaces allow for knowledge to be explored and exchanged without threatening confidence (see intervention examples in Appendix I).

Incentive: Desire for accomplishment

Definition: In addition to having confidence that one’s actions will lead to the outcomes one desired, individuals seek a sense of accomplishment. They want to feel that they can do something, and they want to actually deliver that something. Confidence can also be bolstered by accomplishment, because such achievements demonstrate to someone what one they are capable of, and thereby increases the confidence that one they can accomplish more again in the future. An incentive can drive behavioral change by tapping into the individual’s desire for a sense of accomplishment: the feeling that they have achieved objectives that they set for themselves.

WB context: It is a common assumption in an institutional setting that offers opportunities for upward mobility as a reward for strong performance, that a culture may become embedded where external motivations become the overriding drivers of activity, drowning out internal motivators. However, this assumption proves to be too simplistic. In the survey, 82% of respondents stated that they think other WB staff would be more likely to engage in the target behavior if it were tied to *intrinsic* rewards, such as a sense of accomplishment, which can act as a significant incentive to drive behavior among staff.

Example interventions applied to knowledge sharing: In institutional settings with a wide range of experience levels among staff, a sense of accomplishment can be instilled by senior staff members acknowledging more junior staff for their contributions to a key outcome. Specifically in the context of knowledge sharing, individual desire for accomplishment can be leveraged by prompting staff members to send "short relevant punchy" (SRP) pieces directly to their Director (with the staff member in CC), pointing out *the work* that was done, *the qualities* that made this work noteworthy, and the outcomes that it helped to achieve (i.e., *the impact*), along with the name of the staff member who accomplished this task. Seeing the impact of their knowledge-sharing activities clearly articulated, along with the qualities that made their work so impactful, will help to solidify the sense of accomplishment in the employee's mind, especially because this articulation comes with the endorsement of a more seasoned and experienced colleague whom they respect. That the e-mail was sent to an even more senior colleague will also resonate with desires for personal recognition/visibility, which is the next incentive (see intervention examples in Appendix I).

Incentive: Desire for personal recognition/visibility

Definition: As noted above, self-actualization includes both the realization of one's vision for the world as well as one's active involvement in realizing that vision. In addition to these, an employee wants to be recognized for his/her contribution to these changes. Individuals want to see *themselves* reflected in the world around them, and they also want *other people* to see them reflected in their work. An incentive can drive behavioral change by tapping into the individual's desire for personal visibility: the feeling of being recognized in one's work by others, as one recognizes oneself.

WB context: In the context of knowledge, behaviors relating to sharing knowledge are closely linked to the visibility an individual receives for engaging in knowledge sharing. This notion was confirmed in a survey delivered to WB staff in the context of knowledge sharing, where 80% of respondents agreed that other WB staff would be more likely to engage in the behavior if the output would be more visible (i.e., seen and recognized by a larger number of colleagues).

Example interventions applied to knowledge sharing: In the context of knowledge sharing, one potential intervention to leverage the desire for personal recognition/visibility is to provide senior staff with mechanisms for providing public recognition/praise to staff members for engaging in a specific knowledge-sharing behavior. The recognition could be delivered through a quote or comment on an employee profile, or another public forum. This intervention reinforces the notion that simple acts of recognition play an important role in validating desirable behaviors.

This intervention can also be combined with the previous interventions. If more senior staff members are notifying Global Directors about exemplary knowledge sharing activities, the notifications could be aggregated in a publicly visible forum. In brief, the notification e-mails that tap into the desire for accomplishment could constitute the primary feeder into a system that taps into the desire for recognition and visibility (see intervention examples in Appendix I).

Incentive: Desire for status

Definition: Individuals seek visibility, the recognition of others onto themselves in their work. At a broader level, someone may also hope that their collection of work reflects back on them. Someone may wish to be seen as the person who contributed to an individual achievement, as well as someone who achieved in a greater sense and above any specific piece of work. This is status: the presumption of one's competence by others, and the recognition and respect that comes with it. Status is often encoded in a symbol, such as a title, a certificate, or a medal. An incentive can drive behavioral change by tapping into the individual's desire for status: the feeling of being recognized and respected as someone who is competent.

WB context: Status in an institutional environment relates to one's own sense of identity. In a survey on the topic of knowledge sharing delivered to WB staff, 83% of respondents agreed that knowledge sharing benefits them personally. This finding suggests that WB staff acknowledge the importance of sharing knowledge to gain and maintain a sense of status in their work environment.

Example interventions applied to knowledge sharing: An intervention to confer a sense of status on individuals in a working environment provides public recognition for knowledge-sharing activities. An implementation of conferring status could involve a "Knowledge Sharer Badge" displayed on the User Profiles of Staff once they engage in a set number/specific knowledge-sharing activities. Activities can be peer-recognized such as being acknowledged by another staff member (once again tying into SRP accomplishment e-mails), or system-recognized, as the badge can be awarded automatically when an activity takes place. By tying rewards (badges) to key knowledge-sharing behaviors, individuals gain status when they engage in target behaviors that the Bank wishes to promote among its employees (see intervention examples in Appendix I).

Incentive: Desire for individual-group value alignment

Definition: The desires for visibility and status highlight a critical social aspect to self-actualization: what one wishes to bring about in the world is as much for one's self as for others. The desire for individual-group value alignment is, therefore, crucial—that is, when someone wants collective values to be aligned with the values of those around him/her, as this alignment is an essential element for recognition and status. One wants to be recognized for having contributed to successful projects, and for being generally competent in contributing to overall success—but these must also involve work that is equally appreciated by others. An incentive can drive behavioral change by tapping into the individual's desire for their values to be aligned with the values of those around them: the feeling that one agrees with one's peers about such shared priorities.

WB context: Successful cross-sectoral and collaborative projects rely on team dynamics where individuals feel as though their values align with those of the group. In a survey completed by WB staff on the topic of knowledge sharing, 85% of respondents agreed that they believe their peer WB staff members would be more likely to engage in sharing knowledge if others around them were also engaging. This finding suggests that individuals are empowered when their actions, and the underlying values of those actions, align with those in the group.

Example interventions applied to knowledge sharing: Knowledge sharing is a process by which the knowledge an individual has acquired is shared and exchanged with their peers. This process is facilitated by the alignment of individual values with those of the group. An intervention to leverage this incentive in the WB setting is to publicly acknowledge the *units* whose members engaged in key knowledge-sharing behaviors. Whereas the previous interventions focused on the individual staff members, also highlighting success at the group level demonstrates their collective achievements—and thereby the

value alignment between the groups and the individuals who make up the groups, and converge on knowledge sharing. When the unit as a whole is recognized, in addition to the individual members, it both highlights alignment of group values among members and encourages further alignment. A potential avenue of recognition could be delivered through a friendly ranking system based on specific knowledge-sharing behaviors that would be awarded monthly or quarterly (see intervention examples in Appendix I).

Driver: Making knowledge sharing more social

One's social activities are driven by the desire for "psychosocial belonging:" the sensation of feeling connected to or participating in something larger than ourselves. Like self-actualization, psychosocial belonging is strongly connected to a sense of identity. The difference is that whereas self-actualization refers primarily to the drive to define one's identity through one's *work*, psychosocial belonging refers primarily to the drive to define one's identity through one's *community*. Self-actualization and psychosocial belonging come together where work and community overlap.

Several features characterize the types of relationships with one's community members that support a sense of belonging. The relationships must be based on concern for the well-being of other community members, stable, and reciprocal, and the contact must be sufficiently frequent. The individuals within the group must also hold a shared perception about their group interactions; for instance, the actions must be both fair and *seen to be* fair, by everyone involved. The desire for knowledge sharing to be more social and psychosocially belonging is a powerful driver of behavior because it taps into a deep-seated sense of personal identity, which is quite stable over time. This driver can be used to promote change that will be sustained in the long term.

Incentive: Desire for inclusion

Definition: A core ingredient for psychosocial belonging is group membership. Individuals seek to be included as members of a collective group and to sustain their membership. It is their inclusion in the group that forms an important part of their identity as individuals. An incentive can drive behavioral change by tapping into an individual's desire to be a member of the group: the feeling that they are part of something greater than themselves.

Example interventions applied to knowledge sharing: Managers and senior staff play key roles in fostering an inclusive environment. Knowledge-sharing behaviors take place in environments where individuals feel that these behaviors are standard practice, especially among the leaders of the group. An intervention to leverage the desire for inclusion involves senior staff publicly and visibly engaging in knowledge-sharing activities themselves. Senior staff could attend trainings that are not directly related to their role, as a way to

round out their skill sets. Participating in these trainings amongst less-senior members could demonstrate to the wider body of staff the value of KS, as could testimonials or synopses of learning (delivered at departmental meetings or via e-mail). By setting an example, senior staff demonstrates that KS activities are valuable enough to warrant the attention of the entire organization and everyone in it, regardless of their role or seniority (see full intervention examples in Appendix II).

Incentive: Desire for social support

Definition: Group membership provides the sense that one is participating in something that exceeds oneself. The effects of this group membership are that members act in the service of the group’s collective goals and that the group acts in the service of the goals of each member. In brief, the group provides an important source of support for its members; this support can include both practical and emotional elements. An incentive can drive behavioral change by tapping into an individual’s desire to receive that support: the feeling they are supported by the people around them and the group in which they participate.

WB context: Core values of the World Bank include empowering others and respecting differences, which form the basis of strong social support networks. As an organization that relies on effective and open teams, social support is a conduit for facilitating positive and lasting relationships. In a survey delivered to WB staff on the topic of knowledge sharing, 87% of respondents agreed that those who had a positive and useful knowledge-transfer experience in the past are more likely to engage in a target behavior. This suggests that receiving social support for a behavior creates a sense of validation and makes similar future activities more likely.

Example interventions applied to knowledge sharing: Within the Bank context, resources or mentorship programs specifically focusing on knowledge-sharing activities (such as handover package creation) could be provided. Such an intervention would give staff members—especially the more junior staff members—an opportunity to form positive connections with colleagues at the Bank, connections that can act as social support mechanisms when employees have questions about how to share knowledge. The positive association of social support with knowledge sharing will catalyze a favorable attitude among staff members toward KS activities (see intervention examples in Appendix I).

Incentive: Desire to follow formal norms

Definition: Group membership comes with certain structures that govern it, usually including both formal and informal norms. Accordingly, one’s desire to sustain membership in a group will express itself practically as a desire to follow the norms of the group, especially the more formalized and explicit norms.

One They will also feel a sense of desire to be seen following the norms of the group; that is, members must demonstrate to themselves and to one another that they are following the norms, as these behaviors are key markers of group membership. An incentive can drive behavioral change by tapping into an individual's desire to follow the formal norms of their group and to be acknowledged as such: the feeling that they are enacting the group's governing paradigm, thereby demonstrating their membership in and support of the group.

WB context: Institutions such as the World Bank are governed by formal norms that allow the behavior of its employees to be, to an extent, orderly and predictable. These formal norms ensure that there is continuity in the organization over time despite the reality of incoming and outgoing personnel. Additionally, formal norms in the World Bank create structures for staff to seek guidance in and familiarity with each other throughout their term—even if they change roles in the organization.

Example interventions applied to knowledge sharing: Each staff member in the WB has pre-established activities they must complete to fulfill the expectations of their role. Creating formal norms around desirable behaviors are a strong force for those behaviors to be prioritized and exercised by staff. In the context of knowledge sharing, the incentive of desire to follow formal norms can be leveraged by making available a 'Knowledge Sharing Chargeback Code' as a formal process for engaging in activities such as creating handover packages (see full intervention examples in Appendix II).

Incentive: Desire for participation in management

Definition: As noted above, there are important overlaps between self-actualization and psychosocial belonging; the desire to participate in management is one juncture where this overlap is apparent. One desires to follow the norms that govern the behavior of group members (as this membership is a contributing component to one's identity), and one also desires to shape the norms that govern the behavior of group members (as a site of one's work, and thus a representation of oneself in what is accomplished). The opportunity to participate in shaping those norms is also a reflection of status and personal visibility. An incentive can drive behavioral change by tapping into an individual's desire to participate in managing the group of which they are a member: the feeling that one they have an active role to play in defining the group in which one they participate, and through which one that individual defines one's their own identity.

Example interventions applied to knowledge sharing: Leveraging the desire for participation in management activities is a powerful force for encouraging a range of behaviors. In the context of knowledge sharing, providing an opportunity for former and new management to connect and discuss their portfolios creates an enabling environment for former staff to go on a

joint mission with succeeding staff. This intervention would empower managers to play an active role in managing relationships between individuals, and potentially among projects (see intervention examples in Appendix I).

Incentive: Desire for consistency with beliefs and actions

Definition: While psychosocial belonging—the sense of membership in a group—is an important contributor to one’s sense of identity, it is not the only feature that defines someone’s identity. In fact, someone’s identity is defined by multiple overlapping and competing facets of their lives. In this context, a key element is the *consistency* that can be found between these competing elements. A mismatch within one’s set of beliefs and actions creates cognitive dissonance, which is a feeling of discomfort that emerges when one notices internal disagreements within what one believes and how one acts. Individuals seek to avoid cognitive dissonance and are drawn to novel beliefs and actions that are consistent with their existing beliefs and actions, therefore avoiding anything that forces them to confront internal inconsistencies. An incentive can drive behavioral change by tapping into an individual’s desire for consistency with existing beliefs and actions: the feeling that the new behavior being adopted fits seamlessly with one’s existing mental model and way of operating in that world.

WB context: In the World Bank setting, diversity and difference among staff members the greatest strengths of the organization. However, from an individual perspective, maintaining consistency with one’s own beliefs and actions increases one’s sense of self-identity. For example, in a survey delivered to WB staff, 89% of respondents agreed that sharing knowledge about a project is important to other WB staff because when they have worked on the project from the beginning they want to see it succeed, even if they are moving on to another role. This finding suggests that individuals are incentivized toward certain behaviors in an effort to maintain a commitment with their prior commitments and actions.

Example interventions applied to knowledge sharing:

Precommitment devices are voluntary tools that allow individuals to solidify their obligation toward a particular action in the future. These tools have proven successful at increasing the likelihood of an individual following through on their promises.

Precommitment devices have utility in organization settings—an intervention applied to knowledge sharing would involve creating a precommitment mechanism whereby an old TTL commits to a joint mission with the next TTL before they start their new position (see intervention examples in Appendix I).

Driver: Making knowledge sharing easier

Cognitive load can be used to refer to either the resources that an individual has available to them or the demands that a given cognitive task will require in order to be executed. Biases and heuristics are often described as cognitive strategies (developed through generations of evolution) that allow us to achieve an approximately correct solution while demanding a substantially smaller cognitive load than would be required to reach the exact correct solution. A fully rational agent would gather all the available information, process it exhaustively, and determine the optimal outcome. However, as humans are semi-rational agents that seek to balance the quality of the outcome with the cognitive resources required to reach that outcome, one departs from that idealized rational model in several ways. The tendency to reduce cognitive load (and thus make knowledge sharing easier) is therefore a powerful driver of behavior; because it taps into a core feature of one's cognitive system, this driver can be used to promote change that will be sustained in the long term.

Incentive: Ease of remembering information

Definition: The first way in which humans seek to reduce cognitive load is by prioritizing information that is easy to retrieve from memory. Information that is hard to remember may not be considered in making a decision or may receive limited consideration relative to information that is retrieved easily. An incentive can drive behavioral change by tapping into an individual's tendency to prioritize information that is easy to remember: the sense that when they need to choose a course of action, the relevant information is at their fingertips.

WB context: Professional work at the WB requires engaging in complex projects involving many individuals. The scale and scope of this work environment creates significant noise in the decision-making environment. In these noisy environments individuals are inclined toward using information that is easiest to recall, as this reduces the total cognitive load. Recalling information is particularly relevant to knowledge sharing because individuals must remember information from past projects and interactions, and pass that information on to their successors. The easier it is to recall information, the greater the incentive to pass it forward.

Example interventions applied to knowledge sharing: As previously noted, the ease of recalling and retrieving information has implications for how likely that information will be used. An intervention that improves the ease of remembering information involves enhancing access to easily shareable and

highly practical content. By creating a repository of shareable articles that are relevant to one's work context, there is an increased likelihood that the content will be distributed and circulated among World Bank colleagues (see intervention examples in Appendix I).

Incentive: Ease of identifying information

Definition: The second way in which humans seek to reduce cognitive load is by prioritizing information that is easy to pick out of their surrounding environment. Information that is visually striking, for instance, will be very salient and occupies an important place in one's decision making. By contrast, information that blends in with its background will play a much smaller role in decision making, even if the information itself is very important. An incentive can drive behavioral change by tapping into an individual's tendency to prioritize information that is easily identified: the feeling that individuals need to make a decision and the information that jumps out from their surroundings.

WB context: Because of working in a large institution, WB staff encounter a significant amount of knowledge and information to filter on a daily basis. With many competing demands for their attention and time, it is rational for staff to seek out easily identifiable information that meets their needs. In a survey delivered to WB staff in the context of knowledge sharing, 73% of respondents agreed that while sharing knowledge is important, prioritizing other tasks is also important, given the limited amount of time and budgets available to dedicate to their own projects. This finding suggests that any effort to encourage specific behaviors will need to account for the effort required of completing the original activity.

Example interventions applied to knowledge sharing: The saliency of information has implications for how easily it is identified. In the context of knowledge sharing, which requires identifying information from various sources, the ease of identifying information can be enhanced through an intervention of sending out automatic 'nudge' e-mails that encourage staff to engage in knowledge-sharing activities. By making relevant information in an individual's immediate environment highly visible, the key message and takeaways become easier to identify (see intervention examples in Appendix I).

Incentive: Ease of processing information

Definition: The third way in which humans seek to reduce cognitive load is by prioritizing information that is easy to process and work with. If a process is defined for treating different information types, the information type that doesn't fit into any boxes defined by that process is the information least likely to influence the outcome—not because it is the least relevant, but because it is unclear to individuals what they should do with it.

Between *applying* a process to the available information and *defining* a process to handle the available information, the latter is much more work and will often be avoided in order to reduce cognitive load. As a result, information that is difficult to process is likely to be overlooked, no matter its relevance. An incentive can drive behavioral change by tapping into an individual's tendency to prioritize information that is easy to process (and to prefer simpler processes over more complex ones): the sense that there are no open questions about how the information available ought to be considered and weighed.

WB context: With inputs of information coming from many different sources in the World Bank context, there is a significant cognitive load imparted to employees to process a large quantity of information. This is particularly true when employees are working on complex projects with many stakeholders involved. Increasing the salience of the key facts and information relevant to one's work increases the likelihood that this information will be accounted for.

Example interventions applied to knowledge sharing: An intervention that would improve the ease of processing information would involve senior staff highlighting the characteristics of high-quality work. In the context of knowledge sharing, when individuals are faced with a task such as creating a handover package, providing simplified information on how to complete the process successfully reduces the cognitive load associated with the task. Ultimately, this intervention increases the salience of the information necessary for staff members to fulfill their responsibilities (see intervention examples in Appendix I).

IMPLEMENTATION THEORY FOR IMPACTFUL BEHAVIORAL INTERVENTIONS

Illustrative Example of the Implementation Theory Applied



4. Implementation Theory for Impactful Behavioral Interventions

Illustrative Example of the Implementation Theory Applied

Norma, a senior staffer at the Bank, has leveraged the behavioral insights from the incentive framework to determine a pathway for behavioral change and is now ready to implement her behavioral interventions. However, she is evidence-driven and doesn't want to rush into the process without a plan. She wants an **approach to test for and measure the impacts of the intervention**. She has limited funds and time to test her interventions using a Randomized Control Trial (RCT), so she needs an alternative methodology to evaluate the outcomes on behavioral change. She references the **Implementation Theory** to develop her evaluation plan. The first step in the evaluation process is revisiting the goal of the intervention itself, which defines the desired behavioral outcome. The second step involves defining the concrete Key Performance Indicators (KPIs). The third step is an iterative assessment to determine if (a) the KPIs are achieved as a result of the intervention, and (b) if there is a long term impact as determined through iterative evaluation. Norma applies this philosophy to the specific context of her interventions.

Norma begins the implementation process with her first intervention. This intervention involves sending out an e-mail to her colleagues, highlighting the valuable insights offered by a report written by a junior team member. First, she revisits the intended behavioral outcome of the intervention—**support the self-actualization** of her peers by promoting the use of the report specifically and the sharing of knowledge in general. The second step is defining the KPIs for the intervention. She determines the key indicators are (1) the number of report downloads and (2) the number of shares. Finally, she determines that she will assess the impact of the intervention by comparing the number of downloads and shares before and after her intervention.

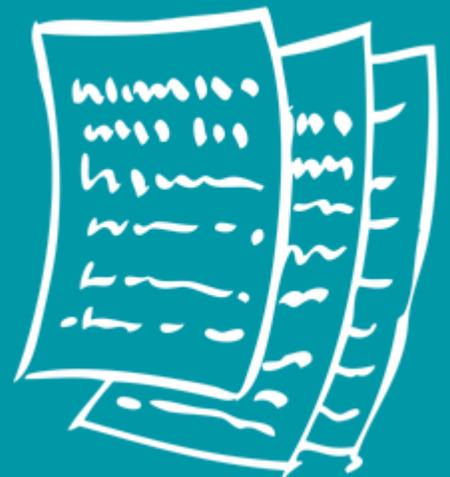
Following her experiment with the first intervention, Norma feels more confident in her ability to implement interventions. Her second intervention involves socializing the report she promoted in the first intervention. She does so by presenting on the topic of the report at a unit meeting. Before the meeting she identifies her goal: promote the use of the report and reinforce the norms around knowledge-sharing activities by **making them more social**. Next, she establishes the KPI of the number of participants in the workshop who downloaded the report and put forward ideas for using it in their own work. Her tool for evaluating this KPI is to provide a short survey to unit members before and after the unit meeting. By using two surveys, she can quantify the impact of socializing the report among her unit members on report usage and attitudes toward knowledge sharing more generally.

After the first two successful interventions, Norma wants to focus on behavioral change relating to knowledge sharing norms at the unit level. Her intervention is intended to **make relevant information easy to use** by summarizing the key information in the report in key bullet points and using a catchy acronym. Before rolling out her intervention, she reminds herself of the goal—increasing use and understanding of the report while setting an example for her fellow unit members on how information can be presented for ease of processing and identifying information. The KPI she determines for achieving this goal is the increased uptake in use of the report following the e-mail to her colleagues that includes the summary and the link to the entry in the knowledge database. She compares this data to the results from her first intervention to determine if there was a significant effect from her additional behavioral intervention work.

Behavioral Interventions are Necessarily Iterative

After implementing and evaluating three behavioral interventions, she becomes aware of the importance of testing and iteration. She learns that the first intervention had a much smaller impact on a small number of her peers using the report. She did not observe a noticeable change in the number of downloads of the report before and after her intervention. In her evaluation process she realizes that there was potential for great buy-in around the report if it were socialized within her unit. This leads Norma to the second intervention, which more successfully gained traction. In fact, many of the unit members participated in the unit meeting and offered ideas for how their work was relevant to the report. Norma realized that certain components report resonated with her peers. With this finding, she develops a third intervention that leverages the information most salient to her unit members. She finds that her prior research allowed her to create the most effective intervention. She observed a significant increase in the number of downloads and shares of the report. Ultimately, the iterative process of explicitly defining goals, and determining measurable KPIs and ongoing assessments, allowed Norma to implement successful interventions.

NEXT STEPS TO MAKE KNOWLEDGE SHARING A REALITY



5. Next Steps to Make Knowledge Sharing a Reality

Knowledge sharing is due for a redesign. A more human-centered approach to promoting positive knowledge-sharing behaviors is required in order to achieve significant and sustainable change—one based on understanding how people are motivated and grounded in validating frameworks for behavior change. The framework which was presented in this report takes a first step in the direction of creating more evidence-based knowledge-sharing incentives. It is based on a deep dive into WB knowledge-sharing attitudes across 300+ staff members and provides actionable next steps that tackle the biggest barriers to knowledge sharing. It is the intention that the insights presented in this report, and the framework for applying the insights, can be applied in real-world knowledge-sharing scenarios. While this framework is a great starting point for thinking about how behavioral science tactics can augment knowledge-sharing behaviors, it is meant as a jumpstart and not a complete solution. For this reason, practitioners hoping to apply the **Incentive Framework Toolkit** should contact jrusinek@worldbank.org in order to discuss possible implementation strategies.

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Appendix I: Intervention Examples

TABLE 1: Overview of intervention examples

Behavioral Driver	Ref.	Intervention Name	Description	Incentive	Implementation Plan			KPIs
					When to use	Delivery channels	Costs	
Making Knowledge Sharing More Social	i	Introducing safe spaces	Leverage desire for inclusion by providing safe spaces where staff can discuss high-impact, but potentially stigmatizing topics.	Desire for inclusion	Whenever team members requests via "time out" or submits a "safe space card"	F2F w/online components for remote staff (i.e., webex)	Staff & facilitator time	# of safe space meetings held
	ii	Gaining precommitments	Leverage desire for consistency with beliefs and actions by using precommitment mechanisms to boost joint mission engagement.	Desire for consistency with beliefs and actions	When handover members are identified, these can be automatically locked in calendars by front office team	Onboarding; job interview; letter of acceptance (LOA) signing	Cost of joint mission; LOA signing	Increased uptake in staff engaging in joint missions Role transition descriptions and contracts include a commitment clause
	iii	Enforcing standardized handover guidance	Leverage desire for immediate feedback by providing self-guiding templates for preparing handover packages.	Desire for social support	When team member is identified as rotating out of a role, prompts (via multiple channels) reminder of this task (also applicable for incoming)	Prompt e-mail; reminder e-mails; pop-up window	Design of template; no recurring cost	# of handover packages
	iv	Senior staff mentoring	Leverage desire for social support and reduce time pressures by providing coaching for handover package creation.	Desire for social support	When junior TTLs are rotating in or out of project lead roles	E-mail; webex; F2F	1–3 days of staff time	# of requests sent to senior staff (could be facilitated by DECKS) # of interactions between senior & junior staff (monitored by DECKS or via webApp)

	v	Introducing knowledge sharing chargeback codes	Leverage desire to follow formal norms for KM activities by making available a “KM Chargeback code” to be used for all handover activities.	Desire to follow formal norms	[If charge code is available] during handover activities, at unit’s discretion	E-mail; intranet	Cost to establish mechanism & distribution of messages; KM activities budget	# of activities charged back
	vi	Enabling joint missions	Leverage desire for participation in management activities by enabling managers to facilitate collaboration between incoming and outgoing staff.	Desire for participation in management	At TTL transition points	Webex; F2F	Overhead time spent facilitating meeting and spending time on meeting	# of management meetings on this topic # of requests to meet on this topic
	vii	Ensuring personal learning opportunities	Leverage desire for inclusion and personal ownership by encouraging senior staff to publicly recognize the value of non-ToR related trainings.	Desire for inclusion	At any opportunity as part of continuous conversations related to and/or separate from project-based interactions.	Departmental meetings & e-mails	Time & cost of training	# of non-TOR related trainings taken and announced # of statements/testimonies about quality/content of non-TOR trainings taken (i.e., brief videos)
Making Knowledge Sharing Easier	viii	Management recognizing outstanding handover packages	Leverage psychological salience of knowledge sharing activities by prompting senior staff to highlight high-quality handover packages.	Ease of processing information	Examples shared within 1 month of a staff member’s role transition by e-mail and/or during training for new roles, reminder e-mail 1 week before the staff transition occurs	Unit e-mails, town hall meetings, newsletters sent by senior staff *all output should be addressed by senior staff members*	Time spent to create exemplary handover packages and to send and share examples	# of senior staff disseminating e-mails, sharing resources at town halls, etc. # of salient examples of good handover packages sent
	ix	Introducing individualized knowledge-sharing scorecards	Leverage psychological salience by making knowledge sharing and consumption visible via updated e-mails.	Ease of processing information	Summary e-mail with statistics sent monthly (td)	E-mail	Design of analytical platform; maintenance; time of staff to post/search	# of citations to particular staff # of automated e-mails sent

	x	Triggering automated reminders	Leverage contextual salience by sending out automatic e-mails that nudge staff to engage in knowledge-sharing behaviors.	Ease of identifying information	Nudge e-mails sent at strategic times (e.g., during role transitions, at concept note stage, etc., this can be automated)	E-mail/pop-up/SMS	Design and maintenance of system, machine learning/AI	# of automated e-mails/SMS sent # of specific knowledge-sharing behaviors nudged staff engages in
	xi	Introducing learning stories	Leverage cognitive ease of retrieval by enhancing shareable and highly practical content.	Ease of remembering information	Examples shared within 1 month of a staff member's role transition by e-mail and/or during training for new roles, reminder e-mail 1 week before the staff transition occurs	E-mail; intranet	Time spent to build repository platform	# of SPR pieces posted # of SPR pieces read/downloaded
Linking Knowledge Sharing to Self-Development	xii	Establishing knowledge-sharing trust fund applications	Leverage desire for visibility and knowledge-sharing norms by establishing a Knowledge Sharing Trust Fund.	Desire for personal recognition/visibility	Project design; project evaluation; new research products published by DECK	Regional workshops, eModules, newsletters, website, joint research missions—any module that fosters knowledge sharing	10–100 k USD p engagement	# of KS engagement applications received # of successful KS engagement applications KS metrics established individually in each KS engagement

	xiii	Supporting social praise	Leverage desire for confidence by enabling senior staff to publicly praise staff that engaged in a knowledge-sharing behavior.	Desire for confidence	Each time when staff engages in specific knowledge-sharing behavior	Departmental meetings & e-mails & internal people profiles	Time to design & implement mechanism	# of senior staff engaging in social recognition activities # of staff recognized by senior staff for engaging in knowledge-sharing behaviors
	xiv	Salary Revenue Increase (SRI) score enhancement	Leverage desire for status by formally rewarding staff through SRI categories for engaging in knowledge-sharing behaviors.	Desire for status	When staff joins new unit and performance objectives are set; during mid-term review meetings; during official performance review meetings	Line management & HRBP (through onboarding & performance evaluation conversations)	Time spent to re-adjust formal performance evaluations standards; time needed to coach management and HR on this new evaluation criteria; monetary cost of potential rewards; time spent to engage in specific knowledge-sharing behavior	# of SRIs successfully marked with bonus points # of top 10 lists circulated within institution # of capacity building sessions provided on top 10 lists (or other specific knowledge-sharing behaviors)
	xv	Senior management role modeling	Leverage desire for status by enabling senior staff to call attention to staff engagement with knowledge-sharing behaviors.	Desire for status	Periodically	Town halls; departmental meetings; team retreats	Time for sen mgmt briefing	# of senior staff championing the behavior

	xvi	Introducing Knowledge Sharer Badge points	Leverage desire for status and recognition for engaging in KM activities by displaying “Knowledge Sharer Badges” on user profiles.	Desire for status	Each time a staff member recognizes another as having completed a valuable knowledge-sharing activity	Integrated on user profiles (Peoples Page); in e-mail signatures;	None	# of KSBs linked to profile # of KSBs awarded to others
	xvii	Establishing activity reminders	Leverage individual desire for status by providing peer recognition and encouragement via e-mails.	Desire for personal recognition/visibility	Each time after someone has shared a good piece	E-mail; CISCO Jabber/ Yammer messages	Minimal; recognition templates designed by DECKS and distributed to senior management assistants (ACS)	# of public recognitions received (staff); # of public recognitions sent (management); # of public recognitions published (unit)
	xviii	Standardizing overall performance evaluation (OPE) indicators	Leverage individual desire for status by formally recognizing joint mission participation within OPEs.	Desire for status	Linked to OPE cycle	OPE conversation	Cost for change of OPE design & capacity building efforts	# of OPEs including "joint mission" checkmark checked
	xix	Publicly ranking knowledge-sharing performances	Leverage desire for individual-group value alignment by publicly ranking and acknowledging the units whose members engage in knowledge-sharing behaviors.	Desire for individual-group value alignment	Monthly or quarterly (tbd)	E-mail; intranet; automatized algorithm	Cost to establish mechanism (algorithm for rankings) & distribution of messages	# of rankings published
	xx	Management endorsing peer recognition	Leverage desire for individual accomplishment by prompting staff to send short, relevant, punchy pieces to senior directors in exchange for recognition and visibility.	Desire for individual-group value alignment	Ongoing	E-mail w attachment/link	Minimal; staff time	# of SRP pieces shared by GD # of SRP pieces submitted to GD by staff

TABLE 2: Complete description of knowledge-sharing interventions

Matrix Ref.	Intervention Name	Description
Making knowledge sharing more social		
i	Introducing safe spaces—Providing safe spaces where staff can discuss high-impact, but potentially stigmatizing topics.	One of the barriers identified is the lack of strong KS norms, which reduces the social space for engaging in those activities. Individuals are naturally more confident when they are in an environment where they can safely share ideas and opinions. A critical aspect of these safe spaces is that they are overtly nonjudgmental, allowing Bank employees to openly discuss the <i>gaps or limitations</i> in their knowledge. Safe spaces allow for knowledge gaps to be explored and knowledge exchanged without threatening confidence, while creating new social norms.
ii	Gaining precommitments—Using precommitment strategies to boost joint mission engagement.	When individuals commit to a specific action at a particular time, this tends to motivate behavior while also reducing procrastination. Commitment also leads to personal ownership and addresses the barrier of the endowment effect whereby individuals feel insufficient ownership over their work. Joint missions occur during a transition period between the old and new staff members. To increase engagement, the outgoing TTL can pre commit to a joint mission with the incoming TTL at an agreed point in time, in conjunction with the PM.
iii	Enforcing standardized handover guidance—Leverage the desire for immediate feedback by providing self-guiding templates for preparing handover packages.	Staff members consistently seek out feedback on their work as a source of information and validation. The desire for immediate feedback can be leveraged by providing staff with self-guiding templates for preparing handover packages at their own timing and discretion. This intervention would be applied each time a staff member is preparing to rotate out of a role. Feedback on the quality of this task simplifies and improves the process—as well as the experience of the supervisor and incoming staff member (as a reduced cognitive load).
iv	Senior staff mentoring—Leverage desire for social support by providing senior coaching during handover transition.	Personal coaching can motivate and guide staff to improve the quality and delivery of their work. Additionally, it can address the barrier of insufficient training for KS activities. An intervention for contextualizing core elements during a handover (often those insights are not captured or capturable) and improving staff capacity could involve the provision of coaching services by more senior bank members to less experienced members, particularly those needing to hand over to others. This intervention would facilitate handover knowledge transfer while allowing more junior staff to connect to senior staff for safe guidance.
v	Introducing knowledge-sharing chargeback codes—By formalizing KS activities	Tasks that do not make up a staff member’s everyday responsibilities (as defined by project work) are likely to become lower priority, especially if there is no charge code. Providing a specific charge code for key knowledge-sharing activities, e.g., such as properly preparing a handover package, can ensure this is done in a timely manner. In turn, this intervention addresses the barrier of insufficient time by creating an explicit time commitment for the activity.
vi	Enabling joint missions—By facilitating collaboration between managers	Participating in management activities creates a sense of pride, which is a strong motivator for behavior. Additionally, it can address the barrier of the endowment effect which occurs when a staff member lacks a sense of ownership over the outcomes of their work. This intervention allows former and new managers to connect and discuss how they can create an enabling environment for outgoing staff to undertake joint missions with incoming staff. Facilitating this connection allows knowledge exchange to be a collaborative process between new and old staff.

vii	Ensuring personal learning opportunities—Facilitating personal learning opportunities with senior staff influence	For individuals to realize work and personal ambitions, they may require insights and guidance from senior staff. Such senior staff members encourage junior staff to deepen their knowledge and strengthen their skills by publicly recognizing the value of non-ToR-related trainings via e-mails, meetings, or other channels. This public recognition by senior staff helps address the barrier of insufficient social norms around KS for junior staff by creating new ones.
Making knowledge sharing easier		
viii	Management recognizing outstanding handover packages—Senior staff highlight high-quality work to prompt knowledge sharing	One of the key barriers to KS is that information is not salient. This is a challenge because individuals are more compelled to retrieve information or seek out new information when it is readily available. This availability reduces the overall cognitive load. The innate desire to reduce cognitive load can be a powerful driver of behavior. An intervention to make information accessible involves senior staff highlighting the key characteristics of high-quality knowledge-sharing activities in catchy and salient ways, such as by using colors, bullet points, and memorable acronyms—a simple but meaningful demonstration of ‘better practice’.
ix	Introducing individualized knowledge-sharing scorecards—Making knowledge sharing and consumption visible via updated e-mails	Receiving feedback on the value of one’s contributions can positively reinforce the efforts that led to that recognition. Simple acts such as individualized e-mails updating staff on the number of times their reports or notes have been downloaded/searched for in a database (if such activities are trackable) can be a salient indicator on how one’s knowledge-sharing initiatives (i.e., sharing content) is tangibly valued by peers.
x	Triggering automated reminders—To nudge staff to engage in knowledge-sharing behaviors	One of the key barriers to KM in the Bank is that the information needed for KS is insufficiently salient to staff. In the context of knowledge sharing, which requires identifying information from various sources, the ease of identifying information can be enhanced through an intervention of sending out automatic ‘nudge’ e-mails that encourage staff to engage in knowledge-sharing activities. By making relevant information in an individual’s immediate environment highly visible, the key message and takeaways become easier to identify.
xi	Introducing learning stories—Enabling easy identification of highly practical content to facilitate KS.	In addition to the cognitive load associated with identifying relevant and meaningful information is the associated task of retrieving information. The easier it is for one to recall and retrieve information, the more likely it is to be used. An intervention to improve the ease of recall and retrieval is enhancing a channel to communicate "short relevant and punchy" development topics across the team or unit. An automated version could send out specific resources to targeted staff on a regular basis.
Linking knowledge sharing to self-development		
xii	Establishing Knowledge-Sharing Trust Fund applications—To leverage desire for visibility and KS norms	Individuals are drawn to activities seen favorably by their peers, although an identified barrier to KS is the lack of social norms. Visibility toward KS behaviors can be enhanced through a ‘Knowledge-Sharing Trust’. Researchers can co-apply with operations counterparts (TTL) to a designated fund for engagements that clearly and visibly foster knowledge sharing across the WB (and beyond with external partner involvement), whereby successful applicants to the fund would receive knowledge-sharing coaching which would focus on making their products applicable to the Bank.

xiii	Supporting social praise—To leverage desire for confidence by encouraging senior staff to publicly praise those engaged in KS behaviors	Managers and senior staff play a key role in fostering an inclusive environment. Knowledge-sharing behaviors are encouraged in environments where individuals feel such behaviors are standard practice, especially among the leaders of the group. When senior staff publicly praise knowledge-sharing activities, they draw attention to specific actions and demonstrate that KS activities exercised by a staff member warrant the attention of the entire organization and everyone in it, regardless of their role or seniority.
xiv	SRI score enhancement—To leverage desire for status by formally rewarding KS behaviors	While intrinsic motivations play a key role in motivating KS behaviors, extrinsic motivations can reinforce the intrinsic ones. This was illustrated by a key barrier to KS—insufficient performance evaluation for KS. The Bank’s pre established SRI categories can serve as a foundation for promoting extrinsic motivations such as status. An intervention leveraging the status could involve formally rewarding staff through SRI categories for engaging in knowledge-sharing behaviors. SRI score enhancement signals to staff that their KS behavior is valued in a material way.
xv	Senior management role modeling—To leverage desire for status by enabling senior staff to call attention to staff engagement with KS behaviors	One key barrier to KS is a perceived lack of prioritization by senior staff. To address this, this intervention involves very senior individuals (e.g., VPs or Global/Regional Directors) discussing specific knowledge-sharing behaviors at retreats or town halls, conveying that these behaviors are an expectation. Additionally, such senior individual can use their platforms to draw attention to new templates, pointers, and materials that will make it easy for their staff to exercise the KS behaviors.
xvi	Introducing Knowledge Sharer Badge points—Leverage desire for status and recognition for engaging in KM activities by displaying “Knowledge Sharing Badges” on user profiles	Small displays of recognition for one’s efforts in the workplace go a long way in reinforcing future behaviors. Therefore, providing public recognition for knowledge-sharing activities confers a sense of status to individuals. This implementation involves a "Knowledge Sharer Badge" displayed on the user profiles of staff once they engage in a set number/specific Knowledge Sharing activities. Activities can be peer-based, for example, being acknowledged by another staff member or system-recognized when an activity takes place online.
xvii	Establishing activity reminders—Leverage individual desire for status by providing peer recognition and encouragement via e-mails.	As previously discussed, insufficient social norms around KS are a key barrier. Recognition and visibility for positive behaviors is not only important for behavioral change at the peer-to-peer level, but this recognition should also be displayed at the unit or departmental level. This intervention involves departmental management sending friendly encouragements across units/departments recognizing staff devoting time to creating, finding, and sharing "relevant short punchy pieces." These e-mails of encouragement can be sent out each time a staff member shares a relevant short punchy piece.
xviii	Standardizing performance evaluation indicators (OPE)—To leverage individual desire for status by formally recognizing joint mission participation within OPE.	Formal norms in the workplace aim to ostensibly introduce orderly and predictable ways of working (behavior). These norms ensure continuity in the organization over time despite the reality of changes in people. One such norm, Overall Performance Evaluations (OPEs) play a key role in communicating the types of behaviors that indicate strong performance. By including a category in OPEs around whether, for example, TTLs participated in planned joint missions as part of project handovers would signal the importance of such activities.

xx	<p>Management endorsing peer recognition—Leverage desire for individual accomplishment by prompting staff to send SRP pieces to senior directors in exchange for recognition and visibility.</p>	<p>In organizations with a wide range of experience and grades, senior staff members’ acknowledgement of junior staff for knowledge contributions can foster a powerful sense of accomplishment. An intervention involves prompting staff members to send SRP pieces directly to their supervisor (PM and above), pointing out <i>the work</i> that was done, <i>the qualities</i> that made this work noteworthy, and the outcomes that it helped to achieve (i.e., <i>the impact</i>), along with the name of the staff member who accomplished this task. If done in an organized manner (e.g., via a monthly submission window), this can be further enhanced with a competitive component.</p>
Beyond the interventions: other potential applications of the framework		
<p>Providing evidence for the value of World Bank initiatives using the framework</p>	<p>The framework provides a theoretical foundation for warranting pilot projects and programs. One such example is the “learning coin”—an existing program in the WB (initiated by the Independent Evaluation Group) involving a rewards system and teaching tool to improve idea exchanges on a range of topics including knowledge sharing. The incentive framework offers a strong foundation to introduce the learning coin and gain traction with this initiative in the Bank context. Additionally, drawing from behavioral economic principles of scarcity, the learning coin ‘bank’ contains a limited number of coins. This scarcity creates a higher value for each learning coin. Therefore, when staff members receive a learning coin, it confers a greater sense of achievement. Previous research on KS in the Bank has illustrated that intrinsic rewards are stronger when tied to extrinsic rewards—this intervention integrates these two motivators.</p>	
<p>Improving punctuality and quality of document filing</p>	<p>Staff have expressed interest in conducting behavioral diagnostics to address a variety of operational challenges. An intervention example could involve “nudging” IFC operations staff to fill out their required documents in a timely fashion. A potential entry point would involve sending out automated nudges to staff reminding them of their submission deadlines with a highlighted example of how their work should be completed.</p>	

Appendix II: Incentive Framework Wheel



FIGURE 8: Incentive Framework for knowledge sharing—The framework is composed of 3 Drivers of Change, as well as associated incentives that can be used as behavior change tools. For full explanation of the drivers and the incentives, the readers may refer to the full report (available upon request).

Appendix III: Stock-taking—Current Incentives across the WB

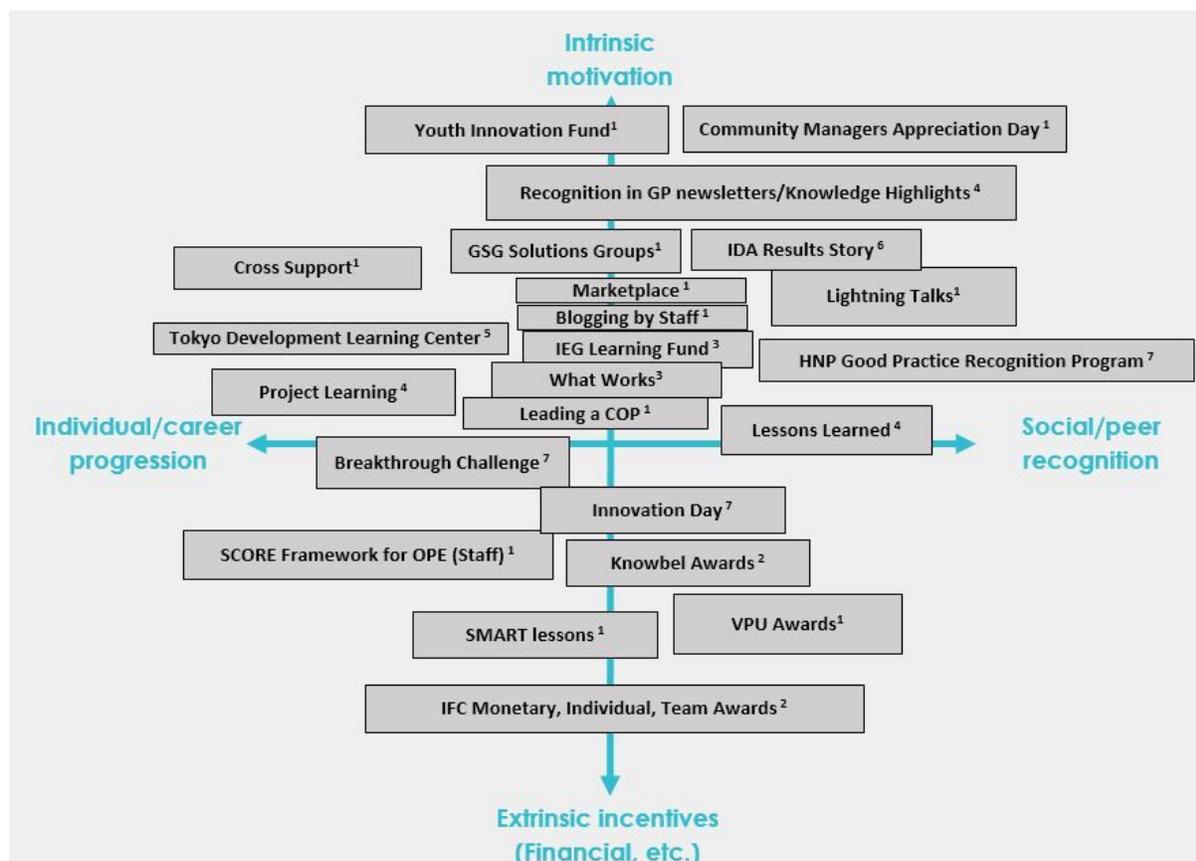


FIGURE 9: Example incentives existing at the WB

TABLE 3: Overview of existing incentives at the WB

Level	Type	Driving Theme	Initiated by	Target Audience	Incentive
Corporate-wide	Marketplace	Data Fair	Development Data Council (DEC-Poverty GP)	Development data scientists	Seek opportunity to collaborate
Corporate-wide	Lightening Talk	Data Day	Development Data Council (DEC-Poverty GP)	All poverty staff	Speaker’s self-promo and project promo
Corporate-wide	Competition	Youth Innovation Fund	President’s Office	Staff and consultants below 35 yrs	Work on Bank project; cross support; project funding
Corporate-wide		Community Managers Appreciation Day			
Corporate-wide		Marketplace			
Corporate-wide		Lightning Talk			
Corporate-wide	Experience	Cross Support		All staff & consultants	Experience in area of interest
Corporate-wide	Experience	GSG Solutions Groups		All staff & consultants	Peer & management recognition
Corporate-wide	Story	Blogging by Staff	ECR	All WB staff/consultants/external	Peer & management recognition
Corporate-wide	Learning Exchange	Leading a COP		All WB staff & consultants	Peer & management recognition
Corporate-wide	OPE	SCORE Framework for OPE	IFC	All WBG staff	Career progression
Corporate-wide	Story	SMART Lessons		All WBG staff	Monetary reward; peer & management recognition
Corporate-wide	Learning Exchange	DIME Analytics	DEC	All operations/M&E staff	Career progression
GP	Story	Recognition in GP Newsletters		All GP staff	Peer recognition
GP	Learning Exchange	Tokyo Development Learning Center	GPSURR	GP staff & external	Peer recognition; management recognition
GP	Story	Blogging by GP thought leaders	Poverty GP Sr. Director	GH level staff	Cultivate in H level career duty
GP	Competition	Breakthrough Challenge Initiative	Poverty GP Sr. Director	Poverty GP TTLs	Extra funding ²

Level	Type	Driving Theme	Initiated by	Target Audience	Incentive
GP	Story	Lessons Learned		GP staff & consultants	Peer & management recognition
GP	Award	HNP Good Practice Recognition Program	HNP GP	GP staff & consultants	Award; Management recognition (knowledge creation one of four categories)
GP	Learning Exchange	Citywide Inclusive Sanitation	Water GP	GP staff & consultants/external	Peer & external recognition
GP	Learning Exchange	Disaster Risk Finance COP	FCI GP	GP staff & consultants/external	Peer & external recognition
GP	Competition	Innovation Day	Poverty GP Sr. Director	All poverty staff	Prize (project funding), recognition from GP management
GP	Learning Exchange	Easter Partnership Transport Panel Community	Transport GP	GP staff/consultants/external	Peer & external recognition
GP	Learning Exchange	Transit-oriented Development Community of	Transport GP	GP staff/consultants/external	Peer & external recognition
GP	Learning Exchange	Urbanscapes	GPSURR	GP staff/consultants/external	Peer & external recognition
EFI cluster	Story	IDA Results Stories	EFI VP	EFI TTLs	Recognition from EFI management
EFI cluster	Competition	VPU Award	EFI VP	EFI TTLs	Prize (monetary), recognition from EFI management (ceremony)
IEG & GP	Competition	IEG Learning Fund	IEG	IEG & GP staff/consultants	Funding; peer recognition; client recognition
IEG	Story	What works	IEG	IEG staff & consultants	Peer recognition; management recognition
IFC	Award	Knowbel Awards	IFC	All IFC staff	Monetary reward; peer & management recognition
IFC	Award	IFC Team & Individual Awards	IFC	All IFC staff	Monetary reward; peer & management recognition
HR	Learning Exchange	HR Analytics COP	HR	All HR staff	Peer & management recognition ³

Appendix IV: Process and Methodology Employed

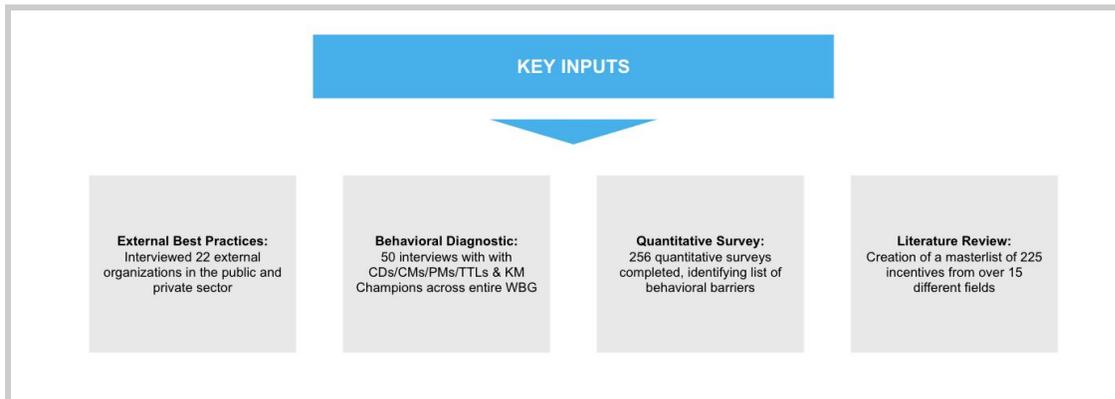


FIGURE 10: Overview of research inputs.

1. External Best Practices: Interviewed 22 external organizations in the public and private sector, which led to a list of 40+ incentives.

Large organizations incentivize knowledge sharing in distinct ways whereby 40 of the most common Knowledge Sharing Incentives were summed up and categorized by 9 dimensions:

1. Top Down Knowledge Sharing Incentives
2. External Exposure (event participation/publications, etc.)
3. Work Environment Design
4. Official Career Progression
5. Social/Peer Recognition
6. Internal Exposure through formal recognition
7. Technology Enhanced Incentives
8. Direct Rewards
9. Intrinsic Motivation

The external research on incentives was supplemented by a literature review of previous WB work on knowledge sharing, which led to the creation of a comprehensive list of knowledge sharing incentives.

2. Behavioral Diagnostic: Fifty interviews were conducted with CDs/CMs/PMs/TTLs and Knowledge Champions across the entire WB. The purpose was to gain insights into the various drivers and barriers of behavior to create the quantitative survey.

3. Quantitative Survey: The purpose of this survey was to understand the relative significance of the key drivers and barriers of behaviors to knowledge-sharing behaviors in the WB context. Part 1 of the survey involved a series of questions related to general drivers and barriers to knowledge sharing at the Bank. Part 2 focused on five key desired behaviors (KDBs). Some of the selected KDBs are related to operational requirements of WB staff, such as completing handover packages. Other KDBs are related to non-operational behaviors, such as signing up for training unrelated to ToR. The survey collected data on both the structural and psychological components of drivers and barriers which had not been identified in the earlier data collection stages of the project.

4. Literature Review: The literature review was focused on creating a master list of over 225 incentives that exist in different industries, to find complementarity with knowledge-sharing initiatives.

Appendix V: Survey Data Collection Methodology

The primary research design was a quantitative survey sent by e-mail to 753 WB employees. The response rate was 34%. Employees were requested to voluntarily participate in the survey. There were two versions of the survey provided for each of the five KDBs, resulting in a total of 10 variations of the survey. Links to the 10 variations of the survey were randomly sent out to the WB staff e-mail addresses.

Each of the two versions of the survey contained a different scope. Version 1 was a “Rating” survey which asked respondents to rank how much they agree with a series of statements about behaviors and drivers within the KDBs. The ranking was measured by a Likert Scale (1 = ‘Strongly Disagree’ to 7 = ‘Strongly Agree’). Version 2 was a “Listing” survey which included the same questions and scale as the rating version but contained an additional open-ended component. The open-ended response option allowed respondents to identify drivers and barriers involving both structural (e.g., tech systems) or psychological (e.g., desire to collaborate) realities that make a particular behavior more or less likely to occur.

Information from World Bank employees on key desired behaviors that cover both barriers and drivers was collected. The five KDBs included:

1. Handover packages
2. Joint missions
3. Top 10 issues to tackle
4. Sharing short relevant punchy pieces
5. Proactive sign-ups for trainings unrelated to ToR

TABLE 4: Survey responses

Type	Number of Surveys
Staff surveys	256 (34% response rate)
Topics	
KDB1: Handover package— <i>Staff creates an adequate handover package</i>	41
KDB2: Joint mission— <i>Outgoing TTL goes on joint mission with incoming TTL</i>	44
KDB3: Top 10 issues to tackle— <i>Staff creates a list of Top 10 issues to tackle during a handover</i>	64
KDB4: Sharing relevant short posts— <i>Staff shares short relevant punchy pieces</i>	54
KDB5: Proactive sign-ups for trainings— <i>Staff engages in training unrelated to their ToR</i>	52

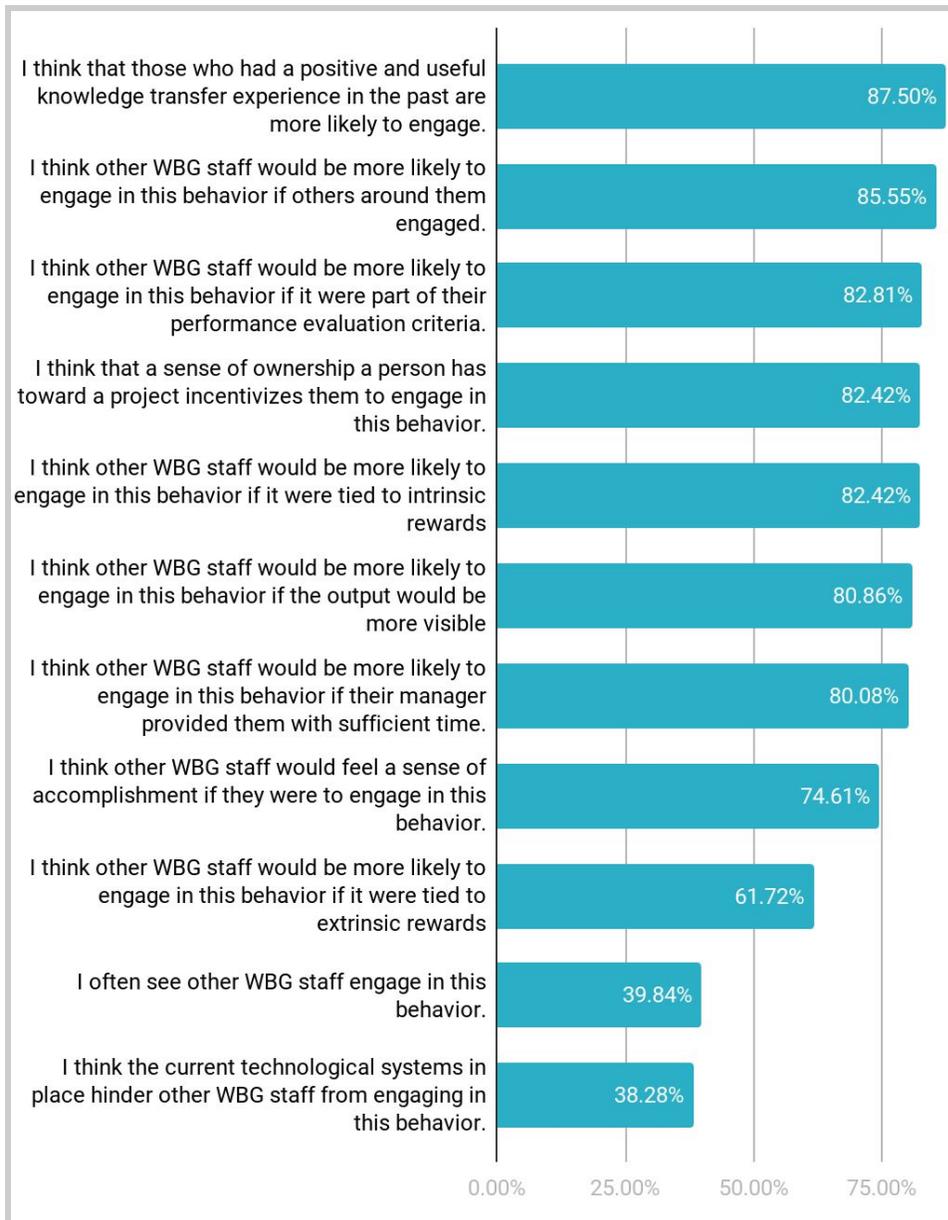
Codification of Drivers and Barriers within KDBs

The identified Drivers and Barriers were codified according to Behavior Change Frameworks which identify them as: opportunistic (Physical or Social), motivational (Reflective or Automatic) or related to capability (Psychological or Physical (Capability)). In the following results sections the drivers and barriers are codified following the same color scheme (Table 5).

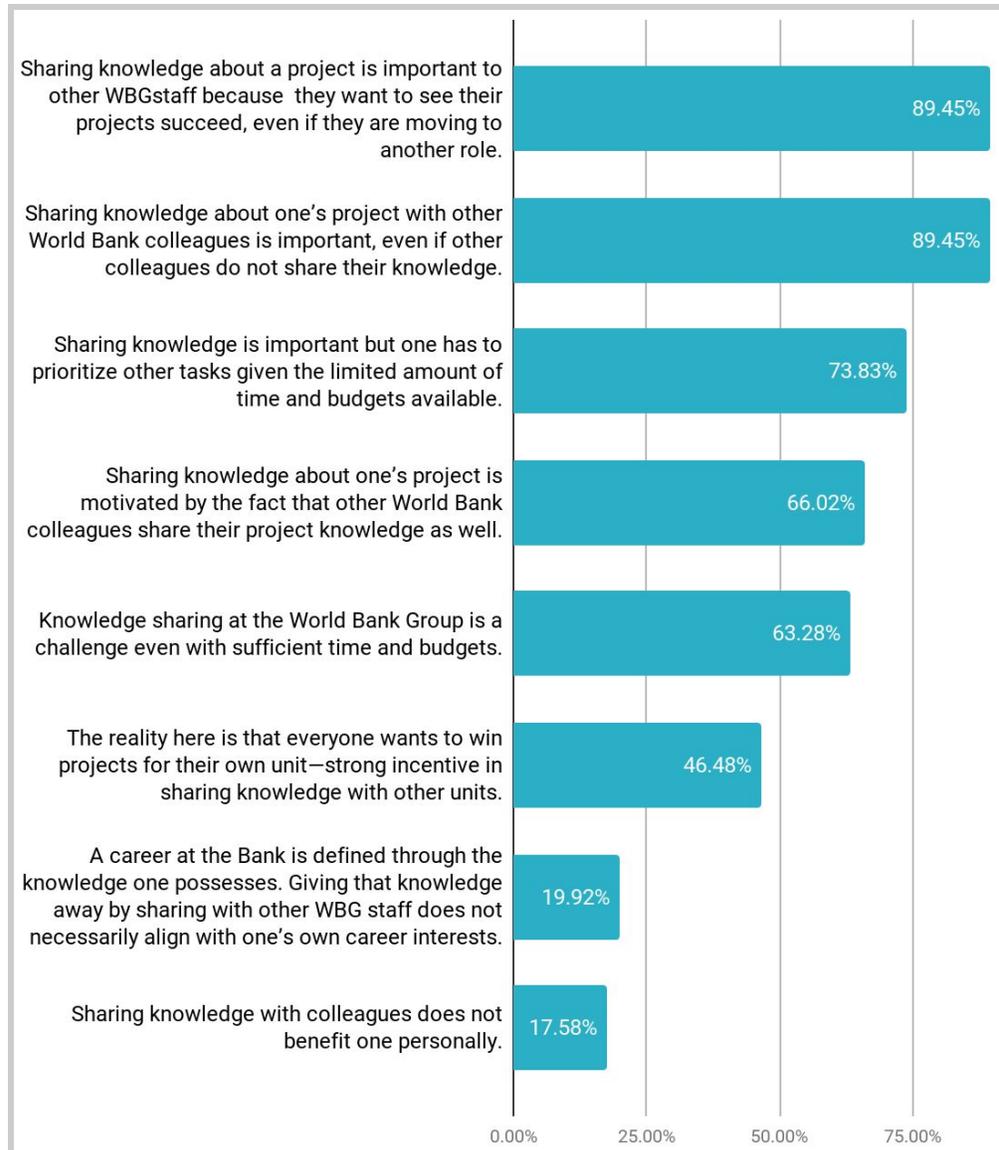
TABLE 5: Coding guide for behavioral change framework classifications

Opportunity	Motivation	Capability
Physical	Reflective	Psychological
Social	Automatic	Physical (capability)

Key Findings



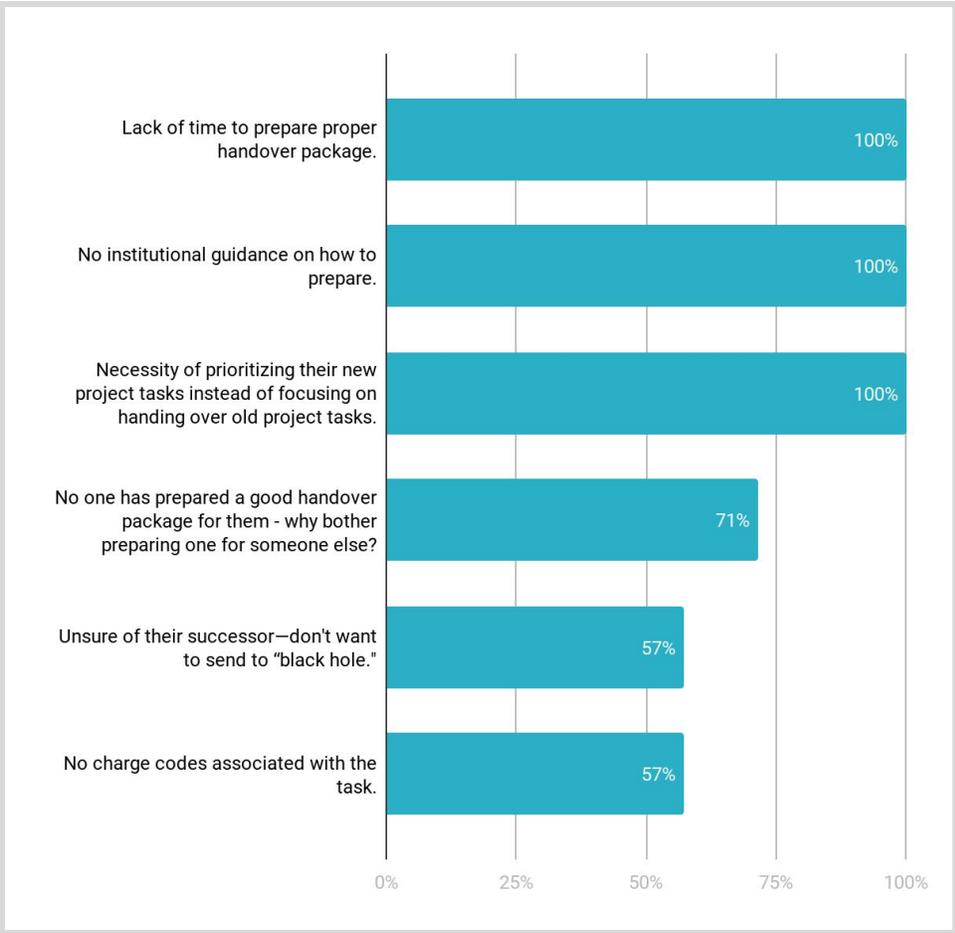
GRAPH 1: Top % of respondents who agreed with statements related to KM.



GRAPH 2: Top % of respondents who agreed with statements related to KM.

1. KDB1—Handover Package

Barriers to Behavior



GRAPH 3: GRAPH 2: Top % of respondents who agreed with statements related to KM.

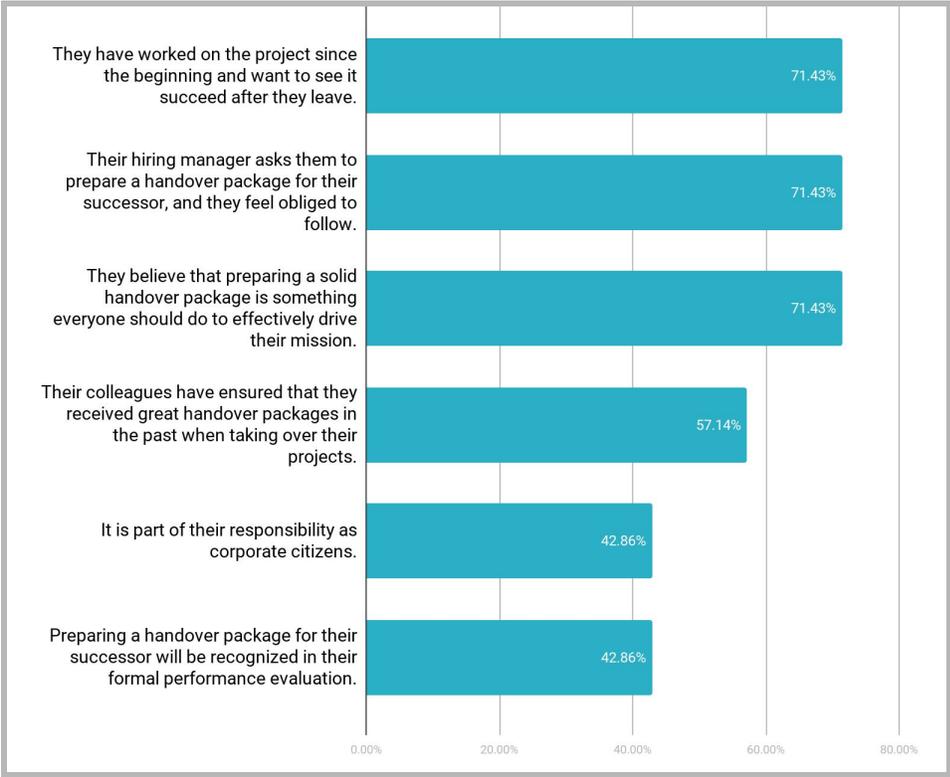
TABLE 6: Barriers to handover packages identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

No strong extrinsic incentive	Reciprocity is fairly limited	Lack of a standard template for sharing information	Large work programs	Delaying the task until everything else is done	Silo culture
Negligence	Someone else will eventually do it	Not considering the task to be a priority	Misconceptions of some of the Bank's senior management	More direct rewards needed	Lack of clarity on what is useful/expected
Organizational structure	Limited budget resources	Fear of exposing weaknesses	Inequities due to lack of candor in staff evaluation	Small number of role models	DECK and operational units are divorced
Short transition times	Limited dedicated staff time	Lack of team spirit	No concern of continuity	Lack of cross GP collaboration	Pressure to deliver own ops

TABLE 7: Barriers by Com-B category

Behavior Change Category	Count
Automatic	0
Reflective	6
Social	7
Physical	11

Drivers of Behavior



GRAPH 4: Top % of respondents who agreed with statements related to drivers to Handover Packages.

TABLE 8: Drivers to handover packages identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

Tech system can be improved	Better collaboration environments	A proper transition manual has been created	Make it a part of PM performance	Important for networking	Sense of ownership
Recognition of effort	Reciprocity	Standard templates and tech systems	True motivation	Active counterpart	Provide adequate ACS
Monetary compensation/incentive	Boost ACS capacity for TTLs handover	A supportive manager	A proactive communications officer	Boost appreciation	Change silo culture
Collaboration and networking	Manager leading by example	Formal knowledge-sharing process	IT facilities for knowledge sharing	Better balance of workload	More gatherings of staff

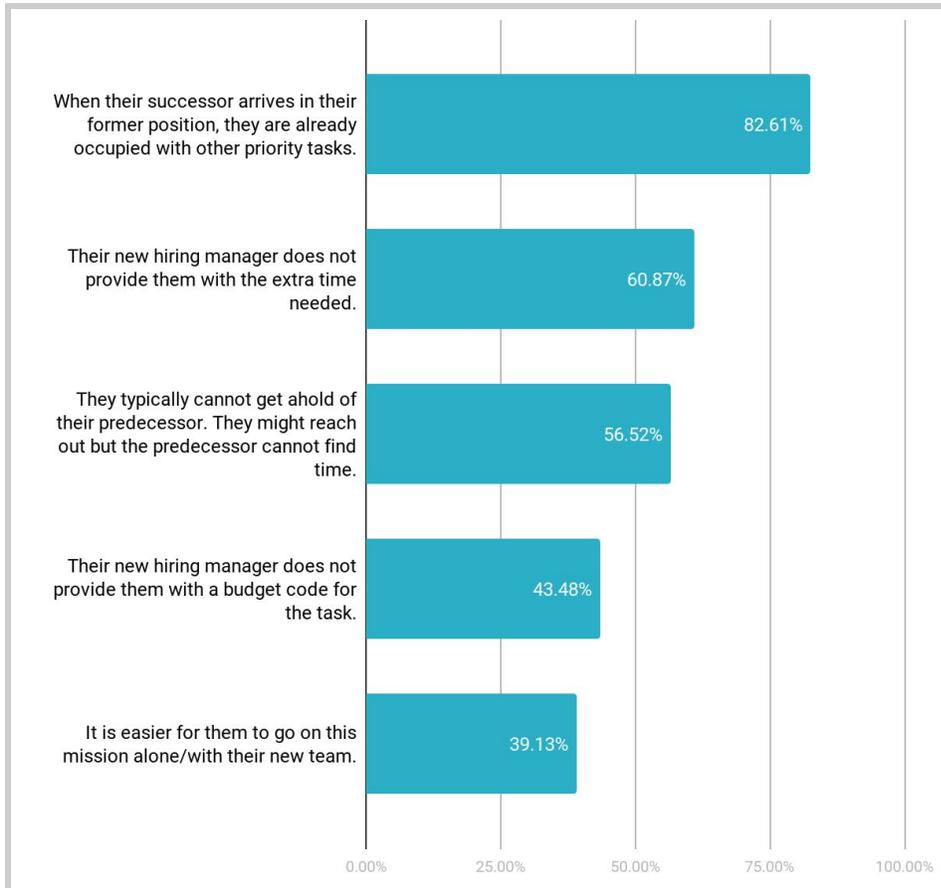
Fewer helpdesks	More candid feedback in evaluation	Rewards offered for completion	Time afforded	Early knowledge of the transition	Early introduction to the team/TTL taking over the task
Better planned pre-assignment missions	Early introduction of new members to the wider team	Dedicated staff time for knowledge sharing	Clear promotion criteria for senior level technical experts	Self-interest	Oversight
Penalty for failure to create a package	Opportunities for promotion or advancement	Requirement or regulation	Increased budget	DECK more accountable to operations and countries	Include in OPE
Give specific budget lines to the task	Make it part of project KPI	Explicit encouragement from your director/VP to work on knowledge sharing	Easier procedures to file	More creativity from Bank, i.e., innovate in social networks	Belief that sharing knowledge leads to better outcomes/ impacts

TABLE 9: Drivers by Com-B category

Behavior Change Category	Count
Automatic	0
Reflective	6
Social	26
Physical	16

2. KDB2—Joint Missions

Barriers to Joint Missions



GRAPH 5: Top % of respondents who agreed with statements related to barriers to Joint Missions.

TABLE 10: Barriers to joint missions identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

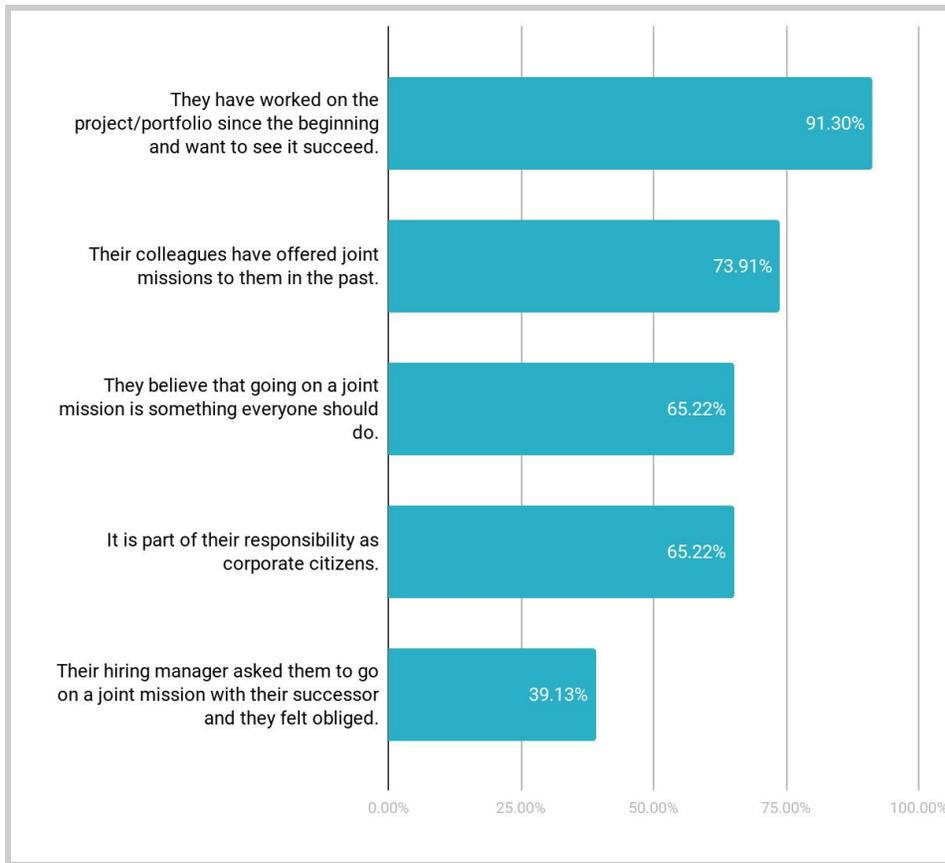
SRI curve creates perverse/competitive behaviors	Lack of formal and informal recognition	Lack of formal process to conduct transition	Lack of accountability to conduct handover	Misalignment between performance objectives and knowledge sharing	No formal knowledge-sharing protocols/guidelines of good practices
Knowledge sharing looks like bragging	Time costs	‘Bandwidth’—limited time available relative to other priorities	It can be treated as imposing one's viewpoint upon the incoming team	Organizational job insecurity triggering competitive and individualistic behaviors	Management interest and attention on encouraging this behavior widely across teams

Insufficient recognition	Handovers between TTLs can be hampered by limited budgets for mission travel	Lack of incentives	No punishment if there is no knowledge sharing	Insufficient time and skills to document learning systematically by self	Budget to bring in an external resource person to capture the learning and put it in a ready-to-use format
Overlapping staff positions during transition	Lack of interest	Unwillingness to share knowledge	Undervaluing of knowledge sharing in professional evaluations/reputation	Greater emphasis at Bank on working on many different projects rather than doing fewer things well	Hard to make people care about it
Different sets of priorities in new role	No culture of information sharing	Competition between the units	Absence of a clear recording mechanism	Fragmented approach	Lack of broad country perspective
Lack of sequencing and synergies	Siloed approach from GPs	Lack of strong managerial oversight	Lack of intrinsic motivation	Personal reasons that may keep people from traveling	Accountability and Decision-Making cannot be shared
Territoriality; people can act immaturely in their roles	Lack of team spirit	There is less accountability for failing to deliver knowledge components	Knowledge resources are not monitored as seriously as investment resources	You worry that the knowledge you helped to create is not of any use	

TABLE 11: Barriers by Com-B category

Behavior Change Category	Count
Automatic	1
Reflective	9
Social	23
Physical	8

Drivers for Joint Missions



GRAPH 6: Top % of respondents who agreed with statements related to drivers to Joint Missions

TABLE 12: Drivers to joint mission identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

Structured approach for transition handover	Recognition of staff who did a good job handing over knowledge	Specific reference to knowledge sharing and inclusion in the year-end performance summary	Engaged team to be part of transition process	Recognition by management and peers	Somewhere in OPE form to document the actions
A fund for learning missions	Management encourages and recognizes such behaviors	Peers recognize and value collaboration	Collaboration and knowledge sharing seen as integral to mentoring role	Clear information sharing organizational rituals with associated incentives	Value added sharing
Tribe, community, "family," sorority sense—one for all, all for one culture	A sense that their efforts would be continued	Better systems to implement the program	Culture of openness and celebration of mistakes	Making it part of OPE targets and professional development	Making it part and parcel of staff learning week (extend the days allowed if necessary)

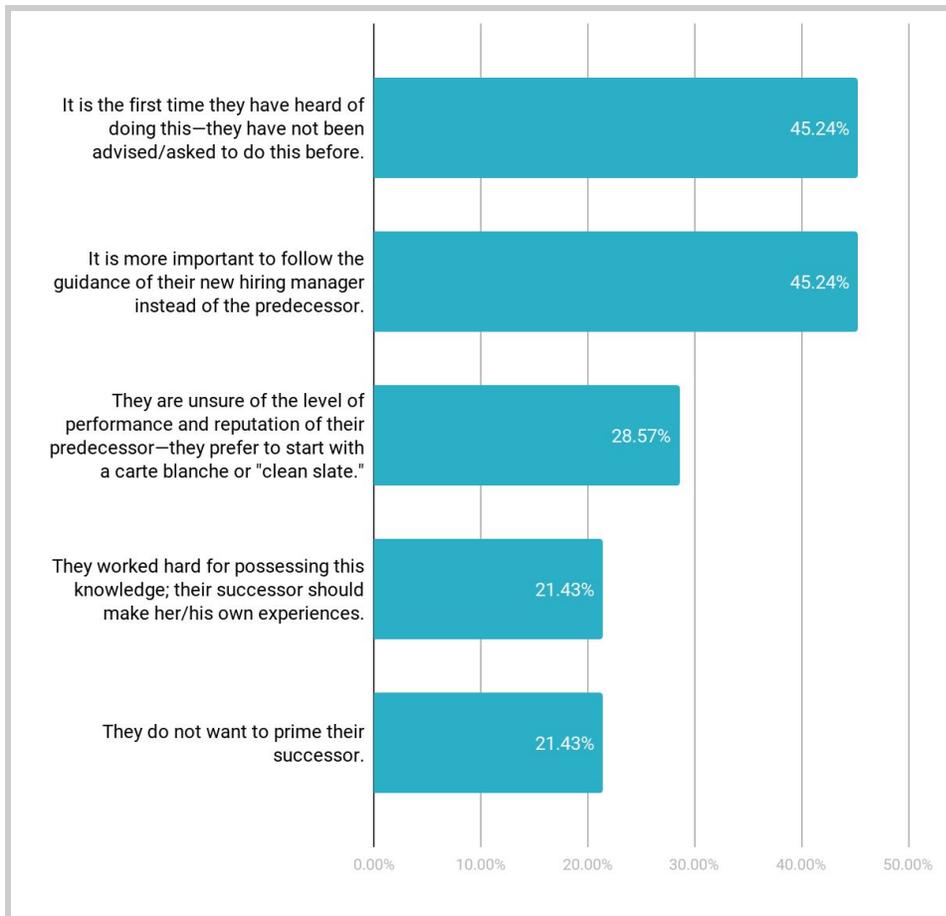
Teamwork	Shared budgets	Sense of belonging	Compensation	A working culture that recognizes all the people who contribute	Great potential for professional growth
Affects monetary compensation/ award	Give proper credit/visibility	Sense of responsibility to share	Sense of helping out as much as possible to colleagues	Willing to share one's knowledge	Great source of learning
Bring country program visibility	Value both client and staff achievements	Visibility for staff	Intrinsic motivation	Client expectation	Push from management
Sufficient funds for missions	Make action a part of performance evaluations	Share ADM	Career advancement	Generosity	Examples from senior management and leaders

TABLE 13: Drivers by Com-B category

Behavior Change Category	Count
Automatic	0
Reflective	9
Social	19
Physical	14

3. KDB3—Top 10 Issues to Tackle

Barriers to Top 10 Issues to Tackle



GRAPH 7: Top % of respondents who agreed with statements related to barriers to Top 10 List of Issues

TABLE 14: Barriers to Top 10 List of issues as identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

Insufficient time given to operational priorities	Overlap at time of transition	Lack of awareness of this practice and how it can assist incoming staff	Poor documentation of real knowledge in Bank systems	Lack of transmission mechanisms	No significant efforts have been made to realize the importance of knowledge sharing systematically
Lack of technology for transmitting the knowledge	No fixed template on how to do knowledge sharing	Easy-to-access online categories of knowledge would help make it easier to find relevant information	There is no systematic system of gathering knowledge	Limited intrinsic recognition, if at all	Individual desire to seem indispensable
Career/reward incentives insufficient	Lacking contact with a person to handover when you move to another position	Desire to possess more knowledge than others	Constant reliance on e-mail for communication across time zones	Lack of awareness of who else could benefit from your knowledge	Intranet search is poor, so it is difficult to do a basic review of institutional experience
Perception that asking questions reveals your lack of knowledge	Inappropriate incentive structure	Lack of individual incentives	Lack of recognition	Scarcity of budget	Weak coordination among units/GPs
Lack of reporting occurs	Effort required while rewards are limited	Lack of frankness about problems with project	Not part of the normal handover, perceived as bureaucratic exercise	WB not paying attention to transition plans	Time constraints
No requirement to undertake the task	Individuals don't feel ownership	Lack of examples of good practice	Lack of sharing in work culture	Not linked with performance	Problems in country communication systems (i.e., connectivity)
Time zones	Time availability constrained	Resource availability	Lack of support staff	Lack of support platforms	Client issues interfere
Colleague response levels weak	Available communication insufficient (applications)	No change in culture toward investments	No cushioning for overlap in training schedules	No standard approach	No desire to contribute
No equal approach for Country Office and Headquarters Staff	No access from newcomers to existing systems	Lack of registration or procedures	No punishment for not doing the task		

TABLE 15: Barriers by Com-B category

Behavior Change Category	Count
Automatic	1
Reflective	9
Social	16
Physical	26

Top Drivers for Top 10 List of Issues

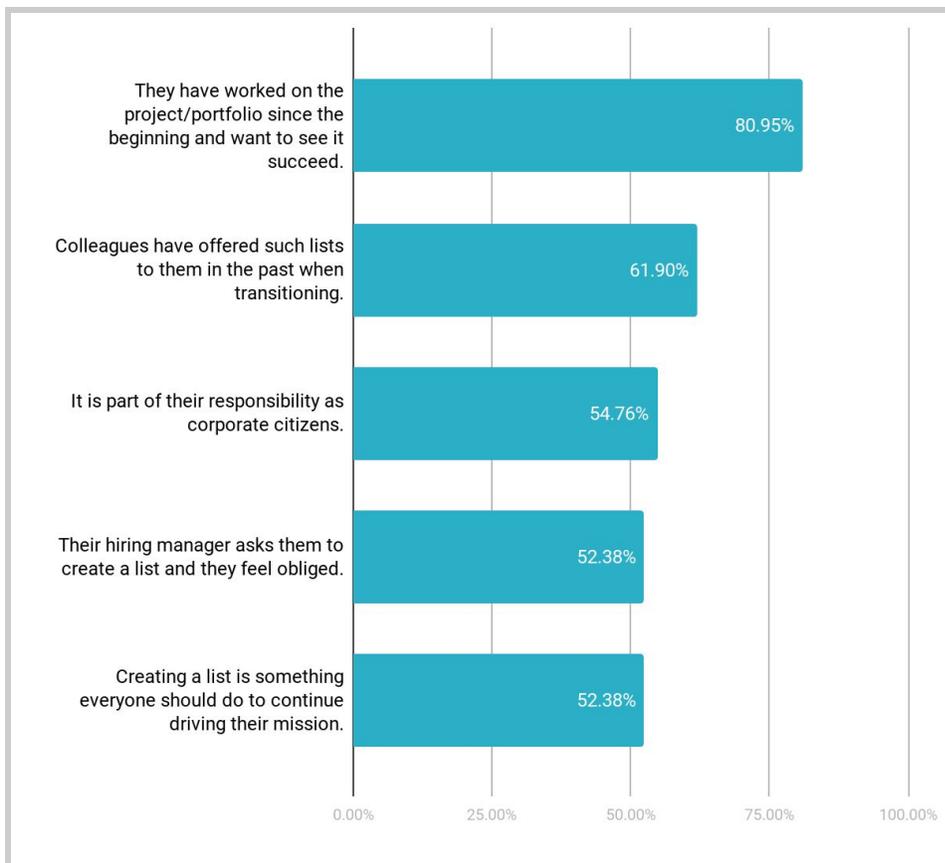
**GRAPH 8: Top % of respondents who agreed with statements related to drivers to Top 10 List of Issues.**

TABLE 16: Drivers for Top 10 List of issues as identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

Attitudes about knowledge as a valuable input	Make it a management requirement	Written note combined with face-to-face discussion to elaborate on nuances	Have managers give an annual award for knowledge sharing	Have managers share widely recognized knowledge-sharing best practices	Managers emphasize how important knowledge sharing is
Facilitate via tech: pre-populate a 10-issues list and let TTL edit	Give a significant monetary prize for the VPU's best knowledge handovers	Explore publication options of good knowledge transfer, with a social media support package attached	Career recognition	Personal recognition	Allocate time for the activities
Desire to ensure that future knowledge work is informed by and builds on what has already been done	Desire to ensure consistency and continuity in client messaging	Give staff fewer tasks that they can spend more time on	Improve how all types of knowledge are captured and accessed	Management signaling of openness to questions and open nonjudgmental discussion	Better intranet search function to do basic research on available institutional activities
Periodic team meetings to share project updates	Reduction in silo mentality	Psychological value of knowledge contribution	Sense of ownership of twin goals	Youth members are more prone to engage	Technology advances
Monetary incentives	Visibility in public or internal events	Budget	Automated reporting	Collegiality	Explicit demand and recognition
Encourage staff toward this behavior throughout their career	Have management lead by example on this	Have an exit checklist	Automated handover template	System trigger to show when individuals are ready for transition	Clearly set as objective and approved with manager

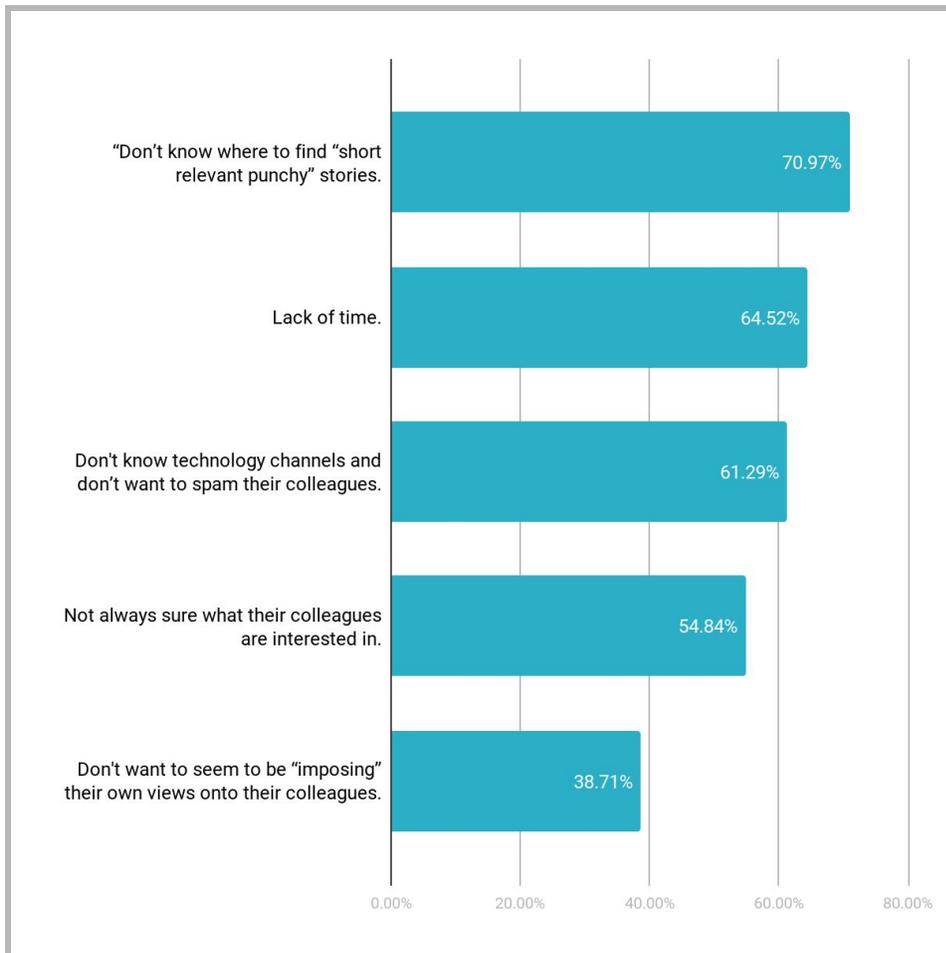
Share best practice examples to follow	Request from person taking over task	Individual personality	Rewards for collaboration	Create standard format for this knowledge sharing	Invest in knowledge-sharing training for staff
Connectivity	Collaboration	Respect	Take interest	Propose and suggest	Take the lead
Learning	Performance	Growing business	Recognition	Motivation	Resources

TABLE 17: Drivers by Com-B category

Behavior Change Category	Count
Automatic	0
Reflective	12
Social	16
Physical	26

4. KDB 4—Sharing Short Relevant Punchy Pieces

Barriers to Short Relevant Punchy Pieces



GRAPH 9: Top % of respondents who agreed with statements relating to barriers to Sharing Short Relevant Punchy Pieces

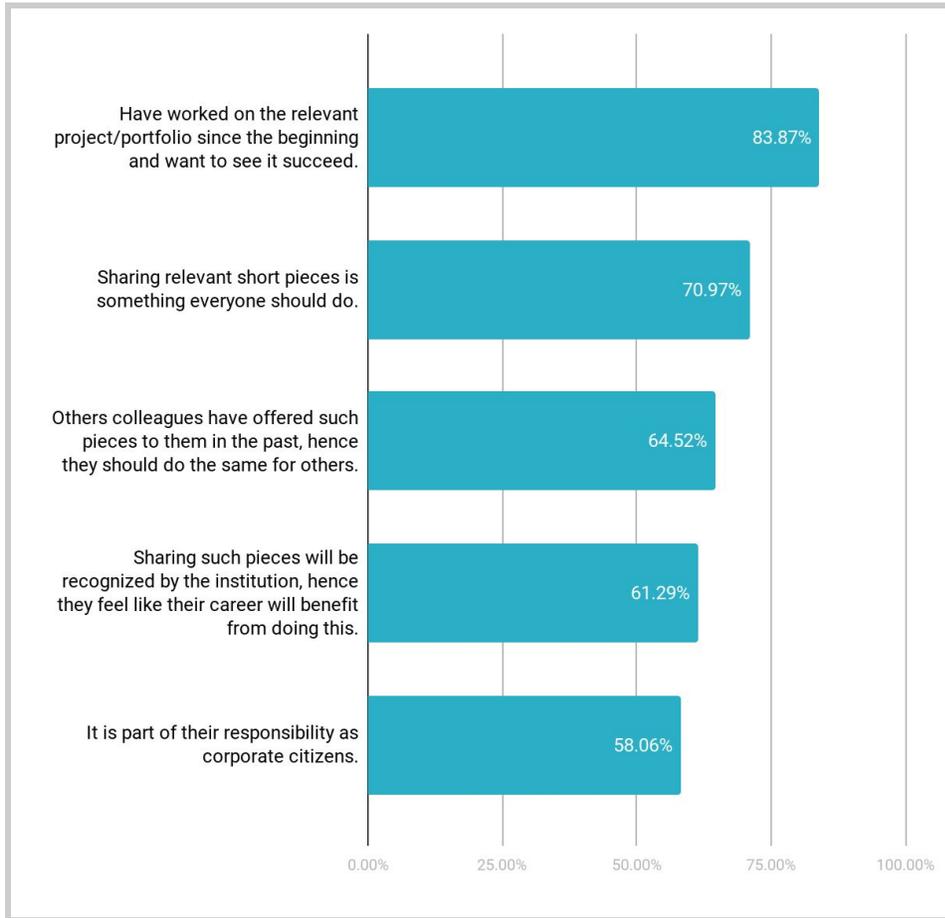
TABLE 18: Barriers to Top 10 List of issues identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

Managers don't recognize value	Normal systems don't support it	Giving away the whole recipe can make your competitors stronger	Senior staff take the credit for inputs and intellectual contributions of junior staff	Individual perception that people can learn about the project without support and others should be able to as well	Wanting to be recognized as the only expert/specialist on a project or in a field
No incentives offered	Lack of knowledge-sharing culture	No personal gain	Keeping the ownership of knowledge	Time barriers due to poor planning for transitioning staff	One-individual, one-project mindset
Not having dedicated time to support collaboration	Misaligned incentives	Lack of motivation	Lack of requirement	Poor role modeling	Individual recognition
Lacks authenticity—of ten reads like project team and Bank propaganda	Nothing critical is written/shared	Difficulty in using technology resources	Managers support knowledge sharing only at the declarative level	No punishment for NOT sharing	Lack of time, resources, and incentives
High amounts of TTL turn around	No clear structure for knowledge sharing in GPs	Don't have the necessary skills to communicate short, clear, crisp messages	No coordinated knowledge-sharing activities and overlapping activities	Competitiveness	Staff are pressured with other priorities and deliverables
Inward looking management and rewards structure	Lack of explicit monetary rewards	GP structured as silos	Stress		

TABLE 19: Barriers by Com-B category

Behavior Change Category	Count
Automatic	1
Reflective	7
Social	11
Physical	14
Psychological	1

Drivers to Short Relevant Punchy Pieces



GRAPH 10: Top % of respondents who agreed with statements relating to drivers to Sharing Short Relevant Punchy Pieces

TABLE 20: Drivers for Top 10 issues identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

Helps your reputation as a valued staff member	Sense of commitment to seeing the project succeed	Getting the contribution published	Making it a work-cultural value	Recognition (either monetary or performance)	Goodwill among peers and managers
Encouragement by managers	Others sharing it on a regular basis	The need to succinctly summarize	Make the team efforts more known	Provide professional incentives for sharing	Acknowledgement of contributions other than a project or the TTL role
Accountability of projects after staff has transitioned out	Team-based project mindset	More salient internal recognition of knowledge sharing efforts	Incentives	Usefulness of the activity is communicated	Requirement

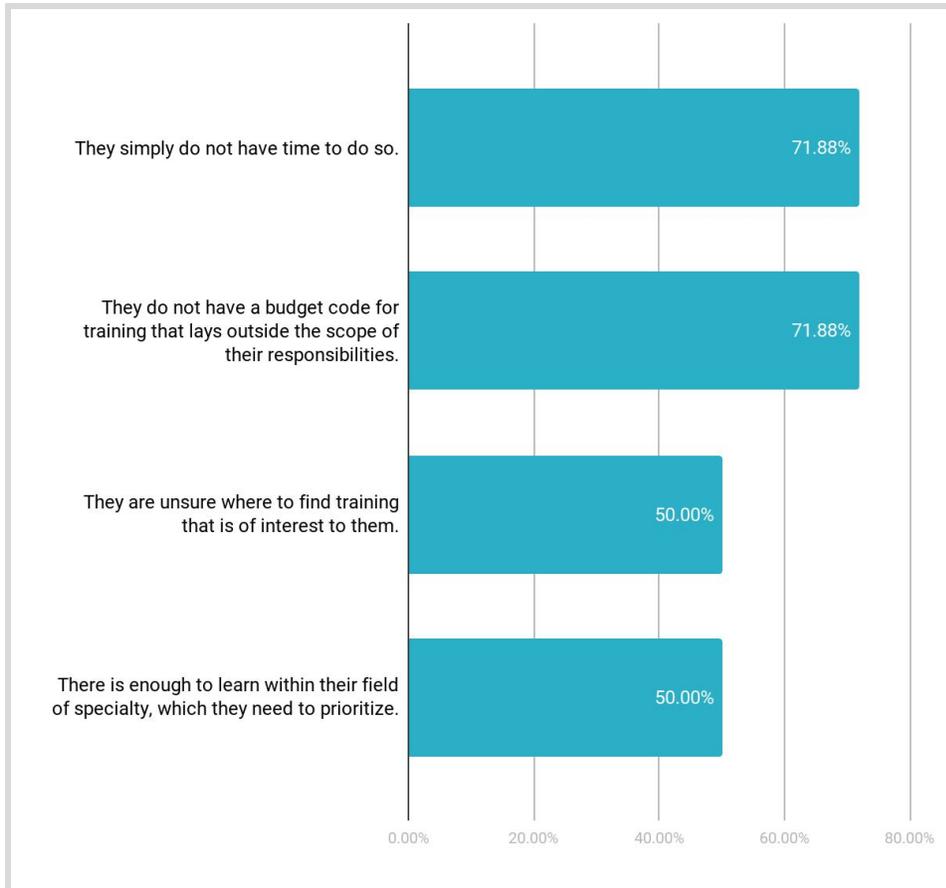
Ease of technology	Incentives (real not nominal)	Institutional recognition/reward	Define measurable “targets,” make people accountable and track them	Develop and regularly publish knowledge-sharing “scorecard” to track how staff are doing this	Provide incentives like participation in conferences/paper in journals, etc.
Make it part of OPE process	Co-creation retreats	Evaluation of best practice tied up with incentives	Include as an agenda once a month in staff meeting	Career development	Demonstrative effect by managers
Desire for technical expertise recognition	Sense of ownership	Include as an agenda once a month in staff meeting	Make knowledge sharing and dissemination explicit OPE targets	Leadership roles linked to knowledge sharing	

TABLE 21: Drivers by Com-B category

Behavior Change Category	Count
Automatic	0
Reflective	2
Social	3
Physical	7

5. KDB 5—Proactive Sign-ups for Trainings Unrelated to ToR

Barriers to Sign-ups



GRAPH 11: Top % of respondents who agreed with statements related to barriers to Proactive Sign-ups for Trainings Unrelated to ToR included

TABLE 22: Barriers to proactive sign-ups for training unrelated to ToR identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

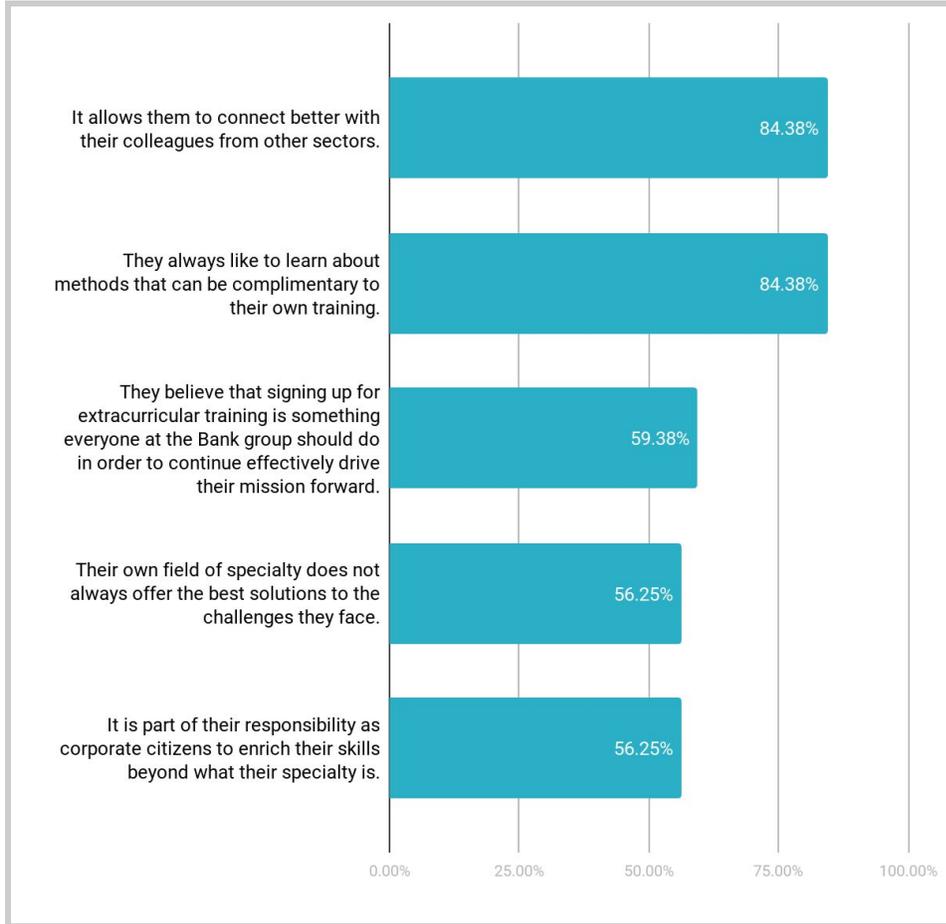
Lack of knowledge-sharing tradition/culture	Insufficient time and having too many other responsibilities	Lack of technological facilities to support knowledge sharing	Limited human resource opportunities	Too much focus on continuous change (as opposed to building staff capacity)	Lack of leadership from the top
Trainings based in field	Lack presentation skills	Strategic HR planning exercise (many experienced staff leaving)	Incentive structure does not encourage knowledge sharing	Management incentivizes completing products not dissemination	Silos

Lack of implicit objectives in performance evaluation	Time and financial resources	Lack of managerial support	Turf issues/territorial behavior	Over-programmed, not enough time to reflect and write or organize a knowledge-sharing event	Insecurity
No knowledge-sharing structure to follow	Lack of ability to write and often people don't have time to read	It's not a priority for anyone	Burnout	Fatigue	Overwork
Losing ownership of the project/the idea	Lack of formal recognition down the line	Opportunities	Availability of platforms	Not part of performance evaluation	Managers are interested in starting new projects rather than knowledge sharing
Lack of interest from other peers	Language—any knowledge produced in any language different from English tends to be ignored	High pace environment and limited attention span	Difficult to capture	Competing demands	Workload
No clear incentive in learning new things					

TABLE 23: Barriers by Com-B category

Behavior Change Category	Count
Automatic	2
Reflective	6
Social	13
Physical	14
Psychological	2

Top Drivers for Proactive Sign-ups for Trainings Unrelated to ToR



GRAPH 12: Top % of respondents who agreed with statements related to drivers to Proactive Sign-ups for Trainings Unrelated to ToR included

TABLE 24: Drivers to proactive sign-ups for training unrelated to ToR identified by respondents and their corresponding behavior change category based on the COM-B behavioral diagnostic framework

Recognition by management	Recognition for knowledge sharing and applying lessons learned from other projects	Providing opportunity (e.g., brown bags)	Should be part of OPE/PEP of project manager level and higher staff	Resources to screen and systematize knowledge in an easily accessible way	Rotate experienced staff through knowledge unit (DA)
New learning opportunities	Part of professional profile	Strong commitments from staff	Interest to bring innovation to projects	Interest to improve design by learning from others	Desire to collaborate

Own belief that one benefits from sharing	Understanding of the value added to the person's reputation	Include sharing of knowledge in performance evaluation	An app or some digital platform that allows staff to share quickly	Clear metrics to measure knowledge sharing	Make it easy for people to do it and find it hard to say no when asked
Establish dedicated unit of consultants to do this	Stop repeating what has never worked in decades	More time	Genuine leadership	Behavioral changes from the top	Encouraging behavior of sharing and accepting mistakes as part of the learning process
Success should be replicated	A platform of exchanges where you also gain from others' knowledge	A strong motivator to pass the knowledge to others and in the process improve on it	Visibility	Ownership	Ease of access
Official communication to all staff on the need to share data/information/knowledge widely	Encourage sharing formally (e-mails) or informally (WhatsApp).	Should be part of performance target	Rewarding collaboration	Promoting Co-TTLship	Stressing on corporate mandate for knowledge production and sharing
Incentives	Relevance and impact on one's own career	Make it part of the culture	Innovate and make knowledge sharing easier		

TABLE 25: Drivers by Com-B category

Behavior Change Category	Count
Automatic	0
Reflective	9
Social	15
Physical	16

Appendix VI: Survey Results—Descriptive Statistics

TABLE 26: Knowledge sharing overall

Behavior Statement	Mean	Standard deviation	% Agree
I often see other WB staff engage in this behavior.	3.883	1.582	39.84%
I think other WB staff would feel a sense of accomplishment if they were to engage in this behavior.	5.238	1.281	74.61%
I think that a sense of ownership a person has toward a project incentivizes them to engage in this behavior.	5.648	1.237	82.42%
I think the current technological systems in place hinder other WB staff from engaging in this behavior.	4.020	1.494	38.28%
I think that those who had a positive and useful knowledge transfer experience in the past are more likely to engage in this behavior.	5.750	1.088	87.50%
I think other WB staff would be more likely to engage in this behavior if the output would be more visible (i.e., seen and recognized by a larger number of colleagues).	5.484	1.262	80.86%
I think other WB staff would be more likely to engage in this behavior if their manager provided them with sufficient time.	5.492	1.296	80.08%
I think other WB staff would be more likely to engage in this behavior if it were part of their performance evaluation criteria.	5.609	1.276	82.81%
I think other WB staff would be more likely to engage in this behavior if others around them engaged in it.	5.531	0.994	85.55%
I think other WB staff would be more likely to engage in this behavior if it were tied to extrinsic rewards (performance bonus and other monetary rewards).	4.930	1.507	61.72%
I think other WB staff would be more likely to engage in this behavior if it were tied to intrinsic rewards (e.g., sense of accomplishment, social recognition, sense of ownership, etc.).	5.477	1.120	82.42%
Sharing knowledge about a project is important to other WB staff because when they have worked on the project from the beginning they want to see it succeed, even if they are moving on to another role.	5.852	0.991	89.45%

Sharing knowledge about one's project is motivated by the fact that other World Bank colleagues share their project knowledge as well.	4.867	1.325	66.02%
Sharing knowledge about one's project with other World Bank colleagues is important, even if other colleagues do not share their knowledge.	5.781	0.978	89.45%
Sharing knowledge is important, but one has to prioritize other tasks given the limited amount of time and budgets available to dedicate on their own projects.	5.156	1.599	73.83%
Knowledge sharing at the World Bank is a challenge even when sufficient time and budgets are provided.	4.719	1.566	63.28%
Sharing knowledge with colleagues does not benefit one personally.	2.918	1.452	17.58%
A career at the Bank is defined through the knowledge one possesses. Giving that knowledge away by sharing with other WB staff does not necessarily align with one's own career interests.	2.832	1.717	19.92%
The reality here is that everyone wants to win projects for their own unit. There is no strong incentive in sharing knowledge with other units.	4.063	1.763	46.48%

TABLE 27: KDB1 handover package rating data

Behavior Statement	Mean	% Agree
I often see other WB staff at the Bank engage in this behavior.	3.883	39.84%
I think other WB staff would feel a sense of accomplishment if they were to engage in this behavior.	5.238	74.61%
I think that a sense of ownership a person has toward a project incentivizes them to engage in this behavior.	5.648	82.42%
I think the current technological systems in place hinder other WB staff from engaging in this behavior.	4.020	38.28%
I think that those who had a positive and useful knowledge transfer experience in the past are more likely to engage in this behavior.	5.750	87.50%

I think other WB staff would be more likely to engage in this behavior if the output would be more visible (i.e., seen and recognized by a larger number of colleagues).	5.484	80.86%
I think other WB staff would be more likely to engage in this behavior if their manager provided them with sufficient time.	5.492	80.08%
I think other WB staff would be more likely to engage in this behavior if it were part of their performance evaluation criteria.	5.609	82.81%
I think other WB staff would be more likely to engage in this behavior if others around them engaged in it.	5.531	85.55%
I think other WB staff would be more likely to engage in this behavior if it were tied to extrinsic rewards (performance bonus and other monetary rewards).	4.930	61.72%
I think other WB staff would be more likely to engage in this behavior if it were tied to intrinsic rewards (e.g., sense of accomplishment, social recognition, sense of ownership, etc.).	5.477	82.42%
Sharing knowledge about a project is important to other WB staff because when they have worked on the project from the beginning they want to see it succeed, even if they are moving on to another role.	5.852	89.45%
Sharing knowledge about one's project is motivated by the fact that other World Bank colleagues share their project knowledge as well.	4.867	66.02%
Sharing knowledge about one's project with other World Bank colleagues is important, even if other colleagues do not share their knowledge.	5.781	89.45%
Sharing knowledge is important, but one has to prioritize other tasks given the limited amount of time and budgets available to dedicate on their own projects.	5.156	73.83%
Knowledge sharing at the World Bank is a challenge even when sufficient time and budgets are provided.	4.719	63.28%
Sharing knowledge with colleagues does not benefit one personally.	2.918	17.58%

A career at the Bank is defined through the knowledge one possesses. Giving that knowledge away by sharing with other WB staff does not necessarily align with one's own career interests.	2.832	19.92%
The reality here is that everyone wants to win projects for their own unit. There is no strong incentive in sharing knowledge with other units.	4.063	46.48%
Other WB staff rarely engage in this behavior because they lack the time needed to prepare a proper handover package.	6.00	100.00%
Other WB staff rarely engage in this behavior because there is no institutional guidance on how to prepare a good handover package.	6.29	100.00%
Other WB staff rarely engage in this behavior because they are not sure who the successor is for their role. Therefore, they do not see a point in preparing a handover package that will be sent to a "black hole."	4.86	57.14%
Other WB staff rarely engage in this behavior because they need to prioritize their new project tasks instead of focusing on handing over old project tasks.	5.86	100.00%
Other WB staff rarely engage in this behavior because there are no charge codes associated with the time that they have to spend on preparing a handover package.	4.43	57.14%
Other WB staff rarely engage in this behavior because they do not know how the successor likes to learn; hence, their efforts may be ignored. They'd prefer to leave it up to her or him to learn what is required of the role on their own.	3.86	42.86%
Other WB staff rarely engage in this behavior because this should be the hiring manager's responsibility. They are moving on to a new assignment and should not be responsible for this task.	3.14	42.86%
Other WB staff rarely engage in this behavior because no one has ever prepared a good handover package for them. Consequently, why should they bother preparing a handover package for someone else?	4.86	71.43%

Other WB staff rarely engage in this behavior because they believe this should be the responsibility of support staff/consultants/KM staff. They have other urgent tasks to prioritize.	3.86	42.86%
Other WB staff engage in this behavior because they have worked on the project since the beginning and want to see it succeed after they leave.	5.00	71.43%
Other WB staff engage in this behavior because their colleagues have ensured that they have received great handover packages in the past when taking over their projects. Therefore, they feel like they should do the same for their colleagues.	4.57	57.14%
Other WB staff engage in this behavior because preparing a strong handover package will be recognized by the institution. Therefore, they feel like their career will benefit from completing this task.	3.29	14.29%
Other WB staff engage in this behavior because it is part of their responsibility as corporate citizens.	4.14	42.86%
Other WB staff engage in this behavior because preparing a handover package for their successor will be recognized in their formal performance evaluation.	3.57	42.86%
Other WB staff engage in this behavior because their hiring manager asks them to prepare a handover package for their successor, and they feel obliged to follow these instructions.	5.43	71.43%
Other WB staff engage in this behavior because they believe that preparing a solid handover package is something everyone at the Bank group should do in order to effectively drive their mission forward.	5.14	71.43%

TABLE 28: KDB1 handover package listing data

Barriers	Drivers
<ul style="list-style-type: none"> ● Technical systems not adequate ● Travel ● Insufficient time ● Information is available publicly anyway ● Budget ● No strong extrinsic incentive ● Negligence ● Organizational structure ● Short transition times ● Management attention is lacking ● Lack of desire to collaborate ● Poor communication skills ● Insufficient technological support ● Poor documentation ● Reciprocity is fairly limited ● Someone else will eventually do it ● Limited budget resources ● Limited dedicated staff time ● Information systems lacking ● Lack of work plan discussion ● No promotion ● Briefing fatigue ● Competing demands ● Lack of a standard template for sharing information ● Not considering it as a priority ● Fear of exposing weaknesses ● Lack of team spirit ● No incentives to share ● Fear of redundancy ● Necessity ● Reduce staff ● Lack of prioritization by managers ● Large work programs ● Misconceptions at some Bank's senior management ● Inequities due to lack of candor in staff evaluation ● No concern on continuity ● Inter GP competition ● Moved on to new projects ● Lack of motivation ● Difficult to hand over everything one package at a time 	<ul style="list-style-type: none"> ● Tech system can be improved ● Recognition of effort ● Monetary compensation/incentive ● Collaboration and networking ● Less helpdesks ● Better planned pre-assignment missions ● Penalty for failure to do so ● Give specific budget line ● Better collaboration facilities ● Reciprocity ● Boost ACS capacity for TTL handover ● Manager leading by example ● More candid feedback in evaluation ● Early introduction of new members to the wider team ● Opportunities for promotion or advancement ● Make it part of project KPI ● Build proper transition manual ● Standard templates and tech systems ● A supportive manager ● Formal knowledge-sharing process ● Rewards ● Dedicated staff time for knowledge sharing ● Requirement or regulation ● Explicit encouragement from your Director/VPU to work on KM ● Make it a part of PM performance ● True motivation ● A proactive communications officer ● IT facilities for knowledge sharing ● Time ● Clear promotion criteria for senior level technical experts ● Increased budget ● Easier procedures to file ● Important for networking ● Active counterpart ● Boost appreciation ● Better balance of workload ● Early knowledge of the transition ● Self-interest ● DECK more accountable to operations and countries

<ul style="list-style-type: none"> • Little Co-TTL recognition for promotions • Delaying until everything else is done • More direct rewards needed • Not enough role models • Lack of cross GP collaboration • Competition • Personality hinders collaboration • Lack of acknowledgment/recognition • Lack of positive examples 	<ul style="list-style-type: none"> • More creativity from Bank, i.e., innovate in social networks • Sense of ownership • Provide adequate ACS support • Change silo culture • More gatherings of staff • Early introduction to the team/TTL taking over the task • Oversight • Include in OPE
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TABLE 29: KDB2 Joint Missions—Rating Data

Behavior Statement	Mean	% Agree
I often see other WB staff at the Bank engage in this behavior.	4.80	67.44%
I think other WB staff would feel a sense of accomplishment if they were to engage in this behavior.	6.02	95.35%
I think that a sense of ownership a person has toward a project incentivizes them to engage in this behavior.	6.00	90.70%
I think the current technological systems in place hinder other WB staff from engaging in this behavior.	4.20	41.86%
I think that those who had a positive and useful knowledge transfer experience in the past are more likely to engage in this behavior.	6.09	95.35%
I think other WB staff would be more likely to engage in this behavior if the output would be more visible (i.e., seen and recognized by a larger number of colleagues).	5.36	79.07%
I think other WB staff would be more likely to engage in this behavior if their manager provided them with sufficient time.	5.68	88.37%
I think other WB staff would be more likely to engage in this behavior if it were part of their performance evaluation criteria.	5.84	90.70%
I think other WB staff would be more likely to engage in this behavior if others around them engaged in it.	5.61	83.72%

I think other WB staff would be more likely to engage in this behavior if it were tied to extrinsic rewards (performance bonus and other monetary rewards).	4.36	44.19%
I think other WB staff would be more likely to engage in this behavior if it were tied to intrinsic rewards (e.g., sense of accomplishment, social recognition, sense of ownership, etc.).	5.80	95.35%
Sharing knowledge about a project is important to other WB staff because when they have worked on the project from the beginning they want to see it succeed, even if they are moving on to another role.	6.11	97.67%
Sharing knowledge about one's project is motivated by the fact that other World Bank colleagues share their project knowledge as well.	4.86	72.09%
Sharing knowledge about one's project with other World Bank colleagues is important, even if other colleagues do not share their knowledge.	6.14	102.33%
Sharing knowledge is important, but one has to prioritize other tasks given the limited amount of time and budgets available to dedicate to their own projects.	4.45	58.14%
Knowledge sharing at the World Bank is a challenge even when sufficient time and budgets are provided.	4.68	58.14%
Sharing knowledge with colleagues does not benefit one personally.	2.68	18.60%
A career at the Bank is defined through the knowledge one possesses. Giving that knowledge away by sharing with other WB staff does not necessarily align with one's own career interests.	2.91	25.58%
The reality here is that everyone wants to win projects for their own unit. There is no strong incentive in sharing knowledge with other units.	3.91	44.19%
Other WB staff rarely engage in this behavior because they do not know who their predecessor/successor is.	3.83	34.78%

Other WB staff rarely engage in this behavior because they think it's more cost effective to convey all necessary handover information on the phone.	3.35	26.09%
Outgoing WB staff rarely engage in this behavior because by the time their successor arrives in their former position they are already occupied with other tasks that they have to prioritize.	5.35	82.61%
Outgoing WB staff rarely engage in this behavior because their new hiring manager does not provide them with a budget code to complete a handover mission for their old project.	4.04	43.48%
Outgoing WB staff rarely engage in this behavior because their new hiring manager does not provide them with the extra time needed to go on a handover mission for their old project.	4.65	60.87%
Incoming WB staff rarely engage in this behavior as they do not see a lot of value in conducting a joint mission with their predecessor.	3.17	21.74%
Incoming WB staff rarely engage in this behavior because they typically cannot get hold of their predecessor. They might reach out and never hear back.	3.65	34.78%
Incoming WB staff rarely engage in this behavior because they typically cannot get ahold of their predecessor. They might reach out but the predecessor cannot find time for a joint mission.	4.39	56.52%
Incoming WB staff rarely engage in this behavior because it is easier for them to go on this mission alone/with their new team mates.	3.78	39.13%
Other WB staff engage in this behavior because they have worked on the project/portfolio since the beginning and want to see it succeed after they leave.	5.83	91.30%
Other WB staff engage in this behavior because their colleagues have offered joint missions to them in the past when they were taking over their projects. Therefore, they feel like they should do the same for others.	5.35	73.91%
Other WB staff engage in this behavior because going on a joint mission will be recognized by the institution, hence they feel like their career will benefit from doing this.	3.78	34.78%

Other WB staff engage in this behavior because it is part of their responsibility as corporate citizens.	4.87	65.22%
Other WB staff engage in this behavior because whether they went on a joint mission with their successor will be recognized in their formal performance evaluation.	3.61	30.43%
Other WB staff engage in this behavior because their hiring manager asks them to go on a joint mission with their successor and they feel that they should oblige.	4.04	39.13%
Others engage in this behavior because they believe that going on a joint mission is something everyone at the Bank Group should do in order to effectively drive their mission forward.	5.17	65.22%

TABLE 30: KDB2 Joint Missions—Rating Data

Barriers	Drivers
<ul style="list-style-type: none"> ● SRI curve creates perverse/competitive behaviors ● Knowledge-sharing looks like bragging ● Insufficient recognition ● Overlapping during transition ● Different sets of priorities in new role ● Lack of sequencing and synergies ● Territoriality; people act like young children with their toys ● Lack of formal and informal recognition ● Time costs ● Handovers between TTLs can be hampered by limited budgets for mission travel ● Lack of interest ● No culture of information sharing ● Siloed approach from GPs ● Lack of team spirit ● Lack of formal process to conduct transition ● ‘Bandwidth’—limited time available relative to other priorities ● Lack of incentives ● Unwillingness to share knowledge ● Competition between the units ● Lack of strong managerial oversight ● There is less accountability for failing to deliver knowledge components ● Lack of accountability to conduct handover ● It can be treated as imposing one's viewpoint upon the incoming team. ● No punishment if there is no knowledge sharing 	<ul style="list-style-type: none"> ● Structured approach for transition handover ● A fund for learning missions ● Tribe, community, "family," sorority sense—one for all, all for one culture ● Teamwork ● Affects monetary compensation/award ● Bring country program visibility ● Sufficient funds for missions ● Acknowledgment and third-party replication ● Recognition approach to staff who did good job handing over ● Management encouragement and recognition of such behaviors ● A sense that their efforts would be continued ● Shared budgets ● Give proper credit/visibility ● Value both client and staff achievement ● Performance evaluation ● Branding and reference to best practices by senior management ● Specific citation of knowledge sharing and inclusion in the year-end performance summary ● Peers recognize and value collaboration ● Better systems ● Sense of belonging ● Sense of responsibility to share ● Visibility for staff ● Share ADM ● Communications stories and TTL interviews

<ul style="list-style-type: none"> ● Undervaluing of knowledge sharing in professional evaluations/reputation ● Absence of a clear recording mechanism ● Lack of intrinsic motivation ● Knowledge resources are not monitored as seriously as investment resources ● Misalignment between performance objectives and knowledge sharing ● Organizational job insecurity triggering competitive and individualistic behaviors ● Insufficient time and skills to document learning systematically by self ● Greater emphasis at Bank on working on many different projects rather than doing fewer things well ● Fragmented approach ● Personal reasons that may keep people from traveling ● You worry that the knowledge you helped to create is of any use ● No formal knowledge-sharing protocols/guidelines of good practices 	<ul style="list-style-type: none"> ● Engaged team to be part of transition process ● Collaboration and knowledge sharing seen as integral to mentoring role ● Culture of openness and celebration of mistakes ● Compensation ● Sense of helping out as much as possible to colleagues ● Intrinsic motivation ● Career advancement ● Sense of ownership ● Recognition by management and peers ● Clear information sharing organizational rituals with associated incentives ● Making it part of OPE targets and professional development ● A working culture that recognizes all the people who contribute ● Willing to share one’s knowledge ● Client expectation ● Generosity ● Spread awareness of own technical reputation ● Somewhere in OPE form to document it
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TABLE 31: KDB3 Top 10 Issues—Rating Data

Behavior Statement	Mean	% Agree
I often see other WB staff at the Bank engage in this behavior.	3.30	21.88%
I think other WB staff would feel a sense of accomplishment if they were to engage in this behavior.	5.25	76.56%
I think that a sense of ownership a person has toward a project incentivizes them to engage in this behavior.	5.48	79.69%
I think the current technological systems in place hinder other WB staff from engaging in this behavior.	4.02	34.38%
I think that those who had a positive and useful knowledge transfer experience in the past are more likely to engage in this behavior.	5.56	85.94%
I think other WB staff would be more likely to engage in this behavior if the output would be more visible (i.e., seen and recognized by a larger number of colleagues).	5.45	79.69%
I think other WB staff would be more likely to engage in this behavior if their manager provided them with sufficient time.	5.33	82.81%

I think other WB staff would be more likely to engage in this behavior if it were part of their performance evaluation criteria.	5.61	81.25%
I think other WB staff would be more likely to engage in this behavior if others around them engaged in it.	5.53	84.38%
I think other WB staff would be more likely to engage in this behavior if it were tied to extrinsic rewards (performance bonus and other monetary rewards).	5.00	65.63%
I think other WB staff would be more likely to engage in this behavior if it were tied to intrinsic rewards (e.g., sense of accomplishment, social recognition, sense of ownership, etc.).	5.34	79.69%
Sharing knowledge about a project is important to other WB staff because when they have worked on the project from the beginning they want to see it succeed, even if they are moving on to another role.	5.78	87.50%
Sharing knowledge about one's project is motivated by the fact that other World Bank colleagues share their project knowledge as well.	4.73	60.94%
Sharing knowledge about one's project with other World Bank colleagues is important, even if other colleagues do not share their knowledge.	5.73	89.06%
Sharing knowledge is important but one has to prioritize other tasks given the limited amount of time and budgets available to dedicate to their own projects.	4.94	71.88%
Knowledge sharing at the World Bank is a challenge even when sufficient time and budgets are provided.	4.73	65.63%
Sharing knowledge with colleagues does not benefit one personally.	3.27	28.13%
A career at the Bank is defined through the knowledge one possesses. Giving that knowledge away by sharing with other WB staff does not necessarily align with one's own career interests.	3.02	23.44%
The reality here is that everyone wants to win projects for their own unit. There is no strong incentive in sharing knowledge with other units.	4.45	57.81%
Outgoing WB staff rarely engage in this behavior because they worked hard for possessing this knowledge; their successor should make her/his own experiences.	3.17	21.43%

Outgoing WB staff rarely engage in this behavior because they do not want to prime their successor.	3.36	21.43%
Outgoing WB staff rarely engage in this behavior because it is almost impossible to prioritize the top 10 issues their successor should focus on.	2.74	7.14%
Outgoing WB staff rarely engage in this behavior because it is the first time they have heard of doing this—they have not been advised/asked to do this before.	4.33	45.24%
Incoming WB staff rarely engage in this behavior because they would not review such a list as it may prime their thinking—it is important for them to create their own picture of the situation and challenges.	3.05	19.05%
Incoming WB staff rarely engage in this behavior because it is more important to them to follow the guidance of their new hiring manager instead of the predecessor.	4.00	45.24%
Incoming WB staff rarely engage in this behavior because they are unsure of the level of performance and reputation of their predecessor—they prefer to start with carte blanche or "clean slate."	3.71	28.57%
Other WB staff engage in this behavior because they have worked on the project/portfolio since the beginning and want to see it succeed after they leave.	5.40	80.95%
Other WB staff engage in this behavior because colleagues have offered such lists to them in the past when they were taking over their projects, hence they feel like they should do the same for others.	4.79	61.90%
Other WB staff engage in this behavior because creating such a list will be recognized by the institution, hence they feel like their career will benefit from doing this.	3.83	33.33%
WB staff engage in this behavior because it is part of their responsibility as corporate citizens.	4.81	54.76%
Other WB staff engage in this behavior because whether or not they created good documents for their successor will be recognized in their formal performance evaluation.	3.43	26.19%

Other WB staff engage in this behavior because their hiring manager asks them to create a list of top 10 issues for their successor, and they feel that they should oblige.	4.62	52.38%
Others engage in this behavior because they believe that creating a list of top 10 issues is something everyone at the Bank Group should do in order to continue effectively driving their mission forward.	4.88	52.38%

TABLE 32: KDB3 Top 10 Issues—Listing Data

Barriers	Drivers
<ul style="list-style-type: none"> ● Insufficient time giving operational priorities ● Lack of modern tools for transmitting the knowledge ● Career/reward incentives ● Perception that asking questions reveals your lack of knowledge ● Lack of reporting ● No requirement to undertake it ● Time zones ● Colleague response level ● No equal approach for CO and HQ Staff ● Overlap at transition ● No fixed template on how to do knowledge sharing ● Having a person to handover to when you move to another position ● Inappropriate incentive structure ● Effort required while rewards are limited ● Some don't feel ownership ● Time availability ● Available communication apps ● No access from newcomers to systems ● Lack of awareness of this practice and how it can assist incoming staff ● Easy-to-access online categories of knowledge would help make it easier to find relevant information ● Desire to possess more knowledge than others ● Lack of incentives ● Lack of frankness about problems with project ● Lack of good practice examples ● Resources availability ● No change culture investments ● Lack of registration of procedures ● Poor documentation of real knowledge in Bank systems 	<ul style="list-style-type: none"> ● Attitudes about knowledge as an important input ● Facilitate via tech: pre-populate a 10-issue list and let TTL edit. ● Desire to ensure that future knowledge work is informed by and builds on what has already been done ● Periodic team meetings to share project updates ● Monetary incentives ● Groom staff to this behavior all across their career ● Best practice examples to follow ● Connectivity ● Learning ● Make it a management requirement ● Give a significant monetary prize for the VPU's best knowledge handovers ● Desire to ensure consistency and continuity in client messaging ● Reduction in silo mentality ● Visibility in public or internal events ● Have management lead by example on this ● Request from person taking over task ● Collaboration ● Performance ● Written note combined with face-to-face discussion to elaborate on nuances ● Explore publication options of good knowledge transfer, with a social media support package attached ● Give staff fewer tasks that they can spend more time on ● Psychological value of knowledge contribution ● Budget

<ul style="list-style-type: none"> ● There is no systematic system of gathering knowledge ● Constant reliance on e-mail for communication across time zones ● Lack of recognition ● Not part of the normal handover, perceived as bureaucratic exercise ● Lack of sharing culture ● Lack of support staff ● No cushioning for overlap training ● No punishment for not doing it ● Lack of transmission mechanisms ● Limited intrinsic recognition, if at all ● Lack of awareness of who else could benefit from your knowledge ● Scarcity of budget ● WB not paying attention to transition plans ● Not linked with performance ● Lack of support platforms ● No standard approach ● No significant efforts have been made to realize knowledge sharing systematically ● Desire to seem indispensable ● Intranet search is so bad it is hard to do basic review of institutional experience ● Weak coordination among units/GPs ● Takes too much time ● Problems in country communication systems—connectivity ● Client issues 	<ul style="list-style-type: none"> ● Have an exit checklist ● Individual personality ● Respect ● Growing business ● Have managers give an annual award for knowledge sharing ● Career recognition ● Improve how all types of knowledge are captured and accessed ● Sense of ownership of twin goals ● Automated reporting ● Automated handover template ● Rewards for collaboration ● Take interest ● Recognition ● Have managers widely share knowledge-sharing examples ● Personal recognition ● Management signaling of openness to questions and open nonjudgmental discussion ● Youth are more prone to engage ● Collegiality ● System trigger to show they are ready for exit ● Create standard format for this knowledge sharing ● Propose and suggest ● Motivation ● Managers emphasize how important knowledge sharing is ● Allocate time for it
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TABLE 33: KDB4 Short Posts—Rating Data

Behavior Statement	Mean	% Agree
I often see other WB staff at the Bank engage in this behavior.	4.17	51.85%
I think other WB staff would feel a sense of accomplishment if they were to engage in this behavior.	5.26	79.63%
I think that a sense of ownership a person has toward a project incentivizes them to engage in this behavior.	5.52	83.33%
I think the current technological systems in place hinder other WB staff from engaging in this behavior.	3.89	35.19%
I think that those who had a positive and useful knowledge transfer experience in the past are more likely to engage in this behavior.	5.65	85.19%

I think other WB staff would be more likely to engage in this behavior if the output would be more visible (i.e., seen and recognized by a larger number of colleagues).	5.74	87.04%
I think other WB staff would be more likely to engage in this behavior if their manager provided them with sufficient time.	5.74	75.93%
I think other WB staff would be more likely to engage in this behavior if it were part of their performance evaluation criteria.	5.63	81.48%
I think other WB staff would be more likely to engage in this behavior if others around them engaged in it.	5.63	90.74%
I think other WB staff would be more likely to engage in this behavior if it were tied to extrinsic rewards (performance bonus and other monetary rewards).	5.19	70.37%
I think other WB staff would be more likely to engage in this behavior if it were tied to intrinsic rewards (e.g., sense of accomplishment, social recognition, sense of ownership, etc.).	5.56	79.63%
Sharing knowledge about a project is important to other WB staff because when they have worked on the project from the beginning they want to see it succeed, even if they are moving on to another role.	5.81	88.89%
Sharing knowledge about one's project is motivated by the fact that other World Bank colleagues share their project knowledge as well.	4.76	61.11%
Sharing knowledge about one's project with other World Bank colleagues is important, even if other colleagues do not share their knowledge.	5.70	88.89%
Sharing knowledge is important, but one has to prioritize other tasks given the limited amount of time and budgets available to dedicate to their own projects.	5.67	85.19%
Knowledge sharing at the World Bank is a challenge even when sufficient time and budgets are provided.	5.04	77.78%
Sharing knowledge with colleagues does not benefit one personally.	2.87	16.67%
A career at the Bank is defined through the knowledge one possesses. Giving that knowledge away by sharing with other WB staff does not necessarily align with one's own career interests.	2.83	22.22%

The reality here is that everyone wants to win projects for their own unit. There is no strong incentive in sharing knowledge with other units.	3.93	42.59%
Other WB staff rarely engage in this behavior because they simply do not have time to do so.	4.71	64.52%
Other WB staff rarely engage in this behavior because they do not know which technology channels they should use and don't want to spam their colleagues.	4.52	61.29%
Other WB staff rarely engage in this behavior because they are worried it may annoy some of their colleagues.	3.77	32.26%
Other WB staff rarely engage in this behavior because they are not always sure what their colleagues are interested in.	4.35	54.84%
Other WB staff rarely engage in this behavior as they do not want to seem to be "imposing" their own views on to their colleagues.	3.65	38.71%
Other WB staff rarely engage in this behavior as they do not know where to find "short, punchy and relevant" stories that are easily shareable	5.00	70.97%
Other WB staff engage in this behavior because they have worked on the relevant project/portfolio since the beginning and want to see it succeed. They believe the knowledge they share helps their colleagues.	5.35	83.87%
Other WB staff engage in this behavior because other colleagues have offered such pieces to them in the past, hence they feel like they should do the same for others.	4.97	64.52%
Other WB staff engage in this behavior because sharing such pieces will be recognized by the institution, hence they feel like their career will benefit from doing this.	4.65	61.29%
Other WB staff engage in this behavior because it is part of their responsibility as corporate citizens.	4.71	58.06%
Other WB staff engage in this behavior because whether they share relevant knowledge with their colleagues will be recognized in their formal performance evaluation.	3.97	32.26%
Other WB staff engage in this behavior because they believe that sharing relevant short pieces is something everyone at the Bank group should do in order to effectively drive their mission forward.	5.16	70.97%

TABLE 34: KDB4 Short Posts—Listing Data

Barriers	Drivers
<ul style="list-style-type: none"> ● Managers don't recognize it ● No incentives ● Not having dedicated time to support collaboration ● Lacks authenticity—often reads like project team and Bank propaganda ● Too much TTL turnaround ● Inward looking management and rewards structure ● Normal systems don't support it ● Lack of knowledge-sharing culture ● Misaligned incentives ● Nothing critical is written/shared ● No clear structure for knowledge management in GPs ● Lack of explicit monetary rewards ● Giving away the whole recipe can make your competitors stronger ● No personal gain ● Lack of motivation ● Difficulty in using technology resources ● Don't have the necessary skills to communicate short, clear, crisp messages ● GP structured as silos ● Senior staff take the credit for inputs and intellectual contributions of junior staff ● Keeping the ownership ● Lack of requirement ● Managers support knowledge sharing only at the declarative level ● No coordinated knowledge-sharing activities—overlapping ● Stress ● Psychological perception that I was able to learn the project without support and others should be able to as well ● Time barriers due to poor planning for transitioning staff ● Poor role modeling ● No punishment for NOT sharing ● Competitiveness ● Wanting to be recognized as the only expert/specialist on a project or in a field ● One-individual one-project mindset ● Individual recognition ● Lack of time, resources, and incentives ● Staff are pressured with other priorities and deliverables 	<ul style="list-style-type: none"> ● Helps your reputation as a valued staff member ● Encouragement by managers ● Accountability of projects after staff has transitioned out ● Ease of technology ● Make it part of OPE process ● Include as an agenda once a month in staff meeting ● Sense of commitment to seeing the project succeed ● Others around sharing it on a regular basis ● Team-based project mindset ● Incentives (real not nominal) ● Co-creation retreats ● Career development ● Getting the contribution published ● The need to succinctly summarize ● More salient internal recognition of knowledge-sharing efforts ● Institutional recognition/reward ● Desire for technical expertise recognition ● Make knowledge management and dissemination explicit OPE targets ● Making it a work-cultural value ● Make the team efforts more known ● Incentives ● Define measurable “targets,” make people accountable and track them ● Sense of ownership ● Leadership roles linked to knowledge management ● Recognition (either monetary or performance) ● Provide professional incentives for sharing ● Usefulness ● Develop and regularly publish knowledge-sharing “scorecard” to track how staff are doing this ● Evaluate best practice tied up with incentives ● Goodwill among peers and managers ● Acknowledgment of contributions other than a project or the TTL role ● Requirement ● Provide incentives like participation in conferences/paper in journals, etc. ● Demonstrative effect by managers

TABLE 35: KDB5 Trainings—Rating Data

Behavior Statement	Mean	% Agree
I often see other WB staff at the Bank engage in this behavior.	3.96	38.46%
I think other WB staff would feel a sense of accomplishment if they were to engage in this behavior.	4.81	57.69%
I think that a sense of ownership a person has toward a project incentivizes them to engage in this behavior.	5.52	78.85%
I think the current technological systems in place hinder other WB staff from engaging in this behavior.	3.83	40.38%
I think that those who had a positive and useful knowledge transfer experience in the past are more likely to engage in this behavior.	5.62	84.62%
I think other WB staff would be more likely to engage in this behavior if the output would be more visible (i.e., seen and recognized by a larger number of colleagues).	5.35	76.92%
I think other WB staff would be more likely to engage in this behavior if their manager provided them with sufficient time.	5.29	76.92%
I think other WB staff would be more likely to engage in this behavior if it were part of their performance evaluation criteria.	5.19	80.77%
I think other WB staff would be more likely to engage in this behavior if others around them engaged in it.	5.29	82.69%
I think other WB staff would be more likely to engage in this behavior if it were tied to extrinsic rewards (performance bonus and other monetary rewards).	4.90	59.62%
I think other WB staff would be more likely to engage in this behavior if it were tied to intrinsic rewards (e.g., sense of accomplishment, social recognition, sense of ownership, etc.).	5.46	84.62%
Sharing knowledge about a project is important to other WB staff because when they have worked on the project from the beginning they want to see it succeed, even if they are moving on to another role.	5.75	88.46%
Sharing knowledge about one's project is motivated by the fact that other World Bank colleagues share their project knowledge as well.	4.87	65.38%
Sharing knowledge about one's project with other World Bank colleagues is important, even if other colleagues do not share their knowledge.	5.58	82.69%

Sharing knowledge is important, but one has to prioritize other tasks given the limited amount of time and budgets available to dedicate to their own projects.	5.60	82.69%
Knowledge sharing at the World Bank is a challenge even when sufficient time and budgets are provided.	4.42	51.92%
Sharing knowledge with colleagues does not benefit one personally.	2.79	9.62%
A career at the Bank is defined through the knowledge one possesses. Giving that knowledge away by sharing with other WB staff does not necessarily align with one's own career interests.	2.52	11.54%
The reality here is that everyone wants to win projects for their own unit. There is no strong incentive in sharing knowledge with other units.	3.73	38.46%
Other WB staff rarely engage in this behavior because they simply do not have time to do so.	5.38	71.88%
Other WB staff rarely engage in this behavior because they do not have a budget code for training that lays outside the scope of their responsibilities.	5.00	71.88%
Other WB staff rarely engage in this behavior because they are unsure where to find training that is of interest to them.	4.38	50.00%
Other WB staff rarely engage in this behavior because it does not add value to their career path.	3.72	28.13%
Other WB staff rarely engage in this behavior because there is enough to learn within their field of specialty, which they need to prioritize.	4.56	50.00%
Other WB staff engage in this behavior because it allows them to connect better with their colleagues from other sectors.	5.25	84.38%
Other WB staff engage in this behavior because it provides them with more credibility in the eyes of their clients.	4.75	53.13%
Other WB staff engage in this behavior because they always like to learn about methods that can be complementary to their own training.	5.28	84.38%
Other WB staff engage in this behavior because their own field of specialty does not always offer the best solutions to the challenges they face.	4.69	56.25%
Other WB staff engage in this behavior because signing up for such trainings will be recognized by the institution, hence they feel like their career will benefit from doing this	3.72	25.00%
Other WB staff engage in this behavior because it is part of their responsibility as corporate citizens to enrich their skills beyond what their specialty is.	4.59	56.25%

Other WB staff engage in this behavior because their hiring manager asks them to sign up for training that falls outside the scope of their own duties and responsibilities, and they feel that they should oblige.	3.69	25.00%
Other WB staff engage in this behavior because they believe that signing up for extracurricular training is something everyone at the Bank group should do in order to continue effectively driving their mission forward.	4.69	59.38%

TABLE 36: KDB5 Trainings—Listing Data

Barriers	Drivers
<ul style="list-style-type: none"> ● Lack of knowledge-sharing tradition/culture ● Based in field ● Lack of implicit objectives in performance evaluation ● No KM structure to follow ● Losing ownership of the project/the idea ● Lack of interest from other peers ● No clear incentive in learning new things ● Insufficient time and having too many other responsibilities ● Lack presentation skills ● Time and financial resources ● Lack of ability to write and often people don't have time to read ● Lack of formal recognition down the line ● Language, any knowledge produced in any language different from English tends to be ignored ● Lack of technological facilities to support knowledge sharing ● Strategic HR planning exercise (many experienced staff leaving) ● Lack of managerial support ● It's not a priority for anyone ● Opportunities ● High pace environment and limited attention span ● Limited HR resources ● Incentive structure does not encourage knowledge sharing ● Turf issues/territorial behavior ● Burnout ● Availability of platforms ● Difficulty to capture ● Too much focus on continuous change (as opposed to building staff capacity) 	<ul style="list-style-type: none"> ● Recognition by management ● New learning opportunities ● Own belief that one benefits from sharing ● Establish dedicated unit of consultants to do this ● Success should be replicated ● Official communication to all staff on the need to share data/information/knowledge widely ● Incentives ● Recognition for knowledge sharing and applying lessons learned from other projects ● Part of professional profile ● Understanding of the value added to the person's reputation ● Stop repeating what has never worked in decades ● A platform of exchanges where you also gain from others ● Encourage sharing formally (e-mails) or informally (WhatsApp). ● Relevance and impact on one career ● Providing opportunity (e.g., brown bags) ● Strong commitments from staff ● Include sharing of knowledge in performance evaluation ● More time ● A strong motivator to pass the knowledge to others and in the process improve on it ● Should be part of performance target ● Make it be part of the culture ● Should be part of OPE/PEP of project manager level and higher staff ● Interest to bring innovation to projects ● Maybe an app or some digital enabled application that allows staff to share quickly

<ul style="list-style-type: none"> ● Management incentivize completion of products not dissemination ● Over programmed, not enough time to reflect and write or organize a KM event ● Fatigue ● Not part of performance evaluation ● Competing demands ● Lack of leadership from the top ● Silos ● Insecurity ● Overworked ● Managers are interested in starting new projects rather than knowledge sharing. ● Workload 	<ul style="list-style-type: none"> ● Genuine leadership ● Visibility ● Rewarding collaboration ● Innovate and make knowledge sharing easier ● Resources to screen and systematize knowledge in easily accessible way ● Interest to improve design by learning from others ● Clear metrics to measure knowledge sharing ● Behavioral changes from the top ● Ownership ● Promoting co-TTLship ● Rotate experienced staff through knowledge unit (DA) ● Desire to collaborate ● Make it easy for people to do it and hard to say no when asked ● Encouraging behavior of sharing and accepting mistakes as part of the learning process ● Ease of access ● Stressing on Corporate Mandate for Knowledge Production and Sharing
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