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A study of knowledge management and knowledge professionals in modern organisations

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Abstract

Knowledge management has progressed with the advancement in Information Communication and Technology. The organisations have to disseminate information leveraging the knowledge assets. The knowledge moves through both formal and informal channels of communication. The organisations have to make effort to preserve nature and transmit information. The present study is a theoretical study of knowledge management in the present business context.

Keywords: knowledge, information, innovation

Introduction

Knowledge management is a systematic process for acquiring, organizing, sustaining, applying, sharing, and renewing both tacit and explicit knowledge to enhance the organizational performance, increase organizational adaptability, increase values of existing products and services, and/or create new knowledge-intensive products, processes and services. Knowledge Management is the process of developing knowledge and accumulating it in the Organisational capital wherever possible. Knowledge Management is helping all managers to establish knowledge resource management as part of their toolkit.

The definitions of “knowledge”, “information” and “data” are specified as follows: “Knowledge is a mixture of experience, values and beliefs, contextual information, intuition and insight that people use to make sense of new experiences and information”. “Information consists of organized or structured *data*, processed for a specific purpose to make it meaningful, valuable, and useful in specific contexts”. “Data are discrete, unorganized, unprocessed measurements or raw observations”. In our view, these definitions may not be understood by many readers. Therefore, we offer to make the following corrections to the definitions of “knowledge” and “information”. Knowledge is a mixture of subject matters* (*experience, values, beliefs, contextual information, intuition and insight*) used by people to gain new experience or information. Knowledge may be explicit and implicit. Information includes organized and structured *data* processed for a specific purpose, which are considered as *data* to be used for extracting knowledge.

We can transfer tacit knowledge through mechanisms of socialization, mentor ships, apprenticeships, face-to-face communication. Since knowledge may be an organization's only sustainable competitive advantage, it is very important to capture tacit knowledge. Intranets and e-mail help knowledge flow through an organization. Tacit knowledge often moves laterally through informal channels of communication (communities of practice). For example, those groups that hang around the coffee pot or the coffee machine -- they are exchanging knowledge, just as the smokers huddled near the entrance to the building at break time.

Two kinds of knowledge

Knowledge is intangible, dynamic, and difficult to measure, but without it no organization can survive.

- **Tacit:** or unarticulated knowledge is more personal, experiential, context specific, and hard to formalize; is difficult to communicate or share with others; and is generally in the heads of individuals and teams
- **Explicit:** explicit knowledge can easily be written down and codified

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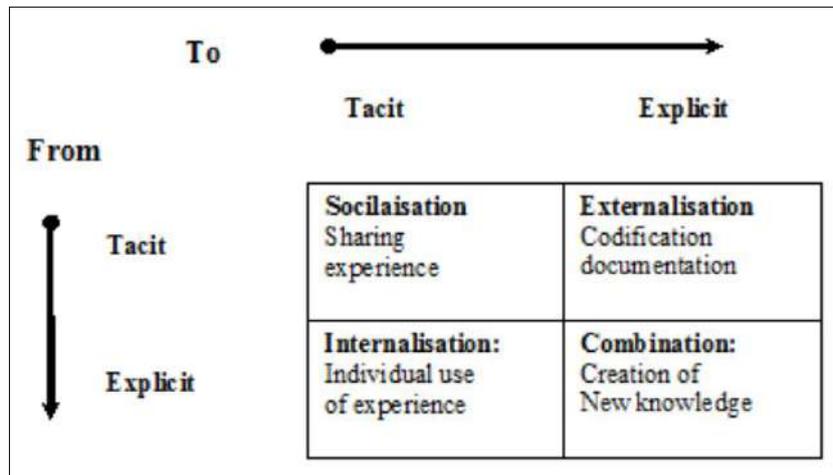
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Mohsen Gerami. (2010) [6]. Knowledge Management. (IJCSIS) International Journal of Computer Science and Information Security, Vol. 7, No. 2, 234-238.

Table 1: Use of the explicit and tacit knowledge in the workplace

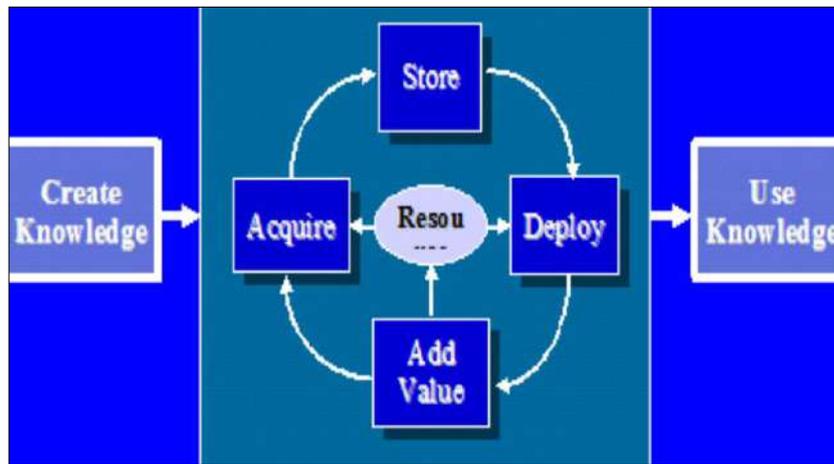
Explicit knowledge – academic knowledge or “know-what” that is described in formal language, print or electronic media, often based on established work processes, use people-to-documents approach	Tacit knowledge – practical, action-oriented knowledge or “know-how” based on practice, acquired by personal experience, seldom expressed openly, often resembles intuition
<i>Work process</i> - organized tasks, routine, orchestrated, assumes a predictable environment, linear, reuse codified knowledge, create knowledge objects	<i>Work practice</i> - spontaneous, improvised, web-like, responds to a changing, unpredictable environment, channels individual expertise, creates knowledge
Learn - on the job, trial-and-error, self-directed in areas of greatest expertise, meet work goals and objectives set by organization	Learn - supervisor or team leader facilitates and reinforces openness and trust to increase sharing of knowledge and business judgment
Teach - trainer designed using syllabus, uses formats selected by organization, based on goals and needs of the organization, may be outsourced	Teach - one-on-one, mentor, internships, coach, on-the-job training, apprenticeships, competency based, brainstorm, people to people
Type of thinking - logical, based on facts, use proven methods, primarily convergent thinking	Type of thinking - creative, flexible, uncharted, leads to divergent thinking, develop insights
Share knowledge - extract knowledge from person, code, store and reuse as needed for customers, e-mail, electronic discussions, forums	Share knowledge - altruistic sharing, networking, face-to-face contact, videoconferencing, chatting, storytelling, personalize knowledge
Motivation - often based on need to perform to meet specific goals	Motivation - inspire through leadership, vision and frequent personal contact with employees
Reward - tied to business goals, competitive within workplace, compete for scarce rewards, may not be rewarded for information sharing	Reward - incorporate intrinsic or non-monetary motivators and rewards for sharing information directly, recognize creativity and innovation
Relationships - may be top-down from supervisor to subordinate or team leader to team members	Relationships - open, friendly, unstructured, based on open, spontaneous sharing of knowledge
Technology - related to job, based on availability and cost, invest heavily in IT to develop professional library with hierarchy of databases using existing knowledge	Technology - tool to select personalized information, facilitate conversations, exchange tacit knowledge, invest moderately in the framework of IT, enable people to find one another
Evaluation - based on tangible work accomplishments, not necessarily on creativity and knowledge sharing	Evaluation - based on demonstrated performance, ongoing, spontaneous evaluation

Description of Knowledge management

Knowledge management is the process of making relevant information available quickly and easily for people to use productively. For KM to move from ideas to implementation, the definition of KM needs to address:

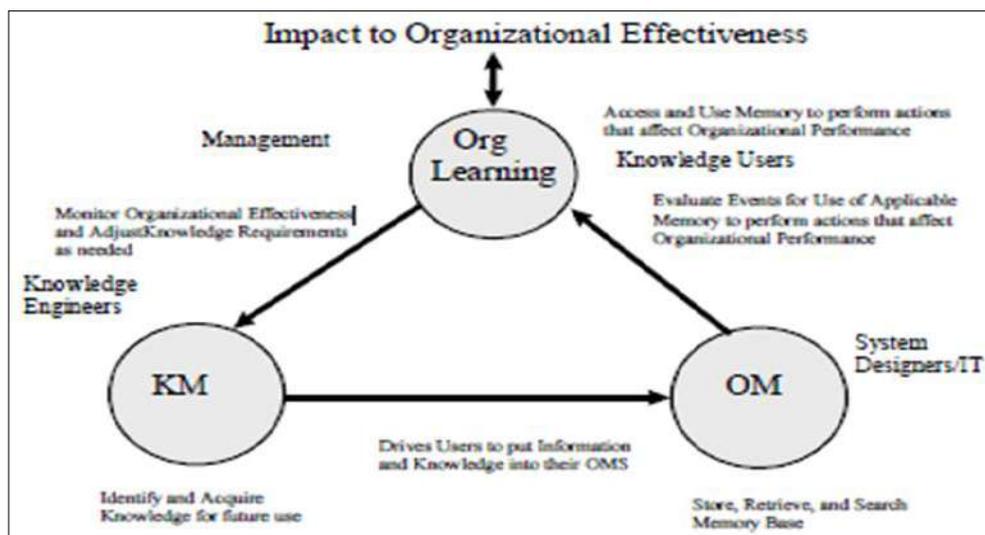
- Creating, sharing, and reusing knowledge

- Understanding the relevance of different information as determined by the customer
- Training for KM methods and services
- Incorporating cultural aspects of KM into operations
- Responding to funding and chargeback issues



Mohsen Gerami. (2010) [6]. Knowledge Management. (*IJCSIS International Journal of Computer Science and Information Security*, Vol. 7, No. 2, 234-238.

Fig 1: The Knowledge Management Process



(Jennex and Olfman 2002)

Fig 2: The KM/Om/Ol Model

Objectives of knowledge management

Some typical knowledge management objectives are to:

- Facilitate a smooth transition from those retiring to their successors who are recruited to fill their positions.
- Minimize loss of corporate memory due to attrition and retirement.
- Identify critical resources and critical areas of knowledge so that the corporation “knows what it knows and does it well—and why.”
- Build up a toolkit of methods that can be used with individuals, with groups, and with the organization to stem the potential loss of intellectual capital.

Core Competencies

1. Information and knowledge services

Information professionals meet the information and knowledge needs of their organizations and communities by providing a diverse array of services based on an understanding of human information behavior and a holistic assessment of the community or organization they serve. For example, they support the effective use of a complex mix of data, information, and knowledge in any format, including published and unpublished material in physical and digital formats. They also enable knowledge sharing

through interpersonal contact and relationships. Their work may address any aspect of human engagement with information and knowledge, including the identification of information needs, discovery and retrieval, analysis and synthesis, sharing, management, organization, and preservation.

Elements of this competency include the following:

- Recognizing and articulating information and knowledge needs;
- Analyzing information and knowledge flows relevant to the context of community characteristics and organizational goals;
- Enabling the sharing of knowledge through interpersonal contacts and relationships as well as by using digital or electronic systems and processes;
- Prioritizing information services to meet the organization’s most critical operational or strategic needs;
- Advocating for the effective use and management of information systems and processes;
- Teaching, training, and developing information literacy and associated skills for stakeholders;
- Using information management skills to learn about a domain, discipline or industry;

- Applying subject domain knowledge to the work environment to support the organizational mission; and
- Understanding the varied aspects of human information behavior.

2. Information and knowledge systems and technology

Information professionals use information and communications technologies effectively to meet the information and knowledge needs of their communities and organizations. They design, develop, implement, and operate information systems that are cost-effective and employ state-of-the-art technologies.

Elements of this competency include the following

- Engaging multiple stakeholders to recommend the information architecture needed by the entire organization;
- Selecting and implementing information and knowledge systems;
- Selecting and using information management tools, such as library management systems, content management systems, social media platforms, and information retrieval and analysis tools;
- Identifying systems and tools to meet requirements of specific communities;
- Designing interfaces for an intuitive user experience;
- Coding using appropriate scripting and other tools;
- Curating, publishing, and/or packaging information in usable formats; and
- Continuously evaluating information and knowledge systems and technologies.

3. Information and Knowledge Resources

Information professionals maintain a deep knowledge of the content resources available to meet the needs of the communities they serve. Their knowledge extends to all types of sources and media. They systematically evaluate resources of potential value and prioritize the acquisition of resources based on their judgment of the value of each resource to the community. They also monitor the information marketplace and negotiate effectively with information vendors and content providers.

Elements of this competency include the following

- Establishing a budget for resources and advocating for allocation of funds;
- Aligning the strategy for managing information resources to support the strategic goals of the parent organization and community needs;
- Systematically evaluating new or unfamiliar resources by applying analytical frameworks and methods;
- Delivering authoritative information resources to meet the needs of a particular audience, cover a certain topic, field, or discipline, or serve a particular purpose;
- Managing and delivering relevant resources of all types, media, and formats, including published and unpublished, internal to the organization as well as external, digital, textual, numeric, and visual;
- Negotiating appropriate pricing and terms and conditions for the licensing or acquisition of information resources;
- Continually analyzing the effectiveness of the portfolio of resources under management, making adjustments as needed to ensure relevancy and provide users with

optimum decision-support content;

- Identifying experts and sources of expertise and facilitating knowledge sharing within organizations;
- Auditing and mapping information and knowledge assets available within the organization in order to advise users about resources relevant to various business activities; and
- Teaching others to critically evaluate information and information sources.

4. Information and Data Retrieval and Analysis

Information professionals discover and obtain information effectively as needed by individuals and groups within their communities. They possess in-depth knowledge of search and retrieval engine functions that enables them to perform complex and difficult information retrieval tasks. They also apply information analysis tools and methods to extract meaning and actionable insights from the information retrieved.

Elements of this competency include the following

- Interviewing and consulting with community members to identify and clarify information and knowledge needs;
- Developing sophisticated search and retrieval strategies to discover and retrieve information from varied systems and repositories;
- Understanding search engines and information retrieval systems, including the unique functionalities provided by different systems, and applying this understanding to information search and retrieval projects;
- Assessing the veracity or quality of information and its underlying sources in search engines and information retrieval systems;
- Using appropriate data analysis, text analysis, visualization, and similar tools to analyze information in order to extract insights and meaning;
- Communicating the results of information retrieval and analysis projects in a way that is usable and actionable by the intended audience; and
- Teaching all competencies in a variety of formal and informal settings.

5. Organization of Data, Information, and Knowledge Assets

Information professionals organize and manage data, information, and knowledge assets so they are findable, usable, and accessible over their defined life span. They establish policies for the organization, preservation, and retention of these assets, taking into account the mission and operational needs of their institution. They establish requirements and procedures for metadata and evaluate and adapt industry standards for classification and categorization systems, storage and preservation, location, and connectivity to ensure that assets are properly managed.

Elements of this competency include the following

- Applying standard professional practices for descriptive and subject metadata to information assets;
- Developing custom metadata schemas;
- Developing custom taxonomies and ontologies as local circumstances warrant;
- Developing retention and destruction policies and procedures based on legal requirements and

- organizational operational needs;
- Training others in effective practices for information organization and management;
- Applying quality control practices to ensure the appropriate application of policies and practices for information organization and management; and
- Coordinating the development and implementation of archival systems and processes that are customized to support organizational needs.

6. Information Ethics

In their work, information professionals combine a strong moral and ethical foundation with an alertness for issues that commonly emerge in information- and knowledge-related work. They know and adhere to the professional standards of conduct formulated by the Special Libraries Association and other applicable professional organizations. They also know and adhere to the code of ethics of their employer. In the words of the SLA Professional Ethics Guidelines, they act with “integrity, competence, diligence, honesty, discretion and confidentiality through creating and sustaining an environment that facilitates mutual trust among employers, clients or other individuals served, and the profession.” They model ethical information behavior for others in the workplace and lead the development of policies and processes to foster information ethics throughout their organizations.

Elements of this competency include the following

- Recognizing ethical issues relative to information handling, including but not limited to privacy and confidentiality, information security, intellectual property and copyright, and intellectual freedom;
- Modeling ethical information behavior;
- Teaching, influencing, and coaching others;
- Contributing to organizational policies, procedures, and other initiatives; and
- Assessing and auditing the organizational implementation of information ethics.

Enabling Competencies

In addition to these unique core competencies, information professionals also possess other essential competencies that are shared by professionals in other fields. These “enabling” competencies are vital for professional success and career development. It would be possible to produce a very long list of such competencies, but the following is a short list of those that merit the greatest attention:

- Critical thinking, including qualitative and quantitative reasoning;
- Initiative, adaptability, flexibility, creativity, innovation, and problem solving;
- Effective oral and written communication, including influencing skills;
- Relationship building, networking, and collaboration, including the ability to foster respect, inclusion, and communication among diverse individuals;
- Marketing;
- Leadership, management, and project management;
- Life-long learning;
- Instructional design and development, teaching, and mentoring; and
- Business ethics.

Knowledge management systems

Knowledge management systems (KMS) are applications of the organization’s computer-based communications and information systems (CIS) to support the various KM processes. They are typically not technologically distinct from the CIS, but involve databases, such as “lessons learned” repositories, and directories and networks, such as those designed to put organizational participants in contact with recognized experts in a variety of topic areas.

A significant difference between many knowledge management systems and the organization’s CIS is that the KMS may be less automated in that they may require human activity in their operation. While information systems typically require that humans make choices in the design phase and then operate automatically, KMS sometimes involve human participation in the operation phase. For instance, when a sales database is designed, people must decide on its content and structure; in its operational phase, it works automatically. When a “lessons learned” knowledge repository is created, people must make all of the same design choices, but they must also participate in its operational phase since each knowledge unit that is submitted for inclusion is unique and must be assessed for its relevance and important. (William R. King, 2009) [8].

Milestones in the development of modern technology offer another perspective on the history of KM: industrialization beginning in 1800, transportation technologies in 1850, communications in 1900, computerization in the 1950s, virtualization in the early 1980s, and the early efforts at personalization and profiling technologies in 2000 (Deloitte, Touche, and Tohmatsu, 1999).



Fig 3: A Summary Timeline of Knowledge Management

Knowledge management from a historical perspective

With the advent of the information or computer age, KM has come to mean the systematic, deliberate leveraging of knowledge assets. Technologies enable valuable knowledge to be “remembered” via organizational learning and corporate memory, and they also enable valuable knowledge to be “published” that is, to be widely disseminated to all stakeholders. The evolution of knowledge management has occurred in parallel with a shift from a retail model based on a catalog (here one should recall Ford’s famous quote that you can have a car in any color you like—as long as it is black) to an auction model (as exemplified by eBay) to a personalization model where real-time matching of user needs and services occurs in a win–win exchange model. In 1969, the launch of ARPANET allowed scientists and researchers to communicate more easily with one another in addition to being able to exchange their large data sets. They came up with a network protocol or language that would allow disparate computers and operating systems to network together across communication lines. Next, a messaging system was added to this data file transfer network. In 1991, the nodes were transferred to the Internet and World Wide Web. At the end of 1969, only four computers and about a dozen workers were connected!! Simultaneously, many key developments were occurring in information technologies devoted to knowledge-based

systems: expert systems that sought to capture “experts on a diskette,” intelligent tutoring systems aimed at capturing “teachers on a diskette,” and artificial intelligence approaches that gave rise to knowledge engineering in which someone was tasked with acquiring knowledge from subject matter experts, conceptually modeling this content, and then translating it into machine-executable code (McGraw and Harrison- Briggs, 1989).

McGraw and Harrison-Briggs describe knowledge engineering as “involving information gathering, domain familiarization, analysis and design efforts. In addition, accumulated knowledge must be translated into code, tested and refined” (p.5). A knowledge engineer is “the individual responsible for structuring and/or constructing an expert system” (p. 5). The design and development of such knowledge-based systems have much to offer knowledge management, which also aims at the capture, validation, and subsequent technology-mediated dissemination of valuable knowledge from experts.

Books on knowledge management began to appear by the early 1990s, and the field picked up momentum in the mid-1990s with the development of a number of large, international KM conferences and consortia. In 1999, Boisot summarized some of these milestones (see Table 2 for an updated summary).

Table 2: Knowledge management milestones

Year	Entity	Event
1980	DEC.CMU	XCON Expert System
1986	Dr. K. Wiig	Coined KM concept at UN
1989	Consulting firms	Start internal KM projects
1991	HBR article	Nonaka S Takcuchi
1993	Dr. K. Wiig	First KM book published
1994	KM Network	First KM conference
MID-1990s	Consulting firms	Start offering KM services
Late 1990s	Key vertical industries	Implement KM and start seeing benefits
2000-2003	Academia	KM courses/programs in universities with KM texts

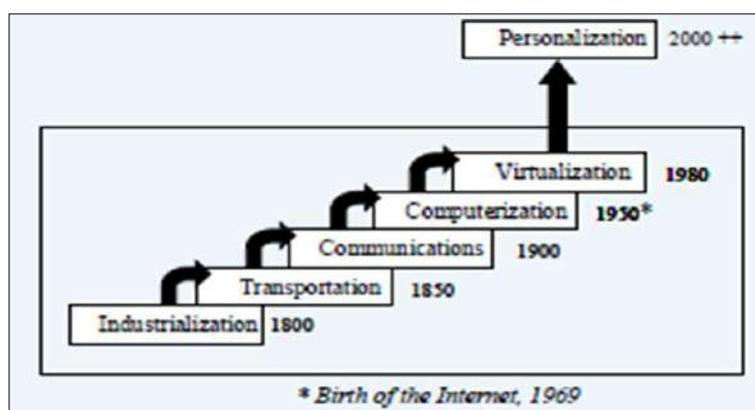


Fig 4: Developmental Phases in KM History

Review of literature

Pieter W.G. Bots and Hans de Bruijn (2002) [7] opines that Knowledge management is ‘hot’, still, and for good reason. Knowledge has been recognized as a key resource of organizations, and as such it should be managed. But the elusive nature of knowledge puzzles both managers and management scientists. The researchers have articulated a set of ‘rules of the game’ that make use of the strengths of both perspectives while mitigating their weaknesses. The

game rules are, of course, not intended to be copied verbatim by any organization or manager. They are templates; their exact formulation should always be tailored to specific situations. They can facilitate the manager in developing a process-managerial style. (Pieter W.G. Bots and Hans de Bruijn, 2002) [7]

Olivera Marjanovic and Markus Rothenhoefer (2014) contend that Social media are confirmed to have one of the most transformative impacts of technology on business,

within and outside organizational boundaries. This research investigates the impact of social media on knowledge-intensive business processes, in particular process improvement. The researchers make a research and practical contribution to the emerging research on social media in Business Process Management (BPM), currently dominated by conceptual research. The paper describes an empirical case study research, conducted in a large financial services company, in the context of their Recruitment process. While related research argues that social media are best used within the modeling and execution phases of the BP Lifecycle, the research findings indicate a different approach. In the case organization social media are seen as an enabler of process improvement, changing its main objective from process efficiency to customer-focused effectiveness, even prompting the company to consider possible transformation of their organizational structure. (Olivera Marjanovic and Markus Rothenhoefer, 2014)

Mohsen Gerami (2010) [6] find that the move from an industrially-based economy to knowledge or information-based one in the 21st Century demands a top-notch knowledge management system to secure a competitive edge and a capacity for learning. Currently, governments around the world, multinational corporations, and a multitude of companies are interested, even concerned with the concept of knowledge management. The new source of wealth is knowledge, and not labor, land, or financial capital. It is the intangible, intellectual assets that must be managed. The key challenge of the knowledge-based economy is to foster innovation (Mohsen Gerami, 2010) [6].

Debbie Richards, Peter Massingham and Peter Busch (2009) [1] observe that key challenge facing organizations is how to effectively connect employees who seek knowledge with those who have the necessary knowledge. From case studies conducted in three separate knowledge intensive organizations, briefly introduced in the paper, have indicated that locating and measuring expertise were major challenges with no current satisfactory solutions. The researchers offer a method to map intellectual capital within organizations distinct from previous expertise location methods in several significant ways.

First, it includes the measurement of knowledge value within the context of the organization's strategy and activities. Second, it addresses concerns with existing methods such as subjectivity associated with self-reporting, currency, and validation by incorporating several innovative techniques such as 360 degree peer review, data mining, and feedback loops. Thirdly the mapping approach incorporates all types of knowledge including tacit and explicit knowledge (Debbie Richards, Peter Massingham and Peter Busch, 2009) [1].

Mohajan and Haradhan (2017) [5] propound that Knowledge is the most important factor of production, next to labor, land and capital. It is about managing and sharing knowledge for the development of an organization. In the competitive business world, knowledge management (KM) has become more essential for the sustainable development of organizations. In the 21st century knowledge and KM become the most professional element in many fields of knowledge, such as, education, cognitive science, health, sociology, management science, information science, computer science, information and technology, economics, philosophy, psychology, knowledge engineering, artificial intelligence and all branches of business. Through the

application of successful KM, organizations can improve their effectiveness and can gain competitive advantage. KM helps in the decision making process for the benefit of a company. (Mohajan, Haradhan, 2017) [5]

Haradhan Kumar Mohajan (2019) [2] propagates that Knowledge is considered as the basis for developing sustained long-term competitive advantage for every organization. In the 21st century every organization becomes knowledge based for the sustainable development. Knowledge sharing is an important instrument that turns individual knowledge into group organizational knowledge. It is one of the main knowledge processes in a present dynamic and competitive era for the development of organizations. The knowledge sharing practice plays a remarkable role in the development and innovation in many areas of organizations. The researcher makes an attempt to discuss techniques, barriers and benefits of knowledge sharing in organizations. (Haradhan Kumar Mohajan, 2019) [2]

K. Karthikeyan1 & R. Rengaraj Alias Muralidharan (2010) [4] observes that Knowledge, knowledge workers and Knowledge Management are topics receiving increasing attention from a variety of discipline. Many have said you're moving from a post-industrial to a knowledge-based economy and a recent survey by the Journal of Knowledge Management revealed that 92% of the responding executives indicated that they worked in knowledge intensive organizations. At the same time new technologies have been developed to better enable the management of knowledge. Knowledge Management is an emerging discipline as the potential uses, features and benefits of the current incarnation of Knowledge Management are still being defined and as increasing numbers of people and organizations begin to explore this new form of communication and organizational learning.

Objectives of KM

The purpose of Knowledge Management is to deliver the right information to the right person at the right time. The main objective of knowledge management in libraries is to promote knowledge innovation. The other objectives are;

- To create knowledge repositories;
- To promote scientific research;
- To promote relationship between library and users;
- To enhance the knowledge environment and
- To improve service capability of faculty and staff of the libraries in the electronic Environment

Pre-requisites for KM

To develop a knowledge management system, the following pre-requisites are essentials *viz.* Knowledge repositories, knowledge access, enhancing knowledge environment and knowledge management

Principles of KM

Thomas H Davenport has formulated ten principles of knowledge management as listed below.

1. Knowledge management is expensive
2. Effective management of knowledge requires hybrid solutions of people and technology
3. Knowledge management is highly political
4. Knowledge management benefits more from maps than model, more from markets than from hierarchies
5. Knowledge management requires knowledge managers

6. Knowledge management requires a knowledge contract
7. Sharing and using knowledge are often unnatural acts
8. Knowledge management means improving knowledge process
9. Knowledge access in only the beginning
10. Knowledge management never ends

Conclusion

The Organisation have realized the importance of tacit and explicit knowledge among their employees. The knowledge management effectively managed has proven to be competitive how they acquire and share tacit and explicit knowledge. Organisational Environment now have to be on a strong footing to encourage knowledge creation is possible when employees Share tacit and explicit Knowledge. Organisation Environment now have to be on a strong footing to encourage knowledge acquisition and sharing. New knowledge creation is possible when employees share the knowledge that they know, internalize it and apply what growth when there is sharing of knowledge at individual group and corporate levels. There is a need on the organisation to link knowledge sharing with the monetization of employees.

The motivators both financial and non-financial would lead the employees to share knowledge and aim at doing challenging work. The sharing among the “Learners” and “Teacher” of knowledge emanates rewarding and organisation. The dynamic organisation have to increase the momentum and direction of the knowledge revolution.

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