



INDOCTRINATING KNOWLEDGE MANAGEMENT CULTURE IN EDUCATIONAL INSTITUTIONS

Geeta R Thakur

Assistant professor

Pillai's College of Education and Research

New Panvel

Abstract

Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. Knowledge management is the practice of adding actionable value to information by capturing, filtering, synthesizing, summarizing, storing, retrieving and disseminating tangible and intangible knowledge; developing customized profiles of knowledge for individuals so they can get at the kind of information they need when they need it; and creating an interactive learning environment where people transfer and share what they know and apply it to create new knowledge. [Management Review, 1999]. This paper focuses on the various tools of knowledge management which can be used in educational institutions. It also highlights the way through which knowledge management can be implemented in educational institutions.

Keywords: *knowledge management, educational institutions, tools of knowledge management*

Broadly speaking, knowledge can generally be defined as those facts, experiences, etc., which can be used as the basis for future experience, and insights: Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied into the minds of knowers. In organizations, it often becomes embedded not only in documents or repositories, but also in organizational routines, processes, practices, and norms. [Davenport, T.H. and Prusak, L., 2000:5]

Explicit knowledge and tacit knowledge

The most common classification of knowledge in the knowledge management literature, to date, is the distinction between 'explicit knowledge' and 'tacit knowledge'. Explicit, comes from Latin, meaning "to unfold, that is to be open, to arrange, to explain, and to document". Explicit knowledge is codified or articulable in a formal manner, for example in the form of grammatical predicates, mathematical formulas, design specifications, procedure manuals, et cetera. [Nonaka, and Takeuchi, 1995] Explicit knowledge can be easily passed on from one

medium to another; therefore, one can say it is transferable. It is on this form of knowledge that the western philosophical, historical, and religious traditions rest.

'Tacit knowledge' on the other hand, may be seen as implicit knowledge or hidden knowledge, as opposed to explicit knowledge. Tacit knowledge, or implicit knowledge, is personal knowledge, which is bound to the individual. This is not embedded in some process nor easily transmitted and shared without some systematic effort. The characteristics of tacit knowledge are a subjective view or understanding of a topic, an artifact, an intuition or an internal feeling in the sense of a cultural prejudice, experience, tradition or belief. Tacit, implicit, knowledge, it would seem, is therefore based on informal metrics, non-standard experience, personal conceptions or convictions, faith, perspectives, cultural biases, ideals, values and emotions. The literature supports the view that tacit knowledge consists of ability, routine actions, convictions, faith and beliefs, and intellectual property rights, copyrights and patents [Nonaka, and Takeuchi, 1995].

Intellectual Capital:

Organizational knowledge for the entire enterprise must include the use of intellectual capital. In this context, intellectual capital includes both the personal resources of the individual, and the processes and routines embedded within the organization's repositories, such as patents, know-how, etc. This also includes such artefacts as the organization's culture, organization memory etc. Intellectual capital is intellectual material – knowledge, information, and intellectual property, experience that can be put to use to create wealth. It is a collective brainpower or packaged useful knowledge [Stewart, 1997]. Intellectual capital is the pursuit of effective use of knowledge as opposed to information. [Bontis, 1998]. Roos et.al. (1997) argue that employees generate Intellectual capital through their competence, their attitude and their intellectual agility. Competence includes skills and education, while attitude covers the behavioral component of the employees' work. Intellectual agility enables one to change practices and to think of innovative solutions to problems.

Human capital:

Human capital represents the individual knowledge inventory of an organization as represented by its employees. The practice of adding actionable value to information by capturing, filtering, synthesizing, summarizing, storing, retrieving and disseminating tangible and intangible knowledge; developing customized profiles of knowledge for individuals so they can get at the kind of human capital represents the individual knowledge inventory of an organization as represented by its employees [Bontis et al., 2001]. Hudson (1993) defines human capital as a combination of genetic inheritance; education; experience, and attitudes about life and business. Bontis (1998) describes human capital as the firm's collective capability to extract the best solutions from the knowledge of its individuals. Unfortunately, people's departure can result in the loss of corporate memory and hence become a threat to the organisation. Bontis (1999) argues that human capital is important because it is a source of innovation and strategic renewal, whether it is from brainstorming in a research lab, daydreaming at the office, throwing out old files, re-engineering new processes, improving personal skills.

He further asserts that the scope of human capital is limited to the knowledge node (i.e. internal to the mind of the employee). It can be measured (although it is difficult) as a function of volume (i.e. a third degree measure encompassing size, location and time). It is also the hardest of the three sub-domains of intellectual capital to codify. [Bontis, 1999:65]

The essence of HC is the sheer intelligence of the organisational member.

Structural capital:

Structural capital is structural tacit knowledge includes all the mechanisms and structures of the organization that are used to support employees in their quest for organizational excellence, and overall business performance. The Structural Capital of an organization includes all the non-human storehouses of knowledge in organizations that include the databases, organizational charts, process manuals, strategies, routines and anything whose value to the company is higher than its material value. Roos et al., (1998:42) describe Structural Capital as "what remains in the company when employees go home for the night". Structural Capital arises from processes and organizational value, reflecting the external and internal foci of the company, plus renewal and development value for the future.

Knowledge Management

Knowledge Management means a systematic and organised attempt to use knowledge within an organization to transform its ability to store and use knowledge to improve performance. [KPMG Management Consulting, 1998:5]

The practice of adding actionable value to information by capturing, filtering, synthesizing, summarizing, storing, retrieving and disseminating tangible and intangible knowledge; developing customized profiles of knowledge for individuals so they can get at the kind of information they need when they need it; and creating an interactive learning environment where people transfer and share what they know and apply it to create new knowledge.

Knowledge management is about using existing resources and skills more productively, but it is also about widening our perspectives, increasing the channels for the communication of information, and therefore increasing adaptively.[Woods, and Sheina, 1998:24]

A system for managing the gathering, organizing, refining, analysing, and disseminating of knowledge in all of its forms, within an organization. It supports organizational functions while addressing the needs of the individual within a/ purposeful context. [Jackson, 1998]. The full scope of **knowledge management** (KM) is not something that is universally accepted. However, before one looks at the differences in the definitions, let's examine the similarities.

KM is about making the right knowledge available to the right people. It is about making sure that an organization can learn, and that it will be able to retrieve and use its knowledge assets in current applications as they are needed. In the words of Peter Drucker it is "the coordination and exploitation of **organizational knowledge** resources, in order to create benefit and competitive advantage" (Drucker 1999).

Where the disagreement sometimes occurs is in conjunction with the creation of new knowledge. Wellman (2009) limits the scope of KM to lessons learned and the techniques employed for the management of what is already known. He argues that **knowledge creation** is often perceived as a separate discipline and generally falls under innovation management.

Bukowitz and Williams (1999) link KM directly to tactical and strategic requirements. Its focus is on the use and enhancement of knowledge based assets to enable the firm to respond to these issues. According to this view, the answer to the question "what is knowledge management" would be significantly broader.

Why organizations should implement knowledge management?

1. Exploring existing knowledge in the best possible way to make it more productive;
2. Renewing the knowledge of individuals and enterprises based on internal and external learning processes to complement each other;
3. The individual or tacit knowledge into structural capital of the enterprise, which can be use to transform the organisation; and
4. The organizational strategy on the basis of existing core competencies and capabilities to be

used for organisational transformation.

Four dimensions (components) of KM

- Innovation – finding and nurturing new ideas, bringing people together in 'virtual' development teams, creating forums for brainstorming and collaboration;
- Responsiveness – giving people access to the information they need, when they need it, so that they can solve customer problems more quickly, make better decisions faster, and respond more quickly to changing market conditions;
- Productivity – capturing and sharing best practices and other re-usable knowledge assets to shorten cycle times and minimize duplication of efforts; and
- Competency – developing the skills and expertise of employees through on-the-job, and online training, and distance learning.

Knowledge management Tools

Knowledge management tools are technologies and methods which enhance and enable knowledge generation/capture, codification, and transfer. Knowledge management tools may be ICT based, or paper pencil based to generate, codify, and transfer knowledge.

- Collective intelligence zone: A network of individuals with common problems or interests who get together to explore ways of working identify common solutions share good practice and ideas. Generally topics discussed must be linked to the members' daily work - life cycle depends on what its members want and need. It can be done by using google group or blog for teachers. Common spaces in which one can give access to external subscribers through a password and user id. It allows subscribers to follow various discussion threads on a topic or a document. It let people work together, even at a distance, let people share, create and apply knowledge - all participants can post documents and comment. Documents must be kept up to date and archive documents that are obsolete.
- Knowledge repository: Teachers can make a repository which include
 - Pedagogical knowledge resources like lesson plans, videos, audios, you tubes, ice breakers, games, activities, stories, teaching aids, worksheets, rubrics, question bank
 - Plans for executing cocurricular activities, games with required resources, rules, evaluation etc. lists of the sources to get required material, list of experts from different fields, list of reosurces.
 - Administrative knowledge resources like list of websites, publications, experts in different subjects, list of different organizations in education, Rules and regulations, Government resolutions, required formats, government websites
- Creative circles:
Teachers may meet once in a month to brainstorm their new ideas, plans, tips etc. They can individually present their ideas. Even group can work together to introduce new methodologies, techniques.
- A Knowledge Café: A knowledge café brings people together to have open, creative conversation on topics of mutual interest. It can be organised in a meeting or workshop format, but the emphasis should be on flowing dialogue that allows people to share ideas and learn from each other.
- A Knowledge Exchange: A knowledge exchange takes place when someone is moving on from their current position. It aims to recover unique and valuable information from them before they change from one portfolio to another. Every

teacher can prepare a manual of his/her activity which can be modified year after year.

- After action review- It is a tool to evaluation and capture lessons learned. It takes the form of a quick and informal discussion at the end of a project or at a key stage within a project or activity. It can be done generally done after completion of the project, activity - enables to find out what happened, why it happened, what went well, what needs improvement and what lessons can be learned from the experience. Focuses should be on whole the process, not individual performance - learning opportunity, and depends of willingness of participants to be open.
- A peer assist: People can use a peer assist to gather knowledge and insight from other teams before embarking on a project or activity. It partners those seeking assistance – ‘receivers’ – with a peer or group of peers who have expertise in a desired area. A peer assist can last from an hour to a full day depending on the size of the project.
- A rapid evidence review: A rapid evidence review (RER) is a way of reviewing research and evidence on a particular issue. It looks at what has been done in a particular area and records the main outcomes.
- A retrospective review: A retrospective review is an in-depth discussion that happens after the completion of a project, event or activity. It is structured to help the people involved reflect on the project in detail.
- Knowledge fair - seminars, workshops, and exhibitions arranged to make people aware of technologies and information that are applicable and useful across different sectors People focus on what interest them. Immediate interaction with the presenter will be excellent tool for networking. The institutions can arrange webinars, video conferences to solve the problem of time and geographical barrier.
- Knowledge harvesting - to make some of the tacit knowledge: know-how of experts and top performers in an organisation more explicit - training, manuals, best practices Individuals can access experts’ knowledge when and where they need it, without being dependent on the availability of that expert. Vital knowledge is not lost to the organisation when people leave. Learning curve of new people joining the organisation is shortened. Experts may feel that their status or job security depends on keeping their knowledge to themselves. This problem could be solved by giving proper credit to the owner of knowledge. This will be add on to their profile.
- Knowledge map - Visual representations with details such as location, quality, accessibility, relation Approaches - knowledge resources and assets, showing what knowledge exists in the organisation and where it can be found - knowledge flows, showing how that knowledge moves around the organisation from where it is to where it is needed. It will improve decision making and problem solving by providing applicable information
- Social network analysis - mapping and measuring of relationships and flows between people, groups, organisations - in contrast to an organisation chart which shows formal relationships, a social network analysis chart shows informal relationships - who knows who and who shares information and knowledge with whom. It enables to visualise and understand the many relationships that can either facilitate or impede knowledge creation and sharing. It raises awareness of the importance of informal networks
- White pages – It is a tool to help people to find others with the knowledge and expertise they need for a particular task or project - a staff directory, but with details about their knowledge, skills, experience and interests. It is simple to create and effective in helping organisations to ‘know what they know’. It allows people to find

the tacit knowledge they need. Formal communities of practice, project teams can be included. IT outsourcing, consultancy services, etc can be included.

Implementing Knowledge Management Systems

- Identify tacit knowledge first - Many organizations find that identifying their team's tacit knowledge is the biggest hurdle. If you implement a knowledge management system in your department or company, start with a brainstorming session with your team to get their ideas flowing on how to capture this.

- Start with a small team - It's very easy to get overwhelmed with the amount of knowledge that could be shared. Start with a small group, in one department, and grow from there. This will help you figure out what information you'd like to keep, and how you'd like to organize it.

- Help staff feel comfortable about sharing knowledge - It might be hard to "sell" knowledge management to your team. After all, you're asking them to share their hard-won knowledge and experience, the very things that make them valuable to the company.

Make knowledge sharing part of the company culture, and something that EVERYONE does. This will help make team members feel more comfortable about getting involved. And, consider bringing knowledge sharing into your formal approach to performance management, so that people are rewarded for sharing information freely.

- Make it as easy as possible for your team to share information - Everyone is busy. If being part of a knowledge management program is difficult or time-consuming, people may not want to be involved. The easier it is for people to participate, the more likely you are to succeed.

- Plan for retiring team members - Retirement is a major reason why so many organizations are trying to quickly implement knowledge management systems right now. If you're facing a baby-boomer generation that's about to walk out of the door, it makes sense to start collecting their experience first.

Create conducive and friendly environment: It helps to develop good relationship among staffs and between staffs and students. This provides a path for smooth transaction of knowledge. Favoritism is a stumbling block of knowledge culture. Each individual operates in his or her own empowered space and establishes a bond with others through a strategic vision of the institute.

Provision of resource: Electronic tools-Internet, Intranet, Wi-Fi connection, Open source operating system (Linux system) administration along with good infrastructure. Dynamic website provides easy access to databases and e-journals. Library which is an Information center also promotes relationship in and between libraries and between library and user, to strengthen knowledge sources.

Exchange programmes broaden the vision of people which is essential for a good knowledge culture. Provide opportunities to explore and update knowledge in the form of expert's talk, seminar, conferences, circles etc. For development of soft skills-Paper presentation, quiz, debate, competitions and cultural activities are conducted.

Knowledge management in educational institutions is still a relatively new area. The benefits of KM to these institutes will undoubtedly acquire greater visibility in the recent future.

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