

# Organizational Behavior

Knowledge Management

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# introduction

(Anonymous, 2019)



**Aim:** Equip students with the ability to capture, share, and apply knowledge in teams and organizations.

- Why KM matters:  
faster onboarding, fewer repeated mistakes, better decisions.
- What we practice:  
documenting know-how, peer exchange, reuse, reflection.
- How we learn:  
mini-lectures, hands-on exercises, and short debriefs.
  
- What is knowledge?
- What types of knowledge do you know?

# KNOWLEDGE MANAGEMENT

# organizational knowledge

“To sum up, knowledge is the individual capability to draw distinctions, within a domain of action, based on an appreciation of context or theory, or both. Organizations are three things at once: concrete settings within which individual action takes place; sets of abstract rules in the form of propositional statements; and historical communities. Organizational knowledge is the capability members of an organization have developed to draw distinctions in the process of carrying out their work, in particular concrete contexts, by enacting sets of generalizations (propositional statements) whose application depends on historically evolved collective understandings and experiences. The more propositional statements and collective understandings become instrumentalized (in Polanyi's sense of the term), and the more new experiences are reflectively processed (both individually and collectively) and then gradually driven into subsidiary awareness, the more organizational members dwell in all of them, and the more able they become to concentrate on new experiences, on the operational plane.”

(Tsoukas & Vladimirou, 2001)

# types of organizational knowledge

- explicit
- implicit
- tacit

## explicit knowledge

- Explicit knowledge is formalized, documented knowledge that can be easily communicated and shared through manuals, documents, or databases.
- This type of knowledge is systematic and can be readily transferred between individuals in an organization.
- Example: An operations manual or employee handbook that details organizational policies.

(Nonaka, 1994; Nonaka & Takeuchi, 1995)

# implicit knowledge

- Implicit knowledge is knowledge that has not yet been formalized but can be codified or articulated.
- This type of knowledge exists in an undocumented state and can be transferred through training or practice.
- Example: A product manager's instinctive knowledge about which features to prioritize based on market trends and experience.

(Leonard & Sensiper, 1998; Nonaka & Takeuchi, 1995)



# tacit knowledge

- Tacit knowledge is personal, experience-based knowledge that is difficult to formalize or communicate.
- It is deeply embedded in individuals' experiences, insights, and skills, and is often communicated through shared experiences or actions.
- Example: A senior sales manager's ability to build strong relationships with clients based on years of experience.

(Nonaka & Takeuchi, 1995; Polanyi, 1966)

# SECI Model Overview

(Nonaka & Takeuchi, 1995)

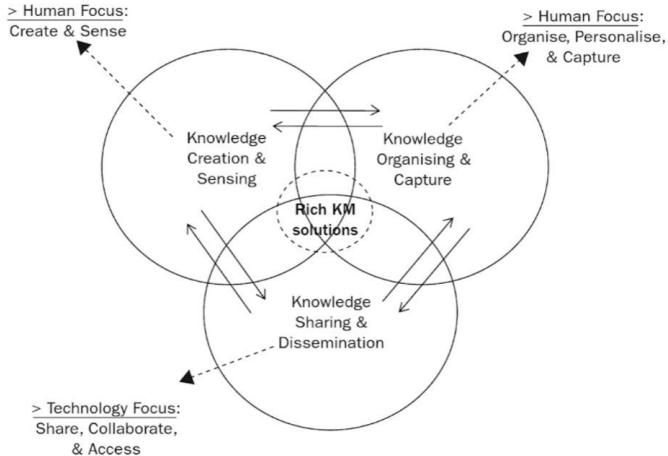
1. **Socialization** (Tacit→Tacit): pairing, communities, observation .
2. **Externalization** (Tacit→Explicit): write-ups, visuals, videos.
3. **Combination** (Explicit→Explicit): synthesize, standardize, link.
4. **Internalization** (Explicit→Tacit): practice, simulation, projects.

## question

How would you describe a knowledge management structure in a company?

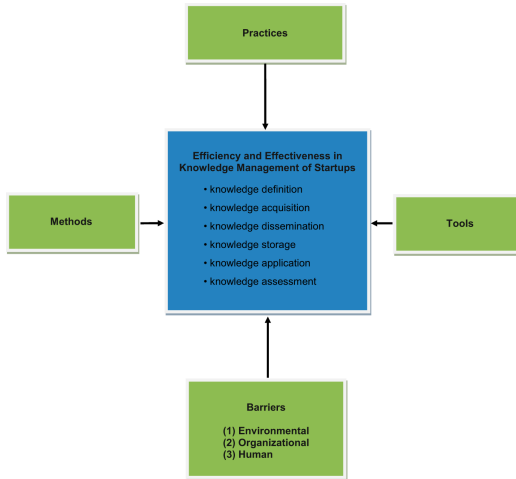
# model

(Botha, Kourie, & Snyman, 2014)



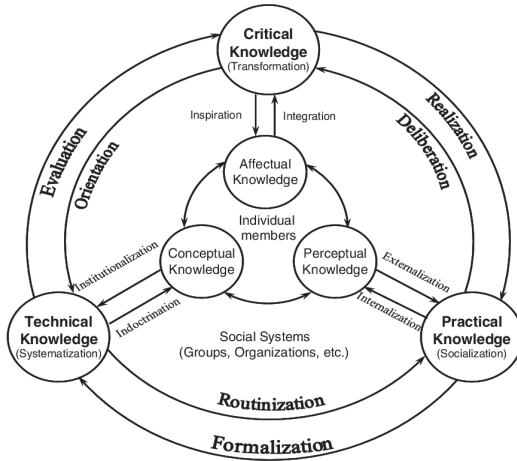
# model

(Oliva & Kotabe, 2019)

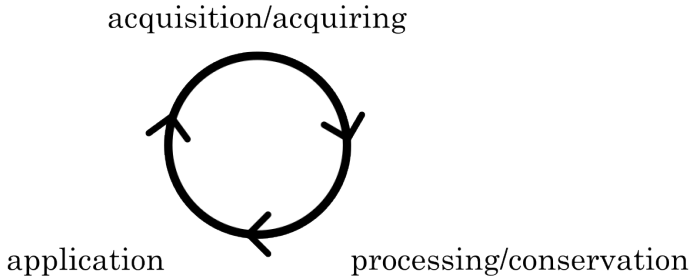


# model

(Yang, Zheng, & Viere, 2009)



# basic model



# STRATEGIES



What strategies do we have  
for KM?

# KM: strategies

- people
- tech

# KM: roles

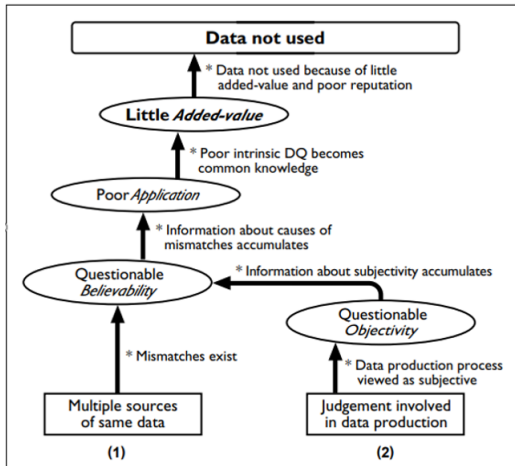
- collector
- custodian
- consumer

# KM: knowledge objectification

## knowledge objectification

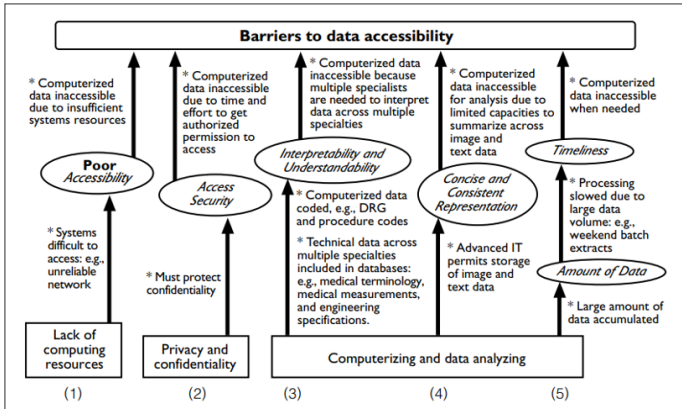
Knowledge objectification is the embedding of acquired knowledge into documents, artifacts, procedures, etc., so that they are independent of their holder.

# data quality



(Strong, Lee, & Wang, 1997)

# data availability



(Strong et al., 1997)

# model

(Earl, 2001)

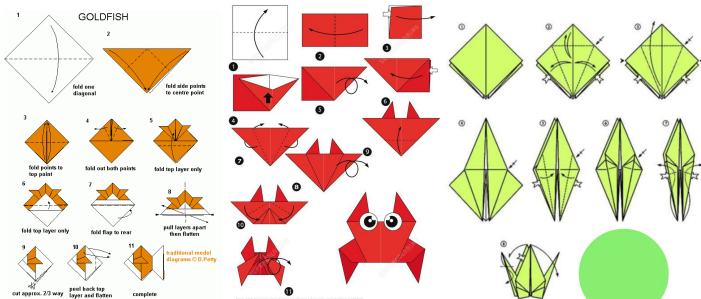
SCHOOL ATTRIBUTE	← TECHNOCRATIC →			← ECONOMIC →	← BEHAVIORAL →		
	SYSTEMS	CARTOGRAPHIC	ENGINEERING	COMMERCIAL	ORGANIZATIONAL	SPATIAL	STRATEGIC
FOCUS	Technology	Maps	Processes	Income	Networks	Space	Mindset
AIM	Knowledge Bases	Knowledge Directories	Knowledge Flows	Knowledge Assets	Knowledge Pooling	Knowledge Exchange	Knowledge Capabilities
UNIT	Domain	Enterprise	Activity	Know-how	Communities	Place	Business
EXAMPLE	Xerox Shorko Films	Bain & Co AT&T	HP Frito-Lay	Dow Chemical IBM	BP Amoco Shell	Skandia British Airways	Skandia Unilever
CRITICAL SUCCESS FACTORS	Content Validation Incentives to Provide Content	Culture/Incentives to share Knowledge Networks to Connect People	Knowledge Learning and Information Unrestricted Distribution	Specialist Teams Institutionalized Process	Sociable Culture Knowledge Intermediaries	Design for Purpose Encouragement	Rhetoric Artifacts
PRINCIPAL IT CONTRIBUTION	Knowledge-based Systems	Profiles and Directories on Internets	Shared Databases	Intellectual Asset Register and Processing System	Groupware and Intranets	Access and Representational Tools	Eclectic
"PHILOSOPHY"	Codification	Connectivity	Capability	Commercialization	Collaboration	Contactivity	Consciousness

# exercise



# exercise

(Blog, 2025; Origami, 2014; Tan, 2025; Unknown, n.d.)



# model

(Earl, 2001)

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# TOOLS

## KM: tools 1/2

- KMS (knowledge management system)
- CMS (content management system)
- DMS (document management system)
- data storage

# KM: tools 2/2

- tools for creating
  - tools for collaboration
    - social networks
    - meeting
    - chatting
    - expressing
    - knowledge visualization
    - ...
- tools for conserving and maintaining
  - knowledge base
  - content repository
    - codification
    - knowledge visualization
- tools for recalling
  - decision support
  - knowledge visualization

## KM: Practice Toolkit

- After-Action Reviews (AARs) Garvin (1993).
- Knowledge harvesting interviews Davenport and Prusak (1998).
- Communities of Practice Wenger (1998).
- Knowledge reuse and transfer in orgs Argote (2013).
  
- Systematic evidence indicates that a bundle of KM techniques and interventions—leadership development (especially transformational behaviors) fostering a supportive ethical/innovative organizational climate and flexible structure deploying KM enablers (people processes information technology) using nonfinancial incentives and reward systems creating communities of practice and knowledge repositories targeted training and retention actions and applying integrated KM capability frameworks—consistently increases knowledge sharing retention dynamic capabilities and overall organizational performance with effects mediated or moderated by leadership culture and opportunity recognition.

# GOOD PRACTICES

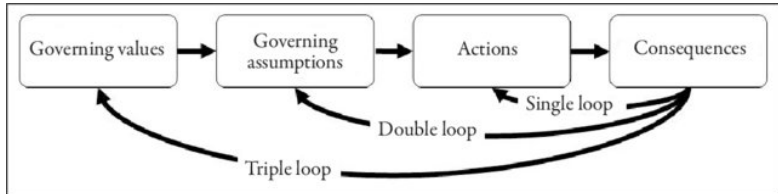
# KM: good practices

- knowledge feedback
  - explicit
  - non-explicit
- measuring
  - acces
  - use
  - ...
- reviewing
  - internal
  - external



# ORGANIZATIONAL LEARNING

# organizational learning



(Roux & Murray, 2008)

# QUESTIONS

# Where can you apply KM?

Where can you apply KM particularly?

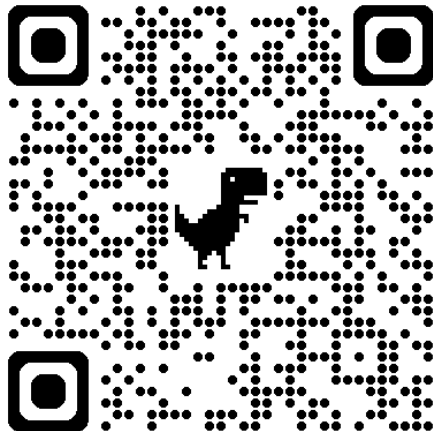
Do you know any examples  
of good practices of KM?

Do you know any examples  
of bad practices of KM?

# SHORT TEST



# SHORT TEST



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**M A S A R Y K  
U N I V E R S I T Y**