The Notion of Organizational Knowledge Systems

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Abstract-**This research paper aims to explain several concepts (organization learning (OL), knowledge management (KM), talent management (TM) practices and organizational knowledge systems (OKS) in order to have good understanding of the subject. Using an in-depth analysis of the extant literature, this paper discusses the TM practices, OL processes and KM. This research offers valuable insights into the notion of the OKS that will help potential scholars and practitioners. This paper has focused on OKS which has not been addressed in the literature before. The research paper helps creating a complete vision about the OKS and filling the gap in the literature.**

Keywords: **Organization Learning, Knowledge Management, Talent Management and Organization Knowledge System.**

I. INTRODUCTION

This paper picks up few concepts such as knowledge management (KM), organization learning (OL) processes, talent management (TM) practices, and organizational performance (OP) in order to enable a good understanding of the relationship between KM and organizational performance (OP). Several researchers have discussed the relationships the key constructs isolated. The current study intends to understand them by analyzing the theoretical background linked to the definitions of OL processes, KM, TM practices, and organizational performance (OP), and develop a model of Organizational Knowledge System (OKS). Moreover, this article will provide a working definition of OKS.

II. ORGANIZATIONAL KNOWLEDGE SYSTEMS

Most researchers have defined knowledge management as the systems that manage knowledge. Peter and Robert (2000) defined a knowledge management system as a "system that provides for the creation of new knowledge, the assembly of externally created knowledge, the use of existing knowledge, and the finding of knowledge from internal and external sources," while Molberg (2005) defined a knowledge management system as a wide range of methods to organize information, and facilitate resource description and discovery. Furthermore, knowledge management systems help to creation of knowledge, and preserve the knowledge in various forms through the efficient dissemination of knowledge across the organization (Mark 2003).

Some researchers have attempted to mix the theories of KM and OL to make them more understandable, better aligned and more applicable to specific fields and to best management practice (Fai Pun and Nathai-Balkissoon 2011).

Other academics have integrated the fact that OL has a relationship with OP (Wencang, Huajing and Xuli 2015). However, translation of knowledge into business outcomes requires management process, and then consideration of the knowledge processes grounding the improvement of performance (Giovanni 2012). Moreover, when KM and innovativeness are aligned with strategic orientation, they produce a great effect on performance (A. F. Alex, et al. 2012). KM can be advanced through the application of TM principles. KM concerns can benefit from the integration of TM principles (Eoin and Marian 2011). So, there is a need to understand the relationships between TM practices, KM, and OL processes and their influence on OP.

This paper has therefore defining the nature of OKS and its elements in order to contribute to better understanding of the concepts and dimensions of OKS. However, OKS is continuing process through KM and learning process in the systemic way.

III. THEORETICAL BACKGROUND

KM is working together in a system incorporating OL processes and TM practice within work environment, thereby developing a knowledge system. It is important to define them in order to have deep understanding of this paper.

A. Organization Learning

Definitions of OL are diverse and are based on the researcher's views and how the concept is defined in their research field. OL disciplines can be different, too. But generally the definition focuses on how and what organizations learn.

To start with, it is necessary to understand what the learning is. Webster's defines learning as "knowledge acquired by systematic study in any field or fields of scholarly application" or obtaining knowledge or skill through process. The meaning of learning is currently expanding. It covers a better capability to process and create new information that develops humanity (Martha 1994).

According to Argyris and Schon (1996), OL occurs when individuals learn how to correct their errors after detecting the difference between actual and expected results within organizations. They work to restructure their tasks and develop strategies to obtain actual results as expected.

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Therefore, OL will enhance innovation within organizations (Argyris and Schon 1996).

OL can be defined as a process that happens across individual, group, and organizational analysis. It can include cognitive, social, and political dynamics (Steil 2015). In other words, it is an organizational procedure of learning through individuals, groups, teams, communities, and the organization itself (Joseph, Firestone and McElroy 2004).

OL is the sum of individuals' capabilities to learn and influence others. Therefore, an organizational environment can be moved from reactive (assigning blame and fault) to proactive (promoting innovation and motivation). It is a process which is built on collectiveness and connected interaction to enable meanings to be easily reached. Learning occurs when information is combined with the existing knowledge to construct and reconstruct new knowledge (Boateng 2011).

OL can be achieved by promoting strong leadership and a high level of commitment from both management and employees, providing a healthy environment, sharing the values of the organization, and supporting continuous learning that includes changes in systems. In addition, giving flexibility to employees and giving them sensible deadlines makes them more comfortable, gives them breathing space and lets them think clearly. With OL, organizations promote work efficiency and productivity, develop human resource policies, and endorse sharing of information in the organizations (Yeo 2006).

The process by which organizations acquire, distribute, interpret, and institutionalize knowledge is known as OL (Huber, 1991). Researchers have called on organizations to develop a strong OL capability, in order to foster and support effective development and exploitation of knowledge that is valuable, rare, inimitable, and non-substitutable. A strong OL capability plays a role in meeting the knowledge needs relating to the detection of certain competitive strategies. OL capability can be assessed by examining the managerial practices and internal conditions that support learning (Goh 2002). In addition, developing OL capability involves the implementation of distinct practices, structures, and processes in order to create ideal conditions for effective learning (Huber 1991).

Jones (2000) highlighted the importance of OL for performance. He found it to be a process of expansion of the abilities of employees that will help to manage and recognize an organization and its environment. This will lead to continually increasing OP (Jones 2000).

Knowledge is the base of OL in every entity. With OL, information can be created, shared, and transferred within organizations. It is an improvement process that makes sure that all fields are covered effectively in organizations so that they can be taught to others. OL can create a proactive environment that leads to a sustainability of sharing and learning others knowledge. The employees' capabilities are the cornerstone in OL when they give others the chance to learn from their mistakes, their experience, and their new knowledge.

B. Knowledge Management

An organization's success is founded, in part, on its ability to carry out the knowledge management practice (Jasimuddin et al, 2005; Jasimuddin et al, 2012; Jasimuddin, 2008). among its members Before addressing the definition of KM, it is very important to understand the meaning of knowledge, which will help to define and understand KM. Many researchers have defined and explained KM and knowledge as well, providing a deep understanding of these concepts and how they work within organizations. Generally, knowledge can be a group of data, information, intelligence, skills, experience, expertise, ideas, or instincts that are all explained in a clear context (Clarke 2008).

Davenport and Prusak (1998) described knowledge as "a fluid mix of framed experience, values, contextual information, and export insight that provides a framework from evaluating and incorporation new experience and information" (Davenport and Prusak 1998).

Bell (1973) defined knowledge as a group of organized information that transfers to others through communications or systems. This information can be facts or ideas, judgments, or experimental results." (Bell 1973). Boisot (1998) held that knowledge is based on information collected from groups of expectations and data that are held by the observer (Boisot, M. 1998).

In addition, knowledge was defined as "information possessed in the minds of individuals" (Alavi and Leidner 2001), or as an "individual's experience and understanding" (Marwick 2001); it has also been defined as "a high value form of information that is ready to apply to decisions and actions" (Davenport and Prusak 2000) or as "the process of capturing, storing, sharing, and using knowledge" (Leidner, Alavi and Kayworth 2006). It has also been defined as "a systemic and organizationally specified process for acquiring, organizing, and communicating both tacit and explicit knowledge of employees that other employees may make use of to be more effective and productive in their work" (Alavi, Kayworth and Leidner 2005–2006).

Knowledge needs to be managed to ensure transmission. KM is one of the most useful practices or processes that organizations apply to share and use knowledge to develop the performance and learning of organizations (Jozef 2002).

A KM cycle and knowledge sharing are the most significant processes for effective KM (Blankenship and Ruona 2009). Knowledge sharing has been noticed by researchers either using unidirectional or bidirectional perspectives. From the unidirectional perspective, sharing involves the distribution of knowledge in one direction, from sender to receiver (Yi, 2009). Sharing is dependent on the knowledge sender and not the knowledge receiver. In contrast to this, from the bidirectional view sharing involves an exchange of knowledge between individuals via the actions of knowledge providing and knowledge collecting, , and knowledge collecting is the act of consulting other employees to prompt them to share their valuable knowledge (Van den Hooff and de Ridder 2004).

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Ramayah, Yeap and Ignatius (2013) explained knowledge sharing slightly differently, as the exchange of knowledge between at least two parties in a reciprocal process allowing the reshaping and making sense of the knowledge in the new context (2013). It is described by Okyere and Nor (2011) as follows: "structured learning refers to any planned programs offered by the organizations, while unstructured learning refers to spontaneous informal discussions or sharing of ideas among employees" (Okyere-Kwakye and Nor 2011).

Allahyari (2010) held the implementation of KM to be a long-term undertaking whose impact is gradual and requires time to become visible. It is necessary to create a KM system and apply KM projects effectively (2010).

Assessing the importance of the benefits of KM to the organization is critical to guide the knowledge efforts of the organization (Shiva 2015). KM is important for organizations, as it can lead to more commitment and participation (Soliman and Spooner 2000). Moreover, the benefits of KM would lead to a greater understanding of KM's purpose, which would help to enable organizations to practice KM from a better perspective to realize KM benefits (Choy, Yew and Lin 2006). A benefit is the outcome that an organization considers as profitable in terms of its nature and its value. Bradley (2006) said that a benefit is an outcome of change that is considered positive by a participant (Bradley 2006).

C. Talent management Practices

Talent is used for the concepts of both "high performers" and "high potentials" (Ewerlin and Süß 2016): "Talent is individuals who can fill key positions after they have undergone professional development" (Cooke, Saini and Wang 2014). Nicole (2016) argued that all employees who have the potential to undergo development in order to fill key positions with their unique set of skills and competencies, and who also promise high performance in these positions, are talented (Nicole and Heike 2016). The talents of employees who are integral components of knowledge networks can be joined in order to build the concepts of TM; joining the talents with knowledge networkers will improve an organization's ability to get the right knowledge to the right people TM provides knowledge through organizations with the information needed to identify capabilities in the individuals within their talent area, and to give individuals positions which will exploit their contribution to innovative capabilities. Operating on the organizational level is important for organizations to facilitate interaction and collaboration between information technology and human resource professionals to exploit TM systems to embrace the opportunities for knowledge sharing within developer teams (Donnellan 2010).

Talent is a collection of related mechanisms of outstanding abilities, interpersonal characteristics, and excellent performance, based on the understanding that talent depends on the position, responsibilities, and work experience of the performer involved in TM. Moreover, the understanding of talent depends on the characteristics of the organization and on circumstances in the exterior environment (Thunnissen and Arensbergen 2015). Managing the processes of talent demands that the flow of talent go beyond the rules of employees and succession planning, building a foundational career map to support individuals in managing career development and transitions (Foster 2015).

According to Scullion et al. (2010), most definitions of TM consist of identifying the job and selecting, developing, appraising, motivating, and retaining talent to obtain the sustainable competitive advantage of the company (Scullion, Collings and Caligiuri 2010). The operation of TM is influenced by factors at the organizational level and, particularly, at the individual level (Marian 2016).

TM has been defined as "systematic attraction, identification, development, engagement/retention and deployment of those individuals with high potential who are of particular value to an organization" also as the implementation of combined strategies or systems intended to increase an organization's productivity by developing improved processes for attracting, developing, retaining, and utilizing employees with the skills needed to meet current and future business needs (Thunnissen, Gallardo-Gallardo and Eva 2016).

In addition, TM has been defined as the process of attracting, developing, and keeping the most talented technical and professional employees and transmitting their valued knowledge to less capable or less experienced employees (Rothwell 2011). It is also a process that includes all the features of an employer's life cycle, selection, progression, and performance management (Wellins, Smith and Erker 2016), or it is "a core sub-system of an organization's strategic management system, to develop a human resource asset base that is capable of supporting current and future organizational growth directions and objectives" (Hajikaimisari, Ghalambor and Hajikarimi 2010), or it is both a philosophy and a practice. It is both an espoused and an enacted commitment shared at the highest levels and throughout the organization by all those in managerial and supervisory positions – to implementing an integrated, strategic, and technology-enabled approach to human resources management, with a particular focus on human resource planning, including employee recruitment, retention, development, and succession practices, ideally for all employees but especially for those identified as having high potential or in key positions (Piansoongnern, Anurit and Kuiyawattananont 2011).

According to NHS Employers (2009), TM is about having the correct person in the correct place at the correct time. It can be defined as attracting and integrating professional employees and developing and retaining existing employees (NHS Employers 2009). Moreover, it is a process designed to develop the employees that creates a positive and continuous competitiveness between employees by leading them efficiently (Bethke-Langenegger, Mahler and Staffelbach 2011).

In fact, researchers have significant discussions of understandings of the meaning of TM. Some researchers consider TM from a human capital perspective, while others trust that it is behind the success of organizations; also, some

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researchers have asserted that TM, strategy, and corporate culture are related (Nigel 2013).

D. Organizational Performance

Jones (2000) emphasized the importance of OL for performance, defining it as a process by which managers try to increase employees' capabilities in order to better understand and manage the organization and its environment, and to accept decisions that increase OP on a continuous basis. Nevertheless, although links between learning and business performance have often been assumed, there is a little empirical evidence to support this perspective (Jones 2000) (Ordás 2005).

Murray (2003) discussed the relationship between organizational performance and competencies that helps to get the best performance from organizations. There are two competencies that help to improve performance:

- Personal or management competencies: personal attributes, skills, and behaviors.
- Organizational competencies: processes, systems, and practices that enable personal competency to turn into organizational competency (Murray 2003).

According to Monsou (2005), performance and learning must be included in learning organizations to ensure sustained performance and growth. Performance consists of goal achievements, the alteration, and culture function, whereas learning consists of environmental scanning, action and reflection, sharing and transmission, and significance and memory. Together they create a significant opportunity for action using KM systems. OP, in Monsou's view, includes people (social), planet (environment), and profit (economic) (Gorelick, 2005).

Organizational performance can be a financial measurement that measures performance. So, Quon (2012) classified financial performance measurement into financial performance measures and non-financial performance measures. Financial performance measures includes ranking of profitability, profit growth, sales growth, return on investment (ROI), and return on assets (ROA), while non-financial performance measures comprises four types: innovation, efficiency, job satisfaction, and other (Quon 2012).

Researchers have recommended that OP should consist of multiple criteria through its studies (Lewin and Minton 1986). According to Lin and Carley (2003), in most organizational literature, OP has been used to mean organizational effectiveness and organizational efficiency: "Organizational effectiveness measures the degree to which some preset standard has been met," while organizational efficiency measures the relation of outcome to input and is considered an internal standard of performance. It measures how efficiently the job was done (Lin and Carley 2003). Based on the discussion above, the working definitions of the key constructs are shown below.

IV. RESEARCH DEFINITIONS

A. Organizational learning is continuous process of learning through organizations in order to build learning organizations.

B. Knowledge management is an organizational knowledge that feeds the learning process to increase the performance of human beings in a systematic way.

C. Talent Management Practices are an implementation of systems and actions focusing on career planning, attraction and appraisal, to improve the knowledge within the organization.

D. Organizational performance is an effective outcomes achieved within organizations, performed by employees.

E. Organizational Knowledge Systems is continuing processes through KM and learning processes in a systemic way within an organization activated by employees.

V. ORGANIZATIONAL KNOWLEDGE SYSTEM MODEL

The heart of an organizational knowledge system is KM. It plays an important role in improving organizational outcomes. OL and TM combine with KM to form an organizational knowledge system model. The OKS examines the relation between KM and OP. However, there is relation between KM and OP. When TM is aligned with an organization's strategy, KM produces a great effect on OP, which allows the organization to anticipate and respond to develop the entity.

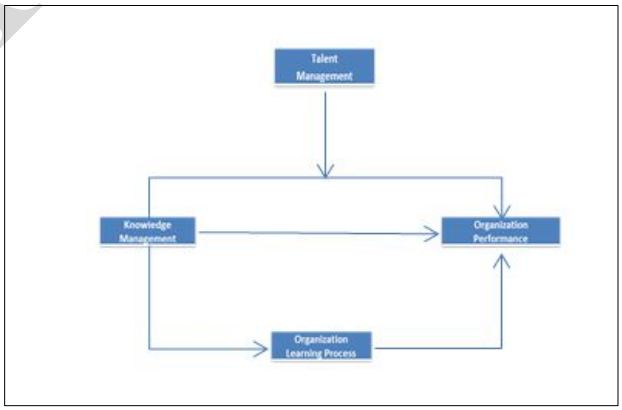


Fig. 1. Research Model

VI. CONCLUSION

An OKS is considered one of the most important parts of an organization's activities. Knowledge and learning become important elements among other assets in the entities. This article provided the required background definitions related to the objective of the research to develop a model for OKS implementation and application in research. This paper reviewed the definitions in the literature and showed how they differ. The definitions are useful to support a conceptual framework, research methodology, and research model. In

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today's organizational knowledge system based on knowledge management, OL and TM practices are viewed as the most strategic resources entities possess. Furthermore, learning, skills, and knowledge form part of the strategic plans of government entities, particularly in developing areas.

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