Knowledge Management Practices: Catalyst for Development of University Libraries in Kenya

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Abstract

In the knowledge economy era, the library should become a fortune of human knowledge, participate in knowledge innovation, and become an important link in the knowledge innovation chain. The purpose of this paper is to provide the relevance of integrating knowledge management (KM) practices into the libraries core business functions. This paper gives the relationship between KM practices and the libraries. It further displays modern librarian"s role in knowledge management and finally recommends key strategies to be adopted by universities to support growth and development of this important tool of the institutions; the Libraries. Through a literature review based analysis, the paper tries to address the question „how do we maximize knowledge management practices in developing our libraries? This research was undertaken in 20 university libraries in Kenya using an online survey questionnaire to investigate the current practices in different libraries in Kenya to discover whether the Librarians are aware of KM and if their libraries are practising KM. This survey results shows that 76% of the Librarians have good understanding of KM. On the contrary the findings shows that most libraries don"t have appropriate KM Training & Mentoring programs with only 12% respondent admitting that their libraries have good programs in place.

Key Words: Information, Knowledge, Knowledge Sharing, Management, Practices

INTRODUCTION

Knowledge Management is hitting the world very explosively and rapidly and becoming an aspect that many organizations have to embrace if they have to stay competitive. It is also innovative in this post industrial age where information is becoming like a good to be sold in the market place because Information is a tool that is in use virtually through and through. Knowledge Management (KM) calls for a major paradigm shift in organization way of thinking and commitment in all aspects and levels to make it work, it needs a very supportive organization, good climate or environment for its success. It is a component that is paramount to an organization to bring the organization to a level that can solve any problem in the entire world if only the right KM practices are in place or use. Knowledge management differs in meaning depending on how different organisations are approaching it, but widely we know that knowledge management, as basic aspects of it which are data, information and knowledge. Basically, to understand knowledge management, it is important to define these three factors.

Reitz (2004) defines data as facts, figures, or instructions presented in a form that can be comprehended, interpreted, and communicated by a human being or processed by a computer. On the other hand, he defines information as ―data presented in readily comprehensible form to which meaning has been attributed within the context of its use. In a more dynamic sense, information is the message conveyed by the use of a medium of communication or expression. Whether a specific message is *informative* or not depends in part on the subjective perception of the person receiving it‖ (Reitz, 2004). Stuhlman Management Consultants (2006) argue that Knowledge is the ―information which has been evaluated and organised in the human mind so that it can be used purposefully‖. In other words, knowledge is the internalisation of or internalised information, data, and experience.

Knowledge management can be defined as the process to help organization identify, select, organize, disseminate, transfer information. KM is an effort to increase useful knowledge within the organization. Ways to do this include encouraging communication, offering opportunities to learn, and promoting the sharing of appropriate knowledge artifacts.

According to Rowley(1991), Knowledge management is concerned with the exploitation and development of the knowledge assets of an organization with a view to furthering the organization‘s objectives. The knowledge to be managed includes both explicit, documented knowledge, and tacit, subjective knowledge. Management entails all of those processes associated with the identification,

sharing and creation of knowledge. This requires systems for the creation and maintenance of knowledge repositories, and to cultivate and facilitate the sharing of knowledge and organizational learning. Organizations that succeed in KM are likely to view knowledge as an asset and to develop organizational norms and values, which support the creation and sharing of knowledge (Rowley, 1991).

Rowley's definition was based on the four different types of perspectives on knowledge management identified by Davenport, (1998) who categorized KM into four broad types of perspectives:

> To create knowledge repositories, which store both knowledge and information, often in documentary form.
> To improve knowledge access and transfer: Here the emphasis is on connectivity, access and transfer. Technologies such as video conferencing systems, document scanning and sharing tools and telecommunications networks are central.
> To enhance the knowledge environment so that it is conductive to more effective knowledge creation, transfer and use.
> To manage knowledge as an asset and to recognize the value of knowledge to an organization

Statement of the Problem

While undertaking a review of the KM literature, many librarians still believe that knowledge management is simply managing information and explicit or documented knowledge, which is what they have been doing for many years, and that eventually everyone else will deduce this. However, information and knowledge should not be used synonymously. Information is simply contextualized data. To become knowledge, there needs to be an added human element. Information tends to be tangible, whereas knowledge is information that is interpreted and synthesized (Koina, 2003). In addition, many librarians seem to be missing the point that KM encompasses the whole organization, not just the bits in the library, and it includes tacit knowledge, as well as explicit (Al-Hawamdeh and Delen, 2009). Any KM program must be aligned to corporate goals, and so strategic thinking and alignment is part of the process.

Susarla, Liu & Whinston (2003) points out by that some staff may have difficulty in expression and communication. Some staff may not want to share their knowledge for the fear that once their knowledge is shared, they might no longer be valued or indispensable. Others, some staff may not share their knowledge for free, as there are free riders who take others knowledge for granted but never share their own. This problem can be leading to the unsuccessful knowledge management practices in university. It is also a challenge to academic libraries to support the needs of students for virtual learning. Due to these challenges, it is clear that academic libraries must turn to be ―libraries without walls‖. Academic library collections are no longer collections comprised almost entirely of printed materials but collections comprised almost of materials in multiple formats and media (Budd, 1998).

While there have been numerous researchers (Al-Hawamdeh, 2002; Davenport & Prusak, 1998; Kimile & Kemoni, 2012; Nonaka & Takeuchi, 1995) conducted on KM practices in universities, only a few focused on the KM practices in university libraries. Most of the researchers discussed the KM practices in business and organizational perspectives. Since few studies have been done in the area of KM practices and development of university libraries in Kenya, there is a need for a study to be conducted which solely focuses on this issue. Nevertheless, several factors need to be in place or cultivated strongly for the implementation of knowledge management in practices to be a success (Al-Hawamdeh, 2002).

Study Objectives

The main purpose of the study was to examine how university libraries in Kenya can maximize knowledge management practices in developing their libraries.

This purpose was accomplished, through the following objectives:

i) To study the librarians' Leadership role in knowledge management initiatives
ii) To review the available institutional infrastructure that can support Knowledge Capture and Acquisition
iii) To find out if KM Training & Mentoring programs are available in university libraries

iv) To find out if KM Policies exists in university libraries in Kenya
v) To establish the available tools of Communication in university libraries in Kenya
vi) To determine the type of Incentives for Knowledge sharing in the university libraries

LITERATURE REVIEW

Knowledge Management and Libraries

Libraries are faced with exceptional challenges in today‘s age. Just as other human organisations, so are libraries subject to the same sort of influences that other organizations must deal with. According to Mahmood (2003), the changing environment of libraries‘ life demands new competencies. As a result, the knowledge expertise of librarians needs to be seen as the library‘s greatest asset.

The role of libraries and information centres will become more pronounced in an approach which takes ICT and knowledge management as the two sides of a coin than in an approach which views ICT infrastructure as the only requirement to achieve development. The concept of knowledge management is a valuable resource for development and requires better understanding of the fact that KM is made up of tacit and explicit knowledge components. Explicit knowledge is codified, recorded, and available to all whereas tacit knowledge is experiential in nature. It would seem from the nature of knowledge management, that libraries and information centres will find it easier to manage explicit knowledge rather than tacit knowledge. Given that tacit knowledge is now regarded as of equal value to explicit knowledge, it is important for libraries to have more system in place which attempts to tap into knowledge networks in society and organizations, as well as managing explicit knowledge. Many aspects of managing tacit knowledge however, require improved knowledge sharing culture in respective organizations and a paradigm shift in the style of human resources management and organization restructuring. An important aspect of tacit knowledge is indigenous knowledge which libraries and information centres in Africa have to be more actively involved in than in the past.

The ultimate goal of KM in libraries is to control the available knowledge that may help libraries to carry out tasks more efficiently and effectively. One other aim of KM in libraries is to extend the role of the Information managers to manage all types of information, both tacit and explicit for the benefit of the library. Jantz (2001) states that knowledge management can help transform the library into a more efficient, knowledge sharing organisation. To avoid duplication of efforts, libraries have to determine and manage their knowledge assets.

A library is a solidified memory of a society. It is a collection of materials which has been arranged in a certain order for easy retrieval of both physical object and its intellectual content. Libraries collect, analyse, store, inspire, inform, and disseminate knowledge to its users through their information holdings. This is done through:

a) Determining information needs; which are acquired through research, technical specifications, statistical data gathering, this is done on regular basis using formal and informal approaches.
b) Selecting information sources; this helps in acquiring diverse and wide variety of information.
c) Organizing information sources; information acquired are organized to facilitate access and retrieval.
d) Preserving and serving information services; documents and any other information materials must be protected from natural elements such as dust, fungi, insects, moisture and ultra violet radiations.
e) Dissemination of information; this involves several specific activities like, circulation, bibliographies, reference and current awareness services.
f) Promotion of use of information; this has led to embanking on the promotion of information. This is done through exhibitions, posters, displays, mass media and user education.
g) Set up specialized sections in the library in different subject areas. This could include (local and international information resource materials) on government development plans, and other information relevant to business and economic development of a country.
h) Production and distribution of information materials of a practical nature on various topics to facilitate adoption of innovations and new ideas by the clients.

i) Provide training to library staff to acquire new skills, change their attitudes, to serve the economic development and business community
j) Provide training on researching, recording, storage and dissemination of indigenous knowledge resources
k) Provide training on knowledge and information literacy to the business and economic development community to build their capacity to seek and apply new knowledge and business intelligence.

Application of Knowledge Management Practices in University Libraries

A research carried out by Earl clustered KMP into six categories. These include leadership, knowledge capture and acquisition, training and mentoring, policies and strategies, communications and incentives (Earl, 2001). The findings are analysed based on Earl's revelation.

Leadership. Knowledge management practices are a responsibility of managers and executives and it is the explicit criteria for assessing worker performance. KMP is also a responsibility of non-management workers and a responsibility of the knowledge officer. As a learning organization, libraries should provide a strong leadership in knowledge management. Unlike those business organizations whose goal for KM is for competitive advantage, most public, academic, and research libraries, with the exception of company libraries special libraries, have a different orientation and value. Instead of competition, internal use only, and little sharing of knowledge with others outside, the most important mission of public, academic, and research libraries is to expand the access of knowledge for their users. Charged by this mission, libraries should aim their KM goal high.

Knowledge Creation, Capture and Acquisition. Creation of knowledge must be put together so that there is improvement and development of services to users and functioning of the library. Newell *et al.* (2002) point out that knowledge creation are typically the outcome of an interaction process that will involve a number of individuals who are brought together in a project team or some other collaborative arrangement. Knowledge creation is important in knowledge management as it focuses on the development of new skills, new products, better ideas and more efficient processes (Probst, Raub & Romhart, 2000)

It is only fair to say that when an organisation knows what it knows, values and priotises that knowledge and develops systems for leveraging and sharing, it leads directly to the creation of new knowledge (Huseman & Goodman, 1999). Just to give an example, academic libraries can help in creation of knowledge through linking up with curricula and programme preparations of a university. They can also become part of knowledge creation through teaching and research.

Firms capture and use knowledge obtained from other industry sources such as industrial associations, competitors, clients and suppliers and from public research institutions including universities and government laboratories. Firms are dedicated resources to detect and obtain external knowledge and communicate it in the firms and encourage workers to participate in project teams with external experts.The key resource required in a library is **knowledge**. The library requires: Knowledge of the library operation; Knowledge of library users and their needs; Knowledge of library collection; Knowledge of library facilities and technologies available.

Information technology development: To facilitate the implementation of knowledge management, a well-designed and operational knowledge management system should be in place. Latest information technology should be used as an enabler. In this regard, the librarian in charge should consider him/her self as the chief knowledge officer of the entire organization and should work together with the CIO, heads of the planning department, the computer and information technology centre, the human resources management department, the finance department, etc. to design and develop such a system. Such a knowledge management system should be built on existing computer and information technology infrastructures, including upgraded intranet, extranet, and Internet, and available software programs to facilitate the capture, analysis, organization, storage, and sharing of internal and external information resources for effective knowledge exchange among users, resource persons (faculty, researchers, and subjects specialists, etc.), publishers, government agencies, businesses and industries, and other

organizations via multiple channels and layers. The research found out the most university libraries in Kenya had developed their IT infrastructure, to some extent.

Training and Mentoring. Firms encourage experienced workers to transfer their knowledge to new or less experienced workers and provide informal training related to knowledge management. They also encourage workers to continue their education by reimbursing tuition fees for successfully completed work-related courses and offers off-site training to workers in order to keep skills current. Moreover, firms provide formal training related to knowledge management practices and uses formal mentoring practices, including apprenticeships.

Skills and competencies needed for knowledge management: In the perspective of libraries, skilled expertise from the knowledge manager is needed for successful implementation. Bishop (2001) observed that the challenge for the information professional lies in applying competencies used in managing knowledge to be broader picture of managing knowledge. The greater challenge is managing the know-how of organizational members which they acquire through years of experience. As a learning organization, libraries should allocate annual funding to provide continuing education and staff training to all staff members. Knowledge must be renewed and expanded to prevent it from becoming stagnant.

Mentoring: Libraries should also encourage the transfer of knowledge and experience from experienced staff to new staff members. A mentoring system should be in place to help newcomers to learn from experienced library staff. Informal seminars and brownbag sessions where staff can interact and exchange **―lessons learned‖**, **―best practices‖** and other specific experience and knowledge should be scheduled at regular intervals and at convenient times. Special interest groups and chat rooms can be created through intranet. Since many valuable experiences have been accumulated over time, libraries should pay attention to favourable working conditions and environment, which will contribute to better staff retention.

Policies and Strategies. Firms use partnerships or strategic alliances to acquire knowledge and policies or programs intended to improve worker retention. It includes value system or culture intended to promote knowledge sharing and written knowledge management policy or strategy.

User services: The utmost goal of KM is to provide users with a variety of quality services in order to improve the communication, use and creation of knowledge. As much as possible, these services should be tailored to the interest and needs of each user. Information about each user can be obtained by analyzing the records of user registration, surveys, circulation and interlibrary loans, frequently asked reference questions, and the use of e-journal and digital resources, etc. User satisfaction and needs should be collected through periodic users‘ surveys. The findings should be used for the planning and redesign of library services. Some of the manual services such as ―new publication alert‖ and ―selective dissemination of information,‖ which libraries have been providing, can now be done automatically by employing the **―push technology‖** with great efficiency and convenience. The libraries should come up with the latest state of the art technologies like the library 2.0/web 2.0 since approaches that are library-focused instead of user-focused will be increasingly irrelevant.

Communications. Workers share knowledge by preparing written documentation such as lessons learned, training manuals, good work practices, articles for publication, etc.(organizational memory). Moreover, workers share knowledge by regularly updating databases of good work practices, lessons learned or listings of experts and workers share knowledge in collaborative work by project teams that are physically separated (virtual teams).

Knowledge sharing and Networking: Proficiency exists in people, meaning that most of this knowledge is tacit-rather than explicit (Branin, 2003) which makes it difficult to be shared. In most libraries it can be shared. In most libraries it can be noted that sharing is entirely uncoordinated and any sharing of information and knowledge has been on an informal basis and usually based on conversation. Jantz (2001) points out that in many library settings, there are no systematic approach to organizing the knowledge of the enterprise and making it available to other libraries and staff in order to improve the operation of the library. For proper utilization of libraries, it is necessary that they become knowledge based organization. In reality, distribution and sharing knowledge is not an easy task (Davenport, 1994) it is therefore important for libraries to educate people on why knowledge is being shared.

Libraries have had a long tradition of resource sharing and networking. These have been greatly expanded by the rapid development of computer, telecommunication, networking, and digital technologies since the 1960s. It is very common for libraries to be a member of several consortia at the same time for various types of cooperative work and resources sharing. The best examples of these are KLISC, KLA, CALA, among others. The successes of most of these examples in resources sharing and networking are largely the result of the full cooperation and participation of all member libraries without selfishness.

Incentives. Knowledge sharing is rewarded with monetary and non monetary incentives. A great amount of expert knowledge is possessed by library staff and users, both in and outside the libraries. In the university, such expertise is abundant and should be inventoried, indexed, and updated regularly and be made searchable and accessible through electronic databases created and maintained by libraries.

MATERIALS AND METHODS

The paper is based on descriptive survey as well as desktop research, the experiences of the authors with the University Libraries in Kenya and findings from an on line questionnaire that was commissioned by the researchers to find out librarians opinions and KM practices in their respective Libraries. Purposive sampling was adopted which, as stated by Crawford (2000) is where ―the survey population is chosen from prior knowledge, using intuition and judgment‖. In Kenya, there are 17 private and 22 public chartered universities (CUE, 2014). The researchers sampled 10 public universities; UoN, Moi, Kenyatta University, Egerton, Maseno, Masinde Muliro University of Science and Technology, Jomo Kenyatta University of Science and Technology, Technical University of Mombasa, Karatina University and South Eastern Kenya University and 10 private universities; Kenya Methodist University, Daystar University, Kabarak University, KCA, USIU, Strathmore University, Catholic University of Eastern Africa, Mt. Kenya University, Baraton University and St. Pauls University. Out of the target population of 20 universities, 17 responded. That is 10 from private universities and 7 from public universities. The survey worked with majority 10 (50%) of the Librarians from Private universities and only 7 (35%) librarians from public university libraries, giving a response rate of 85%. The survey found out that among the librarians sampled 88% had less than 10 years of experience and 94% of them had at least a first degree qualification.

RESULTS AND DISCUSSION

The findings presented from the research in this study originated from the quantitative methodology. The descriptive part reflects the qualitative element, while the statistical part reflects the quantitative one. The presentation of findings was guided by the five research objectives as follows:

From the first objective on the librarians‘ leadership role in KM initiatives, the respondents rated themselves as follows: Very poor, 0%, 24% rated themselves poor, 47% good while 29% rated themselves very good, and 0% excellent. This therefore means that there is a lot to be done by our university libraries in terms of leadership practices, since the results obtained are below average. If this is effected, it can propel development in our universities and the country at large. Since 82% of the respondents indicated the awareness KM practices, it is important to note that university libraries in Kenya should prioritise KM initiatives in order for them to remain relevant in the near future.

Secondly, the research aimed at reviewing the available institutional infrastructure that can support Knowledge Capture and Acquisition. To review this, the research found out whether the respondents were aware of the concept of KM practices. In the Survey, 82% of the respondents confirmed that they understood the concept of knowledge management practices in the library. When asked about the relationship of KM and Library practices, 50% of the respondents who filled and returned the questionnaires indicated that in their understanding, KM is just another fad like Total Quality Management. 81% of the respondents indicated that they are able to access knowledge from external sources. A number of question on the available KM tools were asked. On whether there were content creation tools (blogs &MS Applications) the response was as follows: Very poor, 6%, 47% poor, 47% good, 0% very good and 0% excellent. This means the university libraries are below average in content creation tools. Content Management (e.g. Classification & Archival) was rated above average at 65% and this is a good indicator that the libraries are well prepared. Collaborative tools(e.g. LAN & emails)were also above average at 53%; 6% said the services were excellent, very good 24% and poor 18%. On

knowledge application (E-learning Platform): 6% said it was very poor, 18% poor, 53% good, 24% very good, while 0% excellent. This is an indication that there were some e-learning activities supported by the libraries, which is a component of KM.

Thirdly, the research sought to find out if KM Training & Mentoring programs are available in university libraries. The researchers asked whether the libraries provided KM Training & Mentoring programs. From the survey, 12% said yes, while 88% said no. This meant that, university libraries in Kenya were below average in this area and needed to up their game for them to remain competitive. For those who said yes, the following were the programs offered as part of KM training; In-house Staff training on utilisation of E-resources and E-publishing training to graduates and lecturers.

On the objective about KM Policies, a general question was asked to find out how the university libraries rated their KM policy formulation agenda. 12% reported that it was very poor, 35% poor, 35% good, 18% very good and 0% excellent. This show that still, the university libraries were not doing very well on policy formulation.

To establish the available tools of communication in university libraries in Kenya, A question on whether the university libraries had available tools for communication was posed to the respondents. It was found out that 29% strongly agreed that the communication tools were available, 47% Agreed, 12% disagreed and 6% strongly disagreed. It shows that, university libraries in Kenya have some communication tools. The researchers also sought to find out whether the libraries were involved in the process of transferring existing knowledge around an organization. The results were as follows: 24% strongly agreed, 35% agreed, 24% disagreed and 6% disagreed. On whether the communicated knowledge facilitated decision making, the respondents reacted as follows: 35% strongly agreed, 29% agreed, 18% disagreed while 6% strongly disagreed. To a minor extend the university libraries selected had communication tools which very few were used in knowledge transfer.

To determine the type of Incentives for Knowledge sharing in the university libraries: The research sought to find out whether there was an initiative of facilitating knowledge growth through incentives. 24% strongly agreed, 18% agreed, 29% disagreed and 18% strongly disagreed. A further question on whether there were incentives to support these indicated that, there were incentives but to a very low scale, which was indicated by 29% who reported that there were some incentives towards knowledge sharing. It is imperative that incentives and rewards can boost knowledge sharing culture in our university libraries and the institutions at large.

Lastly, from the survey, the respondents pointed out the following challenges to KM practices in University libraries in Kenya; Intellectual challenge to manage tacit knowledge; Challenge of being well equipped in technological know-how to work effectively and efficiently, Challenge of managing central knowledge repositories for the parent organisation by compiling documented explicit knowledge. Challenge of being excellent knowledge janitors as subject experts.

CONCLUSION

Libraries preserve knowledge so that none is lost, organize knowledge so that none is wasted, and make knowledge available so that no one need be deprived in this information age (Lee, 2005). For any library to succeed in implementing KM will require a strong leadership and vision from the top administration, which can influence the organization‘s knowledge sharing efforts in a positive way. As libraries enter the knowledge age of the 21st century, we should not take a back seat in the development of KM. Instead, armed with our professional knowledge and experiences, we should be in the driver‘s seat. University libraries should fight for increased budgets and implementation of the same, in order to support the KM infrastructure in terms of appropriate ICT tools and facilities that will support knowledge capture and acquisition.

KM Training and Mentoring programs should be taken seriously in the university libraries. There should be implementation of both long term and short term programs. As indicated by the research findings, policy formulation is rated poorly in university libraries, of which KM policies are not an exception. Right tools of communication and knowledge transfer should also be established, since there was only 47% according to the research. Having only 24% being aware of the importance of incentives in

knowledge sharing, it forms a very crucial subject for university libraries to find out why a very small number supports this initiative. A number of challenges are stumbling blocks to the development of KM in university libraries. These include: Intellectual challenge to manage tacit knowledge; Challenge of being well equipped in technological know-how to work effectively and efficiently, Challenge of managing central knowledge repositories for the parent organisation by compiling documented explicit knowledge. Challenge of being excellent knowledge janitors as subject experts.

Librarians have excellent skills in organizing and codifying information sources and making them reachable to others. To manage knowledge fully, they need to understand the holistic approach of KM and equip themselves with multi-disciplinary skills to provide greater value to their customers.

RECOMMENDATIONS

In order to contribute and catch-up with 21st century knowledge economy, university libraries need to have in place the following:

Strong Leadership

Seasoned leadership is important to spear head knowledge management initiatives in the libraries. Facilitating the development of an administrative infrastructure that combines strategic budgeting with the management of programs and services is key.

ICT Infrastructure to Support Knowledge Capture and Acquisition

Capturing knowledge is crucial to the success and development of the library and the institution as a whole. In many incidences, organisations have lost valuable experts through retirement, dismissals from work, resignations, and redundancies and through natural causes like death, this is because knowledge is in people‘s heads and it is often lost if not captured elsewhere. The surest way to avoid collective loss of organizational memory is to identify the expertise and the skills of staff and capture it. To avoid these losses, libraries need to develop ways of capturing its internal knowledge, devise systems to identify people‘s expertise and develop ways of sharing it. The best knowledge creators are academics. Knowledge creation is best performed by universities. As a learning and knowledge organization, universities should empower their libraries to develop campus-wide KM systems.

KM Mentoring and Training Programs

Libraries should arrange training for library staff/lecturers/ instructors and students. This can be both short term and long term trainings. The library should sensitize all stakeholders to ensure support from all areas. The libraries should further organize conferences and workshops with themes on knowledge management. Libraries should also develop a KM program that would decide: **WHAT to share, WITH WHOM to share, HOW to share, and DECIDING to share**

KM Policies

There is need to have clear policies before any institution can implement any knowledge management activity or practice. A policy that covers all aspects from the services, content, preservation and rights management ensures that any contentious issues that may arise have been covered and that these issues will not mean the death of the KM.

Communication Tools

Librarians should work together with IT professionals and others to develop the appropriate KM systems that will support communication of captured and stored knowledge. Every library should strive to be an enabler and facilitator by mobilizing all its efforts and resources.

Incentives

The knowledge and accumulated experiences of library staff members form the intellectual assets of any library and should be valued and shared. An organizational culture for sharing of knowledge and expertise should be established with appropriate rewards and incentives. Those staff members who share their tacit knowledge and experiences through writing, publishing, lecturing or mentoring should be appropriately recognized and rewarded.

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BIO-DATA

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