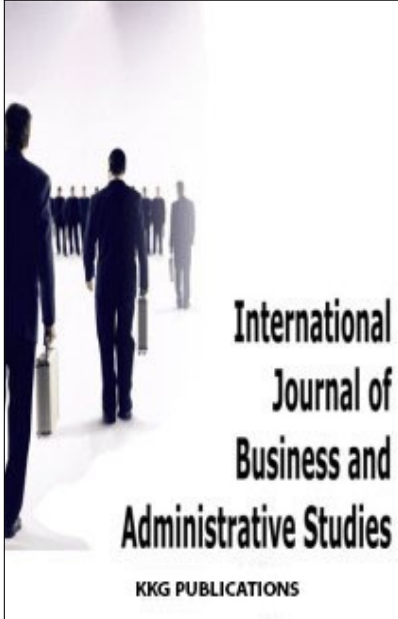


This article was downloaded by:  
Publisher: KKG Publications



## Key Knowledge Generation

Publication details, including instructions for authors:

<http://kkgpublications.com/business/>

## A Framework for Organizational Knowledge Systems

ABDULMUNEM SALEH ALSHEHHI <sup>1</sup>, SAJJAD  
M. JASIMUDDIN <sup>2</sup>

<sup>1</sup> University of Dubai, UAE

<sup>2</sup> Kedge Business School, France

Published online: 13 December 2016

**To cite this article:** Alshehhi, A. S., & Jasimuddin, S. M. (2016). A Framework for organizational knowledge systems. *International Journal of Business and Administrative Studies*, 2(6), 194-201.

DOI: <https://dx.doi.org/10.20469/ijbas.2.10004-6>

**To link to this article:** <http://kkgpublications.com/wp-content/uploads/2016/2/Volume2/IJBAS-10004-6.pdf>

PLEASE SCROLL DOWN FOR ARTICLE

KKG Publications makes every effort to ascertain the precision of all the information (the “Content”) contained in the publications on our platform. However, KKG Publications, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the content. All opinions and views stated in this publication are not endorsed by KKG Publications. These are purely the opinions and views of authors. The accuracy of the content should not be relied upon and primary sources of information should be considered for any verification. KKG Publications shall not be liable for any costs, expenses, proceedings, loss, actions, demands, damages, expenses and other liabilities directly or indirectly caused in connection with given content.

This article may be utilized for research, edifying, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly verboten.

# A FRAMEWORK FOR ORGANIZATIONAL KNOWLEDGE SYSTEMS

ABDULMUNEM SALEH ALSHEHHI <sup>1\*</sup>, SAJJAD M. JASIMUDDIN <sup>2</sup>

<sup>1</sup> University of Dubai, UAE, <sup>2</sup> Kedge Business School, France

## Keywords:

Organizational Learning  
Knowledge Management  
Talent Management

**Received:** 16 August 2016

**Accepted:** 9 October 2016

**Published:** 13 December 2016

**Abstract.** This research paper aims to evaluate the implementation of organizational knowledge systems in organization and finds out the advantages they gain and what process should be applied to ensure expanding the culture of knowledge and learning within organization. The research paper shows the relationship between organizational knowledge systems and how they can achieve the performance through the system. An understanding of knowledge management systems can help to build system which will increase their performance. This conceptual paper analyzes the talent management practices, organization learning processes and knowledge management using an in-depth analysis of the extant literature to provide complete organizational knowledge systems. This research presents worthy views into characteristic organizational knowledge systems. In addition, the study shows hypotheses. This paper also offers theoretical basis and how they are tested. This paper has focused on organizational knowledge systems which have not been addressed in the literature before. It also combines framework that offers a valuable perspective on the subject. The expected values that research paper can add are that the research will generate organizational knowledge systems and will show organizational learning processes, knowledge management and talent management practices within organization, making a research paper especially for organization that can be used to create strategic plans within each organization.

©2016 KKG Publications. All rights reserved.

## INTRODUCTION

This paper discusses the model and theoretical framework developed for this study. The hypotheses were created based on the conceptual framework. Organizational Learning (OL) processes, Talent Management (TM) practices, Knowledge Management (KM), and Organizational Performance (OP) are the main elements of Organizational Knowledge Systems (OKS), and are used in the conceptual framework, taking into account that OL is a learning process and knowledge management is a continuous process to benefit the learning process and increase the performance of human beings in a systemic way. Moreover, talent management are practices to improve knowledge within the organization. An OKS involves a continuing process of KM and learning processes in a systemic way within an organization, activated by employees. (Huber, 1991).

## THEORETICAL FRAMEWORK

Individual learning, team learning, and systems thinking can build learning organizations that generate productive OL mechanisms (Roland, 2006). In addition, KM has worked together in a system between OL disciplines and talent management practices to provide effective OP and learning outcomes within work environments in organizations. In fact, the main components of the framework are OL processes, KM, TM practices, and organizational performance learning outcomes. Each of these components has its own dimensions.

Organizational performance learning outcomes consist of learning dynamics, organization transformation, empowerment of people, application of technology, and KM (Arunprasad, 2015). There are many dimensions of OL: openness to new ideas, psychological safety, team orientation, information collection, knowledge sharing and integration, education and training, experimentation, and the leadership that reinforces learning. These dimensions have positive relationships with organizations' performance in two respects: 1) financial performance, and 2) perceptual innovation (Zhou, Hu & Shi, 2015). Furthermore, there are positive relationships between learning capability and organizational performance. The results are more significant for non-financial than financial performance (Goh, Elliott & Quon, 2012; Rijal, 2016). Talent management practices consist of individual, institutional, and organizational-social practices. Organizations should design individual human resource department strategy programs of talent management with regard to the talent of their employees (Nilsson & Ellstrom, 2012). The tools that talent management largely adapts from human resource management can be distinguished into three packages: 1) attraction and compensation, 2) development and career planning, and 3) appraisal and deployment. Attraction and compensation are measured by variable salary components, compensation management, e-recruiting, and visits to university fairs and career fairs. Relationship management,

\*Corresponding author: Abdulmunem Saleh Alshehhi

†Email: s20141009@ud.ac.ae



targeted development programs, individual career and development planning, individual coaching, development paths and programs and mentoring programs are the means of measuring development and career planning, while people, assessment centers/development centers, compilation of succession lists, job rotation, and 360° feedback/performance management are the means of measuring appraisal and deployment (Ewerlin & Sub, 2016). Thunnissen (2016) revealed a fragmented TM policy regarding development, performance, and promotion. In TM policy, the emphasis is on the selection and development of talents (Thunnissen, 2016). TM practices are different from other human resource approaches. TM practices are concerned with developing strategy; identifying talent gaps; succession planning; and recruiting, selecting, educating, motivating, and retaining talented employees through a variety of initiatives (Hills, 2009).

It was argued by Vaiman and Vance (2010) that the fusion of talent management and KM holds significant competitive implications for modern organizations. Modern organizations show that the successful generation, transfer, and exploitation of knowledge is heavily dependent on the effective management of human talent. There is no link established to the specific TM practices necessary to ensure knowledge creation, sharing, and retention. KM relies on effective management of the organizational talent (who hold key knowledge), talent recruitment, training, performance management, succession planning, and knowledge sharing (Vaiman & Vance, 2010).

Whelan, Collings and Donnellan, (2010) have identified five KM concerns, which are 1) identifying key knowledge workers, 2) knowledge creation, 3) knowledge sharing, 4) developing knowledge competencies, and 5) knowledge retention. These KM concerns can be advanced through the application of TM principles. KM concerns can benefit from the integration of TM principles regarding focus group confirmation (Whelan, et al. 2010).

TM initiatives help ensure that key knowledge talent is identified from both the external and internal markets by 1) talent/performance management reviews, and 2) talent recruitment (Debowski, 2006).

Talent recruitment has evolved considerably by using effective web technology instead of a time-consuming process bound by limitations of traditional communication channels (Mahdich, 2015).

Cultivation of knowledge creators is a kind of strategy that can be supported by TM. Many theories have tried to describe how organizational innovation happens and cultivate knowledge activists. Knowledge creation is an easily broken process, frequently hindered by strong barriers. TM initiatives support effective knowledge positioning and sharing for 1) organizational

network analysis, 2) mobility opportunities, and 3) network mentoring.

Smart organizations will assign a mentor to connect high-potential knowledge workers to other key knowledge holders once they are identified. In addition, TM initiatives can promote competency development in key knowledge workers by 1) competency-based training, and 2) succession planning. Regarding competency-based training, training solutions should be responsive to dynamic competitive conditions and be parallel with competency requirements. The importance of TM initiatives is in preventing knowledge loss by 1) knowledge transfer mentoring, and 2) reward and recognition programs. KM and innovativeness are aligned with strategic orientation, they produce a great effect on performance, which allows the organization to anticipate and respond to changing market conditions (Ferraresi, 2012). Liu and Rao, (2015) have combined two theoretical frameworks from various fields: 1) information technology, and 2) human resource management that offer a valuable point of view on the subject. KM practices in India are KM personnel, KM metrics, reward systems, top management support, and organizational culture. However, KM practices in China are enterprise culture, an egalitarian approach, top management support, reward systems, “losing face,” “guanxi,” and government regulations (Liu & Rao, 2015).

The learning and sharing of more challenging knowledge are likely to be based on practice-based KM theory. In an individual’s decision to share knowledge in project teams, incentives are very important. In addition, being positioned in an industrial cluster improves an organization’s learning and further leads to an organization’s desired adaptive outcomes (Giudice & Maggioni, 2014).

Pun and Nathai-Balkissoon (2011) stated “It is required to mix the theories of KM and OL with the OL concepts to make them more understandable, better aligned and more applicable to work’s specific needs and to best management practice” (Pun & Nathai-Balkissoon, 2011).

KM and OL have become more popular fields based on Pun’s and Nathai-Balkissoon’s (2011) judgment from the huge number of papers submitted in the past decade. There is still a difficulty in implementing KM and OL practices within organizations despite the broad reach of the discipline (Pun & Nathai-Balkissoon, 2011). Mishra and Uday (2011) have found that the relationship between LOs and KM is quite obvious in the sense that an LO creates something “new” and this differentiates it from a non-LO. Knowledge creation, knowledge sharing, knowledge upgrading, and knowledge retention are demonstrated in the sample organizations’ as aspects of the KM process (Mishra & Uday, 2011).

KM is a knowledge life cycle that starts with knowledge produc-

tion, which is the building of OL, then continues to knowledge diffusion and then expression of organizational knowledge.

LO and KM have helped transform many organizations as both of them have positive features. Conversely, power and control issues have tended to conceal the positives and highlight the more negative issues relating to empowerment and trust. In fact, the sharing of knowledge has been shown to have power issues for individuals at all levels in organizations that practice KM (Newman & Newman, 2015). Knowledge sharing was positively correlated with affective trust, cognitive trust, social networking and OL (Swift & Hwang, 2013).

The discipline of KM at a corporate level and the phenomenon of the LO are inextricably linked and should always be analyzed and discussed in concert, the concepts of the LO and KM have been shown to be closely related and mutually supporting (Loermans, 2002).

The difference between a learning organization and a knowledge-oriented organization is that the LO focuses on the learning process whereas the knowledge-oriented organization focuses on the results or learning process outputs.

A learning organization is an organization that includes OL principles and encourages an environment that helps OL to grow. Peter Senge established disciplines that he believed are essential for an organization to become a learning organization: 1) systems thinking, 2) personal mastery, 3) mental models building shared vision, and 4) team learning. On the other hand, the KM context is any process or practice of creating, acquiring, capturing, sharing, and using knowledge in order to enhance an organization's learning performance. The combined disciplines of the LO and KM provide the theoretical framework (Loermans, 2002). KM and OL should join forces and develop a combined discipline. Each of them needs the other: "KM needs OL and its expanding body of good research work. OL needs the practitioner base of KM and its abiding interest in problems and practice" (Firestone & McElroy, 2004).

The organizations promote work efficiency and productivity, develop human resource policies, and endorse sharing of information in the organizations (Yeo, 2006). OL is a learning process between employees within an organization to gain effective outcomes. The outcomes can be performance, productivity, healthy environment, strong discussion, and so on.

Goh et al., (2012) classified financial performance measurement into financial performance measures and non-financial performance measures.

Financial performance measures include ranking of profitability, profit growth, sales growth, Return On Investment (ROI), and Return On Assets (ROA), while Non-financial performance measures comprise of four types: innovation, efficiency, job satisfaction, and other (Goh et al., 2012). Jain and Moreno (2015) has measured OP in two dimensions: Knowledge creation and financial performance (Schiuma, 2012).

Positive relationships have been found between OL and both the perceptual and objective measures of OP. In a study of 200 Australian organizations, Power and Waddell (2004) found that the three measures of performance (knowledge performance, financial performance, and customer satisfaction) showed a medium-to-strong relationship with learning organizations at a self-managed work team level (Jain & Moreno, 2015). OP is a process or action performed by employees within organizations to achieve effective outcomes.

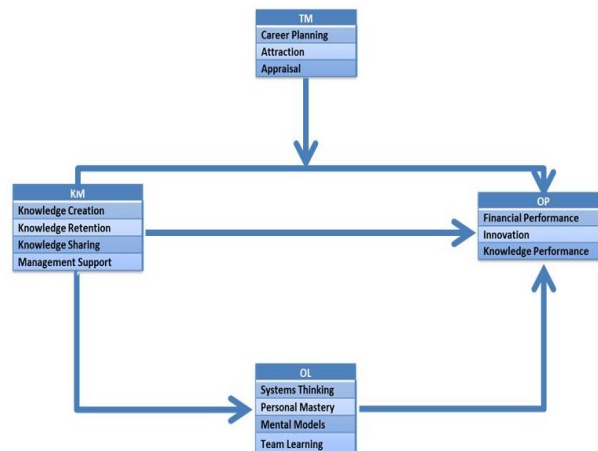
#### **DEVELOPING MODEL FOR ORGANIZATIONAL KNOWLEDGE SYSTEM RESEARCH**

Systems thinking, personal mastery, mental models, and team learning are OL processes for building OL; knowledge creation, knowledge retention, management support, and knowledge sharing build KM; while career planning, attraction and appraisal build TM. All of these make productive system learning mechanisms. KM works together in a system with OL processes and TM practices to improve OP outcomes within entities. However, the OP outcomes consist of financial performance, knowledge performance and innovation.

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

OL processes affect the direction and/or strength of the relation between KM variables and the OP, which can create an interaction between them. The OL variables influence the strength of the relationship between the KM and OP variables. Meanwhile, TM is function to the extent of the relation between KM and OP. OL produces a great effect on the organization's performance, which allows the organization to anticipate and respond to develop the entity.

**FIGURE 1**  
**Conceptual Model**



### Hypothesis

Cultural aspects of the learning organization have a positive and direct effect on employee engagement, and a positive and indirect effect on team performance only through employee engagement (Hoon Song, Hun Lim, Gu Kang & Kim, 2014). Learning organizations have a positive link between learning capability and OP (Goh et al., 2012).

Skarzauskiene (2010) identified that all systems thinking is related to higher OP. In addition, performance is driven by mastery to build organizations that have independent employees, develop their skills and mastery in their selected areas, and drive them to feel that their efforts support a greater purpose (Noone, 2010). Also, a good team performance is associated with specific teamwork skills and behavioral markers as indicators (Westli, et al. 2010). Team learning is important for organizations to meet the demands in order to improve team and OP (Kayes & Burnett, 2006).

Organizational performance learning outcomes consist of learning dynamics, organizational transformation, empowerment of people, application of technology, and KM (Emirates, 2013). There are many dimensions of OL that have positive relationships with organizations' performance. Systems thinking, personal mastery, mental models, and team learning are OL processes for building OL processes.

OL processes (systems thinking, personal mastery, mental models and team learning) predict that, as organizations increase their OL, the probability of achieving high OP (financial performance, knowledge performance and innovation) increases significantly.

- Hypothesis 1: Organizational learning processes have a significant positive association with organizational performance.

Indeed, key knowledge workers, knowledge creation, knowledge sharing, developing knowledge competencies, and knowledge retention are identified and can be advanced through the application of TM principles (Whelan et al., 2010).

Anakew, Hall and Schor stated "The acquisition and utilization of skills relating to selfknowledge, interpersonal knowledge, and environmental knowledge are associated with personal learning, goal setting, career strategies, and career decision making" (Anakwe, Hall & Schor, 2000). The organization must set up a different form of compensation system to transform into a knowledge organization. To stimulate knowledge exchange and sharing among group members, the pay and incentive system should stress groupbased compensation and reward. Additionally, a knowledge organization needs a wider range of management approaches than the nonknowledge organization.

Compensation and reward systems should be designed to promote group performance, knowledge sharing, and innovative thinking. Performance appraisal must be the basis of employee's KM practices evaluation, and directing KM efforts input (Yahya & Goh, 2002).

Identifying key knowledge workers, knowledge creation, knowledge sharing, developing knowledge competencies and knowledge retention can be advanced through the application of TM principles. The focus group has been used to confirm these KM concerns and has shown they can benefit from the integration of TM principles (Whelan, et al., 2010). Improving employee recruitment and retention rates and enhancing employees' engagement are the benefits of an effectively implemented talent management strategy (Hughes & Rog, 2008): "The skills, talents and abilities of human beings lie elsewhere in formulating information and knowledge, using these to make good decisions, being creative, innovating, helping design and develop better



more customer-focused products and service” (Laycock, 2005). Human resource must shift the emphasis from service delivery to supporting key decisions within the business, especially in relation to talent, to increase the success of the organization by improving management decisions that depend on or impact talent resources, in order to increase the success of the organization through improving management decisions that affect talent resources (Vaiman, Scullion & Collings, 2012).

Talent management practices (career planning, attraction, appraisal) are variables that affect the direction and strength of the relationship between KM (knowledge creation, knowledge retention, management support, and knowledge sharing) and OP (financial performance, knowledge performance and innovation), specifically within a correlation analysis framework. Furthermore, talent management practices form a third set of variables that affect the correlation between KM and OP variables. A basic effect of talent management practices can be represented as an interaction between KM and OP.

- Hypothesis 2: Talent management practices moderate the relationship between knowledge management and organizational performance such that when talent management practices are high the relationship will be positive.

KM techniques have an indirect positive effect on financial performance through increased innovation performance.

Moreover, there is a direct cost-increasing effect of KM practices on financial performance and this direct cost-increasing effect exceeds the indirect value-generating effect of KM techniques (Andries & Wastyn, 2012). Also, KM practices have a direct relationship with intermediate measures of OP. On the other hand, OP showed a direct relationship with financial performance (Zack, McKeen & Singh, 2009).

In fact, an organization that has a KM capability will use resources more professionally, which makes it more innovative and performed (Darroch, 2005). OL mediates the relationship between KM infrastructure and OP, which shows the significance of KM infrastructure for OP (Lee, Gon & Kim, 2012). Regarding human resource management strategies, they can lead to better OL, organizational innovation, and KM capability and thus OP (Kuo, 2011).

Knowledge resources and learning mechanisms have a positive effect on dynamic capabilities that increase organizations performance. The effect of knowledge resources is partially mediated by learning mechanisms’ types on dynamic capabilities (Chien & Tsai, 2012). Furthermore, the impact of ambidextrous learning on OP is strengthened by contingency factors such as positive performance implications of ambidextrous learning, knowledge stock as a precursor of ambidextrous learning, the mediating role of ambidextrous learning, and organizational size (Lee & Huang, 2012).

OL processes (systems thinking, personal mastery, mental models, and team learning) as a mediator extent that it accounts for the relationship between KM (knowledge creation, knowledge retention, management support, and knowledge sharing) and OP (financial performance, knowledge performance and innovation). OL processes explain how external physical events take on internal psychological significance. However, OL processes also examine the relationship between the OP variables and the KM variables.

KM (knowledge creation, knowledge retention, management support, and knowledge sharing) predicts that, as organizations increase their OL, the probability of achieving high OP (financial performance, knowledge performance and innovation) increases significantly.

- Hypothesis 3: Knowledge management has a significant positive association with organizational performance.
- Hypothesis 4: Organizational learning processes’ effectiveness mediates the relationship between knowledge management and organizational performance.

“Informal knowledge processes are important as structural knowledge processes in market-based OL” (Loon & McShane, 2010): The relationship of OL and KM is a very close one and both of them should join forces and develop a unified discipline. Furthermore, KM wants OL and its expanding body to make good research, while OL needs the practitioner base of KM in problems and practices (Firestone & McElroy, 2004).

Different types of thinking are used, such as critical systems thinking, soft systems thinking, and so on, to provide a new way of thinking and a useful toolbox for KM in its different levels and phases, for practical knowledge users (Gao & Nakamori, 2002). In addition, “Transforming Knowledge into Mastery is a second way of learning: the domain of ‘collective learning’ so to say. One that requires learners to practice with each other or to practice together with masters” (Jarche, 2011).

Davison and Blackman stated KM is contextually and socially derived, and is affected by the mental models in place within individuals in a self-reflexive way. If the sole purpose of contact between developers and users is to understand user needs or organizational requirements in terms of economic return or competitive advantage then the assumptions made about the information or knowledge management system can drive development and implementation in a way that does not reflect real needs (Davison & Blackman, 2005).

Farshad and Azizi found a major relationship between team learning and organizational culture, and KM (Farshad & Azizi, 2015).

OL culture can influence the process of knowledge creation in an organization. A positive feedback cycle between learning capability and knowledge creation leads to a continuous flow

of ideas, information, and knowledge sharing among organizational members (Bhatt, 2000). Need to be deleted??? What do you think? A knowledge retention strategy (part of KM) will identify the at-risk knowledge resources that need to be retained and apply specific initiatives to keep these resources in the organization. Successful KM-related processes and strategies are based on successful knowledge sharing and a learning organizational culture (Frost, 2015). Collaborative knowledge sharing combines the learning and knowledge processes to enhance OL (Kowta & Chitale, 2012; Bommert, 2010). Need to be deleted??? What do you think? Three tools can enhance OL: knowledge-based systems, cognitive mapping systems, and neural networks. They can work together, with commitment from management, to play a vital role in supporting OL (Venugopal & Baets, 1995). KM (knowledge creation, knowledge retention, management support, and knowledge sharing) predict that, as

organizations increase their OL, the probability of successfully launching OL processes (systems thinking, personal mastery, mental models, and team learning) increases significantly.

- Hypothesis 5: Knowledge management has a significant positive association with organizational learning processes.

## CONCLUSION

Knowledge management can work together in a system with organizational learning processes and talent management practices to improve organizational performance outcomes within entities. The heart of an organizational knowledge system is knowledge management. It plays an important role in improving an organization's outcomes. However, organization learning and talent management combine with knowledge management to form an organizational knowledge system model.

## REFERENCES

- Anakwe, U. P., Hall, J. C., & Schor, S. M. (2000). Knowledge-related skills and effective career management. *International Journal of Manpower*, 21(7), 566-579.
- Andries, P., & Wastyn, A. (2012). Disentangling value-enhancing and cost-increasing effects of knowledge management. *Journal of Knowledge Management*, 16(3), 387-399.
- Arunprasad, P. (2015). Organisation learners' competence to overcome organisation's learning inertia: A conceptual framework. *International Journal of Learning and Change*, 8(1), 42-63.
- Bhatt, G. D. (2000). Information dynamics, learning and knowledge creation in organizations. *The Learning Organization*, 7(2), 89-99.
- Bommert, B. (2010). Collaborative innovation in the public sector. *International Public Management Review*, 11(1), 15-33.
- Chien, S. Y., & Tsai, C. H. (2012). Dynamic capability, knowledge, learning, and firm performance. *Journal of Organizational Change Management*, 25(3), 434-444.
- Darroch, J. (2005). Knowledge management, innovation and firm performance. *Journal of Knowledge Management*, 9(3), 101-115.
- Davison, G., & Blackman, D. (2005). The role of mental models in the development of knowledge management systems. *International Journal of Organisational Behaviour*, 10(6), 757-769.
- Debowski, S. (2006). *Knowledge management* (1st ed.). Milton, Australia: John Wiley & Sons.
- Giudice, D. M., & Maggioni, V. (2014). Managerial practices and operative directions of knowledge management within inter-firm networks: A global view. *Journal of Knowledge Management*, 18(5), 841-846.
- Emirates, I. D. (2013). *Emirates ID organizes the 2nd organizational learning conference with participation of 400 experts and specialists*. Retrieved from <https://goo.gl/nOkug2>
- Ewerlin, D., & Sub, S. (2016). Dissemination of talent management in Germany: Myth, facade or economic necessity? *Personnel Review*, 45(1), 142-160.
- Farshad, M., & Azizi, G. (2015). Relationship of team learning with knowledge management in second grade high school teachers in Saveh city. *International Journal of Learning and Development*, 5(4), 1-12.
- Ferraresi, A. A., Quandt, C. O., Santos, S. A., & Frega, J. R. (2012). Knowledge management and strategic orientation: Leveraging innovativeness and performance. *Journal of Knowledge Management*, 16(5), 688-701.
- Firestone, J. M., & McElroy, M. W. (2004). Organizational learning and knowledge management: The relationship. *The Learning Organization*, 11(2), 177-184.
- Frost, A. (2015). *An educational KM site*. Retrieved from <https://goo.gl/7MzmQC>

- Gao, F., Li, M., & Nakamori, Y. (2002). Systems thinking on knowledge and its management: Systems methodology for knowledge management. *Journal of Knowledge Management*, 6(1), 7-17.
- Goh, S. C., Elliott, C., & Quon, T. K. (2012). The relationship between learning capability and organizational performance: A meta-analytic examination. *The Learning Organization*, 19(2), 92-108.
- Hills, A. (2009). Succession planning-or smart talent management? *Industrial and Commercial Training*, 41(1), 3-8.
- Hoon Song, J., Hun Lim, D., Gu Kang, I., & Kim, W. (2014). Team performance in learning organizations: Mediating effect of employee engagement. *The Learning Organization*, 21(5), 290-309.
- Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2(1), 88-115.
- Hughes, J. C., & E. Rog. (2008). Talent management: A strategy for improving employee recruitment, retention and engagement within hospitality organizations. *International Journal of Contemporary Hospitality Management*, 20(7), 743-757.
- Jain, A. K., & Moreno, A. (2015). Organizational learning, knowledge management practices and firm's performance: An empirical study of a heavy engineering firm in India. *The Learning Organization*, 22(1), 14-39.
- Jarche, H. (2011). *Personal knowledge mastery*. Retrieved from <http://jarche.com/pkm/>
- Kayes, D. C., & Burnett, G. (2006). *Team learning in organizations: A review and integration*. Retrieved from <https://goo.gl/8m7IPB>
- Kowta, S. N. K., & Chitale, C. M. (2012). Collaborative knowledge sharing strategy to enhance organizational learning. *Journal of Management Development*, 31(3), 308-322.
- Kuo, T. H. (2011). How to improve organizational performance through learning and knowledge? *International Journal of Manpower*, 32(5/6), 581-603.
- Laycock, M. (2005). Collaborating to compete: Achieving effective knowledge sharing in organizations. *The Learning Organization*, 12(6), 523-538.
- Lee, C. Y., & Huang, Y. C. (2012). Knowledge stock, ambidextrous learning, and firm performance: Evidence from technologically intensive industries. *Management Decision*, 50(6), 1096-1116.
- Lee, S., Gon, K. B., & Kim, H. (2012). An integrated view of knowledge management for performance. *Journal of Knowledge Management*, 16(2), 183-203.
- Liu, M., & Rao, P. (2015). A comparative perspective of knowledge management via social media: India and China. *The Learning Organization*, 22(2), 93-114.
- Loermans, J. (2002). Synergizing the learning organization and knowledge management. *Journal of Knowledge Management*, 6(3), 285-294.
- Loon, H. S., & McShane, S. (2010). Structural and informal knowledge acquisition and dissemination in organizational learning: An exploratory analysis. *The Learning Organization*, 17(4), 364-386.
- Mahdieh, O. (2015). Interaction between communication and organizational conflict and its relationship with performance. *International Journal of Business and Administrative Studies*, 1(2), 54-60.
- Mishra, B., & Uday, B. A. (2011). Knowledge management process in two learning organisations. *Journal of Knowledge Management*, 15(2), 344-359.
- Newman, N., & Newman, D. (2015). Learning and knowledge: A dream or nightmare for employees. *The Learning Organization*, 22(1), 58-71.
- Nilsson, S., & Ellstrom, P. E. (2012). Employability and talent management: Challenges for HRD practices. *European Journal of Training and Development*, 36(1), 26-45.
- Noone, J. (2010). *Autonomy, mastery and purpose: The 3 pillars of higher performance (or why companies need to rethink the classical carrot and stick approach if they want to engage employees)*. Retrieved from <https://goo.gl/mioEMY>
- Power, J., & Waddell, D. (2004). The link between self-managed work teams and learning organisations using performance indicators. *The Learning Organization*, 11(3), 244-259.
- Pun, K. F., & Nathai-Balkissoon, M. (2011). Integrating knowledge management into organisational learning: A review of concepts and models. *The Learning Organization*, 18(3), 203-223.
- Rijal, S. (2016). The influence of transformational leadership and organizational culture on learning organization: A comparative analysis of the IT sector. Thailand. *Journal of Administrative and Business Studies*, 2(3), 121-129.
- Schiama, G. (2012). Managing knowledge for business performance improvement. *Journal of Knowledge Management*, 16(4), 515-522.



- Skarzauskiene, A. (2010). Managing complexity: Systems thinking as a catalyst of the organization performance. *Measuring Business Excellence*, 14(4), 49-64.
- Swift, P. E., & Hwang, A. (2013). The impact of affective and cognitive trust on knowledge sharing and organizational learning. *The Learning Organization*, 20(1), 20-37.
- Thunnissen, M. (2016). Talent management: For what, how and how well? An empirical exploration of talent management in practice. *Employee Relations*, 38(1), 57-72.
- Vaiman, V., & Vance, C. M. (2010). *Smart talent management: Building knowledge assets for competitive advantage*. Cheltenham, UK: Edward Elgar Publishing.
- Vaiman, V., Scullion, H., & Collings, D. (2012). Talent management decision making. *Management Decision*, 50(5), 925-941.
- Venugopal, V., & Baets, W. (1995). Intelligent support systems for organizational learning. *The Learning Organization*, 2(3), 22-34.
- Westli, H. K., Johnsen, B. H., Eid, J., Rasten, I., & Brattebo, G. (2010). Teamwork skills, shared mental models, and performance in simulated trauma teams: An independent group design. *Scandinavian Journal of Trauma, Resuscitation and Emergency Medicine*, 18(1), 18-47.
- Whelan, E., Collings, D. G., & Donnellan, B. (2010). Managing talent in knowledge-intensive settings. *Journal of Knowledge Management*, 14(3), 486-504.
- Yahya, S., & Goh, W. K. (2002). Managing human resources toward achieving knowledge management. *Journal of Knowledge Management*, 6(5), 457-468.
- Yeo, R. K. (2006). Implementing organizational learning initiatives: Integrating three levels of learning. *Development and Learning in Organizations, An International Journal*, 20(3), 10-12.
- Zack, M., McKeen, J., & Singh, S. (2009). Knowledge management and organizational performance: an exploratory analysis. *Journal of knowledge management*, 13(6), 392-409.
- Zhou, W., Hu, H., & Shi, X. (2015). Does organizational learning lead to higher firm performance? An investigation of Chinese listing companies. *The Learning Organization*, 22(5), 271-288.

– This article does not have any appendix. –