



Multiple Perspectives Of Knowledge: A Literature Review

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Abstract

The truth of knowledge being the vital strategic resource in the modern business world is undeniable. And for increasing efficiency and productivity in an organization it is important to manage this knowledge with better understanding of the types and multiples perspectives of knowledge. Keeping in view the importance of the issue, there is a need to conduct a literature based study. Therefore, this paper aims at the establishment of better understanding of various perspectives of knowledge including and its types, so that organizations can conduct knowledge management in better way. Initially, study provides detail insight into the basics of knowledge, its different perspectives, types and the different stages of knowledge with the help of reviewing the existing literature. Then, the literature is further reviewed to get better understanding of knowledge management. The study is completed with the help of data collection from reliable search engines such as Google scholar, research publication of renowned journals, proceedings of various conferences and the related books. In order to search the relevant literature terminologies such as, knowledge, types of knowledge, knowledge from theory and practice, stages of knowledge management and organizational resources were used. The current study is beneficial for not only academicians but also for the practitioners as to create better understanding of which types or perspective of knowledge they are dealing with so that the management of the knowledge can be done in a better way and organizations can compete in the very challenging global market effectively and efficiently.

Keywords: Competitive Advantages, Knowledge, knowledge management

1. Introduction

Knowledge, in the light of the organizational theory, is a “vital source of competitive advantage’ and when it is integrated effectively, it can create or add value to organizations in the long run” (Jain, Sandhu, & Jain, 2015, p. 23). It is also considered as the valuable asset for the employees and groups of an organization (Samarasinghe, 2019). And “an organization’s ability to effectively leverage its knowledge is highly dependent on its people, who actually create, share, and use the knowledge” (Ipe, 2003, p. 341). For the effective and efficient utilization of organization resources, knowledge management has got central role (Davenport & Prusak, 1998; Zboralski, 2009). In Addition to this knowledge if understood properly helps in successful management of knowledge (Bolisani & Bratianu, 2018).

Also, Knowledge management ensures how knowledge resources are utilized for the improved functioning of an organization. It aims at planning, organizing and achieving organizational goals and objectives through a systematic process of managing and utilizing of the existing knowledge within an organization. This underpins the importance of a number of initiatives which are critical for accruing its potential benefits. In this milieu the challenging task is the integration of the current knowledge of the workforce and the generation of new knowledge by the said workforce; and the success of an organization hinges on coping with this task (Lin, 2007; Teigland, 2003). Therefore, purpose of the current study is to explore various perspectives of knowledge, particularly, its types and various perspectives which will ultimately leads towards successful knowledge management.

2. Research Methodology

The literature review for the current study was done by searching different online databases such as Wiley, Taylor and Francis Jstor, Pro Quest, Springer and Google Scholar (search engine). Various well reputed academics research journals such as Academy of Management, International Journal of Management Review, Journal of Business Ethics, Journal of Business Ethics Quarterly and Business and Society Review were also included for the selection of research articles. To search the relevant literature key words and combination of words like knowledge management, knowledge creation, knowledge sharing, knowledge sharing, theory of reasoned action , social capital, Attitude to behavior process model and certain factors effecting knowledge sharing, were used. In order to present systematic and detailed review, extant literature from 1970 to 2019 is covered. Since an extensive body of literature is available, it is not possible to include each and every published article in the aforementioned time period. Thus this study does not claim to

provide any exhaustive review of the literature. To offer focused literature, only literature that has relevance with the theoretical framework is included.

3. What is Knowledge?

What constitutes knowledge?—A question that has persistently been asked since medieval times. However, researchers have not reached any consensus on definition of knowledge to date. This term is not a new one to the world. Its history is as long as that of humanity (Scardamalia, nd). The difference is that in the past it was a part of polemics and religious discussion (Lassig, 2016), but at present it has become the need of every organization. It is because managers and organization experts have started realizing the fact that among many other factors this factor is vital and contributing to the strengthening of the organization (Chua, 2009; Jeon, Kim, & Koh, 2011). It is one of the vital resources that give competitive advantage to organizations (D Jelenic, 2011). Keeping the central role of knowledge, theorists have developed knowledge-based theory. This theory purports that knowledge-based resources have some common characteristics like: they have been found difficult to be imitated easily; they are complex social constructs; and if these sources are heterogeneous in nature, they proved to be a firm's major determinants of sustained competitive advantage and enable that firm to have superior corporate performance, also, as per Barney (2014) a firm needs sustainable competitive advantage rather than only competitive advantage for the success of the organization. . It looks at the strategic significance of these sources. Ultimately, it leads towards the success of an organization. Keeping in view its history in mind many authors, researchers and philosophers have explained it from various aspects.

The discussion starts with the contention as if there is any distinction between information and knowledge. For some researchers (Nonaka, 1994) information is just “a flow of messages” whereas knowledge is the product of information that one has and is justified by the possessor's belief. For other researchers (e.g., Kogut & Zander, 1992; Zander & Kogut, 1995) there hardly exists any difference between the two and that knowledge includes both know-how and information. However, Alavi and Leidner (2001) differentiate the two by stating that “knowledge” is laden with uniqueness and has value in the context of knowledge management system as compared to the traditional information systems.

Traditionally knowledge has been defined as “justified true belief”. However, this definition has failed to accept wide acceptability because the word true is highly subjective. Therefore, researchers (Becker & Niehaves, 2007; Nonaka, 1994; Nonaka, Toyama, & Konno, 2000) believe that there hardly exists any consensus as to what constitutes “truth”?

For them the definition presents knowledge something “absolute, static and non-human view of knowledge”. This definition fails to cover “relative, dynamic and humanistic dimensions of knowledge”. One has to keep it in mind that it is not static rather it is dynamic. Human interactions taken place in different contexts are instrumental in its creation and sharing. It is humanistic in the sense that it is the product of human actions and inactions. Notwithstanding, the traditional definition still holds but with the explanation knowledge is “justified true belief”, there are different types of knowledge that are based on different methods of justification and different theories of truth (Schryen, Wagner, & Benlian, 2015).

3.1 Knowledge and theory

The concept of knowledge-based economy has got popularity and has become a buzz word. To be realistic it is the translation and diffusion of knowledge into the practical world of economics. At the same time, it has to be recognized that it is a very recent development. Before knowledge could adopt this form, it was an abstraction and, majorly, remained the concern of basic research. Some researchers (e.g., Van de Van, & Johnson, 2006) believe that they are distinct kinds of knowledge, not opposing one another but are complementing one another. Keeping it in mind, it is highly essential that knowledge be understood from theoretical perspective. As a theoretical perspective, it is considered a true belief which is justifiable (Nonaka, Krogh, & Voelpel, 2006). Honesty serves as a major feature of knowledge, such as in the view of Cook and Brown (1999), there are two aspects of knowledge theory i.e. possession and practice. By possession they mean to be in the ownership of someone. From this aspect it occupies the cognitive aspect and deals with knowledge as an object/entity or resource that helps in promoting effectiveness of an organization (Nonaka, et al., 2006). It is considered that the process of finding and obtaining through mental perception is Knowledge, also it is a process of clarification, affirmation, and decision (Rosenthal, 1970)..

From theory point of view knowledge is considered a scholarship that is “committed to building generalizations and theories that often take the form of formal logical principles or rules involving causal relationships” (Van de Van, & Johnson, 2006, p. 806). From that it is supposed to build a general theory. This theory is general in nature that covers laws and principles which, in turn, provide explanation about the fundamental nature of things. And “the more context free, the more general and stronger the theory” is (Aram & Salipante, 2003, p. 190). From this one can easily conclude that knowledge negates to be static in nature. It transcends the old boundaries and continuously enters into new realms where new conceptual artifacts and structures for interaction are created. These structures and

interactions provide possibilities as well as constrain the entities in consequent knowledge creation cycles (Aram & Salipante, 2003; Nonaka & Toyama, 2003).

On a very abstract side, knowledge is considered as belief. And for Rosenthal (1970, p. 55) it is the negation of ignorance. This conception of knowledge is highly philosophical and, to some extent, makes it something beyond and above the common senses. However, some researchers (e.g. Nonaka & Toyama, 2003; Vygotsky, 1986) have reservations about this approach to knowledge. For them knowledge is reality and can be viewed from a certain angle and is embedded in social, cultural, and historical contexts having relative importance for individuals. The more an individual interacts with a wider environment; the lesser are the chances of ontological ills and fallacies in knowledge creation.

3.2 Knowledge from practical aspect

For researchers, scholars, practitioners and professionals understanding the theory-practice interplay has become a challenging task (Van de Ven, & Johnson, 2006). Some researchers (e.g., Kondrat, 1992; Simon, 1976; Tranfield & Starkey, 1998) believe that the mission of developing knowledge should be directed for improving upon those skills which could advance its practice. Notwithstanding, the evidence of ever persistence of the gap between theory and practice transpires this ideal being still elusive (Van de Ven, & Johnson, 2006).

This theory-practice gap is generally either termed knowledge transfer problem or that it exists because they are addressing different questions or that this gap is the result of knowledge production problem (Van de Ven & Johnson, 2006). At the same researchers accept that knowledge is the product of human experiences, social and moral values, contextual and conceptual information, judgmental opinion, individualistic insight, and intuition that causes new environments and frameworks for evaluating and incorporating new experiences and information (Davenport & Prusak, 1998, p. 5). Knowledge is not confined to the bookish information only but it is familiarity or awareness with the facts such as description, facts or skills earn through learning, experience, education or perceiving (Denning, 2016).

To make knowledge more practicable and reduce the gap between theory and practice researchers (Van de Ven & Johnson, 2006) give emphasis on “engaged scholarship—“a mode of inquiry that converts the information provided by both scholars and practitioners into actions that address problems of what to do in a given domain” (p. 803). This engaged scholarship would provide a collaborative platform wherein

practitioners and academics would leverage their diverse point of views and competencies with the aim to coproduce knowledge that could help in solving complex problems that organizations have been facing under conditions of uncertainty. This pluralistic approach would help in advancing knowledge through the relative contributions and conceptual frameworks of both researchers and practitioners.

Despite the existence of gap between theory and practice knowledge is considered a mixture of the refined data, information, values, experiences and ideas which can be used for the development of organizations (Bartol & Srivastava, 2002). Knowledge is yet more broader than merely related to data and information it covers personal experiences, values and concepts as well (McMurray & David, 2002).

3.3 Knowledge, context and human experiences

Knowledge is neither produced in vacuum nor is the product of some absolute and single process. In other words, it is produced in different contexts, through different processes and for different purposes. It is because of this fact that researcher (e.g., Hutchins, 1983; Lave, 1986) contend that the knowledge produced by an individual practitioner is different from others as that practitioner is situated in particular context with problems encountered in the everyday activities. So knowledge is something derived from raw data when processed in meaningful information (Menon & Pfeffer, 2003; Mooradian, Renzl, & Matzler, 2006; Nonaka, 1994). It is this raw data is coupled and processed by human experiences that knowledge is extracted from (Vandaie, 2008). On the contrary, many researchers believe that knowledge is not restricted only to the conversion of raw data to information but it is somehow more complex than that (Davenport & Prusak, 1998; Mathew & Kavitha, 2008).

4. Types of Knowledge

Knowledge exists in many forms. If the target of an organization is to manage it, it is critically essential to understand as in what form it exists. For example, when individuals capture knowledge in a document, they employ diverse methods to store, retrieve and share this knowledge. And it has to be kept in mind that against this, the knowledge capturing mechanism of an expert craftman over the years and its dissemination would completely be different. Keeping this fact in mind consistent efforts are underway to classify knowledge, with different fields being focused with different dimensions. The results are the coming into being of numerous classifications and distinctions. These distinctions have their bases in religion and philosophy. It is difficult to list the exact types of knowledge because of the difference in the opinions of researchers. And because of the inherent

disagreement among the researchers, practitioners and academicians it becomes hard to conclude as to what are, exactly, the different types of knowledge that an agreed upon “master list” could be prepared. In simple words, such master list does not exist at all. That fact of the matter is that researchers have realized the facts that knowledge is purely abstract and philosophical and the debates have since centuries in vogue; thesis and antithesis are being presented and debated; arguments supersede fact and everyone has a different opinion with their respective objective and subjective opinion regarding what does constitute knowledge and what does not.

However, the classification of knowledge is by no means arbitrary. It is based on some rationality and the function it plays. For instance, knowledge is divided into two broader categories 1). Formal knowledge, and 2). Informal knowledge. Formal knowledge is gained from the published sources such as books, manuals, reports etc. and can easily be transferred from one person to another. Whereas, informal knowledge can only be obtained from real life experiences and social interactions that can be used to support formal knowledge (Conklin, 1996). In addition, Christensen (1967) identifies four types of knowledge: 1) Professional knowledge, 2) Coordinating knowledge, 3) object based knowledge, and 4) know how knowledge.

However, the knowledge types most commonly used and described by the researchers in the previous literature are explicit and tacit knowledge. This study also emphasizes on these types. Polanyi (1967), in this regard has provided detail discussion about this classification of knowledge by simply phrasing as “we can know more than we can tell”. He claims that “all knowledge is either tacit or rooted in tacit knowledge”. Though Polanyi is considered to be the pioneer of the concept, Nonaka (1994) has given popularity to this classification in organizational setup.

Tacit knowledge is a knowledge that cannot be explained by words or by means of any mathematical equations rather it is something related to one’s actions, experience and observations (Collins, 2010; Polanyi, 1967; Sternberg & Horvath, 1999). Collins (2010) has further classified tacit knowledge into three types: 1) rational, 2) somatic, and 3) collective. Rational knowledge is considered to be the knowledge of evidences to reach conclusion. Whereas, somatic knowledge is considered as the experience based knowledge that involves the senses, perceptions, physical actions and reactions, feelings and acting that may include a broader range of human experience (Matthews, 1998). On the other hand, collective knowledge is mostly used for computer systems is an open source framework which supports the collaborative and reproducible experiments. Similarly, Eraut (2000) describes three types of tacit knowledge, 1) understanding people and situation, 2) actions,

and 3) rules to support intuitive decision making. He argues that when rapid decisions are taken on reutilized actions with the help of tacit know-how of the situations they work together. Tacit knowledge is considered to have two main features—cognitive and technical (Nonaka, et al., 2006). Cognitive features deal with the human belief, values, paradigms and mental capabilities and setups, whereas, technical features refer to informal skills of a person when implied to a specific context.

Keeping in view the importance of tacit knowledge it is considered to be very simple and inexpensive type of knowledge that plays vital role in the development of organizations by serving as a mean of competitive advantage (Bryant, 2003; A. N. Chen & Edgington, 2005; Sanchez, 2004). They believe that tacit knowledge in employees is recognized and utilized when they are assigned tasks relevant to their skills and expertise. This approach on the part of organization management helps in motivating them. Besides other aspects, tacit knowledge is less exposed to the danger of leakage as it is restricted to individuals only.

On the contrary, explicit knowledge is something that can be explained by individuals, although sometimes efforts are required to articulate what they know (Sanchez, 2004). In the view of Yahya and Goh (2002) explicit knowledge indicates knowledge that can be articulated, captured, objective, has a more tangible format and can be externalized. This type of knowledge is available in writing and is found in: databases, memos, notes, documents, etc. (Botha, Rostron, Fisher, & Dark, 2008). Therefore, the most common reliable sources for getting such knowledge are the documents such as books, reports, policy guidelines, databases, manuals, procedures and alike, hence making the sharing knowledge easy among organizations and individuals. Moreover, it is the most common knowledge at workplace (Antal, 2000; Birasnav, Rangnekar, & Dalpati, 2011; Jong & Ferguson-Hessler, 1996; Krogh, 1998; Nonaka, et al., 2006; Sanchez, 2004). However, there are researchers (Brown & Duguid, 1991; W. R. Bukowitz & Williams, 1999; Cook & Brown, 1999) who consider explicit knowledge comparative less important. They argue that its secondary nature is because it exists in a comparatively simpler form and happens to be devoid of rich human experiences based on know-how that can give the owner competitive advantage over the competitors.

However, majority of researchers have common opinion and claim that they are complementary to one another and this it very difficult to have a hold on tacit knowledge without explicit knowledge (Collins, 2010; Hislop, 2013). It is believed that personal knowledge can become organizational knowledge with the help of tacit and explicit knowledge in four ways: 1) socialization; 2) externalization; 3) combination; and 4)

internalization (SECI) (Nonaka, et al., 2006), figure 5. The first way socialization deals with the transfer of knowledge from tacit to tacit. Transfer of experience of organizational members' takes place directly or indirectly communication and interaction such as seminars, workshops, informal meetings, discussions, brainstorming and alike (Figure 1). This type of knowledge is transferred through guidance, practice, observation and imitation.

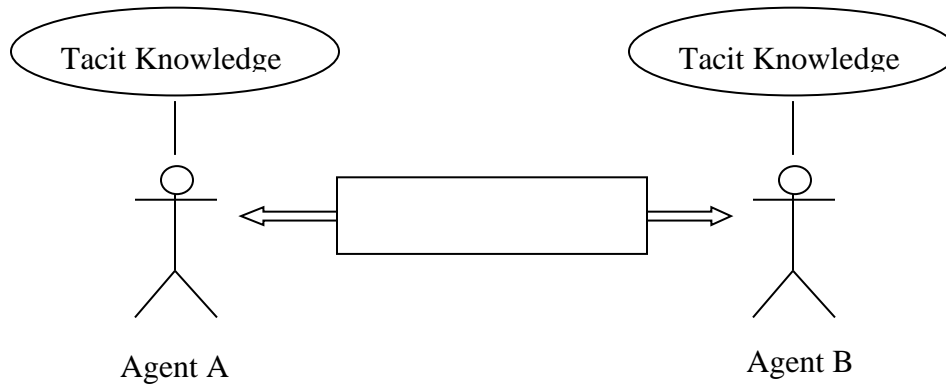


Figure 1 T2T Knowledge Transfer (Wang, 2007, p. 16)

Externalization supports the transfer of knowledge from tacit to explicit. This method is deemed as comparatively difficult but important conversion mechanism. Tacit knowledge is transformed into explicit knowledge such as documents, instructions etc. for the purpose of easy transfer of knowledge in organizations. Such type of knowledge transfer is possible with the help of analogies, metaphor, hypothesis etc. This knowledge sharing takes place with the help of written and technological channels (Figure 2).

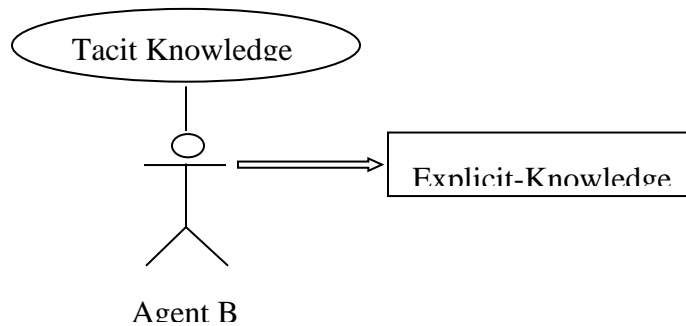


Figure 2 Knowledge Transfer T2E (Wang, 2007, p. 16)

Combination way of knowledge includes transfer of knowledge from explicit to explicit. This transfer method is considered to be the simplest method of knowledge transfer as codified knowledge bases (documents, manuals) are used to generate new knowledge (figure 3).

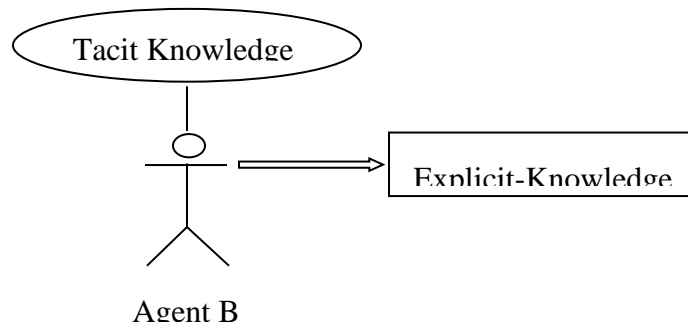


Figure 3 E2E Knowledge Transfer (Wang, 2007, p. 17)

Internalization method is based upon transfer of knowledge from explicit to tacit which is achieved through generating new information from written and codified documents such as books, manuals etc. It is believed that this method develops a learning culture as human knowledge is expended by creating new ideas from reliable and evident resources (Figure 4).

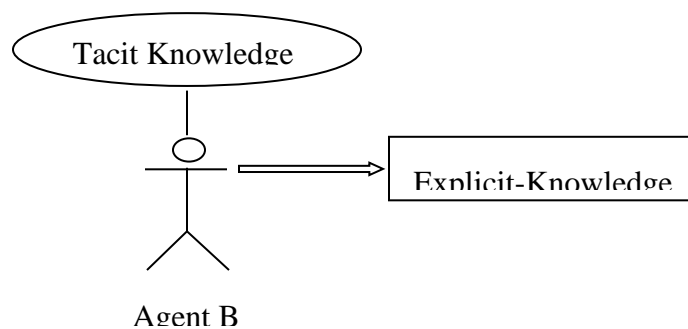


Figure 4 E2T Transfer Knowledge (Wang, 2007, p. 17)

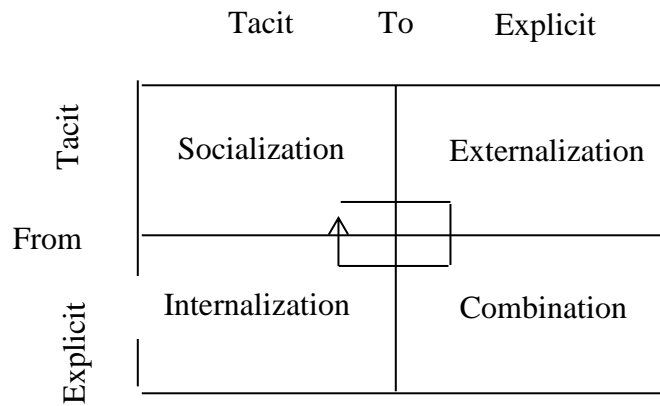


Figure 5 SECI Model (Nonaka, 1994, p. 19; Nonaka, et al., 2000)

It is generally believed that knowledge management and organizational learning are rooted in interaction and relationship between explicit and tacit knowledge (Nonaka 1994). And according to Botha, et al. (2008), one needs to be cautious in treating tacit and explicit as definite and distinct points; rather they have to be treated a part of continuous spectrum. And that all knowledge is a mixture of tacit and explicit elements rather than being one or the other. Notwithstanding, this classification as theoretical opposites is important for understand knowledge and the role it plays.

Researchers (e.g., Gamble & Blackwell, 2001; Horvath, 2000) talk about a further distinction—embedded knowledge. It refers to the knowledge that is embodied in rules and regulations, organizational or social processes, artifacts, structures, manuals, culture, ethics, codes of conduct, products, etc. This classification enables researchers to differentiate between knowledge that is embedded in these diverse sources and that embodied in people(Horvath, 2000). To measure it, Gamble and Blackwell (2001) used a scale consisting of represented-embodied-embedded knowledge, where the first two closely match the explicit-tacit. This embedded knowledge is either formal (in the form of management initiatives) or informal (when organizations use and apply the other two types of knowledge. This is a challenge for organizations to manage it. And it is one of the distinctive potentials of an organization which varies considerably from organization to organization. This is often different from embodied tacit knowledge. For example, it is often hard to understand culture and routines and are not easy to affect changes instantly.

Contrary to these, formalized routines are easier to implement and management can actively try to embed the fruits of lessons learned directly into procedures, routines, and products. It has to be noted that, no doubt, explicit sources exhibit the existence of embedded knowledge, these sources fail to provide the justification and explanation as to why doing something this way is beneficial to the organization because the knowledge itself is not explicit. In simple words, organizations easily get competitive advantage if they turn to be successful in effectively managing embedded knowledge (Gamble & Blackwell, 2001). Keeping in view the importance of both knowledge types this study considers both for the purpose of understanding the effect of various factors on knowledge sharing.

5. Knowledge Management

“Knowledge management may simply be defined as doing what is needed to get the most out of knowledge resources” (Irma & Rajiv, 2010, p. 39). Wiig (1997) defines it in terms of its objectives. In his words: “the objectives of knowledge management (KM) are: 1) to make the enterprise act as intelligently as possible to secure its viability and overall success, and 2) to otherwise realize the best value of its knowledge assets” (p. 1). Additionally, KM is defined as a process of creation, assimilation, dissemination and application of organizational knowledge to explore new opportunities that help in the enhancement of organizational performance (Yang, 2011). On the whole KM is considered as a combination of different behaviors, technologies and processes which are designed for the efficient management of information to advance innovation, learning, decision making and other success keys to business (Kane, 2014).

Knowledge management, in the recent most scenarios, has become the main constituent of management. It is commonly believed that knowledge management was recognized as a field to serve the business world as a tool of business in the early 1990s when it was promoted by 4 Cs (computing availability; consulting; conference; and commerce) concept. In the words of Lambe (2011) it was “fueled by a confluence of computing availability, propagation through consulting firms, and conference promotion” (p. 179). However, according to Sveiby (1997) Knowledge Management (KM) was first introduced in the 1980s in the support of artificial intelligence. He argues that it emerged as information technology (IT) to support understanding of individuals. The dimension of knowledge management was then diverted towards knowledge society and knowledge workers, as per this dimension the basic elements of production land, labor and capital was replaced by knowledge (Drucker, 1994).

Knowledge management can benefit organizations in many aspects. For example, for Chow and Chan (2008), the prime objective of knowledge management is to improve

upon enhance the performance of an organization and to boost its innovative capabilities. Similarly, Bollinger and Smith (2001) discuss knowledge management from goal and process aspects and believe that better knowledge sharing helps in the organization development. Prusak and Laurence (2001) complement them by stating that “if organizations can manage the learning process better, then they can become more efficient” (p.1004). Furthermore, It is also believed that KM when properly applied in an organization helps in reducing cost, facilitates the problem solving, and helps in proper sharing of organizational knowledge (Davenport & Prusak, 1998). Also, Alavi and Leidner (1999) provide a list of benefits associated with knowledge management which includes, timesaving, improvement in project management, improvement in staff participation, and other behavioral and organizational outcomes like, enhancing communication, reducing problem-solving time, etc. They further claim that these benefits support process improvement which is either related to better communication or are helpful in enhancing efficiency, which results in the cost reduction, sales increase, increased profitability, personnel reduction etc.

Knowledge management in today’s business world is becoming as important as blood in a human body because the economy has transformed itself into knowledge economy. Business organizations, now, are exposed to lots of challenges due to tough competition in the economy. To support the view, Jelenic (2011) argues that KM has become the need of the organization because intangible assets are given more weightage now. For him knowledge management serves as a process in generating value from intellectual equity and knowledge based assets in organizations. He further adds, with the help of KM organizations can meet their overall strategic objectives, because priority is given to the organizational needs, employees are encouraged to freely share their ideas, vast information is converted into valuable knowledge, which most likely brings innovation and encourages free flow of ideas and manages business process in a better way.

According to Zahra and George (2002) KM consist of four abilities. They are: 1) acquisition; 2) assimilation; 3) transformation; and 4) ability to properly use and exploit the information (figure 6).

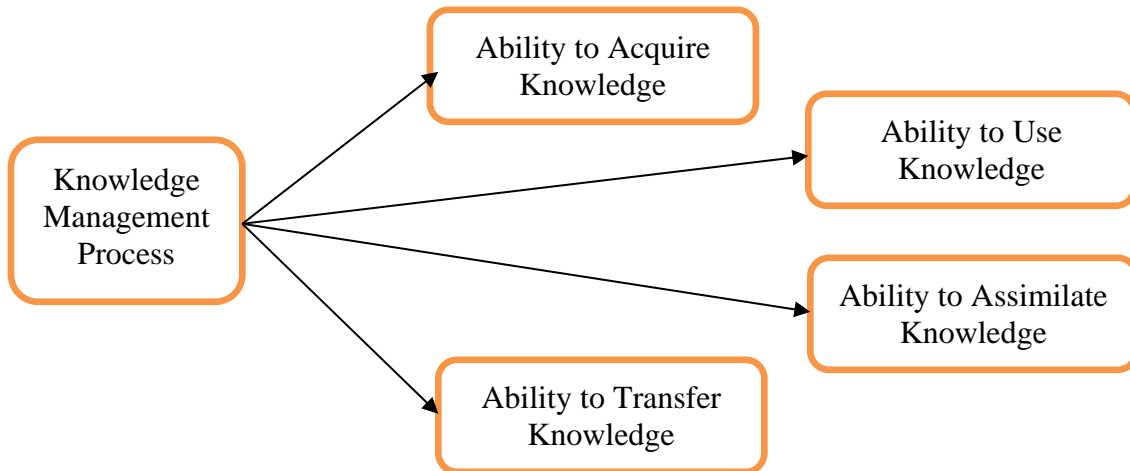


Figure 6 Knowledge Management Process Abilities (Zahra & George, 2002, p. 191)

The first ability, the creation (or acquisition) of knowledge comprises of research and development and strategic partnership; the second ability, transformation refers to the integration of knowledge in new ways; the third ability, assimilation deals with the use of knowledge in right path; and the fourths ability, enables an organization to properly use and exploit the information refers to as to when and where information should be used. Similarly, researchers consider KM as an organizing tool that helps to convert the organizational resources into capabilities that result in the performance enrichment in organizations (Darroch, 2005; Hislop, 2013). Hence, knowledge management has emerged as a prominent paradigm and is viewed as one of the critical imperatives that pushes an organization towards success.

A number of definitions provided by different researchers connote that KM has many dimensions and functions. That is why it can easily be asserted that there is no universal definition of KM. However, knowledge sharing is being employed in different names with different definitions as shown in Table 1. For example, sharing (Ferraresi, Quandt, Dos-Santos, & Frega, 2012; Ipe, 2003; Meihami & Meihami, 2014), dissemination (Agarwal & Islam, 2014; Wiig, 1994; Yang, 2011), transform (Awad & Ghaziri, 2007), convert (W. Bukowitz & Williams, 2000; Liao & Wu, 2010) and distribute (Davenport, 1994; Meyer & Zack, 1996) making it the most important and basic factor in knowledge management process.

Table 1 A Review of KM Process

| Author | Process of KM |
|--|---|
| Agarwal and Islam (2014) | Knowledge creation (generation, and acquisition), compilation (arrangement, storing, collection, presentation, analysis, and classification), Dissemination (sharing, and distribution), application (learning) evaluation and divesting (improvement, extension, and deepening). |
| Wiig (1994) | Creation, sourcing, compilation, transformation, dissemination, application and value realization. |
| Meyer and Zack (1996) | Acquisition, refinement, retrieve distribute and present. |
| Bukowitz, and Williams (2000) | Get, use, learn, contribute, asses, sustain and divest. |
| Awad and Ghaziri (2007) | Capturing, organizing, refining and transfer. |
| Yang (2011) | Creating, disseminating, and applying |
| Ipe (2003) | creation, sharing, and application |
| Davenport (1994) | capturing, distributing, and effectively using |
| Allameh, Babaei, Isfahani, and Gharibpoor (2012) | SECI (socialization, externalization, combination, and internalization) as conversion process of knowledge |
| Ferraresi, et al. (2012) | Capture, share & use |
| Liao and Wu (2010) | Creation, conversion and use |
| Meihami and Meihami (2014) | Discovery, Capturing, sharing and application |

6. Conclusion

In conclusion, knowledge management has been considered as one of the main ingredients for competitiveness of organizations in today's business environment. The knowledge creation, sharing, dissemination and application has become important for organizations to stay competitive. It was also observed that there is a need to contribute in the area of knowledge Management and multiple perspectives in order to better understand its importance. Therefore, the current research has contributed to explore knowledge from different aspects, types of knowledge and the process of knowledge management. In future of the use knowledge management in organizations, they need to understand the consequences of knowledge management before applying. This study can serve as providing better understanding in the application of knowledge management in any organization. Also, research scholars who are interested in conducted further quantitative or qualitative studies in the area of knowledge management can get benefited from the efforts made the scholar in current study. Lastly, this study could only focus on the literate review aspect of the knowledge management; other researchers may explore the same area from other perspectives in future.

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