Personal Knowledge Management Framework for Individuals in an Higher Institution

Abiola Moyosore Sulaiman
soladipo2003@yahoo.com

Adesola Sulaiman A.

and

Makinde Bosede O.

Abstract
This paper presents personal knowledge management framework for individuals in an higher institution, it x-ray the basic concepts of knowledge management, knowledge use, Strategic Knowledge Pillars of knowledge management, personal knowledge management frameworks. It gives a summing up of previous scientific works in the field of knowledge management. Previous knowledge management frameworks are reviewed and a personal knowledge management framework is presented .individual will be defined by behaviour, attitude and skills. The individuals will achieve his goal by learning and re-learning the use of library and how to manage his knowledge space.

Keywords: Personal Knowledge Management Framework, Knowledge Use, Strategic Knowledge Pillars Of Knowledge Management

1.1 Introduction

An individual in our higher institution has been experiencing significant changes in the way we perceive and use knowledge in the twenty first century. The keys that facilitate the changes are awareness, sharing of ideas and coming up with new and innovative ways of staying ahead. Individuals like students must acquire, utilise and share knowledge in other to have distinctions. Globalisation, collaboration, liberalisation and technological development have also changed the learning environment in our higher institutions. The future of the students therefore will depend largely on how knowledge is managed by the individual and how he perceives the library. Knowledge Management is systematic approach to find, understand and use knowledge to create value (O'Dell, 1996). By managing its knowledge assets, an individual can improve its competitiveness and adaptability and increase its chances of success. Managing knowledge should be his top priority and he must develop strategies for it.

The aim of this paper is to present a personal knowledge management framework for individuals in a higher institution so that an individual can use the library effectively for personal success.

2.1 Literature Review

2.2 Concepts of Knowledge Management

Oxford Dictionary defines knowledge as "a person's range of information" and". Webster's dictionary defines knowledge as "the fact or condition of knowing known by a person or a group of people". The Random House dictionary defines knowledge as "acquaintance with facts, truths, or principles,

as from study or investigation." A frequently used definition of knowledge is "the ideas or understandings which an entity possesses that are used to take effective action to achieve the entity's goal(s). Parag Sanghani (2009).

Knowledge management is a necessity that can make all the difference between success and failure. With the increase in information technology usage, many individuals will have to start knowledge management initiatives to manage their range of information. Review of available literature shows that knowledge and knowledge management will leads us to conclude that the majority of the past experience and developments in the area of KM have so far occurred in western industrialized countries and in business .Some of the available frameworks and examples were based on organisations in Western industrialised countries (Holsapple and Joshi, 1999; Lai and Chu, 2000; Rubestein-Montano et al, 2001; Hedlund and Nonaka, 1993).

2.3 Knowledge Use

Knowledge use refers to the manner by which policymakers, practitioners, and researchers use policy, evidence, and experience as knowledge within the local setting. Francis Lau (2014). Knowledge will always be disseminated to the intended audience who will now translate and even modified to suit local circumstances. The sub concepts for knowledge use are:

·   Distribution of knowledge through different modalities such as newsletters, bulletins, policy briefs, and Web-based resources to targeted audiences
·   Sharing of knowledge through interpersonal communications and dialogues via such forums as workshops, lectures and seminar
·   Application of the gathered knowledge as it is applicable to the students in higher institution as new procedures , policies,

guidelines, or practice routines and norms
·   Adaptation of the knowledge to suit the students needs such as values, cultures, and norms for implementation of the desired field of interest.

2.4 Strategic Knowledge Pillars

There are four strategic knowledge pillars that have been identified in literature:

1. The first pillar is related to Knowledge generation for personal development and effectiveness of an individual. The student will deepen its analytical capacity to bring to bear the insights of evolving development thinking on the specific subject matter. Its focus is to make reliable and timely data available.

2. The second pillar is related to Leveraging Knowledge through partnerships. The individual does not need to conduct all the relevant research and knowledge generation in house, its focus is to build partnerships and increasing collaboration with relevant external institutions, universities and think-tanks on the knowledge space.

3. Third, the strategy seeks to enhance knowledge dissemination and sharing to ensure that knowledge created and leveraged through partners reaches end users. There are diverse users of knowledge and these include executive directors, vice presidents, staff and professionals and other.

4. The fourth pillar is premised on enhancing the application of knowledge to strengthen operational and development effectiveness.

3.1 Knowledge Management Frameworks

Frameworks can be divided into prescriptive, descriptive, or a combination of the two. Prescriptive frameworks provide

direction on the types of knowledge management procedures without providing specific details of how those procedures can or should be accomplished. They prescribe different ways to engage in knowledge management activities by suggesting a knowledge management methodology while descriptive frameworks characterize or describe knowledge management. These frameworks identify attributes of knowledge management that are important to influence the success or failure of knowledge management initiatives. Most of frameworks presented in the literature till date are prescriptive frameworks. The Knowledge management framework describes how an organisation thinks about knowledge and knowledge management as it related to its business. The framework can include principles and definitions (such as the differences among the terms data, information and knowledge) and foundation concepts (such as the idea of a knowledge environment, the existence and characteristics of knowledge processes, and how knowledge environments are improved through incremental enhancement.)

From literatures all the frameworks suggested are mainly on the process of creation, manifestation use and transfer of knowledge and how an organisation can create knowledge at the individual, group and organisational levels. Rao(2002) .These frameworks do not take in to account importance of human aspects in knowledge management as it relate to students in higher institutions. Based on literature review, new framework has been suggested. A framework for a more systematic and pragmatic approach to assessing the likely or expected impact on individual in higher institution will there for be established. This new framework puts proper emphasis on personal knowledge management for individual in a higher institution. This framework is an extension of Rao (2002) work and supported by Shamn Callahan (2009). It is presented in Figure 1 bellow.

It is from two-perspective: *one organisational* and *second individual*. The major constituents of the framework are: Rewards, Technology, Culture, Training, Learning, Strategy, Structure, System, Leadership, Personality, and Attitude. Here Rewards, Technology, Culture, Training, Learning are common influencer on organisational and individual knowledge management. Strategy, Structure, System and Leadership are specifically influencing organisational knowledge management. Personality and attitude have more influence on individual knowledge management. This is explained in following paragraphs.
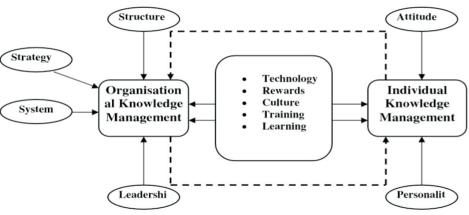

Figure 1: Knowledge Management Framework

According to the work of Parag Sanghani (2009), his opinion states that factors that influences individual knowledge management, are individual's personality and attitude. Individual's personality and attitude will determine his or her knowledge management requirement.

Personal knowledge management strategies should keep in to consideration individual's personality and attitude. Tools and technology, which are used in personal knowledge management system, has to considered individual's personality and attitude. Individual reactions to situation in an instinctive manner, it requires a lot of mental and physical energy to process knowledge as individual reaction is largely influenced by their thinking habits that is called attitudes. Attitude is how individual create, find and share knowledge, Readiness to learn and share new things, or the inability of individual to take on new skill thereby relying on old methods of doing things are largely a function of their personality.

The work of Nonaka (1994), Huber (1991) and Davenport and Prusak (1998) is more related to this research work: As per Nonaka and Huber, knowledge is a justified personal belief that increases an individual's capacity to take effective action. Action in this context refers to physical skills and competencies, cognitive/intellectual activity (e.g. problem-solving) or both (e.g. surgery). Coetzee et al. (2011) explain that skill is a major requirement for every individual to successes and when he tested the principle in a pyrometallurgical industry it was discovered that Eighty-nine percent of the respondents agree that they need skill (specific knowledge and experience) in order to operate effectively. According to Alba (2006), KM strategies enforce a lifelong perspective of learning that promotes constant opportunities for skills development and learning, both formal and informal. Snowden (2000b) developed categorisation of

knowledge assets and skill is considered as an activity with measurable competency which determines who is hired or fired.

2.4 An Alternative Knowledge Management Framework

The alternative framework formulated is based on the findings from literature and supported from surveys. The three keys KM activities of which were the contributing factors to the gaps that exist were to focus on individual knowledge management and it will strengthened the ability of the individual to achieve his goal.

The alternative framework modelled in Figure 2, addresses the limitations of the current KM framework presented in figure1. This framework addresses the individual knowledge management rather than the entire knowledge management. It presented skill, attitude and personality as the factor that influences individual knowledge management. Every individual in higher institution of learning is in need of the library for its internal and external knowledge management usage and development and as such a requisite skill is required to achieve its goals. This framework is cyclic in nature with multiple feedback loops. The feedback loops are iterative, which means it can provide queries and receive feedbacks from its adventure. Library and knowledge use must be learn and re-learn because of its dynamic evolving nature. This framework will support the individual and provides the backbone for various technologies to map knowledge.

2.5 Individual: behaviour, attitude and skills

Individual reacts to situation in an instinctive manner, it requires a lot of mental and physical energy to process knowledge as individual reaction is largely influenced by their thinking habits that is called attitudes. Attitude is how individual create, find and share knowledge. Readiness to learn and share new things, or the inability of individual to take on new skill thereby relying on old methods of

doing things is attitude.

Individual skills also affect an organisations capacity to undertake knowledge process. Shamn Callahan (2009). Shamn opinion is that it is easier to learn skill than to change attitude, though Festinger L (2002) in his work on cognitive dissonance provides a model for attitude changing which also support the thinking.

Coetzee et al. (2011) explain that skill is a major requirement for every individual to success in any adventure. He based his opinion on his findings in pyrometallurgical

industry and when he tested the principle Eighty-nine percent of the respondents agree that they need skill (specific knowledge and experience) in order to operate effectively. Eighty- seven per cent of the respondents agreed that they have learned more from interacting with work colleagues than from theory. This is quite significant and refers directly to the transfer of tacit knowledge.
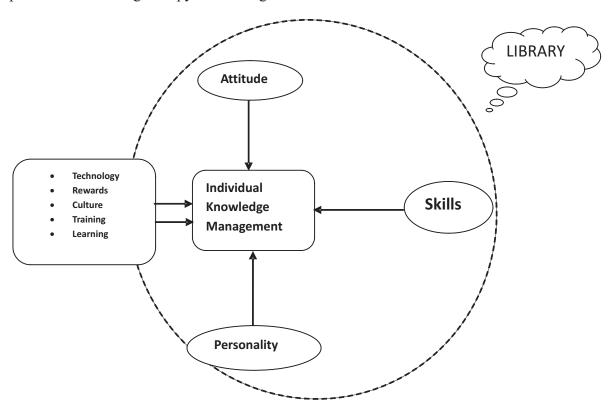

Figure 2: indicate how individual's behaviour, attitude and skills affect his knowledge management.

Conclusions

For individuals, it is a must to acquire and learn the skill of using the library which is a repository of knowledge. Since an individual is defined by his attitude skill and Personality, It is therefore imperative that for him to succeed in his adventure in the higher institution of learning he must have a personal knowledge management framework in place that he will use to get his feedback as desired.

References

Coetzee J.C, Van Bebx, W.C.B and Buys, A (2011**)**. The State of Knowledge Management within the Pyromettallurgical Industry. *5ᵗʰ International Business Conference*, Mauritius 27-28 September 2011

Festinger, L. (2002) 'cognitive dissonance http://tip.psychology.org/festinge.html

Francis L. (2014). Towards a Conceptual Knowledge Management Framework in Health. *Perspectives in Health Information Management*. 1 (8).

Hedlund, G. and Nonaka, I (1993). Models and Knowledge Management in the West and Japan.

In Lorange et al (Eds.), *Implementing Strategic Process*: Change, Learning and Coperation, Blackwell, Oxford.

Holapple, C, and Whinston, A (1988). The information jungle: A Quasi-Novel Approach to managing corporate knowledge, Dow Jones-Irwin, Homewood, II.

Holsapple C, and Joshi K (1999). Description and analysis of existing knowledge management framework, in *Proceeding of the Hawaiian International conference on system*, maui, Hawaii

O'Dell, C. (1998). If only we knew what we know: The transfer of internal knowledge and best practice. New York, NY: The Free Press.

Rubenstein-Montano, B, Liebowitz, J. Buchwalter, J. McCaw, D. Newman, B. Rebeck, K.
(2001). A System Thinking Framework for Knowledge Management, Decision support System 31 (1)

Sena J.A & Shani A.B (1999) Intellectual capital and knowledge creation: Towards an alternative framework, Knowledge management Handbook, Leibowitz J. ed, Boca Raton FL; CRC Press

Snowden D (2000a), Knowledge Elicitation: Indirect Knowledge Discovery, Part Two of Basics of Organic Knowledge Management' *Knowledge Management* 3 (9)

Snowden D (2000b), Organic Knowledge Management Part 1 the ASHEN Model: an enabler of action: *Knowledge Management*, 3 (7)

Snowden D (2000c), 'Story circles and heuristic based interventions, Part Three of Basics of Organic Knowledge Management'. *Knowledge Management* 3 (9)

Villabis E. (2006). *The Uniqueness of Knowledge Management in small companies*. PhD dissertation, Stockholm University.