

## Knowledge Management: Implications on Business Education

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### Abstract

*Every organization or individual has been traditionally managing the knowledge unconsciously. Now, the time has changed, as a result, a need is felt to manage knowledge consciously. Over the past one decade there has been an increasing recognition to knowledge management. More conscious and active management of knowledge can bring significant contribution and benefits to the organizations. Knowledge is an asset, which helps in achieving individual or organizational goal. The speed of changes generated by human knowledge is moving at a quantum leap, most of them are unexpected and some of them are uncontrolled, simply cannot turn back. We are living in an age of science and technology, knowledge and its varied application. The varied applications of knowledge will inevitably determine our future. In this paper an attempt has been made to highlight the knowledge, its source and forms, flow of knowledge management, knowledge creativity, functions of knowledge management and emergence of knowledge societies in general and its implications on business education in particular.*

### 1. Introduction:

Every organization or individual has been traditionally managing the knowledge unconsciously. Now, the time has changed, as a result, a need is felt to manage knowledge consciously. Over the past one decade there has been an increasing recognition to knowledge management. More conscious and active management of knowledge can bring significant contribution and benefits to the organizations. Knowledge is an asset, which helps in achieving individual or organizational goal.

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In the words of Samuel Johnson, Knowledge is of two kinds: Either you know something yourself or you know where to find information about it. But unfortunately, the reality is as Fingale Law rightly puts it:

The Information you have is not what you want, the information you want is not what you need.

The Information you need is not what you can get, the Information you can get costs more than you can pay.

However, the source of knowledge is information, which is found in four categories of intellectuals as mentioned below:

I know you don't know  
I don't know you know

I don't know you too don't know

I know you too know

The information cannot be known to everyone, as such, every intellectual falls in either of the above groups. Some say, I know, these classes of individuals are counted in highly intellectual categories, they may be resource persons. Some persons fall under second category, "I don't know you know" are the individuals who are at the learning process and they are the followers of intellectuals. When one says "I don't know you too don't know" is a third category in which both may be students/learners more so they are the new to this area. "I know you too know" is the last category but not the least, under this category, both will be highly intellectual more so they are very much familiar to this kind of area.

### 2. Forms of Knowledge:

There are two types of knowledge. They are:

- 1) Explicit knowledge and
- 2) Tacit knowledge.

Explicit Knowledge is knowledge that an individual is able to express fairly, easily using language or other forms of communication such as visual, sounds and movement. Tacit knowledge is knowledge that an individual is unable to articulate and thereby convert it into information. Tacit knowledge is more useful to an organizational system if it can be transferred to others so that they too can use it.

Another way to look at the other forms of knowledge is:

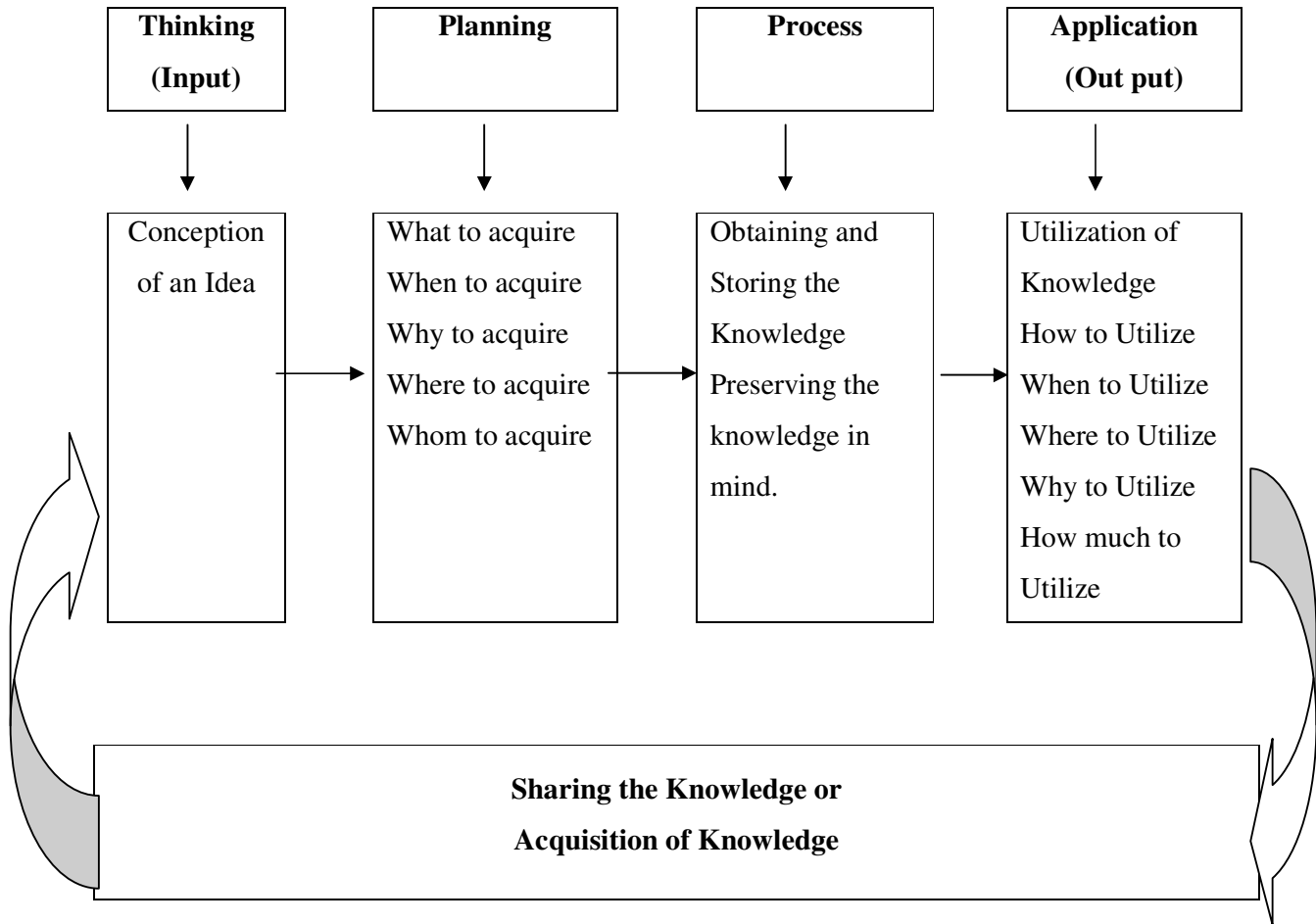
- 1) Known knowledge and
- 2) Unknown knowledge.

Known knowledge is knowledge that the individual knows that the others also know. This knowledge is reachable and is easily available. Unknown knowledge is knowledge that the individual does not know, the others know because it has become embedded in the way the others work. Unknown

knowledge has all the richness and is not easily reachable. Both forms of knowledge are crucial to the organizations and knowledge management is concerned with sharing both types.

**3. Flow of Knowledge:**

Below figure 1.1 indicates the entire journey of flow of knowledge from the point of conception of an idea to its application and utilization of knowledge.



**Figure 1.1**

Thinking is the beginning, soon after the idea is conceived; the next step is planning pertaining to beginning the thinking into action. Planning is a starter which builds a link and relationship between process and application of knowledge. Application of knowledge is nothing but utilization of intellectual resources more specifically efficiently and effectively to attain the common objectives. The entire journey of knowledge from thinking to application is mixed simultaneously to the single objectives. That is called knowledge sharing. Knowledge sharing is strong point with which one will achieve once goal.

To proceed further, first of all, one should know what knowledge is & what management is.

Knowledge & managements are the two different phenomena; these two words are the two sides of the same coin. Each side has its own meaning, significance and characteristic. Knowledge is a power which makes man more strong confident and comfort. Without knowledge man becomes incompetent and impotent. Knowledge encourages to, proceeds further & further and says stop not till the goal is reached. Management on the other hand means planning, organizing, coordinating, & controlling the affairs of the organization with the help of knowledge. Knowledge Management is the art of getting & utilization of intellectual resources in order to achieve the coveted task.

Knowledge Management is the process by which, the organizations in the country generate wealth from its intellectual or knowledge based assets. Wealth results when an organization uses knowledge to create more efficient and effective process and create customer value.

The knowledge management movement is still in its early stages of evolution, even though there are knowledge managers, knowledge officers and knowledge workers in some of the established organizations everywhere in the world but what the landscape will eventually look like is uncertain. KM is a management theory, which emerged in 1990's.

#### 4. Knowledge and Creativity:

Knowledge is the outcome of creativity, information and experience. Creativity refers to mental orientation and capability of persons evolving and developing newer and superior solutions to complex, ambiguous or unclear problems. It is also known as the ability to bring some thing new into existence. It could also mean re-engineering and redesigning the exiting process. "Knowledge Management is the capability, to create, maintain, enhance & share intellectual capital arouse the organization in support of business or sectors objectives.

#### *Creativity – A competitive resource:*

Today creativity is highly valued resource not only for individuals, business sectors and institutions, but also, nations and human society as a whole. It is the origin on scientific discoveries, medicine, engineering achievement, technological inventions and innovation. It also enables an individual and members of an institution to:

- Discover new opportunities for growth and development
- Analyse and solve difficult problems with innovative insight and approaches
- Generate resource through greater productivity, cost reduction and waste avoidance.
- Amplify the effectiveness of organizations'/institutions' strategic positioning, work operations and response.
- Facilitate and strengthen the integrative element of the organization or institution

- Facilities implementation of creative methods of management.
- Enhance efficacy and self-esteem.
- Strengthen the effectiveness of organization's R & D efforts,
- Effectively and efficiently achieve, the goals.

#### 5. Functions of Knowledge Management:

These functions which are displayed in figure 1.2 are not specific functions to be performed by the intellectuals of knowledge management. However, the following comprehensive classification can be made generally to apply intellectual resources in a functional way rather using the knowledge individually for individual purpose. In this case an effort has been made how the individual knowledge will be used in the organization in order to get the things done.

##### 1) *Planning:*

Planning is a basic managerial function in the knowledge management. Planning helps in determining the course of action to be followed for achieving various organizational objectives. It is a decision in advance, what to do, when to do, how to do, and who will do a particular task. Planning for knowledge is a process which involves thinking before doing. Planning is concerned with mental state of an intellectual. He thinks before undertaking a work. Other functions of knowledge management such as organizing, directing, coordinating, controlling are undertaken after planning. Planning as determination in advance of a line of action by which certain results are to be achieved in the organization as well.

##### 2) *Organizing Knowledge:*

Knowledge management sets up the objectives or goal to be achieved by its personnel knowledge is energy of every individual which is channelised to achieve the enterprise objectives. The function of organization is to arrange the knowledge with a view to control the activities of other factors of production.

##### 3) *Co-ordination:*

Co-ordination of intellectual resources is essential to channelise the activities of various individuals in the organization for the achievement of common goals. Co-ordination of knowledge helps for orderly arrangement of knowledge in the pursuit of common objectives. Coordination of knowledge is a process of synchronizing knowledge from different sections or angles in order to achieve goals.

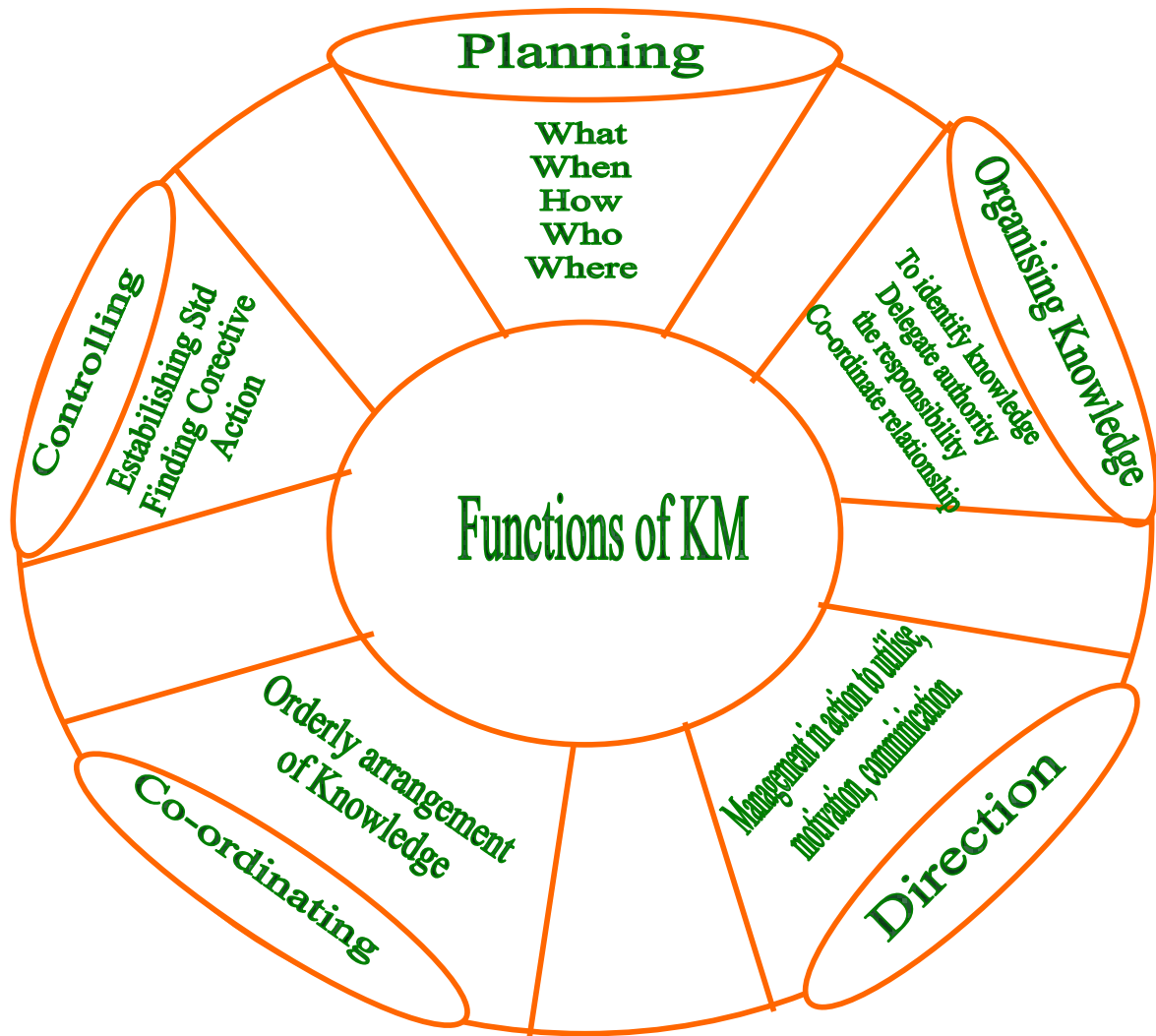


Figure 1.2

#### 4) Direction:

When research supervisor, involved in directing his researcher and sharing the knowledge among his research students. Similarly supervisor directs the students to refer so and so periodicals, books, magazines, etc. Knowledge management is an action or direction to utilize available resources by involving leadership, communication, motivation and supervision.

#### 5) Controlling:

Controlling in the knowledge management is a process of determining what is being accomplished to assess the performance of an intellectual whether knowledge is gathered as per plan or not and established standard by finding out corrective action.

#### 6. Knowledge – The core of excellence:

All the above dimensions of creativity provide the base for knowledge or achieving

excellence. Therefore, knowledge is a powerful resource for survival in today's competitive world. It must be properly analysed and harnessed which will help us not only to accept the reality but also to achieve greater things.

The organizations/institutions, which are unable to marshal and mobilize the creative talents of their human resources, are doomed to stagnation, decay and demise. They have a bleak future; rather they have no future. We are living in hyper competitive and turbulent environment. There is an increasingly uncertain future.

To cope with the ever-emerging challenges of change, institutions or organizations or individuals ought to develop creative, innovative and novel responses to new problems, new situations and new demands. Responses must be fashioned with the latest techniques, concepts and insights. Overcoming such severe constraints must

be the objectives of any growing organization. Organizations/Institutions therefore have to fuse different exiting technologies.

#### **7. Emergence of Knowledge Societies:**

During the last decade, we have seen the emergence of knowledge societies. As knowledge society is characterised by three important attributes: creative capacity, innovative talent and ability to determine relevance.

- a) The creative capacity is demonstrated by the generation of new knowledge and extensions to existing knowledge. It leads to develop a new discipline of study and research and new inventions and discoveries. Persons with creative minds contribute new knowledge in arts, natural science and social science. Their contributions are universally recognized through the ages. Enunciation of electromagnetic principles is an example of creativity.
- b) The innovative talent is reflected through the improvements to existing products and functions. The new innovations results in greater savings in time, energy and cost of very many activities. It is directed towards achieving greater efficiency and better quality than what is available at point of time. It leads to higher productivity, profitability and competitive advantages to a variety of goods and so far as the services. Card less phone is an innovation out of older devices.
- c) A knowledge society successfully determines the relevance of the various creative abilities and innovative talents suitable to its specific needs by evolving appropriate knowledge systems. It is an evolutionary process conditioned by the changing demands and circumstances. Wireless rural communication devices are examples of relevance of specific needs.

#### **8. Knowledge Management – Its implication on Business Education:**

Business education is a blend of combination of relevant disciplines rationally organized in a synthetic form. In maintaining the tenor of business education with information, technology and management, one should adopt a balanced approach to its development. This may also entail linkages between education, research and society. An essential prerequisite of educational planning and development in the autonomous environment should be free from outside influences, particularly political ones.

Qualitative improvement of business education is to generate businessmen of tomorrow with culture. We continue to import foreign technology and attitudes but we fail to develop

indigenous culture based on our ethos and goals. The initial leadership has to come from our Universities. This alone will ensure national outlook of our education.

The main task before business education therefore, is to uplift the level of business education from the present depth to the dizzy heights if we direct the content and training of teachers with material stuff and precious thoughts, while introducing the new course like e-Business, e-Marketing, e-Banking and e-Accounting, e-packaging, e-commerce, International economics, world trade and foreign languages.

The emphasis on quantitative and qualitative aspects of business education should therefore be considered a stop priority on the eve of Indian society becoming a knowledge society in the beginning of this new millennium.

Every University in our county must establish a knowledge center and a knowledge manager. His job is to provide the much needed information and disseminate the relevant knowledge by extensive use to interactive technologies. Then only we can be able to build a strong knowledge and talent base.

#### **9. Challenges:**

Quantification of the qualitative knowledge, information technology and management, computer awareness are in itself great challenges. We must accept the challenge and provide leadership in the areas of business education. If business education fails to achieve this, the national development will come to standstill and meet its dead end. But we live in hope and hope never dies. It is this hope of better business education, training and culture that we aspire for on the eve of the onset of the twenty first century, the future of business education depends upon the abilities to convert opportunities into real benefits. This is what is urgently required today.

#### **10. Conclusions:**

Human mind is the major resource for creation of wealth far more than the land and mineral resources. The wealthiest persons of recent origin have used their minds rather than materials to create their assets. The Universities engaged in training of the minds should advise their students that the syllabi and the degree do not constitute the finality of the knowledge system in any discipline. Some of it will become obsolete with time.

The students should be encouraged continuously to engage in further learning not only in their domain but also in associated fields for success in their occupations. They should be able to keep pace with changing demands of the knowledge system both in the content and the context.

Though the industrial revolution had bypassed India, we cannot afford to miss the knowledge revolution. The only way to deal with change challenge is to comprehend the nature of the

challenge and educate ourselves and acquire the necessary skills so that we ourselves can lead the revolution.

When we look at today's major economic powers, the average time needed to reach economic maturity is declining steadily. While Great Britain took about 150 years for the evolution of its industry, US did it in about 100 years, Japan was able to do it in 50 years. Can India do it in 30 years? I believe, we can, if we create the knowledge societies and knowledge corporations this would pave way to exploit the economics of knowledge.

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