

BLOOMS TAXANOMY MODEL TO MEASURE KNOWLEDGE MANAGEMENT IN EDUCATIONAL ERA: A CONCEPTUAL FRAME WORK

DR. M. AMARAVATHI*; ANAND SHANKAR RAJA. M **

***ASSISTANT PROFESSOR**

DEPARTMENT OF MANAGEMENT SCIENCES,

PSG COLLEGE OF ARTS & SCIENCE, COIMBATORE, TAMIL NADU

**** PH.D RESEARCH SCHOLAR**

SRM UNIVERSITY, KATTANKULATHUR, TAMIL NADU, INDIA

AREA OF STUDY – MANAGEMENT

ABSTRACT

The act of knowledge sharing has become important for every organization and especially important for a knowledge-based institution where spreading knowledge is a must. Educational Institutions such as universities or colleges are places where knowledge production, distribution and application are ingrained and made the best use of. Knowledge expands with the extension of social and community interactions where knowledge contributors and seekers who share common interest areas will often look for a common

community to share their ideas and experiences which can be done via either informal or formal network. Organizations look forward to hire human resources with high potential and expect remittance of such skills to other employees in the organization. These knowledge contributors and seekers are habitually glued together through their personal connections and contribute to the goal of the organization.

KEY WORDS: *Knowledge management, Knowledge sharing, Knowledge barriers, HRM in knowledge era, educational institutions perspective*

EDUCATIONAL ERA

Educational organizations such as schools, colleges, universities or systems are made up of human machines and have gained popularity only due to the impact of heavy knowledge acquired by them. That is, knowledge management and knowledge sharing contributes to organizational development. It is much more useful to consider educational organizations as

adaptive, social systems where people cooperate to achieve common purposes. Organisms recreate themselves through the transformation of matter and energy. Just as ecosystems rejuvenate themselves through cycles and seasons, educational organizations grow and revitalize themselves through the knowledge they create, their processes for passing that knowledge on to others and the exchanges and relationships that they foster among people. As organizations committed to educational missions, schools, colleges and universities are charged with passing along knowledge to students (through exchanges between students and teachers, through exchanges between students and books or other resources, and through exchanges among students themselves). It has become a norm to refer today's economy as a knowledge-based economy.

Knowledge is increasingly becoming “the” resource, rather than “a” resource for wealth generation. It is widely recognized that knowledge is the critical asset to individual as well as organization to succeed in the increasingly competitive environment. Thus, how to make use of knowledge in order to create the greatest value is becoming the central concern and debate in the new economy. Many researchers have attempted the issue by identifying the salient features of the knowledge-based economy and formulating various strategies to capture and create a new source of competitive advantage in the new society. However, most studies related to the knowledge-based economy are confined to the structural challenges of the new economy, paying an excessive attention to issues such as knowledge management system, innovation and technological application.

Very little investigation has ventured into the study of human behavior in the new economy, for instance, how people perceive the transition from production-based to knowledge-based economy, how ready are they in taking up new challenges, how individuals view the sharing of their hard-earned knowledge asset, what motivated or discouraged them to involve in knowledge-based activities, particularly in the production, distribution and application of knowledge. The study of knowledge sharing is dominated by those focusing on knowledge sharing activity within the business organizations. Obviously, the ultimate goal of organizational knowledge sharing in these institutions is profit-motivated. However, the issue of knowledge sharing is equally important for a knowledge-based institution, such as a university, where knowledge production, distribution and application are ingrained in the institution. Though there

is no direct way to measure the outcome of knowledge sharing in knowledge institutions, the impact of knowledge sharing could be larger than those created by the business organizations.

OBJECTIVES OF THE STUDY

- To understand the role of human resource management in knowledge scenario in an educational institution perspective.
- To determine the factors which influence knowledge management and to compare knowledge management with Blooms Taxonomy model.

LIMITATIONS OF THE STUDY

- The conceptual work has not been tested due to time constrains
- This model can be applied for other institutions also and there are several other models to suit this topic but only Blooms Taxonomy has been considered
- The ideas and view of researcher may not match others expectations

IMPORTANCE OF KNOWLEDGE MANAGEMNT

- Helps to develop an open culture among the employees by the sharing of knowledge
- Promotes a climate of commitment and trust
- Development of those organizations which facilitate knowledge
- Employees sharing knowledge are retained and motivated with more incentives
- Organize workshops, conference, seminars and symposia to share knowledge and transfer among the community

KNOWLEDGE CREATION

The ability to create new knowledge is often at the heart of the organization's competitive advantage. Formation of new ideas occurs through interactions between explicit and tacit knowledge in individual human minds. Creation depends upon certain mechanisms combined

with the ability to put knowledge into practice in an environment which supports interaction and experimentation. In their seminal work, Nonaka and Takeuchi (1995) highlighted the critical importance of knowledge creation to the long-term success of the organization. However, the scarcity of empirical work on knowledge creation has limited the authors' understanding of the overall organizational process involved. To overcome this, they attempted a comprehensive analysis of knowledge creation within the organization, exploring the relationships between (1) knowledge acquisition (2) problem-solving capability (3) new knowledge creation and (4) firm performance. They also investigated the environmental and organizational context within which knowledge creation occurs.

KNOWLEDGE MANAGEMENT AND KNOWLEDGE SHARING AND THEIR INTER CONNECTION WITH HUMAN RESOURCE

Knowledge Sharing (KS) is an activity through which knowledge (i.e., information, skills, or expertise) is exchanged among people, friends, families, communities or organizations. Knowledge management (KM) is the process of capturing, developing, sharing, and effectively using organisational knowledge. It refers to a multi-disciplined approach to achieving organisational objectives by making the best use of knowledge. HRM must ensure alignment among an organization's mission, statement of ethics, and policies. These should all be directed towards creating an environment of sharing and managing knowledge with full understanding of the competitive consequences. Furthermore, HRM must nourish a culture that embraces getting the right information to the right people at the right time. Thus, knowledge sharing is a vital factor in knowledge management system.

KNOWLEDGE CONSERVATION

Retirement of employees causes the loss of an important asset (knowledge). The loss can be avoided by conservation of knowledge. Conservation of knowledge begins with transfer of knowledge and sharing of knowledge. Recognize the significantly higher value of knowledge held by the best performers who have created a remark of positive sign in the organization and conserve the traits and skills possessed by them.

LITERATURE REVIEW

Universities serve as the platform to enable academics to speak of their ideas and insights (Martin and Marion, 2005), besides add substantial value to the information-processing environment (Mphidi and Synman, 2004). One of the common functions of knowledge management used in university is to serve as the knowledge repositories (Bhatt, 2001; Rowley, 2000). In fact, it has always been a practice in almost all higher educational institutions to store all relevant documents contributed by in-house resources in the knowledge repository or the database. Storing information is not new in universities, but what is new is to share the available knowledge and to allow members to utilize the information generated within the community. In addition, knowledge repository is used as a diagnostic tool to allow universities to map the existing skills and experience with current needs in order to fill any gaps or deficiencies in the institutions' knowledge base (Keramati and Azadeh, 2007).

Nonaka and Takeuchi (1995) considered knowledge and intellectual capital as a company's primary source of production and value. Human capital, recognized by organizations as the strategic value of the human assets, is the collective value of the workforce. Human capital is not the worker in a company - it is what that person brings and contributes to the success of the organization. Human capital is the collective value of the capabilities, knowledge, skills, life experiences and motivation of the workforce (Aldisent, 2002). Also called intellectual capital to reflect the thinking, knowledge, creativity and decision making that people in organizations contribute, human capital includes these organizational contributions (Kaplan & Norton, 2004).

Ulrich (1998) explained the importance of knowledge management within an organization - knowledge is an organization's only appreciable asset and knowledge work continues to increase. Knowledge and knowledge management are recognized as valuable corporate resources in the same vein as land, buildings, financial resources, people, capital equipment and other tangible assets (Kiple, Lewis & Helm, 2008).

As employees in organizations progress with age, they acquire a set of knowledge that is customized to the firms' operations, structure and culture. More importantly, it is the unique insights and understood idiosyncrasies about the company that is developed over time which make the learning difficult to replicate or replace when aging employees transfer out of their positions (Lesser, 2006). It is this combination of explicit and tacit knowledge that mature

workers possess which has become the most ‘strategically significant resource of organizations (Calo, 2008).

NEED FOR THE STUDY

Educational institutions are the most important service providing organisations with a motto of spreading education. Does transferring knowledge and skill affect ones leadership position or it creates a healthy environment among the related community is a question which needs a solution. Knowledge Management in Education is a monograph that makes eminent sense, a wonderful concept and a set of emerging theories focusing on the effective management of knowledge in educational institutions. The human machines in this scenario are forced to transfer knowledge for the growth of the organisation. Thus, the effectiveness of Knowledge Management and Knowledge SharingS are to be studied and measured using various models.

HRM IN KNOWLEDGE CONTEXT

RECRUITMENT: Hiring the best candidates in an organization is one of the main objectives of HR practices. Organizations should hire those candidates who possess similar values and educational levels that match those of current employees. Simmons & Sveiby (2010) suggest that individuals’ educational backgrounds positively affect a collaborative environment for knowledge creation at organizational level. Therefore, HR managers should plan to hire those candidates who are not only suitable for the required advertised job, but also match with organizational objectives

REWARD SYSTEM: A rewards system is one of the main components of HRM practices that can enhance employee motivation to share knowledge with others for innovative purposes. Rewards, promotions, and recognition should be given to those employees who spend their time facilitating and working with other staff, especially in knowledge based collaboration (Song, 2009; Wang & Lim, 2008). This collaboration should be supported by intangible rewards like recognition and improving expertise in an informal setup (Ipe, 2003).

EMPLOYEES COLLABORATION: Individual experience plays a vital part in building organizational knowledge. However, mostly it is socially driven (Jirotko, et al., 2005). Employee collaboration through knowledge sharing at the organizational level can be enhanced by setting

different achievable targets through the use of multi-disciplinary teams within the organization (du Plessis, 2007; Jost and Kraïkel, 2008).

ROLE OF INTERPERSONAL TRUST: Interpersonal trust enables members of communities of practice and multidisciplinary teams (knowledge sources) to effectively deliver their knowledge to knowledge seekers (Kanter, 1999). Knowledge based communication demands trust-based relationship (Ives, Torrey, & Gordon, 2000).

HRM AND ORGANISATIONAL CAPABILITY: Kogut & Zander (1992) suggest that employees’ knowledge sharing is linked to organizational capability. HR practices can shape employees skills and attitudes to improve the employees’ own capabilities and consequently overall organizational capability through employee knowledge sharing, acquisition and creation (Currie & Kerrin, 2003).

Knowledge Management and Knowledge Sharing among human resource are influenced by various factors such as

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| ❖ Incentive system | ❖ Helping tendency | base |
| ❖ Leadership position | ❖ Community network | ❖ Encourage knowledge sharing |
| ❖ Culture | ❖ Organizational benefit | ❖ Friendly attitude |
| ❖ Individual attitudes | ❖ Intension to spread knowledge | ❖ Trust and justice |
| ❖ Personal expectations | ❖ Thirst to acquire new knowledge | ❖ Lack of knowledge |
| ❖ Barriers to leadership | ❖ Forced sharing concept | ❖ Sense making factor |
| ❖ Reward mechanism | ❖ Facilitate sharing behavior | ❖ Stolen by others "fear" |
| ❖ Competitive advantage | ❖ Sophisticated self data | ❖ Knowledge sharing capability |
| ❖ Monetary pay-off | | ❖ Mode of motivation |
| ❖ Reward expectation | | |

❖ Fear of barriers

BLOOM'S TAXANOMY MODEL

Bloom's Taxonomy, (in full: 'Bloom's Taxonomy of Learning Domains', or strictly speaking: Bloom's 'Taxonomy Of Educational Objectives') was initially (the first part) published in 1956 under the leadership of American academic and educational expert Dr Benjamin S Bloom. 'Bloom's Taxonomy' was originally created in and for an academic context, (the development commencing in 1948), when Benjamin Bloom chaired a committee of educational psychologists, based in American education, whose aim was to develop a system of categories of learning behavior to assist in the design and assessment of educational learning.

BLOOM' S TAXANOMY AND ITS LINK WITH KNOWLEDGE MANAGEMENT

Educational institutions such as universities and colleges can use Blooms taxonomy model. Bloom's Taxonomy and the corresponding knowledge dimensions can be correlated with effective KM and logically correlate with HRM activities. Bloom's knowledge dimensions could be helpful to educational institutions which are organization which hold many departments with effective and efficient human machines processing various skills. Transfer of knowledge and sharing of knowledge is seen in leaps and bounds in educational institutions which grow only due to proper knowledge management. Thus, educational institutions play an important role in transferring knowledge from mentor to students, mentors to scholars and among mentors. Cross departmental knowledge flows are a part of it. HR activities involving rewards, outplacement, succession planning, and terminations cause organizations to be concerned about retaining and replacing knowledge workers. Designing reward and compensation systems to include monetary and nonmonetary, tangible and intangible and intrinsic and extrinsic rewards is important in maximizing the development and administrative goals of performance appraisal systems to maintain and improve knowledge workers. Both tacit and explicit knowledge which are transferred and properly managed are an outcome of examination, improvement and rewards. Organizations, business and educational institutions must focus on creating and developing knowledge workers that can succeed and excel in a competitive global environment. Therefore, HRM activities and program and curricula development activities must focus on instilling, improving, and evaluating knowledge, skills and abilities of human assets.

CONCLUSION

Educational institutions being a hub for knowledge must make the best use of knowledge and manage the data and skills when required without any bias. To facilitate knowledge sharing in educational institutions, it is important to know the requirements of the users, as well as the complexities and potential problems with managing knowledge and knowledge sources. Very broadly speaking, management must therefore implement the right processes, frameworks, and systems that enable knowledge sharing. Educational institution being a moral lesson for future pillars must be facilitated by Knowledge Sharing, creating a positive impact for them. Knowledge management, if properly utilized may also increase innovation and help to create better relationships among the staff and student and also among the staff. Thus, organizations can be committed in capturing and transferring critical knowledge within their ever-changing workforce demographics to improve their workforce. Educational organizations can make the best use of Knowledge Management and Knowledge Sharing and fulfill the goal of an educator. Students and society as a whole are the most benefited stakeholders out of this.

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