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The impact of organizational culture and human resource development practice on knowledge transfer performance through the mediation of knowledge assets

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ABSTRACT

Knowledge transfer is crucial for organizations, particularly between individuals and groups, to enhance social relations. However, few organizations fully utilize knowledge transfer to boost competitive ability. The purpose of this research is to investigate the effect of organizational culture (OC) and human resource development practice (HR) on knowledge assets (KA) and knowledge transfer performance (KT). This type of research is survey research that takes samples from a population and uses a questionnaire as a primary data collection tool. The population in this study were all staff in the PT PLN (Persero) UIW Sulselrabar of 197 people. The sampling technique in this study used a saturated sample. The hypothesis was tested using Structural Equation Modeling (SEM) analysis with the AMOS program. The results of the study show that OC and HR have a significant impact on KA. KA has a significant impact on KT, while OC and HR are not significant on KT. Finally, the perceived benefits of OC and HR can create positive attitudes about KA. The conceptual model consisting of OC, HR, and KA is a key factor that optimizes KT in public organizations. OC and HR development is carried out to develop work mechanisms and develop human resource development practices.

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Introduction

Knowledge transfer is very important for organizations, especially the transfer of knowledge between individuals/groups to improve social relations (Foong & Chelliah, 2020; Soenanto et al., 2020; Thomas, 2019; Westeren, 2017), but there are still few organizations that maximize knowledge transfer to increase competitive ability (Thomas, 2019). Changes in the organizational environment are needed in developing a knowledge base to deal with increasingly complex current problems/issues, uncertainty in decision-making and organizational implementation (Fioravanti et al., 2023; Sulaiman, 2023).

The actual transfer of knowledge within the organization is still a problem that often plagues organizations. One reason knowledge is difficult to transfer is due to environmental factors, the relationship between source and recipient, requires expertise (Borini et al., 2022; Westeren, 2017). All factors inhibiting knowledge transfer are considered by managers to provide the best solution (Castro et al., 2022; Foong & Chelliah, 2020). Organizations must ensure that knowledge transfers to the right individuals/groups (Westeren, 2017). The main aspect in overcoming knowledge transfer barriers is by optimizing knowledge assets which consist of tacit and

explicit knowledge (Ismail et al., 2018; Lau et al., 2019; Wang et al., 2021). Knowledge assets are defined as intellectual capital and knowledge resources. Assessment of knowledge assets can be interpreted as a process of collecting, analyzing and communicating qualitative and quantitative information about basic organizational knowledge assets (Lau et al., 2019).

Issues that encourage the transfer of knowledge in organizations because of the emergence of major problems faced by society. With the complexity of the problem, the demand for the development of knowledge transfer becomes an effective choice. Various studies on knowledge transfer performance conducted Blomkvist (2012); Hung et al. (2023); Manfredi Latilla et al. (2018) are empirical facts that underlie the importance of knowledge transfer in an organization (Blomkvist, 2012; Hung et al., 2023; Manfredi Latilla et al., 2018). The organizational focus on knowledge transfer is also discussed in the study Blomkvist (2012), and is reinforced by the findings Manfredi Latilla et al. (2018) of several determinants of increasing knowledge transfer performance in public organizational environments, these factors include cultural transfer (Foong & Chelliah, 2020), and human resources (Dahiyat et al., 2023).

Organizational culture is one of the determining factors for the success of knowledge transfer which is defined as a complex set of values, beliefs, behaviors, and symbols that influence KM within the organization. In accordance with studies Foong & Chelliah (2020); Westeren (2017) that organizational culture is able to optimize knowledge transfer. Thus, knowledge about culture is considered as one of the most important factors in KM (Foong & Chelliah, 2020). The practice of developing human resources (human resource) is one of the factors that can be tested for its impact on company results (Dahiyat et al., 2023). The study Ghlichlee and Goodarzi outlines HR development that supports KM (Ghlichlee & Goodarzi, 2022) and achieves organizational goals (Daniel & Huang, 2019). Furthermore, findings Tang and Martins that human resources have a positive and significant impact on knowledge assets (Tang & Martins, 2021). Barriers to knowledge transfer based on a study Tang & Martins that sharing is important in organizations, but employees still feel wary of others with whom they have to share knowledge, especially in a competitive environment where 'knowledge is' power '. This is exacerbated by the lack of trust that exists among working employees.

Knowledge management (KM) in the scope of this research is more specific to the main theory of KM which consists of the DIKW flow model and the Nonaka and Takeuchi SECI models (Yee et al., 2019). The DIKW flow model explains the process of data into information that is able to answer the 4W questions (who, what, where, and when), thus creating knowledge that is able to answer the questions 'how and why', thereby realizing wisdom (wisdom) (Garcia-Perez et al., 2019). The Nonaka and Takeuchi SECI models emphasize tacit and explicit knowledge. Tacit knowledge is basically abstract and controlled by individuals who are in their minds, whereas explicit knowledge is more real, materialized and can be codified (Yee et al., 2019). The study Bindra confirms that the development of KM empirically and theoretically can guarantee the survival of an organization (Bindra et al., 2023), this is characterized by increasingly complex innovations and increasing organizational capabilities in a competitive environment. In an organizational environment, KM development is faced with various obstacles, due to the large gap between KM theory and practice in organizations (Alzoubi et al., 2022; Iqbal, 2021).

The most important thing in KM is the knowledge transfer process. Knowledge transfer based on optimal absorptive capacity has become an important factor in the success of an organization (Maley & Kiessling, 2021; Thomas, 2019). Currently, many organizations focus on efforts to develop knowledge, especially tacit knowledge within the organization, which can be transferred between departments or parts of the organization (Park et al., 2022). Gao et al., (2022) developed knowledge transfer research that suits organizational needs based on organizational culture. Organizational culture plays an important role in determining the level of this knowledge transfer (Gao et al., 2022).

A culture that encourages collaboration, openness, and continuous learning will be more effective in facilitating the transfer of knowledge between individuals and departments, thereby increasing the organization's ability to innovate and adapt to change. Wei & Miraglia's study explains that there are organizational culture attributes that determine the level of knowledge transfer (Wei & Miraglia, 2017). Studies Wei & Miraglia explain that there are organizational culture attributes that determine the level of knowledge transfer. Organizations try to transfer knowledge in every interaction with the organizational environment (Wang et al., 2021; Wu et al., 2022), so that each knowledge transfer process must involve organizational members who have an adequate knowledge base in transferring knowledge (Wu et al. al., 2022). The success of knowledge transfer is marked by transfer results that create assimilation of new knowledge (Ozkan-Canbolat & Beraha, 2019).

Knowledge transfer is everything related to identifying existing knowledge and then developing it into new ideas (Sanz et al., 2019). In general, knowledge transfer involves two or more parties and there must be a source of knowledge and a destination. Knowledge transfer is an opportunity for organizations to exploit and apply it

to achieve the vision and mission of the organization with the ability to adapt (Marchiori & Franco, 2020; Wang et al., 2020). Working cooperatively between groups/individuals is a fundamental requirement for knowledge fulfillment for mutually beneficial sharing of knowledge (Dagenais et al., 2020), as well as consistency in learning and tacitness during the learning process (Zhong et al., 2016). The ability of companies/organizations to transfer knowledge is based on the assumption that organizations that apply technology can facilitate the transfer process between several companies (Asna Ashari et al., 2023; Noack & Jacobsen, 2021).

KM is inseparable from the role of tacit knowledge and explicit knowledge, so companies must be able to distinguish between the two. Tacit knowledge is generally an important source for organizations to gain a sustainable competitive advantage and plays an important role in the knowledge transfer process (Zhong et al., 2016), but in reality tacit organizations sometimes become a big obstacle when companies expand (Asna Ashari et al., 2023; Marchiori & Franco, 2020). Explicit knowledge is formal and systematic and can be transferred between individuals (Moser et al., 2021). Tacit knowledge is based on common sense, then explicit knowledge is based on academic achievement (Weinberger & Green, 2022). Explicit knowledge is synonymous with the term academic knowledge, explicit knowledge is based on standardized work processes. Explicit knowledge is a set of technical data or information explained in formal language (Lustig & Haider, 2019).

The ability to transfer knowledge from one unit to another has been found to contribute to organizational performance. Wu et al. (2022) argued that knowledge transferred between individuals not only benefits the organization but also tends to enhance competency in both individuals involved in the process. For this purpose, knowledge transfer within an organization is defined as a process in which one unit (group, department, or division) is influenced by other experiences (Moskaliuk et al., 2016). Knowledge can be transferred in various ways. According to Kondili, knowledge can be transferred either indirectly through the media or directly, from person to person (Kondili et al., 2020). Public organizations are increasingly aggressively developing knowledge transfer performance and knowledge assets, it is found that both are influenced by several factors. These factors include; OC (Lucas, 2006; Petereit et al., 2022; Qin et al., 2008; Wei & Miraglia, 2017), and HR (Al-Tit et al., 2022; Burmeister & Deller, 2016; Matsuo, 2015). Thus this study aims to analyze the effect of organizational culture (OC) and human resource development practice (HR) on knowledge assets (KA) and knowledge transfer performance (KT).

Method

This type of research is survey research that takes samples from a population and uses a questionnaire as a primary data collection tool. Therefore, in this study the unit of analysis is staff and employees in the work environment of public organizations. The survey research used is explanatory research, namely providing an explanation of the causal relationship between variables through hypothesis testing. The population in this study were all staff in the work environment of PT PLN (Persero) UIW Sulselrabar, totaling 197 people, so that the entire population in this study was also a sample (saturated sample). The sampling technique in this study used a saturated sample. Methods of data collection using a questionnaire. Giving questionnaires to respondents who have met the research sample criteria. This questionnaire was arranged in the form of written questions given to respondents. The reason for using the questionnaire method is: the subject's interpretation of the statement submitted to the respondent is expected to be in accordance with the researcher's intention. Respondents can be more flexible in answering questions, because they are not influenced by the mental attitude of the relationship between respondents and researchers. The results of the characteristics of the research sample are presented in table 1.

The characteristics of respondents based on gender in Table 1 show that the majority of respondents were male, 57.36%, while female respondents were 42.64%. Most of the respondents were aged < 30 years as much as 4.06%, followed by those aged 31 - 40 years as much as 47.72%, then aged 41 - 50 years as much as 29.95% and finally aged > 50 years as much as 18.27%. Respondents who had a work period of 1 - 5 years reached 9.14%, followed by a work period of 6 - 10 years as many as 35.03%, and finally those with a work period of > 11 years were 55.84%.

The scale used in this questionnaire is the Likert scale. With the consideration of this analysis tool, it can be better to do data processing, where the data is in the form of calculating the correlation coefficient or total score. The scale size level used is the ordinal scale size, because in this study we only want to know whether the object has a low or high level of characteristic size. In the Likert Scale the questions are made into four weights: answers strongly agree, weight 5; answers agree, weight 4; neutral answer, weight 3; disagree answers, weight 4; and answer strongly disagree, weight 5. This study aims to prove and analyze the effect of exogenous variables on endogenous variables. The analytical tool used in testing the hypothesis is SEM (Structural Equation Modeling)

analysis with the AMOS program. The use of SEM allows researchers to test the validity and reliability of research instruments, confirm the accuracy of the model as well as test the effect of a variable on other variables.

Table 1. Characteristics of the research sample

Description		Frequency	Percentage (%)
Gender			
Man		113	57.36
Woman		84	42.64
	∑	197	100
Age			
< 30 years old		8	4.06
31 th - 40 years old		94	47.72
41 th - 50 years old		59	29.95
> 50 years old		36	18.27
	∑	197	100
Working Period			
1 - 5 years		18	9.14
6 - 10 years		69	35.03
> 11 years		110	55.84
	∑	197	100

The validity of the questionnaire was used for validity by means of a pilot test first. After considering the results of the pilot test from these respondents, the questionnaires were distributed to a number of predetermined target samples. To confirm the construct validity of the questionnaire, confirmatory factor analysis was used for which the results verified the validity of the questionnaire. This study uses Cronbach's Alpha to determine the reliability of the questionnaire. The results of the analysis of confirmatory factors and variable reliability are shown in table 2.

Table 2. Results of factors analysis and reliability tests

Variable	Indicators	Factor loadings	α
Organizational Culture (OC)	OC1 - Open system	0.659	0.707
	OC2 - Employee Oriented	0.614	
	OC3 - Adaptive Culture	0.648	
	OC4 - Sharing Culture	0.653	
Human resource development practice (HR)	HR1 - Delegation of Responsibility	0.794	0.832
	HR2 - Integration of Functions	0.800	
	HR3 - Competence-based Appraisals	0.766	
	HR4 - Developmental Practices	0.790	
Knowledge Assets (KA)	KA1 - Explicit Knowledge	0.643	0.730
	KA2 - Tacit Knowledge	0.670	
Knowledge Transfer Performance (KT)	KT1 - Communication	0.612	0.716
	KT2 - Application	0.636	
	KT3 - Acceptance	0.676	
	KT4 - Assimilation	0.684	

Results and Discussions

Analysis of the research results using the structural equation model (Structural Equation Model) with confirmatory factor analysis (CFA) using the AMOS 22.0 program. The predictive power of the observation variables both at the individual level and at the construct level is seen through the critical ratio (CR). If the critical ratio is significant then these indicators will be said to be useful for predicting constructs or latent variables. The latent variables of this study consist of organizational culture, practice of human resource development, knowledge assets, and knowledge transfer performance. By using the structural equation model from AMOS, fit model indicators will be obtained.

The criteria used are to test whether the proposed model is compatible with the data or not. The model fit criteria consist of: 1) the degree of freedom must be positive and 2) non-significant Chi-square required ($p \geq 0.05$)

and above the accepted conservative (p = 0.10) (Hair et al., 2006), 3) incremental fit above 0.90, namely GFI (goodness of fit index), Adjusted GFI (AGFI), Tucker Lewis Index (TLI), The Minimum Sample Discrepancy Function (CMIN) divided by the degree of freedom (DF) and Comparative Fit Index (CFI), and 4) low RMSEA (Root Mean Square Error of Approximation). Confimatory Factor Analysis (factor analysis) is used to examine latent variables that cannot be measured directly. The analysis of the indicators used gives meaning to the latent variables or the confirmed constructs. The results of construct tests for the variables OC, HR, KA, and KT were evaluated based on the goodness of fit indices in the following table, which presented the model criteria and their critical values. From the evaluation of the proposed model it shows that the evaluation of the construct as a whole produces a value above critical which indicates that the model is in accordance with the data, so that further model suitability tests can be carried out.

Table 3. Goodness of Fit Indices of OC

Goodness of fit index	Cut-off Value	Output Model	Result
χ^2 – Chi-square	5.991	1.869	Fit
Probability	$\geq$ 0.05	0.393	Fit
CMIN/DF	$\leq$ 2.00	0.935	Fit
RMSEA	$\leq$ 0.08	0.000	Fit
GFI	$\geq$ 0.90	0.995	Fit
AGFI	$\geq$ 0.90	0.977	Fit
TLI	$\geq$ 0.92	1.004	Fit
CFI	$\geq$ 0.92	1.000	Fit

Table 3 shows that the OC variable measurement model has shown a fit model or a suitability between the data and the model. This is evidenced by the eight existing fit criteria, all of which meet the criteria. Thus the above model shows a good level of acceptance, therefore it can be concluded that the CFA OC model is acceptable.

Table 4. Goodness of Fit Indices of HR

Goodness of fit index	Cut-off Value	Output Model	Result
χ^2 – Chi-square	3.841	0.062	Fit
Probability	$\geq$ 0.05	0.803	Fit
CMIN/DF	$\leq$ 2.00	0.062	Fit
RMSEA	$\leq$ 0.08	0.000	Fit
GFI	$\geq$ 0.90	1.000	Fit
AGFI	$\geq$ 0.90	0.998	Fit
TLI	$\geq$ 0.92	1.002	Fit
CFI	$\geq$ 0.92	1.000	Fit

Table 4 shows that the HR variable measurement model has shown a fit model or suitability between the data and the model. This is evidenced by the eight existing fit criteria, all of which meet the criteria. Thus the model above shows a good level of acceptance, therefore it can be concluded that the CFA HR model is acceptable.

Table 5. Goodness of Fit Indices of KA and KT

Goodness of fit index	Cut-off Value	Output Model	Result
χ^2 – Chi-square	14.067	12.922	Fit
Probability	$\geq$ 0.05	0.074	Fit
CMIN/DF	$\leq$ 2.00	1.846	Fit
RMSEA	$\leq$ 0.08	0.066	Fit
GFI	$\geq$ 0.90	0.979	Fit
AGFI	$\geq$ 0.90	0.936	Fit
TLI	$\geq$ 0.92	0.946	Fit
CFI	$\geq$ 0.92	0.975	Fit

Table 5 shows that the measurement model for the KA and KT variables has shown a fit model or a suitability between the data and the model. This is evidenced by the eight existing fit criteria, all of which meet the criteria. Thus the above model shows a good level of acceptance, therefore it can be concluded that the CFA KA and KT models are acceptable. Based on the empirical model proposed in this study, testing of the proposed hypothesis has been carried out by testing the path coefficients in the structural equation model. The complete SEM analysis results are as figure 1.

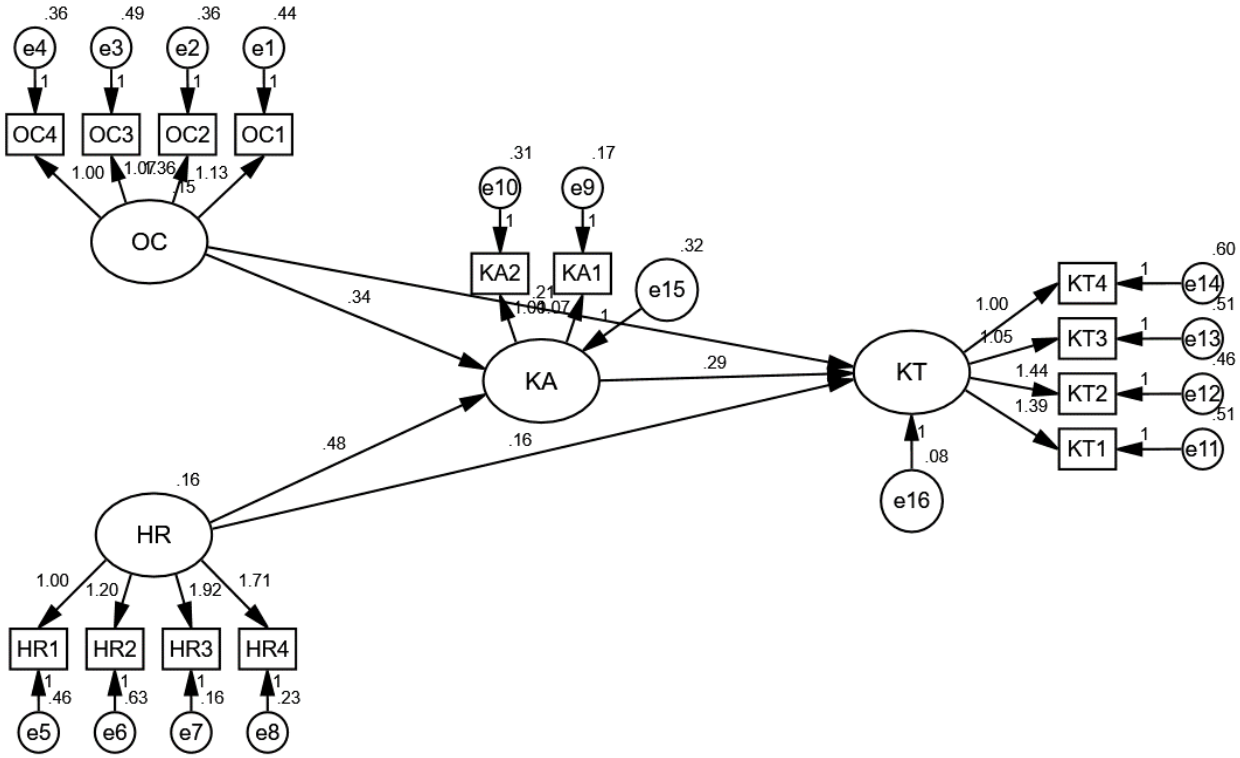

Figure 1. Results of SEM

Table 6. Hypothesis test results

Hypothesis	Path			Standardized	Critical Ratio	P-value	Result
H1	OC	→	KA	0.338	1.985	0.047*	Supported
H2	HR	→	KA	0.447	2.884	0.004*	Supported
H3	OC	→	KT	0.209	1.842	0.066	Not Supported
H4	HR	→	KT	0.137	1.441	0.150	Not Supported
H5	KA	→	KT	0.291	3.549	0.000*	Supported

The estimated value of the coefficient is 0.338 > 0, the causal relationship between the OC variables and the KA is positive. Critical ratio 1.985 > 1.960 at the 0.05 level of confidence, and a p-value of 0.047 <0.050 indicates a significant effect at the 5% level. The coefficient shows that an increase in OC will increase KA. Thus, OC has a positive and significant effect on KA. H1 is declared supported. The estimated value of the coefficient is 0.447 > 0, the causal relationship between HR variables and KA is positive. Critical ratio 2.884 > 1.960 at the 0.05 level of confidence, and a p-value of 0.004 <0.050 indicates a significant effect at the 5% level. The coefficient shows that an increase in HR will increase KA. Thus, HR has a positive and significant effect on KA. H2 is declared supported.

The estimated value of the coefficient is 0.209 > 0, the causal relationship between the OC and KT variables is positive. Critical ratio 1.842 < 1.960 at the 0.05 level of confidence, and a p-value of 0.066 > 0.050 indicates an insignificant effect at the 5% level. Thus, OC has a positive but not significant effect on KT. H3 is declared not supported. The estimated value of the coefficient is 0.137 > 0, the causal relationship between HR and KT variables is positive. Critical ratio 1.441 < 1.960 at the 0.05 level of confidence, and a p-value of 0.150 > 0.050

indicates an insignificant effect at the 5% level. Thus, HR has a positive but not significant effect on KT. H4 is declared not supported. The estimated value of the coefficient is 0.291 > 0, the causal relationship between the variables KA and KT is positive. Critical ratio 3.549 > 1.960 at the 0.05 level of confidence, and a p-value of 0.000 <0.050 indicates a significant effect at the 5% level. The coefficient shows that an increase in KA will increase KT. Thus, KA has a positive and significant effect on KT. H5 is declared supported.

OC has a significant effect on KA in accordance with the studies of Prystupa-Rządca (2017), Fernandes (2018), and Nungchim & Leihaothabam (2022) which confirm that OC is positively and significantly related to knowledge management and innovation (Fernandes, 2018; Nungchim & Leihaothabam, 2022; Prystupa-Rządca, 2017). Lam (2021) explains that OC has a strong correlation with knowledge management which has been confirmed (Lam et al., 2021). Meanwhile, Makgalo & Ledimo (2023) stated that there is no suitable cultural measure for knowledge management retention (Makgalo & Ledimo, 2023). A culture that prioritizes knowledge sharing and continuous learning creates an environment where employees feel encouraged to contribute their knowledge. This collective mindset fosters the development and maintenance of robust knowledge assets. Effective communication channels, supported by an open and transparent culture, facilitate the seamless flow of information. Regular formal and informal interactions help capture tacit knowledge and convert it into explicit knowledge that forms part of the organization's knowledge assets. A culture characterized by trust and collaboration encourages employees to share their insights and expertise without fear of negative repercussions. This collaborative spirit enhances the breadth and depth of knowledge assets as diverse perspectives are integrated.

HR has a positive and significant effect on KA, supported by previous research such as Sundiman (2017), and Sunahwati et al., (2019) (Sunahwati et al., 2019; Sundiman, 2017), while Kamran Ali et al., (2020) found that HR has no significant effect on KA (Kamran Ali et al., 2020). HR that emphasizes continuous training and development equips employees with the latest knowledge and skills, enhancing their ability to contribute to organizational knowledge assets. These programs ensure that employees remain competent in generating and utilizing knowledge effectively. HR that promotes a culture of knowledge sharing and collaboration facilitates employee exchange of ideas and best practices. Structured activities such as workshops, seminars, and cross-functional teams encourage the dissemination and integration of knowledge, enriching the organization's knowledge assets. Performance management systems aligning individual goals with organizational knowledge objectives encourage employees to share knowledge. These systems motivate employees to actively participate in knowledge management activities by recognizing and rewarding contributions to knowledge assets. HR focusing on career development and succession planning helps identify and develop future leaders committed to fostering a knowledge-centric culture. These leaders are pivotal in promoting and sustaining organizational knowledge management practices. Creating a learning culture through HRD practices encourages continuous improvement and innovation. When organizations prioritize learning, employees are more likely to seek new knowledge, share their insights, and contribute to their knowledge assets.

OC is an important aspect to support the knowledge transfer process and learning process. The culture of sharing is the initial capital to start a community of practice. By knowing how the organizational culture is in learning and knowledge transfer, KM practitioners can develop strategies that are suitable and easily accepted by members of the organization. Changing culture is changing individual habits. The problem is, not everyone wants to change their habits. Forcing new habits is also not always the recommended approach. Many organizations force their employees to change old habits and fail to implement them. There are many reasons, but what always arises is because the individual is too comfortable with the current situation.

The existence of an organization is strongly supported by the existence of three main pillars so that it can run well. The three pillars consist of the existence of good human resources, a good organizational management system, and business processes which are usually considered as the achievement targets of the organization in the vision and mission. Of course, HR both in terms of quantity and quality can be seen in terms of knowledge, skills, and attitude. It can be understood that HR is a process of increasing knowledge and skills as well as attitudes and behavior. Knowledge-based work culture among public organizations. Explicitly a culture of knowledge will strengthen the existing work culture. As a system, knowledge management must be an organizational system. The knowledge management subsystem is related to other subsystems. One of the characteristics of a learning organization is the existence of an organizational culture that is able to encourage openness, creativity and experimentation among its members.

Organizational development which includes aspects of analyzing organizational structure posture based on roles and functions, HR development processes, and organizational management style. Third, the development of a network (network) which is carried out through strengthening coordination, clarifying network functions, as well as formal and informal interactions. Such capacity building explains that there are levels that cover all aspects of the organization based on an analysis of the needs of the organization. Organizational system

development is carried out on a framework related to arrangements, policies and basic conditions that support the achievement of certain policy objectives. The level of development of the institution or the whole unit. At this level, development is carried out to develop work procedures and mechanisms and build organizational relationships or networks. In an organization, networking is clearly needed for every level of management which is commonly known as planning, organizing, division of labor, supervision. Therefore, at each stage it must be supported by mastery of ways to interact with other people to be able to create a network with anyone, in order to get a positive response in the organization.

The primary limitations of this study are the sample size and diversity. While adequate for the analysis, the sample may only partially represent various organizations across different industries and geographical regions. This limitation affects the generalizability of the findings. Future research should include a more extensive and diverse sample to enhance the external validity of the results. The second limitation is that while the study provides theoretical insights, the practical implications may be limited by the specific organizational contexts studied. Practitioners should be cautious in generalizing the findings to their unique organizational settings. Tailored interventions and practices based on specific organizational needs and contexts are necessary to effectively enhance knowledge transfer performance through organizational culture and HRD practices.

Conclusions

The findings of this study indicate that OC has a positive and significant effect on KA. HR has a positive and significant effect on KA. OC has a positive but not significant effect on KT. HR has a positive but not significant effect on KT. KA has a positive and significant effect on KT. By understanding the exchange of organizational culture between organizations will facilitate the knowledge transfer process so as to develop effective human resources. The process of improving the quality of employee human resources is a priority, with various activities such as competency-based training, education, workshops and seminars. The conceptual model consisting of OC, HR, and KA is a key factor that optimizes KT in public organizations. OC and HR development is carried out to develop work mechanisms and develop human resource development practices. In organizations, KA and KT are needed for every level of management starting with planning, organizing, division of labor, supervision. Therefore, at each stage it must be supported by the mastery of KA and KT with co-workers to be able to improve knowledge management within the organization.

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