

## Preface

When insights and experiences embodied in individuals or organizations are shared among people, when they meet the needs of the people who use them—they can and do change organizational processes and practice for the better. We all want to share and transfer insights and experiences that comprise knowledge, providing that a clear path is set through the management of knowledge as a strategic asset. To succeed, we need knowledge management innovations to transfer our insights and experiences in both organizational and educational settings.

Educators and managers alike recognize the need for a more disciplined approach to knowledge management innovations. Many individuals and organizations still apply the practice of knowledge sharing in a disorganized manner, even when using the most advanced technologies. Many professionals and students are unaware of new perspectives on knowledge sharing that comprise creativity, invention, and innovation processes.

Knowledge management efforts typically focus on organizational objectives such as improved performance, competitive advantage, innovation, the sharing of lessons learned, integration, and continuous improvement of the organization (Knowledge Management, 2012). The four pillars of the knowledge economy—skilled labour force, an effective innovation system, an economic incentive, and adequate information infrastructure are highlighted by World Bank (Dahlman & Andersson, 2000). A broad range of thoughts on knowledge management exists to include techno-centric, organizational, and ecological perspectives. This book covers these perspectives and various knowledge management aspects to include, among others, community of practice, social networks, intellectual capital, and information theory.

This book consists of serious research, conscientious studies, and tumultuous debates. The collective experience that has gone into writing this book has come from many authors, as their writing endeavours are embedded in different cultures and societies. The themes of the book and the abstracts preceding each chapter reflect our awareness of knowledge practitioners' needs. An attempt has been made to indicate how the original approach to identify, create, represent, distribute, and enable the adoption of knowledge can empower students, managers, knowledge workers, and educators to become innovative in all aspects of knowledge sharing, resulting in measurable economic benefits to society as a whole.

The book is intended to serve as a guide to a maturing knowledge management discipline. In fact, the book is one of the few detailed resources available on knowledge management and innovations. The combination of a primary emphasis on theory and practice with applications to interdisciplinary education as well as organizational environments make this book unique among the burgeoning literature on knowledge management.

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The book is proposed for both students and practitioners, retaining its appeal as a guide for the educational and organizational professionals, and as a comprehensive introduction for the student at the upper-level undergraduate level. The intended audiences for this book, then, are teachers, researchers, students, and knowledge management professionals, who are interested in understanding and applying knowledge management theory and practice.

One will notice that we are not presenting this book as a research text only, as an academic artefact, but we are instead presenting it as a personal route into a depth of knowledge management and innovation. In addition, knowledge management general points and issues are often illustrated, when appropriate, with reference to specific educational and/or educational contexts.

There are 19 chapters in the book. Each chapter concentrates on a particular point of knowledge management and innovation. The 19 chapters have been organized into three sections: Section 1: “Knowledge Management, Innovation, and Education,” Section 2: “Knowledge Management, Innovation, and Business,” and Section 3: “Knowledge Management, Innovation, and Technology.” This has been done to compartmentalize topics.

Section 1, “Knowledge Management, Innovation, and Education,” presents different views of knowledge management in interdisciplinary educational settings: considering academics’ attitudes (Chapter 1); analyzing innovation policy in HEI (Chapter 2); reflecting upon organisational flexibility through human capital development (Chapter 3); developing a model for creativity invention and innovation (Chapter 4); getting an insight into the nature of innovation and the intellectual capital of educators and learners (Chapter 5); describing knowledge management and innovative learning (Chapter 6); investigating strategic knowledge management in a university context (Chapter 7); and designing the knowledge management monitor (Chapter 8).

Section 2, “Knowledge Management, Innovation, and Business,” presents dedicated chapters that address a wide variety of issues: Total Quality Management (TQM) models in Croatian tourism (Chapter 9); vocational professionals as a new target group for knowledge management (Chapter 10); environmental and personal factors that contribute to creativity and innovation in knowledge management (Chapter 11); the intangible assets in a knowledge economy (Chapter 12); business continuity management, knowledge management, and knowledge continuity management in organizations (Chapter 13); adoption and extension of “absorptive capacity” construct in gearing knowledge processes (Chapter 14); and the knowledge-centric capability in organizations (Chapter 15).

Section 3, “Knowledge Management, Innovation, and Technology,” presents topics on: tools, technology, and innovation that academics can use to support communities of practice (Chapter 16); challenges and opportunities for innovation in teaching and learning in an interdisciplinary environment (Chapter 17); technological advancements for the tracking of the human capital learning process and assessment of ex-post learning performance (Chapter 18); and the use of wikis in a product design and development class (Chapter 19).

## OVERVIEW OF THE CHAPTERS

Synopses of chapters are described in the following paragraphs.

### **Chapter 1: Knowledge Management and Higher-Educational Institutions: Challenges and Opportunities**

The chapter presents an empirical analysis of the responses from in depth, semi-structured interviews concerning the understanding of knowledge, KM processes, required social ecology, and the attitudes of academics in three Slovene universities. The research results of the study show that the success of KM in HEIs is influenced by four critical factors, namely the mentor, HEI leadership, ICT, and the academic community. ICT is mostly used in the process of KM for knowledge storage and teaching, while the role of the academic community is mainly in promoting the process of negotiation among its members, which can result in new knowledge.

### **Chapter 2: Innovation in Higher Education in Israel: Public Policy Implications**

Innovation in higher education systems has not been regarded as an important issue by policy makers, education stakeholders, and leaders; it seems to be regarded as “nice-to-have” rather than a necessity. Scientific outputs and research findings can be used as input in national-international policies. In order to achieve this goal, it is imperative that researchers and policy-makers cooperate, ensuring the relevance of topics, and improving communication, dissemination, and implementation of research recommendations. These are the tools needed for leading change, innovation, and implementing new strategies.

### **Chapter 3: Organisational Flexibility through Human Capital Development**

The chapter demonstrates that, in the knowledge society, systemic flexibility allows organisations to respond to the dynamic environmental forces of change placed on it. This chapter strengthens the fact that organizational flexibility through human capital development improves quality amongst individual employees in their multi-faceted areas, namely, intellectual capacity, creativity, and adaptability. Universities are the hub where knowledge, the key resource of the new millennia, is created, shared, and stored through the organisation’s intellectual capital.

### **Chapter 4: A Conceptual Model of Creativity, Invention, and Innovation (MCII) for Entrepreneurial Engineers**

Teachers-engineers in vocational and technical schools have been exposed to constant pressure concerning methods to foster and manage the knowledge transfer of Creativity, Invention, and Innovation (CII) skills as learning outcomes. This chapter presents a conceptual Model for Creativity, Invention, and Innovation (MCII) from a knowledge management perspective in the technical-vocational and interdisciplinary ecologies of practice. Five major subsystems of MCII are identified, namely: theoretical perspectives on CII; the four dimensions of CII intelligence; joint institutional and international collaboration; teachers’ competence in terms of CII; and an appropriate environment for CII.

## **Chapter 5: Knowledge Transfer: The Innovation Side of Knowledge Management in Education**

The innovation processes of knowledge management in education through activities will facilitate the shift from teaching as the transmission of knowledge transfer to teaching as the facilitation of learning. Drawing from the literature on knowledge exchange and foregoing observations, this chapter explores the innovation side of KM in education based on knowledge transfer partners and activities. As academics continuously evolve collaborative forms of research activity and re-imagine the nature of academic-practitioner exchanges and knowledge transfer, this chapter considers key contributions in the area and details important avenues that warrant further research.

## **Chapter 6: Knowledge Management and Innovative Learning**

The chapter explains how knowledge management and innovative learning are integrated by assessing personal orientations of knowledge search and by clarifying networking and knowledge management development priorities. Action learning projects can mean innovative learning for both students and managers learning how to apply external “gatekeepers.”

## **Chapter 7: Strategic Knowledge Management: A University Application**

This chapter clarifies the extent of the eclectic use of the terms: “knowledge sharing,” “knowledge transfer,” “technology transfer,” and “knowledge management,” related to the knowledge era, and describes their place within the knowledge cycle in order to map their role and interrelation between the terms. Clarification of the roles and interrelationships will crystallize the contribution to the knowledge management strategy, and university applications have led to the conclusion that knowledge management is the appropriate organizing concept and framework for laying the foundations of the knowledge era economy.

## **Chapter 8: Effective Knowledge Management through Measurement**

The value to society of an educational institution is related to its capacity to create and share knowledge, particularly by converting implicit knowledge to explicit knowledge. This requires a strategy for acquiring and effectively and efficiently managing its knowledge base. This chapter considers how an institution knows whether it is managing its knowledge assets in a sustainable way and whether they have increased or diminished over a certain period of time by looking at several propositions already in existence and then discussing the knowledge management monitor to assist in monitoring this process.

## **Chapter 9: Knowledge Management and Quality in Croatian Tourism**

This chapter presents the results of a survey conducted in large and mid-sized hotel enterprises in order to establish the level of KM development and its importance in gaining competitive advantages in the Croatian hotel industry. In addition, this chapter looks at several Total Quality Management (TQM) approaches that define the basic elements essential to successful TQM implementation in the Croatian hotel industry, based on empirical research. Seen as a precondition to success, Knowledge Management (KM) will result in generating added value in tourism.

## **Chapter 10: A New Perspective on Knowledge Management Research: The Role of Vocational Professionals**

This chapter suggests that technologization diminishes the role of knowledge work and knowledge workers in Knowledge Management (KM). Instead, professionals possessing practical knowledge are considered a new target group for KM. Their knowledge is worth managing since they operate with organizational core functions. Based on this idea, the chapter suggests an alternative education-based categorization of workers.

## **Chapter 11: The Role of Creativity, Innovation, and Invention in Knowledge Management**

Since creativity, invention, and innovation concern the process of creating and applying new knowledge, they are at heart of the KM process. This chapter focuses on the analysis of the role and importance of creativity, invention, and innovation in knowledge management. Knowledge management improves innovation management; it fosters individual and group creativity, invention, and innovation. However, creativity and innovativeness could be regarded as the main developers of knowledge processes. An integrated approach to KM, innovation, creativity, and invention, as applied in this chapter, should be applied in organizations to facilitate their future development.

## **Chapter 12: Educating and Training Organizational Knowledge Workers in Evaluating and Managing Intangible and Knowledge-Based Assets in the Knowledge Economy**

The chapter is on the significance of training and educating organizational knowledge workers about intangible assets in a knowledge economy. The chapter also discusses the concept of the “knowledge economy” and its characteristics as well as the nature of intangible assets. The chapter highlights the importance of investing in intangible assets and why knowledge workers should be equipped with relevant skills in managing such assets. Specific areas in which knowledge workers should be trained and educated are recommended.

## **Chapter 13: The Influence of the Application of Business Continuity Management, Knowledge Management, and Knowledge Continuity Management on the Innovation in Organizations**

This chapter identifies the importance of knowledge in the process of innovations and the impact of the implementation on the innovative development that determines an organization’s performance. Managers should make business continuity management part of managerial roles in order to achieve the optimal level of business continuity. This chapter focuses on the impact of applying business continuity management, knowledge management, and knowledge continuity management on innovations in organizations and their productivity.

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## **Chapter 14: Slow Knowledge: The Case for Savouring Learning and Innovation**

Conflating the innovation capabilities demanded by our hyper-competitive environment with “the need for (KM) speed” is often counter-productive. This chapter presents a longitudinal case study introducing two innovations that help managers and educators to better integrate KM with capability development: adoption of the “Absorptive Capacity” construct from strategic management and extension of that construct to bring into focus the role of “tempo” in knowledge creation that supports effective practice.

## **Chapter 15: The Role of a Knowledge-Centric Capability in Innovation: A Case Study**

Knowledge-centric capability, i.e. the ability to provide an organisational context for the creation, sharing, and integration of knowledge, is a key strategic resource and an enabler of innovation within an organisation. The chapter illustrates that the nature of an organisation’s knowledge-centric capability could serve as an indicator of its ability to innovate by exploring the practices of Fundamo, one of the world’s leading specialist mobile financial services companies.

## **Chapter 16: Technology and Tools Supporting CoPs**

One of the greatest advantages of Communities of Practice (CoPs) is the sharing of tacit knowledge, in a disciplinary as well as interdisciplinary environment, which is an “ingredient” to innovation and competitive advantage. In the knowledge era, the use of CoPs to create, disseminate, and share knowledge can only be enhanced through the use of technology, which provides the necessary tools for such tasks. This chapter reviews an ongoing evolution of tools, types of technology, and innovations that can be used by online/offline CoPs. The chapter further addresses what technology innovation or tools academics can use to support CoPs and the design of technology to support CoPs.

## **Chapter 17: Challenges and Opportunities for Innovation in Teaching and Learning in an Interdisciplinary Environment**

Although innovation in education has always been related to technological developments, in evaluating the impact of technology-stimulated changes in education, we are facing various major challenges. Recent evidence shows that innovation can also be achieved by introducing changes to teaching practices, curricula, and learning activities, all of which can be regarded as activities included in the knowledge management and transfer paradigm. This chapter underlines that the process of knowledge management becomes the essential point of innovation processes in education, where the educators should play the most important role and facilitate the creation, transfer, and sharing of knowledge.

## **Chapter 18: Innovation and IT in Knowledge Management to Enhance Learning and Assess Human Capital**

This chapter highlights the analysis of the role of knowledge management and knowledge management systems in human capital learning. Additionally, the chapter reflects upon the synchronization among human capital, organization processes, and information technology in education and learning. Finally, this chapter defines a human capital assessment model in order to enhance learning and assess human capital.

## **Chapter 19: Knowledge Management in Practice: Using Wikis to Facilitate Project-Based Learning**

One aspect of the work of a 21<sup>st</sup> century design engineer is the requirement to work remotely on design projects. Engineers coming together to design a product face the problem of working remotely, collaborating, creating, and sharing knowledge. This chapter explores the use of wikis in a product design and development class at an Irish university. A design project that used wikis is described. The results of a study provided indicate that the vast majority of students found wikis to be a good tool for project collaboration.

The book, *Knowledge Management Innovations for Interdisciplinary Education: Organizational Applications*, is a collection of a broad array of resources that has been written and edited to provide flexibility and depth of knowledge management innovations, strategies and practices.

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