PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Applied Leadership and Management in the Workplace

Module Assignment Submission

Student Name:	Emma Davies
Student Number:	2409780
Module No:	BMSK5013
Module Title:	Knowledge Management

Statement of Confirmation of Authenticity

By the act of making this submission, the student declares that this is the work of the student named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assessment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the student acknowledges that an assessment offence has been committed.

Attention is drawn to the plagiarism and unfair practice policies of both the University and of ILM.

Table of Contents

Statement of Confirmation of Authenticity 1
1.0 Introduction 3
1.1 Contextualising Knowledge Management 3
1.2 The Development of Knowledge Economy and Organisational Value 3
2.0 Theoretical Foundations of Knowledge Management in Organisational Learning . 4
2.1 Data to Knowledge: Understanding Organisational Hierarchies - DIKW 4
2.2 Tacit and Explicit Knowledge in Organisational Contexts 6
2.3 Knowledge as a Strategic Organisational Resource 6
3.0 Developing an Effective Framework for Knowledge Management 7
3.1 Establishing the Strategic Value of Knowledge Management 7
3.2 Integrating People, Processes and Technology 7
3.3 Mechanisms for Knowledge Creation, Storage and Implementation: SECI Model 8
3.4 The Role of Information Systems Supporting Knowledge Management 9
3.5 Developing a Knowledge-Sharing and Learning Organisation 10
3.6 Delivering Knowledge as a Service Through Digital Platforms 11
4.0 Managing Knowledge Assets and Organisational Performance 11
4.1 Measuring Knowledge Effectiveness: Key Performance Indicators 11
4.2 Understanding Knowledge Interference 12
5.0 Governance, Ethics and Information Management 12
5.1 Regulatory Frameworks and Data Protection: GDPR 13
5.2 Knowledge Governance and Organisational Accountability 13
5.3 Ensuring Information Security: CIA Triad 13
6.0 Strategic Framework for Strengthening Knowledge Management Practices 14
6.1 Objectives for Knowledge Management Improvement 14
6.2 Implementation Plan and Performance Indicators 14
6.2 Evaluation and Continuous Improvement 15
7.0 Conclusion 15
8.0 References 17

1.0 Introduction

Knowledge management (KM) has become a key component of organisational effectiveness within knowledge-driven environments. As organisations operate within a knowledge economy, the ability to collect, manage and utilise information effectively is essential for supporting decision making, improving operational efficiency and maintaining high standards of practice as suggested by Davenport & Prusak, (1998).

This report critically examines the key concepts underpinning KM including the relationship between data, information and knowledge and the distinction between tacit and explicit knowledge. It further explores knowledge as a strategic organisational resource and its contribution to organisational performance.

Additionally, the report will develop a comprehensive KM framework, examining how knowledge can be created, stored and applied through the integration of people, processes and technology, with reference to workplace systems.

Finally, it evaluates knowledge assets, performance measurement, governance and data protection before proposing a strategic framework to enhance KM practices within the organisation.

1.1 Contextualising Knowledge Management

Knowledge management is the systematic process of identifying, capturing and utilising an organisations intellectual assets and expertise. The importance of KM in organisations has been widely debated in recent years. The management of knowledge is promoted as important and necessary for organisation maintenance and strength as described by Mårtensson, (2000). Whereas Despres & Chauvel, (1999) argues that a fractured assembly of problematic programs currently exist at various levels of incompatibility. The benefits, however, include increased productivity, better decision-making and improves innovation. Having the tools and correct processes to implement KM systems are equally important and can be better understood within a transition towards a knowledge-based economy.

1.2 The Development of Knowledge Economy and Organisational Value

The knowledge economy is characterised by an environment in which knowledge, information, skills and expertise are the primary aims of success, not just physical products of Labour. Its key features can include the use of technology and digital systems, higher importance of skilled workers and focuses on innovation and continuous learning. The theory of knowledge economy highlights the importance of knowledge as a key focus for organisational success. An organisational value of knowledge improves decision-making, increases efficiency, supports service quality and creates a competitive advantage as organisations that manage knowledge well,

perform better. The Knowledge economy represents a shift from traditional industrial economies, which focused on manufacturing and physical resources, to environments where knowledge, information and expertise are the primary focus of economic growth.

In social care environments, access to accurate and up to date information regarding service users is essential for delivering high-quality care. Knowledge helps staff understand service users 'needs. Systems such as Nourish store important care information, staff experience or tacit knowledge improves care delivery and communication tools such as Teams can help share knowledge within the organisation. However, the value of knowledge depends on how effectively it is managed as argued by Powell & Snellman, (2004) who go on to state that the key component of knowledge economy is a greater reliance on intellectual capabilities. While the knowledge economy emphasised the importance of information and expertise, organisations may face challenges in effectively managing knowledge due to factors such as information overload, poor communication and a lack of knowledge sharing culture.

2.0 Theoretical Foundations of Knowledge Management in Organisational Learning

The theoretical foundations of KM within organisational learning provide a framework for understanding how knowledge is created, shared and utilised to support organisational effectiveness. Concepts such as the progression from data to knowledge, often illustrated through the DIKW hierarchy, explains how raw data is transformed into meaningful knowledge that supports informed decision-making as described by Ackoff, (1989). In addition, the distinction between tacit and explicit knowledge highlights the different ways in which knowledge exists within individuals and organisations. Grant, (1996), suggests that knowledge is increasingly recognised as a strategic organisational resource that contributes to competitive advantage and improved performance. Building on this understanding, it is important to consider how knowledge functions not only as an outcome of information processing but as a valuable strategic resource within organisations.

2.1 Data to Knowledge: Understanding Organisational Hierarchies - DIKW

Ackoff, (1989) states that the DIKW hierarchy provides a conceptual framework for understanding how organisations transform raw data into meaningful knowledge that can support decision-making. The model depicts a progression in which data is first organised into information, which is then interpreted to develop knowledge. At the highest level, wisdom is achieved when knowledge is applied effectively in

practice. Within organisational contexts, this model is useful for demonstrating how information systems and staff interpretation work together to convert recorded data into actionable insights that inform organisational processes and service delivery. Below is a table to demonstrate the DIKW hierarchy.

Level of Hierarchy	Description	Example in Support Work
Data	Raw, unprocessed facts without context.	Recording a service users' behaviour.
Information	Data, organised and given meaning.	Behaviour logs recorded in Nourish.
Knowledge	Understanding patterns and relationships.	Identifying triggers for behaviour.
Wisdom	Applying knowledge to make informed decisions.	Adjusting care plans to support strategies for the future.

The table above illustrates the key stages of the DIKW hierarchy. The model offers several benefits for organisations by providing a clear structure for understanding how information is developed and utilised. It supports improved decision-making by emphasising the importance of interpreting data rather than simply collecting it. Additionally, the model highlights the role of knowledge in improving efficiency and service quality, particularly in environments such as social care where accurate information is essential. The structured approach also helps organisations identify gaps in information processing and encourages more effective use of knowledge management systems.

However, the DIKW model has been criticised for presenting knowledge development as a linear process, which may oversimplify the complexity of organisational learning. In practice, knowledge is influenced by individual experience, organisational culture and contextual factors as argued by Rowley, (2007). Additionally, organisations may collect a large volume of data without effectively converting it into useful knowledge, leading to information overload. In social care settings, this may result in important information being recorded but not fully understood or applied effectively in practice.

While the DIKW model explains how knowledge is developed from data and information, it is also important to consider the different forms that knowledge can take within organisations, particularly the distinction between tacit and explicit knowledge.

2.2 Tacit and Explicit Knowledge in Organisational Contexts

The distinction between tacit and explicit knowledge provides an important framework for understanding how knowledge exists and is shared within organisations as stated by Praxis, (2019). Tacit knowledge refers to knowledge developed through personal experience and is often difficult to express or document. In contrast, explicit knowledge can be formally recorded, stored and communicated through systems such as databases, policies and procedures. Explicit knowledge supports efficiency in organisational processes. However, tacit knowledge contributes to practical understanding and problem-solving, particularly in complex environments such as social care.

Using the SECI model, Nonaka & Takeuchi (1995) further developed this concept by highlighting the interaction between tacit and explicit knowledge as a key goal of organisational learning and knowledge creation. This distinction is particularly relevant in organisational settings where both documented information and staff experience contribute to effective decision-making and performance.

Managing these forms of knowledge, however, can present several challenges for organisations. Tacit knowledge is inherently difficult to capture and transfer as it is often based on individual experience and personal insight. As a result, organisations may struggle to retain valuable knowledge when experienced employees leave. While explicit knowledge can be easily stored, there is a risk that organisations focus too heavily on documentation without ensuring that information is fully understood or effectively applied. This imbalance may limit the overall effectiveness of KM practices and reduce the potential benefits of organisational learning.

In the support work environment, both tacit and explicit knowledge play a crucial role in delivering effective care. Explicit knowledge is stored within systems such as Nourish, where staff can access care plans, risk assessments and daily records. This ensures that important information is available to all staff members and supports continuity of care. However, staff also rely heavily on tacit knowledge developed through experiences, such as understanding how service users communicate or recognising behavioural triggers. This knowledge is often shared informally through staff handovers or team discussions. The combination of both knowledges enable staff to provide more personalised and effective support.

2.3 Knowledge as a Strategic Organisational Resource

Knowledge is increasingly recognised as valuable organisational asset and contributes to performance and success and is central in the knowledge economy. After the shift from industrial to knowledge economy, organisations now rely on information, expertise and innovation to succeed. This aligns with the knowledge-based view which identifies knowledge as a key source of competitive advantages as stated by Grant, (1996).

Within the social care setting, the platform Nourish is used for storing knowledge and gathering information. Other systems such as Teams are used for sharing knowledge with colleagues and SharePoint is used as an organisational knowledge base. However, knowledge is only valuable if the information is accurate, up to date, shared between teams and used properly. Poor quality or inaccessible information may limit its usefulness in practice.

This transition emphasises the need to explore how knowledge is systematically developed within organisations, often conceptualised through hierarchical models that illustrate the progression from data to knowledge.

3.0 Developing an Effective Framework for Knowledge Management

Building on the theoretical foundations of KM, this section critically examines how organisations can implement effective frameworks to manage knowledge in practice. It explores the processes through which knowledge is created, captured, stored and applied, supported by the integration of people, processes and technology. The role of information systems and digital platforms is also considered, alongside the importance of organisational culture, enabling knowledge sharing. This section will also evaluate the challenges organisations may face when embedding KM practices within real-world settings.

3.1 Establishing the Strategic Value of Knowledge Management

Knowledge management plays a significant role in enhancing organisational performance by enabling the effective use of information and expertise. In contemporary organisations, knowledge is increasingly viewed as a key resource that improves efficiency and drives innovation. Venkatachalam & Willmott, (2017) argue that organisations that effectively manage knowledge are better positioned to respond to complex and dynamic environments as they can leverage both individual expertise and organisational systems. This highlights the importance of integrating KM into organisational strategy, rather than treating it as a stand-alone function. This can be observed in settings such as social care, where access to accurate and up to date information supports informed decision-making and continuity of care. However, the strategic value of KM is dependant on how effectively knowledge is shared and utilised, as poor communication or lack of engagement may limit its overall impact.

3.2 Integrating People, Processes and Technology

Effective knowledge management depends on the integration of people, processes and technology, which together support the sharing and utilisation of organisational

knowledge. Hendricks, (1999), highlights that knowledge sharing is not solely a technological issue but also relies heavily on human behaviour and organisational processes.

Hendricks, (1999), also states that people play a central role in creating and exchanging knowledge through their experience, communication and collaboration. Processes provide the structure through which knowledge is captured and applied, including documenting procedures and policies. Technology supports these elements by enabling the storage and distribution of knowledge through systems.

Within the social care environment, this integration can be seen using systems such as Nourish, Teams and SharePoint which allows staff to record information, communicate effectively and access organisational knowledge. However, organisations may over-rely on technological solutions without adequately addressing cultural and behavioural factors, which may limit the effectiveness of KM practices. Therefore, KM is not just systems, it is people, behaviour and processes combined.

3.3 Mechanisms for Knowledge Creation, Storage and Implementation: SECI Model

The key model for understanding knowledge creation within organisations is Nonaka & Takeuchi, (1995) model, which explains how knowledge is continuously developed through the interaction between tacit and explicit knowledge. The model consists of four stages, socialisation, externalisation combination and internalisation. Socialisation involves the sharing of tacit knowledge through direct interaction, such as observation or discussion between individuals. Externalisation refers to the process of converting tacit knowledge into explicit forms, often through documentation. Combination involves organising and integrating different sources of explicit knowledge. Internalisation occurs when individuals apply this knowledge in practice, transforming it back into tacit understanding. Nonaka et al, (2000), further emphasises that this process is dynamic and continuous, enabling knowledge sharing and collaboration.

The SECI model can be further illustrated through its application within the social care setting, as presented in the table below.

SECI Stage	Description	Example in workplace application
Socialisation	Sharing tacit knowledge through interaction and experience.	This can be demonstrated in staff handovers, team discussions and observing colleagues approaches to care.

Externalisation	Converting tacit knowledge into explicit through documentation.	Externalisation is observed by recording care notes, incident reports and observations in Nourish.
Combination	Organising and integrating different forms of tacit knowledge.	Combination is evident using policies, procedures and care plans stored and accessed via SharePoint.
Internalisation	Applying explicit knowledge in practice and developing personal understanding.	This occurs with staff applying care plans and training in real-life support situations.

As illustrated in the table above, the SECI model demonstrates how knowledge is continuously transferred between tacit and explicit forms, supported by both organisational systems and staff interaction.

However, while the SECI model provides a useful framework for understanding knowledge creation, it assumes a collaborative organisational culture and a willingness among staff to share knowledge. In practice, barriers such as time constraints, lack of communication or resistance to change may limit the effectiveness of this process. Therefore, organisations must actively promote knowledge sharing and provide appropriate systems and support to ensure knowledge is effectively created, stored and applied.

3.4 The Role of Information Systems Supporting Knowledge Management

Information systems play a critical role in supporting KM by enabling organisations to collect, store, process and share information effectively. These systems support different levels of organisational activity, from routine operations to strategic decision-making and contribute to the transformation of data into meaningful knowledge. Sage & Rous, (1999), highlight that information systems are fundamental to organisational performance as they facilitate the integration and utilisation of knowledge across different functions.

In practice, systems such as Nourish, SharePoint and Teams demonstrate how information systems support KM by facilitating the recording of service user data, enabling communication between staff and providing access to organisational knowledge. However, while these systems enhance efficiency and accessibility, their effectiveness is dependent on accurate data input and staff engagement, highlighting that technology alone is insufficient without appropriate processes and

user involvement. A range of information systems are utilised within organisation to support KM processes, including:

- Transaction Processing Systems
  Record and process routine operational data, i.e. care notes in Nourish.
- Management Information Systems
  Provide structured reports to support management decision-making.
- Decision Support Systems
  Analyse date to assist with complex problem-solving and decision-making.
- Executive Information Systems
  Provide senior management with high-level strategic information.
- Expert Systems
  Use specialised knowledge to support decision-making.
- Enterprise Resource Planning Systems
- Integrate organisational processes such as HR, finance e and operations.
- Customer Relationship Management Systems
  Manage interactions and information relating to service users or clients.
- Supply Chain Management Systems
  Manage the flow of goods, services and information within supply chains.
- Knowledge Management Systems
  Store, organise and share organisational knowledge, i.e. SharePoint.

These systems collectively support KM by enabling organisations to utilise information across different levels.

3.5 Developing a Knowledge-Sharing and Learning Organisation

A learning organisation is one that continuously develops its capacity to adapt, improve and respond to change through the effective use of knowledge and experience. Roper & Pettit, (2002), suggest that learning organisations are characterised by their ability to generate, share and apply knowledge to enhance organisational performance and innovation. This involves creating an environment that encourages reflection, knowledge sharing and ongoing staff development.

In practice, particularly within social care, this can be supported through regular training, team discussions and reflective practice, enabling staff to learn from experience and improve service delivery. However, developing a learning organisation may present challenges, as factors such as time constraints, limited resources and resistance to change can restrict opportunities for continuous learning and knowledge sharing.

3.6 Delivering Knowledge as a Service Through Digital Platforms

Knowledge as a service (KaaS) refers to the delivery of knowledge through digital platforms, enabling users to access relevant information on demand. This approach supports KM by providing centralised, easily accessible resources that enhance collaboration and decision-making. In organisational settings, digital platforms such as SharePoint and cloud-based systems allow knowledge to be stored, updated and shared efficiently across teams.

Within the care sector, this enables staff to access up to date policies, care information and guidance, supporting continuity of care and informed practice. However, while KaaS improves accessibility and efficiency, it also presents challenges including data security risks, reliance on technology and the need for staff training to ensure effective use of these systems. This highlights the importance of integrating digital platforms within organisational KM strategies.

4.0 Managing Knowledge Assets and Organisational Performance

Knowledge assets represent the valuable resources within an organisation that contribute to its performance and competitive advantage. Marr et al., (2004), emphasises that these assets include not only documented information but also employee expertise, organisational processes and relationships. Effectively identifying and managing knowledge assets enables organisations to utilise their resources more efficiently, support decision-making and enhance overall performance. In practice, that involves recognising both explicit knowledge, such as policies and records and tacit knowledge embedded within staff experience, ensuring that valuable knowledge is retained and applied within the organisation.

4.1 Measuring Knowledge Effectiveness: Key Performance Indicators

Key performance indicators (KPIs) are essential tools used to measure the effectiveness of KM practices within organisations. They provide a structured approach to evaluating how well knowledge is created, stored and utilised to support organisational performance. Marr et al., (2004) highlight that effective measurement of knowledge assets enables organisations to identify strengths, address gaps and improve decision-making processes. In the context of KM, KPIs may focus on areas such as accuracy of recorded information, the accessibility of knowledge systems and the level of staff engagement in knowledge sharing activities. Within social care roles, this could include monitoring the quality-of-care records in systems such as Nourish, staff training completion rates and the effectiveness of communication

through platforms such as Teams. However, while KPIs provide valuable insights, they may not fully capture the complexity of knowledge, particularly tacit knowledge, which is difficult to measure and quantify. Therefore, organisations should use KPIs alongside qualitative approaches to gain a more comprehensive understanding of knowledge effectiveness.

Other examples of KPIs include:

- Accuracy and completion of care records.
- Staff training and development completion rates.
- Accessibility and usage of knowledge systems, i.e. SharePoint.
- Frequency of communication and knowledge sharing.
- Response time to incidents.

While KPIs provide a useful method for measuring knowledge effectiveness, it is also important to consider the potential risks associated with poor quality or mismanaged information such as knowledge interference.

4.2 Understanding Knowledge Interference

Knowledge interference refers to the disruption caused by inaccurate information which can negatively affect organisational decision-making. In practice, this can occur when information is not properly recorded. An example in the care environment would be if a service user's care plan is not updated as staff may rely on incorrect information when delivering care. Additionally, ineffective communication through tools such as Teams may result in misunderstandings or missed information during handovers. These issues highlight how poor-quality knowledge can lead to errors and impact service quality. This also highlights the importance of implementing effective governance and data managing practices.

5.0 Governance, Ethics and Information Management

Effective knowledge management requires reliable governance frameworks to ensure that information is managed responsibly, securely and in compliance with legal and organisational requirements as described by Lomas, (2020). This section examines the key principles of information governance, including data protection, ethical considerations and information security. It explores the role of regulatory frameworks such as GDPR in safeguarding personal data, along with the importance of organisational accountability and the protection of information through established security models. Together, these elements support the integrity, confidentiality and availability of knowledge within the organisation.

5.1 Regulatory Frameworks and Data Protection: GDPR

The General Data Protection Regulation (GDPR) provides a legal framework for the protection and processing of personal data within organisations. According to Ryngaert & Taylor, (2020), it ensures that information is handled lawfully and securely with key principles including data accuracy, storage limitation and confidentiality. In the framework of KM, GDPR is essential for ensuring that organisational knowledge, particularly sensitive personal information, is managed responsibly.

Within a social care environment, systems such as Nourish store service user data, making it critical that information is accurate, up to date and only accessible to authorised staff. However, while GDPR strengthens data protection, it also requires ongoing staff training and compliance, which may present challenges for organisations.

5.2 Knowledge Governance and Organisational Accountability

Knowledge governance refers to the frameworks and processes used to ensure that organisational knowledge is managed responsibly, securely and in line with legal and professional standards. It establishes accountability by ensuring that information is accurate, appropriately accessed and effectively utilised within the organisation. Brennan & Solomon, (2008) emphasise that organisational accountability requires transparency and responsible management of information to maintain trust and integrity. Ethical considerations are central to knowledge governance, particularly in relation to confidentiality, data protection and the responsible use of sensitive information.

Within a social care setting, staff are accountable for accurately recording and managing service information, ensuring that data is handled in accordance with professional standards. However, the effectiveness of knowledge governance relies on staff adherence to policies and ethical practices, meaning that failures in compliance may result in risks to bot organisational performance and service user wellbeing.

5.3 Ensuring Information Security: CIA Triad

The CIA Triad is a widely used model for information security, focusing on the protection and management of organisational data through three key principles. These include:

- Confidentiality
  Ensuring that sensitive information is only accessible to authorised individuals.
- Integrity
  Maintaining the accuracy and reliability of information, ensuring it is not altered or corrupted.

- Availability
  Ensuring that information is accessible to authorised users when required.

Within KM, these principles are essential for protecting organisational knowledge and supporting effective decision-making. In practice, security measures such as multi-factor authentication (MFA), secure login systems are used to enhance confidentiality and prevent unauthorised access to sensitive data.

Within social care, systems such as Nourish and Microsoft Authenticator must ensure that service user data is securely stored, recorded and accessible to authorised staff when needed. However, maintaining these principles relies on both technological systems and staff compliance, meaning that failures in security or human error may compromise information quality and organisational performance.

This highlights the importance of combining technical controls with staff awareness to ensure effective information security.

6.0 Strategic Framework for Strengthening Knowledge Management Practices

This section presents a strategic framework to strengthen KM practices within the organisation. It outlines key objectives for improvement, followed by an implementation plan supported by performance indicators to measure effectiveness. Finally, it considers approaches to evaluation and continuous improvement, ensuring that KM practices remain effective, sustainable and responsive to organisational needs.

6.1 Objectives for Knowledge Management Improvement

To enhance KM practices, several key objectives must be established. Firstly, to improve the accuracy and consistency of information recorded within systems such as Nourish. Secondly, to increase staff engagement in knowledge-sharing activities using platforms such as Teams. Thirdly, to ensure that organisational knowledge, including policies and procedures, are regularly updated and accessible via systems such as SharePoint. Finally, to strengthen data security and compliance with governance frameworks, ensuring that information is managed responsibly and effectively across the organisation.

6.2 Implementation Plan and Performance Indicators

The implementation plan outlines key actions required to achieve the identified objectives, supported by clearly defined responsibilities and performance indicators.

Objective	Action	Responsibility	KPI	Timeframe
Improve data accuracy.	Staff training on recording information on Nourish.	Manager and team leader.	Reduction in data errors.	3 months.
Increase Knowledge-sharing.	Encourage the use of Teams for communication.	All staff.	Increased Teams activity	Ongoing.
Improve access to knowledge.	Update policies on SharePoint.	Admin and management.	Updated documents.	2 months.
Strengthen data security.	Implement MFA and staff training.	IT and management.	Reduced security breaches.	Ongoing.

KPIs such as data accuracy, system usage and knowledge accessibility enable the organisation to monitor progress and identify areas for improvement. This structured approach ensures that KM practices are effectively embedded within organisational processes.

6.2 Evaluation and Continuous Improvement

Evaluation and continuous improvement are essential for ensuring the long-term effectiveness of KM practices. This involves regularly reviewing KPIs to assess whether objectives are being met and identifying areas for development. Feedback from staff and ongoing monitoring of systems such as SharePoint can provide valuable insights into the effectiveness of knowledge processes. Continuous improvement requires organisations to adapt to changing needs, update systems and provide ongoing training to staff. However, maintaining this process may be challenging due to resource constraints and time pressures, highlighting the need for consistent organisational commitment.

7.0 Conclusion

In conclusion, this report has demonstrated the importance of KM as a key focus of organisational effectiveness within knowledge-driven environments. It explored the progression from data to knowledge and the distinction between tacit and explicit

knowledge, highlighting their role in supporting organisational learning and performance. The report also examined knowledge as a strategic organisational resource, emphasising its contribution to decision-making and service quality.

In addition, the development of a KM framework illustrated how knowledge can be effectively created, stored and applied through the integration of people, processes and technology, supported by systems such as Nourish, Teams and SharePoint. The role of organisational culture and learning was also identified as critical in enabling knowledge-sharing, along with the challenges associated with this implementation.

The report also considered the management of knowledge assets, the use of KPIs and the risks associated with knowledge interference. It also highlighted the importance of governance, ethical practice and information security, including the application of GDPR and the CIA Triad.

Finally, the proposed strategic framework demonstrated how organisations can enhance KM practices through clear objectives, structured implementation and continuous evaluation. Overall, effective KM requires not only technological systems but also strong organisational culture, staff engagement and ongoing commitment to improvement.

8.0 References

Ackoff, R. (n.d.). From Data to Wisdom. https://faculty.ung.edu/kmelton/Documents/DataWisdom.pdf?utm_source=chatgpt.com

Brennan, N. M., & Solomon, J. (2008). Corporate governance, accountability and mechanisms of accountability: an overview. Accounting, Auditing & Accountability Journal, 21(7), 885–906. https://doi.org/10.1108/09513570810907401

Despres, C., & Chauvel, D. (1999). Knowledge management(s). Journal of Knowledge Management, 3(2), 110–123. https://doi.org/10.1108/13673279910275567

Davenport, T., & Prusak, L. (1998, January). Working Knowledge: How Organizations Manage What They Know. ResearchGate. https://www.researchgate.net/publication/229099904_Working_Knowledge_How_Organizations_Manage_What_They_Know

Grant, R. M. (1996). Toward a knowledge-based theory of the firm. Strategic Management Journal, 17(S2), 109–122. https://doi.org/10.1002/smj.4250171110

Hendriks, P. H. (1999). The organisational impact of knowledge-based systems: a knowledge perspective. Knowledge-Based Systems, 12(4), 159–169. https://doi.org/10.1016/s0950-7051(99)00026-x

Lomas, E. (2020). Information Governance and Cybersecurity: Framework for Securing and Managing Information Effectively and Ethically. Cybersecurity for Information Professionals, 109–130. https://doi.org/10.1201/9781003042235-6

Marr, B., Schiuma, G., & Neely, A. (2004). Intellectual capital – defining key performance indicators for organizational knowledge assets. Business Process Management Journal, 10(5), 551-569. https://doi.org/10.1108/14637150410559225

Mårtensson, M. (2000). A critical review of knowledge management as a management tool. Journal of Knowledge Management, 4(3), 204–216. https://doi.org/10.1108/13673270010350002

Nonaka, I., Toyama, R., & Konno, N. (2000). SECI, Ba and Leadership: a Unified Model of Dynamic Knowledge Creation. Long Range Planning, 33(1), 5–34. https://doi.org/10.1016/s0024-6301(99)00115-6

Powell, W. W., & Snellman, K. (2004). The Knowledge Economy. Annual Review of Sociology, 30(1), 199–220. https://doi.org/10.1146/annurev.soc.29.010202.100037

Praxis. (2019). Nonaka and Takeuchi - Praxis Framework. Praxisframework.Org. https://www.praxisframework.org/en/library/nonaka-and-takeuchi

Roper, L., & Pettit, J. (2002). Development and the Learning Organisation: An introduction. Development in Practice, 12(3–4), 258–271. https://doi.org/10.1080/0961450220149654

Rowley, J. (2007). The Wisdom hierarchy: Representations of the DIKW Hierarchy. Journal of Information Science, 33(2), 163–180. https://doi.org/10.1177/0165551506070706

Ryngaert, C., & Taylor, M. (2020). The GDPR as Global Data Protection Regulation? AJIL Unbound, 114, 5–9. https://doi.org/10.1017/aju.2019.80

Sage, A. P., & Rouse, W. B. (1999). Information Systems Frontiers in Knowledge Management. Information Systems Frontiers, 1(3), 205–219. https://doi.org/10.1023/a:1010046210832

Venkatachalam, K., & Willmott, H. (2017). Strategic knowledge management—Insights and pitfalls. International Journal of Information Management, 37(4), 313–316. https://doi.org/10.1016/j.ijinfomgt.2017.02.002