

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND KNOWLEDGE MANAGEMENT (CULTURAL BARRIERS AND CHALLENGES OF KNOWLEDGE SHARING)

Abbas Khakpour*
Mohammad Ghahremani**
Mohammad Hassan Pardakhtchi***

When asked to name the three critical factors in knowledge management, Robert Buckman (president, chairman, and CEO of Bulb Holding, Inc) replied, "Culture, culture, culture" (O'Dell & Grayson, 1998, p17)

Abstract: The purpose of this paper is to provide academics and managers with an insight to the cultural barriers involved in knowledge activities (knowledge management). Since 1990, knowledge management as one of the major factors for increasing productivity and organizational effectiveness in perspectives has been entered. An organization's culture is one of the most important factors in effective KM. If an organization's culture is not appropriate for a knowledge project, no amount of technology, content, or project management skills will make the project successful. Humans are the key element of knowledge activities, and then the kind of culture in institution for knowledge activities is critical and determining. However culture can be a major structural obstacle for the activities of knowledge management. A lot of organizations which implemented knowledge management have expressed that their research shows that organizational culture is the main obstacle to the knowledge creation and sharing. In addition, many researchers have mentioned culture as one of the important factors that enables knowledge management. This paper attempts to discover relationships between the components of organizational culture with knowledge management activities (knowledge sharing) in order to create practical strategies for the establishment of effective organizational culture for effective knowledge activities.

Keywords: Knowledge Management, Organizational Culture, Knowledge Sharing

Introduction

As Peter Drucker (2000) has pointed out, the foundation of the 21st century organization is no longer money or capital or even technology; it is knowledge (Schwartz, 2006, p. 507). Today, criteria of organization success are intellectual capital rate, being the exclusive intellectual capital - the competitive advantages it provides - and the ability to application and recreation intellectual capital and knowledge. Therefore, knowledge is critical for organizations that want their knowledge to take to achieve the competitive advantage. An organization must ensure to find the ways for KS within the organization and among the people who will require or need of this knowledge. Some of the strategically important benefits of KS include: Connecting professionals across platforms across distances, Standardizing professional practices, Avoiding mistakes, Leveraging best practices, Reducing time to talent, Building reputation and Taking on stewardship for strategic capabilities (Kimiz Dalkir, 2006, p. 137). Facilitating of knowledge exchange is one of basic processes of knowledge management in today's organizations. Organizations during his life with focus on various factors such as raw materials, capital (financial, material and physical), energy and even technology have evolved to the organizations with focus on collective intellectual capital. Knowledge managers have created various mechanisms and routes for KS, but this mechanism and route have not been well studied. Notably sharing of knowledge is faced with many obstacles; some of them are far away. In other words some of the barriers to knowledge management and sharing are personal and cultural factors that create many challenges for organizations and managers.

* PhD student in Educational administration (Tehran Shahid Beheshti University)

** Assistant Prof (Tehran Shahid Beheshti University)

*** Associate Prof (Tehran Shahid Beheshti University)

Dr_khakpour@yahoo.com

Ghahremani@sbu.ac.ir

M-Pardakhtchi@sbu.ac.ir

Knowledge sharing (KS) as one of the knowledge management fundamental activities with management and knowledge management researchers has focused into. Because of inability to effective KS and intellectual capital in organizations, they suffered large amounts of cost for knowledge through activities that could become multiplex, are. Effective KS depended on several factors, some of these factors facilitate KS activities, and some factors prevent effective KS. Effective knowledge transfer and sharing Factors can be divide into two general factors will be soft and hard. The first group includes factors such as individual characteristics, characteristics of culture and organizational climate, leadership and strategy .these factors are aspects which can be called “human side of organization”? The second aspects of factors (hard) are the technology. The purpose of this article is briefly study the knowledge process and analyses of barriers to KS to provide vision in order manage these barriers. The better understand of KS process can provide tools to managers that they can use to identify KS barriers and opportunities to facilitate KS.

KS flow and process :

What is KS? The concept of KS is best illustrated by Foy (1999, 5.2): “facilitating learning, through sharing, into usable ideas, products and processes.” This definition implies that the focus should be on sharing knowledge within an organization for a specific purpose. KS Process is closely connected to theories of learning and communication. KS process in a simple process is knowledge transfer from the source of knowledge to a recipient of knowledge by the communication path and channels and its efficacy depends on not only the environment but also the source of knowledge, ability of recipient & type of message. The Type of knowledge should be sharing provides a different approach to KS. In general description two major approaches or strategy for KS exists. Different authors are named with different titles for the two approaches. Hansen and others (1999) called codification and personalization. Codified approach refers to formalization of tacit knowledge that its expression is difficult and represent by processes through which obtained or processes allows this knowledge be documented and objective. Personalization Approach is sharing tacit knowledge through person to person direct interaction.

Hansen et al (1999) and Gupta and Michailova (2004) have identified the main aspects that separate codified/personalized ‘knowledge’ systems. The important thing to remember with these two approaches is that they are designed to fit different business environments. Therefore, one is not always better than the other. The suitability of the approach will depend on the type of organization (Tiwana, 2000). The tension between technology dominance and interpersonal dynamics in KS is reflected in the distinction between codification and personalization (Hansen et al, 1999; Tiwana, 2000). Codification is based on technologies, such as intranets, repositories, databases, etc. Personalization emphasizes KS among individuals, groups, and organizations through social networking and/or engaging in ‘communities of practice’ or ‘epistemic communities’ "Hansen et al 1999; Brown and Duguid, 2000; Wenger, 2000"(Quoted from Meg McLaughlin & etal, 2009, 5)

Overview of the barriers to KS in research literature:

Considering the importance of knowledge management in organizations, the many research has been focused on this field. In literature, two perspectives exist to knowledge management, In general. They are Technology perspective and humanistic - social perspective. Theoretical and empirical studies based on this view have been done. Some of researches that studies “the barriers of knowledge management processes” have paid focus on KS or transfer. Several

theories and research has been expressed knowledge management barriers in general and KS barriers in particular

One of the earliest sets of barriers for implementing KM was reported by “Fraunhofer” Stuttgart study. According to this study, scarcity of time and lack of awareness about KM were the most important barriers to implement KM. Aligned with this type of approach, another study to explore the practices has identified three major barriers namely scarcity of time, lack of awareness and lack of top management support, to implement KM. Based on lessons captured from leading organizations, two of the KPMG (Klynveld Peat Marwick Goerdeler) studies have proposed four (lack of time, lack of understanding of KM and its benefits, lack of funding and lack of senior management support) and five (lack of time, the sharing of one’s own knowledge, an unclear strategy, weaknesses of information communication technology support, and unclear information demand) key barriers respectively to KM initiatives (Singh & Kant, 2008, 142) The Delphi study has proposed three barriers, among which culture was the top most barrier and immature technology and lack of need of KM were the minor barriers. Another survey has identified culture, leadership, lack of understanding, efforts vs. reward, technology and knowledge complexity as barriers to KM implementation. A survey for Indian engineering industries has proposed twenty barriers, amongst them, lack of understanding of KM and lack of top management commitment have been identified as top most barriers. According to this survey, there is a need for KM strategy which must be supported by top management and requires a good KM infrastructure, staff retention, and incentives to encourage KS (Singh & Kant, 2008, 142) Al-Alawi (2007) and colleagues Research’s results shows trust between partners, communication (the interaction between the staff), information systems, reward systems, and some aspects of organizational structure (collaborative decision making, facilitate information flows and activities of groups and teams) have significant relationship with the sharing of knowledge. In This study these elements is considered as the “organizational culture”. Keys in literature divided KS barriers into three categories: 1) cultural background (e.g. ethnicity, age, educational level. 2) corporate culture and 3) information technology support (Keys, 2008, 27).

Peter and Scott Research’s results from using the Delphi method, (opinions of a professional group) in the four organizational levels (individual, team, organizational and inter-organizational) shows fourteen factor barriers(Individual imperatives, Competencies, Team climate, Team relationships, Team structuring, Team norm, Organizational climate, Organizational relationships, Organizational systems and structures, Organizational imperatives, Inter-organizational climate, Inter-organizational relationships, Inter-organizational systems and structures Inter-organizational) to knowledge transfer imperatives(Peter and Scott, 2005, 90-75). Reige (2005) classifies barriers into three categories namely organizational, individual and technological barriers. Organizational barriers are lack of leadership, organizational structure, processes etc .Individual barriers are lack of time to share knowledge, job security, low awareness to benefit of KM and realization of the value etc. Technological barriers are lack of integration of information technology system, unrealistic expectation of employees, lack of training etc. Reige’s findings (2005) were reinforced by extensive survey by Sveby and Simons (2002) of 1,180 staff members in Australian Transport Union (ATU). They determined that the ATU culture was not conducive to KS for a variety reasons, including: a) no support systems b) lack of training c) job security d) employee competition e) organizational culture and f) lack of recognition (Keys, 2008, 27). Jialin Yi has summarized some empirical studies as shown in the following:

Table 2) some empirical studies in knowledge sharing

Authors (Year)	Study Focus (purpose, method, sample)	Level of Analysis	Empirical Findings
Ardichvili, Page, and Wentling (2002)	<ul style="list-style-type: none"> • Motivation and barriers of online knowledge sharing • Qualitative: case study, interviews, documentation analysis • Participants of virtual communities of practice in a large multiple multinational corporation 	Individual	<ul style="list-style-type: none"> • Motivation: development of trust • Barriers: fear of criticism, and fear of misleading the community members
Bock and Kim (2002)	<ul style="list-style-type: none"> • An exploratory study of attitudes about knowledge sharing • Quantitative: survey • 467 employees in 75 departments of four large public organizations 	Individual	<ul style="list-style-type: none"> • There is no relationship between expected rewards and knowledge sharing attitude • Positive relationship between expected associations/contribution and knowledge sharing attitude
Chow, Deng, and Ho (2000)	<ul style="list-style-type: none"> • A comparative study of the openness of knowledge sharing between US and China • Quantitative: experimental design • 142 managers from the two nations 	Individual	<ul style="list-style-type: none"> • National culture: tendency to share knowledge is positively related to the degree of collectivism • Relationship between knowledge sharer and recipient: more sharing between in-group members
Cummings (2001)	<ul style="list-style-type: none"> • Work groups and knowledge sharing • Quantitative: survey • 182 work groups in a global company 	Unit	<ul style="list-style-type: none"> • As geographic distribution increases, external knowledge sharing is more strongly related to performance • As cross-functionality increases, external knowledge sharing is more strongly related to performance
Currie and Kerrin (2003)	<ul style="list-style-type: none"> • Implications of human resource management practices in knowledge management through the enhancement of knowledge sharing • Qualitative: case study, questionnaire, interview, logbooks • Employees in a pharmaceutical company 	Individual	<ul style="list-style-type: none"> • Inability of a functionally based organization to develop knowledge sharing due to the subcultures • HR can be an intervention to develop knowledge sharing through changing performance management framework, recruiting rules, etc.
Dyer and Nobeoka (2000)	<ul style="list-style-type: none"> • How to create and manage a high performance knowledge sharing network • Qualitative: case study, interview, survey data • Toyota company and its suppliers companies 	Firm	<ul style="list-style-type: none"> • Establishment of knowledge sharing networks with clear rules/norms and strong ties among members
Hansen (1999)	<ul style="list-style-type: none"> • The role of weak ties in sharing knowledge across subunits • Quantitative: survey, archival analysis • 120 new product development projects undertaken by 41 divisions in a large electronic company 	unit	<ul style="list-style-type: none"> • Weak inter-unit ties help a project team search for useful knowledge in other units but impede the transfer of complex knowledge
Hansen and Haas (2001)	<ul style="list-style-type: none"> • The implications of sharing different types of knowledge for task performance • Quantitative: survey • 164 sales teams in a management consulting company 	Unit	<ul style="list-style-type: none"> • Sharing of codified knowledge improves task efficiency • Sharing of personalized knowledge improves task quality and signals competence to clients
Hansen (2002)	<ul style="list-style-type: none"> • Use the concept of knowledge networks to explain effective knowledge sharing • Quantitative: survey • 120 new product development projects in 41 business units of a large multiunit electronics company 	unit	<ul style="list-style-type: none"> • The shorter a team's path lengths in the knowledge network, the more knowledge obtained from other units and the shorter the project completion time
Kamdar, Nosworthy, and Chia (2002)	<ul style="list-style-type: none"> • The impact of incentives and self monitoring on knowledge sharing • Quantitative: experimental design • 150 engineers from a large Fortune 500 company 	Individual	<ul style="list-style-type: none"> • Incentives (recognition-based, pay-based) is positively related to willingness to share knowledge • Self-monitoring and potential recipients can moderate the above relationship
Kubo, Saka, and Pam (2001)	<ul style="list-style-type: none"> • The way in which knowledge is shared • Qualitative: case study, interview, on-site observation • Employees in a Japanese bank 	Individual	<ul style="list-style-type: none"> • Knowledge ingrained in the dynamics of human relationships is often more fundamental than IT importance of social networks • HRM as an intervention: training; rewards; trust building; collaborative task sharing
Lee (2001)	<ul style="list-style-type: none"> • Examining the relationship between knowledge sharing and outsourcing success 	Firm	<ul style="list-style-type: none"> • The degree of knowledge sharing has a positive effect on outsourcing success

	<ul style="list-style-type: none"> • Quantitative study: survey • 195 public sector organizations in corea 		<ul style="list-style-type: none"> • This relationship is moderated by the level of organizational capability • This relationship is mediated by he quality of partnership
Levin,Cross, Abrams and Lesser (2002)	<ul style="list-style-type: none"> • A combination of trust and knowledge sharing • Quantitative: Survey • 138 employees in three companies 	Individual	<ul style="list-style-type: none"> • Managers should create conditions through which both competence-based and benevolence based trust is developed and fostered to facilitate knowledge sharing
Lin and Lee (2004)	<ul style="list-style-type: none"> • Assessing factors that influence encouragement of knowledge sharing intention and behavior by senior managers • Quantitative: survey • 720 senior managers in organizations in Taiwan 	Individual	<ul style="list-style-type: none"> • Senior managers' attitudes, subjective norms, and perceived behavior control are positively influence intentions to encourage knowledge sharing
Michailova and Husted (2003)	<ul style="list-style-type: none"> • Research on knowledge sharing hostility • Qualitative: interview, written materials analysis • Employees in six companies 	Individual	<ul style="list-style-type: none"> • Impediments to knowledge sharing from interactions of individual behavior: knowledge hoarding, apprehension about failures, and the Not-Invented- Here syndrome.
Pan, Hsieh, and Chen (2001)	<ul style="list-style-type: none"> • Knowledge sharing through intranet-based learning • Qualitative: case study, interview, observation, archival materials • A large chemical company 	firm	<ul style="list-style-type: none"> • Knowledge sharing is dependent on not only information technology, but also the creation of a knowledge sharing environment with a knowledge-management focused HRM as the coordinator of related activities
Ryu, Ho, and Han (2003)	<ul style="list-style-type: none"> • Factors affecting physician's knowledge sharing behavior within a hospital department • Quantitative: survey • 286 physicians practicing in 28 types of subunits in 13 hospitals 	Individual	<ul style="list-style-type: none"> • Subjective norms have a positive effect on the intention to share knowledge • Physician's perceived behavioral control relates to the intention to share knowledge positively
Tsai (2002)	<ul style="list-style-type: none"> • Investigating the effectiveness of coordination on knowledge sharing in intra-organizational networks including both collaborative and competitive ties among units • Quantitative: survey • 24 business units in a multiunit company 	unit	<ul style="list-style-type: none"> • Formal hierarchical structure has a significant negative effect on knowledge sharing • Social interaction has a significant positive effect on knowledge sharing
van Aalst and van der Mast (2002)	<ul style="list-style-type: none"> • Improving the computer based training development process through knowledge sharing • Qualitative: case study, interview • 10 project teams within a company using a knowledge sharing system 	Individual	<ul style="list-style-type: none"> • More positive project experiences after using the new knowledge sharing system
Zarraga and Bonache (2003)	<ul style="list-style-type: none"> • Assessing team environment for knowledge sharing • Quantitative: survey • 363 employees in self-managed teams within companies in Spain 	Unit	<ul style="list-style-type: none"> • A "high care" atmosphere in the work team favors the transfer and creation of knowledge in the team • The presence of a leader, reward systems, training, and social events favor "high care" in the team from different aspects

(Jialin Yi, 2005, 123-6)

General model of KS:

Process of KS in the simplest case is the communication model that is composed of 6 main factors: source of knowledge, knowledge content (message), communication channel, the receiver of knowledge, feedback and culture (personality of organization) .Model of KS in an organizational context is presented in Figure 1. Despite the simplicity, this model can provide researchers and managers with framework for the analysis of enablers and barriers that promote or prevent the sharing of knowledge. Systematic Vision from this type of thinking provides a more comprehensive analysis of the process of KS. Elements of this model are:

Source of knowledge: is agent, organization or individual that contains information or knowledge or is responsible for conducting knowledge activities. Source of knowledge is person who transfers knowledge that can be informed or uninformed.

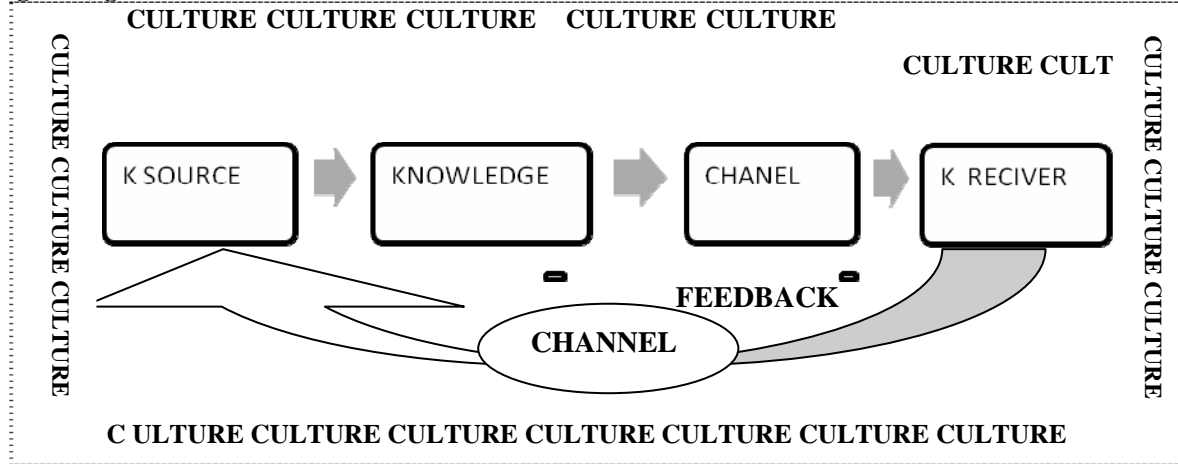
Knowledge Content (message): including messages which transfer by appropriate channels from the knowledge's source to the receiver of knowledge.

Communication channels (media): channels of communication are tools through which knowledge or message transmitted from the source of knowledge to the receiver of knowledge.

Recipient of knowledge: knowledge receptor, the core and aim of KS model, is a person that knowledge transfers to him. The recipient must not be passive but should be actively involved in this process.

Feedback: KS and communication process does not happen without recipient's reactions to the source of knowledge/message or organization system this reaction is called feedback.

Figure 1) general model of KS



Culture (personality of organization): KS process does not happen in vacuum but also occurs in Organizational environment that a lot of values, beliefs, desire and attitudes have surrounded it, and affect employee's individual, social and organizational behavior. These variables influence on staff behaviors such as activities of KS, make up the organizational culture.

The Systematic View to KS barriers (based on the general model): Based on general model of KS that mentioned above, in this section we will examine the barriers to sharing of knowledge.

1) Barriers related to the source of knowledge:

1-1) the amount of knowledge value for knowledge source: Knowledge that is considered be precious for source of knowledge be more likely to be sharing than Knowledge that is more low-value.

1-2) validity of knowledge source: If sources of knowledge is considered valid more likely to be share. Some studies are explicitly concentrated on the validity of the sources (Fulan (1965), Karyly (1984), and is Lambly Brook (1990). Rvbynalt Zyngr and Fulsam (1980) believe that the information users tend to accept ideas and tips from the Medias know it and have trust to it. Hot cars and Habrmn Seven (1993) believe that the nature of the published material is less important than data source, in other words, in users view's, source of dissemination is more important than information content. (Asef zade and piri, 2004, p. 58)

1-3) source's Motivation for sharing of knowledge: Motivation for KS especially the intrinsic motivation is very important. In three large scale studies on knowledge management, the American Productivity and Quality Center concluded, "...if the process of sharing and transfer is not inherently rewarding, celebrated and supported by the culture, then artificial rewards won't have much effect" (O'Dell & Grayson,1998, p. 82). 82). If KS helps people do their work better or more efficiently, or if it provides them with recognition as experts, they

will be motivated to do it (Maslow, 1987). This is not to say that explicit rewards should never be used

1-4) individual differentiations:

To facilitate knowledge sharing, training is important part of the transition to becoming an organization in which employees want and are able to share knowledge. Training helps to create the mindset and ability of knowledge sharing. Additionally, ongoing learning and continuous professional development is also a critical element in the creation and dissemination of knowledge throughout the organization.

Lasky (2002) suggested that “training professionals should ensure that adequate familiarization training is given in the knowledge sharing philosophy and processes, especially at induction; support culture change initiatives which are designed to enhance cross-department transfer of knowledge; and ensure that adequate information training is in place to support online knowledge sharing” (p. 5).

2) Barriers related to the content of knowledge:

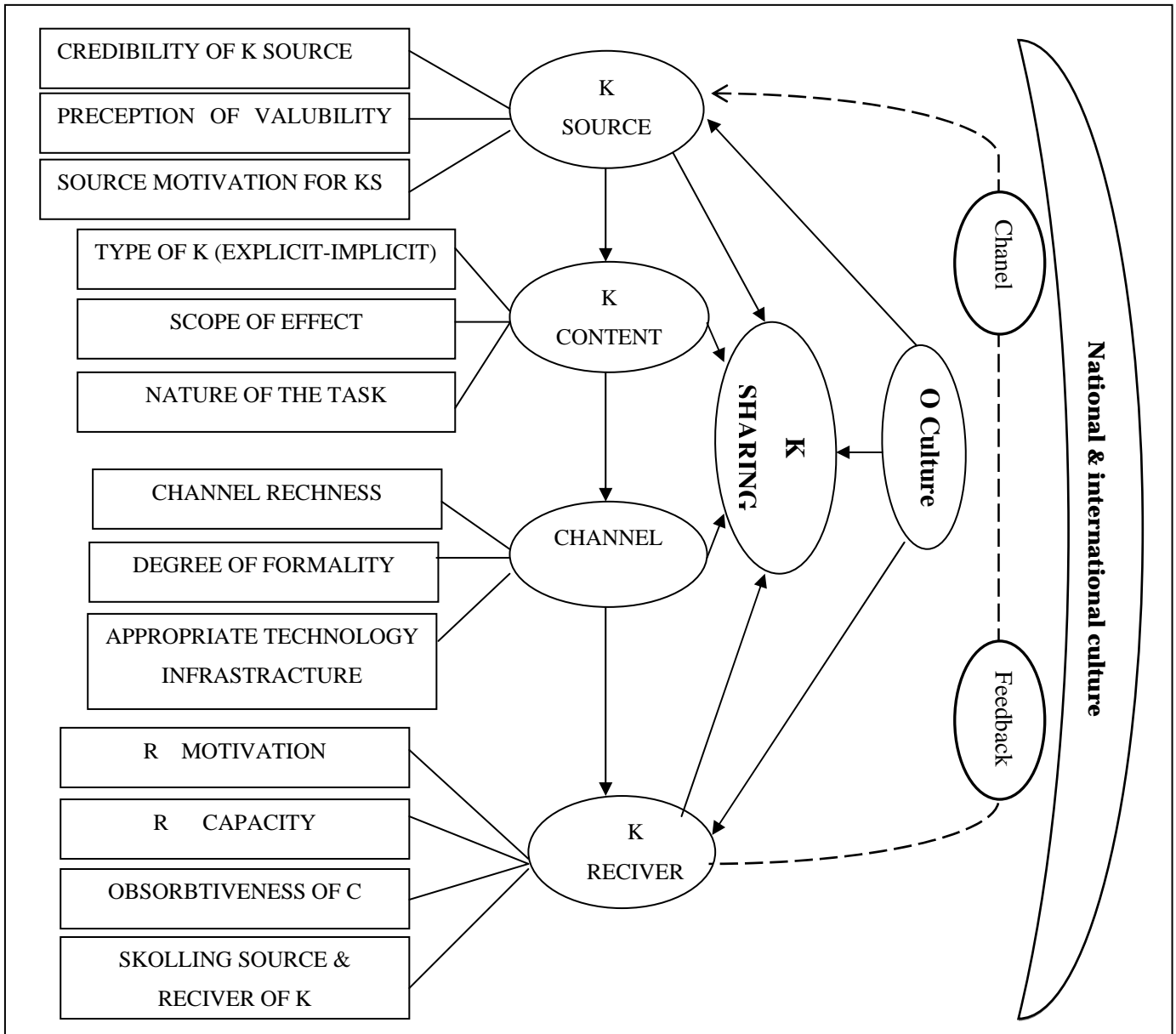
2-1) type of knowledge: there have been many authors who proposed classifications or categorizations of knowledge. Among widely accepted is Nonaka and Takeuchi’s (1995) framework. They describe knowledge as existing on a continuum ranging from explicit to tacit. Tacit knowledge is personal and is dependent to the context. Acquisition of this type of knowledge which is in people’s mind is difficult. Explicit knowledge that sometimes is codified knowledge (encoded) can be configured to be transferred in the official language format. Organizational Knowledge is a combination of the two types of knowledge. In a study of attitudes about information sharing in a technical context (Constant, Kiesler, & Sproull, 1994), it was found that participants were willing to share explicit knowledge in the form of documents that belonged to the organization. Although the participants were also willing to share personal expertise (tacit knowledge) such as providing assistance with a software package, when sharing tacit knowledge they expected something in return (e.g., acknowledgement of their expertise. (Jacobson, 2006, 509) Distinction between these two types of knowledge is important and Knowledge management refers to them as different. Knowledge management Focus more on tacit knowledge and change it to objective knowledge. This is one of the most important distinctions between knowledge management and information management. Managing objective knowledge is easier than tacit knowledge (Du Plessis, 2006, 72-71). Dixon (2000) emphasized that the selection of the appropriate KS process within an organization depends on the type of knowledge (explicit or tacit), the routine and frequency of the sharing process, and the knowledge receiver (individual, group or the whole organization). Dixon (2000, pp. 144-5) has identified five different ways of sharing knowledge effectively, which build on Spender’s (1996) objectified and collective knowledge types, but categories them in more detail: “serial transfer” (where tacit or explicit team knowledge is shared within the team to a different setting at a later time); “near transfer” (i.e. the replication of explicit team knowledge in other teams undertaking similar tasks); “far transfer” (i.e. the replication of tacit team knowledge in other teams doing similar tasks); organizational know-how, either in tacit and explicit form (needed to complete a strategic task that occurs infrequently within the organization); and “expert transfer” (e.g. a team requires and seeks explicit expertise from others in the organization to accomplish a task.

2-2) The scope of the knowledge: The scope of the knowledge, the second characteristic of the message, refers to the number of functional areas in the organization that will be affected by the knowledge being shared. Knowledge that is narrower in scope is generally less complex and more explicit, making it easier to share. Knowledge that involves multiple

functional areas tends to be more complex and therefore more difficult to share (Dixon, 2000).

2-3) nature of the task: A third characteristic of the message concerns the nature of the task. Tasks may be routine or non-routine, and may occur regularly or infrequently. Routine tasks that occur regularly involve knowledge that can be readily shared. Non-routine tasks that occur less frequently or only under unusual circumstances make KS more challenging (Jacobson, 2006, 507)

Figure 2) KS Barriers based on general model of communication



3) Barriers related to the of knowledge receiver:

3-1) Recipient motivation for knowledge: just to share knowledge by source of knowledge does not guarantee KS. Amount of capturing knowledge are determined by Recipient's motivation. Motivation depends on the attitude to knowledge benefit and credits, and mostly important, psychological needs system of knowledge's receiver (particularly the need for esteem, achievement and self- actualization)

3-2) Receiver's Ability to absorb knowledge: Recipient capacity an important factor in student intake is knowledge. Capacity depends on the knowledge, experience and skills of the individual. Education and development of human resources is the most important factor in promoting knowledge absorption capacity in KS cycle.

3-3) Scaling knowledge sources and receivers of knowledge: the similarity between the source and recipient of knowledge facilitate the process of knowledge and continuing the cycle. If the knowledge source and the intended receiver are doing similar tasks in similar contexts, knowledge can be shared more easily (Dixon1, 2000). In addition, the similarity in education, gender, ethnic, racial and linguistic also affects the KS.

4) Barriers related to the channel

Channel richness, appropriate technology infrastructure, and degree of formality are important in every channel. Using various visual, hearing, touch, smell and taste tools causes enrichment of communication channels. People usually discuss together face to face or via phone or email as a group to solve problems and sharing their expertise.

Cultural Barriers of knowledge management and sharing:

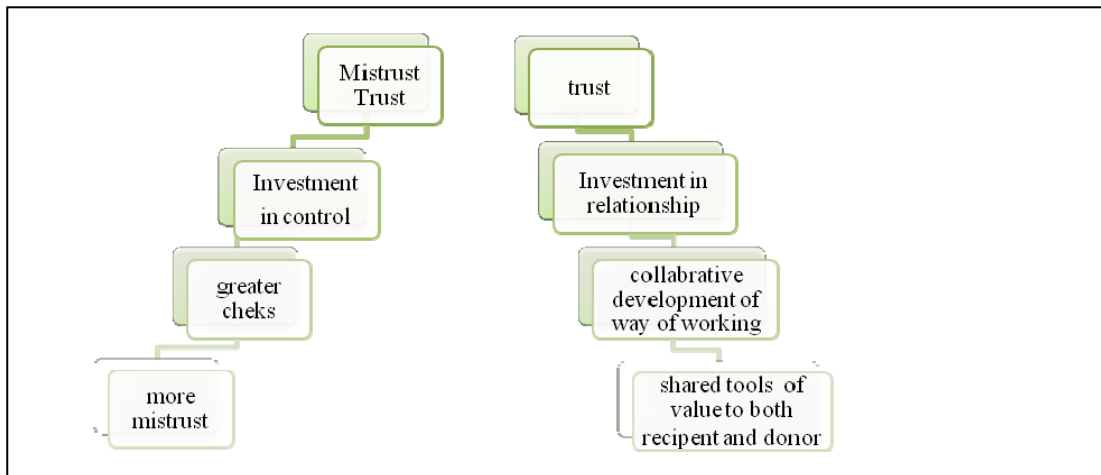
When asked to name the three critical factors in knowledge management, Robert Buckman, (president, chairman, and CEO of Bulab Holding, Inc) replied, "Culture, culture, culture" (O'Dell & Grayson, 1998, 17). In 1997, the Ernst and Young Center for Business Innovation conducted a study of 431 U.S. and European organizations (Ruggles, 1998). Of those responding, only 13% rated their organizations as good or excellent at sharing knowledge internally. Even when knowledge was accessible, only 30% reported that their organizations were good or excellent at using that knowledge in making decisions. When asked what was the biggest obstacle to KS within their organizations, 54% cited culture (Shwartz, 2006, 507). Reagan's Research results from Columbia University and Mac early from Carnegie Mellon University (2003) that solidarity and social relations in organization have significant positive relationship with the rate of transfer of knowledge (Abtahi and salavati, 2007, 99). Study results from Chang and Lee (2007) using multiple regression showed that supportive culture and innovation culture have a significant positive effect on acquisition and dissemination of knowledge. According to the results of research innovative culture, have the most effect on knowledge acquisition ($R= .371$) and dissemination ($R= .341$). The next culture in this study (bureaucratic culture) had not positive impact on knowledge management activities (Chang and Lee, 2007, 295-301). In this paper we divide cultural barriers into four categories:

1) Organizational Believes:

1-1) Mental syndrome of "knowledge is power": KS perspectives are not unrelated with theories of management. The most of KS discussions is more focused on attitude of "knowledge is power". Therefore, knowledge in new theories of power is considered as a source of power (refer to French and rayon, Myntzberg, etc.) Today, there is a no doubt in Knowledge as a source of power but in organizations this source has been political. Organizations and individuals in traditional pattern often do not reluctant to transfer and sharing of knowledge that they have. Because instead of to look knowledge as a source they look it as a source of power for self personal interests and benefits. Most managers, look at knowledge as a source of power, leverage influence, and guarantee continuity of their job on not reluctant to whack it with others. In fact, when the information is considered as the power not only there is an unwilling to share, but access to it extremely are limited with various tools and strategies. One of the best ways to counteract this notion "knowledge is power" is to reassure individuals that authorship and attribution will be maintained. In other words, they will not lose the credit for a knowledge product they

created. Maintaining the connection between knowledge and the people who are knowledgeable about it is paramount in any knowledge management system. There is a prevalent notion of knowledge as power. The more that information is shared between individuals, the more opportunities for knowledge creation occur. There is, however, a risk in sharing what you know because, in most cases, individuals are most commonly rewarded for what they know, not what they share. As a result, hoarding of knowledge often leads to negative consequences such as empire building, reinvention of the wheel, feelings of isolation, and resistance to ideas from outside an organization. The best way to address concerns is to adapt the rewards and censure systems that exist in the organization. In other words, it is important to stop rewarding knowledge hoarding and start providing valued incentives for KS (Dalkir, 2005, 132-3)

1-2) trust: An essential element of culture is trust, which must be ubiquitous, must be visible, and must be modeled from the top of the organization (Davenport & Prusak, 1998 cited by Shartz, 511). Trust (expectation to ownership idea) trust climate is the most important factor that affects KS. Trust should be evident, universal, patterned from top to down. Trust plays a critical role in facilitating a deeper exchange relationship such as KS (Morgan and Hunt, 1994; Davenport and Prusak, 1998; Dyer and Nobeoka, 2000; Soekijad and Andriessen, 2003; Moller and Svahn, 2004). Without trust during the collaborative process, information exchanged or knowledge shared between the partners may be low in accuracy (Currall and Judge, 1995). With trust, partners are able to engage in more open and effective KS (Panteli and Sockalingam, 2005). (Cited by Jao-Hong Chen, Chung-Hsing Yeh, Chia-Wen Tu, 2008, p287). Some empirical research (Levin et al., 2002; Abrams et al., 2003; Zarraga & Bonache, 2003) also reported that a higher level of trust is correlated with a higher degree of knowledge sharing behavior (21, p28). The desired level of trust is seen as only occurring where researchers have mutual expectations of positive outcomes, "one actor being confident that the other actor in the dyad will give in return". It is particularly important that each researcher trusts the other in terms of the quality of information which is exchanged, and "that both researchers play a fair game, and do not trick each other or behave opportunistically" (Bouty, 2000, pp. 50, 61). The below figure shows trust and mistrust and their outcomes.



(IKM, 2007)

1-3) Lack of believe of the holder of knowledge that his knowledge is valuable and useful for others: One of the most important barriers of knowledge sharing is people's attitudes about the benefits of knowledge sharing. It is necessary to create the belief that knowledge sharing has many benefits to the organization and staff. Employees may feel that their knowledge is not useful for others and therefore don't share.

1-4) Acceptance of communication technology and its security: Acceptance of communications technology is the one of cultural barriers that affects knowledge sharing however few researches have been done in this field. A confidence to the security of information and communication technology influences the acceptance and extends of knowledge sharing activities within organization. Education and development programs for employees can encourage them to the use of new technologies.

Organizational values: Numerous organizational values influence KS the most important are: **Respect for people, visibility and clarity, order, Honest Communications, Cohesive Relationship, Loyalty, innovation** and etc. Climate of respect is critical for sharing of knowledge, especially tacit knowledge (skills and experience) without respect for individuals or groups will not be exist respect for their knowledge. Respect must be considered as an important value in organization. Otherwise, knowledge naturally in a certain limited space) Environment where trust and respect is naturally formed) produces and shares that trust and respect in which a natural process is formed (Duplesiss, 2005).

3) Strategies of Organization in Human resource management :

3-1) Reward systems: Most people do not share what they know unless their knowledge, skills and capabilities to be encouraged by managers or the people who receive it. The words of "Reward" and "encouragement" sometimes used synonymously while encouragement is more tangible, concrete and often refers to the physical and material stimulators While the encouragement is more implicit and is related to inner psychological needs (specially respect - self-esteem and self actualization). Weng et al (2009) observed that there is a weak relationship between reward systems and KS in manufacturing and service firms. This finding is found to be in contrast with the findings of McDermott and O'Dell (2001, p81) "*None of the best practice companies thought reward and recognition systems could effectively motivate people to share knowledge. But reward and recognition is another way to make the importance of sharing knowledge visible. It highlights the things the company feels are important and demonstrates that the time and energy people spend sharing knowledge ``counts'' in their performance and career*" and Sharratt and Usoro (2003) where their studies reported that the reward systems are significant towards KS. It is important in sharing of knowledge the fitness of external rewards and internal incentives with KS activities, first and Second development a comprehensive reward system for activity of KS. Beckman (1999) listed the employee behaviors that should be emphasized and rewarded: personal knowledge and expertise, teamwork and sharing of expertise and knowledge, creating new and extending existing knowledge and expertise, applying the knowledge and expertise in the knowledge repository, and proactive problem solving and Problem prevention.

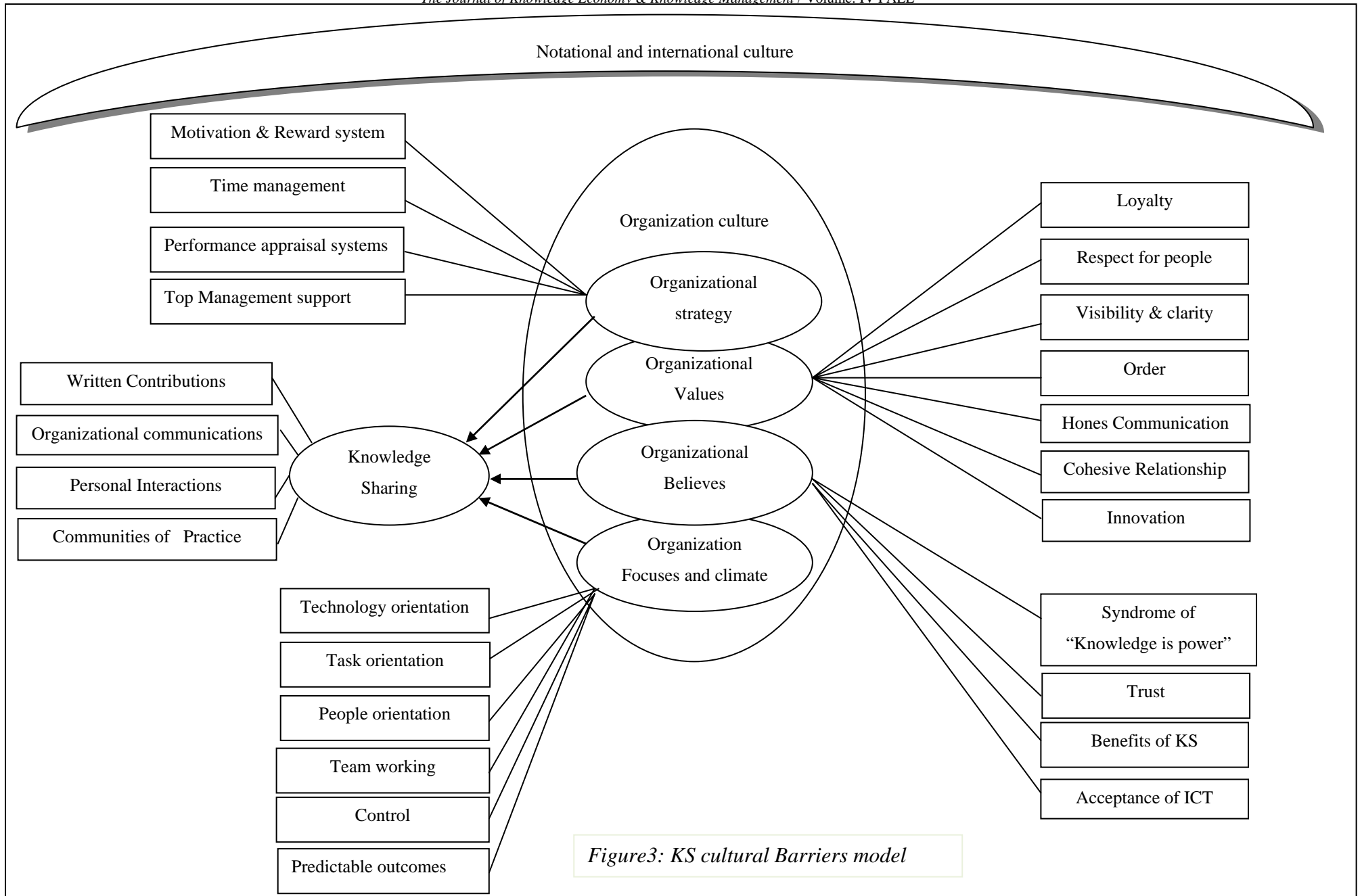
3-2) Time management: Inefficient management of time is one of fundamental barriers to knowledge activities, especially KS. In the today workplace, people complain for scarcity of time for to knowledge management activities to. They do not have enough time to learn lessons taught through the organization And They do not have sufficient time for transfer the experience and practical information to others (Hall, 2006, p. 4).Some organizations resolve this problem with tea & breakfast meetings in order to have an opportunity for exchange of information & knowledge, but it is important what is staff attitudes to these meetings and how meetings be managed.

3-3) Performance appraisal systems: If knowledge management in organization not be linked to individual performance assessment cannot be accomplished effectively. This is important to ensure that people's commitment to participate in KS and activities have

been evaluated and this is necessary to be considered these activities as part of performance assessment indicators.

3-4) Top Management support: the amount of management support for knowledge management and KS program in two ways affects The effectiveness of management activities and KS 1 - creating more and better space for interaction to share ideas and knowledge, experience and skills 2 - providing appropriate infrastructure for information and communication technology to effectively sharing knowledge and Other management activities.

4) Organization focuses and climate: The kind of organization's orientation can be affect the extent and type of knowledge sharing activities. Depends on what climate is the dominant in organization, the technology-oriented or human-oriented can be differently encourages sharing of knowledge.



Challenges to KS and Transfer:

The sharing and transfer of knowledge within organizations can be a more complex process than initially perceived. The reality is that inherent organizational cultures may have a natural resistance to information sharing or knowledge transfers, and this phenomenon continues to confound organizational leaders and senior managers today. Regarding knowledge management deployments, Sveiby and Simons (2002) concluded that two consequential challenges for management are the inherent culture of resistance, and the culture of hoarding knowledge (Christopian, 2008, 31)

Tacit KS problems: Although research activities and experimental results indicate that providing Features and development collaborative culture and trust, and building organizational strategies in line with the requirements of knowledge management can be increase KS activities, But sharing of knowledge is limited yet to low levels of (i.e. data, information and visible and tangible knowledge), while sharing of Tacit knowledge(experience, skills,...) is the main challenge.Wig and Gooste (2003) point out that “the first generation of knowledge management in the 990s visible aspect of work... the new generation approaches greater impact and business result and therefore more effective methods” (p330-301).

New approaches to KS must search to ways for sharing knowledge is profound. New technology (especially intelligent technology) should come to help KS and must be draw and developed toward it. As the information of a computer can be copied and then past to another digital memory, perhaps one day it will be possible paste experience and knowledge in people’s memory into others. the possibility to transfer tacit knowledge and experience even don’t exist in intelligent technologies, however at the level of objective knowledge is perfectly normal. In humans the context, history, personality and personalities of societies (cultures) is considered. Thus individual differences in personality and context are important challenges in KS.

KS activities have not entered as indexes in performance appraisal systems. Therefore this problem along with the belief that "knowledge is power" has prevented of KS. Sharing of knowledge (power supply) should be along with internal incentives and external rewards. Thus developing appropriate reward systems for sharing of knowledge_ especially experience and tacit knowledge - is one of the challenges to discuss.

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