

---

# Contents

---

<b>PREFACE</b> . . . . .	xi
<b>CHAPTER 1. THE IMPACT OF KNOWLEDGE HOARDING ON MICRO-FIRM LEARNING NETWORK EXCHANGE</b> . . . . .	1
Felicity KELLIHER, Elaine AYLWARD and Leana REINL	
1.1. Introduction . . . . .	1
1.2. Micro-firm learning networks and the pursuit of competitive advantage . . . . .	2
1.3. Building trust in a micro-firm learning network: the role of the knowledge facilitator . . . . .	3
1.4. The pursuit of shared knowledge across network boundaries . . . . .	4
1.5. Challenging the knowledge exchange assumption . . . . .	5
1.6. Knowledge hoarding and its impact on network exchange. . . . .	6
1.7. Observing knowledge exchange activity in action. . . . .	7
1.8. Micro-firm learning network: member interaction . . . . .	9
1.9. Barriers to knowledge exchange . . . . .	9
1.10. Initial knowledge release . . . . .	10
1.11. Information flow and the cycle of shared experience. . . . .	11
1.12. Seeking knowledge beyond the network boundary . . . . .	13
1.13. The role of the knowledge facilitator. . . . .	13
1.14. Visualizing the knowledge exchange dynamic in a micro-firm learning network . . . . .	14

---

1.15. Conclusion . . . . .	16
1.16. Bibliography. . . . .	17
<b>CHAPTER 2. KNOWLEDGE EXCHANGE IN PUBLIC-PRIVATE PARTNERSHIPS: THE CASE OF eCH. . . . .</b>	<b>21</b>
Andreas SPICHTER, Kim Oliver TOKARSKI and Reinhard RIEDL	
2.1. Characteristics of knowledge. . . . .	21
2.2. Knowledge networks and knowledge transfer . . . . .	27
2.3. Stakeholders in e-government. . . . .	29
2.4. Goals of the stakeholders . . . . .	30
2.5. eCH as a PPP. . . . .	31
2.6. The business case for eCH . . . . .	33
2.7. Specification artifacts . . . . .	38
2.8. Standardization in eCH . . . . .	39
2.9. Success and challenges . . . . .	42
2.10. Bibliography. . . . .	45
<b>CHAPTER 3. TALENT DEVELOPMENT AND LEARNING CHALLENGES IN CEE: THE CASE OF POLAND . . . . .</b>	<b>49</b>
Agnieszka SKUZA and Hugh SCULLION	
3.1. Introduction. . . . .	49
3.2. Talent development and learning. . . . .	53
3.3. Transformational influences on management: from communism to capitalism . . . . .	57
3.4. Talent development challenges in Polish context . . . . .	60
3.4.1. Superiority of technical competencies over generic competencies . . . . .	61
3.4.2. Low level of responsibility and accountability . . . . .	62
3.4.3. Lack of acceptance for success of an individual . . . . .	63
3.4.4. Low level of innovativeness and willingness to learn . . . . .	64
3.4.5. Poor assessment skills due to poor evaluation systems. . . . .	64
3.4.6. Promotions based on “personal connections”. . . . .	66
3.4.7. Limited participation in the decision-making process. . . . .	67
3.4.8. Treating high potentials as a threat to one’s own position . . . . .	67
3.4.9. Perceived low value of training. . . . .	68

---

3.5. Conclusion. . . . .	69
3.6. Bibliography . . . . .	70
<b>CHAPTER 4. KNOWLEDGE SHARING: SOCIAL, CULTURAL AND STRUCTURAL ENABLING FACTORS . . . . .</b>	<b>81</b>
Maria J. SANTOS, Raky WANE and Octávio LOPES	
4.1. Introduction. . . . .	81
4.2. From managing stocks to managing flows: 15 years of KM. . . . .	83
4.2.1. Knowledge sharing . . . . .	89
4.3. Overcoming organizational barriers to knowledge sharing . . . . .	93
4.3.1. Organizational culture . . . . .	94
4.3.2. Organizational structure. . . . .	98
4.3.3. Leadership . . . . .	100
4.3.4. Communication and motivation . . . . .	105
4.4. Final observations . . . . .	115
4.5. Bibliography . . . . .	118
<b>CHAPTER 5. ORGANIZATIONAL TRUST AND KNOWLEDGE SHARING IN PORTUGUESE TECHNOLOGICAL ENTERPRISES . . . . .</b>	<b>127</b>
Carla FREIRE	
5.1. Introduction. . . . .	127
5.2. Knowledge in organizations . . . . .	130
5.2.1. The nature of tacit, explicit and dynamic knowledge . . . . .	131
5.3. Knowledge sharing . . . . .	135
5.4. Organizational trust and its connection to knowledge . . . . .	136
5.4.1. The definition of the concept of organizational trust . . . . .	137
5.4.2. The social exchange theory as a theoretical framework. . . . .	140
5.5. Support practices for innovation and knowledge sharing . . . . .	141
5.6. Case study, sample, measures and data analysis . . . .	143
5.6.1. Measures . . . . .	144
5.6.2. Results . . . . .	146
5.6.3. Discussion and conclusions . . . . .	153

5.7. Management implications . . . . .	155
5.8. Appendix . . . . .	156
5.9. Bibliography . . . . .	157

**CHAPTER 6. ORGANIZATIONAL MEMORY: A PRELIMINARY  
MODEL BASED ON INSIGHTS FROM NEUROSCIENCE . . . . . 167**

Isabel RAMOS and Linda LAVINA

6.1. The problem. . . . .	169
6.2. Organizational memory: an evolving concept . . . . .	171
6.3. A perspective on the human memory . . . . .	175
6.4. Organizationally distributed memory: a new model for organizational memory . . . . .	177
6.5. Organizational remembering in practice: evidence for the relevance of the proposed model . . . . .	183
6.6. Organizational memory dysfunctions: evidence from the literature . . . . .	189
6.7. Conclusions . . . . .	197
6.8. Bibliography . . . . .	198

**CHAPTER 7. DELVING DOWN TO LEARN UP:  
KNOWLEDGE MANAGEMENT AND HEALTH REFORMS . . . . . 207**

Teresa Carla Trigo OLIVEIRA and Vítor RAPOSO

7.1. Introduction. . . . .	207
7.1.1. Rules, norms and logics. . . . .	210
7.2. Hospitals, complexity and hierarchy. . . . .	218
7.2.1. Reconciling organizational and operational logics . . . . .	220
7.3. Realities of change management in the British NHS. . . . .	223
7.4. Lack of knowledge transfer to and in the Portuguese NHS. . . . .	226
7.4.1. Senior administrators and doctors as middle managers . . . . .	229
7.4.2. Nurses in a pediatric hospital . . . . .	234
7.5. Discussion of findings . . . . .	237
7.6. Strength and limits of the findings. . . . .	239
7.7. Implications for further research . . . . .	240
7.8. Bibliography . . . . .	241

---

<b>CHAPTER 8. THE KNOWLEDGE SPIRAL IN COMMUNITIES OF PRACTICE: USING INFORMATION TECHNOLOGY FOR STRUCTURING THE COLLECTIVIZED INTELLIGENCE . . . . .</b>	<b>249</b>
Jefferson David Araújo SALES and Jairo Simião DORNELAS	
8.1. Introduction. . . . .	249
8.2. Context. . . . .	253
8.2.1. Scenario. . . . .	254
8.2.2. Problem . . . . .	255
8.2.3. Goals. . . . .	257
8.2.4. Feasibility reasons. . . . .	258
8.3. Visit to the literature . . . . .	259
8.3.1. People . . . . .	260
8.3.2. Groups. . . . .	261
8.3.3. Communities of practice . . . . .	263
8.3.4. Smart collectives . . . . .	264
8.4. Methodological procedure. . . . .	267
8.4.1. Research design . . . . .	269
8.4.2. Data collection . . . . .	270
8.4.3. Data analysis . . . . .	271
8.5. Pilot test . . . . .	273
8.5.1. Practical aspect. . . . .	274
8.5.2. The spiral construction. . . . .	277
8.6. Final remarks . . . . .	280
8.7. Bibliography . . . . .	281
<b>CHAPTER 9. ORGANIZATIONAL LEARNING, LEARNING ORGANIZATION AND KNOWLEDGE CREATION AND TRANSMISSION: SOME REFLECTIONS. . . . .</b>	<b>287</b>
Carolina MACHADO	
9.1. Introduction. . . . .	288
9.2. Organizational learning, learning organization and knowledge management: some concepts . . . . .	289
9.3. Learning organization and knowledge creation and management: divergent or convergent? . . . . .	293
9.4. Senge and Nonaka & Takeuchi's theories in learning and knowledge creation and transmission . . . . .	296
9.4.1. Learning organization theory (Senge, 1997, first edition in 1990) . . . . .	296
9.4.2. Knowledge creation theory (Nonaka and Takeuchi, 1995). . . . .	299

9.5. The role of IT in the four conversion modes of the knowledge-creation model . . . . .	304
9.6. Final remarks . . . . .	306
9.7. Bibliography . . . . .	308
<b>LIST OF AUTHORS . . . . .</b>	<b>311</b>
<b>INDEX . . . . .</b>	<b>313</b>