Sharing Tacit Knowledge in an Organization

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Living in the information society, where information is constantly created, transferred, managed and used, leads to the phenomenon of a knowledge economy. In an economy as such, capital is defined by intellectual capabilities; therefore, knowledge is the most valuable asset of an organization. For this reason, communicating and organizing knowledge is essential. Two types of knowledge can be distinguished; explicit and tacit knowledge. The first one is based on academic information, which can be learned formally, such as the information in encyclopedias. As for the tacit knowledge, it can be gained mostly from experiences, from other people, as for instance, riding a bike or speaking a language.

Tacit knowledge is currently in the spotlight of knowledge communication development. It is not easy to convey this kind of knowledge. The only way this can happen if people work together in a harmonized environment, being ready to share their knowledge. In order to help facilitate the transfer of tacit knowledge, a lot of research is being conducted on how such tacit knowledge can be converted to explicit knowledge.

This study researches the sharing of tacit knowledge in the target organization, which employees numerous short-term interns. Considering that this organization’s services depend on knowledge-intensive activities, knowledge is the organization’s most valuable asset. Therefore, knowledge transfer is one of their core issues. Furthermore, the general sharing of knowledge and the current stage of knowledge management have both been analyzed, in order to support the questions of this study. The study’s main research question is as follows: How is tacit knowledge shared in project-based working processes within the organization?

The research method is both qualitative and qualitative. Interviews and questionnaires support the assessment of the current stage of sharing tacit knowledge, knowledge in general and knowledge management within the target organization.

**Keywords**
knowledge communication, knowledge management, tacit knowledge, collective knowledge, transfer knowledge, organizational knowledge
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1 Introduction

Knowledge is the engine of the modern economy all around the world. As, for instance, the European Commission highlights and supports the concept of the Life Long Learning, meaning people have to learn and develop in every stage of their life, in order to be a beneficial and valuable member of the economy. Each and every person’s knowledge and experience support and enlarge the collective knowledge.

Most of the organizations have already realized the importance of their own collective knowledge and established the knowledge management. On the academic accomplishment based explicit knowledge had always an important role. Lately, the so far underrated, on the common sense based tacit knowledge showed up in the spotlight of the knowledge management. The process of sharing tacit knowledge and converting tacit knowledge into explicit knowledge, and other way around, gained the attention of knowledge management.

The target organization of this study is a medium sized company, located in Nuremberg, Germany. The company is working constantly on different projects in teams. Since most of the employees of the company are interns, the organization does not have long-term teams. The interns do not spend long period in the company. This way, a concept has to be built; how the certain period of time and the outcome of the internship are going to more beneficial for the interns, permanent employees and for the organization. According to the latest trend in the economy, the knowledge sharing within the organization will be discussed in this study. The tacit knowledge is going to be in the focus, in order to develop the employees’ know-how.

The objective of the study is to research the current stage of the knowledge sharing in the organization, focusing on the project works where interns are involved. The research is going to discuss the methods, how the organization share tacit knowledge. The study analyzes the concept of tacit knowledge by the published literature, and compares the findings to the interviews, taken in the organization. The study is entitled to name the areas where change could be implemented, and to provide solutions in order to improve the current knowledge management, and develop the collective knowledge in the organization. The main research question is the following:
1. How is tacit knowledge shared in the project-based working process within the organization?

Secondary research questions are:

2. How is knowledge shared in general in the organization?
3. How does the current organizational knowledge management work?
4. How is the collective knowledge supported by the organization?

The study summarizes the theoretical background of the knowledge, knowledge management and the importance of the tacit knowledge. The findings are going to be applied to the case organization by using both qualitative and quantitative research methods. Based on the results, the study concludes the main aspects of the research.
2 Approach to the knowledge economy’s most valuable asset

2.1 Knowledge

Defining knowledge in one sentence is impossible, especially in case, all the idea of the philosophers would be taken into consideration. Knowledge is “justified true belief” as Western philosophers have agreed. Plato announced the concept first, but Descartes, as a classic of rationalism, was questioning the beliefs. According to him, except the questioner’s existence everything could be questioned; “I think, therefore I am” (cogito, ergo sum). The next philosopher was John Locke (British empiricism) who stated that in the real world existing things are objective in the nature. The human mind is nothing else but a tabula rasa “white paper, void of all characters”. A human being is born with a clear mind, without any prior influence. Only the experiences are influencing his thinking or giving ideas. Therefore two types of experiences are distinguished; sensation and reflexion. In the 18th century Immanuel Kant concluded the rationalism and the empiricism. He stated the knowledge is based on experience, but he disagree the empiricist statement, that the sole would be the source of all the knowledge. “Thought all our knowledge begins with experience, it does not follow that it all arises out of experience.” Hegel believes that knowledge is a flow. First there is sensory perception, and then it becomes through a dialectic purification of the senses more rational and subjective. After that knowledge reaches the last stage, the “Absolute Spirit”. (Russel, 1961. p.704.) According to Marx, the subject is the knower and the object is the known. These two elements are in interaction. What is called Cartesian dualism is the “subject and object or mind and body followed from the assumption that the essence of a human being lies in the rational thinking self.” In order to isolate the thinking self form the rest of the world or other people, the thinking self seeks for knowledge. (Nonaka and Takeuchi, 20-26)

Visible and invisible are the two type of knowledge. They differ in the followings.

Visible knowledge

- learning: we know the things, but we are not aware how we learnt them.
- perceiving: we made a decision or we behaved a certain way, but we are not able to explain on what we based it. The phenomenon of déjà-vú also belongs here.
explaining our decisions: we tent to make up problems which match with our solution. Because we have to find a rational answer for our behaviour.

knowing: we sense things before they actually happen. Because we have experience, we know what kind of outcome these things usually have.

Invisible knowledge

learning: learning without awareness (Thordike and Rock, 1934) or handling heterogeneous information unconsciously. (Reber, 1967)

perceiving: we perceive more things, than we believe we do. These weak signs, hampered by filteres, are perceived unconsciously and the information is unknown to us. (Gordon and Holoyak, 1983; Uleman and Bargh, 1989; Starbuck and Milliken, 1988)

explaining our decisions: we tent to use placebo-information, meaning we explain our decision with the explicit knowledge, even though the decision was made by our implicit knowledge. The user is usually not aware of it. (Langer, 1978; Nisbett and Ross, 1980)

knowing: when we have suspicion, actually our tacit knowledge is in use. (Polanyi, 1966). Gestalt psychology calls the phenomena submerged knowledge. Practical knowledge refers to the same. (Dewey, 1922, Ryle, 1945)

2.1.1 Tacit Knowledge

According to Polányi (1966) explicit knowledge differs from tacit knowledge in a way, that explicit it is encoded and communicated in systematic language. As for the tacit knowledge, it is difficult to transmit, not easy to communicate with language. Tacit knowledge is actually a knowledge that is deeper than it could be just expressed with words. As example, riding a bike, driving a car or speaking a language can be mentioned. It is hard to explain, how you drive a car, because the process is really complex and it took a lot of practice to master it. Nevertheless, the whole movement can collapse, if an experienced driver would think about the process step by step while driving the car –pressing the clutch, changing the gear, then putting the clutch out while carefully adding the gas. After the driver got enough experience, and his concentration is not taken by the actual driving process, he is able to focus on the traffic. This knowledge is which cannot be only learned from books, it is whether technical or cognitive.
To communicate tacit knowledge metaphors, analogies, stories and demonstrations are used, that are going to be evaluated and applied by the listeners. (Smith) Since tacit knowledge is rather belong our behaviour and personality, it is easier to remember or talk about its context than about the explicit knowledge’s content. (Wah, 1999; Smith)

Even though the importance of tacit knowledge has been proved, unfortunately, in the work life this type of knowledge is underrated. (Smith) Almost 70% of information in a working environment is transferred into tacit knowledge. The tool of the communications is every day casual conversations, storytelling, and face-to-face conversations. Nevertheless, mentoring, internships and brainstorming belong also to this category. (Smith)

The knowledge, children learn during socialization, is predominantly tacit. They are trying to get the “hidden meaning of words and of adult behaviour”. (Polanyi, 1966) For adults the so called, action learning is the same learning process. People work in teams and trying to find solutions together. They learn the actual process and essence by doing it. This way of gaining knowledge can be more successful. According to Confucius “I hear and I forgot; I see and I remember; I do and I understand.” (Baumard, 61)

**Suitable atmosphere**

There are different aspects of enabling tacit knowledge sharing. The following paragraph is entitled to introduce the required atmosphere for a successful information flow. The key for the success is one word: care. The need and importance of connections and relationships in business life are so obvious, that we might do not see the need mentioning it.

One of the basic aspects has to be defined is the competitiveness. When organizations realize the hypercompetitive environment on the business market, they are able to reflect the competitiveness also internally. Some management styles are convinced of the fact, that internal competition is the key of the global success, on the global market. Unfortunately, the phenomenon of internal competition can destroy the care among
people within the organization. Instead of a team there are going to be individual persons in an untrustworthy atmosphere, resisting helping each other, criticizing even potential ideas, not helping with valuable feedback and people will stop sharing information and knowledge. Therefore care must be taken when management is considering establish or provoke internal competition. (Von Krogh, Ichijo and Nonoka, 2000)

The Dimensions of Care
The environment where people take care of each other is a fruitful soil for loyalty, creativity and cooperation, all in all. In order to able to create this environment, the one has to know the dimensions of care, what is actually needed to establish care.

1. Mutual trust
Trust is a reciprocal phenomenon, meaning that trust has to be established in two directions. Between two people there is a certain degree of trust that has been established. Even though the person is not aware of the purpose, the opinion, personal background, ability, etc. of the other person, he will mutually trust him at some level. This level can be rose or decreased by the matter of time and acts.

2. Active Empathy
Trust is the fundamental element of care, but empathy is essential to understand the other person. The basic idea of empathy is that you can put yourself in the shoes of another person, and this way you are able to understand how the other person can feel, understanding their interest, situations, problems and opportunities. For this attitude active listening and questioning are essential. Organizational cultures, which try to keep emotions outside of the organization, might unable emotional knowledge, as well.

3. Assess to Help
It is not enough when the potential help exists, it has to be also assessable. Some people might agree with the idea of care and helping, but because of the existing internal competition they refuse to share their knowledge or offer their help, in practice. A culture has to be established, where members understand that more knowledge they own, the more responsibility they have to support other people.
4. Lenience in Judgment

When one is judging the other person in the organization, has to apply a lenient attitude. We might not know the background of the situation or the case. Even though judgement is essential for knowledge creation, both social and individual level, care must be taken to choose the right tools.

5. Courage

Courage is essential at many level of knowledge creation within an organization. First of all, when supporting someone, or even ourselves, to begin an experiment. Second, when someone is allowed to share their idea, and ready to be judged. Last but not least, when you express your opinion or you give feedback on others’ work in order to help the process.

(Von Krogh, Ichijo and Nonoka, 2000)

2.1.2 Organizational Knowledge

Organizational knowledge creation is the capability of organization to create and circulate knowledge and to actualize it in their products, services and systems. (Nonaka and Takeuchi, 1995)

Definition

The phenomenon is much more complex than the statement of Nonaka and Takeuchi. Defining organizational knowledge is not as simple and the formula is not as obvious, since the definition of knowledge has already challenged the philosophers. Some ideas are going to be presented here and summarized. What is organizational knowledge?

- A feeling of belonging (Curle, 1972)
- An unconscious scheme of schema (Goleman, 1985)
- Simultaneous representation (Watzlawick, 1984)
- Belief derived from information (Dretske, 1981)
- A psychological economy (Jones, 1975)
- A source of power (Zand, 1981)
- Four types of knowledge (Nonaka)
It can be concluded that knowledge is an unconscious scheme that creates a flow in the organization, linking the people together. This power leads to the organization’s success. This means, the more knowledge the organization has, the more powerful it is. Some examples, why organization accumulates knowledge:

- To solve problems (Cyert and March, 1963)
- To assert predominance (Teece, 1987; Winter, 1987)
- To manipulate the environment (Kotter, 1979)
- To learn and unlearn (Hedberg, 1981)

**How to create organizational knowledge?**

An organization’s objective is to create knowledge. Knowledge is at the centre of the organization dynamic. (Nonaka, 1995) The basic idea is that knowledge is the power of the company in the modern economy. The question is how the organization actually creates knowledge.

- Through intrusions into their environment (Whilensky, 1967)
- By strategizing with the same information as their competitors. (Starbuch, 1992)
- By creating links and discovering incongruities (Jones 1975)
- By obeying local rationality. By using a bounded rationality. (Cyert and March, 1963)
- By creating consensual knowledge on the one hand and peripheral knowledge on the other (Schwenk and Lyles, 1992)

According to Nonaka (1995), the mechanism of knowledge creation are actually; socialization, combination, exteriorization and internalization.

**The need of knowledge creation**

In order to keep up with the fast-changing technology and economy, the need of the constant learning and knowledge improvement in this fast-changing world cannot be doubted. As for the learning, it includes two kind of activity. “The first kind of learning is obtaining know-how in order to solve specific problems based upon existing prem-
ises. The second kind of learning is establishing new premises to override the existing ones.” (Nonaka and Takeuchi, 1995, 44)

In order to solve the “learning disabilities”, numerous organizations suffer from, Senge (1990) suggested the model of “learning organization”. The model consists of five steps, that the managers have to follow to improve the organization’s learning capacity.

1. use “systems thinking”
2. inspire “personal mastery” of each and every people’s own lives
3. support and challenge the person’s “mental model”
4. establish “shared vision”
5. promote “team learning”

The knowledge flow

Knowledge flow within an organization is successful, when it is transferred easily and quickly from the place it was generated to the place it is needed. The elements of the flow are: organization, individual employees, customers, suppliers, competitors, other institutions. Nine different flows exist between these elements, which influence the knowledge value of an organization.

1. Flows between individuals: quicker problem solving, learning, source of motivation
2. Flows from individuals to the organization: individual knowledge is used as business knowledge, added value to the organization’s collective knowledge
3. Flows from the individual to external stakeholders: develop the relationship, responsiveness and strengthen loyalty, ensures the competitive position of the organization
4. Flows around the organization: enable to save time and money, promote integrated knowledge
5. Flows from the organization to the individual: developing knowledge system, the individuals can access and used it, they can learn from the intellectual capital, supports innovation.
6. Flows from the organization to external stakeholders: protects the organization’s position on the market and enables improvement
7. Flows between external stakeholders: the organization can benefit from it, as well. they can be the first mover and ensure advantage

8. Flows from external stakeholders to individuals: supports innovation and see beforehand, able to read warning signs concerning to any change in the environment

9. Flows from external stakeholders to the organization: supports quicker innovation and the capability to learn

(Van Winkelen, 2011)

Summary

Knowledge creation leads to continuous innovation and ensures the competitive advantage of an organization. According to Drucker (1993) such resources like labour, capital and land have lost their importance in the modern economy. Knowledge has the biggest role nowadays; it is the most meaningful resource. (Nonaka and Takeuchi, 1995, 6)

2.1.3 Knowledge management

Knowledge management is a formal, continuous process, which is entitled to define the organization’s need concerning to the information that could be beneficial for the members, the organization as whole or across the organizational boundaries. (Bonner 2000b) (Liss 1999) (Smith) The conscious and well-organized information and knowledge circulation saves time, costs and work for the organization. (Hansen 1999) (Smith)

According to Smith, knowledge management deals with 4 areas:

- managing tangible intellectual capital
- collecting, organizing the flow of the organization’s information and knowledge
- enable the work environment for the knowledge flow within the organization
- gather all stakeholders knowledge to create innovative strategies

(Smith)
2.2 Internal Communication

2.2.1 Communication

The process of communication is transacted between the sender and the receiver. The sender creates and sends the message and the receiver receives and analyses it. The channel transfers the message between the two participants. This process can be interrupted by noise. The basic communication was announced in the Bell Laboratories in year 1949 by Warren Weaver and Claude E. Shannon. (Molen, 2005) The development of different communicational models, that even a superficial review cannot be undertaken here.

Communication skills
In order to transfer the message successfully to the receiver, both the sender and the receiver has to have certain communication skills; listening and sender skills. First, the listening skills are going to be discussed. The skills can be divided into two groups; the non-selective and the selective listening skills. As for the non-selective skills, the listener has not much influence on the discussion, but on the other hand, these skills are meant to stimulate the conversation. Non-selective listening skills are nonverbal behaviours, such as facial expression, eye contact, body posture and gestures. Furthermore, there are also verbal followings that stimulate the conversation, such as the so called minimal encourages, for instance, hemming or repeating a certain word or the words go on, then, etc. (Molen, 2005)

The selective listening skills are also stimulating the conversation, but at the same time and their goal is to get more involved to the subject. A listener has to be aware that asking questions supports the quality of the conversation. Open-ended, ‘why’ and closed questions are distinguished in this concept. By selection the right question the outcome of the information flow can be influenced. Paraphrasing the content is another tool to provide feedback to the sender, on one hand the sender is convinced that their message is being understood by the listener; on the other hand, it might inspire them to hear their message expressed by using other words. Listener can also reflect the sender’s feelings to show that they are keeping up with the topic.
The sender is the person who creates the message and sends it to receiver. Two type of sender skills (initiative and reactive) are going to distinguished and discussed. First, the initiative sender skills are introduced in this paragraph. By giving information, presenting something, more facts have to be taken into consideration, such as the structure of the transmitted information or the simplicity of the style. Furthermore conciseness and attractiveness are essential elements of the communication. In an organization the following conversation can happen that requires conscious sender skills: request making and instruction giving, criticism and clarification of a situation. As for the reactive sender skills belongs the phenomenon of refusing. Subassertive, aggressive and assertive types of refusing can be distinguished. Reaction on a criticism is the other sender skill that has to be applied properly. (Molen, 2005)

2.2.2 Organizational Communication

It can be stated that communication is an essential tool in an organization’s life. According to Keyton (2005) “organizational communication is a complex and continuous process through which organizational members create, maintain, and change the organization”. Each and every member of the organization is a participant of the communication process. Even though, some members might receive more messages than send. In order to the fact that organization has to meet their goal and has to be productive, the organization needs hierarchy, power and status. The involvement of the communication also depends on the status of the individual in the given organization. Organizational policies and practices are mostly defined and introduced by the leaders. On the other hand, employees working for the organization for a longer period are going to be more likely active in the communication processes. It can be concluded that power and statues has a mayor influence on organizational communication, since it defines how the participant is going to create meaning from the organizational messages and the way they are going to communicate. (Keyton, 2005)

Organizational messages can be shared verbally and nonverbally and also in writing. As for other aspect of categorizing message communication could be mentioned the audience dimension. A message can be addressed to individuals or to a group of people.
Furthermore, information can be communicated internally or externally. (Keyton, 2005)

2.2.3 Organizational Culture

Each and every organization has its own culture which defines the organizational communication, as well. Cultures were originally applied to geographically separated social groups. The common culture requires similar thinking, feeling and reactions learned and shared through symbols of a group of people. Local artifacts define the culture too. Nevertheless, traditional ideas and common values are the “essential core of the culture”. (Kroeber & Kluckhohn, 1952) Taking into consideration the definition of Hofstede (2001) “the collective programming of the mind that distinguishes the member of one group or category of people from another”, culture is not anymore a strict group of people separated geographically or does not refer only for nations or societies.

Organizational culture is defined by Martin (2002) as “patterns of interpretation composed of the meaning associated with various cultural manifestations, such as stories, rituals, formal and informal practices, jargon and physical arrangements”. According to her opinion organizational culture is seen differently by people this way it is more like a subjective phenomenon. Furthermore, it is not connected strictly to physical locations or to a certain group of people. (Keyton, 2005)

Levels of organizational culture

Three levels of organizational culture can be defined; artifacts, values and assumptions. Tangible or visible things that can be observed easily when one enters in the organization, called artifacts. Symbols, norms, customs and standards belong to this category. For example, if an e-mail was sent externally, the logo can be seen, the style of the text, the salutation and the closure; those are all elements that express the organizational culture. Keyton (2005) defines artifacts’ factors as the following:

- pattern of behaviour or communication
- indicates people’s suggested behaviour in specific situations
collective expectation of reaction or behaviour should be used as a reply for a particular behaviour.

Using informal or formal language with the colleagues or to the managers also defines the norms and this way also has an effect on the communication within the organization.

Values are defined by the businesses or organizations in order to see the common goals, the strategy, the principles and quality. An organization having culture means that the employees share the common value. In case, someone cannot accept the organizational values, cannot adopt the organizational cultural and this way, most probably the person is going to meet communicational problems. In many cases values can be transformed into assumptions. (Keyton, 2005)

Assumption is a mindset that is owned by the employees and they are not questioned or discussed openly anymore. Assumptions lead the people behaviour. Since they are not shared verbally it is really difficult to change them and often leads to confrontation. (Keyton, 2005)

Organizational culture has an essential role by discussing organizational communication, since the culture itself defines the behaviour and norms that has an effect on the messages and information flow within the organization. Especially, when knowledge sharing and its improvement are discussed, the culture of the organization has to be taken into consideration.

Socializing new employees to the culture

The so called well-being at work has a great influence on the employees’ performance. This way, adapting organizational culture and being aware of the expected behaviour is essential for a worker. Thus, the newcomers have to be introduced to this culture. Even though, applicants do a lot of research on the organization beforehand, the above mentioned, values and assumptions might not be written or cannot be experienced before joining an organization. (Jablin, 2001 in Keyton, 2005). Many cases practical information are going to introduced to the newcomers. For a newcomer it is takes
approximately a year, to have a clear picture of the organizational culture, communication and the information circulation.

Organization is a network of individuals, to achieve their goals they need to communicate. (Molen, 2005)

2.3 Knowledge Communication

By sharing knowledge excellent communicational skills are essential. The communication is the tool of transferring the information. Weak skills might lead to misunderstandings, less conversation and contact between the members of the organization. These problems prohibit not only the information, but also the knowledge flow.

According to Eppler (2006), knowledge communication is the activity where opinions, experiences, wisdom and skills are transmitted, using both verbal and/or non-verbal tools of communication. The convey of the knowledge defined to be successful, when the receiver well reconstructed the information. In this case know-how, know-why, know-what and know-who can take place synchronously and asynchronously.

Knowledge dialogues are interactive and shared type of knowledge exchange. In other words, it called synchronous knowledge. The following types of knowledge dialogues can be differentiated.

<table>
<thead>
<tr>
<th>Name</th>
<th>Focus on</th>
</tr>
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<tbody>
<tr>
<td>crealogues</td>
<td>creation of new insights</td>
</tr>
<tr>
<td>sharealogues</td>
<td>promote knowledge transfer</td>
</tr>
<tr>
<td>assessalogues</td>
<td>assessment of new insights</td>
</tr>
<tr>
<td>doalogues</td>
<td>understanding becomes action</td>
</tr>
</tbody>
</table>

(Eppler, 2006)

Knowledge communication is a complex phenomenon. It is not enough that the information is transferred, conveying insights requires the transmission of the context and background, wisdom and experiences. Therefore, rational attitude and reasoning;
hunches and intuition; rating and priorities are required from both of the communicat-
ing parties. (Eppler, 2006)

As for a professional group, knowledge communication can face with, for instance,
accessible capacity, meaning the lack of prior knowledge, lacking background knowl-
edge, communication biases, the knowledge giver, because of different reasons, refuses
to share his knowledge, information overload, etc.

(Eppler, 2006)
3 Case Study

Based on the theory presented in the previous chapter and experiences concerning to knowledge sharing in the target organization, shaped the thesis strategy as a case study.

3.1 The target organization

The company in question is headquartered in Germany, Nuremberg. It was established in year 2006 by the current CEO. One of the main areas of the organization is designing and structuring webpage both for small and medium sized businesses. If it is required, the organization also maintains the already existing webpage or by the organization designed ones. Furthermore, the organization offers the service for designing and printing business cards, flyer and other similar business related leaflets. Another profile of the company is to build and maintain system houses, the target customers are small and medium sized companies or private persons. (computer retailer, system vendor)

The CEO of the organization is leading the projects. There are 3 permanent workers next to the CEO. The number of interns varies from 5 to 15. It depends on the actual size of the project and on and the workload. The interns are completing their studies, which require a practical experience, an internship. Most of their studies are related to computer sciences, this way they can participate in the actual projects. The employees, whose education is concentrating on other field than computer sciences, are responsible for projects which are supporting the core business of the organization.

3.2 Knowledge sharing in the organization

The flow of the knowledge in the organization has been researched in the questionnaire. The actual question has risen, whether the internship is useful for the interns. This period of the time is supposed to provide working experience and to teach the routine of a certain position that could be beneficial in the future career of the one. Therefore, it is expected to be an experienced person, whom it is possible to learn from.
On the other hand, interns should be beneficial for the organization as well. One aspect is that they help with the ongoing processes. They also bring up-to-date knowledge to the company, building the organizational collective knowledge. Therefore, the interns would improve the permanent workers knowledge, as well.

The flow of the knowledge in the organization is supposed to work in two directions. In order to execute this flow, lot of cooperation in a form of team-work should be implemented. Not only the explicit knowledge, but also the tacit knowledge should be conveyed.

Researching tacit knowledge in the organization is essential, because the members are masters of know-how concerning different computer programs and processes. Sharing this kind of knowledge is much more effective by practical experience than learning the facts from books or manuals. This way, working together, executing projects in teams, being seated near to your workmates or finding the best way of communication is the key of the organizational tacit knowledge flow.

As an example, if someone faces a problem by programming, then the person should know whom to ask for help. The one, who is aware of the solution, can quickly show it and might explain how to avoid, or how to solve it alone next time. Most probably, the person being lost will receive answer not only for the current problem, but also for some relevant knowledge. The person, who answered the solution, will repeat the knowledge and with this process, makes it even deeper for himself. This way of knowledge sharing is more beneficial every member of the knowledge flow.

3.3 Research strategy

The current research is supported by both qualitative and quantitative methods. As for the qualitative method, two interviews were conducted to define the current situation in the organization. One of the interviewees was the CEO of the organization, the other participant was an intern, who has been working for the organization for a longer period. The participants have been chosen based on their long-term experience within
the organization. Furthermore, a questionnaire is conducted among interns, who currently work for the organization, or they have work there in the near past (2 years).

It has to be decided who the primary audience for the findings are. It can be stated, that the audience of the recent research are scholars, researcher, academicians and also staff participants of the target organization. The research questions guide the inquiry by theory-oriented questions, but also by practical and action-oriented questions and issues, since the aim of the research is to take into practice the theory.

Deciding, what kind of data will illuminate or answer the research question, is the next step. If interviews, documents and field observations are going to be used, then it is a qualitative research. In case, surveys, experiments, test will provide the date, then it is called quantitative research. There is a solution, when both methods can be used, but in that case, it has to be decided which method is going to be preliminary. Based on this, the here stated research is qualitative, because the data is based on interviews, provided by people resources of the target organization.

Last, but not least, the type of the criteria will be used to judge the quality of the findings, has to be chosen. This research is going to be evaluated by the traditional research criteria, using validity and reliability.

3.4 Interviews and Questionnaires

In order to find out the current stage of the knowledge sharing in the organization, and to pinpoint the potential areas for development, two interviews have been made. The one providing the answers was the CEO itself. He was chosen, because he is also the leader of the projects and he has a great view on the knowledge management within the organization. The second answerer was a permanent employee, who has been working in the organization for 3 years, this way he has participated in a lot of projects and has enough experience to represent a permanent worker’s point of view.

The interview questions were sent to the interviewees in e-mail. The questions were translated to German, in order to minimize the misunderstandings and the problem
that could be caused by the different language. This way, the interview was made by using the interviewees’ mother tongue. After the interviews were conducted in December 2012, a questionnaire was sent in February 2013 to complete the research findings. The interviewees were currently hired people or people who recently worked for the organization and have experience concerning knowledge sharing. The research findings are going to be concluded based on the interviews and 13 replies on the questionnaire.
4 Research findings

4.1.1 Basic information

Based on the interview answers the atmosphere of the organization is pleasant at the work place and people are helpful toward each other and cooperative. This is important for knowledge sharing, because first the environment has to be ensured, before the actual knowledge flow can be built out. Although, the recent research is not entitled to analyse and conclude the atmosphere of the organization.

According to the questionnaire, out of the 13 people, 8 people worked for the organization for 4 up to 12 months, 4 persons more than one year and one person worked there less than 3 months. This result clearly highlights the fact, that the organization does not have a constant stand.

4.1.2 Tacit knowledge communication in the organization

Introduction of a newcomer

In the first part of the interview, the data, answering the research question how tacit knowledge shared in the project-based working process within the organization, was collected. Since it is also important how the new comers are introduced in the organization, and how the basic information and rules are introduced them, this question was raised. According to the interviewees the new comers are introduced by the CEO. The working desk is shown to the person and then the rest of the office. The newcomer is being introduced to the colleagues while walking around in the building. The CEO is giving a short impression of the working culture and the mayor practices. The recent projects are also going to be introduced in nutshell, furthermore who is responsible for what at the moment. There might be a meeting, when everything can be explained more concretely and the newcomer can get involved to the projects. On the first working day, the person has to watch a video due to the regulations of the organization. The video is recorded by the CEO and used frequently by the introductions. The content of the video includes the regulations concerning working hours, breaks, security and usage of the computer. Furthermore, the CEO or the colleagues are available, so any question can be cleared quickly.
The questionnaire examined the opinion of the organization’s worker about the information session concerning to their first start. In 2 responsive opinions the introduction could have been better, 5 people were satisfied with it and further 6 people are not sure about their opinions. This result could be the base of further research, what the not sure or unsatisfied people would like to improve about the introduction of the work. An informative session, defined goals and clear expectations are essential for an effective work.

Teamwork
Teamwork appears in the organization. The interviewees participate more in teams in average, than the people answering the questionnaire. According to the questionnaire, 6 people stated, that the team-work took 0-30% of their global work, other 6 people stated 40-60% and one person more than 70%. Even though these results, the next question concerning their opinion on teamwork, no one in the questionnaire expressed the opinion that working alone would be easier than teamwork. One person answered that they would feel lost when the person would have to work alone. On the other hand, 12 people agreed the statement, that actually working together actually brings more ideas. It can be concluded that even though the people do not seem to work enough in team, they see the positive effect and quality of teamwork. As another prospective, the people feel that they can achieve more together, but when the question has risen, whether they gain experience or knowledge during the work, 86% of the responsive said, that yes, they gain, but only some. This way, the phenomena can be researched, whether the teamwork as beneficial to the individuals as it is beneficial to the collective knowledge.

Communicating tacit knowledge
Based on the answers given in the questionnaires, sharing experiences and explaining working processes are the most common way of sharing tacit knowledge in the organization. Furthermore telling stories was also an option that has been chosen by several responsive. Unfortunately, no one has mentioned any other way of sharing tacit knowledge.
Based on the interview, the way of transferring knowledge within the organization happens by verbal communication or even combined with visual elements; showing or representing the sense of the content, they are explaining to their colleagues. Based on the prior theory, this is positive, because this way not only the flow of explicit knowledge, but also the tacit knowledge is supported.

Reporting the work
The permanent worker said that most of the cases he shares his state of the project he is working on. According to him, sharing the stage or the process, where the other team member is, are extremely important, since this way they can monitor the stage of the whole project. By the projects, he is working on alone, he finds not that important to share it with people who are not involved. Of course, if someone interested, then he tells the details of his work. He even mentioned in the interview that is not bad sometimes to see another opinion on the topic. According to the CEO, he shares his actual work with the people who are involved in the project. Furthermore, he mentions the stage of the projects and who is doing at the moment what on the meetings, so they all know the current process.

Conclusion
As conclusion we can state that teamwork exist in the organization and it is appreciated by the workers, however they might cannot benefit enough from the time spent together. The members of the organization are transferring information verbally, by sharing experiences and explaining working processes. Many times, they also use visual support, this way the topic can be understood better and remembered longer.

4.1.3 Knowledge communication in the organization

The next section of the interview and the questionnaire handled one of the research questions show knowledge shared in general in the organization. According to the permanent worker in the interview, the knowledge is shared most of the time verbally. As for the CEO’s answer, that he learned about 3D technology from one of the colleagues. Both of the interviewees could mention example what they have learned from
other workers in the organization. This way, it can be stated that knowledge sharing is present in the organization and it is shared most of the verbally.

Sharing working processes

It has to be examined the level of sharing working processes, explaining work related issues to the colleagues. Based on the questionnaire, 85% of the responsive state that they explain working processes, but only 18% out of the 85%, in other words, 2 people out of the 11, say that she or he explains a lot to the colleagues. Further 2 people think that they do not really explain working processes. When the question was reversed, and the researcher was examined whether the workers are getting help from others by being the working processes explained. According to the questionnaire, no one said, that to her or him no working process even been explained. This means, that everyone is participant of the knowledge flow, no one seems to be an outsider. Seven people replied that they are being explained processes but only sometimes, and further six people thinks that they learn a lot from each other.

Everyone is participating in the knowledge communication, but there are less people who think that they also give something not just get. In the first question, concerning sharing working process, there were two responsive who thought they do not support the others by sharing knowledge. The reason could be that they have not been working for a long time in the organization, they are working more alone than in team or they are underestimating their position. Nevertheless, the reason of the phenomena is announced for a further research.

The question, examining whether the person feels that she or he contributed to the sharing of knowledge while she or he was a member of the organization, correlates to the question, examining whether the person explaining working process to the workmates or not. The distribution of the answers is the same. The two persons who does not feel that he shares working processes, does not think that he contributes to the sharing of the knowledge, either. On the other hand, the persons, who explaining a lot to their colleagues, they estimate they are contributing to the sharing. Based on the above mentioned results, it can be concluded that people who do not help with expla-
nations to their colleagues concerning to work related topic, in the end they do now feel that they added value to the collective knowledge. It means that helping, supporting each other builds collective knowledge.

Tools of communication
As it has been mentioned in the interviews, lot of information is shared verbally in the organization. Furthermore, other communication tools, such as chat, email and intranet are used. On the intranet besides deadlines, calendar, also useful links and the stage of the project or necessary improvement, comments are published. The result is also supported by the responses of the questionnaire. According to the answers, everybody said that face-to-face communication is present in the organization, furthermore, except one person, everybody of the responsive uses the internal chat. 7 people use e-mail, 2 persons phone calls, 2 persons SMS and again 2 persons leave notes to communicate with their workmates. It can be concluded that wide range of tools is used to communicate between the workers. The open environment supports the flow of the knowledge.

It has been expected that face-to-face communication is going to be one of the most used communication tool in a size of company as such. This way, questionnaire has examined whether the people, working together, are also seated close to each other. According to the answers, only one person said that he or she is not seated near, 8 people are seated near with most of the recent workmates and 4 of the responsive are definitely located close. Making face-to-face communication even more fluent, relocating working stations could be taken into consideration. The improvement of this type of information sharing is really important, since based on the questionnaire this is the most used way of communication, and also the most convenient way of sharing tacit knowledge.

4.1.4 Organizational knowledge management
At this stage, it has been stated, that the knowledge communication exist in the organization, the adequate environment has been established and the communicational tools are in use. The following step is to research, how conscious the knowledge manage-
ment in the organization. Is there a certain strategy for this phenomenon? This section of the interview supports the research question how the current organizational knowledge management work. Since the answers of the interviewees cannot be analyzed due to not answering the questions or submitting irrelevant answer, I can conclude that conscious and organized knowledge management does not exist in organization.

Furthermore, the questionnaire examined whether the members ever heard about knowledge management in the organization. Three responsive have heard about it, seven members are not, and further three people were not sure about their answers. The results of the questionnaire support the conclusion made previously, based on the interviews.

In such an organization, where most of the people are working for only short term and their work, their internship is supposed to be beneficial both for the company and for the interns, conscious knowledge management is essential. In order to be a competitive organization, each and every member should know the basic idea of the organization and should be aware of the organizational culture.

Since knowledge is the biggest capital of the organization, care should be taken managing it. A well-organized and working knowledge management, which targets are clear to every participant, would be beneficial for the organization.
5 Conclusion

5.1 Recommendations

1. Organizing knowledge management
The organization in question has the knowledge as the key asset. High percentage of the workers spends a short period of time in the organization. This way, enabling a system of a conscious and organized knowledge management would be beneficial both for the organization and for the workers. A well-organized knowledge circulation and information flow within the organization saves time, cost and work both for the management and for the employees. Nevertheless, organizing knowledge management is essential to keep up with the fast-changing economy in today’s information society.

2. Defining organizational collective knowledge
It is recommended to define the current organizational collective knowledge. It has to be stated, what kind of knowledge the organization has at the moment, and the organizational goals have to be set. Then it is advised to define; people, with what kind of knowledge, are needed to achieve the set targets. For instance, during the interview process the knowledge of the applicants can be assessed.

3. Learning organization
Employees should understand the holistic picture of knowledge creation and transfer. They also should have a shared corporate vision. Furthermore, they should be inspired to widen their own learning. Last but not least, team learning should be supported by the CEO and integrated into the organizational culture.

4. Integrating tacit knowledge to the organizational knowledge
The worker’s tacit knowledge has to be integrated to the organizational knowledge. Since 70% of the information, being transferred in working environment, is transferred into tacit knowledge (Smith, 2012), the importance of the phenomenon has to be taken into consideration. Nevertheless, when the learner does not just hear or see the processes, but also practices them by himself, the outcome of the acquirement is proved to be more successful.
5. Being aware of the importance of knowledge flow
As the first step, it would be recommended to explain to staff the importance of knowledge flow. The main discipline of knowledge flow is to transfer the information easily and quickly to the place it is needed from the place it has been generated. Care must be taken, that generating knowledge takes time and money. It is more beneficial knowing who knows what, and where can the person be found with the needed information. This phenomena is called also 'know-who'. (The other aspects are: know-what, know-why and know-how.)

6. Seating chart
In order to support the knowledge flow, the people working together should be seated as near as possible to each other, in order to reduce the communication barriers and also to promote face-to-face communication, and of course, the transfer of tacit knowledge.

7. Analyzing internal competition
The research found that most staff felt they were not currently sharing enough knowledge with their colleagues and also not supporting the collective knowledge in the organization. It can be assumed that each and every person is hired partly because of their knowledge, which is expected to be beneficial for the organization. In this way, a solution needs to be found as to why they do not share enough useful knowledge with other people. It is recommended to analyze the internal competition between the employees, because it is one of the common reasons people stop sharing knowledge.

8. Taking care
Another solution to support knowledge flow is to emphasise the importance of the phenomenon of care among the employees. Care is the cradle of tacit knowledge transfer, since the atmosphere is essential for the information flow. A balanced environment creates loyalty, creativity and cooperation. The following dimensions of care are recommended to be established: mutual trust, empathy, readiness to help, lenience in judgment and courage.
9. Defining organizational culture

It is highly advised that the target organization defines and communicates its organizational culture. Common values, similar thinking, feeling and reactions are the essential core of culture. The importance of organizational culture is reside in the fact that cultural manifestations are embodied, for instance, in stories, rituals and practices which are the essential channels of tacit knowledge.

The recent research can conclude that the importance of tacit knowledge is not seen by everyone in the organization, and therefore, the knowledge flow does not work smoothly. Furthermore, the organization does not own a strategy concerning tacit knowledge sharing. The knowledge management is not conscious. Even though, the environment, including the team works and the used channels of communication ensure the possibility for beneficial improvements.

5.2 Validity and reliability

The validity is evaluated based on internal and external perspectives. As for the internally perspective, more interviewees could have been chosen in order to get a wider picture of the reality. The method should have been more thoughtfully, as for instance, a personal interview. This way more information could have been reached. Considering the questionnaire, it illustrated opinion of a wider audience, this way, the research gain more perspective.

As for the external validity, I cannot be sure, that the interviewees took enough care answering the question and thinking about developmental areas. It would have been more advised to have a talk and inform them about the idea of organizational knowledge in general. But on the other hand, it might have an influence on the results of the answers in a negative way, since recognizing the importance of tacit knowledge, encourage them to provide a more positive view on their current situation in the organization. Nevertheless, the responsive of the questionnaire have got brief information on tacit knowledge.
This research is built on a reliable theory, but the research concerning the interviews with the members of the organization could be improved, in order to conclude a comprehensive result.

5.3 Further research

The recent research due to its nature could not take all the aspects of tacit knowledge sharing into consideration. A detailed study on the organization’s environment might offer further source of the problem. Nevertheless, a study could offer solutions for planning organizational knowledge management.
References


Appendices

Interview questions in English

The aim of the interview is to research the current stage of knowledge communication in the organization, focusing on the project works where interns are involved. The research is entitled to pinpoint the areas of knowledge management, where changes could be implemented. The questionnaire is the tool to answer the research questions of the thesis.

1. Could you describe your position and duties in the organization?
2. How long have you been working here? / How long did you work there?
3. Could you describe me your work environment; the atmosphere, the relationship and cooperativeness of the employees?
4. Could you tell me, how many permanent employees and how many interns work at the moment in the organization?

How is tacit knowledge communicated in the project-based working process within the organization?

1. Can you tell me the process, how the organization (other employees, company culture, rules, etc.) are introduced to a new intern?
2. Do you participate in project-based work in teams in the organization? How much of your work is completed in teams? (%)
3. How important is team work, cooperation and communication during your projects?
4. Do you sometimes need to share knowledge of your work with your colleagues?
5. How do you share knowledge of what you do with your colleagues? Can you give me an example?
6. Do you share the process of your work with colleagues? Do you think this is important? Why?

How is knowledge communicated in general in the organization?

1. Do you learn from other employees concerning to work? How?
2. Could you mention an example what you learned lately from another employee, in connection to work?
3. How do you communicate with your colleague in the organization about work?
4. Do you have a platform, where you share information of work issues? Can you describe how it functions?
5. What kind of knowledge do you share with each other concerning to work?

How does the current organizational knowledge management function?

1. Were your skills and competences taken into account during the recruitment process?
2. In your view, can knowledge sharing be improved in your organization? In what ways?
3. How would you recommend improvements to the sharing of your work-related knowledge with other relevant colleagues?
4. How does the organization collect and retain all the work-related knowledge of staff? Why do you recommend improvements to this process?
Interview questions in German


2. Wie lange arbeiten Sie hier? / Wie lange haben Sie hier gearbeitet?
3. Bitte beschreiben Sie die Arbeitsumgebung; die Atmosphäre, die Beziehungen und die Kooperationsfähigkeit der Mitarbeiter und Kollegen.
4. Wie viele fest angestellte Mitarbeiter und wie viele Praktikanten arbeiten in der Organisation?

Wie wird in dem projektbasierten Arbeitsprozess der Organisation die „tacit knowledge“ kommuniziert?

1. Wie werden in der Organisation die Mitarbeiter (Vorgehensweisen, Firmenkultur, Regeln) einem neuen Praktikanten vorgestellt?
2. Nehmen Sie an projektbasierten Arbeiten in der Organisation teil? Wieviel % Ihrer Arbeitszeit verbringen Sie in Teams?
3. Wie wichtig ist TEAM-Arbeit, Kooperation und Kommunikation während der Projekte?
4. Müssen Sie Ihr Fachwissen manchmal mit Ihren Kollegen teilen?
5. Wie teilen Sie Ihr Fachwissen mit Ihren Kollegen? Bitte geben Sie ein Beispiel!
6. Berichten Sie Ihren Kollegen von Ihrem Arbeitsfortschritt? Denken Sie, dass das wichtig ist und warum?

Wie wird grundsätzlich Wissen in der Organisation kommuniziert?

1. Lernen Sie von anderen Angestellten etwas über Ihre Arbeit? Wenn ja, wie?
2. Bitten Sie ein Beispiel, was Sie in letzter Zeit von Kollegen in Bezug auf Ihre Arbeit gelernt haben.
3. Wie kommunizieren Sie mit Ihren Kollegen innerhalb der Organisation?
4. Haben Sie eine Plattform, auf der Sie Informationen über Arbeitsinhalte mit anderen Kollegen teilen können? Wenn ja, wie funktioniert das?
5. Was für arbeitsrelevante Informationen teilen Sie mit den anderen Mitarbeitern?

Wie funktioniert das derzeitige Wissensmanagement in der Organisation?

1. Wurden Ihre Fähigkeiten und Kompetenzen beim Bewerbungsprozess mit einbezogen?
2. Kann das Wissens-Sharing (?) aus Ihrer Sicht in der Organisation verbessert werden? Wenn ja, wie?
3. Welche Verbesserungen wären für die Verbesserung der Informationsverteilung von Ihnen und Ihren Kollegen empfehlenswert?
4. Wie sammelt die Organisation die arbeitsrelevanten Informationen und das Wissen Ihrer Mitarbeiter? Warum empfehlen Sie Verbesserungen für diesen Prozess?
**Questionnaire in English**

The questionnaire supports a study on tacit knowledge and knowledge management in the target organization.

Please answer the questions based on your experiences at Xiller GmbH. The questionnaire is anonymous.

Thank you very much for your help!

**Good to know:**
*Explicit knowledge* is the knowledge which can be expressed and reproduced. It can be transferred through form and systematic language, without any difficulties.

On the other hand, *tacit knowledge* has its own personal quality, therefore it is challenging to formulate and transfer. This is a hidden and hardly expressible knowledge. Therefore, this knowledge is strongly related with actions, responsibilities and participations. Polanyi defines his tacit knowledge theory as following: we know more, than we are able to say. (Polanyi, 1985, S. 14)

**How long have you been working in the organization?**
- 1-3 months
- 4 months – 1 year
- 1 year –

**How much of your work is completed in a team?**
- 10-30%
- 40-60%
- 70%

**What do you think about teamwork in the organization?**
- Working alone would be easier.
- Frustrating to work with a lot of people.
- I feel lost when I work alone.
- We have more ideas together.
How do you share tacit knowledge during the projects?

- Telling stories.
- Sharing experiences.
- Explaining working process.
- Other....

Do you personally gain experience, knowledge during project-based work?

- Not really.
- Yes, some.
- Yes, I’m amazed how much I can learn from others.

Do you explain working processes to your workmates?

- No, not really.
- Yes, sometimes.
- Yes, I explain them a lot.

Do or did your workmates explain work processes to you?

- No, not really.
- Yes, sometimes.
- Yes, I learn a lot from others.

How do you communicate within the organization?

- Phone calls.
- SMS.
- E-mail.
- Chat.
- Face-to-face.
- Leaving notes.
- Others...
Could your organization have better communicated relevant knowledge with you when you first started?
- Yes.
- No.
- Not sure.

Are you seated near the people you are working with?
- No.
- With some of them.
- Yes.

Do you think that while you were working for the organization you contributed to the sharing of knowledge within the organization?
- Yes, definitely.
- I hope so.
- No, not really.

Have you ever received information concerning knowledge management in the organization?
- No.
- Yes.

Do you think that knowledge management within the organization could be improved?
- Yes.
- No.
Questionnaire in German

Dieser Fragebogen unterstützt die Diplomarbeit über implizites Wissen und Wissen Management in einer Organisation.

Bitte beantworten Sie die Fragen nach Ihrer Erfahrungen bei Xiller GmbH. Dieser Fragebogen wird anonym behandelt.
Vielen Dank für Ihre Hilfe.

Gut zu wissen:
"*Explizites Wissen* ist formulierbares und reproduzierbares Wissen. Es kann ohne Schwierigkeiten durch eine formale, systematische Sprache vermittelt werden, etwa durch Wörter und Zahlen."


Wie lange haben Sie bei Ihrer Organisation/Firma gearbeitet?
- 1-3 Monate.
- 4 Monate bis ein Jahr.
- Über ein Jahr.

Wie viel Ihrer Arbeitszeit verbringen Sie mit Teamarbeit?
- 10-30%
- 40-60%
- 70%

Was halten Sie von Teamarbeit in Ihrer Organisation/Firma?
- Alleine arbeiten wäre einfacher.
- Es frustriert mich, mit vielen Leuten zusammenarbeiten zu müssen.
o Ich fühle mich verloren, wenn ich alleine arbeiten muss.
o Zusammen haben wir einfach mehr Ideen.

Wie teilen Sie implizites Wissen in Ihren Projekten?
o Geschichten erzählen.
o Erfahrungen austauschen.
o Arbeitsprozesse erklären.
o Andere. (bitte erläutern)

Haben Sie schon persönlich wichtige und hilfreiche Erfahrung mit Projektarbeit gesammelt?
o Unsicher.
o Ja, einige.
o Ja, ich bin fasziniert, wie viel man von anderen lernen kann.

Haben Sie Ihren Kollegen schon einmal Arbeitsprozesse erklären müssen?
o Nein.
o Ja, manchmal.
o Ja, ständig.

Wurden Ihnen schon einmal von Kollegen Arbeitsprozesse erklärt?
o Nein.
o Ja, manchmal.
o Ja, ich lerne von anderen Kollegen sehr viel.

Wie kommunizieren Sie in Ihrer Organisation/Firma?
o Anrufe.
o Sms.
o Email.
o Chat.
o Face-to-face.
o Notizen.
○ Andere. (bitte nennen)

Als Sie angefangen haben zu arbeiten, hätte Ihre Firma/Organisation eine bessere Möglichkeit gehabt, Ihnen relevantes Wissen mitzuteilen?
○ Yes.
○ No.
○ Unsicher.

Sitzen Sie mit den Menschen, mit denen Sie zusammenarbeiten im Büro dicht zusammen?
○ Nein.
○ Mit einigen.
○ Ja.

Glauben Sie, dass Sie während Ihrer Tätigkeit für die Organisation aktiv an der Weitergabe von Informationen beteiligt waren?
○ Ja, definitiv.
○ Ich hoffe doch.
○ Ich glaube nicht.

Haben Sie schon einmal Informationen über Wissensmanagement in Ihrer Organisation erhalten?
○ Nein.
○ Ja.

Glauben Sie dass das Wissensmanagement in Ihrer Organisation entscheidend verbessert werden kann?
○ Nein.
○ Ja.