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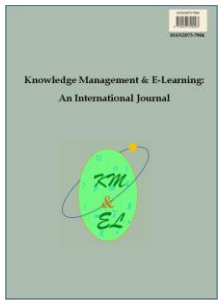

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Editorial: Practical applications of KM systems for organizational learning

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Abstract: Modern-day organizations are subject to continuous change. To remain relevant and competitive, it is imperative that organizations cultivate and foster learning capabilities. This special issue focus on examining practical applications of knowledge management systems in support of organizational learning efforts.

Keywords: Knowledge management; Organizations learning; Practical applications

Biographical notes: Professor Dr. Murali Raman received his PhD in Management Information Systems from the School of IS & IT, Claremont Graduate University, USA. Dr. Murali is a Rhodes Scholar and a Fulbright Fellow. His other academic qualifications include an MBA from Imperial College of Science Technology and Medicine, London, an MSc in HRM from London School of Economics. His corporate experience includes working with International Banking Division of Maybank Malaysia (2 years) and Accenture Consulting (5 years) before embarking on an academic path. He has consulted with numerous companies including several based in the USA (Claremont University Consortium), Ghana (GIMPA), Singapore (AsiaOne, Kepple Bank), Australia (Monash Supply Chain and Logistics Center), and Malaysia (Panasonic, OUM, RHB Bank, Intan, MAKPEM, Malaysian Association of Social Workers, CDC Consulting and IPMA where he trained senior staff members of Central Bank and Security Commissions of Nigeria and Malaysia). His area of expertise includes sustainable technology management, knowledge management systems in the context of business continuity planning and disaster management. He has managed and led numerous successful projects both in the corporate as well in the context of government based research grants. Prof. Raman has published more than 80 papers in various knowledge management related journals and publication outlets over the last decade.

Introduction

Modern-day organizations are subject to continuous change (Nonaka, 1994; Patton, 1990). To remain relevant and competitive, it is imperative that organizations cultivate and foster learning capabilities (Polanyi, 1962; Nonaka, 1994). It has been widely accepted that learning is a subcomponent of knowledge management activities in an organizational context (Raman, Ryan, & Olfman, 2005; Yang, 2010). Numerous studies have been done to examine the relationship between knowledge management (KM) and organizational learning (OL) (for example Ge, Lubin, & Zhang, 2010; Loh, Lichtnow, Kampff, & de

Oliveira, 2010). Yet, limited research has been published to demonstrate how practical design and implementation of a KM system (or an instantiation of it) can impact or influence learning capabilities within organizations. KM in general is defined as a systematic way of creating, storing, sharing and disseminating knowledge to aid various forms of decision making within organizations. A KM system meanwhile is often related to the application of Information Technology to support KM efforts in an organizational context. OL is a sub-domain of organizational theory that examines issues pertaining to the importance of learning and keeping abreast with changes within the organizational landscape. There is a significant role and scope for well designed and implemented KM systems to support learning efforts.

Given the above, the objective of this special issue is to foster more discussion and sharing of ideas pertaining to practical issues surrounding the implementation of KM systems to support organizational learning. Three papers were selected based on the review process.

Rosdi, Chew, and Omar present a paper that examines the intricacies between Intellectual capital and individual learning. Using the Resource Based View as their anchor theory, the authors examine the relationships between a HRM System for Organizational Knowledge Flow, Individual Learning Types, and Intellectual Capital. Rosdi, Chew, and Omar aptly assert that the role of HR systems and HR management in general cannot be undermined in light of maximizing the value potential of an individual's ability to learn and contribute towards the knowledge growth within the organization.

Mtega, Benard, and Dettu discuss the prospects of using Web 2.0 technologies for teaching and learning objectives within the context of higher learning institutions. The study is based on the Quadratic Usage Framework (QUF), tested in a University setting. The authors conclude that there is indeed a potential for using these technologies to support teaching and learning efforts – yet they seem more popular for non-academic related activities. In this regard, the authors suggest that issues such as institutional support, role of designers and training play a vital role to ensure that Web 2.0 technologies can truly support teaching and learning efforts.

In the final paper, Raman, Woods, and Lim use an action research approach to examine if the implementation of a KM system is useful to foster learning among new academic staff within a university setting. Specifically, the authors present a paper that discusses the role of KM systems in improving induction programs within an academic setting. Raman, Woods, and Lim state that n balance most lecturers understand the importance of the induction programme and the lecturers have positive attitudes towards the implementation of KMS to support the induction programme.

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This special issue would not have been possible without the timely submissions and revisions of the papers by the respective authors. I would like to thank the panel of reviewers for their timely feedback and suggestions, and willingness to review several papers for a second round before decisions were made. Last but not least, I would like to express my sincere appreciation to Editors-in-Chief Dr. Maggie M. Wang and Dr. Stephen J.H. Yang for their continuous support and encouragement in making this special issue possible.

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