

Analysis of the Status Quo and Countermeasures of Knowledge Management in Xijing Universities

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Abstract—In the current knowledge society and knowledge economy, knowledge transcends capital and labor as the dominant factor of production. Therefore, the management of intellectual capital has become a core theme. In response to the severe challenges of the current knowledge society, universities should use knowledge management theory to reform and improve their knowledge management models and systems. Continuously improve the school's innovation ability and educational performance, and ultimately transform the school into a learning organization, establish a knowledge dissemination system with its own characteristics, innovation system and management system, so that the university plays a role in teaching, research and promoting social development.

Keywords—Knowledge Management, Knowledge Audit, Countermeasures

I. INTRODUCTION

Knowledge has become an important resource for promoting economic growth and social development. Take Xijing University as an example. This is a private university with 1200 faculty members and 20,000 students. The scale is relatively large. At this time, the emergence of Knowledge Management is regarded as a new management mode for schools to cope with social development. Knowledge is the understanding, judgment and skill that people obtain through practice and exploration. Its form is diverse and has a guiding role in human practice. About the definition of Knowledge Management, Wiig point out that Knowledge Management is the systematic and explicit management of knowledge related activities, practices, programs, and policies within the enterprise. [1] It belongs to a branch of strategic management. Therefore, in an environment such as university, it is also appropriate to use Knowledge Management to provide the distribution and integration of knowledge resources to better realize the mission and vision of the university. In the era of knowledge economy, knowledge has become the most important production factor, and the speed of knowledge change is getting faster and faster, and it is gradually shifting to the commercialization of knowledge. On this basis, many organizations are considering how to better carry out Knowledge Management to improve work efficiency and work performance, and ultimately establish a core competitive advantage. As a knowledge-intensive place, Xijing University also needs to conduct Knowledge Management. This paper mainly analyzes the status quo of knowledge management in Xijing University and puts forward suggestions for improvement. Specific countermeasures will be reflected in the text.

II. DEFINE THE KEY ORGANIZATIONAL KNOWLEDGE MANAGEMENT STRATEGIES AND CRITICAL SUCCESS FACTORS

The school's vision for the next five years is to successfully upgrade to a university, and to establish a first-class discipline and first-class major, that is, to achieve a double First-rate strategy. In this context, to realize this vision, Knowledge Management needs to be implemented. From my viewpoint, this is also a management revolution. It is an advanced strategic choice for the school to actively respond to the challenges of the knowledge economy. It is also a transcendence and innovation of past management activities. Through the effective use of knowledge, to improve the ability of individuals or organizations to create value, improve knowledge productivity, and turn schools into real knowledge factories and science parks. In this process, promoting the sharing and innovation of knowledge is the core link and theme of the university Knowledge Management. Leaders see it as the backbone of the school's core competitive advantage. To succeed in Knowledge Management work, the school needs to do the following five key things: The first thing need to do is actively create a good institutional environment including patents, intellectual property rights, project applications, awards and other aspects. The second is strive to build a knowledge-oriented culture, which is conducive to knowledge sharing, knowledge innovation, and knowledge application in schools, so that employees can establish new concepts that adapt to the characteristics of the knowledge economy era. Third, establishing a flat organizational structure is more conducive to shortening the distance between members of the organization and accelerating the flow of knowledge information, which is conducive to the retention of knowledge and the activation of knowledge value. Fourth, school leaders must be knowledgeable and charismatic leaders. Set an example and win employee support. Encourage employees to share knowledge, adhere to the people-oriented management philosophy, friendly and trusting employees, and appropriate authorization, which is conducive to the creation of new knowledge. In addition, they should build a campus knowledge base and a digital campus to strengthen the construction of the Knowledge Management system. Fifth, establish an evaluation system for Knowledge Management effectiveness, and further improve evaluation indicators and evaluation methods, including the frequency of staff's participation in knowledge training, the frequency of employee send work-related emails and the frequency of using school information base. Try to quantify it, which is more conducive to evaluation. In this way, Knowledge Management will be strengthened to further optimize the knowledge structure,

re-integrate the knowledge flow, and enhance school's core competitiveness.

III. EXECUTE A KNOWLEDGE AUDIT

In order to achieve the vision of upgrading to university and implementing a double First-rate strategy, Xijing University must conduct knowledge audit. The types of knowledge in schools include explicit knowledge and tacit knowledge. Tacit knowledge is usually inexpressible and exists in the human brain, while explicit knowledge is knowledge that can be expressed.[2] The following points need to be done. First is create a list of the possible know-how. Knowledge Management has two main trends, product-centred and process-centred.[3] A product-centred view holds that knowledge can be stored as a product and can be delivered in a clear way. The process-centred view emphasizes that knowledge is closely tied to people. The two are inseparable. Knowledge needs to be exchanged and shared between people. The next thing to do is start building a learning network group. The school decided to establish and improve a high-quality knowledge base to realize the function of collecting, classifying and expanding knowledge, so that teachers and students can use the search engine of the knowledge base to acquire the knowledge they need. The whole process of learning is to transform the acquired data into information, and then turn the information into knowledge to make it more and more valuable.[4] Adhere to the principles of effectiveness, accuracy, and convenience to shorten the time people acquire knowledge and accelerate the knowledge cycle. In my opinion, the knowledge base acts as a reservoir. The knowledge created by each employee in the school can be stored. It will not affect and weaken the knowledge power of the school because of changes in personnel. Furthermore, schools are cultural and communication-intensive organizations, and the acquisition of knowledge requires collective efforts, so communication and collaboration between each other is very important.[5] On this basis, we also need to establish a community of practice among teachers. Members are involved in the creation of new knowledge, learning occurs in a real-time context. This is a group that brings together the wishes of all members. Emphasis on teamwork, mutual trust among members, sharing of resources, making interpersonal relationships more harmonious.[6] Mutual recognition and learning, they have a sense of career identity, which is conducive to stimulating their creativity and promoting knowledge innovation. This is also an effective communities with a mentor relationship.[7] It also provides a new way for tacit knowledge to be transformed into explicit knowledge. Teachers through brainstorm, comb, analyze, to select the most valuable creative knowledge to develop and utilize. From a school perspective, the exchange and sharing of knowledge will lead to an exponential growth in school development. Explained by the popular formula in the Knowledge Management field is: $K=(I+P)S$

K =Knowledge I =Information $+$ =Technology P =People S =Share

IV. OVERVIEW OF KNOWLEDGE SOURCES USED BY COMMUNITY

The source of knowledge for teachers and students is only three aspects. The first is through self-study, the second is to ask others, and finally the knowledge gained in practice. Usually teachers and students go to the school's library to learn their own knowledge, there are a large number of electronic journals, e-books, videos. More convenient to use. On this basis, we have set up a network video teaching link for students. This has many functions such as pause and playback, which can be self-controlled, which is conducive to students' self-learning and through the transfer of knowledge information to make students gain valuable knowledge. From IT perspective: "The use of modern information technologies to systematize, enhance, and expedite intra and interfirm knowledge management.[8] Let it can be shared in a formal manner, and leveraging its value through reuse. Teachers go out to study, include participate in industry seminars, academic exchanges. In practice, they learn new knowledge by doing experiments and obtaining experimental data and experimental results.

V. QUALITY EVALUATION OF INFORMAL KNOWLEDGE PRACTICE

Knowledge generation: Knowledge is generated primarily by leasing, proprietary resources, adaptation and networking.[9] In these areas, schools face enormous challenges. The school spends a lot of money to invite outside knowledge consultants to coach the teachers, but these people do not understand the culture of the school at all, and therefore the teacher can not localize the knowledge learned. For leaders, the first question to consider is how to combine the knowledge brought by experts with the actual situation of the school to localize it. Teachers use existing knowledge to solve problems, but cannot create new knowledge for the school in the process.

Knowledge retention: The knowledge retained by the school consists of three categories: semantic, episodic, and procedural.[10] Semantic knowledge, including teacher's lesson plans, student's grade analysis report. Episodic knowledge, including the habitual practices of school teaching activities, such as the symposium will be held every semester. These reservations are better. However, for procedural knowledge, such as teachers' teaching skills and teaching experience, this knowledge is often unable to be retained because of the outstanding teachers leaving. As a leader, should consider retention of knowledge in the right time to promote school development.

Knowledge creation and transformation: Hypertext organization is more conducive to efficient knowledge innovation.[11] This helps communication between members. The leadership style is mostly command-based, and should be changed to charismatic leadership to establish a harmonious organizational atmosphere and interpersonal relationships. More use of appreciative inquiry, strengthen humane care. Moreover, teachers did not form a unified academic team. Therefore, leaders must actively establish a learning organization for them.

VI. SUMMARY

In short, knowledge is the power source of creating value for society. The implementation of Knowledge Management is a management revolution of the school. It is an advanced strategic choice for the school to actively meet the challenges. It is also the school's transcendence and innovation of past Knowledge Management activities. Knowledge Management is the effective integration and utilization of knowledge resources. Exploring the university's Knowledge Management has a positive significance for the prosperity and development of higher education management theory. The core competence of the school comes from the acquisition, sharing, innovation and application of knowledge. Therefore, only by carrying out sustained and optimising Knowledge Management can we achieve the school's double First-rate strategy. Eventually an effective knowledge chain is formed in the school, enabling employees to apply knowledge to solve practical problems, help teachers and students grow together, and make greater contributions to social development.

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