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# Towards a Comprehensive Knowledge Management-Competency Model

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***Abstract:***
***Background****: Organizations may use knowledge management to enhance core skills and improve organizational performance. A large amount of research has looked into the relationship between competency and knowledge management (KM). Theories and models have been established, but for an organization to be competent, it must rely on its employees and trust them to share their knowledge. Individuals' willingness to share their expertise is facilitated by organizational learning, organizational cultures, and leaders behaviors. Despite this, many people choose not to share their information. To explore this phenomenon in more depth, the goal of this study is to examine the existing literature on competence and knowledge management to construct a knowledge management-competency model that individuals and organizations may use to enable and manage knowledge professionally.*
***Materials and Methods****: To construct a comprehensive Knowledge Management-Competency model, this study presents a complete evaluation of the literature on the interrelationship between knowledge management sharing and production and its influence on people and organizational competency.*
***Results****: The Knowledge Management-Competency Model was created to fill a research gap and demonstrate the elements required to create KM, enable individuals to trust the organization and share their knowledge, and develop an appropriate organizational culture in which individuals and organizations maximize their competencies.*
***Conclusion:*** *There is a wealth of knowledge management and competency research in the literature. However, the existing studies lack a full understanding of the transferable relationship between knowledge management, competency, and people's desire to share, as well as corporate culture and transformational leadership. As a result, this study extensively examined the literature and added to knowledge by developing a complete Knowledge Management-competency model that researchers may utilize. It also adds to practice by providing practitioners with a model that combines critical factors to enable individuals to trust their organizations, engage more directly with them, and share their expertise, all of which will improve organizational competency.*
***Key Word****: Competency, knowledge management, individuals, organizational learning.*

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## I. Introduction

Over the last decade, knowledge has replaced property and fixed assets as a critical component in a competitive company context [1]. Employee engagement issues have piqued the interest of both academics and industry during the last two decades since this idea is not only linked to organizational performance but also employee career advancement and the organization's long-term viability [2]. Employee involvement is critical to a company's profitability and long-term viability. Several firms have realized that their most valuable asset is their people since they compete with both internal and external entities in their fields [3].

Individuals' eagerness to share their knowledge with others is connected to knowledge sharing. Active contact, consultation with colleagues, interchange, and voluntary sharing are all of utmost importance in the contemporary context [4]. Employees' intellectual resources will be underutilized within the team if information is not actively shared among them. When information is not shared, both individual performance and organizational performance suffer. A knowledge-sharing culture enables people to share their expertise with the team and, as a result, achieve success [3]. Every component and action in a business requires "people," and managers cannot fulfil their objectives if employees lack the necessary knowledge, skills, and attitude [5]. As a result, according to [6], employee engagement and dedication have a direct and significant influence on an employee's job competency and business outcomes [1].

Knowledge-creating companies have been consistently found to outperform their colleagues and competition [7, 8, 9, 10]. Furthermore, knowledge-creating companies outperform their colleagues and

competitors in terms of product innovation and managerial decision-making [11, 12, 13]. Additionally, trust has been recognized as the single most significant cultural feature in the KC process, making corporate culture a crucial facilitator for effective Knowledge Management (KM) [8, 14, 15, 16, 17]. However, more in-depth research is needed to determine the extent to which organizational cultural traits impact the efficacy of KM projects, Organizational Learning (OL), and new Knowledge Creation (KC), all of which lead to improved organizational performance.

Senior leaders should establish a link between organizational trust and performance since trust is an important component of organizational culture, which fosters a culture that encourages OL [8]. In today's economy, OL and KC are required for success [18, 19]. Developing a comprehensive theory defining organizational behaviors that leaders may influence involves engaging in numerous phases, including establishing a relationship between trust and organizational success. Employee engagement is also linked to the amount of time and effort people dedicate to their organization's values and principles [20]. According to [21], employee involvement and information sharing have a direct and favorable influence on employee work creativity. However, in other companies, the number of such collaborative and knowledge-sharing activities is still restricted [22].

This research aimed to delve deeper into the relationship between employee engagement and readiness to share information and to assess the impact knowledge sharing has on individual and organizational capabilities. The fundamental goal of the study was to establish a Knowledge Management-Competency Model.

## II. Literature Review

A thorough assessment of the literature is required to develop a complete knowledge management and competency model. Individuals are the primary component of this process. The authors of [23] assert that individuals create and maintain knowledge, while organizations primarily function as knowledge integration institutions.

The interplay between individual-level learning and organizational ramifications is readily apparent in Nonaka's theory of knowledge formation visible [24, 25, 18]. Individual knowledge, in this view, serves as the foundation for organizational knowledge development and, hence, competency.

In the first sections, competency will be presented, KM in the second section. In the second section KM will be thoroughly examined in subsections such as theory, Models of KM and organizational Learning (OL), and knowledge chain model, employee willingness to share their knowledge, organizational culture and knowledge creation (KC), employee engagement and willingness, and leadership's impact will be presented. Accordingly, the research model will be proposed "Comprehensive Knowledge Management-Competency Model" then finally the research conclusion.

**Competencies:**

Personal attributes that can contribute to improved performance were defined as competencies by [26]. Aptitudes (innate skill that may be developed), abilities (the actual application of a talent), and knowledge are the three qualities necessary for task achievement. Zarifian [27] defined competence as an individual's ability to take the initiative, go above what is expected of them, comprehend and control new problems faced at work, and accept responsibility for performance, resulting in recognition. A skilled professional demonstrates practical expertise based on prior experiences, and this knowledge is updated and expanded as situations change.

According to [28], competency is an abstraction that has no material presence and is dependent on a person's competent conduct. Thus, competence is a consequence of a combination of human resources (knowledge, abilities, qualities, experiences, cognitive capacities, emotional resources, etc.) and environmental resources (knowledge, abilities, qualities, experiences, cognitive capacities, emotional resources, etc.). When a person lacks all of the information required to undertake competent action, he might look for complements to his own resources in environmental resources. Professional competence is defined as the ability to put these resources together in order to take competent action.

Lustri et al. [29] identified four sets of competence aspects that are linked to individual's personality; first empirical knowledge, know-how (learning through practical experiences and using the senses – sight, discernment, reflexes, intuition, sensitivity, and so on) and formalized know-how (understanding how to employ procedural knowledge) are two types of know-how. A further form of know-how involves the mental skills required to complete the intellectual operations necessary for the formulation, analysis and resolution of problems, conception and conduction of projects, decision-making, creation, invention, generalizations, analogical reasoning, etc. Secondly, aptitudes or traits associated with knowing-how-to-be, such as the capacities for relationships, flexibility, pro-activity, and other skills that have become more necessary in organizational environments, have traditionally been referred to as behavioral competencies. Thirdly, emotional and physiological resources are linked to the ability to manage emotional reactions that may either be a hindrance or a benefit in solving problems.

As the above discussion highlights, the concepts are mutually beneficial and point to the same conclusion: organizational competencies can only be realized via individuals and their skills. Leaders must rely heavily on employees' capacity for adaptation, initiative, and innovation in order to respond promptly to the intricacies of an ever-changing environment. Organizations require experts who can go beyond what is prescribed, who can make choices, take the initiative, and make judgments, rather than those who are limited to doing activities pre-defined in a job description, in order to tackle issues as these arise [28]. People who know how to respond and react in different situations and who can constantly learn and relearn are needed in organizations. Organizational survival necessitates constant learning capability [30].

As a result, knowledge management is a critical component of individual competency, which will eventually impact organizational competency. The following sections examine KM definitions, theories, and models, knowledge sharing, and people's desire to share their knowledge in order to bridge the research gap by constructing a complete Knowledge Management Competence Model.

**Knowledge Management:**

Francis Bacon wrote in 1597 that "knowledge is power" [31]. In the literature on strategic management, a knowledge-based approach has received increasing attention [18]. Knowledge is defined as a set of well-founded beliefs that improve an entity's capacity to behave effectively [32, 24]. By defining knowledge as personal "belief" and incorporating the requirement to "justify" it as "true," this definition respects the relevance of human perceptions [24]. Knowledge management (KM) is defined by Robbins [33] as a process of organizing and disseminating an organization's collective expertise so that the correct information reaches the right people at the right time.

KM includes both explicit knowledge, which can be expressed in numbers and words and shared formally and systematically in the form of information, data, manuals, specifications, and other documents, as well as tacit knowledge, which includes insights, intuitions, and hunches. Tactic knowledge is difficult to express and formalize, making it difficult to share [8, 11, 34]. It also involves several processes, such as capture, transfer, and use [35]; acquire, collaborate, integrate, and experiment [36]; create, transfer, assemble, integrate, and exploit [37]; create, transfer, and use [38, 39].

Knowledge management might, thus, be described as doing everything it takes to maximize the value of knowledge resources [40]. Knowledge management is concerned with organizing and making relevant information available wherever and whenever it is required. The traditional focus of knowledge management has been on knowledge that has been recognized and stated in some way, but KM is increasingly including managing vital tacit knowledge.

As a result, the efficacy of knowledge management relates to whether or not the company obtains and comprehends the knowledge required to do its duties [41, 42].

Organizations use knowledge management to enhance core skills, increase performance, generate value, and gain a competitive advantage [43]. Knowledge sharing (KS) is an integral part of the knowledge management process [44]. It is the process of people exchanging information in order to develop new and useful information [45]. The level of knowledge management in an organization determines the success of a knowledge management effort [46]. Individual, group, and organizational KM effectiveness are all of significance. Individuals' knowledge acquisition and application are influenced by the perceptual filters they employ to understand events and behaviors [47, 48, 49]. Furthermore, knowledge in groups and organizations is dependent on the knowledge of people [50, 48]. As a result, perceived KM effectiveness at the personal level is likely to aid perceived KM effectiveness at the group level.

**Theory of Knowledge Management:**

Organizational Learning Theory, Knowledge-Based Theory of the Firm, and Nonaka's [24, 25, 18]. Theory of Knowledge Generation are all discussed in this section.

Organizational learning theory may be looked at from two different angles. Organizational learning, according to one perspective, occurs when new information is created, even if the new knowledge does not result in a change in behavior [51, 52]. Huber asserted that an organization learns whenever any of its components gets information that it identifies as potentially helpful to the organization. The second viewpoint holds that cognitive growth is important but not sufficient for organizational learning; rather, organizational learning necessitates behavioral development as well [53, 54]. Both of these viewpoints on organizational learning theories acknowledge the significance of cognitive growth. Furthermore, they emphasize the need of seeing learning as an organizational process [55, 52].

Organizational learning represents more than just the sum of each individual's learning [56]. Individuals are responsible for organizational learning [57], and organizations learn from the good and bad consequences that their members experience as a result of their actions. The extent to which each person learns,

as well as the extent to which individual learning is ingrained in organizational memory, determines the quantity of such experience-based learning [55].

The knowledge-based view of the company also considers cognitive growth, organizational implications, and the role of individuals. Firms, according to this hypothesis, have a better capacity to integrate information across individuals than marketplaces. Indeed, according to this idea, the firm's principal purpose for being is its better capacity to integrate diverse information streams, both for applying existing knowledge to tasks and for creating new knowledge [58, 59, 23]. According to [23], the firm's capacity to integrate the individual's specialized expertise is the source of competitive advantage. The firm's mission is essentially to produce novel combinations of individual expertise. Individuals produce and preserve knowledge, and the organization essentially serves as a knowledge integration institution [23]. According to the firm's knowledge-based philosophy, knowledge begins with the person, and companies must integrate it through a combination of procedures and technology.

According to Nonaka's theory of knowledge generation, the interplay between individual-level learning and organizational repercussions is clearly visible [24, 25, 18]. Per this approach, individual knowledge is the foundation of organizational knowledge generation. Nonaka and Takeuchi [18] looked at knowing from both ontological and epistemological perspectives. The epistemological component is concerned with whether or not knowledge is implicit or explicit. Nonaka and Takeuchi distinguished between individual, group, organizational, and inter-organizational levels in the ontological dimension, which deals with the nature of knowledge-related phenomena.

It is clear that the three theories described above agree on certain key points. First, they understand that KM promotes cognitive growth, which is frequently followed by behavioral changes. Second, all of these models agree that knowledge management may have an influence on multiple levels, including the broader company. Finally, they see learning or knowledge generation as starting at the individual level, progressing via groups, and finally having a positive impact on the entire company.

**Models of Organizational Learning and Knowledge Creation:**

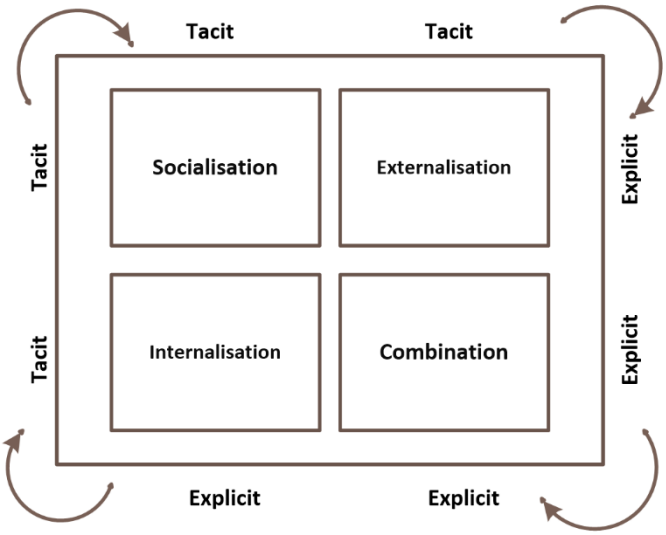
To demonstrate the process of KM and KC, a number of scholars have created normative and descriptive models. Alavi and Leidner [32], Holsapple and Jones [60, 61], Nonaka [24], Nonaka and Takeuchi [18], Nonaka and Nishiguchi [62], and Wiig [63] are just a few examples of papers that illustrate processes in a knowledge conversion and generation process. The underlying reliance on IT as a facilitator is integral to most KM activities [32]. IT systems are designed to help with (1) information and knowledge acquisition and sharing; (2) the construction of an organizational knowledge repository; and (3) knowledge networks [32, 64]. Using knowledge management systems (KMS) necessitates a process by which humans interact with technology and one another to share information. This process spans four stages: (1) creation, (2) storage/retrieval, (3) transmission, and (4) application [32]. Individuals engage and cooperate throughout this process to develop, share, amplify, and expand information that is relevant to achieving corporate goals [24]. The author [65] identified five steps in the knowledge/learning cycle: (1) collecting knowledge, (2) analyzing knowledge, (3) integrating knowledge, (4) acquiring and learning from knowledge, and (5) distributing and sharing knowledge. Apprehending, thinking, learning, and inventing are the core aspects of knowledge labor [66]. Finding, developing, packaging, assembling, reusing, and revalidating information are all steps in the KM process [67]. Gottshalk [68] identified five KM indicators: knowledge sharing, knowledge distribution, knowledge capture, and knowledge comprehension. The authors of [69] depicted KC, knowledge transfer, knowledge retention, and knowledge usage as a four-step process. Similarly, [70] distilled the different models by dividing the fundamental components of KM into three groups: learning and gaining, sharing information, and producing and upgrading knowledge. Substituting tacit and explicit knowledge for personal and codified knowledge, Hicks et al. [71] proposed a five-tier knowledge management hierarchy (5TKMH) to support the knowledge management life cycle. The 5TKMH, which is based on an IT-driven strategy (using KM resources), consists of five facets: Individual knowledge, facts, impacts (data in context), solutions, and innovation. Personal (tacit) knowledge may be found at both ends of the hierarchy in the form of individual knowledge and innovation in the 5TKMH paradigm. The transmission of codified (explicit) information throughout the company via communication and IT facilitates intervening phases of the hierarchy (facts, influences, and solutions). These models are weakened because they give little insight into the enabling circumstances required for the models to work effectively in an organizational environment, despite the fact that they are instructive and thought stimulating.

**1- Knowledge Creation Model:**

Nonaka [24] proposed a four-step cyclical KC process: socialization, externalization, combination, and internalization (SECI). Nonaka, Takeuchi, and Nishiguchi [18, 62] developed and broadened the SECI model to stress the role of social interactions in the generation of new knowledge inside companies [18, 62]. Through

personal social contact, tacit information is transferred among group members in the socialization mode. The process of turning tacit information into explicit knowledge in a form that can be communicated with a broader group is known as externalization. The act of classifying and synthesizing freshly produced explicit information into a form that can give new insight is referred to as the combination mode. Internalization is the process by which humans absorb new explicit knowledge synthesized in the combination mode and convert it to tacit knowledge. New tacit information can then be communicated with others through social contact, causing the cycle to repeat itself, as shown in Figure 1 [72, 15, 73].

**Figure 1:** The four modes of knowledge conversion




**Source: Nonaka & Takeuchi, 1995, p.62.**

Nonaka and colleagues suggest a dynamic process with various levels and information spiraling throughout the system based on the SECI cycle [74]. A KC system also requires a platform or location that encourages engagement and knowledge sharing, as well as knowledge assets that provide 'inputs, outputs, and regulation of the knowledge-creation process.'

Five enabling factors, according to [18], are required for SECI knowledge conversion to occur. These enabling factors, which include intention, autonomy, fluctuation/creative chaos, redundancy, and required variation, are aspects of organizational culture, managerial action, and leadership that are required to foster the SECI process. Combining the enabling circumstances with the SECI dimensions yields a 'five-phase model of the organizational knowledge-creation process,' shown as a series of ongoing feedback and regeneration loops (p. 84). In principle, successful implementation of the five-phase paradigm should result in a dynamic environment that encourages continual OL and new KC.

**2- Knowledge Chain Model**

The advanced knowledge chain model (KCM) of [60, 61] is based on the idea that an organization's performance is determined by how efficiently, effectively, and rapidly it learns. A single completion of a KCM series is referred to as a KM episode [61] (p. 156). Each KM episode can link to other KM episodes and spawn a slew of new KM episodes, making OL easier. According to the KCM theory, there are nine value-added activities: five basic knowledge manipulation activities and four secondary management activities. KCM identifies a raft of supporting tasks in order to give a framework that management may use. Knowledge acquisition, selection, generation, assimilation, and emission are the five major knowledge manipulation operations [60].

Knowledge is collected from external sources and altered for eventual use in the acquisition stage of [60] KCM theory. Selection refers to the act of discovering and customizing usable knowledge from internal sources for future use. When new information is created from an existing knowledge base, it is referred to as generation. Assimilation is defined as changing the status of an organization's knowledge resources through disseminating and preserving information acquired, selected, or generated [60]. When information is released into and dispersed throughout the organization, the final fundamental step in KCM theory, emission, occurs. The authors of (2005) described secondary KCM activities that highlight management actions to offer governance over the four secondary KM activities: measurement, control, coordination, and leadership. According to KCM, secondary actions are required to promote, control, and carry out successful KM procedures that result in OL.

**Employees' Willingness to Share their Knowledge:**

Sharing knowledge provides critical information and expertise that may be used to assist others, solve issues, generate ideas, and collaborate successfully [46]. Knowledge sharing refers to a collection of activities that contribute to knowledge and information exchange, as well as assisting others in doing so [75]. As a result, information sharing is a key component that drives corporate innovation; explicit knowledge promotes innovation speed directly, while hidden knowledge influences innovation quality [76]. Information sharing may be defined as a culture in which people can exchange their knowledge, ideas, perspectives, skills, and experience [75]. Knowledge sharing may also be defined as the practice of passing information from one source to another (receiver). It is a knowledge-sharing technique in which two participants rethink and produce new information [77] Knowledge sharing within academic contexts is defined differently depending on the circumstance. It refers to the exchange or interchange of knowledge across teams and organizations [78, 79]. According to previous research, sharing information allows people, teams, and organizations to increase their job performance while also generating new ideas and innovations [46]. Knowledge sharing is a knowledge management technique for creating, collecting, and maintaining business processes.

The relevance and application of knowledge sharing within business contexts determine the evolution of knowledge sharing. To ensure that knowledge is stored in the business, knowledge sharing is imperative to exchange and disseminate ideas, experiences, and knowledge with others [78, 79, 80].

According to [81], knowledge sharing is the exchange of knowledge among workers and involves the interchange of information, experience, and knowledge to increase the employee's and the organization's efficiency. Knowledge is described as habit, skills, expertise, experience, and understanding gained via the learning and training process, and it is a crucial source of competitive advantage for a business [82]. Employees willingly share their expertise, knowledge, and important information with others in a social process known as knowledge exchange. Knowledge sharing involves sharing unique, inimitable, non-substitutable, and valuable resources, as well as opening up new chances for individuals and organizations [83]. According to [84], knowledge-sharing behaviors boost organizational performance in a good way. Many organizations have introduced a knowledge management department in today's competitive business environment; the purpose of this department is to obtain new knowledge through databases with the help of employees, store the knowledge in databases, and distribute it to employees; this type of activity is very helpful in innovating services and products. Employees should also benefit the business since knowledge is an asset, and they may share their important expertise with the aid of a robust knowledge management system.

As a consequence, KS bestows individuals with a comprehensive set of critical skills and information to help them perform more efficiently or achieve their goals. It not only serves as a valuable resource for people to acquire new techniques, solve issues, develop core skills, and accomplish continuous innovation [85], but it also helps enterprises gain a competitive edge [86]. As a result, it's critical to figure out what circumstances encourage employees to practice KS.

To show the "Impact of employee engagement and knowledge sharing," Ahmed et al. [87] suggested the DDI's engagement value proposition. Engagement drivers, work environment, engaged workers, and organizational performance are the four sequential components of this proposition. The engagement drivers focus on selecting the appropriate person with the proper abilities for the position and providing workers with assistance through a solid system and methods. This component will lead to the creation of an engaging work environment, which, once established, will transform the employee's attitude and behavior in a favorable direction, resulting in increased employee loyalty, which will contribute to organizational success.

Employee involvement is critical for the success and long-term sustainability of an organization's performance, according to the literature reviewed for this study. A knowledge-sharing procedure enables a person to share his or her expertise with the team, allowing the company and the individual to succeed [3].

**Organizational Culture and Knowledge Creation:**

Organizational culture plays a significant role in emphasizing and supporting KC and KS. Organizational culture, according to [88], is the collection of shared ideas, ideologies, rituals, myths, and conventions that impact individual members' actions and behaviors as well as the organization's overall behavior. Throughout the literature, the pattern of shared values, assumptions, beliefs, and attitudes that bind an organization together to determine group and individual behavior is consistent [89, 90]. Organizational culture develops through time, resulting in a form of collective mental programming that connects the whole organization through a shared mental model (Schein). Individuals filter organizational culture qualities through individual mental models and perceptions, according to Triandis (1972) [91], resulting in considerably varied patterns of interpersonal behaviour. It is feasible to improve on [92] notion of shared group values pushing individuals to think and behave similarly by adding individual perception that allows individuals and groups to share a common experience by distilling numerous common features of organizational culture.

Organizational culture has been identified as a significant facilitator or obstacle to successful learning in several research studies on the subject of OL and KC [18, 93, 94]. Culture is one of the most crucial parts of KM implementation, according to [64]. Trust, openness, teamwork, collaboration, risk-taking, tolerance for mistakes, shared language, courage, and time for learning are all characteristics of an ideal KM culture. Altruism, reciprocity, trust, repute, openness, solidarity, sociability, motivation, and dedication are among the cultural traits deemed crucial for KM, according to [95]. All of these cultural features, as well as many more, exist in every organization along a continuum, with some characteristics having greater influence than others. Some organizations, for example, have a larger tolerance for mistakes and promote risk-taking, whilst others are more conservative and have a low tolerance for errors, which discourages risk-taking. Every company has a tolerance for mistakes, and it all relies on where the company's culture sits on the continuum that determines individual risk-taking behaviour.

Trust represents a fundamental aspect of company culture. Employees have been shown to benefit from organizational trust [96]. Invariably, a lack of trust conjures up unsettling circumstances that will exacerbate individual and organizational difficulties [97]. There are numerous aspects to trust. An important aspect of social interaction, trust, was described by [98] as a quality of collaboration in which individuals believe in each other's character, aptitude, honesty, familiarity, and morality. Trust, according to Cook and Wall (1980), is defined as trusting in the good intentions of people and having faith in their abilities. Belief that another individual or organization is kind, competent, honest, or predictable in a certain scenario are further elements of trust [99].

Trust has a strong beneficial impact on KC and OL, according to empirical investigations by [100] and [95]. Companies with a higher degree of trust are more effective in their use of KM than organizations with a lower level of trust [95]. On a personal and organizational level, effective KM and KC is dependent on intricate connections between persons and organizations. The study of [101] highlighted three major characteristics that serve as boundaries to successful knowledge management, and may either be facilitators or obstacles depending on how they are implemented. Edwards and Kidd also included the interaction between top-down strategy and bottom-up OL, in addition to trust and organizational culture. Effective KM projects begin with an organizational plan created at the highest executive levels, but OL often occurs through individual interactions that work their way up the organizational structure from the bottom to the top. Center managers are critical enablers of knowledge flow up, down, and throughout the company, because the fundamental interaction between organizational strategy and OL occurs in the middle of the hierarchy. At the intersection of strategy and learning, identifying, and training middle managers who are aware of these limits and culturally competent becomes a crucial enabler of effective KM. There is no one ideal technique to create KM inside an organization; nevertheless, Edwards and Kidd proposed many broad concepts that focus on the critical point of interaction between top-down strategy and middle management learning.

**Employee Engagement and Willingness to Share:**

If people trust their company, they will share their expertise. Only then will they be willing to interact and share their expertise. Employee engagement, according to [102], is "the emotional, cognitive, and behavioral condition of the employee, with an emphasis on the intended organizational goal." Employee engagement is described as a quality of an organization's connection with its employees. Employee engagement, in other terms, refers to employees' intellectual and emotional commitment in the firm [103]. Furthermore, employee engagement is a precise definition of the relationship that exists between employees and their jobs [104]. Increased employee involvement may reduce absenteeism, accidents, and turnover while also improving employee and organizational performance [105]. There is a correlation between employee engagement and direct measures of an organization's efficacy, such as productivity, quality, performance, customer satisfaction, profit, and growth [106].

Employees that are engaged have a lot of energy and are enthusiastic about their jobs. Furthermore, they are frequently occupied with work, and time is of the essence [106]. Employee engagement is a fundamental variable that affects organizational success, according to leaders and managers all around the world [107]. Employee engagement extends much beyond traditional notions of involvement, organizational dedication, and work satisfaction. The involvement entails the application of emotional, cognitive, and behavioral energy in the workplace while adhering to the organization's goals and strategy [108].

The organization's performance and efficiency are dependent on all personnel working together [109]. While ensuring sustainable compliance in the workplace, committed workers must share, support, collaborate, and create a good, shared work environment, regardless of whether they have psychological, social, or organizational positive emotions. Positive focus and absorption during work describe engagement [77]. Employee engagement theory is widely regarded as one of the most prominent theories in business literature. It is drawn from the notions of work satisfaction, organizational engagement, and public action, but it is far wider than the management literature's conceptions of "motivation" and "involvement." Employee engagement is

defined as a two-way relationship between employees and their employers [110]. Employee engagement is a crucial problem in the human resource department since it is so vital in establishing organizational success and competitiveness and engaged employees may help the company perform better [111]. Employees who are engaged in their work put in more effort and are more inclined to go above and beyond their needed and expected workload [112].

**Leadership's Impact**

Leadership plays a critical part in an organization's success or failure [113]. Employees' attitudes and work motivation, as well as their KS behaviour, are influenced by each leadership style [114]. Transformational leadership (TL) is a type of leadership that not only raises people's knowledge of organizational advantages but also assists them in achieving them ( [115]. TL was shown to be one of the most successful leadership styles by [116]. Transformational leaders regard employees as a precious resource, which is linked to good results and KS [117]. The importance of emotions and values, as well as leadership aimed at fostering positive and creative behaviour among workers, are emphasized in TL theories [115, 118]. Transformational leaders motivate their people to attain the maximum degree of management success [119]. An investigation by [120] looked at the impact of leadership traits on KS and employee trust in their bosses. Individuals shared more knowledge when they trusted their leaders, according to the findings.

## III. Research Methodology

Research methodology plays a significant role to achieve the research objectives and provide clear roadmap and overview of every step [121]. The research methodology conducted in this study has three phases including defining the study boundaries, literature review, and model development. In the first phase (Defining Study Boundaries) the literature gap is defined. In the second phase (Literature Review), covers key terms that defines Knowledge Management Competency. This phase also reviewed and discussed existing models that support competencies in KM. The third phase (Proposing and Developing) proposes the development of the Knowledge Management Competency Model (KMCM).

## IV. The Proposed Knowledge Management-Competency Model

Figure 1 shows the developed "Knowledge Management-Competency Model" (2) is based on a comprehensive review of the literature and is presented below:

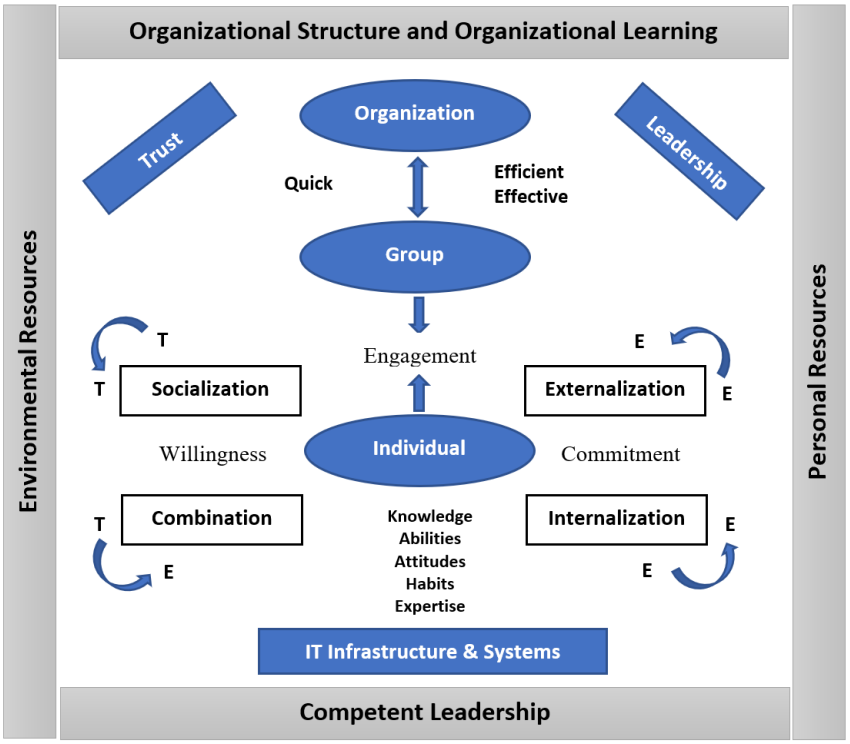



**Fig. 2:** Knowledge Management-Competency model

On a personal and organizational level, effective KM and KC is dependent on intricate connections between people and organizations. Individuals, in particular, are the primary source of KC and KS. As seen in Fig. 2, the people are at the center of the model. The model took into account the individual, group, and organizational levels, all of which contribute to the success of KM and the development of competency.

Individuals must be engaged and devoted to their company, as well as willing to share their expertise, in order to generate and exchange knowledge on the individual level. They must also be intellectually and emotionally invested in their company. In addition, they must have information, skills, an attitude, a habit, and expertise. Behavioral traits like values, beliefs, willingness, involvement, and commitment to their organization are also required. Such features aid in the development of new ideas. Individuals with these attributes will be able to communicate their information, ideas, points of view, talents, and experience with others on a variety of levels.

Furthermore, aptitudes, where individuals have natural talent, are amenable to development, are able to acquire knowledge from previous experiences, and are able to adapt or modify according to situational diversity, should be included in an individual's personal characteristics for them to be competent. Individuals display competitive activity via abilities, which is the practical application of talent. Individuals who take the initiative, comprehend, and control new situations faced at work are also included.

At the group level, groups serve as a conduit for communication between individuals and the organization. When individuals perceive the efficacy of KM on an individual level, it is possible that the perceived effectiveness of KM on a collective level will improve.

Knowledge-creating firms are more successful at product innovation and managerial decision-making at the organizational level. The transfer of information from the individual to the group to the organizational level continues.

**Competency:**

is based on an individual's ability to perform competently. As a result, competency is a result of a combination of personal resources, such as knowledge, abilities, qualities, experiences, cognitive capacities, emotional resources, adaptation, initiative, and creativity, knowing how to act and react to situations, ability to continually learn and relearn, and environmental resources, such as technology, databases, books, relationship networks, and so on. Because KM will lead to a more competent individual and organization, the two competence resources frame KM (or SECI) from the right (personal resources) and the left (organizational resources) (environmental resources). Because KM is formed in the center of the model, the two resources on the model's sides, personal and environmental, exhibit competency levels.

**Knowledge Management**

Individuals, groups, and organizations all participate in knowledge management. Nonaka & Takeuchi's [18] idea of knowledge generation is represented by KM in the Model (Fig. 2). Socialization, externalization, combination, and internalization are the four modalities (SECI). According to the essence of the SECI model, the four modes include explicit knowledge (E) and tacit knowledge (T) (as shown in Fig. 2). Social interactions are essential in the generation of new knowledge within organizations for the SECI model to be effective. The SECI cycle, according to [74], is a dynamic process with numerous levels and information spiraling around the system. This system necessitates a platform or location that encourages engagement and information sharing, as well as knowledge assets that provide inputs, outputs, and moderation for the knowledge generation process. SECI also requires five enabling conditions—aim, autonomy, fluctuation/creative chaos, redundancy, and the required diversity—define the aspects of corporate culture, management activity, and leadership qualities that are required to support the SECI process. KM involves a number of operations throughout the KC phase, including capture, transfer, utilize, acquire, cooperate, integrate, and experiment, as well as assemble, integrate, and exploit [35, 36, 37, 38, 39]; locating, developing new, packing, assembling, reusing, and revalidating information, and/or acquisition, selection, generation, assimilation, and emission. Knowledge sharing, knowledge distribution, KC, knowledge capturing, and knowledge understanding are all indicators of the KM process.

**Culture in the Workplace**

Organizations have an important role in KM and competence. Organizations must follow specific rules in order to enable KS and KC. The efficiency, effectiveness, and speed with which a company learns via its people determine its success. Capturing knowledge, evaluating knowledge, integrating knowledge, acquiring, and learning from knowledge, and communicating and sharing knowledge are all aspects of knowledge management. Because OL occurs in the center of the hierarchy, middle managers are critical enablers of knowledge transfer up, down, and throughout the company. The quantity of learning is determined by how much each individual learns, and this amount is stored in organizational memory by a mix of techniques and

technologies. IT systems are created to make the gathering and exchange of information and knowledge easier. Creation, storage/retrieval, transmission, and application are the four processes required.

Furthermore, corporate culture is both a facilitator and a deterrent to successful learning. Trust, openness, teamwork, collaboration, risk-taking, tolerance for mistakes, common language, courage, and time for learning shared values, shared assumptions, shared beliefs, and shared attitudes that knit an organization together to shape group and individual behaviour should all be characteristics of organizational culture.

**Trust**

For KS, trust is crucial. People and their skills are the only way for organizational capabilities to be realized. Individuals will generate and share information if they trust the company and its leaders and develop aptitude, talent, and knowledge at the same time. If people trust their company, they will share their expertise. Only then will they become interested and eager to share their information. Individuals who trust each other believe in each other's character, skill, integrity, familiarity, and morality, as well as the belief that another person or group is kind, competent, honest, or predictable in a certain scenario.

**Leadership**

Leaders, like organizational rules, play a significant role in facilitating KC, KS, and KM. Employees are encouraged to behave in a pleasant and innovative manner. Individuals who are constrained to the performance of pre-defined activities in a job description will be replaced by leaders who will make choices, take the initiative, and make judgments. They have a considerable influence on workers' attitudes and motivation at work, as well as their KS behaviour; they increase people's understanding of organizational advantages and assist them in obtaining these benefits.

## V. Conclusion

Many studies on KM and competence were undertaken, and theories and models were produced. However, there was no presentation of the interrelationship and interplay between KM and competence in a single comprehensive model. Individual participation, willingness, and trust, personal and environmental resources, corporate culture, and OL Leadership are all factors that influence the effectiveness of this interrelation and interaction.

As a result, the goal of this study is to address the gap in knowledge management by conducting a thorough literature analysis and developing the Knowledge Management- Competency Model. The goal of this model is to show how KM and competence are linked and interact. Individuals are the model's most important component. They are the ones who share what they have learned with others. Individuals must, however, possess specific attributes and be engaged and devoted in order to freely produce and contribute. At the same time, the organization must have specific characteristics, like as a positive culture, OL, and capable leaders who can encourage people to share their expertise.

As a result, by assessing the literature and building a complete model, this research contributes to knowledge. It also adds to practice by giving a paradigm for increasing KM in the business, which will provide the organization a competitive edge.

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