

The Challenges Affecting Effective Knowledge Management in FET Training Organisation

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Abstract: Knowledge is becoming the driving force for organisational change and wealth creation. Effective knowledge management is playing a vital role in creating competitive advantage. As a result of this, most organisations that want to improve their competitiveness, productivity, organisational effectiveness and customer service, are implementing knowledge-based strategies. However, knowledge management planning and implementation are expensive and a risky proposition. The aim of this study is to explore the challenges that affect effective knowledge management in FET training organisations by comparing knowledge management in an FET College and a school. An exploratory case study was used to identify the factors that hinder or affect knowledge management, as well as factors that influence knowledge management and sharing. Data was collated using closed questionnaires at both organisations. The data was analysed and interpreted using Excel, presented with graphs. Technology, organisational culture practiced by both organisations, lack of adequate trust among the employees, reward systems use in facilitating knowledge sharing and management, and insufficient top management involvement in knowledge management and sharing were identified as challenges affecting effective knowledge management sharing in the school and FET College. This present study suggest that the top management of both organisations should be actively involved in implementing effective knowledge management and sharing, establish appropriate reward system, provide sufficient or adequate education and training programs, and also create avenues to build trust among their employees to facilitate effective knowledge sharing and management within both organisations.

Keywords: Socialization, training, challenges, further education training, knowledge management, knowledge sharing

1. Introduction

Knowledge has become a critical asset and potential strategic resource for organisations. Gonzalez' and Martins (2018) describes two types of knowledge which are tacit and explicit knowledge, explicit knowledge is expressed in the form of date, formulas, specifications, manuals and procedure while tacit knowledge is a non-verbalized knowledge and is also a knowledge that has not yet been abstracted from the practice. Facing the advent of the knowledge-based economy, it is important to know how to effectively manage and integrate various kinds of knowledge resources in order to survive and keep a competitive advantage. In this frame of mind, knowledge management is a pressing and important issue, as organisations must manage their knowledge bases and repositories effectively to gain long-term competitive advantage (Bhatt 2001). James and Hopkins (2002) argue that to successfully leverage corporate knowledge, organisations should implement knowledge management (KM) strategies that enable them to capture, share and integrate knowledge in their environments. As markets shift, uncertainty often occurs, technologies may proliferate, competition may increase, and products and services often become obsolete. Companies need to create and capture corporate knowledge, quickly disseminate it and integrate it into new products and services. From business perspectives, explicit and systematic knowledge management has not been of general concern until recently, and as a result, availability of competitive expertise has been haphazard; this is now changing. As we improve knowledge management, we must continue to develop our knowledge management practices. These efforts, which become increasingly sophisticated and demanding, must build on the historic roots of knowledge-related opportunities that lie ahead and must be rediscovered. This study is concerned with the issues and challenges of knowledge management in FET organisations (Chen and Huang 2012).

Mohajan (2017) stated that the effective knowledge management in education is important for increasing the quality and efficiency of education and research, for retaining the best professors and researchers, for developing new curricula, for improving cost efficiency and for exceeding the limits of time and space allowing for the fulfillment of student expectations anywhere and at any time. The situation in South African educational institutions in the last decade (2000 to 2010) warrants a rethink in terms of how knowledge should be managed. There has been a phenomenal increase in school development. Although government and non-governmental organisations provided interventions to improve schools in terms of money, people, time and effort, there was no meaningful improvement (Taylor 2002). Educational institutions continue to be challenged, in the name of restructuring, to change knowledge management or governance structures, open themselves up to community influence, become more accountable, clarify standards for content and performance and introduce related