

Chapter 7

Integration of Knowledge Management and Business Intelligence for Lean Organizational Learning by the Digital Worker

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ABSTRACT

The polarization of global labor market, hunt for talent, need to adapt quickly to changing environment is pressuring businesses more than ever before on their performance. This is further snowballed with the development of digitalization, automation, robotization, and artificial intelligence that offer approaches for addressing enormous industry challenges. These challenges create a push for organizational decision makers to rethink on the management of work. Knowledge management (KM) is understood to encourage content management, collaboration with inclusion of organizational behavioral science, and of course technologies. Complementing BI with knowledge management (KM) system in an organization can account for lean and accelerated performance. In this chapter, the authors present their position and insights in the integration of KM and BI suited for the worker in the digital world which possibly encourages lifelong learning with the focus on adaptability.

INTRODUCTION

The objective of this chapter is to understand the relationship between business intelligence (BI) and knowledge management (KM) to address accelerated organizational performance. Hence, leading the discussions into how BI and KM can extend into lean organizational teaching and learning.

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Knowledge Society framed by Drucker (1992) was understood in the scholarly world as the contemporary society. The challenge of the contemporary society can be described how organizations need to swiftly utilize their capabilities and networks to survive in the fast-paced digital world. As Davenport et al (1998) posit that intelligent knowledge is the power to survival in the competitive space. The complexity of this challenge is that expertise and new talent are shaped by the automation technologies. Essentially, it is driving organizations to look closer how the knowledge held and networks formed by individuals can be enhanced through effective KM with BI integrated for a more effective and shorter-oriented time for teaching and learning.

Managing knowledge and relevant management networks are relatively critical to organizations, thus it is important to posit a theoretical discussion on how business intelligence (BI) can be integrated with the knowledge teaching management (KTM) system in organization to optimise learning an organizational worker. Focusing on the on the role of technology, Alavi and Leidner's (2001) framework provides insight on perspectives of knowledge that can be optimised for learning. This framework lends toward supporting an integrated BI and KTM system. The framework of perspectives by Alavi and Leider (2001) drawn from the works of Huber (1991) and Nonaka (1994) can be seen in the table below.

The table above illustrates that effectuating of these knowledge perspectives in an organization is critical for it to be addressed from an individual level to a collective level. The authors argue that when this process occurs in a shared space then there is less need for contextual knowledge teaching and learning.

Thus integration with BI can aid this process and assist in creating the natural flow. However, literature on BI and KM integration has been few and far despite the emphasis by Herschel and Jones (2005) who emphasized the importance of KM and BI integration. Albescu, Pugna and Paraschiv (2008) who posit that it is important for organizations to respond to a fast-challenged business environment when investing to integrate their BI and KMS to exploit data in real time and enable smart decisions from teaching and learning. Both scholars Herschel and Jones (2005) and Albescu et al (2008) shed light on the various aspects of KM and BI and demonstrate that text mining and analysis of content is a shared connectedness. The fundamental issues raised by both these works was that practitioners were not able to primarily understand the difference between BI and KM. Perhaps if McKnight's (2002) viewpoint was taken that both KM and BI deal with intelligent content and that KM looks inwardly whilst BI looks at the application of the techniques, then maybe this would promote the better integration.

The rise of digitalization can deepen the position of KM and BI towards teaching and learning as it positions Cook and Cook's (2000) view that human analysis leads to strong decision-making process and cannot be replaced by technology. This fundamentally acknowledges the relationship of individuals in a shared context for effective teaching and learning.

Table 1. Perspectives of knowledge for KMT (adapted from Alavi & Leider, 2001)

Perspectives of Knowledge	KM System for Teaching & Learning
State of Mind	A space where experiences are shared and enabled.
An Object	Permitting the gathering, storage, distribution and renewal.
A Process	Acts as link between two or more for the relationship of teaching and learning. Permitting a way of flow.
A Condition of Access to Information	Ability to query, locate and access information with the diverse thought patterns and approaches.
A Capability	To enhance cognition and journey into insights.

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