

ELIMINATION THE KNOWLEDGE MANAGEMENT PARADOX THROUGH THE INTERACTION WITH HUMAN RESOURCE MANAGEMENT – NEW ELEMENTS

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Abstract

This article tries to answer the questions, if the elements dealt by world authors are sufficient for creation the knowledge and have an importance for knowledge management. For this purpose was realized the research about motivation in 2012, where were connected several topics about personnel management. Knowledge is a key asset for better performance in Japan and in innovative society and therefore it is important to have specific elements which help to create a new knowledge for every company. To have knowledge is the sustained competitive advantage and it is important to remember that knowledge is bearing in the mind of employees. Nowadays, there are occurring the problems about knowledge management because of bad implementation in the company (paradox of knowledge management). This paradox is possible to eliminate through the human resource in connection with new elements for creation the knowledge.

The research of the motivation in 2012 showed at first that the area of knowledge management and the creation of knowledge is still not enough partially wrought for different countries. The second, the element of knowledge management are very closely interrelated with the motivational tools. The third, to avoid the paradox of knowledge management is through the relation of Human Resource Management and Knowledge Management.

Key words: human resources, knowledge, creation of knowledge, new elements, research, motivation.

Classification JEL: M12 – Personnel Management

1. Introduction

Despite the fact that the authors express the importance of knowledge management and knowledge in the managing of processes in company, praxes and the attributes used for knowledge management is questionable. The managers have begun to possess an aversion to in terms of knowledge management. It is the paradox of knowledge management where the ideas between the experts using the knowledge and authors writing about knowledge are eliminated each other. The results of implementation of knowledge to the company are not so significant how the knowledge management offers. However, this paradox has got own causes of formation. The development of informatics technologies caused boom in the using (searching, storing, sorting) of knowledge through the informatics systems but the employees were not prepare to using these informatics systems. The phase of implementation of knowledge management and its elements within the organizational structure have to be the first step and not the introducing the informatics systems, which are only the support instruments for managing the processes and decision making. About the idea of paradox of knowledge management deals M. Bene: “After ten years, there were only few companies which managed to something accomplish through the investment to knowledge management. CEO does not see profitability and they lost trust in the knowledge management. The origin of problem is in building a large universal solution for each sector,” (*Bene, 2008, p. 30*). Mentioned universality of solutions is unacceptable for the knowledge management. The elements of conventional management (the terminology too) can be identical for the knowledge management, but the view on the individual elements is diverse. According to I. Nonaka, we have seven basic components which serve to creation of knowledge such as a dialog and practice, a knowledge vision and the goals in moving, BA, a knowledge assets, surroundings of company (*Nonaka et al., 2008, p. 19*). The creation of knowledge through the

knowledge components is carried out through the transmission of tacit knowledge to the explicit knowledge in the process of externalization. The externalization is the second step in the process of transmission. This process is showed in the Figure 1 (in a simplified form). The origin model was introduced by I. Nonaka.

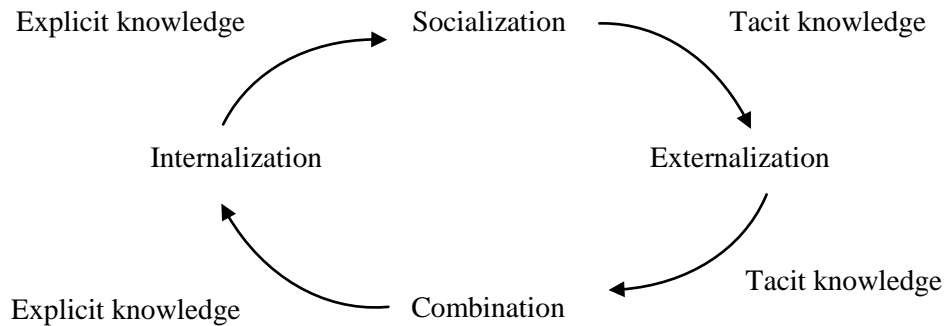


Figure 1. Simplified SECI model for creation the knowledge

Source: Own elaboration

2. The elements of effective knowledge creation

In last decade, authors start to think about intellectual capital (IC) and intellectual potential (IP) as significant areas in knowledge management. IC and IP are the expression of a group of elements for knowledge creation. "Intellectual capital and knowledge are the most important assets of most enterprises, and managers are starting to realize it," (Wiig, 1997). Intellectual potential is a specific area of knowledge management. The example from Z. Demjan explains: „There can be a company (first), which develops and sell the patents. Other company (second) does not know to develop patents, but it buys the patents from the first company and these patents are registered in accounting as an intellectual capital. The second company is rich and has got big revenue from the patents. The company which has got in balance sheet the property looks like an abundant. The first company does not have the intellectual potential in balance sheet, but if we manage to assess the potential then we go through the industry age to the knowledge age," (Demjan, 2010, p. 34). This idea is else supported by R. Kocianova: "The human is not common resource, but it is a resource with knowledge, with decisions, with cooperation which the company needs for activity. The capital is not the human but its knowledge," (Kocianova, 2004, p. 132).

1. Intellectual potential – to know how to create knowledge (the elements for cognition).
2. Intellectual capital – using the capabilities in the work through the knowledge assets, feedback from customers and surroundings, learning by observation and innovations, using the knowledge culture and respect the freedom and value of employees (the elements for creating).

The question is, if the list of elements for creating the knowledge is adequate, because for the creation of knowledge is needed the intellectual potential, too; not only intellectual capital, which includes the elements listed by various authors such as Nonaka, Prusak and Davenport.

There were mentioned seven components, which are described by I. Nonaka and which have to serve to effective knowledge creation – dialog, practice, vision, goals, BA, surroundings. The other authors and CEO dealing with knowledge management use and accept the components either directly or indirectly. According to K. Wiig, the creation of knowledge is influence by capabilities that people utilize to conduct work. It consists from

knowledge assets, feedback from customers and surroundings, learning by observe and innovations. Thus, the knowledge is continually created by conducting internal operations and daily work so as to be available for delivering better work in the future (Wiig, 2004, p. 22). T. Davenport and L. Prusak understand the created knowledge as a fluid mix of framed experience, values, contextual information, and expert insight (Davenport & Prusak, 1998). According to more recent publication, authors consider about knowledge creation as a result of the interplay of abilities, skills, experience, know-how, values and culture (Davenport & Prusak, 2000). By the summary of all considered elements it is possible to create the following scheme (Figure 2).

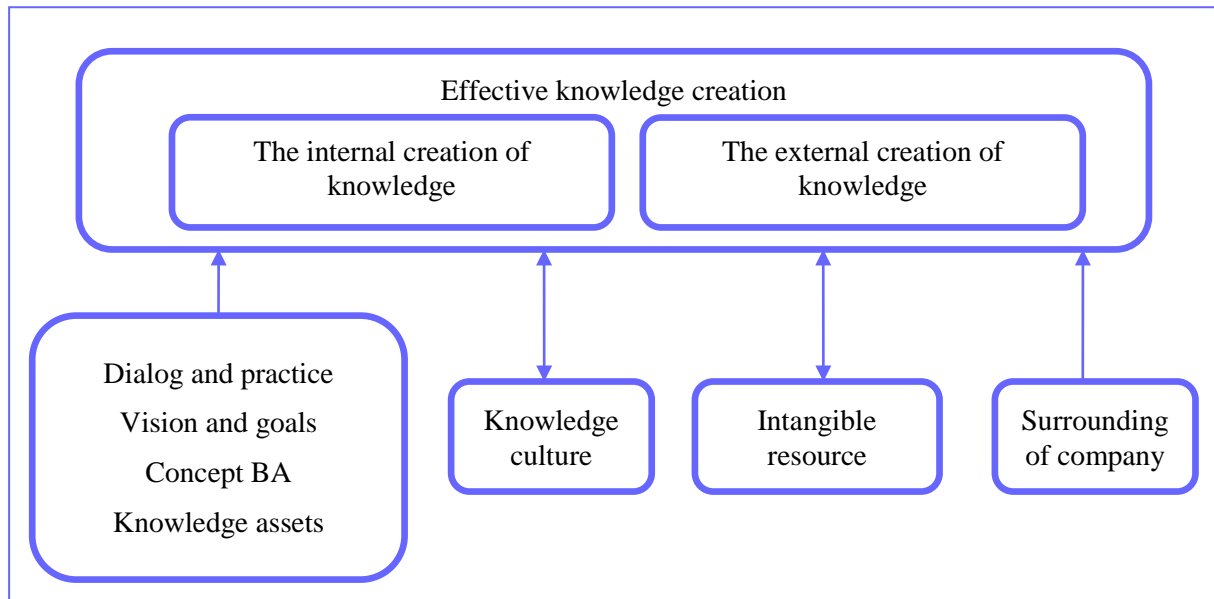


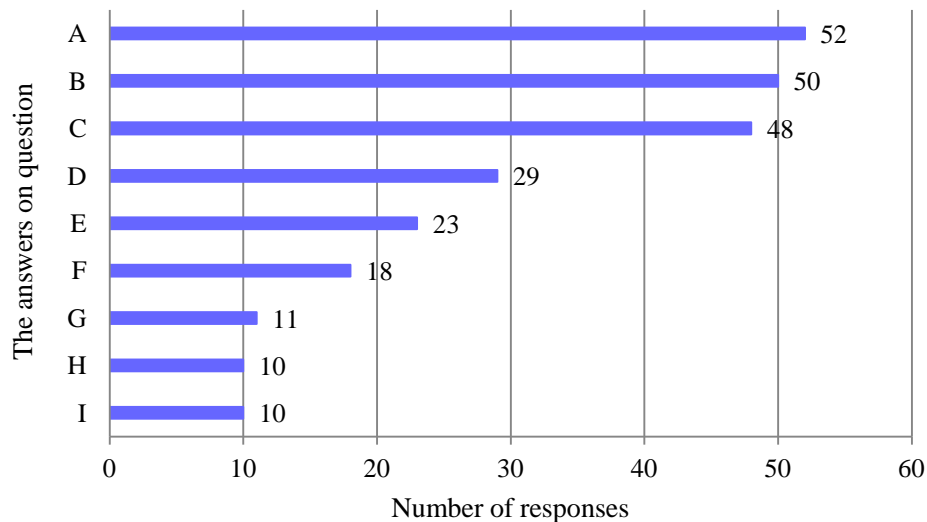
Figure 2. Identification of the elements for creation knowledge

Source: Own elaboration

The research has substantiated the elements for creation (intellectual capital) and the elements which show how to create the knowledge (intellectual potential).

3. Research and interpretation of answers

For detection the sufficiency was made a common research in 2012 which deals with the motivation and partially with motivation needed for knowledge creation. According to research, we can state that the high motivation for giving new ideas; for increasing the effectiveness of process; thus for creation knowledge is achieved else with other elements. The research was conducted on a sample of 940 employees from different areas. For the other analyses, it was needed to answer on the question about the level of motivation. 337 respondents answered, that their motivation is high enough and 67 respondents answered, that their motivation is on a very high level. The employees who are not motivated for the creation of knowledge were left out from the other analyses because there is a probability that the employees without the motivation for creation the knowledge do not create a new knowledge. The next, the employees with the certain level of motivation answered on the other question: what motivates the employee to creation the knowledge, thus which elements are needed for creation. The results from the question are showed in the Figure 3 and the relevant answers are especially those that occurred at least ten times.



A – Good performance, good sense of accomplishment

B – Bonuses and financial rewards

C – Education, growth and develops of knowledge and abilities, monitoring the trends

D – Satisfaction of customer, self-satisfaction

E – Interest in the job and company, it enjoys me, identification with the goals

F – Career, effort to achieve a better position in the company

G – New ideas and increasing the efficiency, to create a something valuable and new

H – Ambitions, perfectionism, to be still better

I – It is caused by the upbringing

Figure 3. Respondents' answers to the question about the creation knowledge

Source: Own elaboration

From the results of research we can state some connections of discussed elements but some insufficiencies too. The more often answer about the elements and motivation for creation the knowledge was in the form of subjective view. Thus, if the employee has got a good sense of accomplishment, has got a good performance, then it is a more likely that the employee will be willing to create the knowledge. The subjectivism is especially significant for the knowledge management and therefore the answer on the question is important. But, here is needed a philosophical view: If I do my work well and I am satisfied with it, then I can begin to create knowledge... But, if I am satisfied with my work, it means that I have to use my knowledge in this work to achieve an effective performance. For this reason, it is needed to connect the good sense of accomplishment with other elements to creation the knowledge. The answer could be involved to the elements such as concept BA and the knowledge culture. The good sense of accomplishment is a part of the concept BA, where according I. Nonaka and N. Konno is made sharing of feelings, emotions and experiences and this sharing then comes to the creation of knowledge (*Nonaka & Konno, 1998*). If the employee is satisfied with colleagues, he/she communicates with others then the work is perform more effective with the using the knowledge. The knowledge culture is important mainly because of preparing the environment for employees for sustainable good sense of accomplishment.

The second most often answer was in the bonuses and financial rewards but for the area of knowledge management these elements (bonuses and rewards) are generally unacceptable. The employees should to create the knowledge without the entitled on financial rewards. According to E. Eisner, in knowledge management is important to build common good and not to waiting only individual meets of needs (*Eisner, 2005*). The employees should not

require immediately the financial revenues, but it is important to aware that we together make a synergy effect which subsequently brings a financial revenues. To support claims, M. Kalis writes: "In our researches and in the world articles state that the increasing of salary does not automatically shift to the better performance and if yes, so only on a short period. In a work motivation exist factors that keep the performance on the same level; factors that increase the performance; and there are the factors which are neutral in relation to performance (some social program) or only support the relation between the employee and the company. The periodical giving money is the factor only for keep performance on the same level. The salary does not increase a performance. This example shows that only minimum people work by itself like an internal needs and volition," (Kalis, 2011). From this reason, it is illogical to connect the bonuses and financial rewards with the elements of knowledge management and with willing to create the knowledge. The rewards are only the secondary effect like it was in the good sense of accomplishment.

The third most often motivational elements for creation knowledge were the education and a growth. These elements do not occur between the other discussed components for instance according to I. Nonaka or T. Davenport. For the area of knowledge management it is needed to distinguish between the education as a verb and the education as the noun. Education as a noun is significant especially for the first sector (government), where the education is the motivator because of the financial benefits, but the education as the verb is significant especially for the private sector where the creation of knowledge is more adequacy. Upper mentioned, the creation of knowledge is not affected only by the elements, but on the creation influences two areas such as intellectual potential and intellectual capital. These two areas are needed to integrate for effective creation the knowledge. The education is the suitable element. It is very strange that the other authors do not deal with the education for the creation. It is probably caused by the fact that the sustainable education, some courses and trainings are commonplace. But it is not commonplace to select the trainings by the employee (the training which is needed for the work and for the new creation of knowledge). In the industrial age it was important to retrain the employees for the work such as machine operator because the employee was not participated in the other process. But in the knowledge age the employee interaction is necessary. According to K. Wiig, workers on all levels are all required to think independently to act effectively. They must respond to daily work challenges in ways that serve the enterprise, its customers, and themselves in the best way possible. Next he writes: „The knowledge focus has tended to be centered on *the individual's educational and training background* and not on considerations of systematic perspectives for broader work processes,“ (Wiig, 2004). We can state that the individual education and training program could be the most suitable way for the effective creation knowledge. The education has to be a systematic process in the company, not only the form how to gain higher education for arranging better earnings in the public sector. Z. Demjan claims: "In the times of crisis it is sad to see how companies try to save money just in the area of education and just the education is the first where the money cut. It's like when you stop to lubricate the engine when it is most needed to go (Demjan, 2010). In the research 2012 about motivation, approximately 30 % of respondents present, that the education is the third most powerful factor for creation the knowledge.

In systematic education is necessary to avoid counterproductive. M. Zeleny expresses the counter-productivity through the orientation on the best "players" in the market. "Mantra is so-called high performance, although nobody still finds out what caused the good performance in the company," (Zeleny, 2007). The expression of tacit knowledge cannot always be well mapped. Next he writes: "If the some company has a good performance (often without the manager effort), immediately, the company gains the media halo effect and everybody who is worse want to study the success (educate) and be as good as the best

company. But the majority does not achieve it.” Here is a simple example for explaining. We take some receipt in a cooking book. This book is everywhere written equally. It is impossible to write one receipt in books different. This receipt is preparing by the ten cooks and the result is that the meat will be prepared different with the diverse taste. It is caused by personality (subjectivity) and the other constraints such as gas cooker or electric cooker; the raw materials from all of the world, etc. Thus, the systematic education for the creation the knowledge is very important and the managers have to yield to employee personality (subjectivity) to be able to create the knowledge. If the employee takes part in some training, the CEO cannot force the employee to use the acquired knowledge. It could be ineffective. The education as the verb offers a new possibilities for creation the knowledge. In this way, the company acquires the intellectual capital. According to M. Elroy: “The intellectual capital, education and training open enterprise new value proposition for knowledge management,” (*McElroy, et al, 2003, p. 311*).

The fourth, quite often answer was the general satisfaction and the satisfaction of customers. After analyzing Nonaka’s elements, the fourth answer can be included to these elements. The satisfaction of colleagues relates to the knowledge culture and concept BA. The customer satisfaction associates with the other knowledge element and it is surroundings of company. It means that it is important monitoring the reactions. According to I. Nonaka, for the effective creation the knowledge, it requires the compliance of surroundings (*Nonaka, 2008*). This compliance is called the concept Phronesis – practical wisdom. Phronesis is an extended version of KATA². “Thus, the practical experiences, that the company has (KATA), are in the connection with the particular requirements of the surroundings.” If the employee is aware the way how the customer perceive and receive the product, it can serve to the effective creation knowledge. M. Charney and J. Jordan express about the satisfaction of customer with the connection on the knowledge management as follows: “Many people think that a customer problem is a disaster, or worse, not important at all! Successful enterprises, however, recognize that a customer problem may be an opportunity to cement a lasting relationship with the customer by taking care of the problem quickly and efficiently, with good humor and real concern for the customer’s satisfaction. But this cannot easily be done without KM solutions,” (*Charney & Jordan, 2001*). The fifth, very outstanding and for the knowledge management very preferred answer is that the employees have to be identified with business objectives and goals; the „work is game“; the employees have many experiences for the improving the processes and for the creation the knowledge. For this answer was needed else one question as follows: Are the employees enough informed about the objectives and goals? (Figure 4) Almost 75 % respondents answered that mostly yes or yes, what is a support for identifying the employees with the objectives and goals.

The vision and the objectives are the elementary elements of the knowledge management and therefore the elements for creation the knowledge. C. Wang about the outstanding of goals writes as follows: „A team goal should not only be common, objective, and outward, it should also be shared by each member subjectively and inwardly. In other words, all team members need to feel that the organizational goal matters to them personally. So, leaders need to spend a very large portion of their time communicating the goal...“ (*Wang, 2010, p. 23*). A part of the answer else was that the employee must have got an interest in the work and has got an experiences alone. These are the other elements of Nonaka School – the knowledge assets. The knowledge assets are the elements with sustainable competitive advantage. It is therefore the knowledge assets in the terms of human experience cannot be automatically sold on the market. It is very complicated to assess the knowledge and therefore the selling is often unrealistic.

² KATA – it is in generally the pattern or the way how to do something

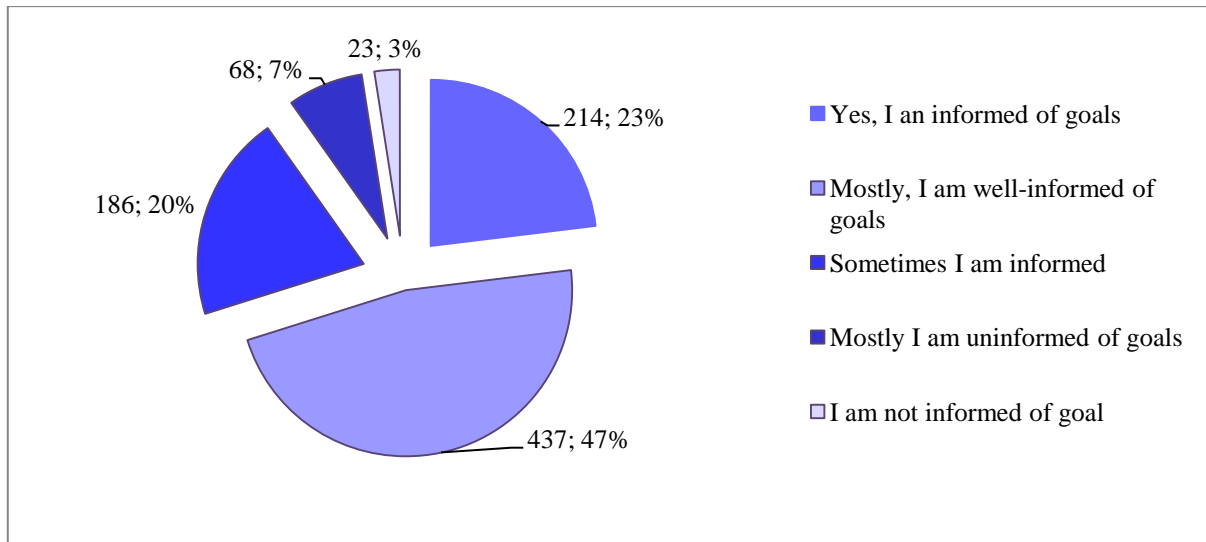


Figure 4: Informed and uninformed employees about the objectives and goals

Source: Own elaboration

D. Teece expresses about the selling of knowledge assets as follows: “unique characteristics of knowledge assets cannot be immediately sold or bought. This is especially valid if knowledge assets are not in an articulated form but rather in the employees’ minds or as know-how,” (Teece, 2000). Many authors begin to solve a problem how the knowledge-assets assess and to put them to the balance sheet. According to Z. Demjan, „the firm which develops and sells the patent may have less value on the stock market as a company that buys the patent and has the large revenues from ones. Although the expert would accomplish a method for assessing the knowledge assets there will be still the subjectivity of the employee,” (Demjan, 2010). The company buys the knowledge but it cannot buy the employee who has got the knowledge and using it for oneself. We can state that the knowledge asset in the terms of experiences is needed and competitive element for the creation the knowledge.

Next the respondents expressed the career such as a criterion which serves to creation new knowledge. Nonaka and the other authors too do not state the career in terms of the knowledge management. It is caused as follows: The Japanese system of cooperation is closely collective and therefore the employees do not have a problem to share their knowledge. They are aware about the continual progress through the learning. In the case of Slovak employees the question about sharing the knowledge is more complex. P. Mesaros writes: „Here is still a myth, that sharing the information, knowledge and own know-how could cause a loss of job. The reason for this behavior is that the companies reward the employees for their individual success and achieved result and not for their team cooperation and encouragement in interchange of knowledge. Therefore, the employees preserve their information and knowledge and are aware, that it is a competitive advantage against to other colleagues,” (Mesaros, 2008, p. 25). This problem discussed by author can be partially solved through the career. The employee who has got a possibility of further procedure (career), he/she will be more willing to share and create new knowledge. The fear, apprehension of losing the job decrease when the company has a program for career and then the employee is more opened for the company.

The career is more significant for the creation the knowledge in decision making. For the decision, the manager need a special type of information (knowledge too) and if the employee is not willing to share the knowledge then the decision may be ineffective. To give

a space for autonomy and responsibility like an expression of career can provide a simple way for the decision making.

The quantity and quality of the created knowledge depends on the surroundings which is attached to the development the innovations and it is good that we can innovate almost everything. The employees comment that the support for creating the knowledge is within the creation something new, valuable and more effective – innovations. The innovations in the process of creating the knowledge are solved especially by K. Wiig. In the Figure 2 it is the area of intangible resources. In some cases, we can see that the authors try to segregate the innovations from the knowledge management. This dichotomy trap must be removed. The expert on the innovations write: „The growth of companies must be based on their own knowledge resources, systematic education, innovation and a wide range of differentiated products and services for the global economy,” (*Chal, 2011, p. 34*).

The last more often answers we can understand in a specific view. The answers do not create some new elements which arrange the creating knowledge but it has got relevance for the upper discussed elements. The employees expressed that the upbringing and ambitious (be constantly good) are an auxiliary elements for the creation knowledge. To be constantly good we can achieved through the learning and practicing and through the dialog between colleagues. Dialog and practicing are the basic elements for creation the knowledge in Nonaka School. However, nobody discusses about the upbringing as a significant attribute which indirectly influences on the process of creation. Some employees were aware the obedience which obtained from parents and therefore, they are willing to share and create the knowledge because it was ordered by CEO. Of course, it is not optimal solution, but it stands for reasoning whether the upbringing in the area of knowledge can bring better business. The issue of upbringing for knowledge creation is given a little attention from authors. According to Knowledge report 2010/2012: „Social upbringing is considered a fundamental pillar in the enabling environments that fosters the preparation of future generations for the knowledge society. Social upbringing is a continuous process carried out by the society and its members to provide the youth with the cultural elements that shape their individual and social identity,” (*Arab Knowledge report, 2012*).

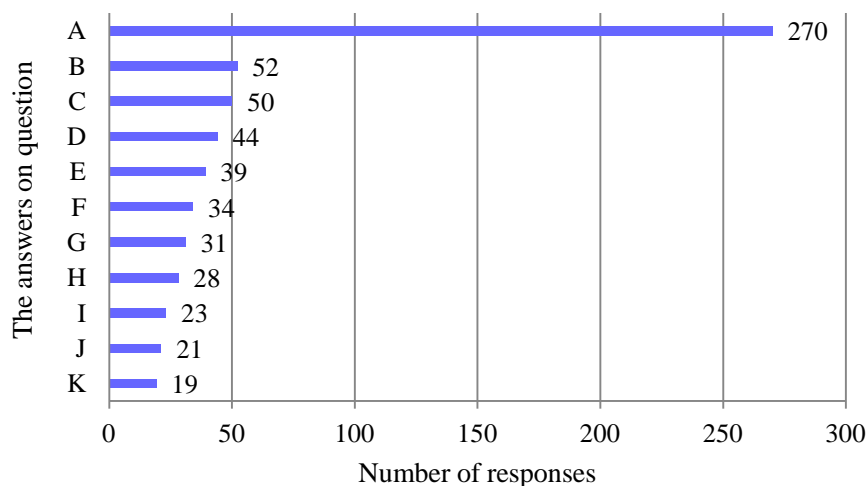
From the answers given by respondents we can state that the employees have own opinion on the elements which are needed for creation the knowledge. Their subjective view determined what the support for the company for creation new knowledge is. Nonaka and the others adequately combined the elements for creation; however, there is a scope for the supplementing such as the systematic education, career and upbringing.

If we can discuss about the knowledge elements in the company so, the company must have an opportunity to provide the elements. Therefore, between the new elements we can include only the systematic education and career. The upbringing is the element which is bearing in minds of employees arriving to the company from families. The upbringing can be influenced by company only indirectly through the profiling (preparing) for the employment. According to M. Blaškova: „The profiling is the process of forming the future employees as follow: the employees can gain a maximum information about the company and the work environment; and to direct the development of knowledge and skills for the actual and future needs of company before being hired,” (*Blaškova, 2011, p. 148*).

4. Interaction between the elements of knowledge management and motivational tools in human resources management

The research showed correlation between knowledge management and human resource management. Of course, for many authors and people it is completely normal matter because the knowledge is bearing in the mind of employees and the employees are the enterprise

human resource. The authors are aware that the integration of HRM with the knowledge management is needed. According to I. Chivu and D. Popescu (*taken from Saint-Onge, 2001; Chatzkel, 2002; Gloet, 2004*), it has been suggested that one way for HRM to reinvent itself is through its contribution to effective linkages between human capital management and knowledge management within organizations. Next authors write: „HRM helps the organization to articulate the purpose of the knowledge management system. Investing in a knowledge management initiative without a clear sense of purpose is like investing in an expensive camera that has far more capabilities than you need to take good pictures of family and friends. Effectively framing the knowledge management issue, before deciding on a course of action, is a crucial prerequisite for success. HRM is a knowledge facilitator. HRM must ensure alignment among an organization’s mission, statement of ethics, and policies. Furthermore, HRM must nourish a culture that embraces getting the right information to the right people at the right time. HRM is an experience creator. HRM should also create the “ultimate employee experience”. That is, by transforming tacit knowledge into explicit knowledge through education, organizations must build employee skills, competencies, and careers, creating “bench strength”. This combines the traditional training and development responsibilities of HRM with the new responsibilities of human capital steward: using all of the organization’s resources to create strategic capability. Organization’s new staff orientation, which emphasizes the firm’s mission, values, and history, is an example of this process of making tacit knowledge more visible. HRM is a knowledge sharing,“ (*Chivu & Popescu, 2008, p. 55-56*).



- A – Financial rewards and benefits
- B – Correct approach
- C – Career
- D – Awareness, specification the work
- E – Education trainings
- F – Compliment and satisfaction of CEO
- G – Relationships
- H – Interest in the views, allow for self-realization
- I – New approach, new system, new technologies
- J – Participation on the managing, give more power
- K – Open cooperation, the experiences from the other companies

Figure 5. Respondents’ answers to the question about the motivation

Source: Own elaboration

The article according to Chivu & Popescu shows the importance of integration and interaction the HRM and KM but, this part of article “elimination the knowledge management paradox through the interaction with human resources management” wants to stress which areas of individual motives (elements of knowledge management) are in interaction with motivation factors of company (factors which are realizing by employer).

According to research, the most effective motivational tools for higher development are in the Figure 5.

According to the data in Table 1, we can see the interaction between elements of knowledge management and motivational tools in human resources management.

Table 1. The interaction between elements of knowledge and motivation tools

Elements of KM	Motivational tools in HRM	Interaction
Dialog and practice	K – Open cooperation, the experiences from the other companies	✓
Vision and goals	D – Awareness, specification the work	✓
Concept BA	B – Correct approach F – Compliment and satisfaction of CEO G – Relationships	✓
Knowledge assets	H – Interest in the views, allow for self-realization	✓
Knowledge culture	I – New approach J – Participation on the managing, give more power	✓
Intangible resources	I – New system, new technologies	✓
Surrounding of company	K – Open cooperation, the experiences from the other companies	✓
Career	C – Career	✓
Education	E – Education trainings	✓
Upbringing (like formation effect)		x
Financial rewards (like secondary effect)	A – Financial rewards and benefits	✓

Source: Own elaboration

The table signifies that the factors are similar but the approach of using ones must be different. So, the paradox of knowledge management could be eliminated, if the human resource management and knowledge management would interact more effectively. The most suitable way how to interact between human resource management and knowledge management is expressed in idea by M. Armstrong: “Motivating other people (using the tools of motivation) is about getting them to move in the direction you want them to go in order to achieve a result. Well-motivated people are those with clearly defined goals (begin to explore the elements of knowledge) who take action which they expect will achieve those goals. Such people may be self-motivated (motivated for creation the knowledge), and as long as this means they are going in the right direction to achieve what they are there to achieve, then this

is the best form of motivation,” (Armstrong, Stephens, 2005, p. 48). => In our understanding – the best form of interaction and eliminating the paradox of knowledge management.

5. Conclusion

At first, the research about the motivation in 2012 showed that the area of knowledge management and the creation of knowledge is still not enough partially wrought for different countries. It is caused by the development of countries. The elements which are significant for the Japanese economy may be different from the elements for the countries in the Central Europe. In the Japan is strong collectivism and in the Central Europe is mostly individualism. Before applying the knowledge elements the company must be aware of the significance of human knowledge. About this significance L. Richer writes: „Companies must understand the importance of employees’ knowledge as a valuable source of innovations, build own integrated management system and a culture, because it creates competitive advantage,“ (Richter, 2011, p. 84). This view is characteristic mainly for Europe.

The second, the element of knowledge management are very closely interrelated with the motivational tools. The understanding the meaning of motivational tools can help to better support the creation of knowledge and the creation of knowledge can help to motivate more effective.

The third, to avoid the paradox of knowledge management is through the relation of human resource management and knowledge management. It is not only about the introducing new things from KM, but it must be understood by people who bearing the knowledge in their minds and who will use this knowledge for the company’s success.

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