

The Relationship between Organizational Cultures with Knowledge Management Case: Staff of Education Organization of Iran

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ABSTRACT — This article that elucidates the relation between organizational cultures with knowledge management, aims to investigate the type of organizational cultures in connection with knowledge management. The structure of which is descriptive that has been implemented in interrelationship approach. To collect the required data, two kinds of questionnaires were used. The research statistical community encompasses Iran's Educational department's personnel, out of which a number of 383 people were chosen randomly. The achieved data were also studied & analyzed using Freedman statistics & correlation. The outcomes revealed that the dominant organizational cultures in Iran's Educational organization contains hierarchical culture with an average rate of 3/26 & Science management that exceeds it, in other words, knowledge organization has the average rate of 3/88. In addition the Correlation test revealed a positive & meaningful relation between organizational cultures & Science management with a correlation coefficient of 90%. Furthermore; the maximum variable relation of organizational cultures with knowledge distribution is said to be 87% correlation coefficient.

KEYWORDS: Organizational cultures, knowledge management, Educational department, Iran

Introduction

The latest developments in technology, has decreased the input expenses of management drastically. The referred developments are said to be the learning organizations, knowledge organizations & knowledge management that entered the literature of organizational management. Organizations by applying knowledge management's strategies, have paved the way for the possibility of innovation in processes, activities, products & services of their own & consequently; have improved their competitive position. In a dynamic, challenging & competitive environment, business & organizations' movement toward learning organizations is regarded among the necessary obligations for success in such ambient. Today, organizations should be able to gain the required knowledge for innovation in products & development of business processes & that to distribute it among their staffs & to use it thru their daily work. Only thru this path they can respond & meet the need of such a changeable needs & environment (Alvani et. al.2007). Choosing & applying the programs of the effective knowledge management & accordingly preserving it, is considered a very tricky task. The range that has been specified for the failure of knowledge management programs would be between %50 to %70 (Anderson, 2009). Knowledge management is in relation with all the levels & directions of the organization. Therefore, people's culture, processes & technologies all to be in line to execute knowledge management systems. In applying knowledge management processes there will be so many obstacles & problems. Failure to succeed in applying knowledge management plans can be traced back to things like organizational strategies (Raub&Whitish, 2004), such as Organizational culture (Al-Alawi et.al. 2007) & lack of clear strategy in knowledge management plans in line with organizational objectives & non- support of senior managers (Anderson, 2009). In the meanwhile, most of the scientists claim that they study their dominant culture in the organization with the knowledge management cycle, so they won't face any kinds of failure in using knowledge management's programs in the organization. Thus, knowing organizational culture & organizing it & changing it in the direction of the objectives of the organization further to its relation with the knowledge management cycle, is considered a very effective way in assisting the educational department. Based on the discussed issues so far, the current article, the type of organizational culture & knowledge management factors in Iran's educational department to be specified & to illustrate the relation with the two types of variables.

Overview

To determine the relation between organizational cultures with the knowledge management in the current article we have used the theory of Cameron & Quinn (2006), Lawson (2003), Jones model (2009) which will be explained individually later.

With the growing rate of research trends in literature, organizational culture became one basic dimension of organizational activity & vital factor in organizational effectiveness (Yilmaz&Ergun, 2008). Organizational culture is said to be a permanent set of values, beliefs & assumptions that elucidate the organizations & their members (Cameron & Quinn, 2006). The culture of an organization is a miniature of macro-cultural processes of the organizational culture & the borders for such a culture would be determined by these processes (Danaee far, 2007). Schein (2004), believes that the organizational culture represents the common understanding of the members of the organization which affects their behavior. In each organization, there are values, symbols, ceremonies & legends that change constantly with the passing of the times. These common values determine the way the staffs perceive their surroundings & consequently react to it (Schein, 2007). Robins (2005), has defined the organizational culture as a set of accepted implicit assumptions by the members of one group that specifies the way of their behavior towards their ambient. From his standpoint, culture has several levels that begin from a perceptible to an implicit & invisible level (Robins, 2005). A conceptual model from the organizational culture that has been used so many times in the earliest investigations is considered the framework of Cameron & Quinn (2006) competitive values. The so called framework which has been developed from the preliminary implemented researches in contact with organizational effectiveness, determines two basic dimensions of the organizational culture. The referred dimensions spring from value trends of each organization (Cameron & Quinn, 2006). The competitive values framework is presented in figure 1.

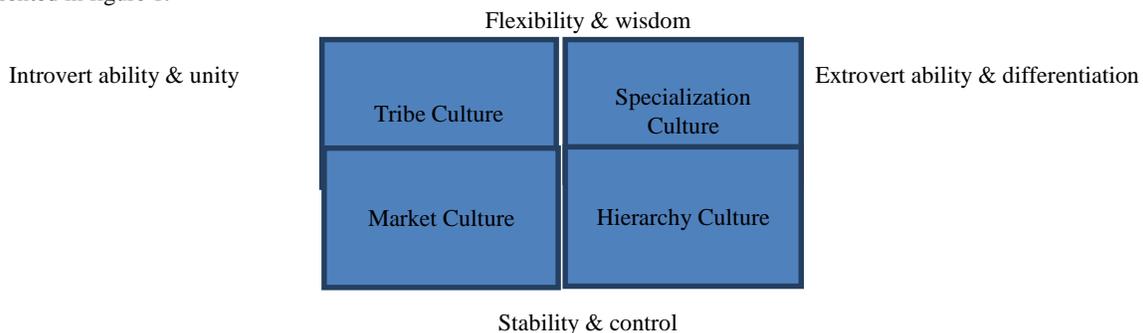


Figure 1- Competitive value framework

As you can see in figure 1, in the 1st dimension on the axis from flexibility that is focused on dynamites & openness so that control tendency that is concentrated on stability, discipline & control, to be highlighted. The other dimension to be studied on another axis different from introversion & integration to extroversion, discrimination & segregation.

The flexibility- control axis is concerned with the change degree or stability of one organization & the internal- external axis discriminates the organization's choice between emphasizing on the activities that occur in the organization & those that occur outside of the organization environment. The internal orientation focuses on preserving & developing the organization's survival, though; the external orientation focuses on competition, flexibility & interaction with the outside world (Stock et.al. 2010). The two referred dimensions reveals four type of cultures i.e. tribal time, unique democracy culture, market culture & hierarchical culture.

1. Tribal culture/ Clan (flexibility- Introvert): In this kind of organizational culture, the emphasize is on flexibility, change, strong human relations, dependency & the focus on the inside part of the organization. In organizations that have this type of culture, the staff work in a friendly environment together, the manager's act as supervisors & the suppliers along with the customers are regarded as the organization's partners.

2. Unique democracy culture/ Adhocracy (flexibility- extrovert): This culture also emphasizes on flexibility, but, has an extrovert standpoint. This type of culture focuses on growth, gaining resources, creativity, taking risk & adaptation to the outside world. The organizational leaders enjoys from a strong & competitive adhocracy culture.

3. Market culture (stability- extrovert): In organizations that have market culture, the focus is on extrovert, control & stability. In this types of organizations, profitability, achieving organization's objective & external competition have more values.

4. Hierarchy culture (stability- introvert): is defined by control, stability & paying attention to the internal environment. This culture is also known by homogeneity, unity, coordination, internal efficiency & adherence to rules & regulations. This culture is based on Max bureaucracy theory in which the emphasize is on traditions, stability & cooperation. This paradigm is suitable to the supervision & control tradition at organizations in which customer selection, competition & technology experience less change (Kamran & Quinn, 2006).

Knowledge management stems from some developed business fields such as TQM, BPR (Business Process Reengineering), IS (Information system) & HRM. Knowledge Management entered the organizational field seriously in the early 90s. Although the relevant knowledge arguments, had already started. Marshall in 1965 claimed that knowledge consists of a noticeable part of the capital. He, also, believed that knowledge is the most powerful engine in the field of production & from this aspect; organizations should focus more on management. Kuhn in 1970 emphasized on that knowledge is a common capital of one group per se. In 1972 Habermas, pointed that knowledge shouldn't be considered as an abstract variable, but as a product based on will (Xatemiafar & Rahimi, 2006). Some of the pundits had a very important impact on the creation of the Theoretical principles of management of knowledge management including P. Drucker, P. Strassman & P. Senge (Middleton, 2012). In regard to knowledge management significance, managing knowledge is considered one of the basics of every organization. In literature there is a very different definition of knowledge management, yet the scholars haven't decided on one single definition (Grossman, 2005). Wig (2000), considers knowledge management as systematic management of activities, execution, plans & instructions relative to the knowledge of an organization. Based on Lawson's believe (2003), knowledge management is a continuous process knowledge which is scattered in spiral way & in case, knowledge increases thru passing of time, it will be managed. He specifies 6 processes for knowledge management process, including:

1. Knowledge creation: Organizations put known endeavor in searching & defining the relative knowledge & its sources inside & outside of the organization. Knowledge is founded thru discovery i.e. the staff create new ways & or knowledge is brought in thru external sources.
2. Capturing knowledge: when the new knowledge is relevant & worthy, it will be dedicated for the immediate & future needs. This determination/ dedication lied & spread into a logical & rational process in which this new knowledge is easy to access or not.
3. Knowledge organization: the new knowledge is being purified & organized. This is done thru filtering to know the positive aspects of the knowledge for various products & services. Knowledge is placed in a field which can be traced so that it can be revised & relevant & to be preserved up to date.
4. Storing knowledge: the compiled knowledge is stored in a rational shape in a way that the others in the organization will be able access it. Managing the database & technology sources of data can assist this process.
5. Distributing knowledge: the privatized knowledge to be distributed in an appropriate form to meet the users' special demand. Some instruments are used for distribution to be easy to access for all users.
6. Applying knowledge: knowledge is used for users so that they could learn it & create new knowledge themselves. This act should be used in a process of learning in which the analysis & basic evaluation is done to create new paradigms & new knowledge for future usages. Cultural values of each personnel may have significant impact on knowledge creation, sharing, relations & learning in the organizations (Hofshted, 1991). Most of the researches which are implemented currently in the field of knowledge management focus on the relation between organizational culture & knowledge management including King Researches (2007); Chin Louie & Mujtaba (2007). Gold et.al.(2001) & also Alavi et.al. (2006) revealed that the specifications of each organization, promote the successful execution of knowledge management. On the other hand, some scholars believe that the organizational culture variable can function as a main confinement in accepting the process & knowledge management cycle (Ciganeket. Al. 2008; Grover & Davenport, 2001). Davenport (1998) stated that organizational managers & leaders should evaluate their organizational culture before performing the preliminary activities of the knowledge management. Based on their statement, organizational culture has a determinant role in managing knowledge & transferring it. The impact of cultures on people can be considered as cognitive, meta-cognitive & behavioral effects. The cognitive & meta-cognitive effects include informed tendency for research & knowing & also willingness to create new cognitive paradigms. The behavioral effects shows activities are implemented by people based on the referred paradigm or they will be stopped of being performed (King & Ko. 2001). The cultural relations at the organizational level using knowledge management were introduced by De Long & Fahey (2007) who specified 4 ways relative to the organizational impact on the organization using knowledge management: 1st of all, it makes the assumption culture in relation to what is knowledge is important; 2nd, creates the relation culture between organizational knowledge & individual knowledge; 3rd, culture provides a ground for social interactions & 4th, that culture creates processes for creating & learning new knowledge. Therefore; every activity in line with studying the impact of the culture or knowledge management, focuses on identifying the special values that have a significant impact on knowledge management. Sarvay (1999), thru a research that investigated the relationship between organizational culture & knowledge management, concluded that organizations pay attention to cultural differences in performing knowledge management & that culture shall affects the instructions & executing knowledge management. Lawson (2003), in a study, investigated the organizational culture relation with knowledge management cycle in 8 Jamaekiyae organizations & concluded that the organizational culture relation exist in each of the organizations along with knowledge management. Roman-Velazquez (2009) emphasized on the significant relationship among culture & the successful activities of knowledge management in governmental & non-profit (private) organizations. Jones (2009), also thru his research which has been implemented in an industrial environment, revealed that there is a significant relationship between organizational culture & knowledge management processes.

Conceptual modal

In regard to the theoretical frame & the background of the subject in this article, to elucidate the relation between organizational culture & knowledge management cycle, we have used Jones conceptual model/ paradigm (2009). The referred paradigm includes Cameron & Quinn (2006) & also Lawson knowledge management (2003).

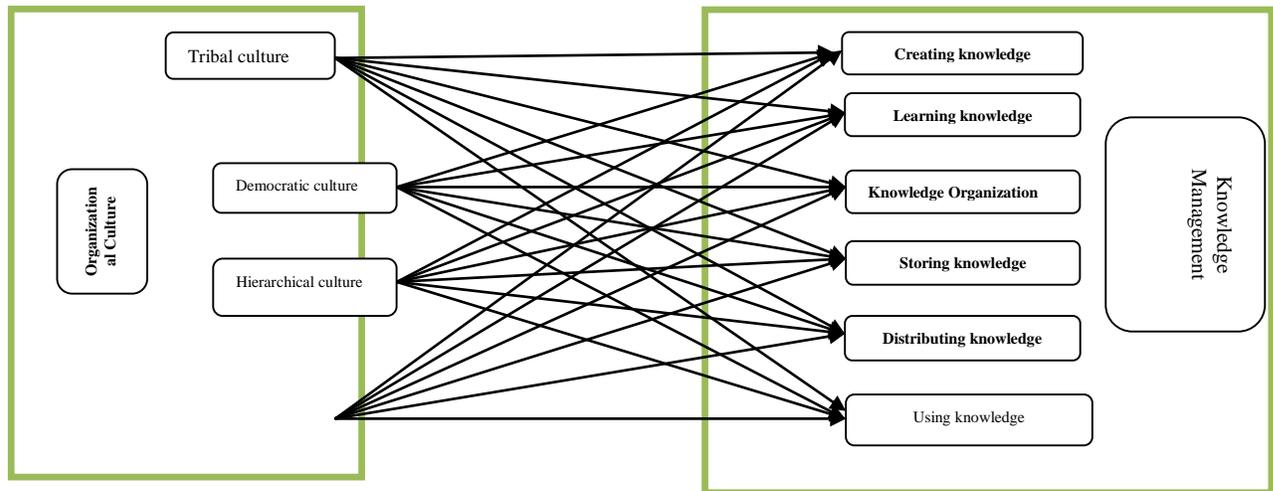


Figure 2. The conceptual research

Hypotheses

1. No Significant difference among the staffs over organizational culture & Knowledge management components.
2. There is a significant relation between organizational culture & knowledge management variables.
3. There is a significant relation between organizational culture & each one of knowledge management components.
4. There is a significant relation between each organizational culture & knowledge management variable.
5. There is a significant relation between each organizational culture & knowledge management components.

Methodology

In regard to the current research which focuses on developing the current learning about “Knowledge Management” which is practical & since its objective concerns with the relationship between organizational culture & knowledge management, is included among the descriptive plans & due to the fact it studies the current situation over actually clarifying organizational culture relation with knowledge management at the immediate time, is of correlation type. The target population in this research encompasses all the staffs of Education & Training department of Iran, out of which a no. of 383 people were chosen in random ranking. To collect the data, we have used a two-part- questionnaire. To compute the reliability of a questionnaire, we have used the Cornbrash’s Alpha Coefficient, therefore; the questionnaire that its validity was evaluated has been distributed among the staffs of Iran’s Educational Organization & by using SPSS software, the Cornbrash’s Alpha Coefficient for the whole questionnaire was achieved as 0.972 percent. Furthermore; for each of the organizational culture & knowledge management variables the results turned out as table 1 & 2:

Table 1- Cornbrash’s Alpha Coefficient of organizational culture

Reliability Coefficient	Tribal culture	Democratic- specialization culture	Market culture	Hierarchical culture
a	0.799	0.745	0.924	0.943

Table 2- Knowledge management Cornbrash’s Alpha variables

Reliability Coefficient	Creating knowledge	Earning knowledge	Knowledge organization	Storing knowledge	Distributing knowledge	Using knowledge
a	0.937	0.872	0.892	0.881	0.879	0.890

Findings

To analyze data, we have used *Freidman test* (prioritizing the type of the organizational culture & components of knowledge management cycle which is dominant on Iran's educational organization & correlation analysis (investigating the relation between organizational culture variables with knowledge management variables; studying the relation between organizational culture variables with each one of knowledge management components; investigating the relation between each one of the organizational culture with knowledge management; studying the relationship among each cultural organization & knowledge management variables). The results in table 3 reveals that the dominant organizational culture in Iran's Educational department are as follows: hierarchical culture with the average rank of 3,26; market culture with the average rank of 2,53; Tribal culture with the average rank of 2,48 & Democracy-specialization culture with the average rank of 2,22. Further to this the results show that the hierarchical culture is the dominant culture in the Educational department. The outcomes of a significant test reveal that there is a significant difference among the staffs of Iran's education organization with regard to the dominant type of culture in the organization (Sig= /000). In other words, the staffs of Iran educational department's point of views about the issue concerning which knowledge management component are dominant in the organization?!! There is no significant difference from the statistical dimension.

Table 3- Prioritizing the dominant organizational culture & knowledge management in Iran's Educational Department

Row	Variable	Prioritizing the components	The average ranking	Level of significance
1	Organizational culture	Hierarchical culture	3,26	0.000
2		Market culture	2,53	
3		Tribal culture	2,48	
4		Temporary culture	2,22	
1	Knowledge management	Knowledge organization	3,88	0.276
2		Using knowledge	3,79	
3		Storing knowledge	3,72	
4		Earning knowledge	3,43	
5		Creating knowledge	3,38	
6		Distributing knowledge	3,26	

Table no. 4 depicts correlation matrix of variables, as you may see; from the staffs of educational department, there is a significant relation between the organizational cultures & the dominant knowledge management. The eventuated correlation coefficient (/89) & the meaningful level (Sig: /000) reveals that there is a meaningful relation between 2 variables (organizational culture & knowledge management) at the levels of 0.10 & 0.5. Hence, zero assumption is refuted & the opposite assumption to be accepted & the theory which says there is a meaningful relation between the organizational culture & the staffs of educational department in the specific organization from the Educational Department to be accepted & one can concluded that there is a significant statistical relation between the organizational culture & knowledge management in the Educational Department. Also, the results of table 4 show that there is positive & significant relation at levels 1% & 5% between organizational culture & each components of knowledge management. In other words, between organizational culture & creating knowledge ($r= 0.87$ & $\text{sig}= 0.000$); organizational culture & earning knowledge ($r= 0.72$ & $\text{sig}= 0.000$); organizational culture & creating knowledge ($r= 0.74$ & $\text{sig}= 0.000$); organizational culture & storing knowledge ($r= 0.77$ & $\text{sig}= 0.000$); organizational culture & distributing knowledge ($r= 0.87$ & $\text{sig}= 0.000$) & eventually between organizational culture & using knowledge ($r= 0.79$ & $\text{sig}= 0.000$); a positive & significant relationship at levels 1% & 5% was witnessed. Furthermore; the results show that the organizational culture variable has the most relation/ contact with earning & distributing knowledge components. In addition the tables data show that between tribal culture & knowledge management ($r=0.83$ & $\text{sig}= 0.000$); democracy- special culture with knowledge management ($r= 0.88$ & $\text{sig}= 0.000$); market culture & knowledge management ($r= 0.84$ & $\text{sig}= 0.000$) & hierarchical culture & knowledge management ($r= 0.86$ & $\text{sig}= 0.000$) there is a positive & meaningful relation at levels 1% & 5%. Furthermore; the outcomes show that out of all types of organizations, the democracy- special culture has the most contact with knowledge management. In conclusion all the data in table 4 reveal that:

-Between tribal culture & creating knowledge ($r= 0.89$ & $\text{sig}= 0.000$); tribal culture & acquiring knowledge ($r= 0.70$ & $\text{sig}= 0.000$); tribal culture & knowledge organization ($r= 0.71$ & $\text{sig}= 0.000$); tribal culture & storing knowledge ($r= 0.72$ & $\text{sig}= 0.000$); tribal culture & knowledge distribution ($r= 0.81$ & $\text{sig}= 0.000$) & tribal culture & using knowledge ($r= 0.76$ & $\text{sig}= 0.000$); there is a positive & significant relationship. In addition, the results show that the tribal culture has the most relation/ contact with the component of creating knowledge. -Between democracy-special culture & creating knowledge ($r= 0.83$ & $\text{sig}= 0.000$); democracy-special culture & acquiring knowledge ($r=0.70$ & $\text{sig}= 0.000$); democracy-special culture & knowledge organization ($r=0.71$ & $\text{sig}= 0.000$); democracy-special culture & storing knowledge ($r= 0.80$ & $\text{sig}= 0.000$); democracy-special culture & distributing knowledge ($r=0.87$ & $\text{sig}= 0.000$) & democracy-special culture & using knowledge ($r= 0.79$ & $\text{sig}= 0.000$); there is a positive & significant relationship at levels 1% & 5%. In addition they revealed that democracy-special culture has the

most contact with the component of distributing knowledge. -Between market culture & creating knowledge ($r= 0.79$ & $\text{sig}= 0.000$); market culture & acquiring knowledge ($r= 0.67$ & $\text{sig}= 0.000$); market culture & knowledge organization ($r= 0.70$ & $\text{sig}= 0.000$); market culture & storing knowledge ($r= 0.87$ & $\text{sig}= 0.000$); market culture & distributing knowledge ($r= 0.87$ & $\text{sig}= 0.000$) & market culture & using knowledge ($r= 0.72$ & $\text{sig}= 0.000$); there is a positive & significant relation at levels 1% & 5%. Plus; the results reveal that market culture has the most contact with storing & distributing knowledge components. -Between hierarchical culture & creating knowledge ($r=0.83$ & $\text{sig}= 0.000$); hierarchical culture & acquiring knowledge ($r= 0.71$ & $\text{sig}= 0.000$); hierarchical culture & knowledge organization ($r= 0.71$ & $\text{sig}= 0.000$); hierarchical culture & storing knowledge ($r= 0.65$ & $\text{sig}= 0.000$); hierarchical culture & distributing knowledge ($r= 0.78$ & $\text{sig}= 0.000$) & hierarchical culture & using knowledge ($r= 0.76$ & $\text{sig}= 0.000$); there is a positive & significant relation at levels 1% & 5%. In addition, the outcomes show that the hierarchical culture has the most contact with the creating knowledge component.

Table 4- correlation matrix between organizational culture & knowledge management

	F- S	M-D	Tribal	Special	Market	Hierarchy	Creation	Acquisition	Organization	Storing	Distribution
M-D	0.890	1									
Tribal	0.977	0.830	1								
Special	0.966	0.883	0.933	1							
Market	0.968	0.842	0.931	0.925	1						
Hierarchy	0.904	0.864	0.857	0.816	0.822	1					
Creation	0.871	0.884	0.887	0.827	0.791	0.831	1				
Acquisition	0.723	0.826	0.698	0.700	0.666	0.710	0.725	1			
Organization	0.739	0.889	0.712	0.712	0.695	0.714	0.675	0.745	1		
Storing	0.765	0.879	0.716	0.801	0.739	0.654	0.711	0.577	0.735	1	
Distribution	0.873	0.895	0.809	0.872	0.867	0.780	0.766	0.637	0.713	0.829	1
Usage	0.787	0.948	0.764	0.778	0.716	0.756	0.812	0.735	0.871	0.816	0.808

Conclusion

As we have said earlier, the staffs’ cultural values might have a significant impact on creating & sharing knowledge & sharing contact & learning in organizations. Organizational & cultural specifications, promote the successful execution of knowledge management. I this paper, to investigate the relation between organizational culture with knowledge management, the theoretical frame of Cameron & Quinn (2006); Lawson (2003) & Jones (2009) was accepted. Statistical analysis pertaining to organizational culture with knowledge management shows that a significant & direct relation between organizational culture & knowledge management with correlation coefficient is confirmed. With respect to the 1st hypothesis about organizational culture & what are the most important components of the dominant knowledge management in Iran’s Educational organization? & that what is the difference of ideas among the staffs in this regard?... the results show that the hierarchical culture of the dominant culture & the democracy- special culture enjoys the least importance in Iran’s dominant culture in the Educational system. Furthermore; the results reveal a significant difference in ideas among the staffs relative to the type of the dominant culture in the organization. i.e. Iran’s Educational department idea about the fact of which organizational culture to dominate it? There is a significant difference over this issue & they have not reached a unanimous agreement over this fact that what is the dominant culture on Iran’s educational department. The results also show that the components of knowledge management & the components of using it are considered among the most impoertant components & accordingly the components of knowledge management & knowledge distribution has the least possible importance in the educational department. Also, there is no significant difference between the staffs’ point of views over the dominant components of knowledge management in the organization. In other words, the standpoints of the staffs of the educational department pertaining to the subject that which component considered the dominant in the organization.? There is no significant statistical difference. Therefore; the 1st hypothesis relative to the significant difference among the staffs’ standpoints about the type of the dominant organizational culture in the educational department, has been confirmed, on the contrary; in the field of the dominant knowledge management component in the organization has been refuted. Relative to the 2nd hypothesis about the relationship between organizational culture variable along with knowledge management variable, the results reveal that there is significant relationship between the two. The outcomes of this study are found to be in coordination with all the eventuated results by Hufsted (1991); Gold & Malhverta (2001); King & Co0 (2001); sarooee (2004); Qverth&Lindz (2006) & Johns (2009) studies that show a significant relationship between organizational culture variable with knowledge management variable in the organization. Pertaining to the 3rd hypothesis about the (significant) relationship between the organizational culture variable with any of the knowledge management components, the results show that the organizational culture variable has a significant relationship with each of the components including creating knowledge, acquiring knowledge, knowledge organization, storing knowledge, distributing knowledge & applying knowledge. In the meantime, the most witnessed relationship was with acquiring & distributing knowledge. In regard to the 4th hypothesis in terms of the relationship among each of the different types of organizational culture with knowledge management, the results show that tribal culture, specialization orientation culture, market culture & the hierarchical culture has a relationship with knowledge management, in this regard; the

specialization orientation culture has revealed the most contact. Hence; the educational Department should try to develop the indexes of the referred culture. Based on the 5th hypothesis which is about the common relationship between each organizational culture type & each knowledge management component, the results show that there is a mutual relationship between among tribal, specialization orientation, market & hierarchical cultures & knowledge creation, knowledge acquisition, knowledge organization, knowledge storage, knowledge distribution & knowledge usage. Out of which, the tribal culture has the most contact with knowledge creation; specialization orientation has the maximum relationship with knowledge distribution component; market culture has the most contact with knowledge storing, knowledge distribution & hierarchical culture & knowledge creation. By considering the above outcomes, one can realize that the most relationship of cultures lie within knowledge creation & distribution. Therefore, the Educational Department should develop & enhance each of the mentioned components. Generally speaking the outcomes indicate that there is a significant relationship between organizational culture & its various types with knowledge management & its components. Based on the concluded results out of the current research & the supplementary information relative to this research, the following results are offered:

1. Considering the fact that the dominant organizational culture in Iran's educational Department is said to be hierarchical & on the other hand, with regard to the fact that the specialization orientation culture has the least average, it is suggested that the organization considers this culture's (flexibility, attention & coordination with the outside ambient, focus on growth, development rate, source acquisition, distributing creativity, innovation & running the risk) more than ever.
2. With regard to the fact that the referred organization pays little attention to knowledge distribution (which the most important component of knowledge management), thus, based on this the following offer is presented that to pay more attention to the indexes relative to knowledge distribution such as: the accessibility of knowledge facilities (like net etc.); on time report distribution; sharing knowledge thru data bases; libraries & negotiation meetings & consequently holding conferences & instructive speeches, i.e. to pave the ground for knowledge facilities accessibility such as the net & all kinds of high tec. Methods. Also, it is suggested that organizational reports to be distributed & becomes available to all the staffs on time by the referred department. Furthermore, it is suggested the mentioned office to pave the way for establishment of knowledge sharing by providing data bases.
3. It is suggested that the Educational Department to hold negotiating meetings such as conferences, seminars & instructive speeches in the office so that it can facilitate knowledge sharing. In addition, it is suggested that to enhance the organization's library & all staffs of the office to be encouraged to read them so that in this way a potential for enhancing knowledge sharing in the office may be provided.
4. Considering the fact that there is a positive & significant relationship among all the organizational culture components with knowledge management & regarding the fact that organizational culture turned out as the biggest obstacle on the way of sharing knowledge, thus; an appropriate culture for knowledge management considered essential. Hence, all organization to implement the elementary stages of knowledge management requires awareness & familiarity with culture type that is dominant in their working environment & harmony level of the organizational culture with knowledge management activities. In other words, to apply knowledge management processes the focus to be on organizational culture.

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