Oxford Journal of Technology, Arts, Sciences and Knowledge
e-ISSN 2773-5370 Vol. 3 No. 1 (2021)

KNOWLEDGE MANAGEMENT IN NON-PROFITABLE PROJECTS: A CASE STUDY OF THE LABOUR MARKET INFORMATION PROJECT IN VIET NAM

Nguyen Thi Le Van
University of Economics and Business – Vietnam National University, Ha Noi

Bui Quang Tuyen
University of Economics and Business – Vietnam National University, Ha Noi
Viet Nam Viettel Academy

Nguyen Duc Bao Long
University of Economics and Business – Vietnam National University, Hanoi
Japan Vietnam High Technology Research and Development Center, Vietnam

Corresponding author email: levan3006@gmail.com

ABSTRACT
This study identifies different issues related to knowledge management in a non-profitable project through quantitative analysis. The authors used data collected through 33 interviews with other staff members of the Project. Results from the interviews help the authors understand the perception of knowledge management of the Project's staff members, factors supporting the knowledge management in the Project, challenges to the knowledge management and some factors that help to improve the knowledge management in the Project. These findings will set the foundation for other studies on enhancing the knowledge management of the non-profitable project or developing a model for knowledge management.

Keywords: knowledge management, non-profitable project, knowledge management model

INTRODUCTION

Knowledge is becoming a competitive potential, strength, and a resource of a country (Nguyen, 2020). In developed economies, especially the most technologically advanced economies; knowledge is an even more important factor than other resources such as land or water as means of production (World Bank, 2007). In the era of technology 4.0 and digital transformation, knowledge is becoming more critical (Bui, 2020). Knowledge must be updated regularly because the innovation of knowledge is often very rapid, diverse, and unpredictable. Knowledge management is an essential organizational management activity especially, in the context of knowledge booming (Nguyen, 2020). It plays an essential role in any agency that considers knowledge a critical force (Evers, 2005) and knowledge management as an inevitable trend (Do, 2020).

In Viet Nam, many non-profit projects are implemented by development assistance agencies including, non-profit and non-governmental organizations in various fields. These projects have many specific goals geared towards a common goal of human and social development, promoting equity while ensuring sustainable development. Due to their activities in various fields, the amount of knowledge that these projects create is substantial and diverse (Economic Commission). The knowledge fields included social development from health to education, culture, or science, and they were gathered from all around the world. In addition to creating a premise for further development activities, this knowledge also serves as important evidence to support the Government's policy making.

Knowledge generated from non-profit projects is a high-value asset, which was accumulated through a long process of operating, monitoring, and evaluating (World Bank, 2007) with a great deal of financial and technical capital invested. Therefore, building a basic and standard knowledge management process will help organizations take advantage of the generated knowledge as well as limit wasting this knowledge (Dumitriu, 2016).

In non-profitable projects, however, knowledge management is yet to be a top priority (Dumitriu, 2016), so a common framework for knowledge management for these projects in Viet Nam is not available. Therefore, knowledge is not well reused for innovation and especially policy advice in Viet Nam. Moreover, in many projects, well-built and valuable knowledge could not finish its life cycle to be shared with other projects. A misallocation of resources without regard for the efficiency and efficacy of initiatives (IFAD, 2019).

Although some organizations have developed their knowledge management process given the differences in their nature, scope and specific objectives, most non-profitable projects in Viet Nam do not have such a process (Dumitriu, 2016). Hence, many organizations could not take advantage of the knowledge they created.

Moreover, in most organizations managing non-profitable projects in Viet Nam, mid and long-term planning a crucial exercise, primarily financial and human resource planning. Knowledge management will be the foundation for these exercises as they need to be implemented based on evidence and information. Knowledge management is a strategic tool for the organization serving effectively organizational plans (Bassam, 2019).

RESEARCH BACKGROUND

The labour market information project (hereafter called Project) is an inter-ministerial project aiming to improve Viet Nam’s labour market information system. The Project focuses on three main components, including 1) building the labour market information system, 2) managing the labour marketing information system and 3) Using labour marketing information.

The Labour Market Information Project is a project that will generate much knowledge about the labour market. The knowledge includes statistical data from the Labour Force Survey of the National Statistics Office, administrative data sources collected from the public employment service centre system under the Ministry of Labour, Invalids and Social Affairs,

and research and policies built on the information gathered these two central data systems. In addition, the Project's knowledge also includes international experiences collected and synthesized by the Project's experts and technical staff working for the Project.

Knowledge created in the Project is both a product of the Project and a means to implement the Project. Some knowledge, especially explicit knowledge in the Project, are labelled as secret, so the creation and storage process is carefully built. The Project has also invested in several separate systems for storing these types of knowledge. In addition, because the Project also acts as a repository of information from various sources, the Project regularly receives requests to share information from external organizations. Making the partners understand where the Project stands in the chain of data and information disclosure, related functions and powers of the Project,that needs to be effective.

Given the nature of the Project dealing with sensitive data, collecting, managing, and using data types also requires an adequate and efficient design. These types of data are also inputs into the process of performing other activities in the Project. Currently, the Project also has many policies to manage the collected data. However, the Project has not well used this knowledge. The needs to build a standard strategy for knowledge management plays an important portal in project management and organizational development in Viet Nam. Good management of this knowledge will significantly contribute to the successful management and implementation of non-profit projects.

This study will seek to answer the following research questions:

- What are types of sources of knowledge are available in the Project?
- What is the level of knowledge management in the Project? What are the advantages and challenges?

LITERATURE REVIEW

Knowledge

Researchers around the world studied and proposed different concepts of knowledge in many different research contexts. Scholars have debated whether knowledge exists, the types and definitions of knowledge, and whether knowledge is information or vice versa. Is knowledge a term covering aspects broader than information, or are they two separate concepts (Davenport and Prusak, 1998; Nonaka & Takeuchi, 1995)? Different scholars have different approaches to the definition of knowledge.

Nonaka and Takeuchi (1995) argue that knowledge is "something that is not easily seen and expressed… highly personal and difficult to formalize, making it difficult to communicate or share with others." "Knowledge is of decisive importance for human development" (World Bank, 2007), and different definitions of knowledge given by scholars and attracted the attention of most outstanding scholars in the world. The term knowledge has different meanings to different scholars (Assudani, 2005).

Tsekhovoy (2019) argues that it is essential first to distinguish the definition of "data." "information", and "knowledge" when studying knowledge. These elements are inherently linked and interactive through hardware-software technologies to enable organizations to transform data into information and information into knowledge.

Also studying the difference between data, information, and knowledge in his research on knowledge management process, Gasik (2011) gives the following definition: "Knowledge is a combination of experience, values and beliefs, contextual information, intuition, and insights that enable one to gain new experiences and information". "Information consists of organized or structured data, processed for a specific purpose to make that data meaningful, valuable, and useful in specific contexts." "Data are discrete and unorganized measurements or raw and unprocessed observations."

This thesis inherits the definition of knowledge by Davenport and Prusak (1998), according to

which: “Knowledge is a collection of experiences, values, information associated with the context, and insights that help create a framework for evaluating and integrating new experiences and information. In organizations, knowledge is not only contained in documents or knowledge repository, but also in the organization’s processes, practices, and operating rules.

Knowledge management

Scholars from Western countries have recognized the importance of knowledge management, especially in business and economic development, since the 1950s-60s of the last century. Early theories of knowledge management developed during this period.

Around the turn of the 21st century, knowledge management can systematically define the use of an organisation’s brainpower to achieve efficiency, secure competitive advantage, and encourage innovation (Serban and Luan, 2002). According to Mohajan (2017), knowledge management is the management and use of information and knowledge in operational processes in an organisation. Knowledge management designs strategies and processes to identify, capture, structure, value, leverage, and share an organisation's intellectual property to enhance its performance and competitiveness. (Mohanjan, 2017).

According to Hoang (2015), information management considers knowledge as an asset and, at the same time, a social issue because knowledge of social interaction processes. Whatever characteristics it may include, knowledge management is a continuous process including creation, processing, transfer, protection and reuse. The knowledge management process must include human and technological factors. According to the World Bank (2012), knowledge management is “the systematic process of identifying, capturing and transferring information and knowledge that people can use to create, compete and thrive”.

Differences in the definition of knowledge management occur in many different contexts, from science, psychology, management science, engineering to information technology and social science and strategy (Nonaka & Takeuchi, 1995; Kebede, 2010; Laudon & Laudon, 2012). Knowledge management is needed in these areas and embedded in the processes and practices of the organizations.

In Viet Nam, knowledge management is the working agendas of many large organizations. According to Dumitriu’s report on knowledge management in UN organizations (2016), most UN organizations have specific activities on knowledge management. Some organizations such as UNICEF or the ILO already have of knowledge management strategies in their organizations with committees and working groups established to manage and promote knowledge management. However, in small-scale development projects, knowledge management still seems to be a distant concept due to lack of synchronous strategies, leadership or finance (Dumitriu, 2016).

Types of knowledge

For further study, we require the classification of knowledge from a management perspective. In project management, knowledge covers “explicit knowledge” (knowledge that can instantly encode in words, pictures and numbers) and “tacit knowledge” which is individual and difficult to express knowledge, such as judgment, special knowledge, experience, and technique).

Tacit and explicit knowledge are definitions derived from Gilbert Ryle (1900-1976) and Michael Polanyi (1891-1976). Ryle has analyzed the concept of “hidden knowledge” and “exposed knowledge”. Polanyi continues to work on Ryle's background. He narrowed the definition of tacit and explicit knowledge to “we know more than we can say” (Oluikpe, Sohail, Odhiambo, 2011).

According to Nonaka (2000), “explicit knowledge is expressed in formal and well -structured language and shared in the form of data and scientific formulas”. Meanwhile, Hislop (2013)

emphasizes the process of encoding knowledge and assumes that knowledge can take on an entity separate from those who can understand and use it and therefore needs communication. From there, knowledge in encrypted form can be transferred from one place to another without being modified.

According to Bui (2020), knowledge is currently coded and systematized in text, documents, audio, images, which are transferred and shared with others. Tacit knowledge is knowledge that is not systematized. It is often latent in each individual and difficult to encode and transfer such as beliefs, values, experiences, know-how, skills etc.

Factors supporting knowledge management

Knowledge management can be affected and supported by different factors. Most researchers believed that IT platforms or digitals transformation tools play an essential role in facilitating knowledge management in the organization (Davenport, 1997; Brown, 1998; Mahapatra and Sarkar, 2000; Alan, 2020; Assunta, 2021). Mahapatra and Sarkar (2000) listed many functionalities that information technology may support knowledge management such as communication, coordination, storage, processing, or presentation. Assunta (2021) emphasized that digital transformation technologies aid in the creation of new knowledge, which is the long-term value of the organization, and the process should be properly managed.

Besides IT tools, other factors like knowledge sharing culture have significant influence on knowledge management in the organization include in the organization (Nonanka and Takeuchi, 1995; Davenport and Prusak, 1998; Cong and Pandya, 2003; Awad & Ghaziri, 2007; and the existing of community of practices (Wenger et. al., 2002; Cong and Pandya, 2003; Gladys, 2014; Dumitriu, 2016).

Managers' role in knowledge management

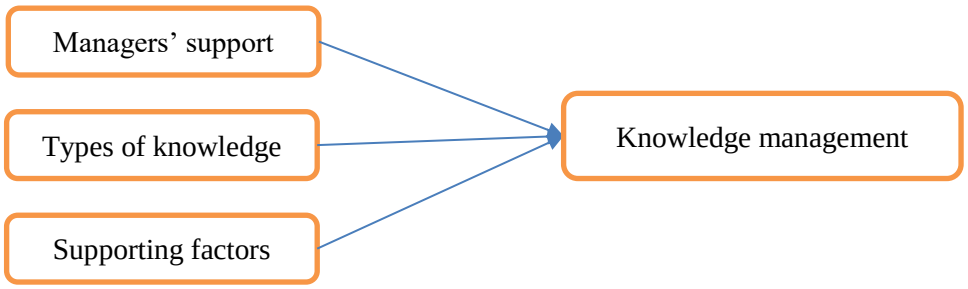
Management support is an essential influencing factor in many knowledge managements models by different researchers (Ahmad et.al, 2007; Bassam, 2019; Albassam, 2019; Kusal, 2020). Competent managers will focus on the future of the organization. They will develop operational strategies for the survival and growth of the organization, and they will also share this with their employees (Bassam, 2019). They will also create a conducive working environment for employees and allow them the opportunity to brainstorm and come up with new ideas (Awad & Ghaziri, 2007). Managers will play both the role of a leader and an encourager in knowledge management (Bui, 2020).

RESEARCH METHODOLOGY

Research Framework

This study will apply the following research framework developed based on reviewing other literature:

Figure 1: Research framework



The authors use the case study method to delve deeply into the natural history of the case study to gather information and draw connections. In this thesis ,the case study is the Labour Market

Information Management Project implemented in Viet Nam. The authors use the case study method to be able to comprehensively and deeply study the research phenomenon and test the theoretical assumptions of the research by providing a wealth of detailed information about the Project.

The study population includes 61 researchers and project managers from the Project. Of these 61 staff, there are 11 project managers, 13 administrative staff, 1 officer in charge of human resources and 1 officer in charge of information technology, 10 experts and 21 technicians. Out of 10 experts, there are 2 experts whom both act as experts and as the head of a department in the Project. The study's target population includes project managers, professionals and technical staff. The study uses a purposeful non-probability sampling method. The final number of interviewees was 33 people. Besides conducting interviews, the authors also use observation methods to collect data to supplement information and data for some content.

DATA ANALYSIS AND FINDINGS

Interviewees' demographic information

The authors successfully conducted interviews with all 33 interviewees after many attempts to schedule interview appointments. Thus, the response rate of this interview is 100%.

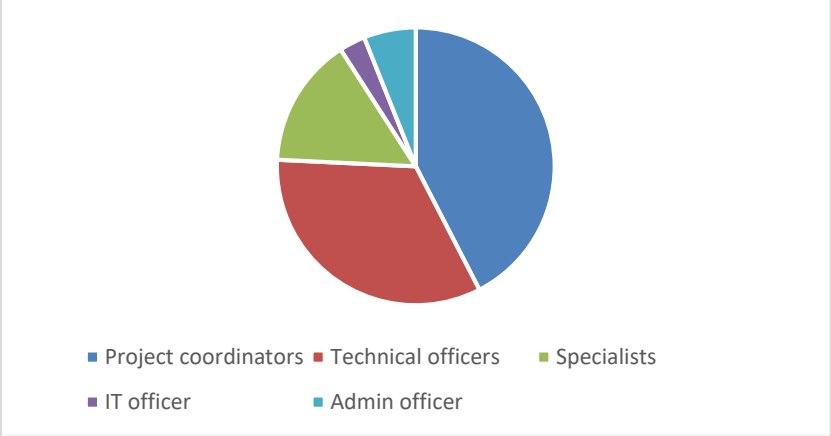
Out of 33 interviewees, 24 were female (73%), and 9 were male (27%). According to Table 1, the highest educational attainment achieved by the interviewees was a PhD. All five experts of the Project are PhD. In addition, all technical staff and project managers have a Master's degree.

Table 1 Educational Attainment

Position	PhD	Master	Graduate
Project manager		14	
Expert	5		
Technical officer		11	
Admin officer			2
IT			1
Total	**33**		

According to the collected data, project managers accounted for the most significant number of interviewees. Technical officers are the second largest group. These are two groups of staff directly involved in support activities and working with the project's partners to implement activities.

Figure 1: Interviewees' position



Data from interviews show that 7 interviewees have worked at the Project for more than 4 years (accounting for 21%), the remaining 26 people have worked in the Project for less than 4 years (accounting for 79%). This Project started in 2012, so the person working longest for the Project is only 9 years.

The perception of knowledge in the Project

Many organizations, especially international organizations, clearly identify knowledge as an organizational asset. In the Labour Market Information Project, 90.9% of the interviewees identified knowledge as an asset. This assessment reflected that the interviewee knows the sources and types of knowledge collected and used in the Project.

"The project works on both explicit and tacit knowledge. Explicit knowledge includes data collected directly from surveys and administrative data collection systems of the General Statistics Office and the Ministry of Labour, Invalids and Social Affairs. Tacit knowledge is the findings and knowledge developed through the analysis of data, lessons learned from studying the experiences of countries around the world, and experts' technical contribution to the Project."

However, only 76% of the interviewees were able to make a clear distinction between explicit and tacit knowledge even though the authors gave the most general definition and some distinctions between explicit and tacit knowledge. Because this project focuses a lot on generating information and most of the interviewees have had research and experience on knowledge creation processes, they were able to show that both explicit and tacit knowledge exists in the Project.

"The Project is creating two types of knowledge. However, making a clear distinction between the two is not common in the Project. The overall goal of the Project is to support the Government in managing and developing the labour market information system, so information system management policies and strategies will be more concerned than the types of knowledge themselves."

Results from interviews show that the Project considered knowledge as an asset and invested in the creation and use of the knowledge. However, knowledge in the Project is not clearly classified or distinct, and there are no specific and appropriate management measures for the different types of knowledge.

"Explicit and tacit knowledge have equal value in the Project because the Project is designed to support the development and management of these two types of knowledge in the labour market information system. However, at present, in the Project, these two types of knowledge are not clearly separated but are combined in an action strategy."

Factors affecting knowledge management in the Project

The willingness to share knowledge

In the Project, the interviewees all said that the Project is creating a lot of valuable sources of knowledge. It is evident as the Project focuses mainly on supporting the creation and management of substantial knowledge resources collected and created by state management agencies. The knowledge created in the Project is extensive and very valuable. However, Project's officers are approaching knowledge sharing differently. Most of them acknowledged that they benefited from knowledge sharing.

"When I share knowledge, I benefit a lot, especially while ensuring that the work runs smoothly and efficiently in my absence."

"When I share knowledge as the leader of a working group, I find the team to be more effective."

However, many interviewees said that not everyone is willing to share knowledge and that for some, the knowledge they hold is their competitive advantage.

"There is some data that is a common property of the Project, but we cannot access it due to some regulations of the Project. This greatly limits the use of knowledge in the Project."

However, according to people who are responsible for the direct management of activities related to knowledge creation, especially explicit knowledge, limitations to sharing some

explicit knowledge in the Project are related to the commitment to information security between the Project and relevant state agencies.

"One of the products of the Project in the cooperation with relevant state management agencies is the raw data collected from national statistical surveys and administrative system. Much of this data, when in its raw form, is considered a state secret, especially data from statistical surveys. Under the Statistics Act, this data includes personal information of survey participants. Therefore, in accordance with the Project's commitments to the relevant agencies, as well as the principles of professional ethics of the Organization, this information will not be shared widely, even with irrelevant members of the Project."

"Only officers directly involved in processing data will have access to these data. Sharing it widely would violate our commitments to the relevant partners as well as the ethical standards on working with personal information."

The restriction on sharing of raw data in the Project is also said to be related to the technical problem of processing the data. This is also one of the barriers in knowledge management when some specific information cannot be widely used because only certain individuals are able to process the data.

"The raw data we collect through the Project must be processed and analyzed following specific analytical methods and definitions. Results from analyzing the data is useful only when our standard analytical methods are applied. Applying other analytical methods can give different interpretations and results, leading to inconsistent messages being conveyed from the same organization to the outside. Therefore, our processing of raw data is limited to certain people."

Clearly, some individuals still do not have a clear understanding of the difference between types of knowledge, leading to misunderstanding of the knowledge sharing mechanism in the Project.

Tools supporting for knowledge sharing

Findings from interviews related to knowledge sharing methods also partly complement the comments and explanations about the limitation of sharing some types of knowledge mentioned in the above section. Before knowledge can be shared, it must be collected, encoded, and processed into a form that everyone can understand. At the same time, knowledge transfer is a prerequisite for knowledge sharing. Today, knowledge can be shared more easily through social networks or internal information systems on network platforms.

Research results show that 88% of the interviewees use a variety of methods to share knowledge. These methods are not only face-to-face exchanges but also technologies. Knowledge sharing methods include meetings, intranets, training sessions, seminars, face-to-face discussions between supervisees and supervisors, mentoring programs, and social networks.

Interviewees showed that these methods have some limitations such as the difference in levels of knowledge, time spent on knowledge sharing, data users do not like to exchange or are not aware of methods of sharing knowledge, the nature of the relationships between employees in the same Project.

"One of the reasons to ineffective knowledge sharing in the Project is that people do not have time and people do not know what information their colleagues may need to share and what information is available to request."

The findings related to knowledge sharing methods in the Project are also quite similar to other studies on knowledge sharing in organizations. At present, the Project does not have a new method of knowledge sharing than traditional methods. However, thanks to the development of information technology, Project's officers share knowledge more often through social networks. Individuals are more motivated to share knowledge by receiving appreciation and

encouragement from knowledge recipients.
"There are many forms of knowledge sharing in the Project, I find the most effective way is to share the knowledge that you find useful through the company email system. Maybe I don't need it right away, but I might need this knowledge in the future."

Information Technology (IT) platforms supporting knowledge sharing

According to the interview results, 88% of the interviewees know about IT platforms for sharing knowledge. All interviewees said that the Project has enough basic IT platforms for knowledge sharing.
"I don't know if there are better IT platforms for knowledge sharing, but I think the IT platforms that the Project is using are also sufficient for knowledge sharing within the Project."
Although not differentiating types of knowledge as explicit knowledge or tacit knowledge, the Project also has its own IT platforms to share different types of knowledge.
"For unprocessed raw data, we have a private, secure drive to store these data. Only those authorized by the Project Director have access to these data. This private drive is connected to the global system so that we can promptly exchange and assist each other in processing this data."
Most of the interviewees agreed that technology plays an extremely important role in increasing knowledge sharing inside and outside of the Project because technology helps to break down barriers of traditional direct knowledge sharing. Most of the interviewees were sharing knowledge in online social platforms.
In this case, Project's staff often prefer to use convenient knowledge sharing tools such as email systems, social networks to share knowledge instead of using IT platforms built specifically for them. Projects such as intranets are often restricted to internal communication only.
"Within the Project, we have a common information storage system so we can share all the information with each other. However, I have a lot of difficulties when I want to share data information with the outside. I often have to work with external consultants and currently the Project does not have an effective information sharing platform to use. Although the Project has some other options, these platforms were not friendly to external recipients. Operation on these platforms is also quite complicated, so I rarely use it."
The study's findings indicate that the Project is providing some IT platforms to support the communication and exchange in the Project. For informal communication and exchange, employees do not have much difficulty because there are many options. However, for specific knowledge, knowledge sharing is still not adequate. There are still no concrete options or effective IT platforms for better sharing of information and knowledge.

Community of Practice (COP)

Currently, there is no formal community of practice in the Project, and it did not undertake any initiatives to establish communities of practice within the Project. The Project Director also confirmed that the Project does not intend to launch communities of practice. However, the Management Board also encourages employees to cooperate and support each other in professional groups or group tasks. Individuality still exists in the Project. Individuality contributes to the limited information sharing within working groups or professional groups.
"Even though we work in the same team, we each have our own roles. There is some knowledge, especially tacit knowledge that people usually will not share. Sometimes it can be because that knowledge is highly sensitive; sometimes it is an individual's advantage or individual product that one does not want to share with others in the group."
Respondents also reported that they were members of several external collaborative networks and often exchanged knowledge within these networks. Another reason contributing to the limitation of co-investment in the Project is that although it has existed for a long time, it is

still a relatively new term for the Project Management Board. Because there is not enough information about the COP, the Project Management Board has not been able to find suitable individuals and talents to promote this activity in the Project. However, COP is still an encouraging activity in the system of UN organizations, programs, and projects.

In his consultation for businesses, Bui (2020) suggested that organizations need to set requirements, provide mechanisms and support for those who hold the experience and know-how of the business to develop theoretical knowledge and participate in communication and training in their organization. It is the process of turning tacit knowledge into explicit knowledge.

The role of Project Management Board in building a supporting environment for Knowledge Management

Leadership support is crucial to knowledge management initiatives. Leadership is a position that receives the support and trust of the entire Project, so they need to ensure that Project's units can work effectively together on the existing infrastructure to achieve the Project's goals together. They can do this by forging collaborative relationships between employees, between employees and leaders, and at the same time ensuring that the proper infrastructure is in place to get the job done. Project leaders also need to take on the role of guides and trainers for their employees to build a capable and enthusiastic workforce to do their jobs. To implement a knowledge development strategy for the organization, the organization's leadership will lay the foundation, set the requirement, and be present in implementing the knowledge development mindset. Leaders need to consider knowledge management strategies as a tool to run their organizational apparatus and set standard requirements for each individual, team, and group to implement (Bui Quang Tuyen, 2020).

When assessing the role of leadership in the Project, participants asked a variety of questions so that interviewees, both in leadership position and in staff positions, could make judgments about the role of leadership in knowledge management in the Project. This interview technique will help participants distinguish the two groups' views and grasp the issues that may be barriers to knowledge management in the Project. The questions, which may have the same content, but are asked in different ways to understand issues related to trust and openness and the culture of cooperation in the Project. Project leaders play a very important role in managing knowledge flows in the Project.

A total of 11 out of 17 people think that the Project Management Board has created a good environment for knowledge management activities at the management level. By providing the appropriate infrastructure, support, guidance, and policies that allow employees to communicate directly with the Project Management Board at any time they deem necessary. They can participate in the steps of the knowledge management process.

"Even though there are no more specific policies on enhancing knowledge management activities in the Project, the leaders have also tried to facilitate and build a culture of openness and sharing so that employees can promote their creativity."

However, not all interviewees agreed with this opinion. Some people believe that management sometimes also uses employees' own opinions to refute employees. It hurts trust, which is a necessary element for knowledge sharing, which is an essential important component of knowledge management. Sharing exchange and cooperation with staff is also a problem because some interviewees believe that this activity is not going well in the Project. Knowledge is often shared through daily interactions, while some members of the Project leadership are difficult to access, or only share and exchange among peers. It leads to knowledge degradation and disappearance. A culture of collaboration and knowledge sharing in an organization will help overcome distrust or loss, knowledge degradation and increase collaboration among

people. Some interviewees said that the leadership could quickly exchange and share with employees in the pantry, breakout rooms or on the sides of meetings so that low-level employees could freely share their views.

"In fact, people often feel unsafe when sharing information and knowledge in the workplace because knowledge is considered a person's professional capital."

And since the staffs in the Project, although always encouraged, do not clearly see the signals and evidence that reassure them that sharing knowledge is a valuable way to contribute to the Project's development, this action will always receive high support.

"Sharing knowledge should be selective because I am not sure one day the knowledge and information that I share will be used to hurt."

This will eventually lead to limited knowledge sharing, which is an important factor hindering the project's knowledge management.

At the project management level, all leaders acknowledged that the Project currently does not have a clear policy and model for knowledge management. However, there have been some clear regulations for processing some knowledge. The definition is quite clear, but from sharing and storing information and extracting tacit knowledge, the rules and implementation steps are not clear.

"The sharing of knowledge is evident in the Project. We have created conditions and space for employees to develop freely, but of course within the framework of the project. This is a non-profit project of a government organization; the sharing of knowledge needs to take into account all other sensitive factors."

The knowledge management in the Project is said to limit within Project's staff using the generated knowledge to serve their work and achieve the results set out at the beginning of the period.

Challenges to Knowledge Management

Ninety-seven per cent (97%) of interviewees said that they face many difficulties in using and managing knowledge. These difficulties lie both at the individual, project, and technical level, depending on the individual's approach angle. They include lack of trust among employees, knowledge concealment, a lack of success stories, ignorance of available knowledge, a lack of confidence and ability to improvise, a lack of technical tools to facilitate the application of available knowledge, division within the Project's personnel, and knowledge division.

Implementing each stage in knowledge management is always a difficult activity in any organization due to the above-mentioned barriers, at all levels from individuals to organizations. At the individual level, barriers include personality, attitudes, personal skills as well as individual ownership.

At the organizational level, trust is an extremely important factor reflected in the honesty and consistency of knowledge transmission. This is a condition for knowledge sharing in the organization. Trust and consistency help reduce competition and encourage transparency in the organization (2014). Some other barriers to knowledge management mentioned in other studies, and partly reflected in the Project, are the reduction of Project personnel, the high staff turnover rate, and the limitation on the resources, top-down management, inflexibility, bureaucracy, and highly hierarchical organizational structure. Some other researchers believe that technical factors are also a barrier to information management (Yen, 2015). It is because sometimes, the organization does not adequately invest in suitable IT facilities that match the needs of the employees in the organization. The heavy reliance on technology is also a challenge because if the system fails, employees will not be able to work. However, in the current digital technology context, the benefits of applying technology for work will be higher than the risks of system collapse, so the application of technology is indispensable in all

activities, including KM.

Interviewees also indicated that they had come up with many ways to overcome these difficulties, but of course, they were not always successful. For example, they created their knowledge-sharing platforms, trained, and guided new people, and provided technical support when transferring knowledge to others.

"There are certain types of knowledge that are suitable only for word of mouth, with no tools suitable for sharing, storing or transferring."

CONCLUSION & RECOMMENDATIONS

Research results have shown that Labour Market Information Project's staff members are well aware of the knowledge management but the Project has not established a formal KM mechanism. There are already some regulations for certain types of knowledge currently collected through the Project. However, these regulations only focus on a few individual components of the Project and do not constitute a management process or model in the Project. The Project has many advantages for promoting KM such as the willingness to share knowledge among Project's staff or the use of IT platforms, and the management support. However, the Project has not yet applied the COP, a very suitable model for knowledge management, nor it have a dedicated staff on information management. The research results also pointed out some difficulties when implementing knowledge management in the Project such as incompatible technology, regulations related to access to certain types of knowledge or the willingness to share tacit knowledge.

These findings will set the foundation for other studies on improving the knowledge management of the non-profitable project or developing a model for knowledge management.

REFERENCES

1. Ahmad, H S, An, M and Gaterell, M (2007) Development of KM model to simplify knowledge management implementation in construction projects. In: Boyd, D (Ed) Procs 23rd Annual ARCOM Conference, 3-5 September 2007, Belfast, UK, Association of Researchers in Construction Management, 515-524.
2. Assunta Di Vaio, Rosa Palladino, Alberto Pezzi, David E. Kalisz, (2021). The role of digital innovation in knowledge management systems: A systematic literature review, Journal of Business Research, Volume 123, Pages 220-231, ISSN 0148-2963, https://doi.org/10.1016/j.jbusres.2020.09.042.
3. Assudani, H. R. 2005. Catching the chameleon: Understanding the elusive term "knowledge". Journal of Knowledge Management. 9(2):31-44.
4. Awad, E.M., Ghaziri, H. 2007. Knowledge management. Delhi: Pearson Education.
5. Bassam, A. (2019). Building an effective knowledge management system in Saudi Arabia using the principles of good governance. Resources Policy 64.
6. Bùi Q. T. (2020). Hành trình tri thức thời kinh tế số. Nhà xuất bản Đại học Quốc gia.
7. Cong, X., Pandya, K. V. 2003. Issues of knowledge management in the public sector. United Kingdom: University of Luton. Available: Davenport, T.H., Pursak, L. 1998. Working knowledge: How organizations manage what they know. Massachusetts: Harvard Business School Press http://issuu.com/academic-conferences.org/docs/ejkm- volume1-issue2-article17.
8. Dumitriu, P. (2016). Knowledge Management in the UN System. United Nations Working Paper JIU/REP/2016/10.
9. Hoang H. Y. (2015). Tác động của Quản trị tri thức và môi trường đạo đức kinh doanh đến kết quả hoàn thành công việc của nhân viên ngân hàng. PhD Dissertation. Ho Chi Minh University of Economics.
10. Nguyễn, T. K. L. (2020). Ứng dụng quản trị tri thức số vào các cơ quan và tổ chức thông tin tại Việt Nam: Một số khó khăn, Thách thức và cơ hội. Workshop on Development of Centers for Digital Knowledge for Libraries in Viet Nam. Ha Noi National University.
11. Đỗ, A. Đ. (2020). Quản trị tri thức đối với quản trị nguồn nhân lực tại doanh nghiệp trong bối cảnh kinh tế số. Workshop on Development of Centers for Digital Knowledge for Libraries in Viet Nam. Ha Noi National University.
12. Evers, H. D., & Gerke, S. (2005), Knowledge is power: Experts as a strategic group (No. 8a). ZEF Working Paper Series.
13. World Bank Institute Development Studies. (2007). Building Knowledge Economies. Advanced Strategies for Development. Washington, D.C.
14. Dumitriu, P. (2016). Knowledge Management in the UN System. United Nations Working Paper JIU/REP/2016/10.
15. Mely Caballero-Anthony et al. (2021). Knowledge Management and Humanitarian Organizations in Asia Pacific: Practices, challenges and pathways. International Journal of Disaster Risk Reduction.
16. Davenport, T.H., Pursak, L. 1998. Working knowledge: How organizations manage what they know. Massachusetts: Harvard Business School Press.
17. Nonaka I., Takeuchi H. 1995. The knowledge creating company: how Japanese companies create the dynamics of innovation. Oxford: Oxford University Press.
18. Oluikpe, P. and Sohail, M. (2011). The role of knowledge management in development projects. Journal of Information & Knowledge Management. December 2011. DOI: 10.1142/S0219649211003024 · Source: DBLP.
19. Hislop, D. 2013. Knowledge management in organizations: a critical introduction. London, Oxford: Oxford University Press.

20. Kushal, A. (2020). Negation and entropy: Effectual knowledge management equipment for learning organizations. Expert Systems with Applications 157.
21. Laudon, K.C, Laudon J.P. 2012. Management Information Systems: managing the digital firm. Harlow, England: Pearson Education Limited.
22. Kebede, G. 2010. Knowledge management: An information science perspective. International Journal of Information Management (30):416-424.
23. Wenger, E., McDermont, R. Snyder, W.M. 2002b. A guide to managing knowledge: Cultivating communities of practice. Boston, Massachusetts: Harvard Business Press.