KNOWLEDGE MANAGEMENT IN A NON-PROFIT PROJECT – A CASE STUDY IN VIETNAM

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ACRONYMS

No.	Acronym	Interpretation
1	EU	European Union
2	ICT	Information and Communication Technology
3	IT	Information Technology
4	K4D	Knowledge for Development
5	KM	Knowledge Management
6	LMI	Labour Market Information
7	SECI	Socialization, Externalization, Combination, and Internalization

LIST OF EXHIBITS

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PREFACE

Knowledge generated from non-profit projects is a high-value asset created and accumulated through a long implementation, monitoring and evaluation (World Bank, 2007) by the agencies implementing these projects with a great deal of financial and technical investment. Therefore, developing a basic yet standard KM process will help exploit the generated knowledge while limiting waste (MAQ, 2004).

Nevertheless, in non-profit projects, KM has not been given a top strategic priority (Dumitriu, 2016). There are currently no common standards in place for KM for projects of this kind in Vietnam. More specifically, due to the absence of a standard KM process with clearly defined main components, the use and sharing of knowledge to serve the policy advice work in Vietnam does still remain inefficient.

This study identifies different issues related to knowledge management in a non-profit project through quantitative analysis. The authors used data collected through 33 interviews with different 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 improve the knowledge management in the Project. These findings will set the foundation for other studies on improving the knowledge management of the non-profit project or developing a model for knowledge management.

INTRODUCTION

This book consists of 3 main parts.

Part 1 presents the literature that has been reviewed in order to establish the conceptual background for this research. Previous literature examined includes knowledge management and knowledge management models. This section reviewed and evaluated famous models, as well as scholarly research. of scholars.

Part 2 describes the case study, which is also the book's main content. The interviews, responses and preliminary findings from the interviews were presented in this Part,centred on key issues related to knowledge management in non-profit projects identified through the literature review in Part 1.

Part 3 proposed a model for knowledge management based on the case study findings. This model can be applied to similar projects or even organizations with the same structure as the case study Project.

ACKNOWLEDGEMENTS

We cordially invite you to the inaugural edition of Knowledge Management in a Non-profit Project – A Case Study in Vietnam. I would want to use this opportunity to express my gratitute to the numerous individuals that contributed to this book. Professor and officers from the Labour Market Information System Project who actively participated in my interviews. Additionally, these are my dear colleagues who provided me with a great deal of support and technical assistance in order to write the book. I am indebted to my coach Dr. Bui Quang Tuyen; without his assistance I would not have found the mental fortitude and balance necessary to complete such a monumental task. Finally, I would like to express my gratitude to the team at Oxford Journal of Technology, Arts, Sciences and Knowledge and OJTASK Academy for their unwavering support.

KNOWLEDGE MANAGEMENT OVERVIEW

Knowledge is increasingly becoming a country's competitive advantage, strength, and resource of a (Nguyen, 2020). Knowledge is regarded as a factor to be a factor even more important than land or means of production in developed economies, particularly those with the most advanced technologies, (World Bank, 2007). Knowledge is regarded as a factor the era of Industry 4.0 and digital transformation, (Bui, 2020). As knowledge innovation of knowledge occurs in a rapid, diversified, and unpredictable pace. Information must be updated on a regular basis in this setting, knowledge management (KM) is a particularly significant organisational management activity (Lan, 2020). In any organisation, that views knowledge as a valuable asset (Evers, 2005) and KM is an inevitable trend (Do, 2020).

Numerous non-profit initiatives are now being conducted in Vietnam by development assistance agencies including non-profit and non-governmental organizations in a variety of disciplines. These projects have. a variety of specific objectives and contribute to the shared goal of human and social development, equality promotion and sustainable development. Due to their operations in many different fields, the body of knowledge that these projects generate is very rich and diverse (EU Economic Commission, 2014). This knowledge in all areas of social development. from health to education, culture, or science, is built and accumulated in all parts of the world. This body of knowledge, in addition to creating a foundation for further development activities, also serves as important evidence to support the Government policy-making work among development assistance agencies in Vietnam.

Knowledge generated from non-profit projects is a high-value asset created and accumulated through a long process of their implementation, monitoring, and evaluation (World Bank, 2007) by the agencies implementing these projects with a great deal of financial and technical investment. Therefore, developing a basic yet standard KM process will help exploit the generated knowledge while limiting waste (MAQ, 2004).

Nevertheless, in non-profit projects, KM has not been given a top strategic priority (Dumitriu, 2016), and there are currently no common standards in place for KM for projects of this kind. More specifically, Vietnam, the use and sharing of knowledge to serve policy advice work remains inefficient due to the lack of a standard KM process with clearly defined main components.

In addition, in many projects, there is a great deal of knowledge that has been built and recorded in a very methodical way. However, due to the lack of a basic strategy for KM, this valuable knowledge cannot go through its entire life cycle to maximize its value (IFAD, 2019). This is especially so in terms of the values significantly contributing to advisory work for the Vietnamese government in formulating policies for human, economic, and social development. Given the different operational levels and sizes of organizations, some agencies have developed their own KM strategies for use in the management of non-profit projects in general, but others do not have such strategy (Dumitriu, 2016). Therefore, taking advantage of knowledge to advance work and avoid the overlapping allocation of resources or wasting existing capital is still not efficient.

Furthermore, medium- and long-term operational planning has become an important activity in organizational operations for not-for-profit project management agencies in Vietnam, particularly in relation to the management of financial and human resources, as well as external relationsKM is a tool that acts as a foundation for these activities, because they are to be effective, must be carried out based on the evidence and knowledge that has been built and accumulated. This will be a strategic tool of the organization for its planning work (Mely, 2021).

The Labour Market Information (LMI) Project has provided support to the development and strengthening of Vietnam's LMI system. The body of knowledge generated through the Project activities is very large and complex and plays an important role in providing information for state management work as well as the formulation of state policies related to the labour market. The project has worked with both the statistical data collection system as the main labour market information channel and the administrative data system on Vietnam's labour market. The data collected directly through these two systems is both a means and a result of the Project. Another characteristic of the collected data is the confidentiality of the data, which contains the identities of the individuals participating in the surveys. Therefore, the process of collecting, managing, and using this type of data also requires an adequate and efficient design. These types of data also serve as input into the process of performing other activities in the Project. Currently, the Project has also adopted a number of policies to manage the collected data. However, the use as well as exploitation of this asset has not been effective in the Project.

The above situation suggests that developing a basic strategy on KM is an activity that plays

an important role in project operations and organizational development for development assistance agencies in Vietnam. Good management of this knowledge source will contribute significantly to the successful management and implementation of non-profit projects.

The author has conducted a case study on the LMI Project to develop a KM model for the Project. This model will be a typical example that can be further studied and applied to projects with similar contexts.

LITERATURE REVIEW AND JUSTIFICATIONS

1. Knowledge Management

Scholars from Western countries have recognized the importance of KM especially in business and economic development since the 1950s-60s. Early theories of KM were also developed during this period.

Around the turn of the 21st century, KM was defined as the systematic and organized use of the brain power of an organization to achieve efficiency, secure competitive advantage, and encourage innovation (Serban and Luan, 2002). It is a system of processes that consolidate, observe, measure, and optimize a firm's knowledge economy. The overall aim is to maximize the efficiency with the firm's knowledge and to profit from the firm's knowledge and to continuously innovate it (Jarrar 2002). D. Gurteen (1998) comprehensively defined KM as a set of organizational design and operating principles, processes, organizational structures, applications, and technologies that enable knowledge workers to make extensive use of their creativity and entrepreneurial capabilities. Coleman (1999) defined KM as an umbrella term for a wide range of interdependent and interlocking functions such as knowledge creation; knowledge valuation and metrics; knowledge mapping and indexing; knowledge transport, storage, and distribution; and knowledge sharing.

According to Mohajan (2017), KM is a type of process that converts data into knowledge and knowledge into assets. The advancement of information technology has facilitated the creation of numerous effective KM tools based on databases and collaborative software (Hassanian et al. 2015). KM is the management of information and knowledge and their application in operational processes within an organization. KM designs strategies and processes to identify, capture, structure, value, leverage, and share an organization's intellectual property to enhance its performance and competitiveness (Mohanjan, 2017).

According to Nguyen Hai Yen (2015), the KM concept both includes both mechanical perspectives that see knowledge as an asset and considers knowledge to be social because knowledge is created in the processes of social interaction. Regardless of the elements it embraces, however, KM is characterized as a continuous process including creation, processing, transfer, protection, and reuse. The KM process must include human and technological factors. According to the World Bank (2012), KM is "the systematic process

of identifying, capturing and transferring information and knowledge that people can use to create, compete and thrive." Davis (2002) described KM as the effective use of systems to collect, use, and reuse knowledge within an organization in a positive way to achieve organizational goals and improve its competitive advantage.

The reason there are so many different definitions of KM is because it is used in so many different contexts ranging from science, psychology, management science, engineering, to information technology, sociology, and strategy (Nonaka & Takeuchi, 1995; McAdam & McCreedy, 1999; Terra & Angeloni, 2005; Kebede, 2010; Laudon & Laudon, 2012).

2. Knowledge Management Model

Some of the most prominent or relevant models of KM in project management include the following:

2.1. SECI Model of Nonaka and Takeuchi

The Socialization, Externalization, Combination, and Internalization (SECI) model by Nonaka and Takeuchi in 1995 was built with the goal of "formalizing a common model of knowledge creation in organizations" (Nonaka & Takeuchi, 1995). The authors classify knowledge into two categories, namely, explicit, and tacit knowledge, and they take these two types of knowledge as the basic unit of analysis to explain organizational behaviour. They studied various Japanese institutions and how they managed to gain a competitive edge over Western countries. In their research results, they found that the Japanese have a different understanding of knowledge and view knowledge as mainly "tacit", and this knowledge is the key that makes the difference between Western approaches to knowledge and knowledge creation. Nonaka and Takeuchi (1995) also added that while the West emphasizes existing and explicit knowledge, the Japanese emphasize tacit knowledge and also acknowledged that these two types of knowledge are not separate entities. On the contrary, they complement each other through interaction and exchange with each other. They called this interaction "knowledge transfer" (Nonaka & Takeuchi, 1995).

The knowledge transfer process includes four modes: namely, transferring from tacit knowledge to tacit knowledge (socialization), from tacit knowledge to explicit knowledge (externalization), from explicit knowledge to explicit knowledge (combination) and from explicit knowledge to tacit knowledge (internalization). These four modes form the SECI

model that enables the transfer of individual knowledge into collective knowledge through group processes and organizational culture.

The SECI model developed by (Nonaka & Takeuchi, 1995) is a process model that focuses on learning and assumes that workers learn according to parameters set forth by managers, who "create big concepts that define common characteristics that help link different activities or firms". Glisby and Holden (2003), Poell and van der Krogt (2003), Gourlay and Nurse (2005) argue that the SECI model does not have a full empirical basis, so the accuracy of the model also needs to be discussed. They also criticize the model in that it is implemented as a learning model that assumes that workers learn within the limits set by their managers. They also argue that the SECI model is based on the practice of Japanese management culture, so it cannot be transferred to other environments. The SECI model also does not address such issues in tacit knowledge as structure and technology as important factors. The SECI model assumes that knowledge originates from individual minds but does not refer to knowledge arising from collective actions such as teamwork. Although the model refers to tacit knowledge, it does not provide a way to manage this knowledge. Therefore, this limitation renders the SECI model unsuitable as a model for this study.

2.2 The World Bank's Knowledge for Development (K4D) Model

According to the World Development Report (1998) "knowledge is required to transform the resources we have into the things we need, and to raise living standards, improve health, provide better education and preserve the environment in the most optimal way. All of these value-added activities require knowledge." In view of this, the World Bank developed its "knowledge bank" in 1996, launched the Knowledge for Development (K4D) programme in its effort to collaborate with other development agencies. The goal of the K4D programme is "to assist client countries make a transition to a Knowledge Economy, one that uses knowledge as a key engine of economic growth" (World Bank, 2012). The K4D programme was developed to help countries understand the concepts, tools and some KM practices by experts in the World Bank's client countries (World Bank, 2013). The programme is based on the four pillars of the economy namely economic regime and institutions, education and skills, information and communication infrastructure, and information and communication technology (ICT). These four pillars help to accelerate and deepen the development process of developing economies. K4D is also being used to help countries transition to a Knowledge Economy (KE) by enhancing KM for the Knowledge Economy. As K4D delves deeper into

KM for the Knowledge Economy in general, it is not an entirely suitable method for this study, as it does not help to provide a detailed process of KM in the non-profit projects. However, because this is a model for development, the study will refer to some aspects from this model to serve its model building.

2.3 Learning Organization in The Digital Economy Model by Dr. Bui Quang Tuyen (2020)

Dr. Tuyen has proposed a model for establishing a learning organization in the digital economy with four main components that form an enterprise learning organization. They include: 1) Leadership, 2) Policies, processes, regulations, 3) Technological applications and 4) Knowledge warehouse., The top leadership in an organization has a great influence on organizational learning. In forming a learning organization, it requires a leader who has a vision and encourages learning in the organization. Unlike ordinary business organizations, learning organizations, in addition to the main elements of organization and operation, also need self-motivated learning among employees. Furthermore, the element of applying technology in learning and training has exerts important influence on building a positive learning organization. Technology helps create favourable conditions to promote learning because technology makes it easy for anyone to learn anytime, anywhere. An indispensable element promoting enterprise-learning activities is to build and develop the knowledge warehouse of that enterprise organization. This knowledge warehouse may include information, ideas, work experience or training content. This model is suitable for the development of knowledge in organizations that emphasize the application of technology, and therefore highly relevant with the development of the current digital economy. The paper will refer to this model in its research study.

CASE STUDY

1. Case Study Information

The labour market information project (hereafter referred to as the Project) is an inter-ministerial project aimed at improving Vietnam'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) Utilising labour marketing information.

The Labour Market Information Project is a project that will generate a lot of labour knowledge. The knowledge includes statisticcal data from the National Statistics Office's Labour Force Survey, administrative data sources collected from the public employment service center system under the Ministry of Labour, and research and policies based on the information gathered through these two main 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.

The knowledge generated throughout the Project serves as both a product and a way of implementing the Project. Some knowledge, particularly explicit knowledge in the Project, are labeled as secret, so the process of creation and storage is carefully built. The Project has also invested in a number of 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 is also an element that needs to be handled effectively.

2. Research Method

The authors use the case study method to be able to delve deeply into the natural history of the case study to gather information and draw connections. The case study in this thesis is the Labor Market Information Management Project implemented in Vietnam. 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. Of the 10 experts, there are 2 who both 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.

The study used a nonprobability purposive sampling method. This is a sampling method to select units or informants that can provide a lot of information in a population for in-depth research to achieve the desired results. The researcher selected the interviewees objectively to obtain reliable results. This sampling method is suitable for the study because the sampling is convenient and inexpensive, and the sample population is appropriately selected. The objective of this study is to gather as much information and data as possible from those who work extensively in knowledge-intensive areas of the organization.

Each participant was interviewed for at least 45 minutes, using a pre-prepared questionnaire. This is considered the optimal time to ensure the interview process does not go off topic. An in-depth interview is a one-on-one interview in which the interviewer explores a topic in considerable depth. The researcher chose the method of collecting information through interviews to ensure that the respondents understood exactly what is asked, to keep track of the incompletely answered questions, and to provide the required clarifications. The researcher used semi-structured interviews to encourage interviewees to elaborate on topics of interest as they see fit, and to guide interviewers not to stray from the topic.

Besides conducting in-depth interviews, the researcher also used observational methods to collect data to supplement information and data for some items. The researcher participated in three discussions about the three activities carried out in the project. During these discussions, participants discussed the action plan, the partners involved, the data sources that will be used, and the conduct of the study, the information and data that will be generated through these activities, as well as the plan to use such data.

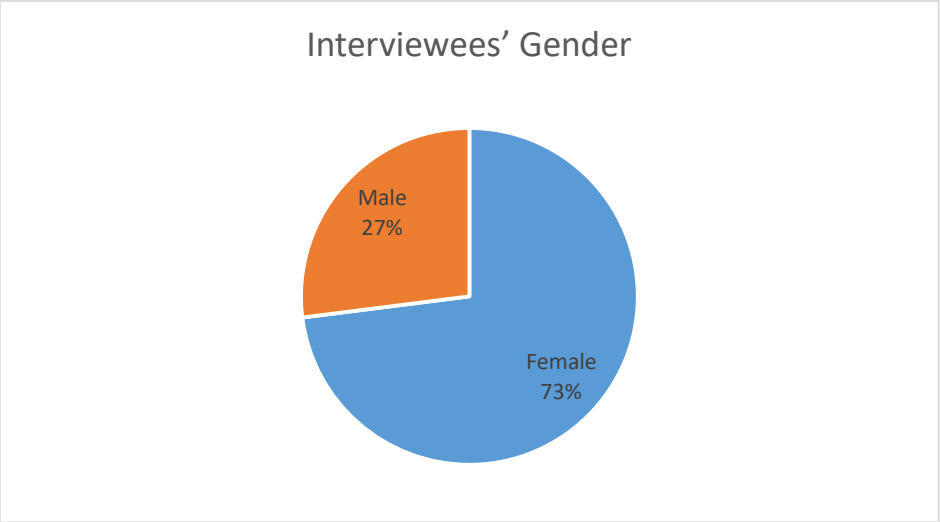
3. Research Findings

3.1. Interviewees' Demographic Information

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

Out of a total of 33 interviewees, in terms of gender, 24 were female (73%) and 9 were male (27%).

Exhibit 1: Interviewees' Gender



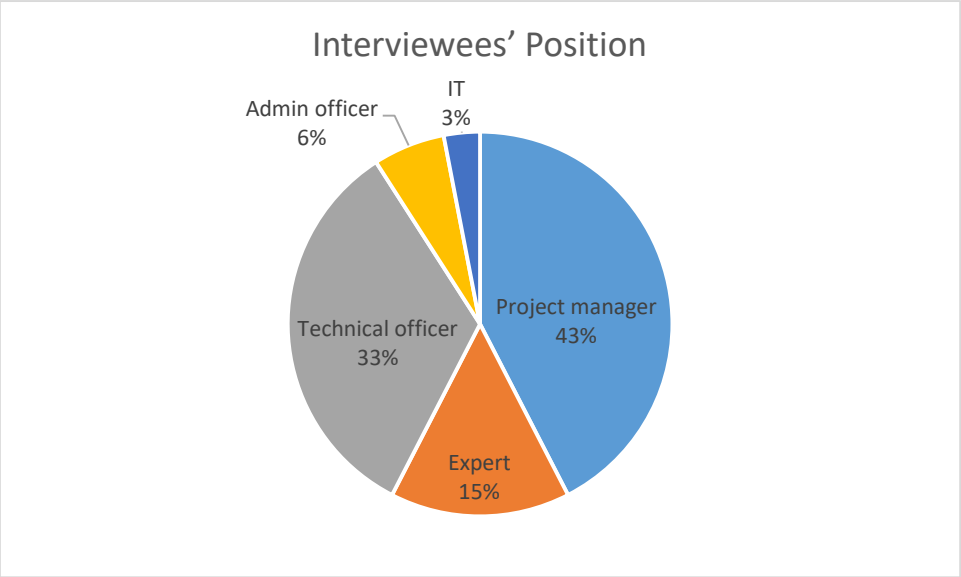
According to Table 1, the respondents' highest educational attainment achievement was a PhD. Each of the five specialisys of the Project holds a doctorate. In addition, all technical staff and project managers have a Master's degree.

Exhibit 2: 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 largest number of interviewees, to be followed by technical officers. They are two groups of staff who directly involved in support activities and working with the project's partners in the implementation of activities.

Exhibit 3: Interviewees' Position



Data from interviews conducted, it shows that a total of 7 interviewees have worked at the Project for more than 4 years (accounting for 21%), while the remaining 26 have worked in the Project for less than 4 years (accounting for 79%). This project began in 2012, and the longest working period is only 9 years.

Exhibit 4: Time Working at The Project

Time	No. of people
From 0 – 4 years	26
Over 4 years	7

3.2. Sources and Types of Knowledge

One of the objectives of the study is to identify the sources and types of knowledge. Many organizations, especially international organizations, clearly identify knowledge as an organization's asset. In the LMI Project, a total of 90.9% of the interviewees clearly identified knowledge as an asset. This observation is reflected in the fact that the interviewee knows where the knowledge sources being collected and used in the Project come from.

“The project works on both explicit and tacit knowledge. Explicit knowledge is data collected directly from surveys and administrative data collection systems that the Project is supporting. Tacit knowledge is the findings and judgments developed through the analysis of data, lessons learned from studying the experiences of countries around the world, and expert opinions contributed to the Project.”

The distinction between explicit knowledge and tacit knowledge has always been the subject of much debate and research. The same thing happened in the Project where only 76% of the interviewees were able to make a fairly clear distinction between explicit and tacit knowledge. The researcher has also provided the most general definition as well as some distinguishing features between explicit and tacit knowledge. Since this is a project that focuses a lot on generating knowledge and most of the interviewees have had research and experience in knowledge-creating processes, identifying the types of knowledge that exist in the Project was addressed quite clearly by the interviewees. In the Project, both explicit and tacit knowledge is invested and created.

“The Project possesses two clear types of knowledge. However, making a clear distinction between the two is not common in the Project. The overall objective of the Project is to support the Government in managing and developing the LMI system, so information system management policies and strategies will be given more focus than knowledge itself.”

Through the analysis of interview information, it has been suggested that in the Project, knowledge is considered an asset and is currently being extensively invested in for creation and use. A clear distinction between explicit and tacit knowledge has neither not yet been demonstrated, nor are there any specific and appropriate management measures for these two types of knowledge.

“Explicit knowledge and tacit knowledge are two assets of equal value in the Project because the nature and objective of the Project is to support the development of strategies and systems to manage these two types of knowledge for the management of the labour market. Currently, however, in the Project, these two types of knowledge are not clearly separated but are combined in an action strategy.”

“This is a non-profit project for the benefit of the community, so in principle, the knowledge created in the Project must be widely shared for users. However, the Project has to work

with certain types of knowledge that are labelled secret according to Vietnamese legislations, so the Project will have specific regulations for these types of knowledge. These regulations also apply to some intermediate knowledge, which is created during the operation of the Project, used for the internal operations of the Project." This is the opinion shared by one of the project's top managers. It can be seen that in the Project, there are clear messages and regulations for some types of knowledge.

3.3. Resources to Support KM activities

3.3.1 Willingness to Share Knowledge

Knowledge is an intangible asset that follows the law of diminishing returns and increases value as more people share knowledge. Therefore, if knowledge is to become a useful asset in an organization, it must be collected, encoded, and transferred to others.

Interviewees in the project all stated that the project is producing a large number of valuable sources of knowledge. This is obvious, because this is a Project that mainly focuses on supporting the creation and management of enormous knowledge resources collected and created by state management agencies, so the amount of knowledge in the Project is always large and very valuable.

"When sharing knowledge, I benefit a lot, especially ensuring that the work runs smoothly and efficiently even when I am absent from work."

"When I share knowledge as the leader of a working group, I find the group to work more effectively."

"The more we actively share knowledge, the more people around us are willing to share with us the knowledge they have."

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

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

However, the opinions expressed by the interviewees who are directly responsible for the management of activities related to knowledge creation, especially explicit knowledge, are such that the cause of not sharing certain types of knowledge widely in the Project seems to be related to the commitment to information security between the Project and relevant state agencies.

"One of the results of the Project in terms of cooperation with and support for relevant state management agencies is the raw data collected from national statistical surveys and administrative data obtained from the administrative reporting system. The majority of these data, when left unprocessed, are considered a state secret, especially data from statistical surveys, under the Statistical Law, because they include personal information of survey participants. Therefore, in accordance with the Project's commitments to relevant authorities, as well as the Organization's principles of professional ethics, this information will not be shared widely, even with unrelated members of the Project."

"Only those directly involved in the unprocessed data may have access to these data. Sharing it widely would violate our commitments to the relevant partners."

The restriction on sharing of unprocessed data in the Project is related to the technical capacity of handling this information. This is also one of the barriers in KM when there is some specific information that cannot be widely used just because the ability to exploit this information is limited and only possessed by certain individuals.

"The raw data we collect through the project must be processed and analysed according to analytical methods and specifically regulated definitions. Only when these definitions and analytical methods are understood will the results of processing and analysis of raw data be of any use. The use of other analytical methods can give different interpretations and results, leading to inconsistent messages being conveyed from the same organization to the outside world. Therefore, our processing of raw data is limited to only certain individuals."

Clearly, certain individuals still do not have a clear understanding of the distinction between types of knowledge, leading to a lack of awareness of the knowledge sharing mechanism in the Project.

"Knowledge is a common property, and a special kind of asset; the more it is used, the more valuable it becomes. We benefit from the fact that colleagues have rich knowledge about

their work, so knowledge sharing is always encouraged in the Project. There are of course some data of a special nature, whose raw, unprocessed use does not offer much benefit, and therefore not for sharing. However, these types of knowledge only make up the minority."

3.3.2 Methods of Sharing Knowledge

The findings from interviews about knowledge sharing methods have somehow complemented the judgements and explanations in the preceding section regarding the limited sharing of certain categories of knowledge mentioned. Before knowledge can be shared, it must be gathered, encoded, and processed in a way that is comprehensible to everyone. Furthermore, knowledge transfer is a prerequisite for knowledge sharing. Researchers (Awad & Ghaziri, 2007; Panahi et.al., 2012) have shown that employees in an organization frequently share knowledge, either formally or informally, through their daily personal interactions and through database systems on computers. Nowadays, knowledge can even be shared more easily through social networks or internal information systems hosted on web platforms.

Research results have shown that 88% of the interviewees use a variety of methods to share knowledge. These methods are not only face-to-face exchanges but also the use of technologies. Methods of knowledge sharing include meetings, intranets, training sessions, meetings, face-to-face discussions between staff and supervisors, onboarding programmes, and social media.

"One of the reasons that knowledge sharing is sometimes not effective in the Project is that people do not have time, nor do they know what information their colleagues need against what they have to share."

The findings of this study on knowledge sharing methods in the Project are quite similar to those of other studies on knowledge sharing in organizations. One can see that, at present, the Project does not have any new methods of knowledge sharing other than traditional ones. However, thanks to the development of information technology, knowledge sharing is done more frequently 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 believe that the most effective method is to share the knowledge that you find useful through the company email system. Maybe I don’t need it right now, but there will always be times when I need this knowledge.”

3.3.3 Information Technology Platforms for Knowledge Sharing

According to the interview results, 88% of the interviewees know about IT platforms that can be used to share knowledge. When questioned about available IT platforms that can be used to share knowledge in the Project, the interviewees all said that the Project had a sufficient fundamental IT platform 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 already sufficient for knowledge sharing within the Project.”

Although not clearly distinguishing and naming the types of knowledge as explicit or tacit, 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 share these data. Only those authorized by the Project Manager may have access to these data. This private drive is connected to the Organisation’s global system so that we can promptly exchange and assist each other in processing such data.”

Most of the interviewees agreed that technology is playing an extremely important role in increasing knowledge sharing inside the Project as well as sharing with the outside stakeholders, because technology helps to break down barriers of traditional offline knowledge sharing. Most of the interviewers contributed to official online and social platforms for knowledge sharing.

In this instance, the employees in the Project often prefer to exchange knowledge sharing using simple tools such as email and social media rather than using IT platforms designed particularly for the Project such as an intranet, which is typically confined to internal communication exclusively.

“Inside the organization, we have a common information storage system so as to share all the information with one another. However, I have quite a lot of difficulties when I want to

share data information with the outside. I often must work with external consultants and currently the Project still does not have an effective information-sharing platform for use. Although I was still introduced to some of the Project's systems, these platforms are not friendly to outside recipients. Manipulation on these platforms is also quite complicated, so I rarely use them."

The findings of the study suggest that the IT platforms are sufficiently equipped in the Project with the primary purpose of serving communication and exchange in the Project. For normal communication and exchange, employees do not experience much difficulty because there are many options available for use. However, for special-purpose knowledge information, knowledge sharing is still not effective. There are still no concrete suggestions or effective IT platforms in place for better information and knowledge sharing.

3.4. The Role of The Management Board in Creating a Favourable Environment for KM Activities

Gaining leadership support is crucial to KM initiatives. Leadership is the position that receives the support and trust of the entire Project, so they need to ensure that the relevant departments of the Project can work effectively together on the existing infrastructure to achieve the Project goals. They can do this by forging collaborative relationships among employees, between employees and managers, and by ensuring that the right infrastructure is in place to get the job done. Project leaders also need to take on the role of guides and trainers for their staff in order to build a capable and enthusiastic workforce to do their jobs. To implement a knowledge development strategy for the organization, the leadership of the organization needs to play the role of the one who lays the groundwork, demands and is present in the implementation of the knowledge development mindset. Leaders need to consider KM strategies as tools to run their organizational structure and regularly maintain the effective implementation requirements of individuals and teams (Bui Quang Tuyen, 2020).

When assessing the role of leadership in the Project, the researcher asked many different questions so that interviewees, both in leadership and staff positions, could make statements about the role of leadership in KM in the Project. This interview technique helps the researcher distinguish the views of the two groups and grasp the issues that may be barriers to KM in the Project. The questions, which may have the same content, are asked in different

ways in order to explore issues related to trust and openness as well as the culture of cooperation in the Project. Project leaders play a crucial role in managing knowledge flows in the Project.

At the management level, 11 out of 17 respondents believe that the Project Management Board has created a positive environment for KM by providing the appropriate infrastructure, support, guidance, and supervision, as well as by adopting policies that allow employees to communicate directly with the Management Board at any time, they deem necessary, as well as by participating in the KM process's steps.

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

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

Also, the employees 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 development of the Project, and that this action will always receive high support.

"Sharing knowledge is also selective because I am not sure if one day the knowledge and information that I have shared will be brought against me or not."

This will eventually lead to limited knowledge sharing, which is an important factor hindering KM in the Project.

At the project management level, all leaders acknowledged that the project currently does not have a clear policy or model for KM. Although there are some clear regulations on the collection and processing of input information, the regulations and implementation steps are not so clear on sharing and storing information, as well as on extracting tacit knowledge.

"The sharing of knowledge is evident in the Project. We have created conditions and space for employees to develop freely, but of course subject to the framework of the project's

goals. This is a non-profit project of a government organization; the sharing of information needs to take into account all other sensitive factors."

Clearly, the KM in the Project is said to stop at the staff in the Project using the generated knowledge to serve their own work and achieve the results set out at the beginning of the period.

3.5. General Conclusions

In this chapter, the researcher's conclusions are based on the findings of the interviews. They are based on research questions and referred to findings from interviews. The conclusions are based entirely on the data collected from interviews with the primary purpose of answering the research questions as set out in Part 1.

If the KM initiatives, processes, or models are to succeed, the Project needs to determine the value of the knowledge it holds. In some organizations, knowledge, especially tacit knowledge, is often not properly understood in terms of value and as a result, this knowledge is likely to be overlooked and therefore KM strategies are not properly formulated. In the Project, the role and value of the knowledge generated is very clear and well understood by all individuals. The concept of KM does exist but is incomplete.

Nevertheless, despite certain ambiguity, this study can also conclude that the refinement and strengthening of the KM the process or model in the Project is possible based on the will and desire of the project staff expressed in their interviews.

For KM to be successful, the Management Board needs to embark on and genuinely support this activity by allocating financial, technological, and human resources whenever needed. Also, the strongest foundation for the Management Board to implement KM initiatives is to align KM efforts with the overall objectives of the Project. The Management Board has also tried to facilitate input KM and knowledge sharing activities within the organization and ensure that individuals do not promote individualization within the organization but rather collective work. The Management Board must also invest in infrastructure to support KM initiatives. It is necessary to build a culture of mutual trust in the Project. However, not all employees agree with this management point of view, especially those who do not have trust in others, and this will lead to keeping knowledge as private property. Employees in the Project also believe that it is necessary to have worthy incentive policies to encourage

initiatives and efforts to contribute to KM activities in the organization. This will encourage employees to go beyond their responsibilities to participate in KM.

Thus, it can be observed from the research results that there are some constraints in the current state of KM in the LMI Project. Firstly, at present, most of the staff in the Project has already had certain understanding of knowledge as well as KM. However, due to different approaches and understanding among staff, the steps taken to collect, process and share knowledge in the Project are still inconsistent, leading to information loss, damage or underutilization in its life cycle. Secondly, the Project has already had a number of knowledges sharing channels and platforms so that project staff can share with one another and exchange knowledge with the outside. However, these platforms have still not been organized in a systematic and formal way to better serve KM. This issue is also related to another situation, which is the application of technology to serve KM.

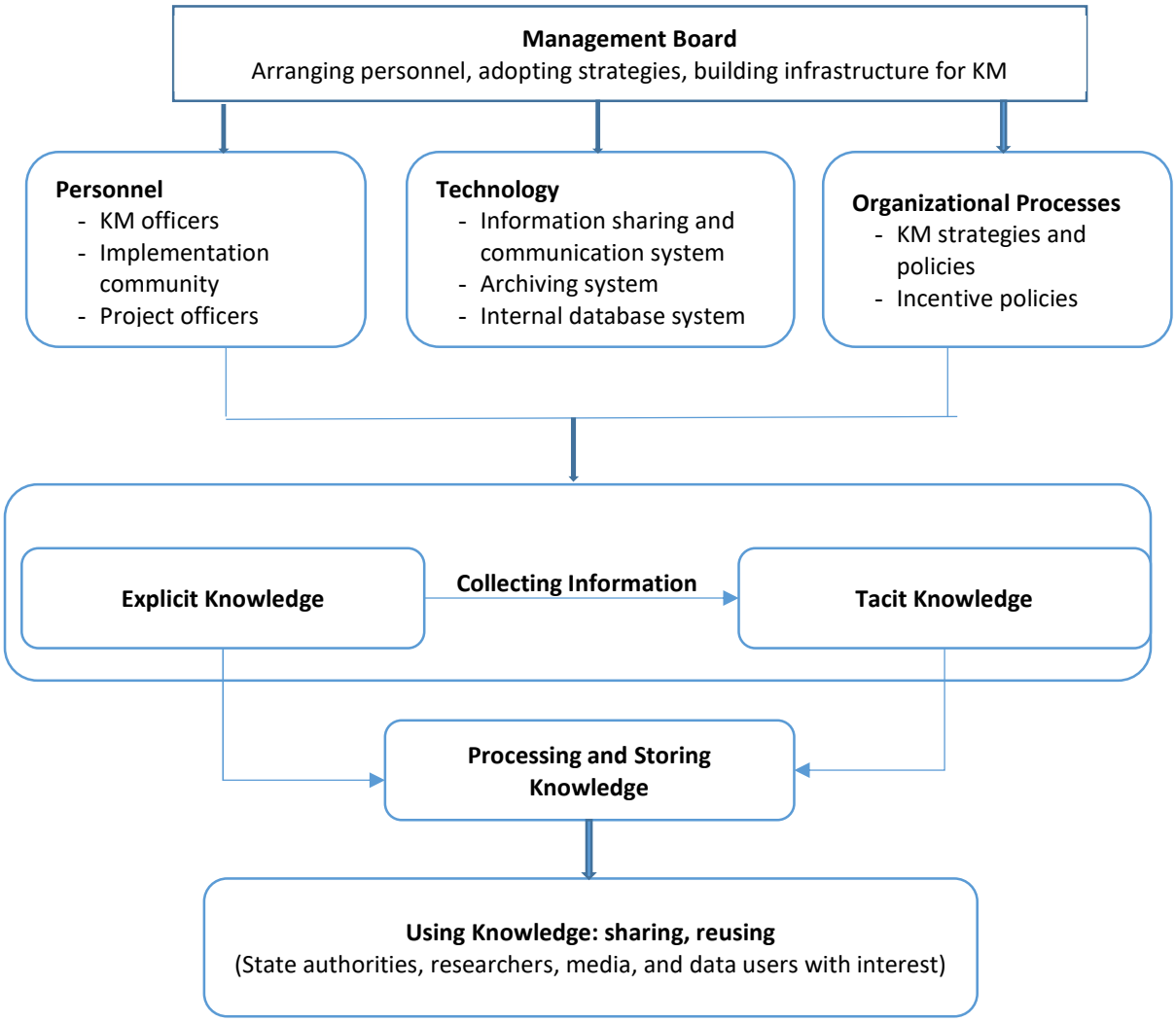
Although the project has some IT tools to support knowledge sharing and management, at present, the project has not taken advantage of the development of technology, especially digital technology to enhance the efficiency of its KM activities. Thirdly, the role of the Management Board is one of the factors that determine the success and guide the knowledge models in the organization (Bui, 2020). Although the Management Board is aware of the importance of KM in the Project, it has not yet made the determination or specific actions to promote and strengthen KM activities in the Project. When the Management Board does not have the determination or specific direction, it will be difficult for the project staff to overcome the difficulties related to knowledge sharing activities at all levels. Finally, the Project is lacking a general KM model as well as specific solutions to build such a KM model.

THE PROPOSED KNOWLEDGE MANAGEMENT MODEL

According to the study's findings the Project considers knowledge to be an asset, however, the Project lacks a KM strategy. As a result, there is a great deal of knowledge, particularly tacit knowledge that is not utilized in the Project. Furthermore, the project lacks clear policies, infrastructure, and human resources to serve KM activities in the project. As a result, this paper proposes a model that can be used to ensure that knowledge is effectively used and reused, thereby contributing to Project's operation and improving the ability to secure additional investment capital to continue to carry out more activities in the Project. The model is based on knowledge management models proposed by previous scholars. People, technology, organizational culture, leadership and organizational processes and procedures are the five pillars upon which the models are built. The proposed model will be developed further to reveal the characteristics of the Project as the entity that generates a large amount of explicit knowledge much of which is labelled secret.

The proposed KM model for the Project is as follows:

Exhibit 5: Knowledge Management Model in The LMI Project



1. Objective of The Model

The goal of this KM model is to assist the Project in putting in place a model that concretizes the necessary steps in KM from knowledge collecting to knowledge use. both explicit and tacit knowledge are guided by the model.

The KM model built for the Project includes two parts: infrastructure and operations

2. Knowledge Management Infrastructure

The infrastructure of the KM Model consists of four main components: 1) Management Board, 2) Personnel, 3) Technology and 4) Internal Processes.

2.1 Management Board

The Management Board is responsible for overall leadership of Project's KM activities. These activities will not be able to take shape without the support of the Management Board, materialize; this component of the model is also consistent with the element "role of leaders" in Bui's study (2020). The whole Project trusts the Management Board is trusted by with the role of defining the Project's vision and operational strategy. Employees will frequently follow the Project leaders. As a result, Project leaders must take initiative and support the Project's knowledge management strategy. Project leaders need to ensure that the Project has sufficient tools and technology to support employee interaction, as well as to reward and encourage employees to actively participate in KM activities. Project leaders will foster a culture of active participation in knowledge management throughout the Project.

The Management Board will also lead the Project's culture to foster a culture of knowledge sharing within by encouraging and motivating employees to change their attitudes and become more open to sharing. Organizational culture is also an important in ensuring that Project employees value diversity and flexibility. These are the factors that contribute to the Project's trust and ability to work as a team in the

2.2 Personnel

Knowledge is not a static element and KM necessitates everyone's participation. As a , result, having a high-calibre human resource who actively participates in KM is an extremely important factor. Although the Project has a highly qualified workforce with a diverse range of expertise and skills, it does not yet have a specialist in charge of KM to connect and engage individuals and groups of diverse backgrounds in the Project.

2.3 Technology

It is critical to identify and invest in technology platforms that include appropriate knowledge management and storage functionalities and accessories. The technologies used in the Project should be specifically designed to serve the Project's purposes and needs. When applying, it is necessary to consider factors such as user-friendliness, highly interactive application, and high flexibility. When using technology, it is necessary to organize training for project staff on how to use these technology platforms at work. Once new technology is installed, the application must be updated on a regular basis to ensure that

all functions for KM activities are fully utilised.

2.4 Organisational Processes

Successful organizations must ensure that organizational processes for KM are fully developed and promulgated, and that all Project employees clearly understand such promulgated procedures and processes in order to operate effectively if KM is to be effective. Processes must have clear goals and objectives. When a problem occurs the Project's KM support structures enable KM activities to be immediately linked to support channels

3. Knowledge Management Activities

Knowledge management activities include 1) Knowledge acquisition, 2) Knowledge processing and storage, and 3) Knowledge application and sharing.

3.1 Knowledge Collection

The Project Knowledge is divided into two types: explicit knowledge, and tacit knowledge, which is gathered and extracted through the Project's daily activities. Given the nature of the Project' which is based on LMI system, it has gathered a large amount of data, which include data sets from statistical surveys and the administrative records. These are highly valuable explicit knowledge that must be kept confidential, and they are also one of the Project's main products. These types of knowledge are gathered in accordance with the procedures outlined in "Organizational Processes"

3.2 Knowledge Processing and Storage

Once all the key components of the KM model have been installed, knowledge is then collected, extracted, and shared. The knowledge gathered will be aggregated, encoded, and stored in the knowledge repository and accessible to all staff in the Project.

If explicit knowledge is classified as a knowledge group that necessitates special handling, it will be received, and stored separately in accordance with the organization's regulations. However, there will still be specific processes for employees who need access to this type of knowledge for use.

3.3 Knowledge Use and Sharing

Knowledge, after being processed, yields explicit and tacit knowledge of value for the operation of the Project as well as the development of the Project staff, which will be shared, used, and reused. While it is obvious that knowledge should be shared and used in the Project, reuse is even more important. Non-profit projects frequently rely heavily on social capital factors, or the ability to mobilize resources to keep the Project running. Well-managed knowledge will contribute to creating a competitive advantage, increasing the credibility of the Project, so that it can continue to mobilize resources.

Subjects who use and share knowledge include first foremost the Project's staff, who will use explicit knowledge to further create tacit knowledge or use tacit knowledge to serve consulting activities for Government partners in developing and managing the LMI system. The next subjects of knowledge use and sharing activities will be the Project's direct partners, who will use the Project's well-managed knowledge to serve their own work. Since the Project direct partners are primarily Government authorities, well managed knowledge will be of great value and significance because it will contribute to state management. Other subjects of knowledge use and sharing activities include researchers, media and those who are interested in labour market information.

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