Knowledge Management Practices in Sport Institutions: Prospects

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Abstract It is essential to study how different knowledge management practices effect the way sport institutions to handle curriculum development. Previous studies showed that less attention was given to the process of knowledge management in sport education. Therefore, this paper aim to explore elements of knowledge management in sport learning and teaching practices. The review showed that there is certain patterns associated with player and team learning. These sorts of patters are introduced before, during, and after the learning session. As such, knowledge creation is assumed to take place after player or team acquire sufficient knowledge about the skill.

Keywords Sport development, Knowledge management, Lifelong learning

1. Introduction

Currently, conducting knowledge is customised in different information sectors, as the initial need for structured knowledge prompts users to understand the learning contents among different number of content structures [1]. Knowledge management (KM) in physical education consists of different aspects in the adoption of technology, where KM is concurrently applied in many knowledge-based systems involving players' ability to understand the taught skill [2]. The main issues in structuring knowledge are providing the basic knowledge required by users to understand the content. With this in mind, it can be assumed that the process for creating knowledge requires a good understanding of KM rules and strategies; most of these can be taught by adopting different techniques for different domains [3, 4]. Recently, managing knowledge in the academic field has become more difficult, requiring the collection and retrieval of basic content in a structural display. However, managing learning resources delivered through e-learning or other multimedia related tools is usually comes after identifying the required knowledge rules for collecting and distributing large amount of data to be excessive.

2. Knowledge and Content Management in Organisations

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The need to manage knowledge in organisations has become the key factor for success in the knowledge economy. Organisations throughout the world are engaging with KM projects and strategies to harvest knowledge in order to stay competitive and be innovative [5]. Knowledge management [6] is the process of systematically managing individuals, groups and organisations [7]. Research in the field of KM concentrates mainly on finding effective ways to manage this knowledge through social and management perspectives; management is seen as a human-oriented process rather than a technology-based one [8, 9]. However, the importance of information communication technology (ICT) means that it may now be possible to harness the capacity of such technologies to find effective solutions for managing knowledge.

KM's effects on individuals are based on the knowledge structure adopted [10]. These effects can address ways of organising information into an articulate whole in order to process the information's context. In sport, it is crucial to involve players in some activities that correspond to their learning style for the aim of promoting knowledge creation. This include assessing individuals in the organisation and stresses consistency in process and decision making as a prime avenue of success [11, 12].

As shown in Figure 1, it is understandable that different aspects of knowledge are represented differently whereas player or team are usually learn about various soccer skills. This is usually take place when players are introduced to the soccer skill before, during, and after the learning session. This is believed to enable players create the sufficient knowledge about the subject matter. As such, the result can be observed when players translate the obtained knowledge into the field.

On the other hand, KM has a strong focus on learners and the representation of rules and the social dimensions of knowledge. Awareness of knowledge contexts includes not only comprehensiveness in control of the brain and body, but is also linked to the way of presenting these contexts by the knowledge and technical dimensions of both the individual and community [13]. KM is not built up or shaped once, but is rather continuously analysed by various KM scales within organisations. These processes provide methods for managing symbols and give ideas to administrators or executives with high KM capability.

3. KM in Sport Education

A number of changes occur in the learning style during the integration of new techniques. One of these changes relates to the development of new technologies that have rapidly influenced society. Among the changes taking place in the world, the computer technology revolution is making the greatest impact on the 21st century [14].

O'Reilly and Knight [15] stated that the national sport organizations are considered to be not profit organisations that are responsible for the development of their particular sport in their own country. As such, the authors were motivated to propose a model understanding how KM practices can be used to facilitate learning and thus improve performance.

Maier and Schmidt [16] identified KM as the belief that one is capable of performing in a manner that leads to attaining certain goals. It is the belief that one has the capability to execute the course of action required to manage prospective situations. Moreover, different experts have described KM in other ways as the concept has evolved in the literature and in society into the sense of belief that one's actions have an effect on the environment.

With the emergence of computer technology in the field of education, creating and sustaining change in KM can only be accomplished if the main concepts are successfully moved from one point of equilibrium to another. This movement can be facilitated by changing user attitudes towards KM technology. Using computers to enhance the learning and managing process is not a new phenomenon. Computers have been used extensively in different educational environments to enhance the process of teaching and learning. Hence, the term information technology has been adopted in many countries to describe the range of applications of computers in education [16].

KM also holds great promise to reform education departments and their instructional programs. This revolution in technology has also dramatically changed student learning processes such as gathering information, viewing the teacher as a facilitator, becoming involved in experiential learning, face-to-face communication, expanded creativity, and testing of new knowledge. Therefore, it is believed that players can benefit from knowledge creation by applying intensive strategies for building their self-confidence and understanding of various soccer skills.

4. Learning Representation of KM

The new content representation of learning is not very clear. In the new context, the teacher is no longer the only source of knowledge, or the only reliable individual in the teaching process. Most soccer students take on many more tasks in their learning processes, and the materials used for these tasks are not structured clearly, nor do they come exclusively from the teacher's preparation. In addition, the different communities in which the student and the teacher may coexist, and the contents and comments that the members of these communities may offer at any time, are improving the whole teaching-learning method.
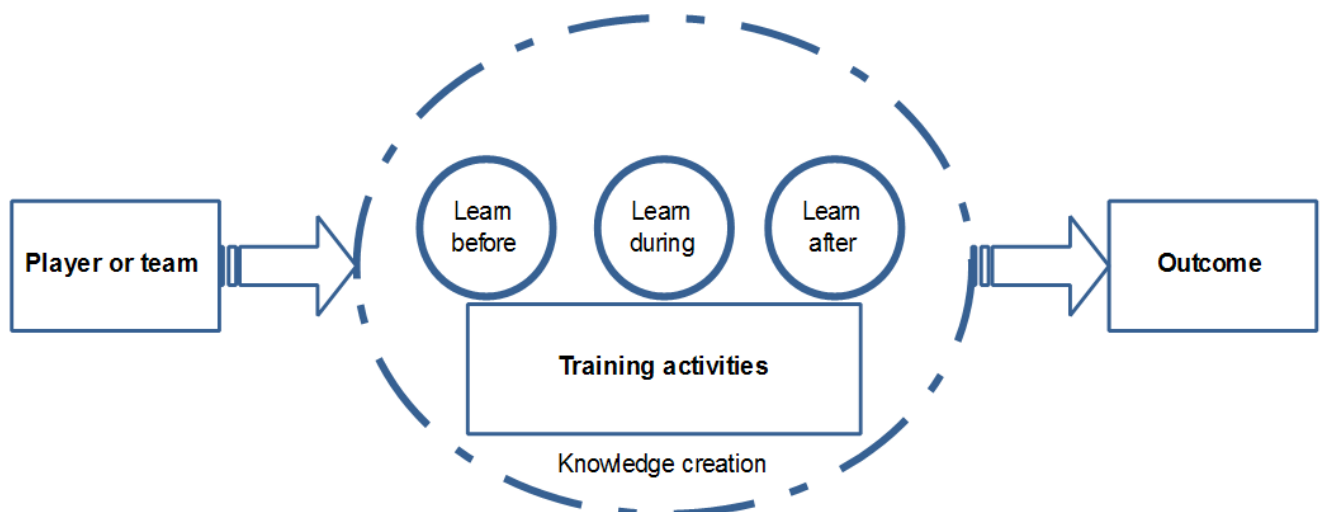

Figure 1.   Knowledge creation in sport field

Unlike KM, e-learning does not immediately attempt to transform knowledge into a value in the context of an organisation; rather, it experiments in order to design and execute a sequence of schemes that aim towards the formation, alteration and integration of knowledge in individuals through online resources. Although this dissimilarity may appear to point the two methods in opposite directions, the critical operations that are involved usually do not conflict. In this sense, it can be said that the sequence of critical operations on which the success or failure of an e-learning performance relies are again the formation of knowledge.

Thus, to ensure suitable representation of information for effective knowledge creation, a model was modified from Ferrer and Alonso (2010). The pedagogical design of this study consists of six phases: creation, application, acquisition, capturing, structuring, and representation of learning contents.
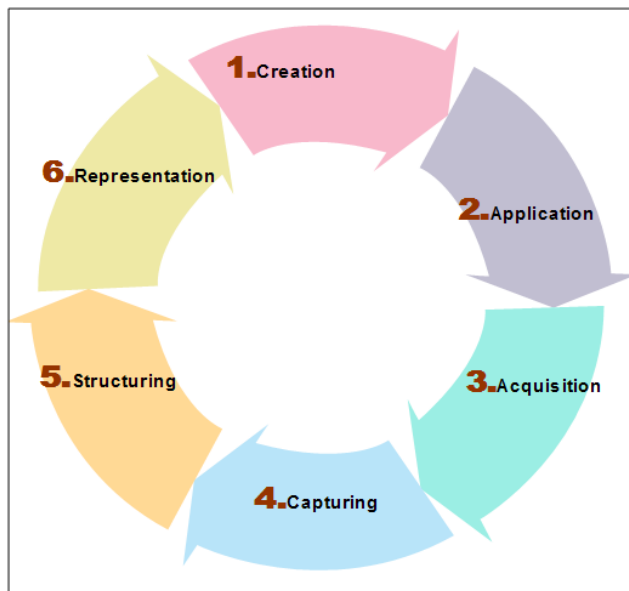

Figure 2.   Model to ensure reliability (From Ferrer and Alonso, 2010)

The main operations are as follows:

- The first operation is the *creation of knowledge*. This can be implied in the same relations that are used to clarify it in the field of KM, as the generation of new knowledge (in the form of human capital) in an individual. The prime distinction is that in e-learning contexts, this operation is carried out by the teacher or person responsible for the teaching process as a learning strategy.
- The *application operation* is where individuals that have obtained the knowledge execute and recycle it in their everyday practice in the organisation. In many cases, the learners reuse this knowledge in new themes unlike the one that developed it, formulating a reinterpretation that results in the formation of new knowledge. With this new knowledge, the practicing of knowledge in the organisation is improved and the circle is completed,

restarting the whole management process.
- The operation of *acquisition* includes the student's impression of the knowledge that diffuses as the effect of dissemination; this occurs through assuming the student's prospect during learning. Additionally, the explicit and explicable tacit knowledge appearing in document form is obtained from the fundamental interaction between the student and the document in which the knowledge is represented.
- The next operation is the *capturing of knowledge*. Formally, this operation is similar to the creation of knowledge operation. The difference in the e-learning context is that the consequence of this operation is also used to estimate and monitor learning by the person responsible for the process. This involves the content of the knowledge that the student learns and the extent to which he or she has mastered it.
- *Structuring and processing* are highlighted in (explicit or explicable tacit) knowledge symbolised in a document form. This operation is used so that the documents used in the teaching-learning process may be appropriately handled by automated management tools [17]. On the one hand, the document is submitted to a combined revision, where consultants (a publication committee) determine whether the knowledge represented is significant and ensures that it does not harbour uncertainty. If the document passes the combined revision, it may be considered for certification. On the other hand, once the document has been approved, it undergoes a conventional and semantic test involving documentary analysis.
- In these contexts, *representation* is constructed by the transfer of the documents involved in the learning process (explicit knowledge and explicable tacit knowledge) and by online socialisation strategies that may be demonstrated between the teacher and the learners and between the learners and the network of learning in which the student is participating (inexplicable tacit knowledge).

5. Conclusions

KM has been reviewed as one of the most effective source for sharing and creating knowledge among players or team by providing the antecedents needed to learn about the various soccer skills. It consists offer sever prospects in sport organization based on the use of a range of tools, technologies, and managerial by effectively utilizing an organisation's intellectual capital through the management of vast amounts of information. This paper highlighted the importance of embedding KM in sport institutions by focusing on pedagogical design in terms of creation, application, acquisition, capturing, structuring, and representation of learning contents.

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