CHAPTER 8

Knowledge Communication and Leadership in Higher Education Institution

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8.1   INTRODUCTION

For higher learning institutions to truly succeed in the present landscape, strong faculty, and academic staff leadership are required. Faculty and staff members in higher education must become the change agents. Supporting faculty and academic staff leadership abilities could help to generate a fresh pool of talent, enable faculty and staff to take charge of their own development, and improve leadership networking between juniors and mentors. Ya'acob (2015) indicated that the performance of an organization relies on two important components: people and non-people. Examples of people are leadership, knowledge, and responsibility. On the other hand, examples of non-people are procedure, documentation, technology, and machinery. To maintain the existence and competitiveness of any organization, both components (people and non-people) must be combined effectively and work well together.

Many literatures indicated that one of the most important profiles as an academic leader is effective communication skill

(Dinh, 2021). These components will be useless without knowledge especially in the context of Higher Education Institution (HEI) which are known as knowledge-intensive organization where the faculty becomes the sub-entity. Knowledge needs to be generated, communicated, and shared among the faculty members so that the desired goals and results for the faculty and university generally can be achieved. Therefore, the objective of this chapter is to highlight the factors that influence knowledge communication in HEI and the role of leadership towards the factors.

The next part of the chapter will be discussed as follows; Section 8.2 discusses on the related works in the context of knowledge communication and leadership, Section 8.3 will be a brief discussion on the topics and finally, the chapter will be concluded in Section 8.4.

8.2   RELATED WORKS

This section will provide an overview of knowledge ecosystem and how the knowledge communication falls within the ecosystem. Section 8.2.3 will cover in more specific context of HEI particularly in faculty in terms of the decision making and leadership.

8.2.1 Knowledge Ecosystem

Knowledge is a human and community capacity, and individuals of the ecosystem are accountable for its generation, dissemination, and evolution (Wilson, 2021). Knowledge ecosystems, according to David A. Bray, are characterized by a bottom-up strategy to find the right "fit" among information technologies, motivational antecedents, knowledge transmission, and performance results. Knowledge

ecosystem is defined by (Peihua, 2007) as the system produced by the interaction and inter-influence between knowledge entities and knowledge environment. The Knowledge Ecosystem, according to (Pór, 2014), is a complex adaptive system of communities that utilize, develop, integrate, and exchange knowledge via social relationships and knowledge interactions. One of the established Knowledge Ecosystem by (McFarlane, 2008; McFarlane, 2010) as depicted in Figure 8.1 consists of elements in Knowledge System Knowledge (KSK), the Project Management Body of Knowledge (PMBOK), the Leadership and Managerial Knowledge (LMK) and the Organizational System, Structure and Process Knowledge (OSSPK) would help to control knowledge as useful resources in an organization.
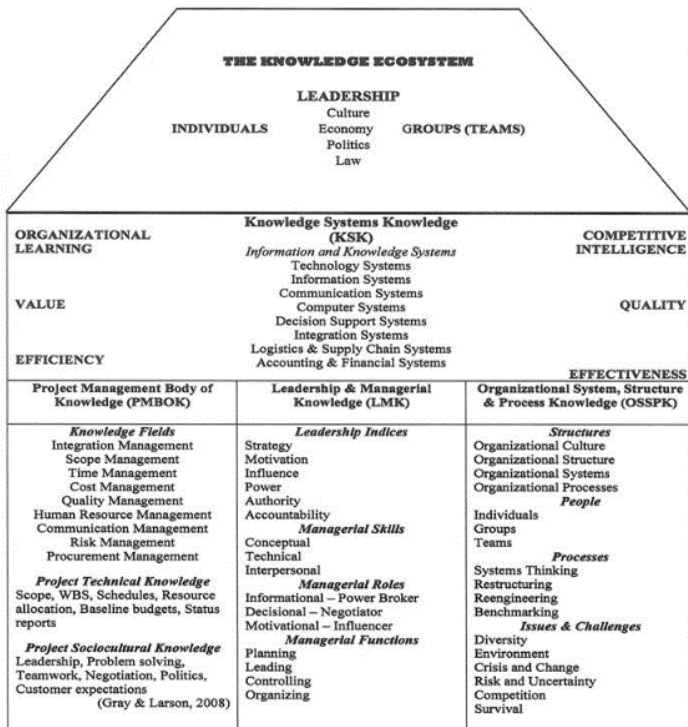

Figure 8.1   The knowledge ecosystem (McFarlane, 2010)