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KNOWLEDGE MANAGEMENT TO BUILD CORE COMPETENCIES IN THE ALGERIAN MOBILE PHONE OPERATOR "MOBILIS"

Nahed HEBBAZ
Khenchela University
habbaz_nahed@yahoo.fr

SabrinaMANAA
Khenchela University
assilsabrina048@gmail.com

[*] **Djahida NASSILI**
Boumerdes University
d.nassili@gmail.com

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ABSTRACT: The aim of this study is to examine the relationship of knowledge management with the core competencies of organizations. The theoretical study was dropped on the agencies of the Algerian mobile phone operator "Mobilis". This study was conducted based on a psychometrically validated questionnaire distributed to a random sample of 178 agencies managers, following the descriptive analytical and hypothetical-deductive approach to test the hypotheses. The study reached to accept and support the hypotheses established.

Keywords: knowledge management; core competencies; Applications of knowledge management; Dynamic knowledge transfer.

JEL Classification: D83, J24.

1. INTRODUCTION:

The use of knowledge has increased in the operations of organizations in order to design their products and develop systems that help knowledge workers to unleash their potential knowledge and drive them to develop them.

Knowledge-based organizations are also looking for the best ways to exploit and transform knowledge into key skills, competencies and competencies that create value, manage them in a way that guides activity and resource movement in the value chain, use the daily experience of skilled employees who represent the hidden (implicit) knowledge of the organization creatively, and transform it to a form of competitive advantage that is difficult for competitors to imitate.

[*]Author Corresponding

1.1. Research problem:

The organization's response to rapidly changing environments requires the ability to integrate, build and rehabilitate competencies and provide a stable and consistent mode of team activity through which the organization systematically establishes and modifies its operating procedures to improve efficiency, and requires knowledge management mechanisms through which it learns and accumulates new core skills and competencies more aggregate and resource utilization.

From the above, the main question is: "How does knowledge management contribute to shaping the core competencies for organizations"?

In order to answer this key question, the following sub-questions were raised:

- Is there a statistically significant relationship between knowledge management applications and the core competencies of organizations?
- Is there a statistically significant relationship between the dynamic transfer of knowledge and the core competencies of organizations?

1.2. Research Hypotheses:

The tested hypothesis included:

H_1: Applications of knowledge management has significant effect on core competencies;

H_2: Dynamic knowledge transfer has significant effect on core competencies.

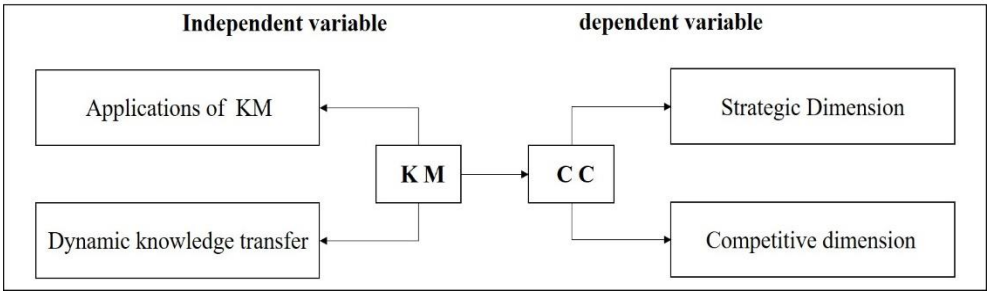
1.3. Research objectives:

- Taking note of the concept of knowledge management and the role that it plays in unleashing intellectual energies and exploiting the accumulated experience of individuals;
- To test the relationship between using knowledge management and core competencies in Algerian mobile phone operator "Mobilis".

1.4. Research model:

The study adopted the conceptual framework below:

Figure Nº 01: Research model



Source: Authors, (2019).

1.5. Previous studies:

- Javad, Noori; & al. (2012). *From Knowledge Management to Strategic Competence*, (3rd ed.). London:Imperial College Press.

This study aims to integrate strategic and knowledge management approaches to capability building with the development of competencies.The study found that knowledge management dismantles previous competencies to acquire new competencies and translates them into new processes, products and services

- Aneta, Sokól; Irena, Figurska. (2017). Creativity as one of the core competencies of studying knowledge workers: Entrepreneurship and Sustainability Issues, *Entrepreneurship and Sustainability Center*, 5(1), 23 - 35.

This study discussestheimportanceofcreativityasoneofthecorecompetenciesofknowledgeworkers inuniversities.One of the most important findings of the study is that having the necessary knowledge and the appropriate analytical and processing skills, an employee cancreateandselectprocessesandactionsthatwillensurecompetitivenessandinnovativenessofor ganization.

2. THE THEORETICAL FRAMEWORK OF THE STUDY:

2.1. Knowledge Management:

Knowledge management is a multidisciplinary approach that addresses knowledge at all stages. In an attempt to measure knowledge capital and its development mechanisms, rules have been developed for the knowledge-based theory, which allowed the organization to be interpreted according to a vision essentially linked to the management of knowledge resources and provide a harmonized reading of various aspects of knowledge in organizations

2.1.1. Knowledge:

Knowledge is the product of organization and systematic reasoning applied to data and information (Filemon&Uriarte, 2008, p4)

"Alrin" & "Heidi" has classified knowledge into the following types: (Baker, 2008, p102)

- Cognitive knowledge:

knowledge based on absorptive capacity and skills, used by organizations that rely on the symbolic analyst to perform their work;

- Embodied Knowledge:

"Zuboff" defined it as knowledge belonging to the physical presence of individuals, such as sensory information and physical stimuli. This knowledge is used by organizations that rely on experience and acquire it in practice;

- Cultural knowledge:

refers to the process of reaching common concepts. Used by telecommunications-intensive organizations;

- Explicit knowledge:

represents the knowledge of the organization, it can be transferred by signs and symbols, and stored in physical means. This knowledge is used by routine knowledge organizations;

- Tacit knowledge:

Implicit knowledge is personal, represented in the skill (individual and group skills) that we find in abilities or competencies, accordingly, it is essential for an organization to discover, propagate and utilize the tacit knowledge of its employees in order to optimize the use of its own intellectual capital. In any organization, tacit knowledge is the essential prerequisite for making good decisions.

Knowledge involves innovative behavior, and learning is the means by which this change takes place, so the knowledge-learning cycle can lead to continuous improvement.

2.1.2. The essence of knowledge management:

Knowledge management is a systematic process of the creative use and creation of knowledge, this is what (I. Nonaka) described as the "spiral of knowledge in 1991" and expressed in the model of the knowledge transfer cycle in 1998. (Nonaka & Konno, 1998, p40) However, for the purpose of this article knowledge management is defined as a set of systematic, organized, thoughtful and flexible actions aimed at knowledge resources (individual, collective and organizational; explicit and tacit) of the organization, taken and performed with the intention of achieving the objectives of the organization efficiently and effectively. These actions enable the organization to realize knowledge management processes (localization, acquiring, developing, sharing, preservation, use) as well as shape the environment (human, technical, cultural) conducive to KM, using for this purpose appropriate methods and tools. (Sokól&Figurska, 2017, p24)

Knowledge management includes a wide range "applications", the most important of which are: (Binney, 2000, pp21-32).

- Business knowledge management:

The use of technology is an integral part of Business knowledge applications, such as knowledge management transactions, technical support services, customer service and field support applications;

- Analytical Knowledge Management:

Provides interpretations of new knowledge resulting from different sources of resources. It is based on commercial intelligence and competitive intelligence applications that are integrated with external sources of knowledge or information;

- Asset Knowledge Management:

includes the management of the following knowledge assets:

– Manage clear knowledge assets that have been organized in some way;
– Intellectual property management and processes for identifying, exploiting and protecting it.

- Operations Knowledge Management:

Operations knowledge assets are often improved through internal training sessions, and are considered best practices for excellence standards internally and externally;

- Development Knowledge Management:

Its applications are based on increasing the competencies or abilities of the knowledge makers of the institution and are referred to as an investment in human capital. Its applications transfer explicit knowledge to implicit through development interventions resulting from experience;

- Creative / Innovative Knowledge Management:

through which knowledge makers from different fields are grouped into teams to create new knowledge.

The establishment of efficient knowledge networks requires framing the continuous production of that knowledge in order to promote innovation and organizational development. On this basis, "Nonaka" and "Takondau" served a dynamic model for transforming and creating organizational knowledge in four types: (Escaffere, 2002, p79)

- Participation (developing shared knowledge - implicit knowledge interactions):

Influence employees' values and motivations to convey their technical expertise gained to each other;

- Incarnation (discovery of new knowledge - interactions of knowledge from conscience to explicit):

Creative dialogue and frequent interaction between departments allows for the creation of joint teams and the exploitation of personal resources for applied skills, leading to the expansion of sources of new knowledge formation, and a change in internal procedures and common work situations in a supportive environment.

- Integration (methodology of explicit developments in a knowledge system):

Refers to learning how to choose between alternatives on the basis of cost benefit, and obtaining approval from the appropriate executive authorities through well documented evidence. This requires the skills of advocacy, listening and supporting senior management with influence.

- Assimilation (knowledge transfer - knowledge interactions from explicit to implicit):

The ultimate transfer of knowledge is from explicit to implicit knowledge. New knowledge needs to be tested, integrated and categorized into new designs, policies, processes and training programs. Trustworthy actions by management are the key to gaining employee satisfaction and trust.

Knowledge management encourages managers to set strategic goals related to creativity and innovation for survival, and to move from individual knowledge based on intelligence to collective knowledge through knowledge sharing and appreciation.

"J. Ermime" believes that knowledge management allows capitalization or valuation of knowledge in an organization with the aim of: (Ermine, 2003, p11)

- preservation of knowledge (collection, modeling, operation) and reuse (access and dissemination);
- Effective formation of individual knowledge and integration into the collective level.

2.2. Core competences:

"Prahalad" & "Hamel" was the first to introduce this term in the 1990s. Core competency reflects the unique capabilities and / or expertise of an organization that leads to better results in activities that contribute to creating value for its customers and distinguish it from its competitors in the market. The core competence of an organization is its strategic strength. (Puthod&Thévenard, p3)

Core competence is defined as a "coherent set of assets, knowledge and skills", on which the organization relies and places it at the center of the strategic agenda. (Tidd, 2006, p6) It is also defined as "those superior skills resulting from the overlap of a set of organizational activities, which allow the creation, development and accumulation of new resources for the enterprise to be used in the design, distribution and support of the enterprise's products or services." (Ahmed & Rafiq, 2002, p164).

2.2.1. Characteristics of core competencies:

Core competence feeds more than one core product and a business unit at the same time, requiring investment and analysis to be directed to the product rather than the market and product (Puthod&Thévenard, p4), and they have the following characteristics:

- Consciously act on long-term goals and plans;
- Exercise of knowledge: see the situation as a whole and work on personal conviction;
- Experience: has an intuitive understanding of the situation and a clear view of the central aspects; (Raven & Stephenson, 2001, p76)
- Strategically distinguish the organization;
- Allows the organization access to several types of markets;
- Contributes significantly to the value of the end product observed by the customer;
- Difficult to imitate by competitors. (Puthod, Thévenard, p (2-3))

2.2.2. Life cycle of core competence:

The basic core competence life cycle consists of three phases: (Tidd, 2006, p5)

- Identification of core competence;
- Transforming these competencies into new processes, products and services;
- Learn from successful and failed projects, use expertise to improve existing competencies and develop new ones. Knowledge management uses existing core competencies to create new competencies.

2.3. Strategic integration between knowledge management and core competencies:

The internal resource-based approach aims to integrate the concepts of resources, competencies and knowledge into a strategic vision that enables the organization to possess and sustain competitive advantage. Many approaches also vary depending on the position that knowledge occupies as a resource, or as an element of pivotal efficiency due to the

difficulty of varying resources, competencies and knowledge within the strategic management field.

Although the knowledge management approach is an extension of the competency management approach, the contributions of some researchers (Conner & Prahalad, 1996; Kogut& Zander, 1992; Teece, 1998) to the internal resources approach consider knowledge as internal resources. (Foray, 2000, p25)

"Tarondeau" believes that knowledge is a source of sustainable competitive advantage because of its contribution to identifying core competencies as rare and difficult to imitate.

Core competencies are formed as a result of the managerial ability to integrate technologies and productive skills, often as part of the network of relationships between the various resources that the organization has (systemic vision).

"Hamel" and "Prahald" considered that competencies are merely a collection of ability and skill, However, they do not integrate competencies with knowledge. (Hamel &Prahalad, 1990, P83).

Otherwise, "koeng" emphasizes the overlap of both competencies and knowledge because of the difficulty of setting boundaries between them (Koenig, 1999, p22). Competencies are related to the skills and the way in which the organization uses part of its knowledge as opposed to possessable knowledge, which is of a strategic nature. (Durand, 2000, p265)

The skills of an organization are based on individual knowledge, which is often hidden and difficult to identify, often resulting from collective (specialized) and specialized practice, which gives it a collective dimension.

"Parhald" and "Hamel" argue that “skills are a set of techniques that enable an organization to deliver a real benefit to the customer” and is defined as “the ability to perform a task with specific results within a certain amount of time, energy, or both "Reich" has described the skill as 'symbolic analysis'.

Skills include problem solving (research, product design and manufacturing), problem identification (marketing, advertising, customer consulting) and financial intermediation (finance, research and contracting).

According to "Reich", knowledge management allows the connection of technical cognitive knowledge to jobs performance knowledge and strategic acumen to create core competencies. "Sveiby" & "Lioyd" defined knowledge of jobs performance as "value added by information" and recognized that "jobs knowledge of organizations" provides extraordinary and innovative problem-solving services. (Choo &Bontis, 2002, p51)

Knowledge management embodies knowledge of job performance and turns it into a skill that in turn leads to the production of other knowledge by: (Escaffere, 2002, p106)

- Configuration: allows structuring knowledge to prepare knowledge of the performance of jobs for the production of goods and services;
- Preservation: To ensure the ownership of the enterprise by collecting and preserving jobs performance knowledge (information systems, information base ...), which enables its transfer and possible sale. the jobs knowledge capital becomes a direct creator of value;
- Reuse: Keeping knowledge of jobs performance and frequency of use allows it to be converted into skills.

Knowledge management allows organizations to have dynamic skills "dynamic capabilities" necessary for innovation strategies. The dynamic capabilities view originates in spirit from Schumpeter’s (1934) innovation-based competition where competitive advantage is based on the creative destruction of existing resources and novel recombination into new operational capabilities. "Teece" and al's original definition of

dynamic skills is "the ability to integrate, build and rehabilitate internal and external resources to address rapidly changing environments". (Keupp& al, 2012, p372)

Although dynamic and core skills are supported by fewer operational capabilities, competencies and core competencies are more aggregated and resource-intensive. (Noori, 2012, p121)

The concept of competence was first introduced in 1959 by "R.W. White", defined by "Davy" as "a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve the performance that an individual has acquired during his or her lifetime." Competence evolves through experience and the individual's ability to learn and adapt (personal development as an administrative concept). Competence requires a special environment such as learning organization, knowledge creation, self-organization and empowerment (Raven & Stephenson, 2001, p76).

Knowledge and competencies are combined in the internal resources of the organization so that their production and recruitment capacity contribute to the formation of core competencies that directly affect distribution patterns, skills dissemination, resource allocation priorities, alliances and outsourcing. The most important cognitive characteristics that distinguish certain individual competencies and make them core competencies that they are considered as a variety of resources, and are characterized by implicit components and complex social structure. They are the product of experiential learning. (Tidd, 2006, p5)

The characteristics of knowledge functions reflect the ability of the competencies to plan, innovate, and make decisions affecting the competitive behavior of the organization. The competency characteristics can be differentiated in knowledge functions, as their success in performing cognitive functions depends on their ability to mutually influence, effective and continuous cooperation between them, adapt to others in organization through knowledge, experience and behavior that ensures the elimination of conflict (teams, quality workshops…). The competencies in the knowledge management institution are characterized by the following behaviors:

- Knowledge workers have full powers that balance work;
- The productivity of competencies in knowledge functions is linked to the complex interactions of intelligence, innovation and environmental influences.

Knowledge integration allows the analysis, integration and reconstruction of existing knowledge, external technology and customer knowledge through systematic and social mechanisms that reflect the impact of diffusion and the synergistic effect of knowledge to perform activities effectively, and use the existing knowledge mix of individuals (tacit, virtual and practical knowledge) to reflect them in a dynamic integration that allows access on core competence. (Cao & al, 2012, pp 890-891)

3. STUDY METHODOLOGY:

Research Design: This study used descriptive survey research design for systematic collection and analysis of data and hypothetical- deductive approach in order to test hypothesis.

Study population and sample: The population of the study consisted of 178 agency of the Algerian mobile phone operator "Mobilis". Since this number is less than 200, the entire population was then used for the study as suggested by Yamane (1967).

Data Collection Instruments:

The main instrument for data collection for the study was questionnaire. Out of the 178 copies of the questionnaires distributed, 124 copies were returned. This gives a response rate of 69%. This was considered adequate enough for this study. This is supported by published tables which provide the sample size for a given set of criteria. For instance, using one of the tables published by Yamane, (1967), if the level of precision is ±10%, the sample size of a population size of 100 is 51, and this is below the researchers' acceptable value of 67 for this study.

The questionnaire included (32) questions and was processed by SPSS. V.20. In order to effectively analyze responses, nominal values were assigned to the response categories in the scale and computation carried out, while decisions on the cut-off points were made based on Gregory and Ward (1978) formula for determining the lower and upper limits in means thus:

0.50 to 1.49 = highly not essential;
1.50 to 2.49 = not essential
2.50 to 3.49 = essential;
3.50 to 4.49 = highly essential

4. STATISTICAL TREATMENT:

First, Shapiro Wilks test of normality was using

Table Nº1: Shapiro Wilks test of normality

	Statistic	Ddl	Signification
Applications of KM	0.451	123	0.012
Dynamic knowledge transfer	0.986	123	0.046
Core competencies	0.654	123	0.049

Source: own elaboration, depending on SPSS v20 output

Table (01) shows the results for Shapiro Wilks test of normality. The p-value for each field is smaller than (0.05) level of significance, then the distribution for each field is not normally distributed. Consequently, non-parametric tests will be used to perform the statistical data analysis.

4.1. Structure validity of the questionnaire:

The table (02) clarifies the correlation coefficient for each field and the whole questionnaire. The P-values (sig) are less than 0.01, so coefficients of all the fields are significant at α=0.01, so it can be said that the fields are valid to be measured what it was set for to achieve the aim of the study.

Table Nº2: Spearman correlation coefficient between each field and the whole questionnaire

	Spearman Correlation Coefficient	P-value (sig)
Applications of KM	0.845	0.000**
Dynamic knowledge transfer	0.712	0.000**
Core competencies	0.698	0.000**

** Correlation is significant at the 0.01 level

Source: own elaboration, depending on SPSS v20 output

Table (02) above shows that the level of statistical significance of the correlation coefficient is less than 0.01, this indicates that the questionnaire paragraphs are consistent and valid to carry out the purpose of the study.

4.2. Questionnaire reliability:

The Cronbach's coefficient alpha was calculated for each field.

Table Nº3: Cronbach's coefficient alpha for each field and the entire questionnaire

N°	Field	Cronbach's Alpha
01	**Applications of KM**	0.874
02	**Dynamic knowledge transfer**	0.719
03	**Core competencies**	0.834
	All paragraphs of the questionnaire	**0.892**

Source: own elaboration, depending on SPSS v20 output

The values obtained for the Cronbach's coefficient alpha are in the range of 0.719 to 0.874. This result is high and ensures the reliability of each area of the questionnaire. The overall coefficient of the study was 90% for the entire questionnaire, indicating excellent reliability for the entire questionnaire.

5. FINDINGS AND DISCUSSION:

The researchers first subjected data to descriptive statistical analysis which measured the variability in the data. This was followed by correlation statistics and finally regression using SPSS version 20.

5.1. Descriptive Statistics Results:

The findings were as follows:

Table Nº4: Means and standard deviation for "knowledge management"

N°	Paragraphs	Mean	S.D
I-	**Applications of KM**		
1-	**Business knowledge management:**		
1-1	Customer Relationship Management	3.78	1.33
1-2	technical support services	4.40	0.50
2-	**Analytical Knowledge Management:**		
2-1	Integrate business intelligence applications with external knowledge sources	3.43	0.51
2-2	Integrate competitive intelligence applications with external knowledge sources	3.85	1.30
3-	**Asset Knowledge Management:**		
3-1	Manage clear knowledge	3.81	0.91
3-2	Manage Intellectual property	2.14	1.62
4-	**Operations Knowledge Management:**		
4-1	Conduct training sessions to improve operational knowledge assets	4.07	0.69
4-2	Practice the application of internal and external standards of excellence	3.99	0.55
5-	**Development Knowledge Management:**		
5-1	Investing in human capital	4.45	0.59
5-2	Develop general knowledge into specific expertise	4.41	0.49
6-	**Creative / Innovative Knowledge Management:**		
6-1	Extract collective knowledge resulting from the interaction of individual knowledge	3.88	1.62
6-2	shaping knowledge makers' teams to create new knowledge	3.48	0.50
	All paragraph of applications of KM:	**3.80**	**0.50**
II-	**Dynamic knowledge transfer**		
1-	**Participation (developing shared knowledge):**		
1-1	Sharing technical expertise and tacit knowledge	3.00	0.63
1-2	Share experiences to improve existing competencies and develop new ones	3.12	0.70
2-	**Incarnation (discovery of new knowledge):**		
2-1	Exploitation of personal resources for applied skills	4.12	0.51
2-2	Capitalization of knowledge	4.00	0.48
3-	**Integration (Develop explicit knowledge):**		
3-1	Mutual dialogue based on trust between divisions	4.32	0.41
3-2	Common language and group learning	3.17	1.20
4-	**Assimilation (knowledge transfer from explicit to implicit):**		
4-1	Transforming new knowledge into policies, programs of work and training	4.36	0.36
4-2	Continuous innovation in different approaches to learning	**4.23**	**0.30**
	All paragraph of dynamic knowledge transfer	**3.79**	**0.90**
	All paragraph of the field	**3.79**	

Source: own elaboration, depending on SPSS v20 output

The mean of all paragraphs of "applications of knowledge Management" and "dynamic knowledge transfer" is respectively 3.80, 3.79. it can be concluded that the respondents ***highly agree*** on the content of this dimensions. Also the mean of all paragraphs of "dynamic knowledge transfer" is 3.79, it can be concluded that the respondents ***highly agree*** on the content of this dimensions.

This makes the mean of the field ***"knowledge management"*** equals 3.98, which shows that the respondents ***highly agree*** on the content of this field.

Table Nº5: Means and standard deviation for "Core competencies"

N°	Paragraphs	Mean	S.D
1-	**The strategic dimension:**		
1-1	Strategic vision	3.32	0.64
1-2	Contribute pivotally to the achievement of the organization's strategies	3.00	0.82
1-3	Consciously act on long-term goals and plans	3.04	0.80
1-4	Create lasting competitive advantages	3.07	0.79
1-5	Making decisions affecting competitive behavior	3.51	0.87
1-6	Creative destruction of existing resources and novelrecombination into new operational capabilities	3.15	1.26
2-	**Competitive dimension:**		
2-1	Allows access to several types of markets	4.45	0.60
2-2	Create and develop new resources and products	3.74	0.59
2-3	Provide great benefits to customers	2.57	1.67
2-4	Excellent technical expertise	4.40	0.49
2-5	Innovation and quality	3.54	0.54
2-6	Distinct behavioral composition	2.29	1.09
	All paragraph of the field	**3.18**	

Source: own elaboration, depending on SPSS v20 output

The mean of all paragraphs of the field ***"Core competencies"*** equals 3.98, which shows that the respondents ***agree*** on the content of this field.

5.2. Correlation Statistics:

Correlation relationships are shown in Table 06.

Table Nº6: Examination of the correlation between knowledge management and core competencies

Spearman test	Strategic dimension	Competitive dimension	Core competencies	Questionnaire
Applications of KM	0.797	0.784	0.624	0.871
Dynamic knowledge transfer	0.774	0.758	0.671	0.862
Questionnaire	0.722	0.755	0.863	1.000

Source: own elaboration, depending on SPSS v20 output

A positive and strong correlation exists between all dimensions of knowledge management and dimensions of core competencies. This means that core competencies arise from the collaboration and synergy of individual knowledge.

5.3. Hypothesis Testing:

Data was subjected to regression with a view to test the two hypotheses and the results were as follows:

Table N°7: Multiple Regressions Model

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co linearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.540	0.140		16.373	0.000		
Applications of KM	0.356	0.020	0.048	0.755	0.000	0.960	1.041
Dynamic knowledgetransfer	0.345	0.20	0.460	7.373	0.000	0.932	1.022
Model Summary							
R Square	0.694						
R Adjusted	0.679						
Durbin Watson	1.493						
F Change	19.014						
Sig	0.000						

Source: own elaboration, depending on SPSS v20 output

The first hypothesis that stated that: Applications of knowledge management has significant effect on core competencies was supported since the p=0.000 (p<0.05). This means that statistically significant relationship exist between applications of knowledge management and creating core competencies in the organization.

Also, the second hypothesis which stated that: Dynamic knowledge transfer has significant effect on core competencies was supported since the p=0.000 (p<0.05). This indicates that statistically significant relationship exists between dynamic knowledge transfer and creating core competencies in the organization.

The regression equation for the study is as follows:

$$Y = \alpha + 0.356\ X1 + 0.345\ X2 + \varepsilon$$

Applications of knowledge management increases core competencies by 0.356 for every unit increase while dynamic knowledge transfers by 0.345. R Square value of 0.694 and R adjusted value of 0.679 further indicates that knowledge management accounts to 67.9% of core competencies.

6. CONCLUSION

In the light of what has been presented, it is clear that knowledge management applications integrate theoretical knowledge of individuals that give an awareness of the activity with technical and methodological knowledge to create core competencies and use them in a specific activity.

Dynamic transfer of knowledge eliminates the risk of red tape associated with capitalization of knowledge as innovation and quality are at the center of competitiveness, reflecting the awareness that knowledge and core competencies that are difficult to obtain are a key distinction within the organization's strategy.

Recommendations:

The study made the following recommendations:

- Follow-up the gradual accumulation of tacit knowledge because its complexity allows the creation of essential competencies difficult to observe and imitate in the short term by competitors;
- Promote effective communication between individuals to form Work teams that allow brainstorming and developing competencies.

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