

# **Leadership as a Moderator between KM and Organizational Performance.**

**Yassine Boussenna and Ouail Elkharraz**

*Research group: Management & Information System, National School of Business and Management Tangier, Morocco.*

*\*Corresponding Author: Yassine Boussenna*

**ABSTRACT:** *the main objective of this study was to verify the moderating role of management's leadership on the relationship between KM implementation and organizational performance in a university context through Abdelmalek Essaadi University. by collecting the views of teacher-researchers, using a hypothetical-deductive reasoning approach and a quantitative working method. Our questionnaire was administered to a representative sample of 88 teacher-researchers from the different institutions of the university under study.*

*The results obtained using Hierarchical regression prove the moderating and positive role of leadership on the intensity of the relationship between the application of the KM and (Training, research, publication, and governance) as indicators of organizational performance with a change in the correlation rate from  $R=0.917$  to  $R=0.953$  with the addition of leadership as a moderator variable with a degree of impact of 3.6%.*

*This paper presents empirical evidence on the importance of the organizational, technical, and human factors on knowledge management implementation and enhancing performance.*

**Keywords:** Leadership, Organizational performance, Knowledge management.

## **I. INTRODUCTION**

In this changed competitive technology and the market scenario, Modern institutions, including institutions of higher education, face Large and unprecedented challenges due to the changes resulting from the information and technological revolution, in addition to the fierce competition between different institutions and the challenges that have emerged in the various sectors, especially the educational ones, so it was necessary to face this competition and challenges in order to keep pace The wheel of change and facing the competition imposed by the advanced reality on the basis of science and knowledge .

Within the framework of the knowledge economy and the new challenges raised by knowledge in organizations, it is easy to understand the emergence of knowledge management as a new managerial field of activity dealing with knowledge resources, knowledge workers, and knowledge processes. Knowledge management does not replace the classical management dealing with tangible resources, but it enriches a firm's management with its capacity of dealing with intangible resources and their specific processes of creation, acquisition, sharing, transferring, transformation, and use in the production of goods and services. In addition, knowledge management is not an extrapolation of information management focused on the efficient use of information technology and data and information as intangible resources. (Bratianu et al, 2021).

On the other hand, and throughout the literature, several factors positively affecting KM initiatives in public organizations and specifically in universities are discussed. For Ranjan and Bhatnagar (2008), these are factors or parameters necessary for the continued success of an organization and these factors represent the areas of management that require special and continuous attention to achieve high performance. Some are the same as those identified for private organizations and others are specific to public organizations. Most authors (Butler & Murphy, 2007; Cong, 2008; Ansari et al. 2012) cite several factors; but in this article, we will focus on the Management leadership.

Leadership plays an important role in managing knowledge within organizations. Insufficient or ineffective support from top managers can lead to the failure of knowledge management projects Traditionally, leadership research has not specifically considered leadership as an enabler of knowledge management. However, recent research has emphasized the importance of leaders in managing knowledge.

several studies have shown the importance of Management leadership to support the implementation of the KM process (Donate & De Pablo, 2015; Jiang and Chen, 2018; Akram et al 2019; Rao Jada et al., 2019; Singh et al., 2019; Shahnawaz, & Halil, 2020).

In addition, Many studies have addressed the issue of the importance of the application of K.M for organizations such as improving innovation and creativity, product quality, and organizational performance (Mills & Smith, 2011; Reich et al, 2013; Lee & Tseng, 2014; Alaarj et al.,2016; Novak, 2017; Adams, & Graham, 2017; Shamia et al.,2018; Abubakar, et al ,2018; Ernest et, al 2020; Sahibzada et al, 2020; Salama , 2020; Wenjiao & Yang 2020; El kharraz & Boussenna , 2020 ).

It's important at this level to note that leadership is a success factor of knowledge management and also a tool of performance, but how it can play a moderating role between the two is not well demonstrated and especially in university context.

The purpose of the present research is to analyze specifically the moderating effect of management's leadership on the relationship between K M implementation and organizational performance at Abdelmalek Essaadi University the point of view of teacher-researchers.

Thus, our reflection will focus on the treatment and analysis of the following three elements: (1) Literature review and development of hypotheses (2) Research methodology and (3) discussion of the Results of the study.

## **II. THEORITICAL BACKGROUND**

### **2.1 Knowledge management in the university context**

Universities are knowledge-intensive organizations because all the basic processes employ data, information, and knowledge. Teaching is essentially a transfer of knowledge from professors to students, but it involves many activities and tasks of data, information, and knowledge collection, selection, structuring, and integration into ideas and theories, which correspond to a certain conceptual framework. Teaching can be performed directly in classrooms or online by using specialized platforms and indirectly through a series of printed materials or stored documents in databases. Teaching also involves knowledge sharing that reflects professors' experience (Bratianu et al, 2021).

For El kharraz et al, (2018) Knowledge management for universities composed of a set of practices and approaches aimed to identify, create, use, capitalize, share and transfer knowledge within universities to improve the quality of the final product (Student Skills or New Knowledge)".

#### **2.1.1 The KM process in universities**

Knowledge assets are managed in several ways, namely: through capitalization, sharing, and knowledge creation.

There is no unified agreement among authors and researchers regarding the number of K.M processes, as different researchers define them in different ways (Costa & Monterio, 2016) and with several models as they are defined as three stages: knowledge generation, knowledge codification, and knowledge transfer. Or four consisting of Acquiring, storing, sharing, and applying knowledge or it is a five-step process consisting of (knowledge acquisition, knowledge formation, knowledge transfer, knowledge storage, and application) (Abidi et al 2018, p 5).

Becerra et al, (2004) integrated the empirical research findings of Nonaka (1994) (socialization, externalization, internalization, combination), and distinguished four knowledge management processes: knowledge discovery, knowledge capture, knowledge sharing, and knowledge application.

On our part in this work, we will opt for the most used model and the most adapted to the universities in four stages consisting of acquiring, storing, sharing, and using knowledge, (Alavi & Leidner, 2001, Doueihi, 2009).

#### **2.2 Organizational Performance at the University**

Level Performance measurement is fundamental to all organizations including universities. Today universities are under similar pressures as different organizations to have a place in society. Significant changes in competition have prompted universities to adopt a new management system similar to businesses in that students are currently treated as customers. In addition, there are increasing demands from stakeholders (Hilman & Abubakar, 2018).

Universities must ensure and provide students with high quality service. They have an obligation to produce graduates who can adapt to the challenges of the developing society. Other research has focused on teaching and research as indicators of performance measurement in universities (Manjarrés et al., 2009; Lukman et al., 2010; Asif et al., 2013; Asif & Searcy, 2014).

Other researchers believe that the production of services for the community is an indicator of performance (Badri & Abdulla, 2004; Patel et al, 2011). On the other hand, student graduation rate remains a primary indicator of university performance. Hilman & Abubakar, (2018) stated that the undergraduate loss rate should be taken into account when assessing university performance.

#### **2.3 Relationship between K M and organizational performance**

The link between K.M and organizational performance has been highlighted in the Knowledge-Bases View of the Firm (KBV).

This is because organizations achieve superiority in performance through a combination of their tangible resources such as natural resources and intangible resources such as knowledge (Lee & Sukoco, 2007). The proper application of a knowledge management system can make an organization self-dependent on knowledge, which can be helpful in surviving many obstacles it may face in the short and long term. In the same sense, the success of an organization often depends on its ability to accumulate knowledge and process it to enable organizational learning (Cohen & Sproul, 1991). Organizations also adopt K.M protocols for many reasons, including intensifying their efforts to create and share knowledge, improve internal collaboration, share best practices, provide competitive intelligence, and maintain a competitive advantage.

Indeed, several researchers and practitioners have noticed the positive relationship between K.M and organizational performance such as improving innovation and creativity, product quality, and organizational performance (Schutte,

& du Toit, 2012; Vila et al 2015; Alaarj et al, 2016; Boubker & Chafik, 2016; Novak, 2017; Adams, & Graham, 2017; Abubakar et al 2019; Ernest et al 2020, Sahibzada et al, 2020, Salama, 2020, Wenjiao & Yang, 2020, El kharraz & Boussenna, 2020).

#### **2.4 Historical overview of the evolution of leadership**

According to Pelletier (2017), classical theories of leadership fall into three categories. First, some research focused on leader characteristics such as gender, size, and intelligence (Kenny & Zaccaro, 1983; Potter & Fiedler, 1981; Stogdill, 1948; Worchel, et al 1998). However, this research was not very successful. Then, research turned to the behavior of the leader. McGregor (1960) developed the X and Y theories. Likert (1961) developed a continuum of four leadership styles, while Blake and Mouton (1964) developed a grid of five main styles: autocratic, paternalistic, democratic, collegial. Finally, Hersey and Blanchard (1982), Vroom and Yetton (1973) as well as House (1971) show that the elements of a situation often influence the choice of the leader and his style (Labelle & Jacquin 2018, p 182).

##### **2.4.1 What leadership style is appropriate for universities?**

Because his mission is to guide students on the path to knowledge, and because his daily actions lead him to make decisions, the university professor can be seen as a leader. It, therefore, becomes interesting to develop a vision of his teaching style. Transformational leadership is not the only leadership style relevant to university administrators working in professional learning communities.

Bouker (2017) mentions four leadership styles appropriate for the field of education: transactional, transformational, ethical, and pedagogical leadership. However, for this researcher, while transformational leadership aims to transform people, inspire them to excel, and move them toward a common goal, pedagogical leadership would be more relevant to university principals working in professional learning communities, as it would focus more on improving teaching and learning, which is the primary mission of professional learning communities.

For their part, Huffman et al. (2016) recognize five leadership styles appropriate for professional learning communities: constructivist, strategic, transformational, pedagogical, and distributed. Concerning transformational leadership, the authors assert that it allows university administrators to involve female teachers in decision-making and their professional development.

Finally, Mullen and Schunk (2010) note that three leadership styles are exercised within learning communities: instructional, transformational, and transactional leadership. According to these researchers, pedagogical and transformational leadership differ from the transactional model in that they are more relevant to professional learning communities through the focus of university administrators and faculty on improving teaching and student learning.

##### **2.4.2 Knowledge management and leadership**

The role of leadership in knowledge management (Batista, 2012; Forcadell and Guadamillas, 2002) and innovation processes (Drucker, 2001; Terra et al, 2012; Abdolmaleki et al, 2013) is crucial. Several authors agree with this statement. That said, the Leadership dimension attempts to understand this relationship in this research.

We can first ask whether there are innovations without leadership. there is no innovation without leadership. According to Szezerbicki, et al (2003), the existence of leaders who can put feelings and ideas into practice and turn them into concrete results for the organization is very important. Leaders such as Steve Jobs, Henry Ford, Jack Welch, Jeff Bezos, or Bill Gates, are illustrations of this. It is hard to imagine what Apple, Ford, General Electric, Amazon.com or Microsoft would look like without these motivational and visionary leaders (Neves 2017, p 156).

According to Donate and Sanchez De Pablo (2015) found that knowledge-oriented leadership positively affected knowledge management's success. Similarly, Akram et al. (2019) showed that empowering leadership enhanced the relationship between various knowledge management practices, contributing to knowledge management success.

In a team context, Jiang and Chen (2018) showed that transformational leadership can provide the right kind of environment and encouragement required for knowledge management success. There is substantial evidence indicating that leadership plays an important role in knowledge management's overall success within organizations (Akram et al., 2019; Rao Jada et al., 2019; Singh et al., 2019) Shahnawaz, M & Halil, Z ,(2020),.

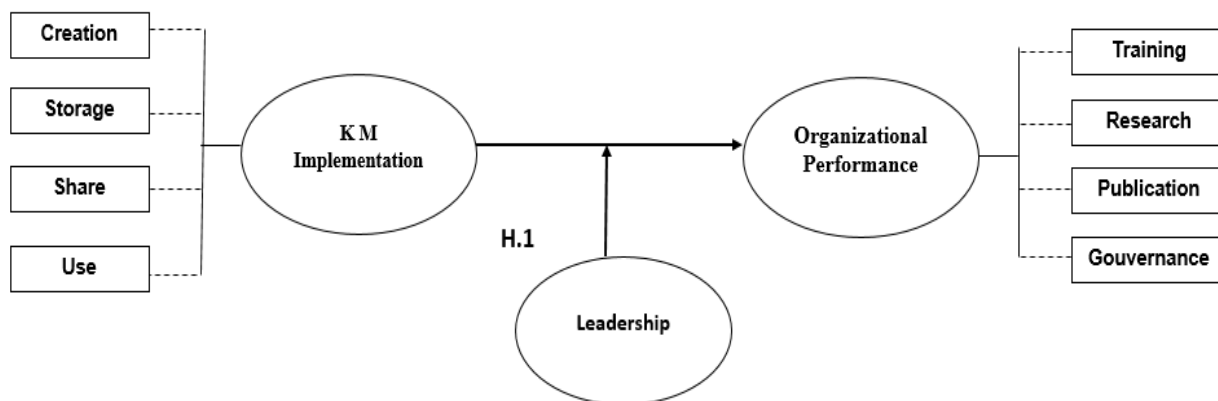
Lakshman (2007) points out that from all perspectives on leadership – such as the trait approach, behavioral approach, contingency approach, transformational approach and charismatic approach – leadership can be viewed as impacting knowledge management within organizations. Similarly, social exchange theory suggests that how these managers interact and set the stage related to knowledge management can impact its success (Kulkarni et al., 2006). Leaders supportive of knowledge management can facilitate the structural, relational and cognitive aspects necessary not only for promoting knowledge sharing but also for broader knowledge management success within organizations (Jiang and Chen, 2018).

- The leader must reinforce the vision and strategies of knowledge management that must be consistent with the overall goals of the organization;
- The leader is responsible for the allocation of financial resources ensuring the improvement of processes, products, and services;
- The leader is responsible for the allocation of financial resources to ensure the improvement of processes, products,

and services; - The leader is responsible for setting up a policy

The various theoretical arguments and empirical studies presented previously allowing us to deduce the first hypothesis:

**H1" The Management’s leadership positively moderates the relationship between knowledge management implementation and organizational performance of Abdelmalek Essaadi University from the point of view of research teachers".**



**Figure 1: The Research Conceptual Framework**

**III. METHODS**

**3.1 The sample of our study**

We administered a questionnaire to a representative sample of 88 teacher-researchers from the various institutions of Abdelmalek Essadi University, the survey was done between September and October 2020.

**3.2 Our Data Collection Tool**

**3.2.1 Content validity**

In order to ensure the content validity of our questionnaire, we followed the steps below: First, we conducted extensive research on the topic and then specified the structure of the field under study. Then we consulted specialists in the field of knowledge management and management control, primarily.

**3.2.2 Analysis of questionnaire reliability**

To address the issue of the reliability of the questions asked in a test, we calculated Cronbach's alpha coefficient. The table below shows the value of the coefficient for all chapters of our research using SPSS software:

**Table 1: questionnaire reliability**

Study Variables	Chapter	Cronbach's $\alpha$
<b>Knowledge management</b>	<b>1-15</b>	<b>0,957</b>
<b>Management’s leadership</b>	<b>16-20</b>	<b>0,815</b>
<b>Organizational performance</b>	<b>21-25</b>	<b>0,973</b>

From the data in the table above we notice that the value of Cronbach's alpha for all chapters in our research is between 0.815 and 0.973.

For the independent variable the value of alpha = 0.957 while for the dependent variable alpha = 0.973 and 0,815 for Management’s leadership.

Therefore, these values are well above 0.7 which confirms the internal consistency and reliability of our questionnaire.

**IV. RESULTS ANS DISCUSSIONS**

**4.1 Descriptive statistics**

**4.1.1 Management’s leadership**

For the present research, we were interested in measuring the degree of application of knowledge management (creation - storage - sharing - use). For this we proceeded to the calculation of the averages, the standard deviations of the value of T Student as shown in the following table:

**Table 2: Descriptive results for Management’s leadership**

Management’s leadership	mean	S.D	Level
university administration presented by these leaders can influence teachers..	2,54	0,99	Medium
The university administration integrates staff members at all levels in the construction of decisions.	2,18	0,83	Low
The university administration encourages teachers to present their ideas and proposals.	2,19	0,83	Low
University administration practices Justice in incentives and rewards among teachers.	2,09	0,79	Low
The administration provides teachers with opportunities for continuous learning and development.	1,72	0,86	Low
Overall average	2,14	0,65	Low

The T value in the table = 1.96, with a significance level  $\alpha = 0.05$ , and a mean level between (2.34 and 3.67) According to the above results, we notice that the style of leadership of the management present at the level of different institutions of Abdelmalek Essaadi University does not promote the initiatives for knowledge management implementation.

**4.2 Hypothesis Testing:**

This section has a main objective, to test the moderating effect of the Management’s leadership using hierarchical multiple regression.

**Table 3: Hierarchical regression moderation analysis**

The dependent variable	The independent variable	First model			Second model			Third model		
		Beta	T	Sig	Beta	T	Sig	Beta	T	Sig
Organizational performance	Knowledge management	0.878	17.012	0.000						
	Management leadership				0.451	4.687	0.00			
	Knowledge management * leadership							0.151		
	R		0.917			0.451		0.953		
	R <sup>2</sup>		0.771			0.203		0.871		
	$\Delta R^2$		0.771			0.203		0.036		
	$\Delta F$		289.400			21,964		8.062		
	$\Delta Sig$		0.000			0.000		0.006		

The T value in the table = 1.96, with a significance level  $\alpha = 0.05$ , and a mean level between (2.34 and 3.67)

Table: 3 showing the results of hierarchical multiple regression, For the first model the value of the correlation coefficient  $R = 0.917$  implies a statistically significant relationship between knowledge management and organizational performance at the level of the different institutions of Abdelmalek Essaadi University. also note that the value of  $F = 289$  showing a positive and significant effect of knowledge management on organizational performance at a level of significance  $\alpha = 0.05$ , in the same sense the value of the coefficient of determination  $R^2 = 0.771$  explains that 77.1% of the variation in organizational performance at the different institutions of the University Abdelmalek Essaadi according to teacher’s researchers is due to the application of knowledge management. Also, the value of  $Beta = 0.878$  predicts the variation of organizational performance of 0.878 when there will be an increase in the application of knowledge management by one degree at the level of Abdelmalek Essaadi University from the point of view of research teachers.

Regarding the results of the second model that relates the organizational performance with the management’s leadership of each institution we sign:

First that the value of the correlation coefficient  $R = 0.451$  implies a statistically significant relationship between the leadership of the management and organizational performance at the level of the different institutions of Abdelmalek Essaadi University. also note that the value of  $F = 21.964$  showing a positive and significant effect of

the leadership of the management on organizational performance at a level of significance  $\alpha$  less than 0.00, in the same direction the value of the coefficient of determination  $R^2 = 0.203$  explains that 20.3% of the variation in organizational performance at the level of different institutions of Abdelmalek Essaadi University according to teacher's researchers is due to the leadership of the management. also, the value of Beta = 0.451 allows us to predict the variation in organizational performance of 0.451 when there will be an increase in the leadership of the management of a degree at the level of Abdelmalek Essaadi University from the point of view of teacher's researchers.

About the third model, we entered management leadership as the third variable by examining its moderating role on the relationship between knowledge management and organizational performance we noticed a slight increase of 3.6% so that the correlation coefficient will be  $R = 0.953$ , and this increase is statistically significant with a  $T = 2.83$  greater than 1.96 with a significance level  $\leq 0.05$  showing a value of 0.006 on the table.

This confirms the positive moderating role of management leadership on the relationship between knowledge management and organizational performance at the level of different institutions of Abdelmalek Essaadi University from the point of view of research teachers, with a degree of impact of 3.6% confirming the hypothesis of this article.

#### **4.3 Discussion**

The results collected using the hierarchical multiple regression prove the validity of our hypothesis on the presence of a positive moderating role of leadership on the relationship between K.M implementation and organizational performance of Abdelmalek Essaadi University from the point of view of teacher's researchers.

These results coincide with the results obtained by other researchers including the study of (Parent, 2019), concluded on the positive link between strategic leadership and organizational performance of the three dance schools in Quebec.

Also the work of (Subram et al 2018) which showed the existence of a strong positive and statistically significant link between the development of leadership practices and organizational performance via human capital through 1000 organizations in India.

And the work of (Tang, 2012) on 300 Chinese companies in the city of SHANGAI, the results of this study showed a positive correlation between the leadership style and the performance of project teams and subsequently the performance of the organization.

these results coincide with the findings of the study conducted by Donate and Sanchez De Pablo (2015) which found that knowledge-oriented leadership positively affected knowledge management's success. Similarly, Akram et al. (2019) showed that empowering leadership enhanced the relationship between various knowledge management practices, contributing to knowledge management success.

Also, Jiang and Chen (2018) showed that transformational leadership can provide the right kind of environment and encouragement required for knowledge management success. There is substantial evidence indicating that leadership plays an important role in knowledge management's overall success within organizations (Akram et al., 2019; Rao Jada et al., 2019; Singh et al., 2019; Shahnawaz, M & Halil, Z, 2020; Boussenna, 2021).

On the other hand, our results disagree with the results obtained by (Al Talbani et al, 2015) that records a high level of presence of factors (culture, structure, leadership, and ICT) facilitating the application of knowledge management at the level of all universities in the Gaza Strip in Palestine from the point of view of 241 participants between administrators and teachers.

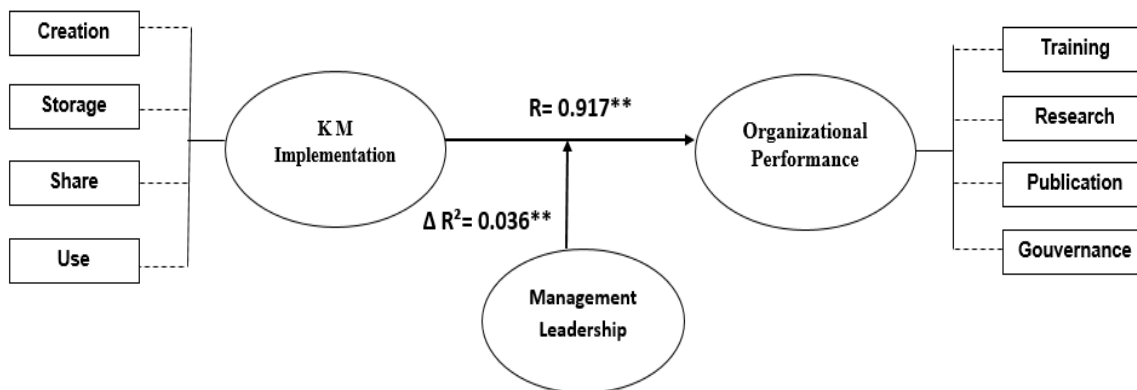
This results leads the university leaders to provide more effort to improve the quality of management Leadership in Abdelmalek Essaadi University through:

- The integration of teachers at all levels in the construction of decisions.
- The encouragement of teacher-researchers to present their ideas and proposals.
- The practice of fairness in incentives and rewards among faculty researchers.

##### **4.3.1 Test of the theoretical model**

Using hierarchical multiple regression, we were able to show that the management leadership has a positive and moderating role on the relationship between knowledge management and organizational performance of the university of question.

The figure below presents the results confirming the positive relationship between our variables (Pearson's correlation coefficient is greater than 0.5 for all relationships between variables). This validates both hypotheses of this research and proves the validity of our hypothetical research model:



**Figure 2: Test The Research Conceptual Framework**

## V. CONCLUSION

This research explored the knowledge management in Moroccan higher educational institutions through Abdelmalek Essaadi University, and the examination of the moderating role of leadership on the intensity of relationship between KM implementation and the organizational performance from the point of view of teacher-researchers of Abdelmalek Essaadi University, which remains consistent with our previous similar studies (Boussenna, &El Kharraz, 2021, a, b).

One of the main theoretical contributions of our research lies in the fact that we relied on a multidisciplinary theoretical framework mobilizing theories from different disciplines, namely the Knowledge Based View (KBV), which proposes to introduce a new vision of the firm. These theories allowed us to highlight the link between knowledge management and organizational performance. and the approach of key success factors, linking the success of the application of knowledge management to organizational, technical and human factors encompassed in (management leadership). Better still, our approach to the problem was strongly anchored in this theoretical corpus, by trying to orient our reflection both theoretically and empirically, by situating it in this conceptual framework.

while, The empirical phase of our work used a quantitative approach, an approach that is increasingly developed in management sciences and precisely the study of higher educational institutions .

Additionally, an increase in the size of our samples per establishment could perhaps better explain the influence of knowledge management for each establishment. As well, the choice of a single region (Tangier-Tetouan-Al Hoceima) in this article pushes us to expand our field of work for future work to cover the national territory in its entirety.

Moreover, it should be noted that this research has important implications for the leaders of Moroccan universities. The confirmation of the hypotheses of our work reminds us that each university must clearly define its strategy based on better knowledge management as a cornerstone of any action aiming at excellence and organizational performance, and consequently the improvement of its competitiveness at the international level.

Finally, our research constitutes a line of thought for researchers wishing to strengthen research related to knowledge management in the university environment and especially in Morocco.

## REFERENCES

- [1]. Abidi, W, Sanchez, M, Aoiz,G.,(2018), Phenotypic and biochemical diversity in peach [Prunus persica (L.) Batsch] cultivars. *Journal of New Sciences. Agriculture and Biotechnology* 51 (5): 3171-3178.
- [2]. Abubakar, A, Hilman, H, Kaliappen, N. (2018). *New Tools for Measuring Global Academic Performance*, DOI: 10.1177/2158244018790787 journals.sagepub.com/home/sgo.
- [3]. Adams, F,& Graham, K. (2017). *Integration, knowledge creation and B2B governance: The role of resource hierarchies in financial performance*, *Industrial Marketing Management*.
- [4]. Akram, M.U., Chauhan, C., Ghosh, K. and Singh, A. (2019), “Knowledge management, sustainable 11(2), 57–62.
- [5]. Alaarj, S, Zainal, A, Umami, S . (2016). *Turkey Mediating Role of Trust on the Effects of Knowledge Management Capabilities on Organizational Performance*, 12th International Strategic Management Conference, ISM, Antalya.
- [6]. Alavi , M ., & Leidner, D. (2001). *Review: Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues*. *MIS Quarterly*, 25(1), 107-136. DOI: 10.2307/3250961.
- [3]. Ansari, M., Youshanlouei, H, Mood, M. (2012). *A Conceptual Model for Success in Implementing*

- Knowledge Management: A Case Study in Tehran Municipality. *Journal of Service Science and Management*, 05(02), pp.212–222.
- [7]. Asif, M., & Searcy, C. (2014). “Determining the key capabilities required for performance excellence in higher education”, *Total Quality Management & Business Excellence Journal*, Vol. 25 Nos 1/2, pp. 22-35.
- [8]. Asif, M., Raouf, A, Searcy, C. (2013). “Developing measures for performance excellence: is the Baldrige criteria sufficient for performance excellence in higher education?”, *Quality & Quantity*, Vol. 47 No. 6, pp. 3095-3111.
- [9]. Badri, M., & Abdulla,M. (2004). “Awards of excellence in institutions of higher education: an AHP approach”, *International Journal of Educational Management*, Vol. 18 No. 4, pp. 224-42.
- [10]. Batista, F. F. (2012). *Modelo de Gestão do Conhecimento para a Administração Pública Brasileira*. Brasília: Instituto de Pesquisa Econômica Aplicada (Ipea).
- [11]. Becerra, & Gonzales,I.(2004). *A Knowledge Management, Chalanges, Solutions and Technologies*.
- [12]. Boubker, O., & Chafik, K. (2016). *Comprendre Le Role Des Systemes D’information Dans L’amelioration De La Performance Et La Maturite Des Processus Logistiques : Etude Qualitative Aupres De Six Entreprises De L’industrie Automobile Et Aeronautique Au Maroc*. *European Scientific Journal*, ESJ, 12(28), 397. <https://doi.org/10.19044/esj.2016.v12n28p397>
- [13]. BOUKER, M.A. (2017). *Les communautés d’apprentissage professionnelles en ligne : un moyen de développement professionnel d’acteurs en éducation (Thèse de doctorat non publiée)*. Université Laval, Québec, Canada.
- [14]. Boussenna, Y & El Kharraz, O.. (2021a), *Are Moroccan Universities Ready for Knowledge Management*. *The International Journal of Business Management and Technology*, Volume 5 Issue 4 July–August, pp. 34-45.
- [15]. Boussenna, Y. (2021). *Knowledge management and academic performance moderating role of organizational structure: Abdelmalek essaadi university case*. *International Journal of Financial Accountability, Economics, Management, and Auditing (IJFAEMA)*, 3(3), 145-158. <https://doi.org/10.52502/ijfaema.v3i3.61>.
- [16]. Boussenna, Y., & Kharraz, O. E. (2021b). *Testing Availability of Human and Technical Requirements for Knowledge Management Implementation in Moroccan Universities*. *European Journal of Business and Management Research*, 6(4), 237-244. <https://doi.org/10.24018/ejbmr.2021.6.4.984>.
- [17]. Bratianu, C.; Stanescu, D.F.; Mocanu, R. (2021), *Exploring the Knowledge Management Impact on Business Education*. *Sustainability*, 13, 2313. <https://doi.org/10.3390/su13042313>.
- [18]. Butler, T., Murphy, C. (2007). *Implementing Knowledge Management Systems in Public Sector Organisations: A Case Study of Critical Success Factors*. In H. Österle, J. Schelp, & R. Winter, eds. *15th European Conference on Information Systems*. University of St. Gallen, pp. 612–623.
- [19]. Choi, B., & Lee, H. (2014). *Knowledge Management Enablers, Processes, and Organizational Performance: An Integrative View and Empirical Examination*, *Journal of Management Information Systems / Summer 2003*, Vol. 20, No. 1, pp. 179–222.
- [20]. Cohen, M.D., & Sproul, L.E. (1991). ‘Editors’ Introduction’, *Organization Science* 2(1): 1–3 (Special issue on Organizational Learning – Papers in honor of [and by] James G. March).
- [21]. Cong, X., & Pandya, K. V. (2003). *Issues of Knowledge Management in the Public Sector*. *Electronic Journal of Knowledge Management*, 1(2), pp.25–33.
- [22]. Cong, X., (2008). *Towards a framework of knowledge management in the chinese public sector: a case study of china customs*. Northumbria University.
- [23]. Costa, V., Monteiro. (2016). *Key knowledge management processes for innovation: a systematic literature review*, *VINE Journal of Information and Knowledge Management Systems*, ISSN: 2059-5891.
- [24]. DIMMOCK, C. (2016). *Conceptualising the research-practice-professional development nexus: Mobilising schools as “research-engaged” professional learning communities*. *Professional Development in Education*, 42(1), 36-53
- [25]. Donate, M.J. and Sanchez De Pablo, J.D.S. (2015), “The role of knowledge-oriented leadership in knowledge management practices and innovation”, *Journal of Business Research*, 2015, vol. 68, issue 2, 360-370
- [26]. Drucker, P. (1993). “The rise of the knowledge society.” *The Wilson Quarterly*, vol. 17, no. 2, p. 52+.
- [27]. Drucker, P. (2001). *Innovation and Entrepreneurship*. New York: First Harper Business.
- [28]. Dudézert, A., & Lancini, A. (2006). *Performance et Gestion des Connaissances : contribution à la construction d’un cadre d’analyse*. *Journées des IAE, Congrès du cinquante, Montpellier*, <https://doi.org/10.1007/BF01384902>.
- [29]. Elkharraz, A., El Kharraz, O., & Chafik, K. (2018). *Le Management Des Connaissances Au Niveau Des Etablissements D’enseignement Supérieur : Cas Des Universites Publiques Marocaines*. *European Scientific Journal*, ESJ, 14(4), 350. <https://doi.org/10.19044/esj.2018.v14n4p350>.



- [30]. El Kharraz, O., & Boussenna, Y. (2020). Knowledge management and organizational performance: Abdelmalek Essaadi university cases. *International Journal of Accounting, Finance, Auditing, Management and Economics*, 1(3), 149-168. <https://doi.org/10.5281/zenodo.4281558>.
- [31]. Ernest, E., Ngamoe, B., Villeneuve, A. (2020). L'influence des pratiques de gestion des connaissances dans le processus de gestion stratégique des TI, *International Journal of Business and Technology Studies and Research*, ISSN: 2665-7716, Volume 2, Issue 1.
- [32]. Forcadell, F. J., et Guadamillas, F. (2002). A case study on the implementation of a knowledge management strategy oriented to innovation. *Knowledge and Process Management*, 9(3), 162–171. doi:10.1002/kpm.143
- [33]. Freeman, E. (1984). *Strategic Management: A Stakeholder Approach*, HERSEY, P. et BLANCHARD, K.H. (1982). Leadership style: Attitudes and behaviors. *Training and Development Journal*, 36(5), 50-52.
- [34]. HOUSE, R.J. (1971). A path goal theory of leader effectiveness. *Administrative Science Quarterly*, 16(3), 321-339.
- [35]. HUFFMAN, J.B., OLIVIER, D.F., WANG, T., CHEN, P., HAIRON, S. et PANG, N. (2016). Global conceptualization of the professional learning community process: Transitioning from country perspectives to international commonalities. *International Journal of Leadership in Education*, 19(3), 327 351. doi: org/10.1080/13603124.2015.1020343
- [36]. Jiang, Y. and Chen, C.C. (2018), "Integrating knowledge activities for team innovation: effects of business performance and empowering leadership: a firm-level approach", *International Journal of Knowledge Management*, Vol. 15 No. 2, pp. 20-35.
- [37]. KENNY, D.A. et ZACCARO, S.J. (1983). An estimate of variance due to traits in a leader. *Journal of Applied Psychology*, 68(4), 678-685.
- [38]. Kulkarni, U.R., Ravindran, S. and Freeze, R. (2006), "A knowledge management success model: Labelle, J. & Jacquin, P. (2018). Leadership transformationnel des directions d'école et communauté d'apprentissage professionnelle : une analyse. *Éducation et francophonie*, 46(1), 179–206. <https://doi.org/10.7202/1047142ar>.
- [39]. Lakshmana, C. (2007), "Organizational knowledge leadership: a grounded theory approach", *Leadership & Organization Development Journal*, Vol. 28 No. 1, pp. 51-75.
- [40]. Lee, L.T., & Sukoco, B.M. (2007). The effects of entrepreneurial orientation and knowledge management capability on organizational effectiveness in Taiwan: the moderating role of social capital, *International Journal of Management*, 24(3), 549- 73.
- [41]. Lee, Sh., & Tseng, P. (2014). The Effect of Knowledge Management Capability and Dynamic Capability on Organizational Performance, *Journal of Enterprise Information Management*, 27: 1-43. LIKERT, R. (1961). *New patterns of management*. New York, NY: McGraw-Hill.
- [42]. Lin, & lee. (2005). Spoken document understanding and organization, *IEEE Signal Processing Magazine* (Volume: 22, Issue: 5), PP: 42 – 60, DOI: 10.1109/MSP.2005.1511823.
- [43]. Lukman, R., Krajnc, D., Glavič, P. (2010). University ranking using research, educational and environmental indicators. *Journal of Cleaner Production*, 18, 619-628.
- [44]. Manjarrés, I., Carrión ,A ., Vega , J. (2009), The Effects of University–Industry Relationships and Academic Research On Scientific Performance: Synergy or Substitution? [https://doi.org/10.1007/s11162-](https://doi.org/10.1007/s11162-009-9142-)009-9142-.
- [45]. MCGREGOR, D. (1960). *The human side of enterprise*. New York, NY: McGrawHill. Mills, A., & Smith, T. (2011). "Knowledge Management and Organizational Performance: A Decomposed View", *Journal of Knowledge Management*, 15(1): 156-171.
- [46]. MULLEN, C.A. et Schunk, D.H. (2010). A view of professional learning communities through three frame: Leadership, organization, culture. *McGill Journal of Education*, 45(2), 185-203.
- [47]. Neves, f ( 2017 ), Relation de la gestion des connaissances et la capacité d'innovation incrémentale dans trois industries traditionnelles. *Gestion et management*. Université Grenoble Alpes, 2016. Français. ffnNT : 2016GREAG010ff. Fftel-01485582.
- [48]. Nonaka, I., (1994). A Dynamic Theory of Organizational Knowledge Creation. *Organization Science*, 5(1), pp.14–37.
- [49]. Nonaka, I., (1994). A Dynamic Theory of Organizational Knowledge Creation. *Organization Science*, 5(1), pp.14–37.
- [50]. Novak, A. (2017), KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL PERFORMANCE – LITERATURE REVIEW, *Management, Knowledge and Learning*, International Conference 2017 Technology, Innovation and Industrial Management.
- [51]. Parent, t, (2019), le leadership stratégique dans la performance organisationnelle des écoles de danse, MAÎTRISE EN ADMINISTRATION DES AFFAIRES, UNIVERSITÉ DU QUÉBEC EN OUTAOUAIS.
- [52]. PELLETIER, G. (2017). L'évolution de la notion de leadership en France : regard d'un chercheur universitaire québécois. *Revue France Forum*. Paris, France : Institut Jean Lecanuet.

- [53]. POTTER, E. et FIEDLER, F. (1981). The utilization of staff member intelligence and experience under high and low stress. *The Academy of Management Journal*, 24(2), 361-376.
- [54]. Ramachandran, S., Chong, S., Wong, K. (2013), "Knowledge Management Practices and Enablers in Public Universities: A Gap Analysis, *Campus-Wide Information Systems*", 30(2): 76-94.
- [55]. Ranjan, J, & Bhatnagar, V, (2008). Principles for successful aCRM in organizations, *Direct Marketing an International Journal* 2(4):239-247, DOI: 10.1108/17505930810931035
- [56]. Rao Jada, U., Mukhopadhyay, S. and Titiyal, R. (2019), "Empowering leadership and innovative work behavior: a moderated mediation examination, *Journal of Knowledge Management* ISSN: 1367-3270
- [57]. Reich, B, Gemino, A, Sauer, C. (2013). How knowledge management impacts performance in projects: An empirical study, *ScienceDirect International Journal of Project Management* 32 (2014) 590–602.
- [58]. Sahibzada, U., Jianfeng, C. & Latif, K. (2020). Interpreting the impact of knowledge management processes on organizational performance in Chinese higher education: mediating role of knowledge worker productivity, *Studies in Higher Education*, Volume 45, Issue 11.
- [59]. Salama, S., Isaac, O., Habtoor, N. (2020). Impact of Availability of Knowledge Management Infrastructure on Improving the Performance of the Education Sector Staff in Libya: Organizational Loyalty as a Mediating Variable, *International Journal of Management and Human Science (IJMHS)*, eISSN: 2590-3748 URL: <http://www.ijmhs.org>.
- [60]. Schutte, E., & Toit. (2012). Knowledge creation processes as critical enablers for innovation, *International Journal of Information Management*, Volume 32, Issue 4, August 2012, Pages 354-364
- [61]. Shahnawaz, M & Halil, Z, (2020), Peer knowledge sharing and organizational performance: the role of leadership support and knowledge management success, DOI 10.1108/JKM-03-2020-0227, *JOURNAL OF KNOWLEDGE MANAGEMENT*.
- [62]. Shamia et al., (2018) (Using the Asian Knowledge Model "APO" as a Determinant for Performance Excellence in Universities- Empirical Study at Al -Azhar University- Gaza.
- [63]. Singh, S.K., Del Giudice, M., Tarba, S.Y. and De Bernardi, P. (2019), "Top management team shared. STOGDILL, R.M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25, 35-71.
- [64]. Subram onya, M et al, (2018), « Leadership development practice bundles and organizational performance: The mediating role of human capital and social capital »
- [65]. Szezerbicki, A. da S., Pilatti, L. A., et Carvalho, H. G. de. (2003). Evolução da gestão do conhecimento em indústria. *UEPG Ci. Hum., Ci. Soc. Apl. Lín., Letras E Artes*, 11(2), 57–62.
- [66]. Tang, Q, (2012), « LA RELATION ENTRE LE STYLE DE LEADERSHIP ET LA PERFORMANCE D'UNE ÉQUIPE DE PROJET», UNIVERSITÉ DU QUÉBEC À RIMOUSKI , Mémoire de master .
- [67]. Terra, J. C. C., Frederick, B., Vernalha, F., Romão, M., Manhães, M., et Leonardi, S. (2012). 10 Dimensões da Gestão da Inovação: uma abordagem para a transformação organizacional. Rio de Janeiro : Elsevier.
- [68]. Vila, L., Cabrer, B, Pavía, J. (2015). On the relationship between knowledge creation and economic performance, <https://doi.org/10.3846/20294913.2013.876687>, PP 539-556.
- [69]. VROOM, V.H. et YETTON, P.W. (1973). *Leadership and decision-making*. Pittsburgh, PA: University of Pittsburgh Press.
- [70]. Wenjiao D, & Yang H. (2020). Research on Performance Evaluation of Knowledge Management Innovation in Colleges and Universities, <https://doi.org/10.2991/aebmr.k.200708.054>, Proceedings of the 4th International Symposium on Business Corporation and Development in South-East and South Asia under B&R Initiative (ISBCD 2019), ISBN 978-94-6252-983-0.
- [71]. WORCHEL, S., JENNER, S. et HEBL, M. (1998). Changing the guard: How origin of new leader and disposition of ex-leader affect group performance and perceptions. *Small Group Research*, 29(4), 436-451.