

Transfer of tacit knowledge: review of the dimensions of analysis on the construct

Transferência de conhecimento tácito: revisão das dimensões de análise sobre o constructo

Transferencia de conocimiento tácito: revisión de las dimensiones de análisis sobre el constructo

DOI: 10.55905/ijsmtv10n3-055

Originals received: 05/13/2024

Acceptance for publication: 06/14/2024

Rivaldo de Almeida Arruda

Master's Student in Engineering, Knowledge Management, and Media

Institution: Universidade Federal de Santa Catarina

Address: Campus Universitário Reitor João David Ferreira Lima, Trindade,
Florianópolis - SC, CEP: 88040-900

E-mail: rivaldoarruda99@gmail.com

Orcid: <https://orcid.org/0009-0009-6847-0870>

João André Rigo

Ph.D. Student in Engineering, Knowledge Management, and Media

Institution: Universidade Federal de Santa Catarina

Address: Campus Universitário Reitor João David Ferreira Lima, Trindade,
Florianópolis - SC, CEP: 88040-900

E-mail: joaoandrerigo@gmail.com

Orcid: <https://orcid.org/0000-0003-2292-6202>

Gisele Furtado Schmitz de Souza

Ph.D. Student in Engineering, Knowledge Management, and Media

Institution: Universidade Federal de Santa Catarina

Address: Campus Universitário Reitor João David Ferreira Lima, Trindade,
Florianópolis - SC, CEP: 88040-900

E-mail: giselefurtado.s@gmail.com

Orcid: <https://orcid.org/0000-0003-2017-8896>

Patricia de Sá Freire

Ph.D. in Engineering, Knowledge Management, and Media

Institution: Universidade Federal de Santa Catarina

Address: Campus Universitário Reitor João David Ferreira Lima, Trindade,
Florianópolis - SC, CEP: 88040-900

E-mail: patricia.sa.freire@ufsc.br

Orcid: <https://orcid.org/0000-0002-9259-682X>

ABSTRACT

Tacit Knowledge Transfer (TKT) is the process of sharing and disseminating Tacit Knowledge (TK) among organization members. This article aims to identify the dimensions of analysis regarding the TTK construct through a mixed-methods approach, employing bibliometric and descriptive analyses of TTK studies. The comparative analysis between the most cited and the most recent studies may reveal an evolution of the technical, cognitive, and social dimensions within the field of TTK. While earlier studies emphasize trust and diverse contexts influencing TTK, recent works direct attention toward individual competencies, mutual trust, and social interaction as crucial elements for a more comprehensive understanding of this phenomenon, deepening seminal discussions on the construct.

Keywords: tacit knowledge, tacit knowledge transfer, bibliometric review, organizational knowledge.

RESUMO

A Transferência do Conhecimento Tácito (TCT) é o processo de compartilhar e disseminar o Conhecimento Tácito (CT) entre os membros da organização. O objetivo desta pesquisa é identificar as dimensões de análise sobre o constructo TCT, por meio de uma pesquisa mista, com análise bibliométrica e descritiva acerca dos estudos da TCT. A análise comparativa entre os estudos mais citados e os mais recentes pode revelar uma evolução das dimensões técnica, cognitiva e social no campo da TCT. Enquanto os estudos mais antigos enfatizam a confiança e os contextos diversos que influenciam a TCT, os trabalhos mais recentes direcionam a atenção para as competências individuais, a confiança mútua e a interação social como elementos cruciais para uma compreensão mais abrangente desse fenômeno, aprofundando as discussões seminais sobre o constructo.

Palavras-chave: conhecimento tácito, transferência de conhecimento tácito, revisão bibliométrica, conhecimento organizacional.

RESUMEN

La Transferencia de Conocimiento Tácito (TCT) implica compartir y diseminar Conocimiento Tácito (CT) entre miembros de la organización. Esta investigación busca identificar dimensiones del constructo TCT mediante un enfoque mixto, empleando análisis bibliométricos y descriptivos de estudios sobre TCT. El análisis comparativo entre estudios citados y recientes puede mostrar la evolución de dimensiones técnicas, cognitivas y sociales en el campo del TCT. Estudios previos enfocan la confianza y contextos diversos en el TCT, mientras que trabajos recientes destacan competencias individuales, confianza mutua e interacción social como elementos cruciales para una comprensión integral, profundizando en discusiones sobre el constructo.

Palabras clave: conocimiento tácito, transferencia de conocimiento tácito, revisión bibliométrica, conocimiento organizacional.

1 INTRODUCTION

Tacit Knowledge (TK) is personal and contextual, making it challenging to effectively transmit. TK resides in the individual perspective, the result of cognitive action on artifacts, and the transformation of professional practices through learning and experiences (Nonaka; Takeuchi, 1995). TK is characterized by its difficulty in being verbalized and codified, as it is based on individual reflections and experiences. This type of knowledge is contextualized and possesses an intrinsic personal quality (Hung *et al.*, 2023). TK resides within people and is learned with or without the intention or conscious awareness of learning (Alam *et al.*, 2022).

According to Nonaka and Takeuchi (1995), the transfer of knowledge occurs through social interactions, where TK is shared, amplified, and constructed through joint practical experience among members of the organization, and between the organization members and their clients, suppliers, and affiliated companies. The authors further complement that its tacit nature makes this type of knowledge a valuable asset, difficult to imitate, and thereby provides a substantial competitive advantage to the organization.

This article aims to conduct a bibliometric analysis on Tacit Knowledge Transfer (TKT), bringing to light the main discussions presented in the literature, with the intention of identifying the dimensions of analysis on the term. The work is organized into six sections. The first section introduces the topic and justifies its relevance. The second section covers the theoretical background. The third details the methodology and specific procedures adopted. The research results are presented in the fourth section. The last two sections, fifth and sixth, are dedicated to the discussion of findings and the final considerations of the study.

2 THEORETICAL BACKGROUND

Tacit Knowledge (TK) is an essential element in organizations, being a highly personal type of knowledge that is difficult to formalize or transmit through conventional documents or procedures (Holste; Fields, 2010). It is the knowledge rooted in individual experience, intuition, skills, perceptions, and judgments, being intrinsic to each

individual's context and life experience (Panahi; Watson; Partridge, 2013; Xu *et al.*, 2022). Tacit knowledge often takes subjective forms, such as metaphors, analogies, and stories, making its transmission challenging (Lin, 2007; Foos; Schum; Rothenberg, 2006).

TK is valuable to organizations as it is a source of know-how, experiences, and best practices that contribute to the efficiency and effectiveness of operations (Joia; Lemos, 2010; Panahi; Watson; Partridge, 2016). However, its subjective nature makes understanding and managing this knowledge complex, requiring specific approaches to enable and facilitate its transfer and sharing. TK also consists of insights and intuitions that a person has after being immersed in an activity for a long period, which remain stored as personal know-how (Choo, 2003). By providing a continuous and safe environment for the discussion and conversion of tacit knowledge into explicit knowledge, organizations can foster a virtuous cycle of learning and innovation.

Tacit Knowledge Transfer (TKT) is the process of disseminating this knowledge among organization members (Holste; Fields, 2010). This transfer is essential to harness the potential of tacit knowledge throughout the organization and prevent its loss due to employee turnover or other changes (Xu *et al.*, 2022). Several studies have investigated the factors that influence the transfer of tacit knowledge, highlighting the importance of trust relationships among coworkers (Panahi; Watson; Partridge, 2013; Holste; Fields; 2010). Trust based on affect and cognition is particularly relevant for the sharing and use of tacit knowledge (Holste; Fields, 2010). Additionally, organizational factors such as culture, structure, and knowledge management strategy also play a crucial role in TKT (Joia; Lemos, 2010; Borges, 2013).

While most studies acknowledge the importance of tacit knowledge and its transfer, some authors argue that the transfer of tacit knowledge is inherently risky (Foos; Schum; Rothenberg, 2006). The authors argue that sharing this knowledge can lead to a loss of power or individual competitive advantage. Conversely, other authors argue that if conducted in an environment of trust and collaboration, the transfer of tacit knowledge is beneficial to the organization (Holste; Fields, 2010).

TKT, as a process of communication and sharing between individuals or groups within an organization, involves mutual trust, creating a supportive environment, and overcoming cultural and individual barriers to ensure that tacit knowledge is effectively

shared and used to improve organizational performance (Holste; Fields, 2010; Lin, 2007; Panahi; Watson; Partridge, 2013; Joia; Lemos, 2010). For the organization, it refers to the process of sharing and disseminating knowledge among team members (Joia; Lemos, 2010), which involves transmitting the personal experiences and skills of an individual for the benefit of the organization as a whole (Panahi; Watson; Partridge, 2013). In summary, as can be observed from the authors' positions, tacit knowledge and its transfer are critical factors for organizational success, and understanding these concepts allows organizations to fully leverage the potential of their members and their knowledge repository.

3 METHODOLOGICAL PROCEDURES

This study employs a mixed-methods approach with a descriptive objective (Creswell, 2010) aimed at identifying the dimensions of analysis concerning the TKT construct. To this end, an overview of scientific studies discussing TKT was developed through a Bibliometric Review, analyzing the variables (i) documents, (ii) authors, and (iii) journals and their elements, such as title, abstract, keywords, year of publication, number of citations, most cited authors, countries with the highest number of publications, among others.

Considering that no spatial or temporal cut will be made and that the languages defined for this bibliometric review were Portuguese, English, and Spanish, the decision was made to prioritize expressions in English, given that regardless of the published language, title, abstract, and keywords are available in all three languages (Scopus, 2023). Thus, in June 2023, the authors conducted a search for articles using the following search syntax: ("tacit knowledge sharing" OR "tacit knowledge transfe" OR "tacit knowledge acquisition" OR "tacit knowledge dissemination" OR "implicit knowledge sharing" OR "implicit knowledge transfe" OR "implicit knowledge acquisition" OR "implicit knowledge dissemination" OR "unspoken knowledge sharing" OR "unspoken knowledge transfe*" OR "unspoken knowledge acquisition" OR "unspoken knowledge dissemination").

The following repositories were searched: (i) Scopus, (ii) Web of Science, and

(iii) Compendex (Table 1). Once the search syntax was determined, the following inclusion criteria were also used: a) Document type: Only articles; b) Language: Portuguese, English, and Spanish; c) Publication stage: Published.

Table 1 - Number of articles by database

Database	Number of Articles
Scopus	381
Web of Science	257
Compendex	72
Total	710

Source: Elaborated by the authors

It is important to highlight that the research conducted in the search engines of the databases used focused on works that included the search syntax exclusively in their titles, abstracts, or keywords, with the aim of minimizing false positives. Subsequently, exclusion criteria were applied to the 710 articles: duplicate articles - (1) 288; systematic review articles, scoping review, or bibliometric studies - (2) 2; articles that do not specifically address TKT - (3) 296.

The next step was to analyze the duplicates, articles that were available in more than one database and needed to be eliminated from the final sample (n). With the support of the Rayyan platform (Rayyan, 2023), the analysis of possible duplicates was performed, resulting in the elimination of 288 articles, leading to the analysis of 422 remaining articles.

The analysis of the titles and abstracts aimed to meet the second and third exclusion criteria, carried out from June 20 to June 30, 2023. According to the second criterion, two works were excluded because they resulted from (1) integrative literature review and (1) narrative literature review, leaving them out of this research portfolio.

For criterion 3, a meeting was held with the participation of the first three authors to cross individual understandings and define the final position regarding the inclusion or not of those articles where there was no consensus. At the end of steps 2 and 3, 298 articles were excluded for not specifically addressing TKT, resulting in a sample of 124

publications.

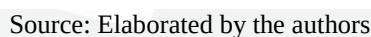
Subsequently, the data were processed using VosViewer software, version 1.6.19; Rayyan, Google Sheets, Voyant Tools, as well as analyses from the Scopus database. For the results analysis stage, bibliometric and descriptive analysis steps of the articles were performed. The first was conducted with the final sample of 124 articles published until June 19, 2023, to identify the contribution of scientific knowledge derived from the publications in the area under study. To perform the second analysis stage, the descriptive analysis, which aimed at a deeper understanding of the current contributions on the dimensions of TKT analysis, new selection criteria were applied, resulting in 20 articles that were read in full, namely: the ten most cited articles and the ten most recent articles in the literature (Scopus, 2023). This choice is justified as these are, in essence, the seminal publications considered most relevant for academic discussions on TKT and the ten most recently published articles (Scopus, 2023) up to the date of the research. This cut is justified by the necessary inclusion of more current discussions and future trends on the topics.

4 RESULTS

This section unfolds to analyze the articles that make up the portfolio of the present work. It is observed (Figure 1) that Tacit Knowledge Transfer (TKT) began to be discussed in the literature starting in 2001, six years after the publication of the work "The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation" by Nonaka and Takeuchi (1995). It is identified that, although the trend of publications is growing ($R^2 = 0.333$), there is no consistency in the number of publications per year. However, when analyzed by decades, the increasing relevance of the topic throughout the 21st century is noticeable.

The temporal distribution of the research that comprises the portfolio of the present work has an irregular trajectory (Figure 1), with sharp peaks and declines, which may indicate a theoretical base still in the consolidation phase. Another possibility is that the topic is characterized by rapid and successive transformations in its research objects, as will be seen, due to the strong influence of technological aspects.

— Linha de tendência $R^2 = 0.333$



International Journal of Scientific Management and Tourism, Curitiba, v.10, n.3, p. 01-19, 2024

And Service Sciences: 3; Behaviour and Information Technology: 2; Development And Learning In Organisations: 2; Journal Of Information And Knowledge Management: 2; Knowledge Management Research And Practice: 2; Project Management Journal: 2; Sustainability: 2; Journals with only 1 publication: 75.

Regarding the Brazilian institutions that have published the most on TKT, the highlights are: Fundação Getúlio Vargas with 3 publications; Universidade de São Paulo with 1 publication; and Universidade de Minas Gerais, also with 1 publication.

Considering international scientific productivity, the ranking is as follows: 1st - China (28 publications); 2nd - United States (17); 3rd - Australia (10); 4th - Brazil and Pakistan (6); 5th - Iran, Portugal, and Taiwan (5); 6th - India, Jordan, and Malaysia (4); 7th - Ireland, South Korea, Poland, Turkey, and Ireland (3); 8th - Canada, Croatia, Nigeria, Scotland, South Africa (2); 9th - Bangladesh, Chile, Denmark, Ecuador, England, France, Germany, Ghana, Greece, Hungary, Indonesia, Italy, Mexico, Oman, Saudi Arabia, Spain, Sri Lanka, Vietnam (1 publication each). However, when analyzing the most cited works, Brazil drops to the 5th position with 255 citations. The United States is in the first place with a total of 1171 citations in its articles. Next are Australia with 410 citations, China with 310, and Taiwan with 306 citations.

Next, the descriptive analysis of the publications on TK and TKT is presented, a sample that includes the 10 most cited articles and the 10 most recent articles (Tables 1 and 2), according to the Scopus database.

Table 2 – List of the Sample of the Most Cited Works

Nº	Author(s)	Country	Total Citations
1	Holste; Fields	USA	455
2	Lin	Taiwan	328
3	Panahi; Watson; Partridge	Australia	160
4	Foos, Schum e Rothenberg	USA	125
5	Augier; Shariq; Vendel	USA, Denmark	121
6	Joia; Lemos	Brasil	120
7	Endres <i>et al</i>	USA	107
8	Borges	USA	95
9	Zhang <i>et al</i>	China	80
10	Panahi; Watson; Partridge	Iran, Australia	72

Source: Elaborated by the authors

The analysis of the ten most cited articles in the field of TKT reveals that in the study by Holste and Fields (2010), the centrality of trust in the dynamics of sharing is highlighted, pointing out how affective and cognitive trust between colleagues directly influences professionals' willingness to share and apply tacit knowledge. Lin (2007) contributes by providing a solid theoretical framework for tacit knowledge sharing, with organizational commitment and trust among colleagues as critical mediators in this process. Additionally, the author emphasizes the ethical nature of sharing as an expression of recognition of moral standards and organizational values.

A study addressing the potential contributions of social web tools to tacit knowledge sharing is presented by Panahi, Watson, and Partridge (2013). They discuss how the feasibility of this sharing is supported by theoretical arguments but lacks empirical evidence to be fully validated. Among the other articles, notable works explore themes such as the transfer of tacit knowledge between product development partners (Foos; Schum; Rothenberg, 2006), where the authors find that TKT is poorly understood. Additionally, the relationship between context and knowledge sharing (Augier; Shariq; Vendelo, 2001), where the authors state that TKT in solving complex and unstructured problems will not occur without proper preparation, and organizational and individual factors influencing sharing (Borges, 2013), where the author argues that workers tend to share tacit knowledge when they feel they are in a supportive environment, are not threatened by competitiveness, and experience good social interactions.

Complementing the analysis, Endres, Endres, Chowdhury, and Alam (2007) apply the self-efficacy model to compare tacit knowledge sharing in open-source communities and traditional organizations, providing insights into the role of context in this process. Joia and Lemos (2010) investigate relevant factors for tacit knowledge transfer in a state-owned oil company, highlighting the personal component and knowledge management strategy as crucial elements. Additionally, Zhang, He, and Zhou (2013) explore how tacit knowledge sharing contributes to team flexibility in integrated construction projects. Finally, the study by Panahi, Watson, and Partridge (2016) highlights the potential contributions of social media in supporting tacit knowledge sharing among physicians, emphasizing the importance of experiential know-how. These studies collectively offer an overview of the factors driving and shaping tacit knowledge sharing, such as trust,

flexibility, and reduced competitiveness in various organizational and community contexts.

Next, the analysis of the most recent articles published on the topic was conducted.

Table 3 – List of the Sample of the Most Recent Works

Nº	Author(s)	Country	Total Citations
1	Mahajan; Sharma; Soni	India	1
2	Iqbal; Nazir; Ahmad	Pakistan, Oman	0
3	Hung <i>et al</i>	Taiwan	0
4	Hwang	USA	7
5	Alam <i>et al</i>	Pakistan	4
6	Oliveira <i>et al</i>	Portugal	4
7	Thomas	Poland	3
8	Alves; Pinheiro	Portugal	3
9	Xu <i>et al</i>	China, USA	2
10	Xu; Wu; Zhang	China	2

Source: Elaborated by the authors

The analysis of the ten most recent articles (Table 2) shows that according to Mahajan, Sharma, and Soni (2023), TK is classified into technical and cognitive dimensions. The technical dimension deals with personal competencies, such as know-how, while the cognitive dimension encompasses people's beliefs and ideas. TK sharing occurs in various ways, including the use of metaphors, demonstrations, stories, and face-to-face communication. Iqbal, Nazir, and Ahmad (2023) consider TK to be more personal and beyond formal job responsibilities. For the authors, TK sharing involves the exchange of mental models, insights, ideas, skills, experiences, knowledge, and competencies among coworkers.

For Hung *et al.*, (2023), TK is characterized by being more difficult to verbalize and cannot be codified, as it is based on individual reflections and experiences. It is highly contextualized and has a personal quality attached to it. Sharing it can entail risks, such as loss of power, reduced competitive advantage, and diminished social status relative to colleagues. Hwang's (2022) study argues that TK is acquired through the learning process and can also be called experiential knowledge. According to the author, TK sharing can

occur either through the direct transfer from a knowledge holder to a knowledge seeker, or TK can first be codified into explicit knowledge and then disseminated. The author also states that the individual intention to share knowledge plays a crucial role in the success of TKT.

According to Alam *et al.*, (2022), TK is characterized by individuals' experience, based on intangible factors such as values, beliefs, and perspectives. It includes hunches, intuitions, and insights that are difficult to formalize or express in physical media. However, the authors point out that TKT is not a smooth process as it involves uncertainty and risks, mainly due to trust relationships between people. TKT primarily occurs through face-to-face interaction and can be formal or informal, depending on the circumstances and characteristics of the organizations involved.

Oliveira *et al.*, (2022) argue that TK includes behaviors or actions, often highly ambiguous, with an important cognitive dimension that includes mental models, beliefs, and perspectives. They highlight that tacit knowledge is what people internalize through observation and experiential learning and that it is not readily available for transfer to another person. For these authors, TK sharing can occur in two main ways: directly through personal contacts within the organization and indirectly through information and communication technologies.

For Thomas (2022), TK is described as implicit and personal, composed of individual knowledge that is not easily conceptualized, visualized, explained, or accurately transmitted. This knowledge is transmitted through sharing experiences, vigilance, replication, or face-to-face communication and is rooted in action, process, obligations, and feelings.

For Alves and Pinheiro (2022), knowledge sharing is a process in which individuals mutually exchange their knowledge and create new knowledge together. This process is essential for translating individual knowledge into organizational knowledge and can be influenced by different factors. The authors refer to knowledge sharing in higher education, which can initiate enhanced decision-making processes, accelerate development and research, and provide value-added benefits to the organization.

Xu *et al.* (2022) define TK as knowledge located in the human mind, difficult to obtain, share, and use. For them, TK is defined as individuals' ability to make TK explicit

and enable explicit knowledge to become tacit. Practical experience is an essential factor for TKT as it is deeply linked to the individual's actions and facilitates the transfer of this knowledge through learning by doing.

Finally, Xu, Wu, and Zhang (2022) point out that in the TKT process, various relationships among organization members are involved. These relationships are interdependent and mutually restrictive, meaning that the way members relate to each other affects the effectiveness of knowledge transfer. The study addresses the importance of symbiotic relationships in the TKT network. These networks can lead to better utilization of members' TK and contribute to the organization's overall innovation and performance.

5 DISCUSSION

The bibliometric analysis of the results on tacit knowledge transfer (TKT) reveals that the topic gained prominence in the literature starting in 2001, six years after the publication of Nonaka and Takeuchi's seminal work in 1995. Although the frequency of publications varies over the years, the relevance of the topic has increased throughout the 21st century. The temporal distribution of the research shows an irregular trajectory, suggesting a theoretical base still in consolidation and possible transformations in research objects.

The analysis of the most frequently used terms in the literature over time reveals the evolution of research, with an initial focus on knowledge management and later on knowledge sharing, indicating the maturation of the field. In the international context, China and the United States lead in the volume of publications, but Brazil stands out in the fourth position, demonstrating significant contributions to the TKT field.

The comparative analysis between the most cited studies and the most recent ones can reveal an evolution in the dimensions of the TKT field, namely technical, cognitive, and social dimensions. While older studies emphasize trust and diverse contexts that influence TKT, more recent works direct attention to individual competencies, mutual trust, and social interaction as crucial elements for a more comprehensive understanding of this phenomenon, deepening seminal discussions on the construct.

Regarding the ten most impactful works, considered the most cited in the Scopus database, the importance of trust, both affective and cognitive, in influencing the sharing and use of TK can be observed (Holste; Fields, 2010; Lin, 2007). While some studies emphasize the relationship of trust with TK sharing (Holste; Fields, 2010), others discuss the influence of contextual factors, such as distributive justice, instrumental and expressive ties (Borges, 2013). Additionally, self-efficacy, organizational structure, and knowledge management strategy also emerge as relevant elements for the successful transfer of TK within organizations (Endres *et al.*, 2007; Joia; Lemos, 2010). The Open Source community is also cited as a useful context for understanding the effects of knowledge sharing (Endres *et al.*, 2007).

Finally, the contributions of social media to the TK flow in different areas, such as medical practice and construction projects, are highlighted (Panahi; Watson; Partridge, 2016; Zhang; He; Zhou, 2013), in contributions of social web tools to TKT (Panahi; Watson; Partridge, 2013), the relationship between product development partners (Foos; Schum; Rothenberg, 2006), and the relationship between context (Augier; Shariq; Vendelo, 2001) for TKT.

Regarding the ten most recent articles, the importance of personal competencies, beliefs, and ideas in tacit knowledge is highlighted (Sharma; Soni, 2023). It is necessary to create trust environments to encourage voluntary knowledge sharing (Sharma; Soni, 2023; Iqbal; Nazir; Ahmad, 2023). Tacit knowledge sharing goes beyond formal responsibilities and involves the exchange of mental models, insights, and skills among coworkers (Iqbal; Nazir; Ahmad, 2023). However, this sharing can entail risks, making mutual trust and culture fundamental factors (Alam *et al.*, 2022; Hung *et al.*, 2023). Valuing tacit knowledge and a culture of openness to new ideas is important (Oliveira *et al.*, 2022).

The results highlight the importance of the individual factor for tacit knowledge sharing in research groups. The nature of this knowledge requires strategies that prioritize contact among individuals, enabling interactions and learning from more experienced people (Alves; Pinheiro, 2022). Intention and relationships among individuals also play a relevant role (Sharma; Soni, 2023; Hung *et al.*, 2023; Alam *et al.*, 2022; Oliveira *et al.*, 2022; Thomas, 2022; Alves; Pinheiro, 2022; Xu *et al.*, 2022; Xu; Wu; Zhang, 2022).

Contrasting the most impactful works with the most recent articles, various dimensions of analysis emerge that provide a comprehensive discussion of this phenomenon. Studies address the contexts that shape TK, ranging from the Open Source community to the impact of social media on the dissemination of this knowledge (Endres *et al.*, 2007; Panahi; Watson; Partridge, 2016; Zhang; He; Zhou, 2013; Panahi; Watson; Partridge, 2013; Foos; Schum; Rothenberg, 2006; Augier; Shariq; Vendelo, 2001).

On the other hand, the ten most recent articles emphasize the importance of personal competencies, beliefs, and ideas in the realm of tacit knowledge (Sharma; Soni, 2023). They highlight the need to create trust environments to encourage voluntary knowledge sharing (Sharma; Soni; 2023; Iqbal; Nazir; Ahmad, 2023). The exchange of mental models, insights, and skills among coworkers emerges as a central element in tacit knowledge transfer, indicating that this practice goes beyond formal responsibilities (Iqbal; Nazir; Ahmad, 2023). Mutual trust and organizational culture emerge as fundamental factors to mitigate risks associated with tacit knowledge sharing (Alam *et al.*, 2022; Hung *et al.*, 2023).

Additionally, recent studies underline the need for strategies that promote contact among individuals, allowing interactions and learning from more experienced people (Alves; Pinheiro, 2022). The intention and relationships built among those involved also gain prominence, emphasizing the social and personal dimensions of this process (Sharma; Soni, 2023; Hung *et al.*, 2023; Alam *et al.*, 2022; Oliveira *et al.*, 2022; Thomas, 2022; Alves; Pinheiro, 2022; Xu *et al.*, 2022; Xu; Wu; Zhang, 2022). The results obtained in this study provided insights into the importance of trust, individual competencies, and social dynamics in TKT, allowing a more holistic and updated view of tacit knowledge transfer in different organizational and community contexts.

6 FINAL CONSIDERATIONS

The analysis of articles on Tacit Knowledge Transfer (TKT) through bibliometric review achieved the objective of this study, which was to bring the discussions presented in the literature and provide reflections on the dimensions of TKT analysis.

The most cited articles highlight the importance of affective and cognitive trust in tacit knowledge sharing, as well as contextual factors such as distributive justice and knowledge management strategies. Regarding the most recent articles, the importance of personal competencies, beliefs, and ideas stands out, with a focus on creating trust environments to encourage voluntary knowledge sharing. The exchange of mental models, insights, and skills among colleagues is essential but involves risks, making mutual trust and organizational culture fundamental.

Concerning the limitations of this study, the selection of the most cited articles may have introduced a bias towards the visibility and popularity of the works, potentially excluding research that has not received the same attention. Additionally, the research was limited to the analysis of 20 articles, which may have eliminated publications with relevant contributions.

Tacit knowledge transfer is a complex phenomenon influenced by individual, contextual, and technological factors. Trust, individual competencies, and social dynamics emerge as key elements for a comprehensive understanding of TKT, both in highly impactful works and in the most recent ones. Thus, this study contributes to the field of tacit knowledge transfer by offering a holistic and updated view on TKT, highlighting the need for strategies that promote interactions and continuous learning in different organizational contexts.

REFERENCES

- ALAM, G. M. M.; KOUSAR, R.; SHAFQAT, N.; SHABBIR, M. S. **Drivers and challenges of tacit knowledge sharing in automotive workshop employees.** VINE Journal of Information and Knowledge Management Systems, v. 52, n. 1, p. 71-86, 2022. Available at <https://doi.org/10.1108/VJIKMS-04-2020-0058>. Accessed October 10, 2023.
- ALVES, H. A.; PINHEIRO, M. F. C. **Factors influencing tacit knowledge sharing in research groups in higher education institutions.** Administrative Sciences, v. 12, n. 3, 2022. <https://doi.org/10.3390/admsci12030089>. Accessed October 9, 2023.
- AUGIER, M.; SHARIQ, S. Z.; THANNING VENDEL, R. **Understanding context: Its emergence, transformation and role in tacit knowledge sharing.** Journal of Knowledge Management, v. 5, n. 2, p. 125-137, 2001. Available at <https://doi.org/10.1108/13673270110393176>. Accessed October 1, 2023.
- BORGES, M. R. S. **Tacit knowledge sharing between IT workers: The role of organizational culture, personality, and social environment.** Management Research Review, v. 36, n. 1, p. 89-108, 2013. Available at <https://doi.org/10.1108/01409171311284602>. Accessed October 12th, 2023.
- CHOO, C. W. **A organização do conhecimento: como as organizações usam a informação para criar significado, construir conhecimento e tomar decisões.** São Paulo: Senac, 2003.
- CRESWELL, J. W. **Metodologia Qualitativa: Planejamento, Execução e Avaliação de Pesquisas com o Uso de Entrevistas em Profundidade, Grupo de Foco e Outras Técnicas.** Penso Editora, 2010.
- ENDRES, D.; ENDRES, R.; CHOWDHURY, S. K.; INTAKHAH, S. A. **Tacit knowledge sharing, self-efficacy theory, and application to the Open Source community.** Journal of Knowledge Management, v. 11, n. 3, p. 92-103, 2007. Available at <https://doi.org/10.1108/13673270710752135>. Accessed October 9, 2023.
- FOOS, T.; SCHUM, A.; ROTHENBERG, S. **Tacit knowledge transfer and the knowledge disconnect.** Journal of Knowledge Management, v. 10, n. 1, 2006. Available at <https://doi.org/10.1108/13673270610650067>. Accessed October 9, 2023.
- HOLSTE, J. S.; FIELDS, D. **Trust and tacit knowledge sharing and use.** Journal of Knowledge Management, v. 14, n. 1, p. 128-140, 2010. Available at <https://doi.org/10.1108/13673271011015615>. Accessed October 9, 2023.
- HUNG, Y. T.; TSAI, H. T.; CHEN, I. Y.; CHEN, K. C.; YEH, Y. C. **Tacit knowledge sharing in information systems development projects: social interdependence and**

regulatory focus perspectives. Information Technology & People, 2023. Available at <https://doi.org/10.1108/ITP-08-2022-0587>. Accessed October 9, 2023.

HWANG, S. **Sharing tacit knowledge in small-medium regional construction companies in the U.S.:** the current status and the impact of organizational ecology. International Journal of Construction Management, v. 22, n. 9, p. 1746-1755, 2022. Available at <https://doi.org/10.1080/15623599.2020.1742628>. Accessed October 9, 2023.

IQBAL, M. Z.; NAZIR, S.; AHMAD, A. **Unraveling the relationship between workplace dignity and employees' tacit knowledge sharing:** the role of proactive motivation. Journal of Knowledge Management, 2023. Available at <https://doi.org/10.1108/JKM-10-2022-0778>. Accessed October 9, 2023.

JOIA, L. A.; LEMOS, P. M. **Relevant factors for tacit knowledge transfer within organisations.** Journal of Knowledge Management, v. 14, n. 3, p. 410-427, 2010. Available at <https://doi.org/10.1108/13673271011050139>. Accessed October 9, 2023.

LIN, H. **To share or not to share:** Modeling tacit knowledge sharing, its mediators and antecedents. Journal of Business Ethics, v. 70, n. 4, p. 411-428, 2007. Available at <https://doi.org/10.1007/s10551-006-9119-0>. Accessed October 7, 2023.

MAHAJAN, P.; SHARMA, S. K.; SONI, A. **The MDTKSB:** a measure of multidimensional tacit knowledge sharing behavior scale for service organizations. Journal of Applied Research in Higher Education, v. 15, n. 3, p. 884-904, 2023. Available at <https://doi.org/10.1108/JARHE-05-2022-0159>. Accessed October 9, 2023.

NONAKA, I.; TAKEUCHI, H. **The knowledge-creating company.** Oxford University Press, 1995.

OLIVEIRA, P. M. V.; PINHEIRO, M. F. C.; LOPES, F. S.; OLIVEIRA, M. V. **How to overcome barriers to sharing tacit knowledge in non-profit organizations?** Journal of the Knowledge Economy, v. 13, n. 3, p. 1843-1874, 2022. Available at <https://doi.org/10.1007/s13132-021-00800-2>. Accessed October 9, 2023.

PANAHI, S.; WATSON, J.; PARTRIDGE, H. **Towards tacit knowledge sharing over social web tools.** Journal of Knowledge Management, v. 17, n. 3, p. 379-397. Available at <https://doi.org/10.1108/JKM-11-2012-0364>. Accessed October 9, 2023.

PANAHI, S.; WATSON, J.; PARTRIDGE, H. **Conceptualising social media support for tacit knowledge sharing:** physicians' perspectives and experiences. Journal of Knowledge Management, v. 20, n. 2, p. 344-363, 2016. Available at <https://doi.org/10.1108/JKM-06-2015-0229>. Accessed October 9, 2023.

RAYYAN. **Rayyan:** Software de gerenciamento de revisão sistemática [Software]. Available at <https://www.rayyan.ai/>. Accessed October 1, 2023.

SCOPUS. **Scopus**: Base de dados bibliográfica. Available at <https://www.scopus.com/>. Accessed October 1, 2023.

STRAUHS, F. R.; PIETROVSKI, E. F.; SANTOS, G. D.; CARVALHO, H. G.; PIMENTA, R. B.; PENTEADO, R. S. **Gestão do conhecimento nas organizações**. Curitiba: Aymarã Educação, 2012.

TAGCROWD. **TagCrowd**: Ferramenta de nuvem de palavras online. Available at <https://tagcrowd.com/>. Accessed October 1, 2023.

THOMAS, A. Promoting IT professionals' tacit knowledge sharing through social capital and web 2.0: the moderating role of absorptive capacity. *Kybernetes*, 2022. Available at <https://doi.org/10.1108/K-05-2022-0649>. Accessed October 1, 2023.

VOSVIEWER. **Vosviewer**: Análise Bibliométrica e Visualização da Literatura Científica. Available at <https://www.vosviewer.com/>. Accessed October 1, 2023.

VOYANT TOOLS. **Voyant Tools**: Uma ferramenta de análise textual online. Available at <https://voyant-tools.org/>. Accessed October 1, 2023.

XU, J.; WEI, Z.; HISRICH, R. D.; YU, X.; LI, J. **Mentoring and Tacit Knowledge Transfer in Novice Teachers From Chinese Middle Schools**: Mediating Effect of Job Crafting. *Frontiers in Education*, v. 7, n. 1, 2022. Available at <https://doi.org/10.3389/feduc.2022.772638>. Accessed October 5, 2023.

XU, J.; WU, J.; ZHANG, R. **Innovation Research on Symbiotic Relationship of Organization's Tacit Knowledge Transfer Network**. *Sustainability*, v. 14, n. 5, 2022. Available at <https://doi.org/10.3390/su14053094>. Accessed October 4, 2023.

ZHANG, P.; HE, Z.; ZHOU, Y. **Sharing tacit knowledge for integrated project team flexibility**: Case study of integrated project delivery. *Journal of Construction Engineering and Management*, v. 139, n. 7, p. 795-804, 2013. Available at [https://doi.org/10.1061/\(ASCE\)CO.1943-7862.0000645](https://doi.org/10.1061/(ASCE)CO.1943-7862.0000645). Accessed October 6, 2023.