

Knowledge Management for Enhancing School Strategic Planning Capacity:
Examining the SECI Knowledge Creation Model in School Context

Eric C. K. Cheng

The Education University of Hong Kong

eckcheng@eduhk.hk

The education quality assurance policy and the high speed of knowledge expansion knowledge have impacted on and created challenges for school management. The nature of school management becomes more challenging, complex, analytic and data driven. Developing an innovative management approach to support schools to leverage knowledge from the existing organisational information and data resources to plan for improvement will provide practical help to school leaders and also contribute to the existing school management theories. This study aims to examine the effect of Nonaka and Takeuchi's (1995) four modes of knowledge conversion including socialisation, externalisation, combination and internalisation on enhancing strategic planning capacity of schools in Hong Kong, and to identify the critical success factors for institutionalizing the SECI knowledge creation mechanism in the Hong Kong school context. This study examines whether institutionalising the SECI mechanism in schools could enhance their strategic planning capacities. Experimental research design were adopted as the research strategy. A quantitative questionnaire survey were conducted to collect data from secondary schools in Hong Kong. Multilevel structural equation modelling were applied to examine the predictive effects of the mechanism on strategic planning capacity and to identify the school level and teacher level contextual factors for institutionalising the SECI mechanism. Results show that the externalization and combination processes support the planning, implementation and evaluation processes, and collaborative culture is identified as the critical success factor to facilitate the externalization and combination processes for creating knowledge for implementing the strategic plan. Nurturing a culture of systems thinking in the schools are critical to managing effective strategic planning processes. The identification of collaborative culture for institutionalizing the SECI mechanism in schools is respond to the international debate of the culture and context dependent issues on using Nonaka's SECI model for knowledge creation (Glisby & Holden 2003; Hong 2012). The study identifies effective management practices to school leaders for crafting strategies.