

# The Role of the Communication Department in Knowledge Sharing in Higher Education Institutions

Daniela Firmino Cidade<sup>1</sup> and Mírian Oliveira<sup>1, 2</sup>

<sup>1</sup>Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil

<sup>2</sup>Universidade de Lisboa - Advance/CSG, ISEG, Lisbon, Portugal

[dfcidade@gmail.com](mailto:dfcidade@gmail.com)

[miriano@puccs.br](mailto:miriano@puccs.br)

**Abstract:** Organizations, particularly those that are knowledge-intensive, such as educational institutions, increasingly recognize the importance of managing knowledge sharing (KS). Consequently, KS in universities is an emerging research area as the transfer of knowledge from universities to the socio-economic environment is growing in importance. This study investigates the relationship between the communication departments and KS in two Brazilian universities. To this end, fifteen interviews were conducted with institution managers, communicators, researchers, and stakeholders involved in KS projects. The interviews were transcribed and subjected to content analysis. The key findings suggest that while communication departments play a vital role in transferring knowledge to various stakeholders, they could be further leveraged. Challenges identified include the complexity of university ecosystems, academic language barriers, and the reluctance of researchers to provide access to the knowledge they generate. Students are identified as the primary recipients of university knowledge, followed by public/political bodies and companies. However, society at large is perceived as the most distant stakeholder. According to the interviewees, the involvement of communication departments in knowledge transfer hinges on the visibility of the projects they undertake. Limitations in this process include restricted access to researchers, limited understanding of the strategic role of the communication department and resource constraints. The research paves the way for more in-depth investigations into the integration of communication departments in the university environment, as well as the construction of more assertive guidelines for the work of communication departments, to enable all the stakeholders, including society in general to make the most of the knowledge generated by the HEIs.

**Keywords:** Knowledge Transfer; Knowledge Sharing; Corporate Communication; Stakeholders

---

## 1. Introduction

Higher education institutions (HEIs) face increasing demands to foster knowledge sharing (KS) with society (Benneworth, Pinheiro, & Barrioluengo, 2016). Nevertheless, elucidating how KS can be optimized remains a challenge, especially in the context of contemporary trends such as globalization, digitalization, and mediatization (Seiffert-Brockmann *et al.*, 2021). Moreover, the complex nature of HEIs poses obstacles to effectively engaging diverse audiences and broader society (Benneworth, Pinheiro, & Barrioluengo, 2016).

Managing KS in HEIs has emerged as a research agenda yet to be fully explored (Al-Kurdi *et al.*, 2018). HEIs are expected to lead in knowledge generation and application, so that their wealth of knowledge can be shared within the regions around them (Dal Buono & Fortezza, 2017). Despite possessing the expertise, communication departments in HEIs have thus far underutilized their potential contribution to the KS process (Cidade & Oliveira, 2023). In light of this, the study aims to address the following research questions:

Q1. In HEIs, what are the biggest challenges to KS with their different stakeholders?

Q2. Regarding KS, which are the closest and most distant stakeholders to the HEIs?

Q3. What is the biggest difficulty facing HEI communication departments in this scenario?

Based on these inquiries, this research endeavours to enrich the understanding of the role of Organizational Communication (OC) in facilitating dialogue between HEIs and their stakeholders. Additionally, the study seeks to provide a scholarly contribution by pinpointing gaps in KS within HEIs and the challenges OC encounters in this context. Moreover, it proposes to formulate recommendations for future research with the aim of enhancing the role of the communication departments of HEIs in the realm of knowledge sharing.

Following this introduction, the article is organized as follows: Section 2 introduces the key concepts underpinning the discussion. Section 3 outlines the adopted methodological procedures. Section 4 presents the analysis and discussion of the results. Finally, Section 5 encompasses the conclusion, limitations, and suggestions for future research.

## 2. Literature Review

### 2.1 Knowledge Sharing: HEIs and Their Stakeholders

Efficient knowledge management within organizations necessitates prioritizing KS (Wang *et al.*, 2014). Recognizing that the mere creation and acquisition of knowledge are often insufficient, it is imperative for organizations to ensure the dissemination of that knowledge among individuals to maximize its benefit. Knowledge can be either tacit, residing within individuals' minds and thus relatively challenging to convey, or explicit, being documented in materials such as manuals, rules, and procedures (Nonaka, 1994). The benefits of KS are seen in various forms, including innovation and the development of novel products, processes, and departments (Tseng, 2010), along with enhanced operational efficiency (Ahmad & Karim, 2019).

Numerous studies have emphasized the need for organizations to disseminate the knowledge they generate to address contemporary challenges and benefit their ecosystems (Al-Kurdi, El-Haddadeh, & Eldabi, 2018; Benneworth, Pinheiro, & Barrioluengo, 2016; Dal Buono & Fortezza, 2017; Wereda & Wozniak, 2018). A recent literature review by Leonitou *et al.* (2020) underscores academia's central role as a stakeholder in studies focusing on enhancing innovation management and fostering entrepreneurship. This prominence is attributed to the fact HEIs are acknowledged as key hubs for knowledge sharing and dissemination (Al-Kurdi, El-Haddadeh, & Eldabi, 2020), thereby constituting a shared heritage within their communities (Dal Buono & Fortezza, 2017).

Beyond educational settings, knowledge and its dissemination among stakeholders have garnered attention from organizations. For instance, Wereda and Wozniak (2018) examined a cohort of Polish companies experiencing a decline in market value, concluding that insufficient KS with stakeholders, due to ineffective communication, was a determinant factor in their situation. Additionally, Leonidou *et al.* (2020) synthesized a framework, drawing from an extensive literature review, that delineates various stakeholders influencing organizational innovation and entrepreneurship. Furthermore, another study found effective stakeholder management entails processes such as identifying and understanding needs, managing expectations, monitoring activities, and the continual review of these processes (Bourne, 2009).

### 2.2 Organizational Communication

Since the 1990s, communication departments have progressively gained visibility and significance within organizational frameworks (Riel, 1995). In recent years, these departments have evolved to encompass more strategic functions (Koehler & Zerfass, 2019), overseeing processes that ultimately address stakeholder relationships, including image crisis management, internal communication, employee engagement, Corporate Social Responsibility (CSR) reporting, and various digital channels (Brockhaus & Zerfass, 2022).

According to Barker (2013), communication is characterized as a strategic process involving the exchange of messages via information knowledge management, fostering mutual understanding and beneficial relationships between an organization and its stakeholders. Within the scope of this article, organizational communication also encompasses specialized areas within organizations responsible for managing communication processes, staffed by professionals with distinct expertise and practices. Wereda and Wozniak (2018) assert that efficient communication is indispensable for generating new and valuable knowledge and collaborating effectively with other partners.

Recent research highlighting the gap in communication functions hindering knowledge dissemination from HEIs to society is scarce. Miklosik, Evans, and Hlavaty (2023) examined online channels available to HEI audiences, discovering that knowledge communicated through these channels correlates with factors such as institutional longevity and type (public or private), among others. They note that while universities are expected to disseminate knowledge, the manner in which knowledge is communicated beyond HEIs remains largely unexplored in academic studies. Torres, Ziviani, and Silva (2012) proposed a competency mapping initiative at the Federal University of Minas Gerais to establish a catalogue of experts or dissemination guide, aiming to enhance the KS in the University.

This study acknowledges the significant role of communication departments in knowledge management, recognizing that knowledge must be effectively transferred to be fully explored, a process achievable only through communication (Grigorescu, Lupu, & Zink, 2014).

### 3. Research Method

#### 3.1 Classification

This study adopts a positivist philosophy, aiming to understand reality independently, objectively, and ontologically (Saunders, Lewis, & Thornhill, 2019, p. 130). Data collection involved semi-structured interviews with managers and researchers holding management positions at two HEIs in southern Brazil. An inductive approach was employed, beginning with specific questions and expanding to more general inquiries, providing clearer insights into the research topic (Saunders, Lewis, & Thornhill, 2019), potentially yielding novel information (Hair *et al.*, 2005). Prior to the interview stage, the semi-structured script was reviewed by two scholars and was pilot-tested with a professional from an HEI.

#### 3.2 Data Collection

Data were collected during individual exploratory interviews held between October 2023 and February 2024. The semi-structured interview script consists of three parts: 1) challenges encountered in KS between HEIs and their stakeholders; 2) regarding KS, identification of stakeholders more closely and distantly associated with the HEIs; and 3) assessment of the significance and potential constraints faced by communication departments in facilitating KS.

The interviews involved eight university researcher-managers, along with seven managers, four of whom were affiliated with the communication departments and three from various sectors of the university, namely planning, governance, and a technology park. Each interview lasted an average of 29 minutes, and all sessions were transcribed and subjected to content analysis.

Interviewees were initially contacted via email, and the interviews were conducted via videoconference. Saturation, as recommended by Saunders *et al.* (2019), was employed to determine the appropriate number of interviews. According to Guest *et al.* (2006), in homogeneous groups, saturation is typically achieved with around 12 interviews. In this study, saturation was reached after the eleventh interview, as no new ideas emerged in the subsequent four interviews.

#### 3.3 Data Analysis

The data were meticulously analysed following each interview, facilitating the identification of saturation, while the content analysis was applied as proposed by Bardin (2009). This method encompasses systematic procedures for content description, employing both qualitative and quantitative indicators, as advocated by Bardin (2009) and Krippendorff (1980). Initial open coding involved the dissection of data based on its contextual interpretation, succeeded by axial coding, wherein these open codes were grouped into coherent categories, enabling cross-interview comparisons. These codes were derived directly from the speeches provided by the interviewees. One researcher conducted the interviews, while two researchers concurrently scrutinized the acquired data. Any variances detected in their respective analyses were thoroughly discussed until a consensus was reached, thus affirming the reliability of the findings, in alignment with the criteria outlined by Krippendorff (1980).

The data were analysed both collectively, as a single group, and with a distinction made between researcher-managers (8) and other managers (7). This approach was done to discern potential differences in the understanding of knowledge transfer among those who not only hold leadership positions but also actively manage their own research.

### 4. Analysis and Discussion of the Results

#### 4.1 Challenges to be Overcome

The analysis revealed several significant challenges that HEIs must address to enhance the efficiency of KS with their diverse stakeholders. Among these challenges, two aspects emerged with great frequency: the application of knowledge and the academic language.

Within the category of 'application of knowledge', all viewpoints highlighting the disparity between researchers' interests and societal problems were considered. For instance, as one researcher-manager explained, "*the biggest challenge is that the scientific research and the real problems are not the same thing.*" Another

interviewee emphasized, *“the challenge is to make the knowledge produced at the HEI relevant and have a significant impact on society.”*

In the category of ‘academic language’, interviewees underscored the challenge of translating knowledge into a format understandable by society. One interviewee articulated, *“We need to find mechanisms that make the knowledge produced more accessible to the general public.”* Notably, researcher-managers predominated in this category, likely due to their recognition of the specialized language inherent in research, which may alienate those outside the academic realm. Reflecting this, a researcher-manager remarked, *“the communication department can contribute because researchers don't know how to do this.”* Similarly, another interviewee from the same group emphasized, *“with the appropriate language, the communication department can facilitate transfer of knowledge to society.”* It is a barrier to the demand mentioned by Benneworth, Pinheiro and Barrioluengo (2016), which is to foster knowledge sharing with society.

In addition to the aforementioned categories, two others emerged consistently in the discourse of various interviewees: the ‘complexity of the university ecosystem’ and ‘the reluctance of researchers to provide access to the knowledge they generate’. Concerning the complexity of the ecosystem, it is pertinent to note that this study was conducted at two large universities situated in different cities in southern Brazil, both with extensive physical infrastructures, offering undergraduate, graduate, and extension programs in hybrid face-to-face and distance learning formats. An interviewee highlighted the presence of *“fiefdoms”* within the university, which hinder communication among internal areas. Another interviewee questioned, *“we encourage everything to be considered. But when everything is important, what is the priority?”*

Concerning the category ‘the reluctance of researchers to provide access to the knowledge they generate’, three references were made in the interviews, all from non-research managers. In this context, interviewees emphasized that *“researchers need to communicate more about their work beyond their bubble”* and noted that *“... while knowledge transfer actually occurs, it is often diffuse, scattered, and unrecognized”*.

Two challenges were separately emphasized by two different interviewees. One pertains to the disparity in the perception of time and speed between academia and society. The other highlighted challenge concerns the complete absence of KS, with communication efforts primarily focused on university marketing initiatives aimed at attracting students. The table below summarises the challenges and their respective incidence rates. The number of challenges exceeds 15, as some interviewees mentioned multiple challenges even when asked to identify ‘the most significant one’.

**Table 1: Summary of the highlighted KS challenges and the incidence with which they were mentioned**

Application of the knowledge produced/understanding the demands of society	8
Academic language	8
Complexity/size of the university ecosystem	4
Reluctance of researchers to provide access to the knowledge they generate	3
Speed and sense of urgency	1
There is no focus on KS	1

Notably the two most frequently mentioned challenges revolve around interactions with stakeholders, underscoring the significance of external engagement. Conversely, the remaining challenges predominantly concern internal university matters.

## 4.2 Stakeholders

When asked about the closest and most distant stakeholders regarding KS, interviewees provided a comprehensive list. Notably, the HEI students were identified as the closest stakeholders by 10 out of the 15 interviewees. Subsequently, mention was made of companies with which the HEIs maintain relationships, particularly through technology parks and research institutes. Other stakeholders mentioned were, in order of frequency: governments and other entities - e.g. the education ministry, councils, unions, and trade associations and: the internal university community and political leaders.

In the list of more distant stakeholders, the interviewees mentioned “companies that have never had a relationship with the university.” The industrial sector was noted as having the least engagement with HEIs. Additionally, the surrounding community and society were mentioned in a general manner. However, specific mentions included former students, high school students (potential future students), third-sector organizations, supply chain partners, companies and entities from municipalities geographically distant from the universities. It is important to note that both universities where the research was conducted are situated in large urban centres, with one being located in the state capital. The illustration below provides a representative overview of interviewees’ perceptions of stakeholder proximity. Notably, there was no significant distinction between the responses of managers and researcher-managers in these questions.

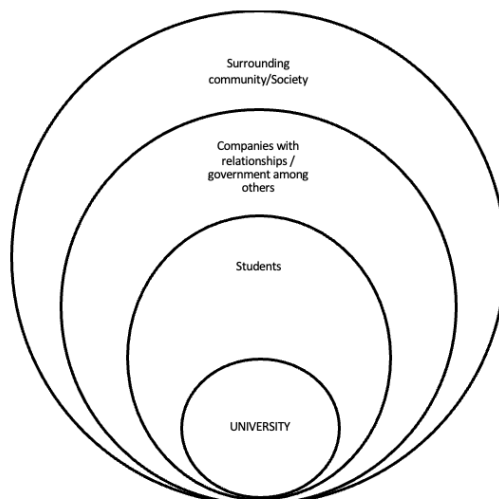


Figure 1: HEIs and their main stakeholders

### 4.3 Overcoming Limitations and Becoming Strategic

The research evaluated interviewee’s perceptions of how communication departments contribute to the process of HEIs sharing knowledge with their stakeholders. Predominantly, the responses underscored a tactical/operational role for the communication departments, primarily focused on transmitting or converting knowledge. Specifically, 12 interviewees, including both the researcher-managers and managers, emphasized these tactical/operational aspects. Conversely, strategic actions were highlighted by only three - one manager and two researcher-managers.

The statement “*The communication department uses technical knowledge to make the university a relevant source*” reinforces the operational dimension of communication. Another interviewee highlighted: “*the communication department helps to map and organize content so that it can be used in different ways for the university, packaged for different stakeholders*”. Additionally, five interviewees emphasized the marketing function of communication, being aimed solely at attracting new students to the HEIs: “*almost nothing to do with the transfer of knowledge, because it is very focused on capturing students*”.

The perception of communication as a tacit/operational means or channel is evident in the following expressions: “*transposition of abstract knowledge*,” “*transferring in a correct way*,” “*translating what we do for the lay community*,” and “*opening channels and establishing relationships with the traditional press*.” Consequently, communication is perceived as a purely operational sector, lacking a strategic vision of its potential impact. The few managers (3) who mentioned strategic communication used expressions such as “*strategic role*” and “*being strategic*,” highlighting not only the function of translation or channel selection but also envisioning the communication department as being fully capable of “*engaging with diverse actors in a complex system*.” When asked if the communication department play a greater role in the dissemination of knowledge from the HEIs to society, all the interviewees (15) answered affirmatively. Some supplemented their responses with phrases like “*very*,” “*yes, if it is connected to management*,” and “*there’s definitely space to contribute more*.”

Finally, the interviewees were asked about the most significant limitations hindering the effective contribution of communication departments. Equally, among both managers and researcher-managers, the most frequently mentioned limitation (8) was “*understanding the strategic role of communication*.” In this regard, most

interviewees emphasized that recognition rests primarily with the institution itself and its managers. Only one interviewee suggested that communication professionals themselves need to “*understand themselves as being strategic.*” Additionally, one interviewee noted that “*universities, as a whole, are very poorly managed, and in this regard (the communication department) it is no different.*”

As a second limitation of communication departments in contributing to KS, scarcity of resources was cited (7). These resources encompass not only financial allocations for operations but also the shortage of suitably qualified staff. One argument put forth was that “*the communication department is primarily focused on areas with potential economic and financial impacts on the university.*” It was also noted that “*communication professionals require highly specialized knowledge, necessitating a well-prepared communication team capable of handling substantial production volume.*” In this context, interviewees emphasized the necessity for “*institutional investment decisions*” to ensure that communication departments have adequate resources and personnel with the requisite qualifications to fulfil their strategic function effectively.

The third most frequently cited limitation (6) was “*access to researchers.*” Interestingly, this concern was raised by more researcher-managers (5) than managers (1), indicating recognition of their own constraints. Comments such as “*we need researchers to be trained to be attentive to communication,*” “*scientists need to pay attention to the dissemination aspect,*” and “*there needs to be greater dialogue between the research sectors and the contribution of the communication department*” reflect this sentiment.

Occasionally, other limitations were mentioned. They are: “*difficulty measuring results*”, “*understanding the academic world and developing greater proximity*”, “*lack of interest of parties outside the university*” and “*content being distributed through diverse channels*”. In this sense, an interviewee mentioned that the communication department needs to be “*divided into sections*”, which would be a limitation. Below is a table with the limiting factors and their incidence during the interviews.

**Table 2: Factors limiting the contribution of communication departments towards KS and their frequency**

Limitation	Frequency
Understanding the strategic role of communication	8
Limited resources	7
Access to researchers	6
Difficulty measuring results, understanding the academic world and developing greater proximity, lack of interest of parties outside the university, content being distributed through diverse channels	1

Source: authors, 2024.

It should be noted that the total count of responses exceeds the number of interviewees, as some cited more than one limitation, even when asked to identify the most significant one. These factors probably are the reason that communication departments in HEIs are underutilized considering KS process as mentioned by Cidade and Oliveira (2023).

Despite possessing the expertise, communication departments in HEIs have thus far underutilized their potential contribution to the KS process (Cidade & Oliveira, 2023).

## 5. Conclusion, Limitations, and Future Research

According to the interviewees’ perceptions, the communication department plays a crucial role in facilitating KS between HEIs and their various stakeholders, and could further enhance that contribution. However, despite its importance, this role is not widely recognized as strategic. Instead, they primarily view it as tactical/operational, focusing on determining dissemination methods. Consequently, most interviewees see the involvement of communication departments in the transfer process as contingent on the visibility it provides to developed projects. Only three interviewees highlighted a strategic role for communication in this process, indicating a potential gap in recognizing the broader impact and potential of communication departments within HEIs.

The majority of interviewees perceive several challenges that need to be addressed for KS to occur more intensely. These challenges include the complexity of the university ecosystem, the barrier of academic language, and the reluctance of researchers to share the knowledge they generate. Notably, academic language is particularly emphasized by the researcher-managers, highlighting the communication difficulties faced by

scientific researchers. The primary stakeholder with whom HEIs share the most knowledge is identified as the student body, followed by public/political bodies, companies, and society at large. However, it is noted that the general public, defined as society, is seen as the most distant from the knowledge produced by HEIs.

The most significant limitations hindering communication departments from making a greater contribution to the KS process include challenges related to understanding the strategic role of communication, time constraints, the limited number of professionals involved, their level of experience, and access to researchers. These factors collectively impede the communication department's ability to play a more impactful role in facilitating KS within HEIs.

This study paves the way for more in-depth investigations into the integration of communication departments within the university environment, as well as the construction of more assertive guidelines for the work of communication departments, to enable all the stakeholders, including society in general to make the most of the knowledge generated by the HEIs.

This study has successfully achieved its objectives. Firstly, it identified the primary challenges in the KS process of the HEIs in relation to their stakeholders, as perceived by the interviewed managers. Additionally, it delineated which stakeholders are considered closer and which are perceived as more distant in terms of KS. Furthermore, the study effectively mapped out the difficulties that must be overcome to alter this scenario. Overall, the study has provided valuable insights into the complexities of KS within HEIs and has laid the groundwork for addressing those challenges.

This research presents theoretical and practical contributions. As a theoretical contribution, the following stand out: 1) the identification of the challenges to KS with different stakeholders in HEIs; 2) the closest and most distant stakeholders to the HEIs; and, 3) the difficulty facing HEIs communication departments in this scenario. As a practical contribution, one can mention: 1) knowing the challenges, the dean can direct efforts to mitigate the disparity between researchers' interests and societal problems that were considered; and, 2) the HEIs understanding the strategic role of communication, can solve the problem of limited resources in this sector; a closer relationship between researchers and professionals in the communication department can be an alternative to leveraging the KS among HEIs and society.

This study has two limitations. Firstly, the interviews were conducted with managers from only two universities, thus reflecting the reality of those specific contexts. The research could be expanded to include other institutions, which may reveal different challenges and limitations. Secondly, interviews alone were used to understand how communication departments can contribute to KS in HEIs. Employing other data collection methods could enrich the analysis of this issue. For instance, a quantitative survey could increase the number of respondents and potentially uncover additional insights, while also opening avenues for exploring other research questions related to the topic.

## References

- Ahmad, and Karim, (2019), "Impacts of knowledge sharing: a review and directions for future research", *Journal of Workplace Learning*, Vol. 31 No. 3, pp. 207-230.
- Al-Kurdi, O., El-Haddadeh, R. and Eldabi, T. (2018), "Knowledge sharing in higher education institutions: a systematic review", *Journal of Enterprise Information Management*, Vol. 31 No. 2, pp. 226-246.
- Al-Kurdi, O., El-Haddadeh, R. and Eldabi, T. (2020), "The role of organisational climate in managing knowledge sharing among academics in higher education", *International Journal of Information Management*, Vol. 50, pp. 217-227.
- Bardin, L. (2009) *Análise de conteúdo*. PUF: Paris.
- Barker R. Comunicação estratégica integrada: uma perspectiva alternativa de comunicação integrada de marketing? (2013). *Comunicação*, Vol.39 (1), pp. 102–121.
- Benneworth P, Pinheiro R, Sánchez Barrioluengo M., (2016). One size does not fit all! New perspectives on the university in the social knowledge economy. *Sci Public Policy*, Vol. 43(6), pp.731–735.
- Bourne, L. (2009). *Stakeholder relationship management. A maturity model for organisational implementation*. Farnham: Gower.
- Brockhaus, J. and Zerfass, A. (2022) "Strengthening the role of communication departments: A framework for positioning communication departments at the top of and throughout organizations", *Corporate Communications: An International Journal*, Vol. 27 No. 1, pp. 53-70.
- Cidade, D. F., and Oliveira, M. (2023). "The interaction between organizational communication and knowledge management: A systematic literature review". *Knowledge and Process Management*, 1–12. <https://doi.org/10.1002/kpm.1770>.
- Dal Buono, V. and Fortezza, F. (2017). "Universities' experience with brand. The role of design in managing university communication and branding", *The Design Journal*, Vol. 20, pp. 705-720.

- Guest, G., Bunce, A. and Johnson, L. (2006) "How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability", *Field Methods*, Vol. 18, pp. 59-82.
- Grigorescu A, Lupu MM, Al Zink F., (2014). Comunicação – vetor central na gestão do conhecimento. *Gerenciar Estratégia J*. Vol. 26 No. 4; pp. 538–548.
- Hair, J. F *et al.* (2005). *Análise Multivariada de Dados*. Porto Alegre: Bookman.
- Kohler, K. and Zerfass, A. (2019) "Communicating the corporate strategy: An international benchmark study in the UK, the USA, and Germany", *Journal of Communication Management*, Vol. 23 No. 4, pp. 348-374.
- Krippendorff, K. (1980) *Content analysis: an introduction to its methodology*. Sage: Newbury Park.
- Leonidou E, Christofi M, Vrontis D *et al.*, (2020). An integrative framework of stakeholder engagement for innovation management and entrepreneurship development. *Journal of Business Research*; Vol. 119, pp. 245–258.
- Miklosik, A., Evans, N., Hlavaty, I. (2023) Communicating knowledge-focus through websites of higher education institutions. *Journal of Information Science*, Vol. 49 No. 3, pp. 666–684.
- Nonaka, I. (1994) "A dynamic theory of organizational knowledge theory", *Organization Science*, Vol. 5 No. 1, pp. 14-37.
- Riel, C. van B. M. (1995) *Principles of corporate communication*, Prentice Hall, Hemel Hempstead.
- Saunders, M. N. K., Lewis, P. and Thornhill, A. (2019) *Research methods for business students*, 8. Ed., Pearson, New York.
- Seiffert-Brockmann, J.; Einwiller, S.; Neda Ninova-Solovykh, N.; Wolfgruber, D., (2021). Agile Content Management: Strategic Communication in Corporate Newsrooms. *International Journal of Strategic Communication*, Vol. 15 No. 2, pp. 126-143.
- Torres, A. A. L., Ziviani, F., & Silva, S. M. da., (2012). Mapeamento de competências: ferramenta para a comunicação e a divulgação científica. *Transinformação*, Vol. 24 No. 3, pp. 191–205.
- Tseng, S. M. (2010) "The effects of hierarchical culture on knowledge management processes", *Management Research Review*, Vol. 34 No. 5, pp. 595-608.
- Wang, Y.-S., Lin, H.-H., Li, C.-R. and Lin, S.-J. (2014) "What Drives Students' Knowledge-Withholding Intention in Management Education? An Empirical Study in Taiwan", *Academy of Management Learning & Education*, Vol. 13 No. 4, pp. 547-568.
- Wereda W, Wozniak J., (2018). The way to organizational excellence of innovative enterprises through communication with stakeholders. In: Bratianu C, Zbucea A, Vitelar A (eds) *Strategica: Challenging the status quo in management and economics*. Bucharest: Triton Publishing House. pp. 904–922.