

Increasing Expertise and Sharing Knowledge in the Business Service Team of an Expert Organization

Vesa Alatalo and Emma Latvala

LAB University of Applied Sciences, Finland

vesa.alatalo@lab.fi

emma.latvala@lab.fi

Abstract: LAB University of Applied Sciences is a Finnish university of applied sciences operating in Lahti, Lappeenranta, and online learning environments. Established in 2020 through the merger of two universities of applied sciences, LAB is one of the largest institutions in its sector in Finland and has a statutory responsibility to promote regional development and impact through education, research, development, and innovation activities. As part of LAB, the Business Mill incubator operates as a regional business development platform supporting companies and entrepreneurship in South Karelia. Business Mill traditionally functions with a small expert team whose responsibilities are distributed based on individual strengths. However, increasing complexity in client needs and ongoing changes in the Finnish higher education sector have highlighted the need for more systematic approaches to expertise management, internal knowledge sharing, and the development of tacit knowledge within the incubator team. Strengthening these practices is considered essential for responding to future business needs and increasing student entrepreneurship. This study presented a descriptive case study examining how the expertise and tacit knowledge of the Business Mill incubator team were systematically developed, shared, and managed through a dialogue-based knowledge management approach. The empirical data consisted of internal team dialogue sessions conducted in February 2026, complemented by materials and methods used during the incubator's development days. The study was guided by the research question of how organizational practices and knowledge-sharing mechanisms can be used to strengthen the incubator's contribution to LAB's regional development mission. The findings indicated that a structured knowledge management model supported the identification, articulation, and collective use of tacit expertise within the team. The study proposed a practical and transferable model that can be applied to the management of Business Mill operations and adapted to other business support functions within universities of applied sciences to enhance the impact on regional development.

Keywords: SECI-model, Knowledge management, Dialogue, Tacit knowledge sharing

1. Introduction

Universities of applied sciences play a central role in regional development through their close interaction with businesses, entrepreneurs, and public actors. To fulfil this statutory obligation, their internal expert units, such as business incubators, must continuously develop their expertise and knowledge-sharing practices. In knowledge-intensive environments, such as university-based incubators, value creation is largely dependent on tacit expertise embedded in professional experience, interaction with stakeholders, and contextual understanding of regional business needs. Managing and strengthening this form of knowledge becomes a strategic concern rather than an operational one.

This study addresses the question of how the expertise and knowledge sharing of the internal incubator team of LAB University of Applied Sciences can be increased and managed to enhance regional impact. It proposes that expertise development should not rely primarily on individual competence building or formal documentation, but on collective, dialogue-based practices that enable the sharing and articulation of tacit knowledge. By combining the SECI knowledge creation model with structured dialogue (Senge, 1994; Isaacs, 1993; Nonaka, 1994), the incubator team's experiential knowledge can be made visible, shared, and integrated into common practices. This study examines how dialogue operates as a concrete mechanism across different phases of the SECI knowledge-creation model. Rather than describing organizational development activities, the study analytically explores how and under what conditions dialogue contributes to knowledge creation and expertise development in an expert organization (Tsoukas, 2009).

From this perspective, effective knowledge management in an expert organization involves creating organizational conditions that support interaction, reflection, and collective learning. Dialogue functions as a key mechanism through which individual experiences are transformed into shared understanding (Senge, 1994; Isaacs, 1993), enabling the incubator team to respond more coherently to complex regional development challenges. Strengthening these practices contributes not only to the effectiveness of business support services but also to the university's broader regional mission by embedding learning, adaptability, and shared expertise into everyday work. (Andreeva & Kianto, 2012)

2. Expertise and Tacit Knowledge in University-based Incubators

University-based business incubators are expert organizations whose core resources are knowledge. In such contexts, expertise is not limited to formal qualifications or explicit methods but is largely grounded in tacit knowledge that is personal, context-specific, and often difficult to formalize or communicate (Polanyi, 1966). It is acquired through personal experience, insights, and intuition. Tacit knowledge plays a central role in business development and incubation, as it encompasses professional judgement, contextual understanding of regional business environments, and the ability to respond to complex and evolving client needs. (Mitchell et al. 2022)

Because tacit knowledge cannot be fully codified or transferred through documentation alone, the development and management of expertise in incubator teams depend on organizational practices that enable interaction, reflection, and shared understanding. Bolade & Sindakis (2020) conceptualize expertise as a collective and dynamic phenomenon that emerges through social interaction processes, rather than as an individual and static attribute.

3. Knowledge Creation Through Interaction: The SECI Model

To conceptualize how tacit expertise is developed and shared within the incubator team, this study draws on the dynamic theory of organizational knowledge creation proposed by Nonaka (1994) and further developed by Nonaka and Takeuchi (1995). This perspective emphasizes that knowledge is created through continuous interaction between tacit and explicit knowledge.

The SECI model conceptualizes organizational knowledge creation as a dynamic interaction between tacit and explicit knowledge through four interrelated modes: socialization, externalization, combination, and internalization (Figure 1). Socialization refers to the sharing of tacit knowledge through shared experiences, observations, and informal interactions among individuals. Externalization involves articulating tacit knowledge into explicit concepts through dialogue, reflection, and the use of metaphors or models. Combination refers to the integration and systematization of different forms of explicit knowledge to generate more complex and structured understandings, often supported by information systems and organizational processes. Internalization occurs when explicit knowledge becomes embodied in individual skills and practices through learning-by-doing and reflective action. Together, these processes form a continuous spiral of knowledge creation that operates across individual, group, and organizational levels (Nonaka, 1994; Nonaka & Takeuchi, 1995; Meso, P., & Smith, R. 2000). While the model has been highly influential in knowledge management literature, scholars have also noted that it has been criticized for its strong emphasis on tacit–explicit knowledge conversion and for assumptions rooted in specific organizational and cultural contexts (Gourlay, 2006; Easterby-Smith, Lyles & Tsang, 2008; Wang, W.Y.C., Pauleen, D. & Taskin, N. 2022).

In expert team contexts such as a business incubator, these modes do not occur as linear stages but as overlapping and iterative processes embedded in everyday work. The model is therefore well suited to a descriptive case study, as it allows analysis of how knowledge creation emerges organically through interaction rather than through formal knowledge management systems (Nonaka & Takeuchi, 1995).

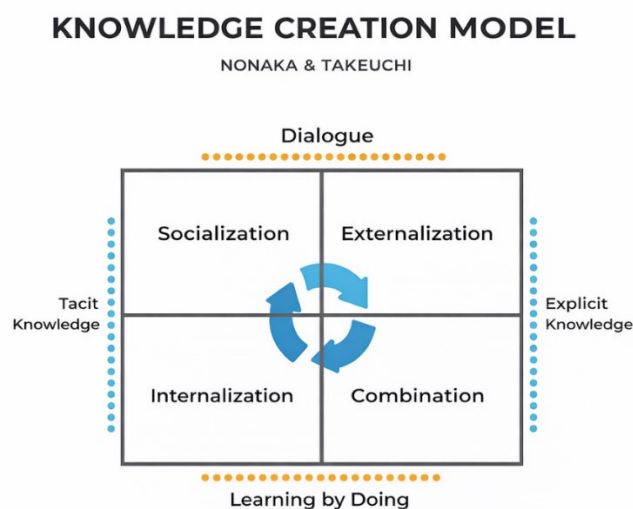


Figure 1: The SECI model (adapted from Nonaka and Takeuchi 1995, p. 62)

4. Higher Education as a Work Environment and Dialogue

As the operating environment of higher education changes, the structures of the organization, the ways of working, and the skills of the staff must also be renewed. Change is not always easy; it can feel burdensome in everyday life and provoke resistance, but in the long run, it is seen to strengthen the impact of higher education and offer significant opportunities for professional growth to the staff. The results of higher education often become visible only years later, which is why development cannot be built solely on short-term feedback or quick reactions. Higher education institutions must operate under the cross-pressure of various stakeholder expectations while maintaining a strong, visionary direction for their own development. For this reason, societal interaction and cooperation with different actors are seen as crucial. These make the development more flexible, more open, and better connected to the surrounding society. (Koski, 2022)

A university of applied sciences appears as a workplace where encountering people, cooperation, and working together commit employees more strongly than mere physical spaces or tools. It is precisely this interactive and communal nature that makes the university a work environment where it is possible to experience meaningfulness and be motivated to participate in continuous change and its construction, and the opportunity to innovate new things. (Koski, 2022) The organization's ability to innovate depends on how well it succeeds in transforming tacit knowledge into common and shared knowledge (Nonaka, 1994).

Central to the sharing of tacit knowledge is dialogue. Dialogue enables experts to reflect on their experiences, articulate implicit assumptions, and negotiate shared meanings. Through dialogue, tacit knowledge becomes partially externalized and available for collective interpretation, even if it cannot be fully formalized (Senge, 1994; Isaacs, 1993; Nonaka, 1994).

Douglas et al. (2025) examine higher education as a work environment and as an expert organization through the personal experiences of the employees. The study is based on qualitative data collected from 21 in-depth interviews with academic and administrative experts working in British universities. The aim is to understand how staff themselves define well-being and what factors in the higher education context support or weaken it. (Douglas et al., 2025)

According to the study, the work environment in higher education is characterized by high workload, constant changes, and uncertainty, which burdens the well-being of the staff. At the same time, well-being appears fragile and situational: it can change rapidly depending on work situations, organizational changes, and interactive experiences. Therefore, well-being is not a permanent state, but a constantly negotiated process. A key finding is the crucial importance of collegial support and community. Informal interaction, peer discussions, and the experience of belonging to a work community significantly support the staff's endurance and professional identity. On the other hand, perceived distance to the organization's management and formal support structures weakens well-being, even if official well-being practices exist. (Douglas et al., 2025)

The article also identifies a contradiction between collegial support and organizational support. Everyday support received from colleagues is often seen as more genuine and effective than institutional well-being programs, which are sometimes perceived as detached from daily work. This emphasizes the importance of dialogue, trust, and shared expertise in higher education work communities. (Douglas et al., 2025)

In the context of an incubator team, dialogue-based practices like internal discussions, joint reflection on client cases, and development-oriented conversations serve as mechanisms through which individual experiences are transformed into shared expertise. These dialogic processes support learning at the team level by enabling members to align their interpretations, develop common conceptual frameworks, and build a collective understanding of effective practices. (Isaacs, 1993)

From this perspective, dialogue is not merely a communication tool but a core knowledge-sharing mechanism that supports the systematic development of expertise within the team. (Senge, 1994; Isaacs, 1993)

5. Expert Teams as Communities of Practice

The incubator team can be understood as a community of practice, in which learning and expertise development occur through participation in shared work rather than through formal instruction alone (Wenger, 1998). A community of practice is characterized by a shared domain of expertise, mutual engagement among members, and a developing repertoire of practices, tools, and shared meanings.

Within such a community, expertise is distributed across team members and continuously negotiated through interaction. Knowledge sharing is therefore inseparable from participation and identity formation: individuals

become more expert by engaging in shared practice and by contributing their experience to the collective (Wenger, 1998).

This perspective highlights that managing expertise is not about standardizing individual competencies but about creating organizational conditions that enable sustained participation, reflection, and knowledge sharing within the team.

6. Business Mill

Business Mill is a university-affiliated business incubator founded in 2018 and operates on the LUT University campus in Lappeenranta. The incubator is jointly funded by the municipalities of the South Karelia region and LAB University of Applied Sciences, with the City of Lappeenranta having a central role in the financing arrangement. Business Mill's mission is to support the growth and international expansion of companies in South Karelia by leveraging the resources, expertise, and infrastructure of the university environment.

A key principle of the incubator's operations is the purposeful integration of student and expert resources to serve the development needs of regional businesses. Business Mill operates within a two-year funding framework, with strategic objectives defined for each funding period by its financiers. These objectives have included targets related to the establishment of new companies and the creation of new business concepts. For the 2024–2025 funding period, the goals are set at 15 new enterprises and 30 new business concepts.

The incubator's expert team consists of seven professionals whose competencies reflect LAB University of Applied Sciences' strategic focus on sustainable growth (LAB, 2026). Business Mill serves multiple customer segments, including micro- and small-enterprises in South Karelia, student entrepreneurs, and early-stage startups. Unlike traditional incubators that focus exclusively on startups, Business Mill seeks to integrate startup activity with the development of growth-oriented existing businesses, thereby promoting long-term, sustainable regional economic development.

The core services of the incubator are based on individualized one-to-one counselling and sparring. In addition, Business Mill organizes two startup training sessions annually, specifically targeted at idea-stage teams. The service portfolio covers the entire business lifecycle, ranging from early-stage ideation to business renewal. The long-standing involvement of South Karelian municipalities in these activities demonstrates a strong regional commitment to collaborative business development within the university context.

7. Methodology

The research method of this article is an explanatory case study. The study aims to answer the question of why the case is as it is, or why it has developed in a certain way (Yin, 2014). The object to be explained describes the relationship between complex real-life events and related methods. (Eriksson & Koistinen, 2014.) The theme analysis method utilizes data triangulation and offers perspectives and analysis on the impact of tacit knowledge management in the LAB University of Applied Sciences Business Mill team. The connection to theory was sought by examining the whole, interpreting, and linking phenomena to the theory used. General and recurring phenomena were sought from the material, and their relationships and connections were studied. (Ojasalo, 2018. 110–111)

The data of this study were qualitative and consisted of the development actions of the Business Mill incubator team during 2025 and 2026. The data of this study were mainly qualitative, and it consisted of the development actions of the Business Mill incubator team during 2025 and 2026. The development method used was dialogue.

The empirical material consists of a structured dialogue session conducted in February 2026. The session lasted about 4 hours and involved all seven members of the Business Mill incubator team. An external expert facilitated the session to ensure psychological safety and methodological consistency, both essential in dialogic knowledge-creation processes (Isaacs, 1999; Senge, 1994). The researchers participated as reflective observers and analysts rather than facilitators, maintaining analytic distance from the intervention (Yin, 2014). The material was analyzed using the SECI framework (socialization, externalization, combination, internalization) to examine how dialogue functioned in each mode of knowledge conversion (Nonaka, 1994; Nonaka & Takeuchi, 1995).

Themes and phenomena such as work well-being, constantly changing operating environment, perceived effectiveness of work, the importance of the incubator team for the development of the university's own operations, and the significance of tacit knowledge for the success and innovativeness of development actions were identifiable from the theory. The connection between theory and the qualitative data of the case study is evident. The dialogic discussions highlighted the importance of the meaningfulness of work in achieving results,

the fear of one's own competence sufficing amidst future changes, the ability to tolerate constant change, and the importance of developing competence.

As an operation, the Business Mill incubator team is one of the most visible parts of the University of Applied Sciences in the South Karelia region. The incubator team is well known, and its impact has remained stable in the development of local businesses for years. Therefore, it is important that as the team changes, in this case grows, and roles are divided, experts understand the significance of their work, commit to common goals, and dare to develop their own operations and skills to meet future needs.

8. Results

The incubator team has been in transition for the past three years due to staff changes and the development of the operating environment. For a large part of 2025, the team operated with only two people and grew rapidly to seven people from the previous year. At the same time, a lot has happened in the external operating environment. In the South Karelia region, a business service ecosystem-like approach has been adopted, where three separate operators complement each other as if they were one team towards business customers.

A staff-involving dialogue was chosen as the development method. The development of operations was initiated with a semi-structured discussion in connection with a team meeting. The discussion emphasized a few themes. The team's significant role in implementing the strategy of the University of Applied Sciences, the reasons for changes in the operating environment, the needed future skills, and good results from customer satisfaction measurement. So, it had to be clear to the team, before the actual dialogue discussions, how significant the work they do is for the entire organization and society, and how good feedback customers had given about the work.

The purpose of the development part of this study was to focus on the development of the sharing of tacit knowledge and skills of the rapidly growing and newly organized incubator team, and to identify possible skills deficiencies affecting work motivation.

In addition to the motivational discussion, each team member was given material by an external expert to identify themselves and their own skills before the dialogue discussions. The aim was to prepare for the dialogue so that everyone had done some analysis describing their behavior, but the results were not intended to be shared within the team.

The combination of the SECI knowledge (Nonaka & Takeuchi, 1995; Meso, P., & Smith, R., 2000) creation model and dialogic practice provides a strong framework for understanding how teams can consciously share tacit knowledge and learn together. In the context of an incubation team, dialogue is not merely a facilitation technique but a central mechanism through which knowledge is created, articulated, and internalized as part of everyday work.

Nonaka and Takeuchi's SECI model conceptualizes knowledge creation as a continuous spiral in which tacit and explicit knowledge interact. When viewed through a dialogic lens, this spiral becomes a collective learning process that unfolds through four interconnected phases.

In this context, dialogue is understood as an interactive process where participants pause to listen to each other's perspectives, experiences, and interpretations without predefined outcomes. During the development day, a safe space was created where each team member had the opportunity to express their everyday experiences of incubator work: successes, challenges, silent practices, and values and assumptions guiding the action.

The dialogue proved to be an effective method, especially because a large part of the expertise needed in the incubator team's work is situational and arises in interaction with entrepreneurs, students, and stakeholders. Through discussions, previously self-evident practices were verbalized and made visible. At the same time, it was recognized how different backgrounds, roles, and histories of experience affect the way business ideas are guided and team entrepreneurship is supported. The findings show that dialogue played a key role, especially in the socialization and externalization phases of the SECI process. Through shared narratives, experiences, and reflective questioning, tacit knowledge became visible and collectively interpretable (Nonaka, 1994; Isaacs, 1999), aligning with dialogical theories that emphasize meaning-making through interaction rather than mere information exchange (Tsoukas, 2009).

On the development day, dialogue functioned as collective thinking rather than mere discussion. Participants reflected on their actions and future expertise, while experienced members shared tacit knowledge through stories, and newer members contributed fresh perspectives. This strengthened a shared understanding of

incubator work and a common culture of action. The knowledge created became a shared resource, showing that tacit knowledge transfer relies more on time, trust, and purposeful interaction than complex systems.

The dialogical work of the development day can be understood as part of the SECI knowledge creation model described by Nonaka and Takeuchi. Dialogue enabled the socialization of tacit knowledge through the sharing of experiences, but especially its externalization into a common, verbalized understanding. Thus, the practical knowledge of individual experts began to build into a common resource for the team, which could be further refined and applied in the daily work of the incubator. The process did not end with the development day, but laid the foundation for a continuous learning spiral, where dialogue serves as a central mechanism for both sharing knowledge and creating new knowledge.

Nonaka and Takeuchi's SECI model (Nonaka & Takeuchi, 1995) describes the creation and sharing of knowledge as a continuous spiral, where tacit and explicit knowledge alternate. In the model, dialogue (Senge, 1994; Isaacs, 1993) is not an isolated method, but a central mechanism, especially in the sharing and making visible of tacit knowledge. In teamwork, this spiral can be understood as a common learning process that progresses through four stages.

In the first Socialization phase, learning arises from shared experience, not yet from analysis.

In the second Externalization phase, the individual's experience becomes a shared understanding of the team.

In the third Combination phase, it is ensured that tacit knowledge does not remain with individual people.

And from the fourth Internalization phase, a new SECI cycle begins. (Table 1)

Table 1 below describes the incubator team's dialogue and knowledge creation as a development measure. The table follows Nonaka and Takeuchi's SECI model (Nonaka & Takeuchi, 1995) but is supplemented with a dialogue method (Senge, 1994; Isaacs, 1993).

Table 1: SECI model supplemented with a dialogue method

	What happens in the team?	The role of dialogue
1. Socialization – Sharing Tacit Knowledge Through Experience (Tacit → Tacit)	In the socialization phase, knowledge remains largely tacit. It is embedded in lived experience, routines, professional intuition, and emotional understanding. Within an incubation team, this includes, for example: - intuitive ways of responding to entrepreneurs in uncertain situations - practical judgement about when to challenge and when to support - experiential understanding of group dynamics and motivation	Dialogue creates a shared space where these experiences can be exchanged without pressure to analyze or conclude. Knowledge is shared primarily through stories, examples, and concrete situations rather than abstract concepts. Key dialogic principles include: - deep listening - sharing experiences without evaluation - allowing multiple perspectives to coexist
2. Externalization – Articulating Tacit Knowledge Through Dialogue (Tacit → Explicit)	Externalization is the most critical and dialogically intensive phase of the SECI process. Here, tacit knowledge begins to take linguistic form. Individual experiences are translated into shared concepts, insights, and explanations.	Dialogue serves as a meaning-making process where the team collectively: - reflects on underlying assumptions - explores cause-and-effect relationships - gives language to intuitive practices Rather than simply reporting experiences, participants co-construct understanding by asking clarifying questions, challenging assumptions respectfully, and identifying patterns across individual narratives.

	What happens in the team?	The role of dialogue
3. Combination – Developing and Structuring Explicit Knowledge (Explicit → Explicit)	Once knowledge has been articulated, it can be further processed and refined. In this phase, the team: - compares newly articulated insights with existing practices - integrates them with prior frameworks or models - develops shared guidelines, tools, or working principles Dialogue continues, but now with a stronger focus on collective reflection and development.	Dialogic interaction supports critical synthesis by asking: What is essential here? How does this apply across different situations? What does this mean for our everyday practice? The outcomes may include shared documents, working models, or agreed principles that help embed learning beyond individual memory.
4. Internalization – Learning Through Application and Reflection (Explicit → Tacit)	Internalization occurs when newly developed explicit knowledge is put into practice. Through action and repetition, shared models and principles become part of professional intuition and everyday judgement.	Dialogue re-enters the process through reflection: How did this new approach work in practice? What did we learn? What needs to be adjusted? As explicit knowledge is enacted, it once again becomes tacit—now enriched, shared, and more robust.

9. Conclusions

This study focused on testing a dialogue-based knowledge development method that combines the SECI model with structured team dialogue in the context of a university-based business incubator. The findings demonstrate that the SECI + dialogue approach is a viable developmental method for externalizing tacit knowledge and fostering collective reflection within expert teams. In this case, the method supported the articulation of experiential knowledge, strengthened shared understanding of incubator practices, and laid the foundation for collective learning, particularly during a period of rapid team growth and organizational change. However, dialogue had a limited role in the combination phase. Although shared understanding emerged, the lack of documentation and formal integration mechanisms constrained the translation of insights into lasting organizational knowledge. This supports earlier critiques that the SECI model needs complementary structures to prevent knowledge from remaining situational (Gourlay, 2006; Easterby-Smith, Lyles & Tsang, 2008).

It is important to note that this study represents a method-testing and exploratory phase of organizational development rather than an evaluation of long-term impacts. The dialogue-based session demonstrated that combining dialogic practices with the SECI framework can successfully initiate knowledge creation processes, especially the socialization and externalization of tacit expertise. However, the study did not yet examine how systematically the method has been embedded into everyday practices or to what extent the generated knowledge has become accessible to all team members in the long term.

Future research should therefore focus on the implementation and sustainability of knowledge management using the dialogue method in daily work. An important research direction is to investigate how the dialogically created knowledge is utilized in practice, whether tacit knowledge becomes genuinely shared across the team, and how it is retained as team composition and roles continue to evolve. In addition, further studies could examine whether systematic knowledge sharing through dialogue has a positive effect on team members' motivation, sense of competence, and professional well-being. Understanding the motivational and human impacts of knowledge sharing would provide valuable insights for expert organizations seeking both effectiveness and sustainable work practices.

In conclusion, this case study shows that dialogue, when integrated with the SECI framework, is a powerful but partial knowledge management mechanism in expert organizations. It supports the socialization and externalization of tacit knowledge, especially during organizational change, but its impact on knowledge combination and long-term internalization remains limited without structural support. These findings contribute to debates on the limits of dialogic knowledge management and offer insights for higher education-based expert

organizations seeking lightweight yet theoretically grounded approaches (Yin, 2014; Wang, Pauleen & Taskin, 2022).

Ethics Declaration: The study did not require ethical declarations.

AI Declaration: Artificial intelligence (AI) tools called Future Objects, Grammarly, and Copilot have been used for checking and editing the language of the study. The AI tools have translated some of the Finnish terms and checked the spelling. Artificial intelligence (AI) tools were used to support the drafting process of this article and to facilitate idea development and academic sparring. The authors critically reviewed, edited, and take full responsibility for the final content of the paper.

References

- Andreeva, T. & Kianto, A. (2012). Does knowledge management really matter? Linking knowledge management practices, competitiveness, and economic performance. *Journal of Knowledge Management*, 16, 4, 617-618.
- Bolade, S. & Sindakis, S. (2020). Micro-foundation of knowledge creation theory: development of a conceptual framework theory. *Journal of the Knowledge Economy*, 11(3), pp. 1198–1214.
- Douglas, V., Pattison, N., Warren, K. & Karanika-Murray, M. (2025). Wellbeing in the higher education sector: A qualitative study of staff perceptions in UK universities. *Journal of Workplace Behavioral Health*, 40(2), 135–158. [Accessed 21 March 2026]. Available at https://uhra.herts.ac.uk/id/eprint/11213/1/Wellbeing_in_the_higher_education_sector_A_qualitative_study_of_staff_perceptions_in_UK_universities.pdf
- Easterby-Smith, M., Lyles, M. A., & Tsang, E. W. K. (2008). Inter-organizational knowledge transfer: Current themes and future prospects. *Journal of Management Studies*, 45*(4), 677–690.
- Eriksson, P. & Koistinen, K. (2014). *Monenlainen tapaustutkimus*. [Online]. Available at: <https://helda.helsinki.fi/server/api/core/bitstreams/fecd7913-7363-4d9f-9e2e-2d9f3e597230/content>
- Etzkowitz, H. and Leydesdorff, L. (2000) 'The dynamics of innovation: From national systems and "Mode 2" to a Triple Helix of university–industry–government relations', *Research Policy*, 29(2), pp. 109–123. doi:10.1016/S0048-7333(99)00055-4.
- Gourlay, S. (2006). Conceptualizing knowledge creation: A critique of Nonaka's theory. *Journal of Management Studies*, 43*(7), 1415–1436.
- Isaacs, W. (1993). Taking flight: Dialogue, collective thinking, and organizational learning. *Organizational Dynamics* 22(2):24-39.
- Isaacs, W. (1999). *Dialogue and the Art of Thinking Together: A Pioneering Approach to Communicating in Business and in Life*. New York: Currency Doubleday.
- Koski, J. (2022). Korkeakoulu työympäristönä. [Accessed 21 March 2026]. Available at <https://journal.laurea.fi/korkeakoulu-tyoymparistona/#b4ee8b7b>
- LAB University of Applied Sciences (2026). *We Enable Responsible Growth – LAB Strategy 2030*. [Accessed 3 March 2026]. Available at: <https://lab.fi/en/info/about-us/strategy>
- Meso, P., & Smith, R. (2000). A resource-based view of organizational knowledge management systems. *Journal of Knowledge Management*, 4, 3, 224-234. [Accessed 1 May 2026]. Available at: https://www.researchgate.net/publication/235313620_A_resource-based_view_of_organizational_knowledge_management
- Mitchell, V.-W., Harvey, W. S. and Wood, G. (2022) 'Where does all the 'know how' go? The role of tacit knowledge in research impact, *Higher Education Research & Development*, 41(5), pp. 1664–1678. doi: 10.1080/07294360.2021.1937066.
- Nonaka, I. (1994). A dynamic theory of organizational knowledge creation, *Organization Science*, 5(1), pp. 14–37.
- Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. Oxford University Press.
- Ojasalo, K., Moilanen, T. & Ritalahti, J. (2018). *Methods of development work: New kinds of expertise for business*. Helsinki: Sanoma Pro Oy.
- Polanyi, M. (1966). *The Tacit Dimension*, Routledge & Kegan Paul, London.
- Senge, P.M. (1994). *The Fifth Discipline. The Art and Practice of the Learning Organization*. Currency Doubleday.
- Tsoukas, H. (2009). A dialogical approach to the creation of new knowledge. *Organization Science*, 20(6), 941–957.
- Wang, W.Y.C., Pauleen, D. & Taskin, N. (2022) Enterprise systems, emerging technologies, and the data-driven knowledge organisation, *Knowledge Management Research & Practice*, 20:1, 1-13. [Accessed 1 May 2026]. Available at: https://www.researchgate.net/publication/359641802_Enterprise_systems_emerging_technologies_and_the_data-driven_knowledge_organisation#:~:text=In%20the%20discussion,%20the%20paper%20emphasizes%20the,real-world%20scenarios,%20including%20education%20and%20organizational%20learning.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*, Cambridge University Press, Cambridge.
- Yin, R. K. (2014). *Case Study Research: Design and Methods* (5th ed.). Thousand Oaks, Sage Publications.