

Relationship among Knowledge Management, Human Resource Management and their Strategic Alliance: A Theoretical Model



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Abstract: *This study investigated the intricate relationships among knowledge management, human resource management, and strategic alliances within the education sector of Pakistan, addressing the contemporary needs of organizations. The research underscores the significant associations between these elements, illustrating how they collectively contribute to organizational effectiveness and innovation. A theoretical model highlighted the synergies between knowledge management practices, strategic alliances for accessing external expertise and resources, and human resource management (HRM) activities that support knowledge transfer and acquisition. The findings emphasize the critical role of strategic partnerships and robust HRM practices in fostering a knowledge-centric culture, which is vital for the progress and competitiveness of the education sector in Pakistan. This study provides a framework for leveraging these relationships to meet the evolving demands of organizations and underscores the importance of postgraduate education in preparing individuals for these roles.*

Keywords: Human Resource Management; Knowledge Management; Strategic Alliances

1.1 Introduction

Hatch and Dyer (2004) stated that knowledge management is becoming a popular topic of interest in both corporate and educational circles. Knowledge management is a procedure by which a business develops, organizes, and shares knowledge and can be a long-term competitive advantage (Hatch & Dyer, 2004). Organizations present challenges and opportunities in terms of development and the presence of new and existing information to compete on the world stage. The fundamental presumption is that the connection between knowledge sharing and Human Resource Management (HRM) is that employees' capability to learn and desire to share

information within the organization is what gives organizations the ability to produce new knowledge and gain a competitive advantage (Jiménez-Jiménez et al., 2013).

HRM competes to fulfil the needs of human technology, which is increasing daily. Educational institutions face similar challenges in the global business environment in keeping up with rising stakeholder liability demands. Alqudah et al. (2022) stated that HR is the glue that binds teams and organizations together because it plays a crucial role in employee engagement, corporate culture, and, ultimately, business success, which conveys that HR can significantly influence the entire organization from administrative behind-the-

scenes to internal communication, leadership training, and programs for recruiting and onboarding new employees. HR can differentiate between HR efforts and business success as a strategic partner. Initiatives to strategic partners can also contribute to improving individual, team, and organizational performance by working together with the executive team to express the mission and strategy of the business, build HR initiatives, and strategically link HR initiatives to business objectives, policies, and initiatives (Kim et al., 2017).

Brewer and Brewer (2010), the former author, linked all the variables in the model and explained them thoroughly. We have already connected and explained all the variables in the model thoroughly. We add a new variable in the model, a strategic alliance, because strategic partnerships are crucial for HRM and KM (Shih & Chiang, 2005), as they promote learning and innovation within the organization and institutions (Ferrigno et al., 2022). Strategic alliances focus more on organizational and educational strategies, collaboration, and partner resource sharing. This collaboration contributes to problem-solving approaches and innovative practices within organizations and institutions, leading to individuals' betterment. The motive of our research is to apex that along with Blooms, it is also necessary to have strategic alliances in HRM or KM. By integrating Blooms in HRM or KM without strategic alliances, institutions and organizations miss the opportunity to leverage collaborative partnerships for enhanced learning and innovation.

A strategic alliance is a collaboration among multiple parties to work together on projects that offer mutual benefit. . The arrangement may be similar to a joint enterprise in the form of a partnership. The aim of a strategic alliance may be further advancements in technology, increasing commercial operations, or entering a new market by teaming a domestic partner (Chen & Chen, 2003). Strategic alliances in educational institutions play an essential role in students' development and facing various challenges in institutions and society. We use

strategic partnerships in human resource and knowledge management. Inspecting the connections between HRM, knowledge management, strategic alliances, and academic employment programs can guide great awareness of graduate training procedures and describe roles in the work environment. They also provided educational programs with adequate methods to calculate learning confidence. This research directs to find connections between knowledge management activities, organizational processes, human resource activities, and strategic alliances. Based on its strategic partnership, universities pursue significant improvements in the curriculum and enhance their student's success. On the other hand, the improved edition of the Taxonomy of Educational Objectives knowledge dimensions shows how knowledge is delivered and studied in higher education compared to knowledge management in firms (Anderson et al., 2001).

2. LITERATURE REVIEW

2.1 Knowledge Management

Knowledge management has gained fame in education and business arenas, as shown by a literature review, and progress has aided support in evolving and applying KM strategies. Serban and Luan (2002) listed five reasons for interest, development, and growth in the knowledge management sector: (a) information Overload and Chaos; (b) information congestion; (c) information and skill segmentation and specialization; (d) workforce mobility and turnover; and (e) competition.

Without needing to be an expert in computers or IT,, going through the capacity to catch required facts, time is the driving force behind organizations becoming bigger, operational, and competent in handling information. Capturing skills and abilities and sharing potentially missing knowledge skills with employees' disappearance, business staff have led organizations to escalate. Estimating, planning, and getting used are vital for firms to remain diligent. As a result, continuous progress through inspiration and invention is essential for competitive obligation. The knowledge bases that must be recognized and categorized for an

organization to continue operating as a sustainable, competitive entity must be identified.

There are several methods to the distribution of knowledge. . Tilak (2002) classifies knowledge as popular (innate knowledge gained through experience) or sophisticated (education or knowledge based on research). Serban and Luan (2002) explained the difference between explicit and implicit knowledge by highlighting their distinct characteristics and sources. Explicit knowledge is documented information that can be easily stored, transferred, and expressed. They typically reside in manuals, policies, procedures, databases, and reports. Alternately,, tacit knowledge is personal and context-specific, making it difficult to formulate, capture, communicate, and share. Tacit knowledge is often derived from personal experiences, informal business processes, communication, and historical understanding.

Data, information, and knowledge are different from each other, with knowledge constituting a component of the process presented by Steyn, (2004). Decisions and plans for action are formed through knowledge. In organizations, knowledge is a hidden asset anchored to specific workers. When management makes conscious efforts to support the professional and personal development of qualified employees, to promote the split of skills and knowledge across the organization, and to create a culture and environment that encourages knowledge sharing within the organization, tacit knowledge can be transferred into explicit organizational knowledge (Steyn, 2003).

Organizations seek to manage knowledge for various reasons. . One reason is that essential competencies may not exist physically while they depend on the abilities and experiences of individuals performing the activity (Ishak et al., 2010). Therefore, to maintain and grow core capabilities, businesses must determine how to access this knowledge base (Bollinger & Smith, 2001). Thus, knowledge management has recently gained considerable focus in the business literature. Business and academic communities agree that a company may use information to maintain its endless diligent

benefit. Hansen et al. (2005) examined the three stages of knowledge sharing that human resources go through in different social network environments: choosing to seek knowledge, looking for knowledge, and knowledge sharing. The conclusions to seek information, incur search costs and incur transfer (sharing) costs vary, depending on the relationships among and within teams. The degree to which information is shared and the divide of informal communities affect the ability and victory of knowledge involvement of professed races within and among teams.

2.2 Human Resource Management and Knowledge Management

More than a few studies have explored the connection between effective HRM, knowledge management tactics, and strategic alliances. For example, Lin and Kuo (2007) found that Human Resource Management strategies have a straightforward and crucial impact on organizational knowledge and knowledge management ability. There are two altered approaches to Human Resource Management: exploitative and explorative, each effecting knowledge management differently (Edvardsson, 2008).

The exploitative HRM strategy places more stress on explicit knowledge, which has a propensity to the development of information technology (IT) solutions to KM. In contrast, the explorative HRM strategy emphasizes tacit knowledge, leading to innovation, enhanced knowledge transfer, and organizational learning. HRM guarantees that employees receive appropriate training and development programs to improve their skills and expertise through strategic alliance requirements (Mogea, 2023). Combinations of two or more plans are recommended to achieve a more successful knowledge management strategy. Shih and Chiang (2005) proposed that companies use cost leadership lean to focus on individual KM strategies. The organization's competitive strategy, KM strategy, HRM strategy, and strategic alliances appear to be related in meaningful ways.

The transition to a knowledge management

culture should be driven mainly by human resource management (HRM), as it offers a variety of tactics to impact workers' cultural presumptions and attitudes (Ishak et al., 2010). HRM functions play a part in assisting businesses in identifying the critical knowledge base that underpins their competitiveness, ensure its effective development, and assessing formal and informal processes and structures that support or obstruct the integration of knowledge bases with decision-making processes (Ishak et al., 2010).

Hatch and Dyer (2004) showed in their study that efficient management of specific HR activities, like development and selection, can enhance the performance of the entire enterprise. Companies that focus on developing human capital are also more profitable and worthwhile. Hatch and Dyer conclude, "In short, good learning performance comes from better people and better practices to develop company-specific human capital and apply it to learning activities." (P. 1173). Organizations appear to use different approaches to develop KM HRM strategies, focusing on either IT or HR.

Haesli and Boxall (2005) considered a Knowledge Management approach that uses an information technology solution. It engages systematized knowledge and uses it to gain a clear understanding. HR solutions rely heavily on resource-based ideas to implement effective human resource management strategies for serious information. Haesli and Baxall show that these two processes should not be mutually exclusive but complementary. In addition, the significance of accommodating the organizational environment and culture must be considered.

Some analysts argue that information technology is pivotal in driving knowledge management, while others contend that people are the proper drivers of knowledge management rather than technology (Afiouni, 2007). Human resource management requires a combination of abilities to handle both implicit and explicit knowledge. Understanding employee evaluations, corporate intelligence, conflict resolution, competitor information, and customer satisfaction requires proficiency in

handling tacit and explicit knowledge (Afiouni 2007).

Both sociopsychological factors and human management practices must be considered when creating an enabling environment to share knowledge (Cabrera & Cabrera, 2005). Organizations can consider ways to continuously renew their knowledge resources by creating a climate conducive to KM through strategic alliances, fostering a positive attitude towards sharing, and fostering a culture centered on knowledge. Job design recruitment, and development; orientation and outreach program; review of performance, salary, and wage systems; an extended and trustworthy culture; and the attentive choice of valid KM information technologies are provided as exercises for development.

O'Neill and Adya (2007) propose that motivating workers to share knowledge largely depends on their perception of the fairness of the benefits of sharing knowledge. The effective creation of the knowledge exchange environment also necessitates the acceptance of critical sociocultural values held by both organizations and their members. Cultural values influence the willingness to share knowledge (Kok, 2006). It should also be recognized that cultural values vary from country to country and state to state.

2.3 Strategic Alliances and their Connection with Knowledge Management and Human Resource Management

According to Gulati (1998), strategic alliances are agreements between two or more distinct companies or organizations that work together on mutually beneficial initiatives. Both parties retain their independence in strategic collaboration. These collaborations are long-term, with each institution or organization providing resources and expertise to meet shared objectives and foster growth. The strategic landscape of businesses is transforming more quickly due to several factors, including the rapid advancement of technology, saturation of current markets, emergence of new ones, increasing emphases of innovation, and the concurrent forces of globalization and de-

globalization of the market (He et al., 2020). Strategic alliances and Bloom's knowledge dimensions are directly linked to HRM and KM.

Consequently, in the framework of strategic alliances, various techniques are available to adjust the cultures of both sides. Training and education shared rituals and ceremonies (such as annual meal celebrations) or the distribution of benefits, such as status and acknowledgement, facilitate the adjustment of partners' behavior and code of conduct. Hiring additional staff members may also be helpful in this process. A strategic alliance may take many forms and represent a wide range of collaborative efforts between companies and, increasingly, across different sectors. Complex relationships between firms have the ability to produce substantial advantages for companies. Still, they can also bring about several relational risks (for example, Gallear et al., 2015), such as opportunistic behavior (Das & Rahman, 2010), cultural conflicts (Gomes et al., 2011), and insufficient commitment (Cullen et al., 2000).

Knowledge resources are essential for gaining a competitive advantage in today's rapidly evolving educational and business environments (Collins & Hitt, 2006). The main goal of research on knowledge management in partnerships has been to elucidate the results of the associated knowledge management procedures. However, what are the results of knowledge management? Reid et al. (2001) highlight the amassing of knowledge assets, including patents, technologies, or new products, as a representation of knowledge production within alliances.

Many businesses increasingly use their staff's pooled expertise and cooperation to gather and disseminate knowledge as a competitive tool to foster, support, and reward creativity among individuals (Beardsley et al., 2006). Information technology has a significant role in capturing and distributing knowledge, and explicit knowledge is given more weight in the study of HRM practices (Hislop, 2002). According to Runar Edvardsson (2008), the two earlier strategies for managing knowledge are "codification" and "personalization." However, the idea of practicing KM has been revised.

Businesses have invested significantly in the ICT industry and created data warehouses with data mining tools and knowledge mapping notes. Employees inside the organization make excellent use of this information to boost productivity and enhance overall performance.

2.3 International knowledge management

If organizations can integrate the knowledge and skills of immigrants, they must deploy effective HR policies and knowledge-management practices. Integrating knowledge and skills gained from international challenges requires knowledge and skills, as well as effective HR and KM practices in the storehouse of a firm. Furthermore, successful repatriation human resource initiatives support job satisfaction, organizational attachment, and the desire to share international experiences (Stevens et al., 2006). A strategic alliance of international KM and organizational goals would be plausible and might lead to positive consequences. For instance, strategic alliances enhance the competitive advantages of international knowledge management (Chen et al. 2014). Another study points out three categories of human-related factors that impact the successful transfer of knowledge to international recipients: the competence and motivation level of international staff, the competence and motivation level of local employees, and the relationship between local and international staff (Bonache & Zárraga-Oberty, 2008). Another study suggested that HRM strategy should be considered an integrated system of interconnected processes in multinational organizations to ease the transfer of knowledge (Minbaeva, 2005).

2.4 Higher Education and Knowledge Management

Higher educational institutions (HEIs) must adapt quickly to changes to ensure their survival, like any other organization operating in a dynamic environment. Several external factors driving alterations in the higher education region have been identified in the literature (Omerzel et al., 2011), such as the abrupt transition from an industrial economy to a knowledge-driven one, governmental

requirements for practical expertise and cost-effectiveness, changes in demographics, industry pressure on the market, industrialization of higher education, learning throughout life, the change from teaching to learning paradigm, technological progress and globalization. These factors present new challenges to higher education institutions (HEIs) that might be addressed by implementing strategies and practices utilized in corporate and private sectors, particularly in the realm of educational governance (Omerzel et al., 2011). The primary function of an HEI is to bring about a change rather than just react to it.

Some universities have implemented the knowledge suggested by subject-matter experts to create and evaluate learning objectives at accredited business colleges. For example, Candy (2000) supported Boyer's (1990) four-category framework of academic work, namely, scholarship of application, teaching, discovery, and integration, as feasible standards for graduates and academics to evaluate desirable attributes. Institutions should be noted as intellectual organizations active in developing knowledge workers, recognizing that people are always in the information society, working in environments that value knowledge workers, and appreciating knowledge workers.

Santo (2005) goes along with Candy (2000), claiming that we live in the age of knowledge-based organizations; organizational culture needs to store, generate, and distribute knowledge. At the same time, Santo lamentably noted that educational institutions are among the slowest to adopt KM concepts and applications. He proposed moving knowledge practices from information repositories to knowledge sharing. Organizational and educational outcomes can be improved by collecting and sharing tacit, confidential information. Internal and external stakeholders can enhance their capacity to serve within a university through effective knowledge management strategies.

Effective knowledge management maximizes an institution's capacity to participate in the growth of its territorial economy, as established by European institutions' efforts to expand their territorial commitments (Charles, 2006).

Institutions, such as workers, as a source of technical expertise and human capital, as a catalyst for growth in society and enterprises, play a significant role in the communities they serve. For institutions and communities that create a competitive advantage in a region, viewing knowledge as a growth factor may be beneficial. Indeed, it can be challenging to replicate valuable, rare, and intangible assets, including human capital, as key sources of long-term outfoxing in the future (Moss et al., 2007). Higher education's two most important goals are to develop human capital within universities and prepare students for learning scenarios in organizations in the outside world. In higher education learning alliances, tacit knowledge transfer is a crucial concern that can be solved by creating networks between the departments of similar institutions that form strategic partnerships. This network of strategic alliances can foster relationships of trust and collaborative problem-solving (Uzzi, 1997). It can also provide "network resources that are a valuable source of information for the firm" (Gulati, 1999), which helps in transferring tacit knowledge.

Students need a connectional educational setting that motivates them to have lifelong learning and creativity in a knowledge-based economy. Academic institutions face challenging tasks in equipping students to compete in a knowledge-based society, and globalization has created extra difficulty. Therefore, universities must constantly develop, analyze, investigate, forecast, and respond to warnings arising from knowledge formation (Stukalina, 2008; Sharif et al., 2022). Bloom's Taxonomy of Educational Objectives may help prepare students to play an essential humanitarian role in a knowledge-driven economy and meet the challenges of a changing environment. Taxonomy of Educational Objectives

As mentioned in the literature review, HRM strategies, strategic alliances, and effective KM could be essential for establishing and maintaining back-and-forth competition for firms. Furthermore, the analysis suggests that institutions wanting to fulfil the needs of an unsteady environment should consider the needs

of firms to develop HRM strategies and effective KM. Bloom's taxonomy may offer a connection between creating efficient knowledge management and human resources in businesses and designing and executing successful university programs.

Bloom's taxonomy is widely accepted as an experiential recommendation for categorizing, transcribing, and calculating students' objectives (Amaravathi, 2015). Student learning outcomes are supposed to show the skills, abilities, and knowledge universities want to convey to students. Bloom's Revised Taxonomy of Educational Objectives outlines a structure for categorizing the different levels of cognitive skills necessary for learning. Taxonomy consists of two main dimensions: knowledge and mental processes. The knowledge dimension encompasses four types of knowledge: factual, conceptual, procedural, and metacognitive. On the other hand, the cognitive process dimension encompasses six mental processes: Remember, Understand, Apply, Analyze, Evaluate, and Create. The updated Bloom's Taxonomy identifies four key types of knowledge that educational institutions may aim to teach students and outlines six cognitive processes associated with each type of knowledge (Anderson et al., 2001; Saddique et al., 2023).

Universities, especially business colleges, use tools such as Bloom's revised taxonomy and related knowledge dimensions to demonstrate the reliability of student learning outcomes. Can these dimensions be linked to an organization's efforts in adopting KM programmes? It seems natural that the learning and knowledge goals of universities must align with the Knowledge Management objectives of institutions that recruit graduates.

2.5 Knowledge Management, Human Resources, Higher Education, Strategic Alliances and Bloom's Revised Taxonomy - Stated Model

Academics and staff should familiarize themselves with Bloom's Revised Taxonomy before implementing it for usage (Anderson et al., 2001).

Factual knowledge: Students must first build a strong foundation of factual knowledge to address issues within a field or become skilled in it.

Conceptual knowledge: Conceptual knowledge explores the links between the fundamental components of a broader system by building on factual knowledge. This means being able to identify classifications and categories, comprehend generalizations and principles, and grasp the field's governing theories, models, and structures.

Procedural knowledge: Students need to acquire procedural expertise in addition to conceptual framework comprehension, as this will provide them with the hands-on experience they need to complete assignments in the field. In addition to being aware of the standards for deciding when to use suitable processes, it entails conversing with subject-specific abilities, algorithms, strategies, and methodologies.

Metacognitive knowledge: Metacognitive knowledge is essential for effective learning and problem-solving. This includes self-awareness, suitable contextual and conditional knowledge, strategic knowledge, and comprehension of cognitive activities. Gaining metacognitive abilities enables students to control their learning and approach assignments with adaptation and flexibility.

Models that include KM goals, HRM activity, strategic alliances, and bloom knowledge measurements benefit business colleges that want to coordinate their management of academic programs. Figure 1 shows the advanced connection between knowledge dimensions for human resource activities and the connection of strategic alliances for KM and HRM, the purpose of the KM program, and knowledge dimensions for Bloom's revised classification.

Understanding the connection between KM programs, HRM initiatives, strategic alliances, and the dimensions of educational identity can be advantageous for both business organizations and institutions. Incorporating the academic programs in universities should help both students and institutions that provide them with

employment. Bloom's classification can guide instructions for creating learning goals, assessing students' progress, and access the effectiveness programs. Gomes (2020) suggests that strategic alliances further enrich educational experiences by fostering collaborative partnerships that provide real-world insights and experiences.

3. Model Discussion

This can be envisioned, starting with strategic human resource planning, recruitment, and selective HRM activities.

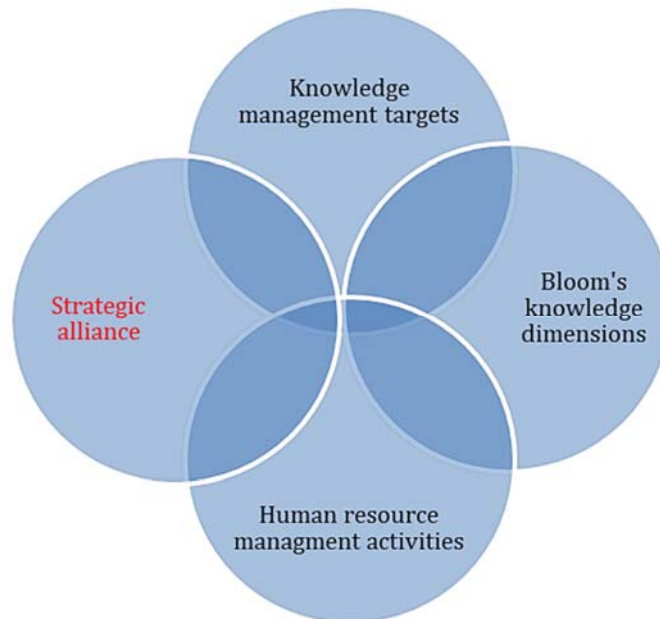


Figure 1: Knowledge management targets, human resource management, strategic alliances, and Bloom's knowledge dimensions and strategic alliances.

Organizations focus primarily on broad business and industry knowledge and knowledge of specialized areas and applications related to HR. Companies can improve their competitive positioning, critical skills, knowledge, and success through strategic alliances. Strategic alliances are used not only in organizations but also in the educational sector. This typically includes a clear KM goal. Academic institutions that employ Bloom's Revised Taxonomy may find it helpful to create curricula and majors that measure and establish student learning objectives concerning the factual, conceptual, procedural, and metacognitive knowledge employers seek setting and measuring learning goals. Socialization, Orientation, Development, training, and performance reviews are all included in HR activities; they prey on tacit information (e.g., goals, corporate mission, and

specific occupational and culture) and improvements in explicit business and industry information. They recognize that human resource development requires a commitment to continue learning throughout one's career in a successful organization.

Integrating Bloom's taxonomy with HRM and KM can enhance learning and performance. Using strategic alliances and Bloom's taxonomy in HRM and KM is essential. Incorporating strategic alliances into human resource and knowledge management can further enrich the knowledge ecosystem. This collaboration enhances knowledge sharing and promotes innovation and problem-solving across organizations. These alliances improve HRM and KM initiatives by facilitating resource optimization, knowledge exchange, and talent acquisition. It is crucial to remember that strategic alliances support the growth and efficacy of organizations and institutions, along with Bloom's taxonomy.

Knowledge management (KM) and human

resource management (HRM) are combined within organizations and institutions. Strategic alliances are important and play a role in organizational success and educational advancement by encouraging innovation, collaboration, and resource sharing. Furthermore, HR activities sustain and transform the organization and academic works that make you worry about it. Rewards, succession, planning, outplacements, and terminations are involved. HR also uses strategic alliances that improve the process of technological advancement in learning, educational environment, and co-curricular activities. Students may work together to exploit one another to accomplish their common goals. Additionally, students' natural growth is assisted by strategic alliances (Johnson et al., 2016). Including tangible and intangible, monetary and non-monetary, confederation, and intrinsic and extrinsic benefits in designing reward and compensation systems is essential in optimizing the administrative and developmental objectives of performance review and evaluation to improve and maintain the knowledge of employees.

This study aimed to examine, reward, and improve implicit and explicit knowledge. Strategic alliances effectively determine future success. Succession, planning, termination, and outplacement are all things to be considered. Human resource activities are necessary to capture and retain the information held by departing human resources. Managers have metacognitive knowledge, which comprises conditional and conceptual understanding, strategic expertise about self-awareness, and cognitive tasks to conveniently address knowledge gaps, both in the organization and in themselves. As a result, in planning and measuring student learning programs, business educational programs in institutions must emphasize retaining an individual entity while working toward shared objectives on understanding, in addition to other dimensions of knowledge. We wrote down this methodology by inspiring Brewer and Brewer (2010).

We conducted research and found that using blooms in HRM or KM might cover a specific

area in one country, but it could vary in another. In Pakistan, uncertain political and economic situations create challenges for students, as they feel pressure to balance their studies with the need to secure employment opportunities due to the unstable job market and financial conditions. The student cannot escape pressure even if the knowledge is managed through Bloom's taxonomy. Therefore, they must establish strategic alliances in HRM to navigate various social, academic, and professional challenges effectively. These alliances can provide support, resources, and opportunities for collaboration, which are essential for their overall growth and success in a dynamic societal context. Some institutes do not have a Human Resource (HR) department because of the specific circumstances or background of the area where the institute is located.

Additionally, where HRM departments exist, institutes may need help effectively carrying out their responsibilities and functions. This could be due to inadequate resources, limited training, or organizational structures. Consequently, the absence or ineffective functioning of HR departments can hinder these institutes' overall management or development of human resources.

We conducted interviews with organizations to understand their requirements and with students to assess their knowledge of business-related topics, considering the needs of organizations and the education provided to students. We conclude that in Pakistan, students primarily receive theoretical knowledge in business-related fields and lack practical application. After conducting interviews, it became evident that there needed to be more clarity between what students were learning and what organizations required in practical terms. Strategic alliances are necessary to address this gap effectively. These alliances could involve partnerships to provide students with real-world experiences and skills that align with organizational needs. In both bachelor's and master's degree programs, students need to complete their internships. However, many students chose to work on theoretical projects instead of pursuing internships. Therefore, it is

crucial to incorporate elements of strategic alliances in HR (Human Resources) and KM (Knowledge Management). When a student is learning about research papers at a university and has developed a model to study how employee thriving can be improved, they are likely to explore various methods and strategies. According to Nawaz et al. (2022), employee thriving can be significantly enhanced by providing prosocial motivation at the workplace. However, in sectors characterized by workplace incivility, such as the banking industry, employee thriving tends to decrease, leading to a need for more active engagement in learning activities. Furthermore, Nawaz et al. (2018) suggested that enhancing psychological capital may serve as a moderator in lessening the negative impact of incivility on employee thriving. Inspired by these findings, we recommend that students put this knowledge into action by visiting a company to see how it works in real life.

4. Conclusion and Implications

In conclusion, this study underscores the pivotal interconnections between knowledge management, human resource management, and strategic alliances in Pakistan's education sector. This study seeks to gain a deeper understanding of the connection between strategic alliances, HRM, KM, and Bloom's taxonomy. This study illustrates why we should use strategic partnerships with bloom taxonomy and why using it in institutions and organizations is essential. This paper examines the potential benefits, challenges, and contradictions of using strategic alliances in the educational and business sectors. It aims to stimulate future discussions and research on new applications, integrations of current theories, and alternative theoretical viewpoints and interpretations. Institutions (business and education sectors) should concentrate on building and nurturing knowledge workers who can thrive in a highly competitive global landscape. Thus, HRM initiatives, programs, organizational initiatives, curriculum development, and strategic alliances between businesses and educational institutions are crucial.

These efforts should focus on the provision, improvement, and competencies of human resources and assessing knowledge, skills, and abilities. Companies must establish and maintain a competitive edge because educational institutions must pinpoint knowledge-related sectors to offer high quality programs for educating knowledgeable employees must be identified. In addition, both institutions require people to engage in lifelong learning to maintain and expand their knowledge bases. The connection between the firm's needs and the business programs offered by the university is best illustrated by these two knowledge objectives. Commercial programs emphasize the measurement of knowledge far beyond actual, conceptual, procedural, and cognitive expertise measured by processes such as memory, comprehension, implementation, analysis, and creation. It may be able to provide the organization with the necessary knowledge. Furthermore, Strategic alliances contribute by creating a dynamic environment that provides knowledge and measures students' confidence in learning.

5.1 Limitations

The white paper model is conceptual and has not yet undergone adequate testing. On the other hand, the university has started implementing a straightforward training program that uses the modified Bloom classification as a tool for planning and evaluation. In addition, copies of information and cognitive performance measurements from this distribution will be posted on the walls of all classrooms in the organizational and technological fields, strengthening the goal of creating a learning culture that can include measurements. Members of the Business Advisory Council have been extensively involved in identifying learning objectives and techniques to include the reality of outside businesspeople in curriculum planning and evaluation. KM measurements in strategic alliances can be integrated into planning objectives and assessment instruments. Every organizational curriculum was reviewed to see if there were any changes in the content and presentations. A comprehensive business review

was completed in the fall of the 2009 semester.

5.2 Recommendations

Before the benefits of the structure incorporating the revised classifications of KM, HRM, strategic alliances, and Bloom, the results of the universities and other universities involved in this study can be thoroughly evaluated, and other universities that are collected and analyzed are needed. We recommend that HRM courses focus on only four model elements.

Bloom classification is used for planning and evaluation purposes, but it is recommended that universities acknowledge the importance of incorporating KM principles and confederations into their organizational courses. These principles seem to be in line with the

organization's concept of human resource management, and we recommend that universities use all three elements of strategic alliance formulation, implementation, and evaluation so that they can achieve goals or better opportunities in the future and help promote innovation and success in institutions. We suggest that universities use strategic alliances to maximize their profits and gain a new identity in the educational sector. This study emphasizes the critical role of postgraduate education in providing individuals with the necessary skills to navigate and contribute to these domains, ultimately supporting the contemporary needs of organizations. Future research should aim to empirically validate this model and explore its practical application in diverse educational contexts.

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