

## **Knowledge and Knowing**

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### **Abstract**

This is an article including some aspects of knowledge. In this article, I will try to establish the distinction between knowledge and knowing. This is important discussion to know how to know and how to get knowledge. There are different forms of knowledge in the real world. Though they seem same or similar but there are different from each other.

**Keywords:** Intelligence; Knowledge; Knowing; Forms.

## 1. Introduction

Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject. Knowledge is the fact of knowing about something; general understanding or familiarity with a subject, place, situation etc. Knowledge is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education. It can refer to the theoretical or practical understanding of a subject. It can be implicit or explicit; it can be more or less formal or systematic. In philosophy, the study of knowledge is called epistemology; the philosopher Plato famously defined knowledge as "justified true belief." However, no single agreed upon definition of knowledge exists, though there are numerous theories to explain it. Knowledge acquisition involves complex cognitive processes: perception, communication, association and reasoning; while knowledge is also said to be related to the capacity of acknowledgment in human beings.

## 2. Intelligence and Knowledge

Intelligence is the capacity to acquire and apply knowledge; thinking and reasoning; ability to understand and use language. Psychometricians specialize in measuring psychological characteristics for intelligence and personality. By using patterns of test scores, they have found evidence for general intelligence as well as for specific abilities. Intelligence is an inferred process that humans use to explain the different degrees of adaptive success in people's behavior

- a) The mental abilities that enable one to adapt to, shape, or select one's environment
- b) The ability to judge, comprehend, and reason
- c) The ability to understand and deal with people, objects, and symbols
- d) The ability to act purposefully, think rationally, and deal effectively with the environment

Intelligence and Knowledge are often confused. Intelligence is gaining knowledge in my view. Knowledge is what we show in examinations when we just recall all the information learned. Intelligence is shown when we are in a situation, never before experienced, and we get a solution that is most of the time a result of deep thinking and quick decision. Intelligence is interpreted different also but it depends on the specific situation you are put in. Often you'll find people state that "Knowledge is acquired and intelligence is inborn (gifted)". However I disagree with this as both are reliant on varying situational variables. Still it can't be ignored that knowledge can be acquired however intelligence cannot. Intelligence is not only how you use the obtained knowledge but I think is something more. It's the ability that all people have that has brought as from the

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caves to civilization. Even if you don't know something, the observation of the situation or the phenomenon with the support of creativity and curiosity, can lead you to conclusions or decisions. So, you can learn something from this procedure and this is knowledge. Of course knowledge can be obtained from a million places, like other people, books, music, cinema etc. and every day is, more or less, contributing to that. Intelligence has been defined in many ways, including: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context. Intelligence is most often studied in humans but has also been observed in both non-human animals and in plants. Intelligence in machines is called artificial intelligence, which is commonly implemented in computer systems using programs and, sometimes, appropriate hardware.

### **3. Learning and Knowing**

When you compare these terms, it would probably refer to how the knowledge was gained. The idea of learning is that someone or something is passing on that information and you are taking it in. Knowing is not about the process of receiving it, but having actually received it and retaining it. In some cases it is used to indicate that you don't remember how you learned it. Almost like it was just always there. In Western thought there are two kinds of knowing. One kind of knowing is merely possessing information, particular on an action or skill. But, another kind of knowing is experience. So, you can read a book on how to repair your iPhone, but you haven't actually repaired one. Usually, in a situation like this, people will make sure that they are communicating that they do not have the experience, just the knowledge: "Do you know how to fix an iPhone?" "Well, I know what the steps are and what to do, but I have never actually done it." So, when someone asks, "Do you know HOW TO DO something?" they usually mean do you have experience, successful experience, doing that thing. But, in some cases, "knowing" merely means possessing the knowledge: "Do you know your password?" "I know all of the linking verbs in English." "He knows that eating at McDonalds every day is unhealthy." Learning is the process of gaining the knowledge, whether formally or informally. Like "knowledge" you can learn information by just memorizing it or you can learn a skill, which requires doing it. "I am learning HOW TO drive a car." indicates that the person is not just reading about driving a car, or having it described to them, but actually practicing in a car and driving around. "I am learning the important dates of Western Civilization." This is more about finding or receiving information and making mental or physical note of it. "I am learning that being a parent is much harder than I thought." "Learning from each other is imperative in a democratic society." "Learning is something we are always doing, whether in school or in life. And everyone is your teacher." Sometimes I rely on what

someone has taught me about God instead of coming to know Him and His ways for myself. And when what I've been taught is not the full truth about a matter, I tend to doubt God instead of doubting what I've learned about Him. For instance, I've heard preachers and teachers say that God will always speak to you and assure you in the midst of the storm. I have experienced that. But I also have experienced times that He doesn't. When I've gone through those times when I didn't hear God clearly through the storm, I wondered if God had abandoned me or if I had somehow done something to push Him away from me. I had to ask if He was mad at me and letting me suffer in my storm. But my issue was not that God had not acted according to His character. My problem was that He didn't act according to what I had believed He would do! My belief was wrong. God is always right. Sometimes, He wants you to remember that He is with you and that He is able to take care of everything. And He wants you to know it by faith in the midst of the storm without Him having to speak it to you. Sometimes He waits until the time of trouble is passed before I hear from Him. It's almost like He's silent when I need to hear from Him most and then when the calm returns I find that He was there all along; but He was silently watching and He was quietly active in my circumstances. I always wondered why He did that. But now I get it. In the Bible, when God said, "Do not fear," He also gave the reason the instruction was possible when He said "for I am with you." That's the answer to living a life out from under the control of fear. The ability to operate without fear is in the constant KNOWING that He is with me. If I have to depend on Him to tell me in the midst of every trial and every scary situation of my life, then I don't KNOW it and I will be afraid. But if I truly KNOW it, then He won't have to remind me of it every time a problem arises. And I will never fear if I constantly know and never doubt that He is with me. You don't come to know something in a way that you will never doubt it by having someone tell you over and over again. It's not something you can just "learn" by hearing it. You come to know something with assurance when you experience it over and over again. And when you experience something over and over again you will know that it is truth in a way that you will never doubt it, no matter how hard times get. When God does not tell me or show me where He is working it's because He wants me to KNOW that He is working without me having to be reminded of it every time I face a crisis! I am going to have more troubled times in the future and those times will require an ever maturing faith. God's silence is for a noble purpose. It is to grow me spiritually and to prepare me to be of greater Kingdom use. For over a decade, we have been working with faculty, staff, and administrators from colleges and universities to translate evidence into improved student learning. We are not higher education researchers but are, in fact, college teachers from different areas who are interested in improving student learning. Our success is mixed, at best. Early on, we assumed that evidence from well-designed research on the practices, conditions, and pedagogies that promote student learning would convince faculty to revise and improve their teaching. This turned out to be wrong. At most of the colleges and universities we worked with, evidence of how variations in students' learning

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environments drove changes in their learning had almost no impact on its own without years-long work at the institution to embed this knowledge in institutional governance and faculty development programs. It's often been said that wisdom is the art of knowing that you are not wise. The great philosopher Socrates famously denied being wise more than two thousand years ago, and since then, we have taken him at his word. There is a truth there, but that definition isn't very helpful. I mean, I'm all for respecting uncertainty, doubting oneself, and realizing the limitations of my mind, but I think we can do better. Maybe even take a few steps forward. More importantly, I think we can create our own definition that separates it from just mere intelligence and then use that definition to illustrate why the distinction matters and how we can practically engage it in everyday life.

### **4. Knowing and Intelligence**

“Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength, mastering yourself is true power.” ~Lao Tzu. Happily married people really know each other. A good mother knows her son. Astute teachers know their students. This knowledge is powerful. Insight into another human being provides the knower with a remarkable ability to meet needs, heal heartache, be emotionally supportive and above all, provide a prescript and targeted kind of love. Getting to know yourself begins and ends with personal introspection. Understanding what makes you tick, what makes you happy or sad, discovering your fears and assessing how you truly feel about yourself is a journey requiring time, effort and courage. There are myriads of excellent self-assessment tools that can assist you in navigating the path of objectively assessing who you really are. The best thing you can do for others is to understand who you are and allow that to be the foundation for all of your interactions. Because the only thing you can do is interact with them based on who you are and not who they want you to be. You can teach them how to love and nurture the real you. Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power. Humans are creatures ruled by emotion. That's why emotional intelligence--the ability to identify, understand, and manage emotions--is so important. Emotional intelligence helps us to better understand ourselves, and others. It can help us make better decisions, the kind that are in harmony with our true beliefs and values. Used the right way, it can make you a better employee, better partner, better parent, better friend. You don't just feel, you think about what you're feeling and strive to understand why. (You do the same thing with your colleagues, friends, and family members.) Doing so helps you to understand the role emotions play in your own and others' behavior. You know that emotions and feelings are temporary, and that making impulsive decisions leads to regrets. That's why you take time to pause before speaking or acting, especially when you recognize you're in an emotionally charged moment. You can't always control your feelings: outside stimuli can cause you to feel happy or sad, angry or content. But

you realize that you can influence how those feelings develop--by focusing your thoughts. As the old saying goes: You can't stop a bird from landing on your head, but you can keep it from building a nest. No one can perfectly manage their emotions. Show me an "expert" in emotional intelligence, and I'll show you someone who loses their temper or makes major mistakes under certain circumstances. But you work hard to learn from those mistakes--to study your own behavior, identify your triggers, and build habits that will help you handle those situations better the next time. However, the logical/rational mind gives us critical analysis and judgement and can only give us back variations of the data that we have already given it. Economists, lawyers, scientists, politicians, and so on, who do much of the talking in our society, use truth, logic and argument for finding 'truth', but not for 'creating value', and as such, this creates a huge defect in our thinking as many of the problems we face in our society today are recreated in a cyclical way. Most regular people also use the 'lower mind', as it's sometimes known, to discover their 'truth' through logic, backstory (memory with psychological influences) and applied learning (training, application, diversify, repeat), and the results are similarly restrictive. In 1967, Edward de Bono coined the phrase 'lateral thinking' to mean a creative way to problem-solve not using a linear step-by-step implementation. While lateral thinking is an improvement on rigid analysis and judgement, and works to 'create value', it is still a form of thinking and relies upon the process of thought to arrive at a judgement. Getting the 'mind out of the way' means to have good mental discipline. Unless we control the lower mind, it will act like an unruly puppy that runs all over your house and pees on your furniture. The lower mind needs discipline. It needs to be taught how to be silent until called upon. Mental discipline can take the form of any type of meditation (clearing the mind, mantras, guided meditation, walking meditation, dancing meditation), or reading, physical exercise, yoga, knitting, listening to music; any activity that silences the 'monkey mind' chattering in your head. In shamanism, the practitioner often drums or rattles to give the lower mind something to latch onto leaving the higher awareness free to journey to other worlds and realities. Once the mind is silent or occupied, we then can invite the 'silent observer' or 'quiet awareness' to come to the fore and be present. This level of awareness or perception simply observes and has no judgment for what it sees. Things just 'are'. Practicing these steps brings about proficiency. Next, increasing the light quotient in the body means consciously to raise the level of awareness from 'low grade awareness' to 'higher grade awareness'. Effectively, this means to increase compassion in the self for all beings, but it can be charted on a spectrum quite easily, as the compassion increases. So, how do we ask this level of consciousness questions and know it's telling the truth and how do we test it? Doubt and testing using logic are lower mind pursuits but they can help, especially in the early stages, to test everything, including supposed higher levels of consciousness. The key is to feel for what we 'know', not to ask for what we 'think'. Using the 'know-not-think' model, we can ask ourselves what is it that we do know, so that we can get a 'feel' for what that 'knowing' feels like, so that we will

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recognize it when we feel it again. For example, asking, ‘Am I doing the job I was meant to do in this lifetime at this time?’ and feeling for a yes or no in your body will get you in touch with the divine wisdom in your body and help you to learn how to recognize it when it speaks to you. Asking many different questions using this same method will help you to build a relationship with your higher self that will help you to make the communication process much faster, more efficient and reliable. Transcending into a whole new capacity for awareness, moving out of ‘lower mind’ thinking into ‘higher mind’ awareness (or knowing) is the key to our evolution as a species and is, critically, available to all of us who have cleared the ‘mind, ego, wounds’ congestion from their systems, at this time. Once we are proficient in this work, we can then see the merging of our true selves with this divine consciousness that is alive everywhere in our universe. Living, breathing and being in that consciousness, as it loves and honors reciprocally with us, is a truly loving state within which to exist. I would finally like to invite you all to consider moving out of lower mind thinking and into higher mind knowing on a permanent basis. There is bliss being in our true selves, operating as we were designed to do; as divine beings absorbing into our cells the love being sung to us in every moment by the loving universe around and within us, of which we are all indelible and vital aspects living out that Truth here in the world.

### **5. Explicit and Tacit Knowledge**

Explicit knowledge: knowledge codified and digitized in books, documents, reports, memos, etc.

Tacit knowledge: knowledge embedded in the human mind through experience and jobs

Tacit and explicit knowledge have been expressed in terms of knowing-how and knowing-that, respectively

Understanding what knowledge is makes it easier to understand that knowledge hoarding is basic to human nature.

Knowledge as an Attribute of Expertise

- a) An expert in a specialized area masters the requisite knowledge
- b) The unique performance of a knowledgeable expert is clearly noticeable in decision-making quality
- c) Knowledgeable experts are more selective in the information they acquire
- d) Experts are beneficiaries of the knowledge that comes from experience

### **6. Knowledge vs knowing**

Knowledge is external, something to be acquired. Knowing is internal, something to be experienced. Knowledge may be transformed to knowing. Knowing can be used to create knowledge. Knowledge may

educate. Knowing can inspire. Knowledge is finite. Knowing is infinite. I hear (and respect) the points of view that arise from ancient thoughts from the Indian subcontinent. But the question itself is a fundamental of “the philosophy of science.” In the purest sense knowing arises from repeatability and failure to falsify. So knowledge consists of that knowing, but (thank you, dear English language, for having so many variations of meaning in your most important words) can include carnal knowing, deductive knowing (I just know what he’s going to say next), inductive knowing (I can tell by the look on his face that he’s confused), and observational knowing. Formally, knowledge is expressed as proposition usually in the Form: That P(x). Knowledge is that guy or that girl you think you know. But you know you really don’t and you cannot ever get to know them completely, unless you’re married and intimate for a number of years. That’s when you really get to know someone. It’s the same with any proposition I know this or that. What you know is this or that (x). Most knowledge comes from art or skill and experience thereof. So one can say, I know how to sing. Or I know how to paint. We know how to do many great and wonderful things. But before you know anything at all, you have to gain the right attitude towards learning. That is called the power or attitude to know. Your power to know is innate. You are born with it. But you’re born knowing nothing at all. So you must acquire it, but to inquire it takes the cognitive attitude and your emotions must be kept in check. And your musings too. For you must concentrate and focus on the value of learning first and foremost. More and more I am reminded that there is a big difference between “knowledge” and “knowing.” There is a major difference between reading a book and “living” the book. Another common misnomer is that “knowledge is power.” Once again, untrue. Knowledge is nothing more than organized information—organized information will do nothing for you in and of itself. How many know what to do and yet...they don’t do anything with what they know? Knowledge is an intellectual process—Knowing is a spiritual/emotional process. Knowledge comes from acquiring information—Knowing comes from ownership. Religion is not knowledge, it is knowing. Knowledge is of the mind, knowing is of the being, and the difference and the distance, is tremendously vast. The difference is not only quantitative, it is also qualitative. Knowledge and knowing – they are as different as heaven and hell, earth and the sky, so the first thing to understand is the difference between knowledge and knowing. Knowledge is never of the present, it is always of the past. The moment you say you know it is already a dead thing, it has already left its marks on the memory, it is like dust clinging to you. You have already moved away from that. Knowing is always immediate, knowing is here and now. You cannot say anything about it, you can only be it. The moment you speak of it, even knowing becomes knowledge; that’s why all those who have known, they say it cannot be said. The moment you speak of it the very nature of it changes; it has become knowledge. It is no more the beautiful alive phenomenon of knowing. The difference between the Fact based knowledge (left brain, reductionist, positivistic, empirical, analytical) and the interpretive ways of knowing (connected, comes from experience,

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is felt in the body- even at the cellular level, right brain, intuitive, spiritual, includes the cosmos and nature) An overview of the western empirical paradigm of “knowledge” (information) vs interpretative and more spiritually connected ways of “knowing”. A comparison of Eastern and Western models of “knowledge and knowing” and how these translate into different models of learning. Knowledge is finite. It is the facts of life: a butterfly has two wings; Earth is round; the sky is blue. Knowledge has defined edges, beginnings and endings, a specific this is it; it is information the mind grasps in completeness... until it doesn't; for our understanding of things evolves. One day we live in a geocentric solar system, and then the next day it is the sun, not the Earth, the planets revolve around. One day our knowledge informs us that we must spank children. The next day this is considered cruel. Like a monkey, we swing from one narrow vine of knowledge to the next, holding on until we have the desire or courage to release our familiar grip and reach new understanding. While knowledge is definite, and it, knowing is fluid, aning. It is here and there and everywhere all at once, rather than in the confines of our limited personal mind. Like the wind, it blows through us unexpectedly and without us having any clear sense of its source, its cause. A sudden gale of insight, gust of creativity, blast of concern that in no way can be made sense of by the facts of life. Mysteriously, this inexhaustible universal knowing mind exhales itself through us and is then gone, leaving perhaps only a chill, a resonance, a trace, a reminder of its presence.

### **7. Forms of Knowledge**

Knowledge, (for example fact, description, or information), is awareness or understanding of something. Knowledge can be gained through experience or learning, perceiving, or discovering something. It practical or theoretical understanding of a particular subject. There has always been a debate about what are the different types of knowledge. This debate can last for centuries because knowledge is absolutely philosophical and everyone has a different opinion about what knowledge is. Read this article further and learn about the different types of knowledge existing out there.

### **8. Posteriori knowledge**

The term “posteriori” is a Latin term which means “from which comes after”. Therefore, posteriori knowledge refers to “what comes after experience”. In simple words, posteriori knowledge is a knowledge which is derived from practical experiences. The term “Posteriori” is applied to information which is developed with direct observations unlike mathematics or logical processes which don't require empirical evidence.

### **9. Prior knowledge**

The term “priori” is a Latin term which means “from before”. Unlike posteriori knowledge, a priori knowledge is deduced from first principles. Therefore a priori knowledge is the assumptions that come before all the arguments, analysis or assessment.

For example, if you know that there are 10 boys and 15 girls in a classroom, this priori knowledge will help you to select a team of 2 boys and 2 girls from the class. A priori knowledge is commonly used in areas like logical thinking, mathematics, physics, and thought experiments. In the science field, scientific theories are developed and proved using priori evidence.

### **10. Dispersed knowledge**

Dispersed knowledge has no reliable source of truth. It is a condition where information about a matter is divided amongst many sources. Let’s understand this type of knowledge with an Indian old folktale in which a few blind people describe an elephant by touching the different part of the animal, thus, reach significantly different conclusions. This type of knowledge commonly exists in the financial market because of its fast-moving nature. Different people concerned with a company have different knowledge about the company. For example, a banker may know about the financial condition of the company, whereas an insider may have knowledge about the company’s recent deals and a customer of the company may notice the decline in the company’s service.

### **11. Domain knowledge**

This type of knowledge is related to a specific field. The term “domain” is used for a particular area and domain knowledge is ability, information, or understanding about a specific field, subject, profession, topic, or activity. This term is mostly used to describe an expert’s expertise in a particular area. The term “domain knowledge” can’t be used for subjects like mathematics and physics, because these subjects have applicability in a wide variety of problems. Therefore, domain knowledge has significance within that particular area and it is useless outside. For example, expertise in a software language or skills involved in running fast.

### **12. Empirical knowledge**

This type of knowledge is attained from qualitative or quantitative observations, experiments, or measurements. The term empirical is derived from the Greek word “Empeiria”. The meaning of “Empeiria” is experience in the Greek language. Empirical information can be used to verify the truth or to prove the falsity of an argument. Empirical knowledge, empirical evidence, also known as sense experience, is the knowledge or source of knowledge acquired by means of the senses, particularly by observation and experimentation. The term empirical knowledge is problematic. It refers to ‘awareness of facts of

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experience.’ Let us use the term ‘information’ or ‘fact’ to refer to what we may experience through sensations of sight sound et cetera. To have knowledge is to go beyond the facts and learn their meaning: why the facts are what they are rather than otherwise. One is aware of the facts, but has no knowledge, until he understands why the facts are what they are rather than being otherwise. Add understanding to awareness to get knowledge. For example, the sensation that the apple falls to the ground is just a fact. It has no meaning as such. But suppose that Newton figures out why the apple falls to the ground rather than towards the open sky, and why the apple falls rather than not falling. Then Newton adds meaning to the simple isolated fact of a single apple falling, and turns that into knowledge such that it is now true for all apples at all times and all places and forms and shapes. Newton adds the meanings generally that anything that has mass falls: not just an apple, but anything that has mass falls and falls according to definite laws of falling (gravitation). The goat that feels the sensation of the apple falling on its back has no knowledge. A sick person who has a disease has no ‘empirical’ knowledge of his disease: he has no idea why it occurs rather than not occur and what will cure it or worsen or complicate it. So experience plus understanding is knowledge. But it is absolutely important to see that no knowledge is possible without the facts in the first place.

### **13. Encoded knowledge**

Encoded knowledge also called collective explicit knowledge. This type of knowledge is conveyed by symbols and signs, like books, documents, manuals, notes, and codes of practice. This knowledge is helpful to produce an incorporated and predictable pattern of output and behavior in an organization. Encoded knowledge (collective-explicit) is fully explicit and conveyed by signs and symbols, such as books, manuals and codes of practice (Blackler, 1995). Electronically encoded and transmitted information has also been added to the traditional forms of encoded knowledge. It tends to generate a unified and predictable pattern of behavior and output in organizations. Zuboff's (1988) analysis of the 'in formatting' power of information technologies explores the significance of this point for organizations: information encoded by de-contextualized, abstract symbols is inevitably highly selective in the representations/meaning it can convey. Brown & Duguid's (1991) account of efforts to develop Xerox as a learning organization provides an example of how the development of each of these different forms of knowledge may contribute to organizational learning. Brown pointed to the advantages for a company like Xerox of undertaking new product development in close association with potential customers. He identified the relevance of the embedded knowledge of Xerox's customers for an understanding of their reactions to new office machinery. He illustrated how design engineers at Xerox learned from ethnographic studies of how people interact with machines i.e. from studies of the ways in which encoded knowledge interacts with, and may disrupt,

embodied knowledge and he emphasized too how studies of communications between engineers in Xerox have revealed how essential dialogue is between them to increase their effectiveness in solving problems.

#### **14. Explicit knowledge**

Explicit knowledge also referred to as expressive knowledge. This type of knowledge can be easily expressed, organized, and verbalized. It is put into words in a natural language like English, German, and French etc. Therefore, it is easy to access and transmit to others. The information obtained from documents, encyclopedia, how-to-videos, or procedures is the best example of explicit knowledge. Explicit knowledge (knowing-that): knowledge codified and digitized in books, documents, reports, memos, etc. Documented information that can facilitate action. Knowledge what is easily identified, articulated, shared and employed. This type of knowledge is formalized and codified, and is sometimes referred to as know-what (Brown & Duguid 1998). It is therefore fairly easy to identify, store, and retrieve (Wellman 2009). This is the type of knowledge most easily handled by KMS, which are very effective at facilitating the storage, retrieval, and modification of documents and texts. From a managerial perspective, the greatest challenge with explicit knowledge is similar to information. It involves ensuring that people have access to what they need; that important knowledge is stored; and that the knowledge is reviewed, updated, or discarded. Many theoreticians regard explicit knowledge as being less important (e.g. Brown & Duguid 1991, Cook & Brown 1999, Bukowitz & Williams 1999, etc.). It is considered simpler in nature and cannot contain the rich experience based know-how that can generate lasting competitive advantage. Although this is changing to some limited degree, KM initiatives driven by technology have often had the flaw of focusing almost exclusively on this type of knowledge. As discussed previously, in fields such as IT there is often a lack of a more sophisticated definition. This has therefore created many products labeled as KM systems, which in actual fact are/were nothing more than information and explicit knowledge management software.

#### **15. Known Unknowns**

Known unknowns' type of knowledge is that type of knowledge that you know but you don't know yet. This type of knowledge is very beneficial for someone because having the awareness that you don't know something gives an opportunity to research and enhance. The things that one doesn't know help one to make effective decisions because such things represent uncertainties and risks. For example, an investment made on the purchase of stocks of a company with the knowledge that it may lead to disappointment in the future. When scientists discover a new plant and don't know if it has water on it or not is another example of known unknowns. However, there are certain things that one doesn't know even exist. This type of knowledge is named as "unknown unknown". This type of knowledge is difficult to include in decision making.

## **16. Tacit knowledge**

This type of knowledge is difficult to articulate, explain or attain, such as mastering to play a musical instrument or solving puzzles. It is also associated with unique experiences which allows selective people to achieve mastery in a particular art. Emotional intelligence is the best example of tacit knowledge because it comes naturally to some people to use emotions to achieve results. Other than that intuition, strategy, problem-solving, and decision making are kind of tacit knowledge. Some people are naturally good at them. Tacit knowledge (as opposed to formal, codified or explicit knowledge) is the kind of knowledge that is difficult to transfer to another person by means of writing it down or verbalizing it. For example, that London is in the United Kingdom is a piece of explicit knowledge that can be written down, transmitted, and understood by a recipient. However, the ability to speak a language, ride a bicycle, knead dough, play a musical instrument, or design and use complex equipment requires all sorts of knowledge that is not always known explicitly, even by expert practitioners, and which is difficult or impossible to explicitly transfer to other people. Tacit knowledge is knowledge that is hard to quantify or pass from one person to another through verbal or written communication. Tacit knowledge includes skills like speaking a language, playing a music instrument or carving a figurine out of a piece of wood, along with basic life skills such as facial recognition. Tacit knowledge differs from explicit knowledge, which is easy to pass onto other people, such as who the lead singer of Queen is, or who invented the printing press. While the transfer of explicit knowledge can be conducted quickly and impersonally, tacit knowledge generally requires long periods of personal contact, unchartered or unique teaching processes and extensive self-improvement and reflection. Shared experience is important to the transfer of tacit knowledge – a good example would be guitar tuition. In business, a core part of apprenticeships is the transfer of tacit knowledge between an expert and an apprentice. Mentoring will also typically involve tacit knowledge transfer. According to Parsaye and Chigwell (1988), there are three main approaches to acquiring tacit knowledge – interviewing experts, learning by being told and learning by observation.

## **17. Conclusion**

It is said that “Knowledge is Power”. This quote has variety shades of application and holds good in several contexts. Knowledge has enabled us make all the advancements in the science and technology spheres that we have been able to achieve. It has made us far more capable, superior and sophisticated beings on this earth. Knowledge is the primary factor that clearly distinguishes the human race from the animals. Human has the power to judge situations, decide between what is good and what is bad and make decisions voluntarily. It is important that we make the best use of the gift of knowledge so that we achieve great feats and heights in every domain of our life.

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