







organisational culture factors are addressed to ensure success.

## 5 Conclusion

The results from the study suggest that the transfer of tacit knowledge transfer in higher education institutions is often hampered by culture (personal and organisational), inadequate communication, lack of resources, lack of peer trust, job insecurity, lack of leadership, organisational politics, lack of avenues for informal interactions and work overload. On the other hand, the enablers constitute the cultivation of a sharing culture, encouraging open communication, providing adequate resources, encouraging documentation, promoting openness and trust, providing job security, senior management commitment, providing incentives, introducing technology and providing more avenues for informal interactions.

This study contributes to the literature by providing a more integrative view of various tacit knowledge transfer enablers and barriers; as both driven by individuals (academics) and the expectations of workplaces (universities). For greater transfer of tacit knowledge, universities need to create conditions that strengthen the enablers and suppress the barriers. It is crucial that universities acknowledge the value of their intellectual capital and develop channels that allow the transfer of tacit knowledge.

As can be expected, the study has its limitations. The sample consists of academics from universities i.e. higher education sector. Hence, the findings of this study may not be generalisable across other industries and sectors. In addition, as the findings pertain to only Australian universities, the results may be valid in developed countries but may not be generalisable to developing countries with a different culture. However, this explorative study paints a picture of the reality from the ground.

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