

## التعلم التنظيمي وإدارة المعرفة في سياق الإدارة الإستراتيجية

**Organizational Learning and Knowledge Management in Strategic Management Context**

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تقدم الأدبيات معرفة واسعة حول التعلم التنظيمي وإدارة المعرفة والتحقيق في طبيعتها ومشاكلها وممارساتها فيما يخص للمؤسسات ، ومن المهم بشكل خاص تعزيز ثقافة التعلم وإدارتها من أجل السعي أو التفوق بالأعمال. مع ذلك لم يتم التحقيق في مثل هذا التعلم والإدارة فيما يتعلق بسياق الإدارة الإستراتيجية ، والذي يشكل نطاق الدراسة الحالية لذلك سنتناقش هذه الدراسة القضايا المتعلقة بدور التعلم التنظيمي وإدارة المعرفة في سياق الإدارة الاستراتيجية واستكشاف مزاياها ، وإظهار مواقف العلماء حول هذه الموضوعات. كما أن الاستنتاجات الرئيسية للدراسة تشمل التأكيد على ضرورة فهم الفرق بين المعلومات المعرفية للإستفادة بشكل أفضل من تطبيق التعلم التنظيمي وإدارة المعرفة كذلك.

## ***Abstract***

*The literature offers vast knowledge on organizational learning (OL) and knowledge management (KM), investigating its nature, problems and practices. For organizations, it is particularly important to promote and manage the learning culture in order to strive or excel in business. Nonetheless, such learning and management has not been investigated in relation to a strategic management context, which forms the scope of the current study. Therefore, the study will discuss issues concerning the role of OL and KM in strategic management context, explore their advantages, and demonstrate the stances of scholars on these topics. The main conclusions of the study include emphasising on the necessity of understand the difference between knowledge information to better utilize OL and KM. Implications of the study are provided as well.*

**Keywords:** *Organizational learning; knowledge management; strategic management; communication and Information Technology.*

## **1- Introduction**

The world of business is getting ever harder and more competitive for organizations to succeed or even survive. As such, organizations must employ practices, policies, and strategies to achieve goals such as growth (Bratianu, Stanescu, & Mocanu, 2021; Kordab, Raudeliūnienė, & Meidutė-Kavaliauskienė, 2020). Organizations can use their core competencies to both specialize and differentiate themselves from their competitors. Core competencies include knowing that the organization holds in both intellectual property and the knowledge that exists in their employees, where it goes on further to suggest that information or knowledge is a commodity. Institutions that invest in their core competencies, such as that of knowledge, should properly nurture and analyze this with relation to utilizing it as a strategy. Examples of organizations with knowledge and information as a core competency include the likes of Intel, AMD, Apple Inc, and other blue-chip organizations. The current study will attempt to answer the following questions:

- *How organizational learning and knowledge management can exist concerning strategic management?*

- *What are the advantages and disadvantages of organizational learning and knowledge management?*
- *What point of views exist in the literature concerning learning and knowledge management?*

## **2- The Research Methodology**

The article used Content analysis which is a research method used in scientific research with the aim of providing an objective description of the phenomenon being studied. Encoding and interpreting it in the form of textual materials, and it can also be defined as: an analysis used for the purpose of knowing the meaning and impact of something, such as the press, television, or communications, through the development of studies that can evaluate the results of the content. The characteristics that characterize content analysis in scientific research, including (Karen M. Spens, Gyöngyi Kov, 2006):

- Content analysis is primarily a scientific method. It is not a journalistic or rhetorical method. Content analysis works on studying the content of the content, which contributes to setting laws that clarify the relationships between the phenomena under study.
- Content analysis in scientific research is one of the objective methods, in the sense that it enables the scientific researcher to look at the subject as it is without prejudices or preconceived tendencies, unlike, for example, personal analyses that are flawed by the researcher's personal orientations and biases, so objectivity is one of the most important points that Distinguishing content analysis in scientific research.
- Content analysis is a descriptive method, as it does not interfere with the subject, tools and measurement, but does not go beyond describing the topic under study in the sense that it does not go beyond determining the meaning of the phenomenon as it is in reality.
- Content analysis in scientific research depends on collecting information, with the aim of using it in studying the content, which enables the scientific researcher to make a comparison between the different samples.

- Content analysis deals with the study of the material as an apparent study. This method does not delve into the study of ideas and reasons, and does not address the aims and objectives of the text, but rather merely analyses the apparent content.

There are a set of steps that the scientific researcher must follow when analysing the content in the scientific research, and these steps are:

- Choosing the sources: The first thing that the scientific researcher should do is to select the sample of the sources by defining the research community under study.
- Determining the time period: where the scientific researcher should choose the time period in which he will conduct the research, and it is called the time sample.
- Selecting a sample of units: where the scientific researcher must determine the basic outlines of the research.
- Determining how to achieve the objectives: This is the main step, as the researcher determine the means, he/she will use to collect data and information that he will use in scientific research.
- Selection of the basic sample in the content analysis.
- Arranging and classifying the information and data collected by the scientific researcher from the different samples.
- Finally, do data analysis.

### **3- Organizational Learning and Knowledge Management**

Numerous authors have attempted to define what precisely organizational learning and knowledge management is, such as Lopes and Fernandes (2021), Sathishkumar and Karthikeyan (2017), Kordab, Raudeliūnienė and Meidutė-Kavaliauskienė (2020), AbdalkarimAlzuod and Majali (2021), and Rehman, Poulouva, Yasmin, Haider and Jabeen (2021). It suggested that knowledge management as a strategy allows organizations to implement an environment where people can share knowledge to best aid the organization concerning utilizing knowledge as a resource. It does not necessarily mean that all knowledge is beneficial to an organization. It must focus on, but in fact, an organization should utilize knowledge management by deciding what is valuable and what gains can be accomplished by

focusing on it. A **strategy, knowledge management**, is designed to focus on the future rather than "the here and now, by concentrating on the end," organizations can aid in understanding how they can grow. Thus, it attempts to leave them in a new and more vital position than it previously was in (Vorobyov, Pozdeev, Kruglova, Nogovitsyna, & Tokareva, 2019).

Academics such as Antunes and Pinheiro (2020) and Atan (2021) conclude that if an **organization's strategic management** is not able to define clearly and firmly control tools such as organizational learning and knowledge management, then this cannot promote accurate knowledge management Information Technology - Information and Knowledge Management; New Information and Knowledge Management Study Findings Recently Were Reported by Researchers at University of Naples Federico II (Knowledge Management in Startups Systematic Literature Review, 2017).

Antunes and Pinheiro (2020: 143) point out to "a small mystery" related to the connection between organizational learning and knowledge management. These two schools of thought are now becoming more regularly associated with the business. AbdalkarimAlzuod and Majali (2021) bringing to attention knowledge and the culture associated with it can significantly aid in an organization's competitive advantage. Furthermore, AbdalkarimAlzuod and Majali's (2021) report suggest that frameworks are putting in place to implement Organizational Learning (OL) and Knowledge Management (KM). These include the decision execution cycle, which is done to comprehend and create a clear path related to visualizing the processes; it suggested that the decision execution cycle consists of "planning, acting, monitoring and evaluating behavior" (Antunes & Pinheiro, 2020).

Idris, Nita, and Godwin (2015) state that there is a need to develop the knowledge culture in organizations, as highlighted by AbdalkarimAlzuod and Majali (2021). Researchers suggest that knowledge management might already exist within an organization but just under a different banner of "customer relationship management," which has the objective of utilizing knowledge by way of sharing and distributing. In today's world, organizations are trying to promote so-called corporate cultures linked with some strategic goal (Caruso, 2017). However, organizations can struggle to implement the link between OL and KM because the existing can manage the knowledge. As such, the assets associated with learning are not fully utilized (Antunes & Pinheiro, 2020).

It is widely suggested that the benefits OL and KM as an asset will suffer if it is improperly managed and understood (e.g. AbdalkarimAlzuod & Majali, 2021; Harlow, 2015; Kordab, Raudeliūnienė, & Meidutė-Kavaliauskienė, 2020; Lopes & Fernandes, 2021; Rehman, Poulouva, Yasmin, Haider, & Jabeen, 2021; Sathishkumar & Karthikeyan, 2017).

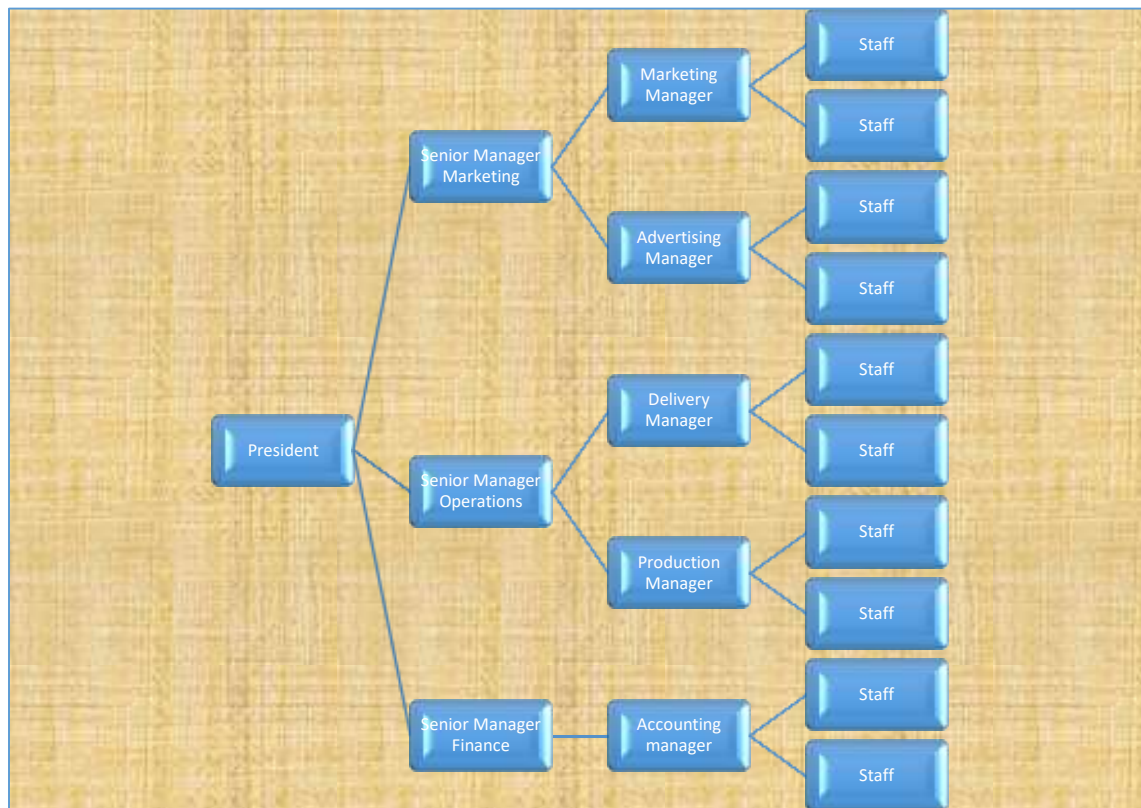
Caruso (2017) puts forward that managers should focus on three distinct areas when introducing organizational learning and knowledge management to an organization to make "knowledge" a competitive advantage. In essence, implementing such a task involves co-operation between all facets of an organization from its way of using things and culture. It is well how interaction

exists with employee relations (Atan, 2021; Buheji & Al-Zayer, 2010). It has been pointed out that large organizations that cannot rapidly change their corporate strategies, like "Oil Tankers," can see an analogy of this (Ahmad, Lodhi, Zaman, & Naseem, 2017; Wethyavivorn & Teerajetgul, 2020). Due to the size of oil tankers, they cannot speed up or slow down and change direction because their mass is so large. On the other hand, SMEs can benefit because size is not a restricting factor (Abraham, 2021). As such, existing corporate cultures and direction can be more accessible because cultures such as large organizations can be a slave to their heritage.

#### 4- Knowledge Management

Management hierarchies can exhibit different forms of structure and have additional benefits. However, a typical paper of organizational structure that can be significantly seen in larger SMEs and large corporations considers the more traditional style of one that follows a chain of command, as seen below.

**Figure 1 Organizational Structure**



Although this creates significant benefits, such as allowing each section with its boundary to specialize with relation to its focus, there are limitations within an organization by how knowledge has to flow through metaphorical walls (Atan, 2021). Therefore, it suggested that the first stage of implementing OL and KM exists with the implementation of knowledge workers. These workers can negate the boundaries with relation to the invisible walls that are created from the cross-functional barriers, both horizontally and vertically (AbdalkarimAlzuod & Majali, 2021; Kordab, Raudeliūnienė, & Meidutė-Kavaliauskienė, 2020). These dedicated members ultimately allow the creation of a knowledgeable team. As such, knowledge members situate themselves in each structure segment to enable them to interact where they might have previously hampered interaction due to barriers.

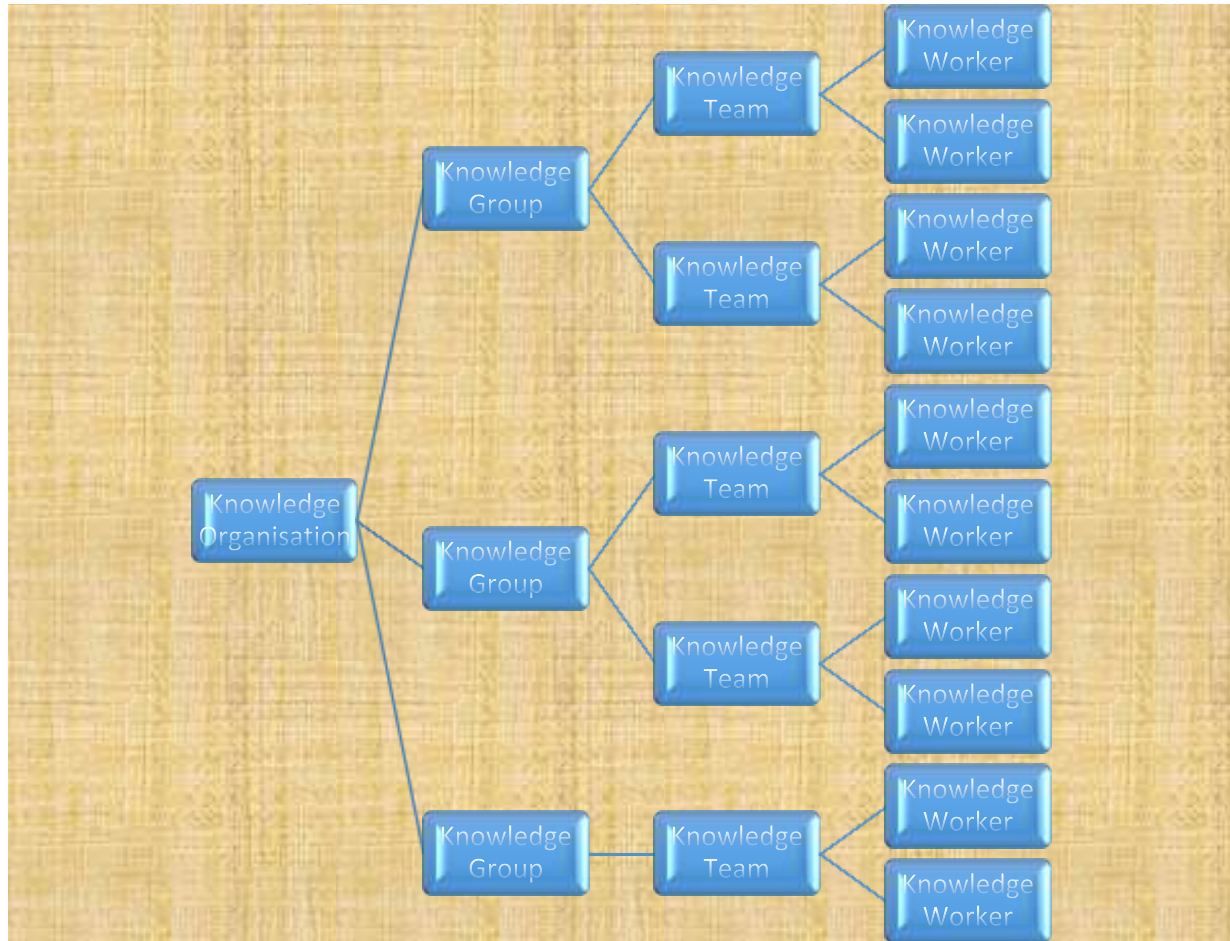
Battistella, Cicero and Preghenella (2021) suggest that although this theory is simple, it becomes somewhat limited in practical terms because the influence they hold is slightly lacking. So, in essence, this must be expanded to include the whole organization as one, and as such, it must become a part of the knowledge culture. The figure below shows that embracing a knowledge-based organization in all aspects goes from a traditional organization management hierarchy to one of a knowledge-based management hierarchy (Wang & Yang, 2016).

In addition, it suggested that employees who work within the knowledge team should exhibit certain traits such as having a wide range of experience concerning their background. However, this might include educational background and interacting easily with others (Bratianu, Stanescu, & Mocanu, 2021; Meliha et al., 2017). It has also been pointed out that large organizations can be accountable to stakeholders; such resistance to implementing a strategy of a knowledge-based organization will be somewhat limited because this can be intertwined with existing hierarchies of management (AbdalkarimAlzuod & Majali, 2021).

On the other hand, one point that has to be highlighted is "that organization members with substantial learning inertia will undermine the organization's commitment to learning" (Ballantine, Guo, & Larres, 2018). In addition, it is also highlighted that the more significant the experience with relation to **organizational learning** than the more significant the benefit that the **organization gains** (Soltani, Zareie, Rajabiun, & Fashami, 2020).

Research suggests that an organization that has decided to change or has its operations concerning a knowledge-based environment; must not utilize organizational learning as much as focusing on this knowledge as its core competencies (Chinowsky & Carrillo, 2007; Wethyavivorn & Teerajetgul, 2020). As such, the developments have to focus on specific areas such as "database systems, intranet and other distributed systems that allow individuals to access data when it is required." It also suggested that it would like to concentrate on learning. However, this does not necessarily move the organization forward compared to "gain knowledge and update processes for **improvement**" (Improving organizational learning some key development factors, 2020; Atan, 2021; Buheji & Al-Zayer, 2010).

**Figure 2 Knowledge Organization Structure**



Reference 1 (Kordab, Raudeliūnienė, & Meidutė-Kavaliauskienė, 2020)

## 5- Organizational learning

Organizational learning can be summarised by the way humans learn as children by quickly assimilating data and knowledge to the foreign environments they encounter. Olsen, Glad and Filstad (2018) highlight that this can be utilized with **relation to the work environment** by how colleagues negate obstacles by using their ability to **learn** to overcome them. It is suggested that organizations will tailor the **learning approach** that will best suit them (Ballantine, Guo, & Larres, 2018). AbdalkarimAlzuod and Majali (2021) and Usman, Naveed, Iqbal, Mustafa and Anwar (2020) propose varied perspectives on learning, and ultimately **businesses** should understand that "**learning and organizing**" are sensible and, as such, should promote an appreciation of it. On the other side, Rehman, Poulouva, Yasmin, Haider and Jabeen (2021) and Centobelli, Cerchione and Esposito (2017) suggest that learning is in fact the **possession**, understanding and execution of new knowledge. Furthermore,



Abraham (2021) states that it is attainment, diffusion, explanation, and build-up of new **knowledge** but Kordab et al. (2020: \*\*\*\*) put it simply as the "**acquisition, sharing and storage**".

However, Kordab et al. (2020) agree with other researchers that three principles should exist concerning organizations learning ability and how it can benefit them; they suggest that these are **knowledge inertia, organizational learning, and organizational innovation**. It's recommended that organizations should utilize organizational learning by transforming itself comprehensively. These motivating factors are changed, and as numerous papers that have stood an analysis of how it can be possible include (AbdalkarimAlzuod & Majali, 2021; Saadat & Saadat, 2016; Sathishkumar & Karthikeyan, 2017). It is suggested that implementation of knowledge workers is a contributing factor to successful drivers concerning organizational learning (Saadat & Saadat, 2016; Wang & Yang, 2016). Furthermore, although organizational learning has been around for some time and it has been significantly aided by the influence of "learning, KM an organization system (Saadat & Saadat, 2016; Wang & Yang, 2016).

## 6- Framework Models

It has been suggested earlier that organizations that attempt to implement knowledge management within their strategic goals must do so by **implementing knowledge culture** by the recommendation of knowledge teams (Mahadevan, 2017; Tian, Deng, Zhang, & Salmador, 2018).

### 6-1- KM Maturity (STEPS) Model

Chinowsky and Carrillo (2007) have shown that models can be applied with **relation to OL and KM** to assess where an organization currently stands and its maturity. Researchers suggest that a five-stage "**STEPS model**," as seen below, can aid organizations in developing and implementing KM into their culture (e.g. Ahmad, Lodhi, Zaman, & Naseem, 2017; Chinowsky & Carrillo, 2007; Trees, 2016; Wethyavivorn & Teerajetgul, 2020). Although Chinowsky and Carrillo (ibid) have included it in their research, they give the sole credit about the inception of the STEPS model to Robinson et al. (Correia, Carvalho, Azevedo, & Govindan, 2017; Robinson, Anumba, Carrillo, & Al-Ghassani, 2006). This model shows that can be placed **knowledge management** into five distinct categories such as:

- **Start-up (new business or new venture)**

This stage presents the bottom of the ladder and, as such, is a starting point for implementing knowledge management. It covers a wide range, such as attempting to analyse KM to analyse its needs and establish a system for the future.

- **Take-off**

After the first stage, an organization should understand the benefits of KM and even goals to visualize what they want to achieve.

- **Expansion**

Once KM is established in the organization, it must give attention to the leadership to expand its reach within the organization and address the barriers that might be hindering expansion. In addition, evolution must exist alongside communication, which will aid in its development.

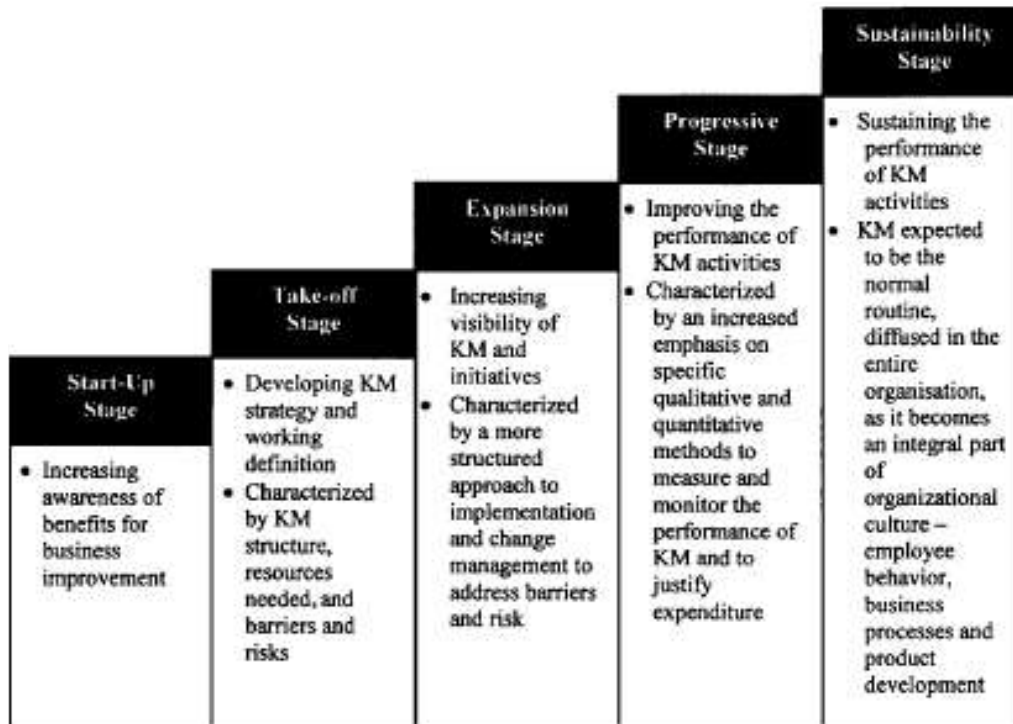
- **Progressive**

After implementing the three stages in the organization, KM has had a level of cohesion with the organization's corporate structure. Then, it can become progressive by strengthening its grip concerning its employees, such as by introducing schemes that should support KM grip. Auditing processes at this stage concerning monitoring and evaluating setting targets and measures is crucial.

- **Sustainability**

The final stage exists about ensuring that KM has longevity through numerous processes, such as ensuring that KM has assimilated throughout all operations of the organization. By changing the culture to one of knowledge culture, then sustainability is more likely by the behaviours associated with it and through the conscious thought of employees.

Figure 3 Presentation of KM Maturity (STEPS) Model –as illustrated by (Robinson, Anumba, Carrillo, & Al-Ghassani , 2006)



Reference 2: (Buheji & Al-Zayer, 2010)

**Corporate cultures** can be seen throughout the globe, and cultures can somewhat restrict **organizations** regarding changing their corporate structure. However, it is an illusion that cannot change organizational cultures and beliefs, stopping organizations from implementing new projects that might affect their culture (Pasricha, Singh, & Verma , 2018). As such, organizations might be a bit hesitant in applying programs that might alter the culture (Caruso, 2017; Mahadevan, 2017; Tian, Deng, Zhang, & Salmador, 2018).

### 7- Learning organization matrix

As the STEPS model above focuses on KM, the **learning organization matrix** does the same for OL by visualizing and analysing its significant characteristics. Therefore, it is suggested that this framework can aid with the establishment of OL, where the figure below shows how it can utilize it.

Figure 4 OL Matrix

CHARACTERISTICS	LEARNING ORGANIZATION LEVELS		
	ORGANIZATION	COMMUNITY	INDIVIDUAL
Leadership			
Processes and Infrastructure			
Communication/Collaboration			
Education			
Culture			

Reference 3 (Chinowsky &amp; Carrillo, 2007)

This matrix shows three different primary groups within an organization that can categorize organizational learning. It is suggested by Chinowsky and Carrillo (2007) that all three groups of the organization, community, and individual have links with each other (Chinowsky & Carrillo, 2007; Wethyavivorn & Teerajetgul, 2020). Therefore, it's stated that the three work together, but each is separate, and this can be seen below:

- **Organization**

This group takes everything as a whole and includes management and the staff that it employs.

- **Community**

This group, in essence, considers such things as the community that is built with relation to people who operate within the same field. An example could be a specific department within an organization, such as payroll.

- **Individual**

This group suggested that individuals are probably the most crucial segment of this framework as, ultimately, knowledge is only gained through individuals. As such, this benefits the organization as a whole.

## 8- OL Characteristics

This framework goes on further to show that can manage the characteristics exhibited with each of the groups in to five different factors such as:

- **Leadership**

They suggest that the leadership has the ability to enable an organization to lead itself into OL (Battistella, Cicero, & Preghenella, 2021).

- **Processes and infrastructure**

With the aid of strategic management, then the organization's management hierarchy can aid in designing and implementing processes concerning creating some sort of uniformity and infrastructure.

- **Communication**

There is no doubt that communication is helpful to man, as almost every situation requires communication, and concerning OL, it cannot succeed without this. As interaction has to exist between management and individuals to be allowed to gain knowledge of such, they can learn from each other.

- **Education**

The basis of OL exists within education, and as such, individuals and management must attempt to educate themselves at every opportunity for the organization to utilize OL fully (Popescu, 2017).

- **Culture**

As highlighted previously throughout this paper, the culture of the organization is crucial to both KM and OL, and such an organization must embrace them by supporting, rewarding, and even nurturing culture to support the change of ideologies (Chinowsky & Carrillo, 2007; Idris, Nita, & Godwin, 2015; Wethyavivorn & Teerajetgul, 2020).

The above Matrix works on the premise that each characteristic can be analysed with reference to maturity throughout the three groups. In the example that Chinowsky and Carrillo (ibid) suggest that and organization must go through five levels before it can reach maturity which is

its ultimate objective, and they suggest that the organization has fully assimilated OL into its organization and in addition it has created a "complete range of learning organization characteristics" (Chinowsky & Carrillo, 2007; Wethyavivorn & Teerajetgul, 2020).

## 9- Achieved Results

Throughout this paper, the author has been discussing both KM and OL predominantly as separate entities but even though the literature highlights that KM and OL go hand-in-hand (e.g. Lopes & Fernandes, 2021; Sathishkumar & Karthikeyan, 2017; Kordab, Raudeliūnienė, & Meidutė-Kavaliauskienė, 2020; AbdalkarimAlzuod & Majali, 2021; Rehman, Poulova, Yasmin, Haider, & Jabeen, 2021), with suggestions that there is this ambiguity between the relationships at certain stages (Wang & Yang, 2016).

Knowledge management spans the processes of creation, storage, access and dissemination of the intellectual resources of an organization. When resources are valuable, rare, inimitable, and irreplaceable, they are able to generate sustained competitive advantage. There is no individual organizational learning whereas organizations only learn thanks to the experiences and actions of individuals. The ability of an organization to use and leverage its knowledge is heavily dependent on its Human Resources, which are effectively those who create, share and use that knowledge.

The stock of knowledge stems from the results, as assets of the company, and from the strategic choices made over time by its managers. The focus on resources and strategic assets has led to an extension of the theory of organizational resources (RBV), towards knowledge-based opinions of firms (KBV). Thus, knowledge is the most strategically important intangible resource of any company. Knowledge is sustained by sharing and supporting technologies. The processes and constructions, the interconnections between the acquisitions of knowledge align with its distribution and interpretation while retention takes place through the organizational memory. Networks and knowledge flows surround knowledge and learning as well as organizational learning as a dynamic capability. Knowledge and learning, framed by their management and sharing, determine the creation of new knowledge. Technologies to enable

better access to information and provide better identification of organizational organizations, thus facilitating the study of social networks and knowledge flows (Helder, 2020) .

The most repeated and used terms and words in the first study were aggregated into five clusters of association, with the terms “organizational learning” and “knowledge” displaying the greatest density or the highest exact repetition of words. Following the terms “organization”, “knowledge management”, “process”, “study” and “learning organization” may also serve as keywords and as equations for future research in this field of study. The structure of the organizational memory appears linked to information processes, acquisition, retention and recovery. The information stored in the memories of individual members of the group can be grouped into internal and external components.

Knowledge and information are usually found in different individuals. This means that organizations must consider your main objective as increasing the capacity of individuals and organizational knowledge enhancers, which will involve the development of strict strategic management of people. We emphasize the important role of the collaborative practices of HRM innovation activity. Managers should pay special attention to the more general knowledge associated with the context of the firm, as it supports the introduction of various types of innovation. Both types of knowledge can be encouraged by a set of collaborative practices of HRM.

By analysing these framework models, this becomes slightly clearer as to how KM and OL interact with each other. For example, one keynote concerning all the literature throughout this subject states that the two schools of thought link. However, Meliha et al. (2017) have highlighted in their literature that the connection is "less apparent" or even that there is "a small mystery" as to what the link is. In addition, it is suggested that it must implement knowledge culture must be enforced first. Then it must be followed by OL, and that once an organization has implemented OL and KM, the problem is it had during its transition period can give notable results (Usman, Naveed, Iqbal, Mustafa, & Anwar, 2020; Vorobyov, Pozdeev, Kruglova, Nogovitsyna, & Tokareva, 2019).

## 10- Conclusion and Recommendations

Understanding knowledge management and organizational learning can be, to some extent, a tricky undertaking because parts of it become indistinguishable and blurred once an organization attempts to institute organizational learning and knowledge management as a strategy. However, it must clearly understand the difference between what knowledge is and what information is; these distinctions must be clear. If an organization misunderstands this, OL and KM will not be fully utilized. This will have grave implications with relation to the strategy of the organization's goals, and objectives can be compromised (Sahibzada, Cai, Khawaja, & Sahibzada, 2020).

Several frameworks models, such as the STEPS model and be learning organization matrix, can aid in the analysis and application of OL and KM, and these are useful by way of visualizing the key characteristics that need to be focused upon. Although these models are not the only tools required to change the strategic direction of an organization, they do allow monitoring of implementation and performance (Knowledge Management and Organizational Performance) (Ahmad, Lodhi, Zaman, & Naseem, 2017; Usman, Naveed, Iqbal, Mustafa, & Anwar, 2020).

**Strategic management** of an **organization** is vital to direct an organization to achieve its goals and objectives, such as growth. In addition, there can also be two opposing forces in play with relation to strategic management. These forces are that of strategic direction and corporate culture. Friction can exist between these two forces because resistance might occur from the stakeholders related to corporate history, i.e., Heritage (Louis Vuitton (LVMH)).

Additionally, the literature emphasises on the importance of culture regarding OL and KM (Ahmad, Lodhi, Zaman, & Naseem, 2017; Usman, Naveed, Iqbal, Mustafa, & Anwar, 2020); these are stated throughout, such as learning culture and knowledge culture. Furthermore, the authors have also highlighted the relationship between an organization and its culture. To fully utilize the benefits of KM and OL, organizations have to assimilate these cultures within their own corporate culture. We cannot accomplish this without the approval of individuals and departments.

Finally, an organization must implement a knowledge culture by adding knowledge workers. These employees should come from a wide range of different backgrounds to benefit the program entirely. Ultimately, knowledge workers should break down the barriers between individuals, departments, and even operations. It is essential to mention that an organization can add knowledge as a core competency with the achievement of this.



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