# Building Leadership Resilience: A Unified Knowledge Management and Talent Development Model for Law Enforcement Agencies in Guyana

Nicola Denise Kendall

*Guyana Police Force Academy, Police Headquarters, Eve Leary, Guyana, South America*

## Abstract

*While previous research highlights the importance of good succession planning in public law enforcement agencies, this study proposes a more comprehensive approach that combines knowledge management (KM) and talent development (TD) into a single model for strong leadership. The article uses qualitative case study methods and evidence from senior law enforcement officials in Guyana to consider practical mechanisms for embedding corporate wisdom and developing leadership talent. It further demonstrates that changes in both system knowledge and talent development are crucial to developing leadership resilience and the organization's stability. The findings present practical implications for public sector organizations experiencing challenges in long-term leadership management.*

**Keywords:** *Knowledge Management, Law Enforcement Agencies, Leadership Resilience, Succession Planning, Talent Development.*

## Introduction

The Guyana Police Force (GPF) was established in 1839 and is responsible for overall law enforcement in Guyana, performing all duties typically performed by police forces worldwide, including the prevention and detection of crime, maintenance of public order, enforcement of Guyana's laws, protection of life and property, and investigation of crimes. Despite its long establishment and institutionalization, the GPF has faced leadership instability and organizational inefficiencies. The most apparent problems are those related to systemic leadership shortfalls. Most notably, they stem from outdated appointment criteria based on seniority instead of ability and the evident lack of a planned and visionary succession plan.

Building upon Kendall's [11] work, which highlighted the damage caused by the GPF's reputation-based promotion system and emphasized the need for structured leadership development, this paper reframes the discussion in the context of an ongoing proactive and sustainable concept: leadership resilience. Leadership resilience is the ability of an organization to maintain effective leadership in the face of significant changes, crises, or loss of key figures, with no loss of continuity of operations or strategic direction [22]. It prioritizes the development of flexible, informed leaders capable of managing complexity, engendering trust in organizations, and promoting ongoing improvement [23, 24].

Key Concepts Two mutually supporting pillars—knowledge Management (KM) and Talent Development (TD)—lie at the heart of accomplishing leadership resilience. Knowledge management is a process that systematically captures, shares, and utilizes critical information within a business to create a cohesive business narrative, minimize disruptions, and enable informed decisions. In contrast, talent management focuses on the strategic identification, development, and promotion of high-potential employees by

providing structured career paths, tailored training, and leadership development schemes [27, 28].

The paper addresses the following question:

# How Might Knowledge Management and Talent Development Strategies Promote Leadership Resilience among Law Enforcement Agencies in Guyana?

By answering this question, the research aims to provide clear information and helpful suggestions to help the GPF and other similar public law enforcement agencies plan for future leaders, strengthen their organizations, and maintain effective security services in the face of complex security challenges.

## Literature Review

### Leadership Resilience

Leadership resilience has been identified as crucial to maintaining organizational stability, coping with change, and enabling development, especially within high-risk settings, such as in the police. Harrell [9] views leadership resilience as the capacity of organizations to maintain their strategic direction and operational performance during leadership turnover, crises, or other unexpected disturbances. Additionally, the resilience of leadership leads to enhanced organizational capabilities, including adaptability, learning ability, and emotional intelligence, across all levels of leadership [22- 24].

More recently, Ledesma [23] and Eliot [24] stressed leadership resilience as an adaptive capacity that would ultimately enable them to flourish in a volatile, uncertain, complex, and ambiguous (VUCA) environment. They advocated that companies should invest in resilience training, emotional intelligence development, and strategic foresight development.

Proactive steps, including introducing leadership continuity planning and programs for developing crisis leadership, are needed to strengthen the internal bench strength of leaders

who can traverse complexity [4]. Kumar [29] also emphasizes the need to promote an organizational culture that encourages innovation, psychological safety, and empowerment, allowing new leadership to emerge naturally during periods of turmoil.

In the context of policing, Morabito and Shjarback [14] contended that establishing resilience in law enforcement also entails building headquarters policies that support wellness, mental health resilience, and critical incident stress management. They recognized that leader wellness plays a significant role in the successful completion of the program, and officer wellness directly impacts leadership and performance in crisis situations.

## KM in Law Enforcement

Knowledge Management (KM) is vital to the long-term success and viability of public sector organizations, especially in fields strongly dependent on institutional memory and historical precedent, such as law enforcement [25]. KM manages organizational knowledge by systematically capturing, sharing, and using it effectively [26]. According to Okoro and Iheanachor [20], contemporary policing requires strong KM systems that record explicit knowledge (crime rates, operational manuals) and store tacit knowledge (crime-solving experiences, operational understanding). Kendall [11] emphasized that activities for transferring knowledge, including workshops, symposia, and individual exchanges, are essential to infuse skills from individuals or small groups throughout the organization and prevent the loss of corporate memory.

Recent research has emphasized the importance of digitalized knowledge management (KM) systems in law enforcement. Sharma et al. [30] suggest creating combined knowledge platforms that utilize artificial intelligence (AI) to facilitate data discovery and develop knowledge maps to support security organizations in making informed decisions. Moreover, Alavi and

Leidner [31] highlight that after-action reports (AARs), cross-training activities, and communities of practice help retain knowledge and support continuity in operations to an even greater extent in hierarchical organizations, such as law enforcement agencies. Additionally, Salem and Yusof [16] and Kumar [29] demonstrate that the development of knowledge management (KM) in an organization affects its performance and staff engagement, underscoring the importance of KM models.

## Talent Development Strategies

Talent Development (TD) is a strategic and proactive mechanism for upgrading individual capacities to match an organization's constantly changing requirements [27, 28]. As Chen and Tsai [4] point out, TD requires deliberate strategies for recruiting, career development planning, job-specific training, succession path planning, and leadership mentoring.

Across the region's law enforcement sector, fidelity to the single-axis and seniority-determining promotion criteria must be discarded in favor of a competency-based recruitment and promotion model where technical and strategic competency requirements for senior leadership positions are stipulated [32; 33]. Bersin [34] notes that ongoing performance reviews, role-specific learning paths, and experiential learning (e.g., job rotation) are key elements for a robust leadership pipeline. More recent findings from Lewis and Carter [13] have shown that combining leadership coaching, micro-learning modules, and leadership simulations within TD programs can help expedite leadership readiness, especially among middle managers in policing organizations. In the same way, Othman and Mahmood [35] say that finding high-potential (HIPO) employees early and developing them based on the organization's plans is essential for successful succession planning. Baxter and Short [1] also suggest using leadership competency frameworks tied

to annual development plans, focusing on inclusiveness, diversity, and flexibility among emerging core competencies to be addressed by current and future public sector leaders (in dynamic security environments).

## Articulating the Why: Blending Knowledge Management & Talent Development

Knowledge management and talent development strategies are interdependent in creating a synergistic feedback loop, which is key to building leadership resilience. Ahmed and Elhag [38] and Goswami and Goswami [39] posited that firms with integrated knowledge management (KM) and talent development (TD) systems achieve superior innovation, enhanced knowledge flows, and effective leadership succession. Johnson and Steffensen [10] suggest enhancing TD programs with knowledge repositories, peer-learning networks, and structured mentorship to equip leaders with global knowledge and operational skills.

Johnson & Steffensen [10] and King [37] also suggest that intentionally merging knowledge management (KM) with functions in a learning organization will increase resiliency, agility, and workforce commitment. Their empirical research in the public sector found that leadership pipelines perform much better when organizations are undergoing change or searching for a leader [28]. An efficient integrated KM-TD model would include, as stated by Ahmed and Elhag [38] and Goswami and Goswami [39].

**Capture**: Capturing institutional memory (leadership interviews and knowledge audits) and defining leadership competencies through organized talent audits.

**Develop**: Sharing operational, strategic, and cultural intelligence and insight through focused, competency-based leadership development courses.

**Retain**: Integrate an organization's knowledge into its workflow and present clear,

structured career paths that attract and retain high performers.

**Deploy**: Place leaders in the correct positions, leveraging validated competencies, embedded organizational knowledge, and predictive analytics to anticipate future leadership requirements.

New leaders must acquire explicit technical knowledge and integrate it into their approach to designing their work context, thereby creating opportunities for innovation and change [9].

## Methodology

The study employed a qualitative case study approach, which is suitable for examining the topic in real-life organizations with complex relationships between different factors [21]. Since this study wants to explore how leadership resilience strategies use knowledge management and talent development in the GPF, a qualitative approach was chosen to help understand the complex interactions involved.

### Research Design

The researcher applied a one-case holistic case study method, which facilitated a deep inquiry into the GPF's leadership resilience challenges and practices [20]. Qualitative research is inherently flexible and captures participants' lived experiences, beliefs, and behaviors in ways structured quantitative methods cannot [5]. The choice of the case study form was especially relevant in investigating issues such as succession planning, knowledge transfer, and leadership development in practical law enforcement activities. The researcher grounded the work in interpretive assumptions because organizational realities are socially constructed, context-bound, and most accurately understood by participants [12].

### Data Collection Methods

Methodological triangulation was sought in the interest of enhancing the credibility of the

study [7], and three primary sources of data were used:

1. The researcher conducted semi-structured interviews with 20 senior and mid-ranking officers drawn from different operational and administrative sections of the GPF. A purposive snowball sample was used to ensure that individuals with extensive knowledge of leadership development, succession planning, and operational experience were included. Each interview lasted 45–60 minutes, utilizing a semi-structured guide that could be adjusted to probe themes and ensure comprehensive coverage of key conceptual areas, including strategy, knowledge management, talent management, leadership development, organizational culture, and management commitment.

2. The review covered internal GPF documents such as operations manuals and strategic plans (2019–2025), annual performance reports, human resource development guidelines, and situation analysis. This generated important context about participants' lives, checked participants' reports of events, and explored contradictions and discontinuities between policy and implementation [2].

3. The researcher conducted thematic coding analysis using NVivo 2022 software, facilitating organization, coding, and pattern identification throughout the interview transcripts and document data [18]. With the participants' consent, all interviews were recorded, transcribed, and entered into NVivo for systematic coding and analysis.

### Sampling Strategy

The researcher also used a purposive sampling approach to find participants who performed leadership and management positions in the GPF to ensure that information-rich cases were involved [6]. Selection was based on having served for at least 10 years,

functioning in a leadership or management role, and being familiar with promotion, training, or organizational policy practices. A snowball sampling technique was also utilized, and the initial participants referred additional eligible peers.

Demographic diversity was reflected not only in the representation at the divisional, regional, and branch levels but also in the fact that this representation included both genders and a range of years of service.

## Data Analysis

Data analysis was based on the six-stage thematic-analysis process model as adapted from Braun and Clarke [3]:

1. The researcher repeatedly read interview transcripts and document notes to familiarize themselves with the data.
2. The researcher coded the first meaningful segments of the data using NVivo.
3. The researcher looked for patterns in how developed leaders resist adversity, retain knowledge, and develop talents.
4. The researcher reviewed and refined themes for intra- and inter-group consistency.
5. The researcher refined and named the final themes concerning the conceptual framework (capture, develop, retain, deploy).
6. The researcher created a narrative text that integrates the findings with the questions and theory.

When no additional theme emerged from ongoing data analysis, the sample size was sufficient, indicating the achievement of thematic saturation [8].

## Reliability and Ethical Consideration

Strategies to ensure trustworthiness included triangulation of data sources, member checking with participants to verify interpretations, maintaining an audit trail, and reflexive journaling on the researcher's part to check for bias [12, 20]. This study was approved by the Walden University Institutional Review Board (IRB). The informed consent form, which covered the research objectives, the voluntary nature of participation, anonymity, and withdrawal, was provided to the participants. To maintain anonymity, all interviewees were referred to by pseudonyms (e.g., Participant 1, Participant 2). The researcher kept the data confidential and secured in encrypted files accessible only to the researcher, adhering to modern research ethics requirements [19].

## Findings

By examining information from interviews with 20 leaders in the Guyana Police Force (GPF) and reviewing relevant documents, three main themes emerged: problems with knowledge management, issues with talent development, and a need for improved integration. This section provides a comprehensive synthesis of these themes, accompanied by example participant quotes.

### Knowledge Management Gaps

One of the key findings was the variation in knowledge management, retention, and sharing processes across the GPF. Officers mentioned workshops, seminars, and spontaneous sessions to share knowledge. Still, there was no formalized process to capture, maintain, and distribute critical operational/administrative expertise at the operational and administrative levels.

They stated that operational reports, after-action reviews, and best practices were often not varied or recorded. One midlevel officer who had served for 18 years indictated:

> "*We might have a debrief after a large operation, but we don't have any system where it's on the record. The lack of information isn't the fault of the new officer. "New officers often are forced to learn on the job because no written repository or manual consolidates what was done before.*"
> (Participant 7)

Another officer also expressed irritation at the loss of know-how with retirements and transfers:

> "*When our senior officers retire, we lose too much institutional memory. Their knowledge, strategies, and experiences walk out the door with them because we don't have a systematized knowledge management program in place.*" (Participant 2)

Document analysis supported these observations. Operating manuals and guidelines were typically outdated, and there were no clear indications of regular review and incorporation of lessons gained from ongoing operational experience. Learners proposed incorporating a central, electronic knowledge management system for officers to access case studies, update procedures, lessons learned, and reflections from leadership. They also emphasized the importance of explicit knowledge collection (for example, protocols) and tacit knowledge sharing (for example, mentoring and storytelling practices).

## Shortcomings in Talent Development

The second identified key issue was the limited focus and structure of talent development programs. GPF officers continued to allege that promotions in the service were still primarily determined by seniority, ignoring leadership ability, strategic thinking capabilities, or operational skills.

An Officer raised an issue:

> "*Promotions are still about who has more years, not necessarily who is better at leading. There's no obvious career track — officers are on their own.*" (Participant 12)

A divisional officer even said the promotion should be aligned with a competency-based progression ladder:

> "*People with leadership skills are not nurtured because we have no process to evaluate potential, to judge potential, only to judge seniority. If we*

> *want change, we need assessments, leadership programs, and targeted grooming.*" (Participant 5)

Only a small proportion of officers had undergone formal leadership development, most of which was externally funded and delivered overseas rather than internally provided. A lack of formalized career paths, succession planning, and career plans made the leadership pipeline less resilient. Despite the GPF strategic plan (2019-2025) setting clear targets for manpower development, documentation analysis revealed little operationalization at the regional and divisional levels. Members emphasized that the organization is leaving itself vulnerable to continued leadership voids, a demoralized high-potential officer corps, and future operational instability if it does not focus on the strategic development of talent.

## The Case for Integration

Although participants characterized the knowledge management and talent development issues independently, the consensus was clear that a comprehensive, multidomain approach focusing on both domains is required to build leadership resilience. Several officers suggested integrating a mentorship framework with operational debriefings and knowledge capital generation.

A mid-level officer stated:

> "*You can't make people up through informal mentorship anymore. If you tie mentoring to catching operational experiences, we are not only training the next leader but also creating knowledge banks for the entire force.*" (Participant 9)

A different officer observed the advantage of integrating leadership development knowledge-transfer forums:

> "*It would stand to reason that officers going to schools of instruction would be documenting what projects they did,*

*lessons learned, what hiccups happened there — and we would be able to store that in our knowledge system for other people to learn from," she said.* (Participant 14)

Specific integration methodologies were highlighted by participants, including:

1. Need to establish leadership knowledge banks that capture de-identified operational case studies provided by participants in their leadership training.
2. Need for embedded knowledge activity (e.g., after-action reviews) fundamental to promotional evaluation.
3. Need to develop formal "mentoring" programs where senior officers coach young leaders, record practices, and learn together.

In addition, the officers emphasized the need for institutionalizing integration, rather than relying on voluntary work, to ensure that it endures beyond changes in individual leadership.

One senior officer encapsulated the feeling:

*"Leadership development and knowledge retention must be part of the DNA of the force — not left to chance, goodwill or personality. If we want real resilience, it must be systematized and measured."* (Participant 1)

## Discussion

This research indicates that neither KM nor TD alone is sufficient for law enforcement agencies to ensure sustainable leadership resilience, including the GPF. Instead, based on interviews and document analysis, the evidence appears to support the current literature trend that a synergistic or integrated model is needed for addressing issues of leadership stability in dynamic operations [10].

The top themes identified in participant responses—organizational knowledge capture and leadership development— also resonate with themes in the literature. Several officers emphasized the need for an official knowledge base, organizing mentorship plans that closely parallel Okoro and Iheanachor's [15] call for digitized knowledge management frameworks in policing and Lewis and Carter's [13] plea for formalized leadership tracks. Indeed, contributors commented on the loss of institutional memory due to retirement and the ad hoc sharing of know-how, which was a significant challenge to operational continuity, and their argument was supported in the literature [16]. Moving beyond selection-related issues and talent development, participants' words echoed the criticisms of Ready and Conger [33] regarding the inadequacy of using seniority-based promotions. Officers were also unhappy about the absence of career development models linked to skills, supporting research that says promotions to leadership positions in modern law enforcement agencies should be based on ability (i.e., potential) instead of just how long someone has been there.

In contrast, while the literature discusses KM and TD as separate topics, participants highlighted a key practical point: that combining the two is essential for everyday resilience. Officers envisioned a future where capturing knowledge and developing leaders go hand in hand, with lessons from operations included in mentoring programs and promotions linked to proven skills and contributions to learning within the organization. This pragmatic vision is also consistent with Johnson and Steffensen's [10] and King's [37] concept of the learning organization, which intentionally integrates KM and TD for a sustainable leadership pipeline [38, 39].

Based on both participants' responses and academic literature, a streamlined, explanatory model is shown in Table 1:

**Table 1.** This Framework Integrates Two Pivotal Domains—Knowledge Management (KM) and Talent Development (TD)—to Build Leadership Resilience in Law Enforcement Organizations

| Element | Knowledge Management | Talent Development |
|---|---|---|
| **Capture** | Documenting institutional memory through centralized knowledge systems [*Participants 2 &7*; 11; 15; 38]. | Assessing individual competencies through performance appraisals and leadership assessments [*Participants 5 & 12; 35*; 34]. |
| **Develop** | Disseminating operational and strategic knowledge through workshops, case studies, and knowledge platforms [*Participant 14*; 11; 15; 38]. | Offering customized leadership training programs tailored to role requirements [*Participant 5*; 13]. |
| **Retain** | Embedding knowledge into systems, SOPs, and institutional databases [*Participant 9; 38*]. | Establishing clear career pathways, succession plans, and leadership incentive programs [*Participant 12*; 13]. |
| **Deploy** | Enabling knowledge-based decision-making and organizational learning [10; 37; 38]. | Strategically positioning leaders into roles based on readiness assessments and future organizational needs [38; 39]. |

By incorporating this comprehensive approach into the GPF regularly, leadership resilience can shift from a response based on individual personalities to a planned, organized, and lasting practice.

This study further substantiates prior theorizing while rendering new practical insights for frontline officers on thinking about and enacting integration. It emphasizes the need to rethink how integration is made "real" in the day-to-day shaping of organizational life rather than relying on formal policies or ad hoc programs.

## Recommendations

The following practical recommendations are based on the findings and comparisons with existing literature reports.

### Install an Electronic Knowledge Repository

The GPF must establish an electronic repository of knowledge that is central, secure, and readily available, tied to officers' profiles, performance appraisals, skill lists, training histories, and other relevant information [31]. This platform should store after-action reviews, leadership vignettes, operational guidelines, and standard operation protocols. AI-enhanced search services may enable rapid access to needed knowledge when an emergency or discontinuity makes direct reliance on human memory insufficient, even in augmented forms [30].

### Create Formalized Talent Pipelines

It is recommended that the GPF develop defined career paths along with rotational opportunities, tailored leadership programs, and stated advancement opportunities. Law Enforcement Agencies can develop a competency framework that outlines the competencies of various leadership roles [13]. Formal mentoring programs for senior leaders and high-potential officers will provide opportunities to build the next generation of leaders and enhance knowledge transfer [4].

### Embrace 360-degree Review Process

Promotability and readiness for leadership should be assessed through a 360-degree feedback process whereby the promotion process gathers performance appraisals from the candidate's supervisors, subordinates, and

peers to have a well-rounded view of the candidate's leadership ability [1]. Leadership skills—strategic thinking, decision-making in challenging environments, flexibility, and ethical leadership—should be evaluated, as well as operational capacity and participation in knowledge-sharing activities [36, 40].

## Create Knowledge-Sharing Events

The GPF should require quarterly symposia, leadership roundtables, and officer-to-officer exchange programs, at which officers can brief lessons learned from operations, discuss strategic objectives, and share creative practices. The electronic arsenal must publish and archive these discussion groups as part of a knowledge-development culture [31, 40].

## Implement an Annual Leadership Succession Audit

Leadership Succession Audits should be a part of the organization's fabric and completed annually to measure leadership readiness, acknowledge succession gaps, and enhance talent development efforts [11]. Workforce planning, promotion timelines, and leadership program distribution should incorporate the audit results [15]. Transparency in the auditing findings may also increase trust and morale in potential leadership-track officers [17].

## Conclusion

The strength of policing leadership in Guyana is based on maintaining institutional memory while forging new leaders in a changing landscape. As this study suggests, neither Knowledge Management (KM) nor Talent Development (TD) alone can address all the complex leadership challenges public security organizations face. Instead, a framework that is part of the organization's DNA offers a supportable answer by treating the retention of knowledge and the growth of leaders in a symbiotic way.

It can be inferred from the results that an incoherent knowledge base and the absence of a career progression plan often hinder leaders'

succession in GPF. If the situation is not addressed in a timely manner, the organization will be exposed to perpetual leadership instability, operational disruption, and weakened public confidence as the security environment becomes increasingly complex and rapidly changing. Integrating KM and TD provides a strategic course that shields valuable institutional memory and prepares forward-thinking, knowledgeable, and skilled future leaders with the agility to weather crises, implement reform, and preserve the fundamental public safety mission. Including knowledge-sharing practices in leadership development programs guarantees the retention of crucial experiential learning, even during retirement, relocation, or transition. At the same time, developing these competency-based, structured talent pipelines fosters a leadership cadre that can innovate, motivate, and lead in response to the challenges facing modern policing.

To ensure strong and lasting leadership, political officers, organization executives, and stakeholders must move past temporary fixes and make the integrated KM-TD framework a key part of the company's main goals. The process involves adopting formal policy, developing infrastructure (for example, electronic knowledge repositories and leadership academies), and ongoing investment in programs that support leadership development, mentoring, and assessment. Ultimately, future-proof leadership models in the GPF and beyond require an organizational culture shift from mere institutional memory to creativity, lifelong learning, and strategic leadership development. Movements of this nature are not just necessary; they are essential for maintaining service delivery, public confidence, and the endurance of Guyana's national security organizations in a changed political and social context.

The current research usefully adds to the existing leadership resilience literature by providing a grounded model of resilience at the

tactical level that integrates theoretical understanding with practical significance. Future studies could build on this research by examining the technology, funding, and social factors needed to apply integrated leadership resilience frameworks in similar public sector environments.

## Conflict of Interest

The author has no conflicts of interest regarding the authorship of this study.

## References

[1]. Baxter, J., & Short, M., 2024, Future-proofing leadership development: A public sector perspective. *Journal of Public Administration Research and Theory*, 34(1), 22–41.

[2]. Bowen, G. A., 2020, Document analysis as a qualitative research method. *Qualitative Research Journal*, 20(2), 117–128.

[3]. Braun, V., & Clarke, V., 2021, *Thematic analysis: A practical guide*. SAGE Publications.

[4]. Chen, Y., & Tsai, C., 2020, Leadership transitions and organizational continuity. *Journal of Leadership and Organizational Studies*, *27*(2), 155-167.

[5]. Creswell, J. W., & Poth, C. N., 2021, Qualitative inquiry and research design: Choosing among five approaches (4th ed.). *SAGE Publications.*

[6]. Etikan, I., 2020, Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 8(3), 1–3.

[7]. Fusch, P. I., Fusch, G. E., & Ness, L. R., 2022, Denzin's paradigm shift: Revisiting triangulation in qualitative research. *International Journal of Qualitative Methods*, 21, 1–8.

[8]. Guest, G., Namey, E., & Chen, M., 2020, A simple method to assess and report thematic saturation in qualitative research. *PLOS ONE*, 15(5), e0232076.

[9]. Harrell, E., 2016, Leadership resilience: Building resilient organizations through people and systems. *Journal of Business Continuity & Emergency Planning*, *9*(3), 223-234.

[10]. Johnson, L., & Steffensen, M., 2023, Leadership pipelines in learning organizations: Integrating KM and talent development. *Public Personnel Management*, 52(2), 243–267.

[11]. Kendall, N. D., 2024, An effective, robust, and strategic succession plan for a primary law enforcement agency in Guyana, South America. *Open Journal of Leadership*, *13*(3), 412-445, https://doi.org/10.4236/ojl.2024.133023

[12]. Korstjens, I., & Moser, A., 2021, Practical guidance to qualitative research: Trustworthiness and publishing. *European Journal of General Practice*, 27(1), 202–208.

[13]. Lewis, P., & Carter, J., 2021, Building leadership capacity in policing: Best practices for developing talent. *Police Practice and Research*, *22*(5), 1239–1255.

[14]. Morabito, M. S., & Shjarback, J. A., 2022, Law enforcement organizational change and officer mental health: Building resilience. *Criminal Justice Policy Review*, 33(4), 325–346.

[15]. Okoro, E. A., & Iheanachor, N., 2020, Knowledge management strategies for enhancing public sector performance. *International Journal of Public Sector Management*, *33*(1), 63-79.

[16]. Salem, M., & Yusof, Z., 2023, Knowledge management maturity and organizational effectiveness in public sector law enforcement: A case analysis. *Journal of Knowledge Management*, *27*(5), 1125–1143.

[17]. Wang, Y., Lee, H., & Park, S., 2021, Knowledge management and leadership adaptation: Lessons for modern public organizations. *Government Information Quarterly*, *38*(4), 101625.

[18]. Woolf, N. H., 2020, *Qualitative analysis using NVivo: The five-level QDA method* (2nd ed.). Routledge.

[19]. World Health Organization, 202, *Ethics and COVID-19: Resource allocation and priority-setting*. WHO Press.

[20]. Yazan, B., 2020, Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, *25*(3), 681–687.

[21]. Yin, R. K., 2020, *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

[22]. Southwick, F. S., Martini, B. L., Charney, D. S., and Southwick, S. M., 2017, Leadership and Resilience. In: Marques, J., Dhiman, S. (eds.) Leadership Today. Springer Texts in Business and Economics. *Springer, Cham*, https://doi.org/10.1007/978-3-319-31036-7_18

[23]. Ledesma, J., 2014, Conceptual Frameworks and Research Models on Resilience in Leadership. *SAGE Open*, *4*(3), https://doi.org/10.1177/2158244014545464

[24]. Eliot, J. L., 2020, Resilient Leadership: The Impact of a Servant Leader on the Resilience of Their Followers. *Advances in Developing Human Resources*, *22*(4), 404-418, https://doi.org/10.1177/1523422320945237

[25]. Yazdani, S., Bayazidi, S., & Mafi, A. A., 2020, The current understanding of knowledge management concepts: A critical review. *Med J Islam Repub Iran*, doi: 10.34171/mjiri.34.127.

[26]. Edgar, W. B., & Albright, K. S., 2022, Knowledge management activities: Conceptual foundations and research issues. *Journal of Information Science*, *49*(6), 1656-1676, https://doi.org/10.1177/01655515211069538

[27]. Hedayati Mehdiabadi, A., & Li, J., 2016, Understanding Talent Development and Implications for Human Resource Development: An Integrative Literature Review. *Human Resource Development Review*, *15*(3), 263-294, https://doi.org/10.1177/1534484316655667

[28]. Liu M., 2021, An Empirical Study on Talent Management Strategies of Knowledge-Based Organizations Using Entrepreneurial Psychology and Key Competence. *Front. Psychol.,* doi: 10.3389/fpsyg.2021.721245

[29]. Kumar, P. C., 2024, The Influence of Fostering an Innovative Organizational Culture on Employee Engagement. *NHRD Network Journal*, *16*(4), 363-370, https://doi.org/10.1177/26314541231215398

[30]. Sharma, R., Lakhera, G., & Sharma, M., 2023, Artificial Intelligence in KM Processes: Emerging Trends and Challenges. *International Conference on Artificial Intelligence in Education and Industry 4.0 (IDICAIEI)*, Wardha, India, 1-6, doi: 10.1109/IDICAIEI58380.2023.10406876.

[31]. Alavi, M., & Leidner, D. E., 2001, Review: Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues. *MIS Quarterly*, *25*(1), 107–136, https://doi.org/10.2307/3250961

[32]. Batts, A. W., Smoot, S. M., & Scrivner, E., 2012, *Police Leadership Challenges in a Changing World. New Perspectives in Policing Bulletin.* Washington, DC: U.S. Department of Justice, National Institute of Justice, NCJ 238338.

[33]. Ready, D. A., & Conger, J. A., 2007, Make your company a talent factory. *Harv Bus Rev*, *85*(6), 68-77, 141, PMID: 17580649.

[34]. Bersin, J., 2012, New research: Big Data in HR as huge opportunity, https://joshbersin.com/2012/04/new-research-bigdata-in-hr-as-huge-opportunity.

[35]. Othman, S. A., & Mahmood, N. H. N., 2020, Linking levels of Engagement, HR Practices, and Employee Performance Among High-Potential Employees in the Malaysian Manufacturing Sector. *Global Business Review*, *23*(3), 641-661, https://doi.org/10.1177/0972150919877342

[36]. Bratianu, C., 2015, Organizational Knowledge Dynamics: Managing Knowledge Creation, Acquisition, Sharing, and Transformation. *Hershey: IGI Global*, DOI: 10.4018/978-1-4666-8318-1.ch012

[37]. King, W. R., (ed.), 2009, Knowledge Management and Organizational Learning, 3 Annals of Information Systems, DOI 10.1007/978-1-4419-0011-1_1.

[38]. Ahmed, A., and Elhag, M., 2017, SMART KM model: The integrated knowledge management

framework for organizational excellence. *World Journal of Science, Technology and Sustainable Development*, 14(2/3), 172-193, https://doi.org/10.1108/WJSTSD-01-2017-0001

[39]. Goswami, M., & Goswami, A. K., 2013, *Integrated Framework for Implementing Knowledge Management in Contemporary Organizations.*

[40]. Yeboah, A., 2023, Knowledge sharing in organizations: A systematic review. *Cogent Business & Management*, *10*(1), https://doi.org/10.1080/23311975.2023.2195027