



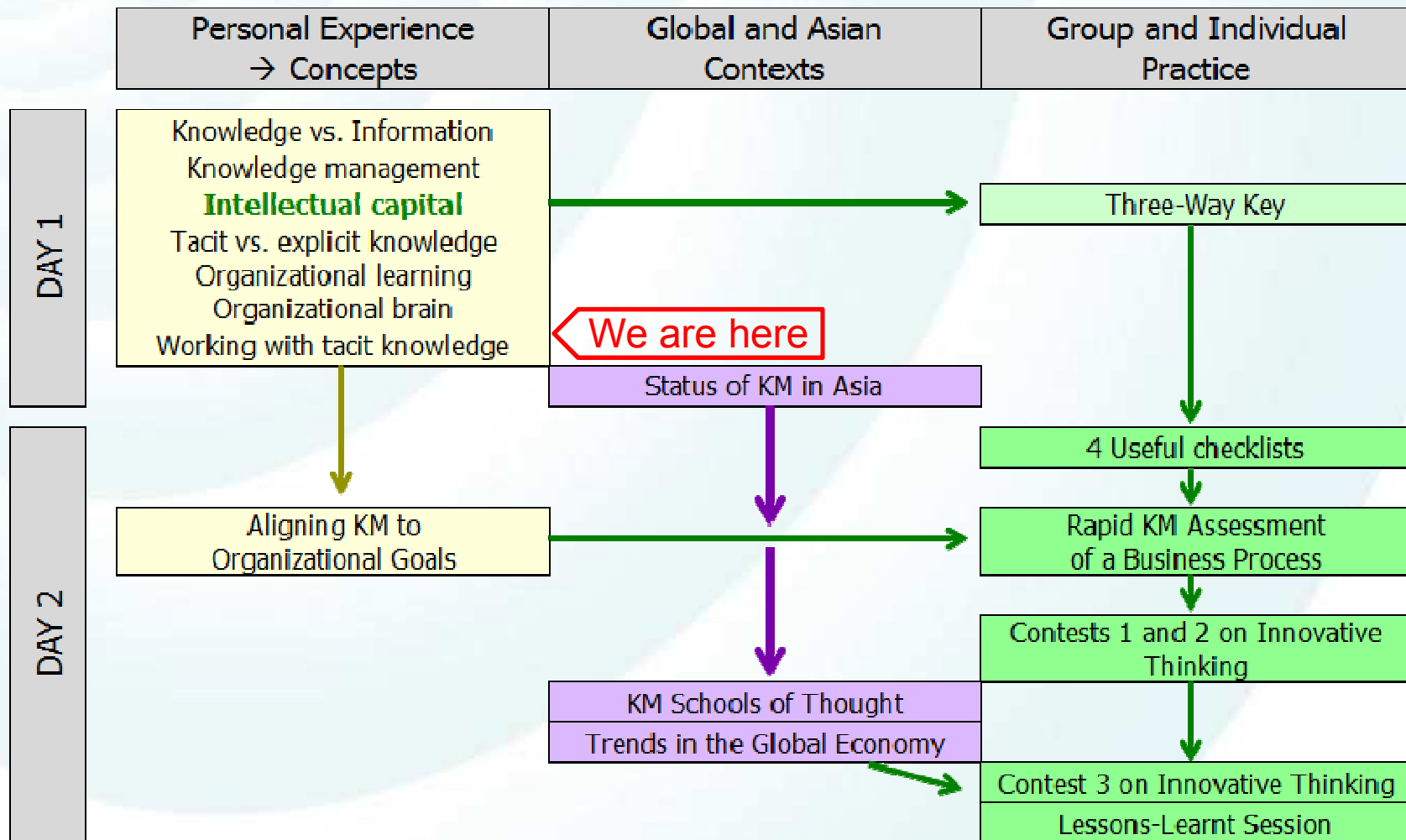
Workshop on Knowledge Management DAY 1/afternoon

Ambedkar Institute of Productivity
Chennai, India
February 18-19, 2008

Dr. Serafin D. Talisayon
Chief Expert, APO KM Survey



Programme Flow

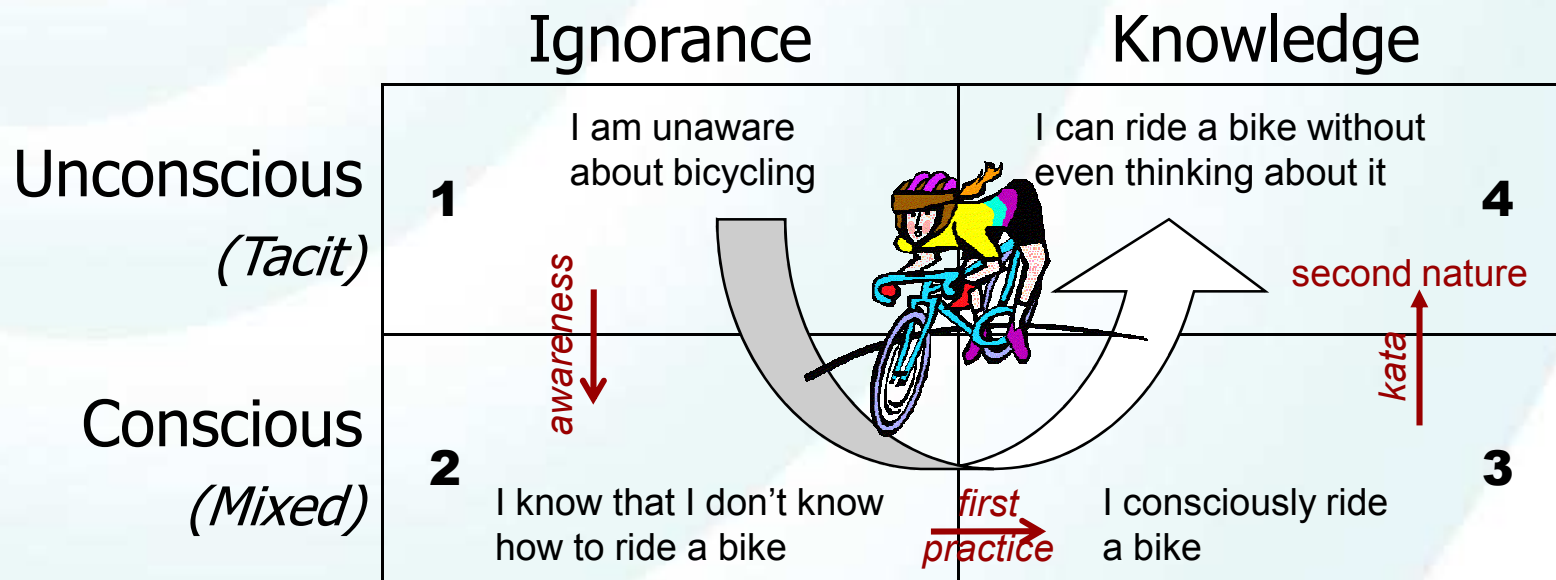




Module 4

Working with Tacit Knowledge

Tacit Knowledge: Highest Stage of Knowledge





TOM CRUISE
THE
LAST SAMURAI

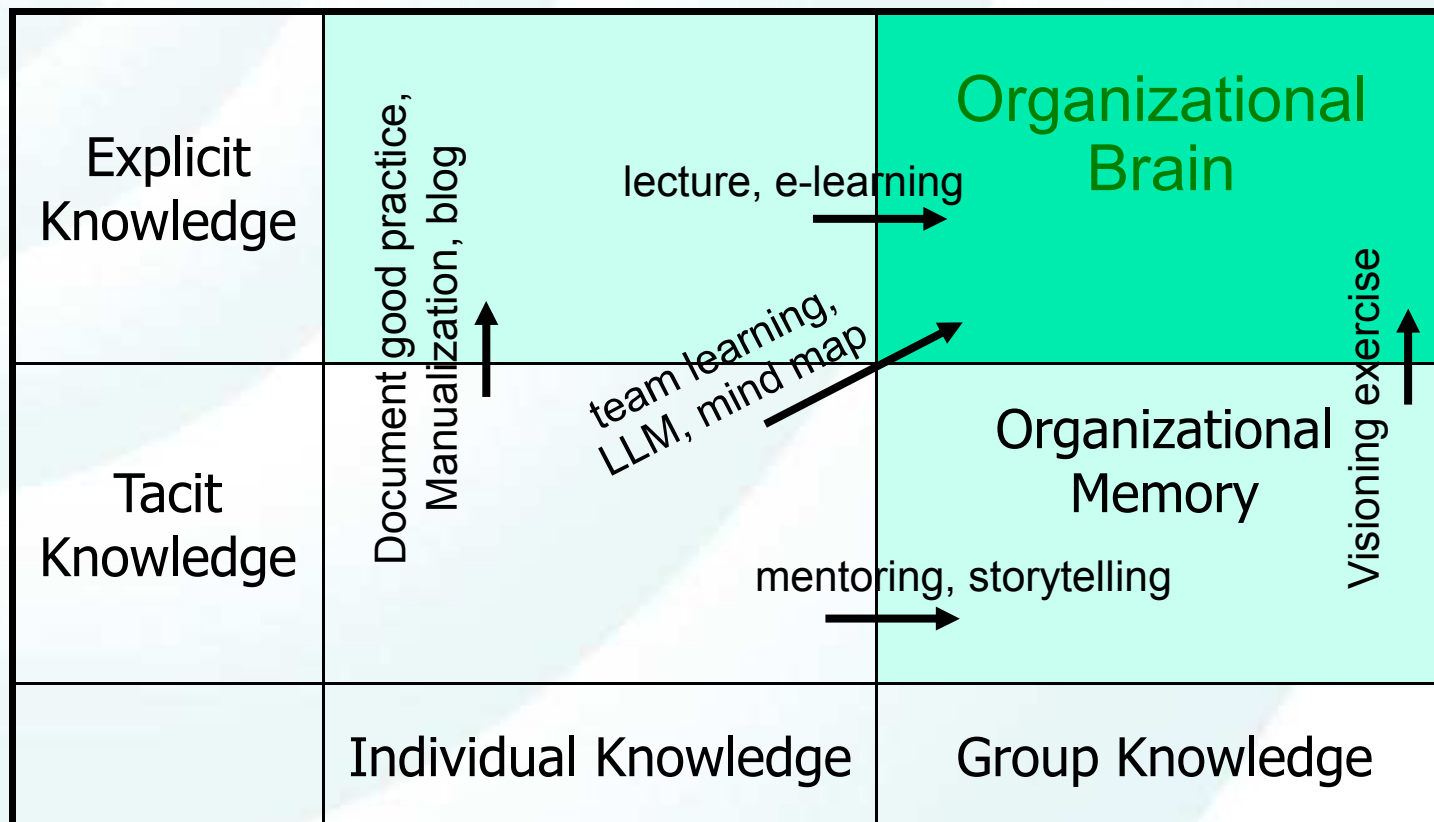
"No mind! No mind!" - Nobutada





Organizational Learning Processes

Individual tacit K → Group explicit K → back to individual tacit K





Making Our Thoughts and Our Practices Visible to Others

- Documentation, manualization
- Charts, diagrams, flow charts (work flow, data flow and document flow diagrams), Toyota's visual manual
- Minutes of a meeting, aide memoire
- Blogs or web logs, traditional captain's log
- SOME KM TOOLS FOR THINKING TOGETHER:
 - Traditional blackboard/whiteboard and Post-Its (3M)
 - Left-hand column, Ladder of Inference (tools in team learning from Peter Senge)
 - Web-based collaborative authoring, e.g. Wiki (Ward Cunningham)
 - Lessons-Learned Session, After-Action Review
 - Mind maps (Tony Buzan)

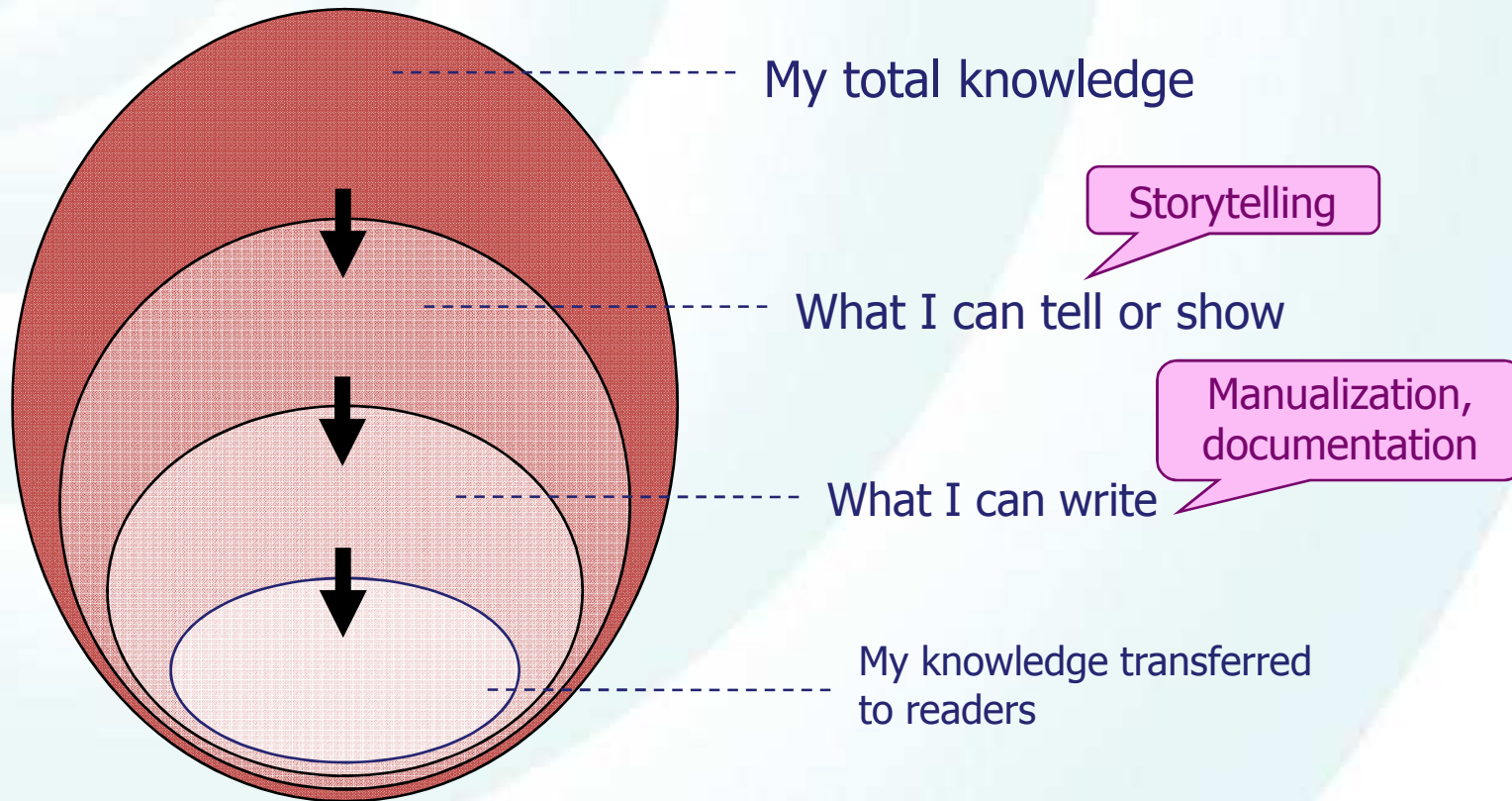


A question to ponder during lunch break –

How Do I Learn?

What are the many different ways that I do (or that happen to me) from which I learn?

Converting Tacit to Explicit K

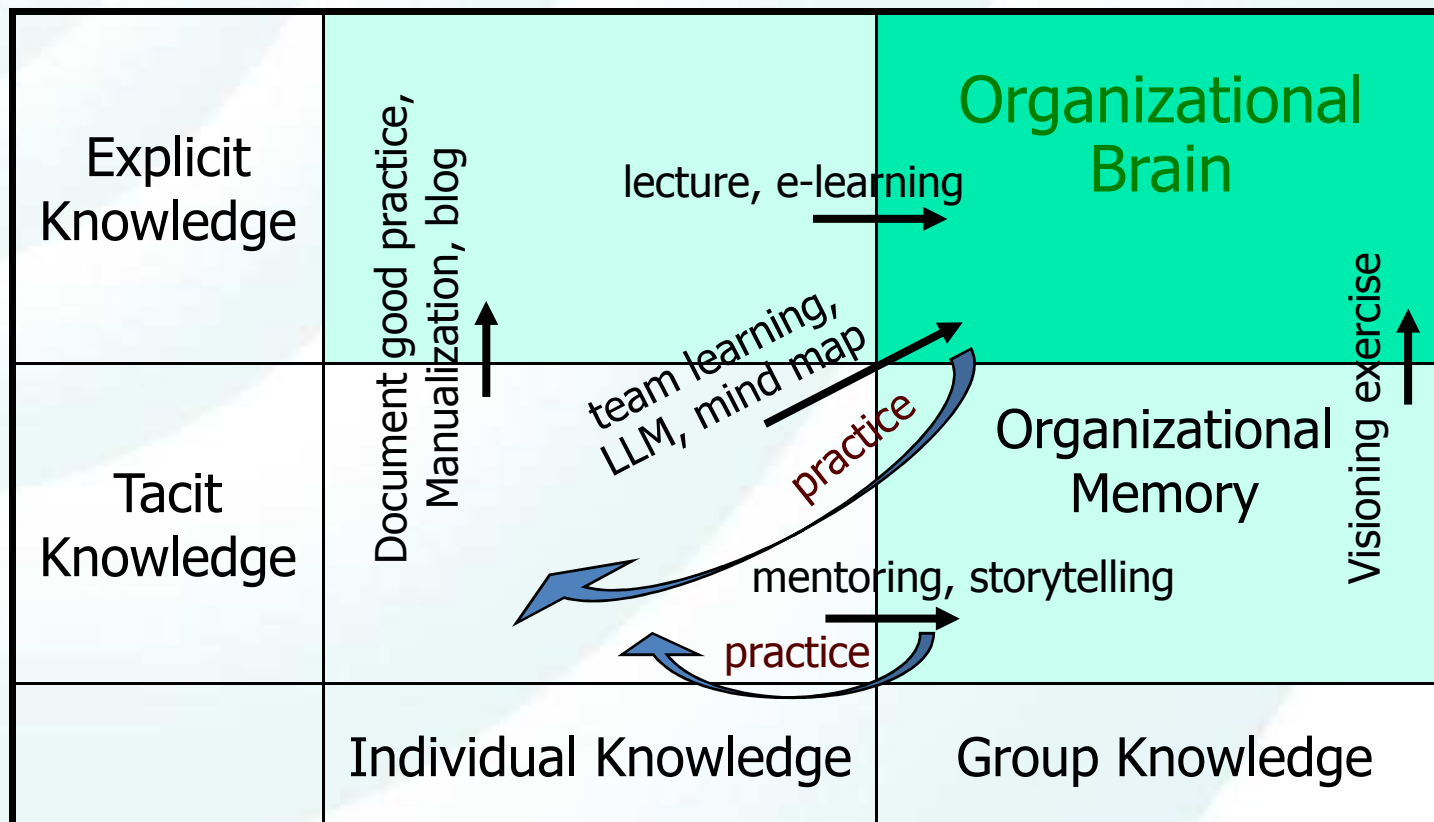


I know more than I can tell; I can tell more than I can write.



Organizational Learning Processes

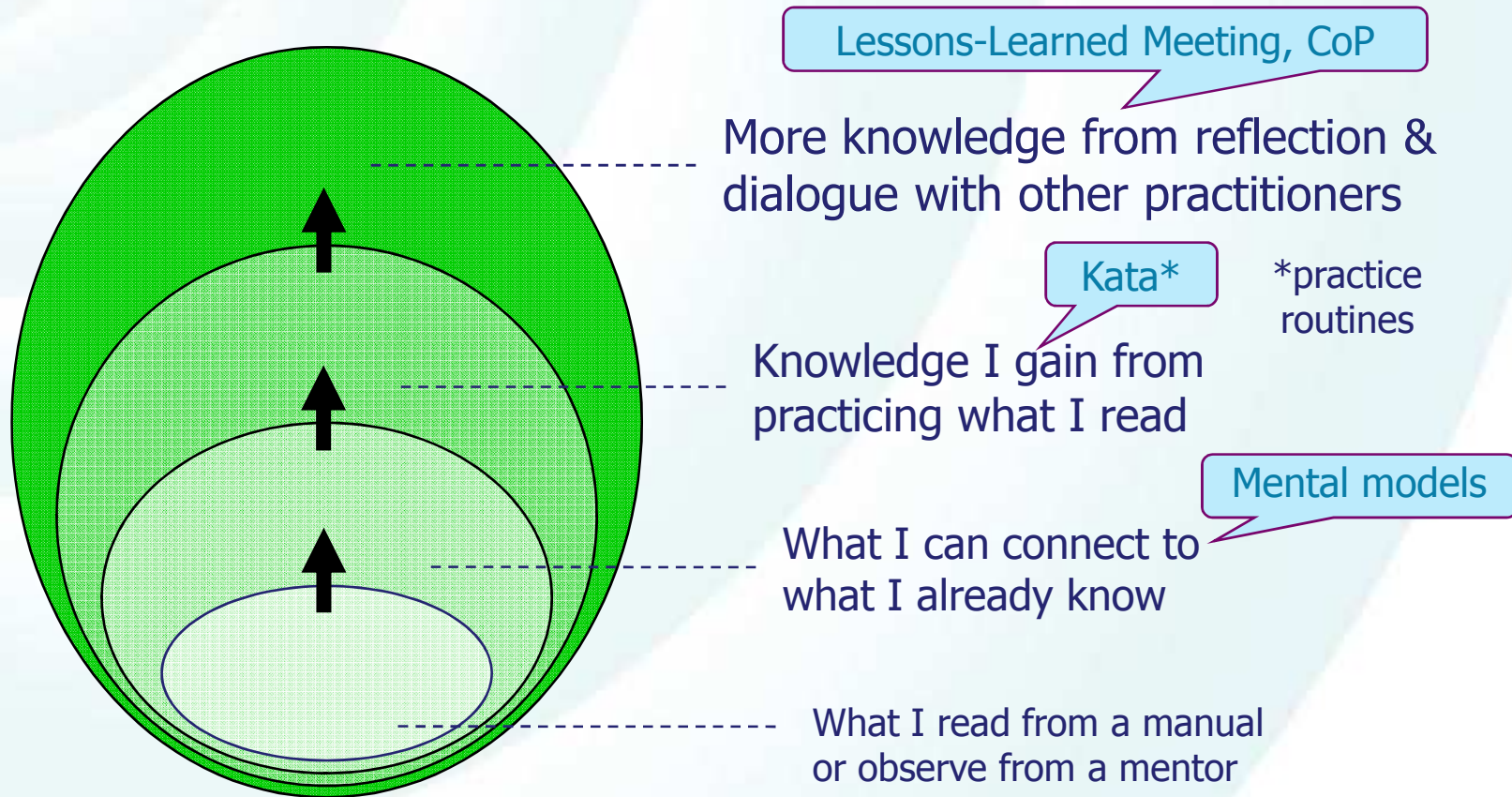
Individual tacit K → Group explicit K → back to individual tacit K





Practice + Reflection + Dialogue

Converting Explicit to Tacit Knowledge



I know more if I practice; I know even more if I reflect on what I practice.



Honda: Grasping the Essence of a Situation



This photo shows Souichiro Honda at a Honda motorcycle race trying to put himself at eye level with the riders, so that he can empathize with them by seeing things from their viewpoint. By seeing what they see he can sense what they feel. This picture captures the essence of the Honda way.

– Ikujiro Nonaka, 2007



Honda: Building Concepts thru Direct Dialogue among Practitioners



Honda workers articulate a concept through dialogue, while sitting, and keeping the same eye level.

– Ikujiro Nonaka, 2007



Module 5

Status of KM in Asia

Results of 2007 APO Survey



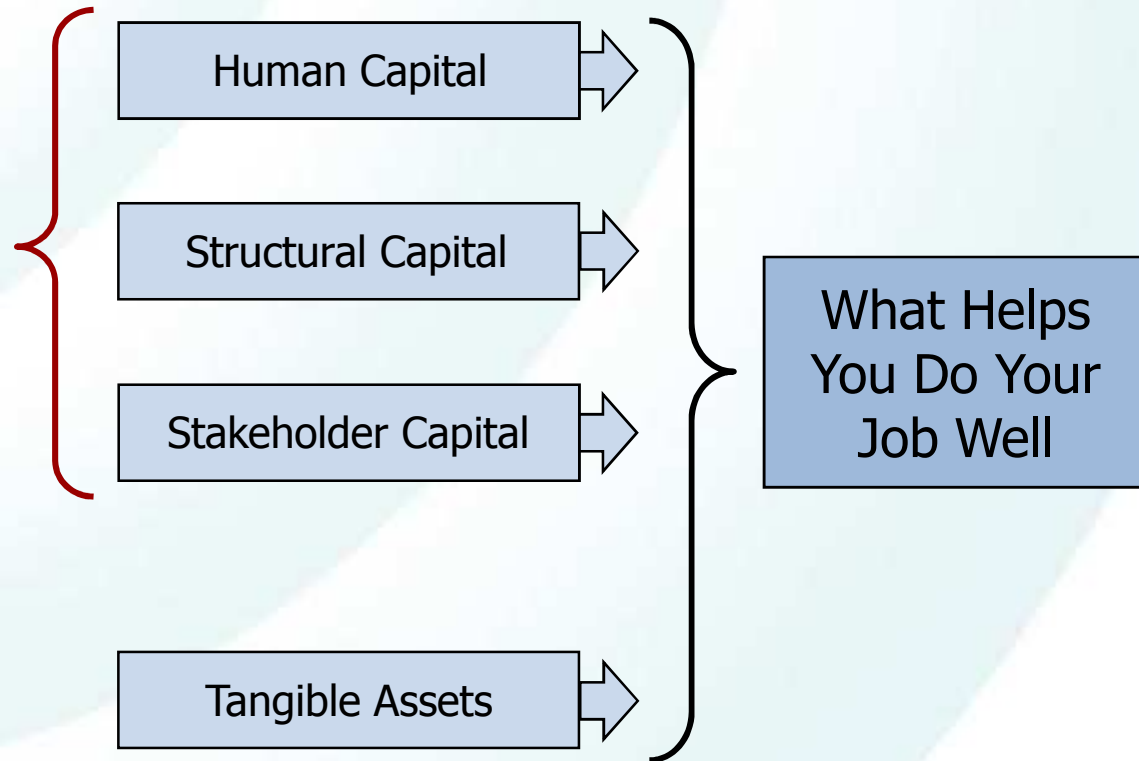
Module 6

Three-Way Key[©]



Three Components of Intellectual Capital

Three components
of Intellectual
Capital



Technology
without Skills
= Zero Capacity
for Action



Sources http://www.co.kerr.tx.us/historical/Comanche_lindian_Group.jpg
<http://www.libcoop.net/mcl/j0382584.jpg>

Broader Context of Technology

Services

- Repair/maintenance
- Parts inventories
- Ancillary products
- E-Commerce
- E-Government

Infrastructure

- Telecommunications
- Databases
- Networks: Internet, LAN



Culture and education

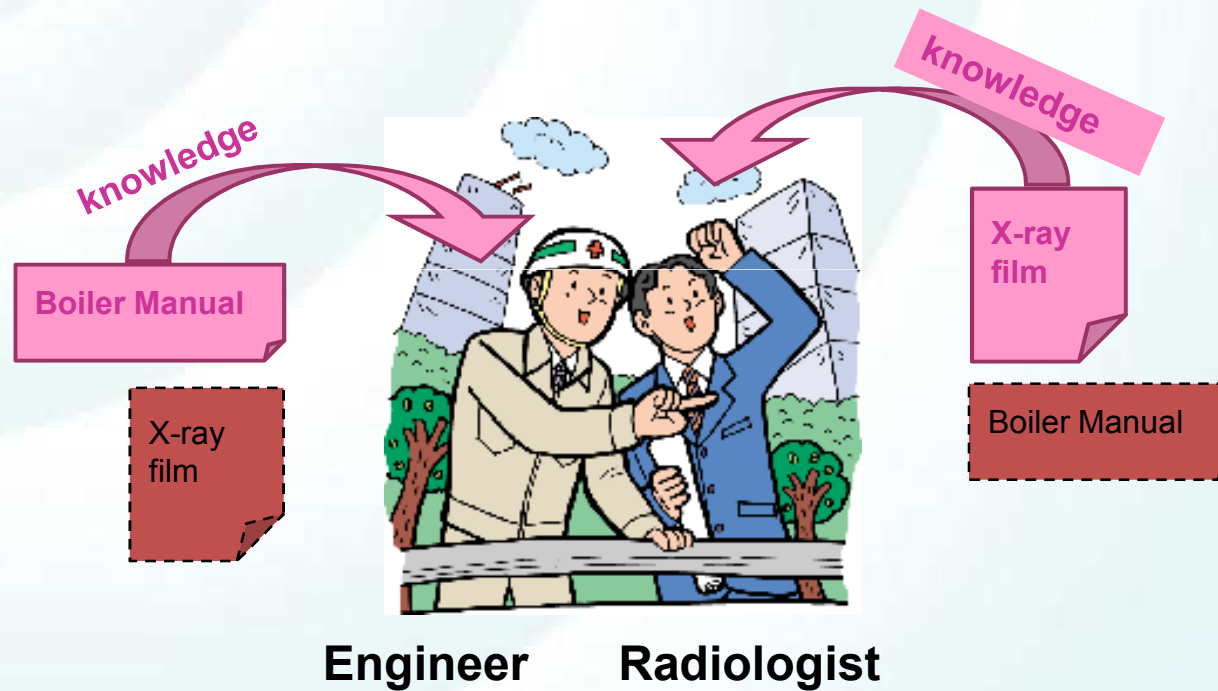
- Netiquette
- ICT literacy
- “Playstation” generation

Social groups

- Virtual communities
- Knowledge networks

Observation: the utility of a technology depends on the presence of many elements in the economic and socio-cultural **context** within which the technology is **embedded**.

Information without Skills = No Capacity for Effective Action



Technology without Supportive Context = Zero Capacity for Action



Cellphone

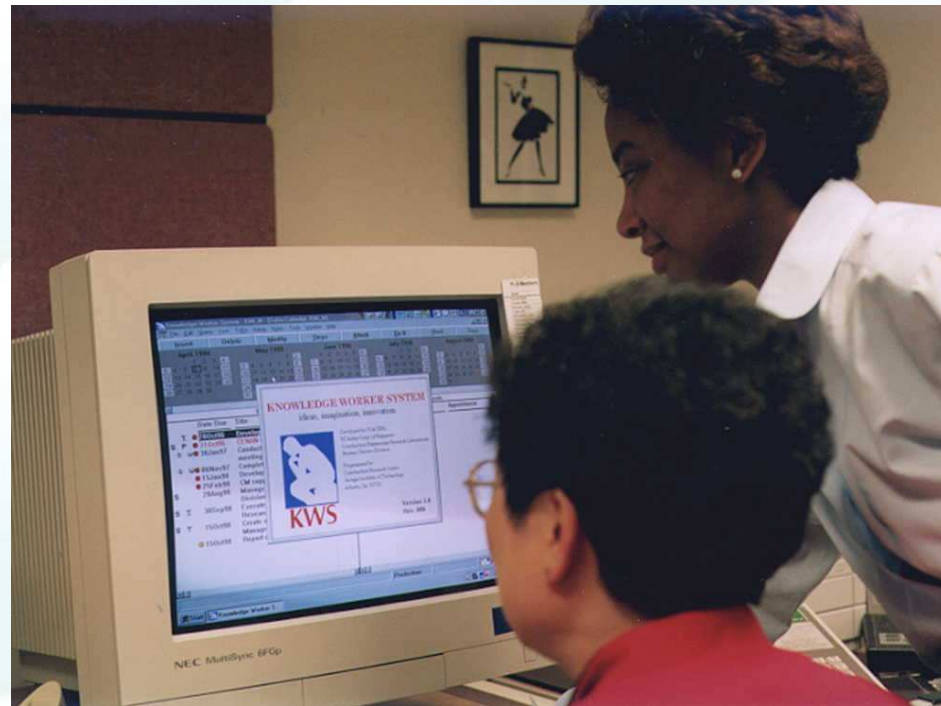
Cellphone is useful here.



Cellphone is useless here.



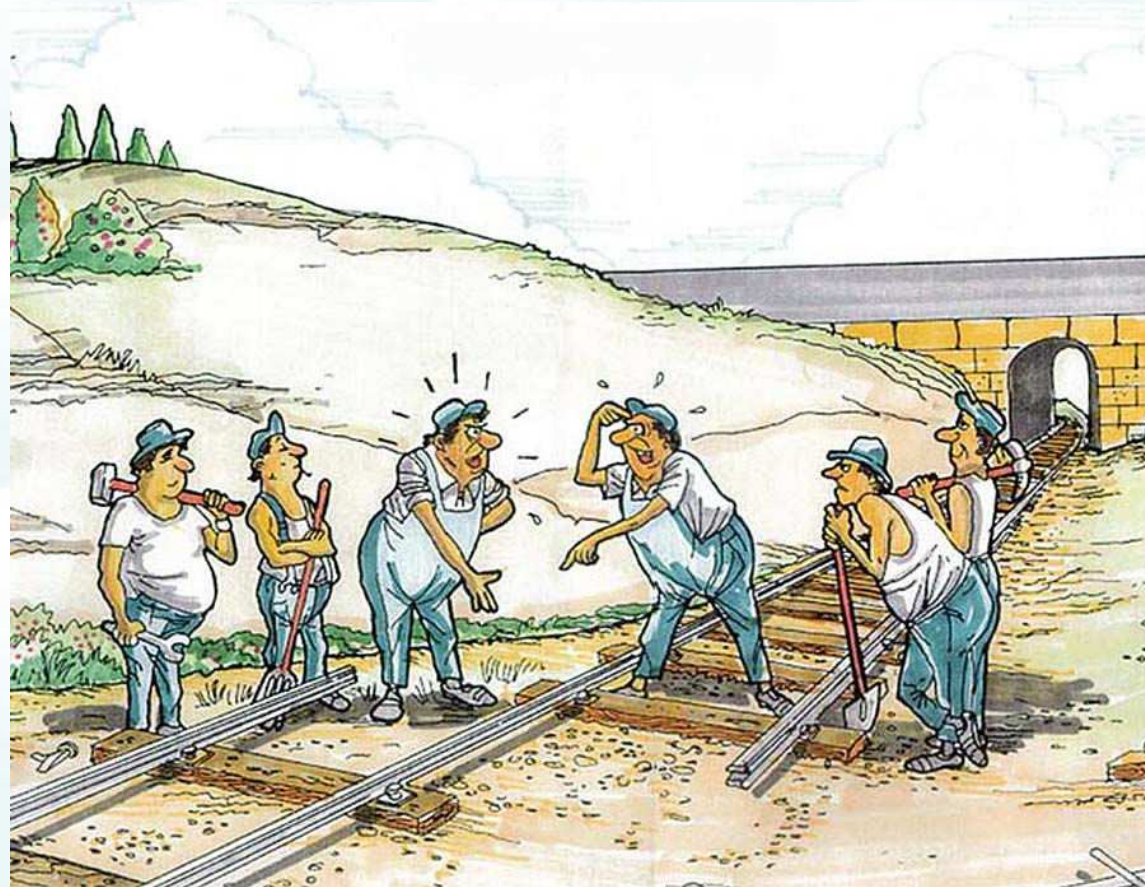
Right Skills + Access to Information +
Technology + Supportive Relationships =
Productivity



Source: <http://www.erd.usace.army.mil/pls/erdcpub/docs/erd/images/KnowledgeWorker1.jpg>



Wrong Procedures + Wrong Attitudes = Ineffective Action



Source: http://blogs.mkhalid.com/wp-content/uploads/2007/06/teamwork_teamwork_a.jpg

“Transactive Memory”: Knowledge within a Relationship

(What I can
remember WITH
the group*)



*because we have come to an
informal arrangement on who to
ask about which subject matter

(What I
remember
ALONE)

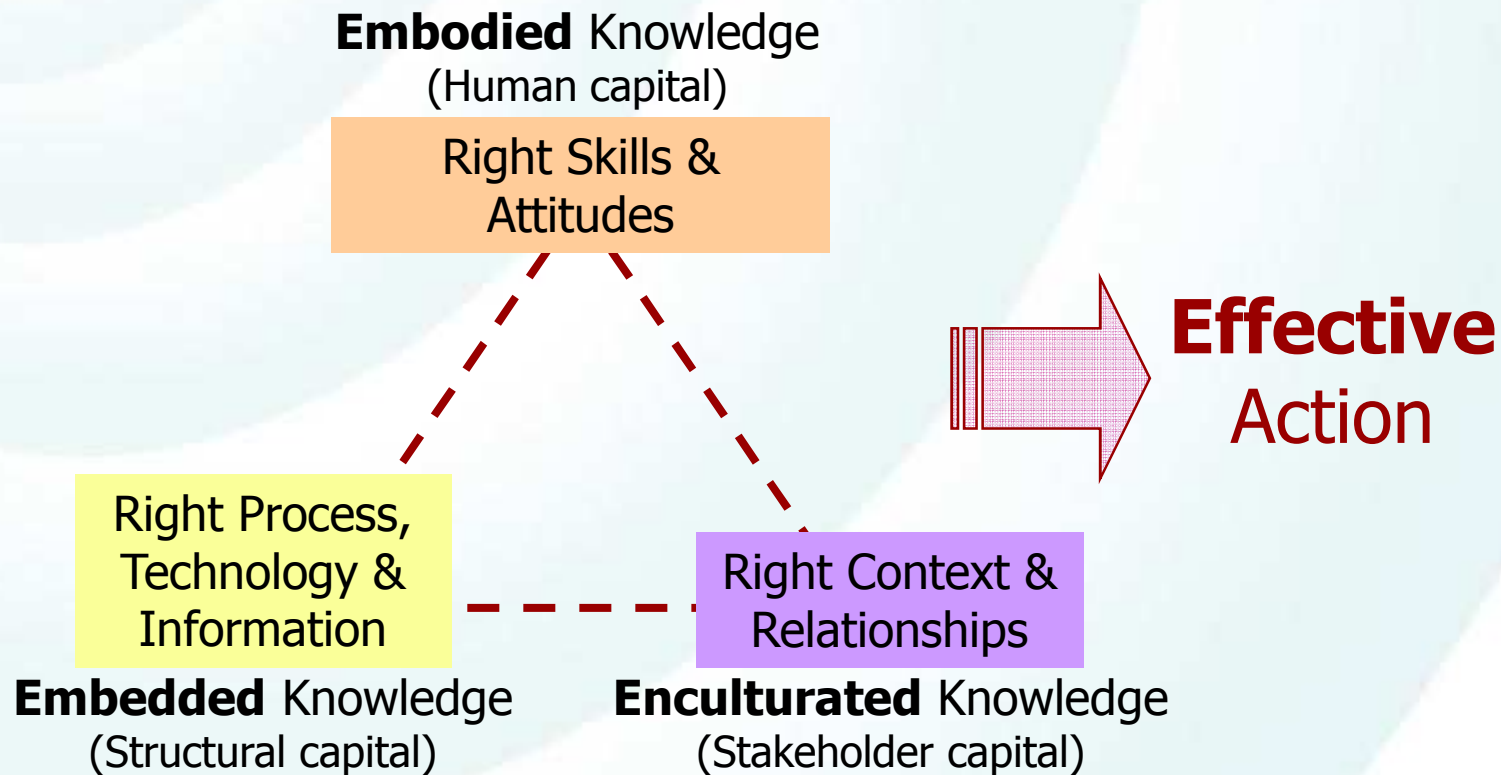


Source: Wegner, D. M., Giuliano, T., & Hertel, P. (1985). Cognitive interdependence in close relationships. In W. J. Ickes (Ed.), *Compatible and incompatible relationships* (pp. 253-276). New York: Springer-Verlag.



Three-Way Key[©]

Right Combination or 3 E's → Effective Action





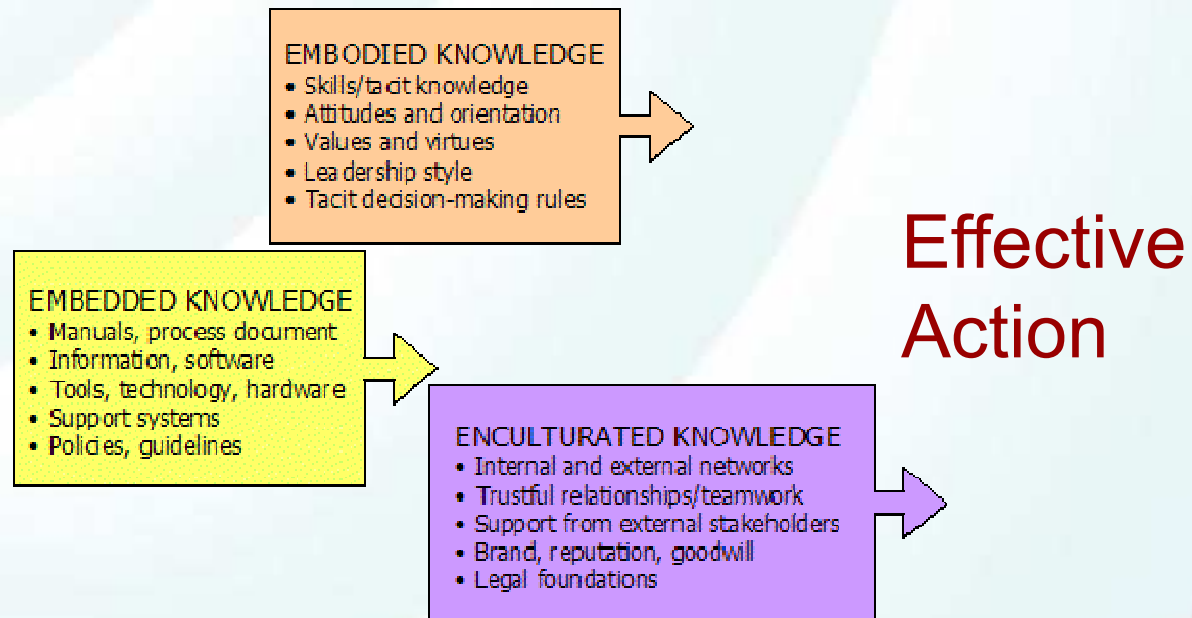
Manageability of 3 E's

	Lead times	Traded in markets?	Owned by the organization?	Specialists available
Embodied Knowledge	months to years	yes	no	HR, OD, Educ
Embedded Knowledge	weeks to months	yes	yes	QM, IT, Engg
Enculturated Knowledge	years to decades	no	no	Psych, OD, Anthrop?

← easiest

← most challenging

For Best Results: Right Mix of 3 E's





Example 1: Documentation of Best Practice

APPLICATION	THREE-WAY KEY	SAMPLE CONTENT
Documentation of Best Practice in Sustainable Community Development for Transfer/Adaptation Elsewhere	Vignette of Best Practitioner (embodied knowledge)	Skills required, technical and non-technical
		Video record of storytelling
		Stories and quotations
	How-To-Do-It (embedded knowledge)	Manual
		Maps and Blueprints
		Work templates
	External Requirements and Success Factors (enculturated knowledge)	Relationship with mayor and barangay captain; other contacts in the local area with nurtured goodwill
		Other external supporters of the project
		Legal basis for use of area
Registration of enterprise		

Example 2: Knowledge Transfer from Retiring Staff

APPLICATION	THREE-WAY KEY	SAMPLE CONTENT
Turnover Procedure from Retiring Senior Employee to Junior Understudy	Mentoring of understudy (embodied knowledge)	Briefing on processes
		Practice with coaching
		"Tricks of the trade"
		Coaching on decision-making
		Explain records
		"War stories"
	Turnover of records (embedded knowledge)	Project and work files
		Emails and folders
		Problem-solution logbook
		Manuals, tools and templates
	Introduction to Partners/ Network Contacts (enculturated knowledge)	Introduce understudy to key (external) business contacts and internal stakeholders
		Turnover of directory
		Confidential briefing on personalities and relationship styles of key internal and external contacts



Example 3: Post-Project Capture of Lessons Learned

APPLICATION	THREE-WAY KEY	SAMPLE CONTENT
Post-Project Capture of Knowledge Assets for Re-Use in Next Projects	Inventory of Relevant Skills (embodied knowledge)	List of key competencies of important project personnel
		Directory of project personnel
		Project personnel with excellent leadership and other qualities
		Valuable or core competencies developed during project
	Workable Tools Developed and Tested (embedded knowledge)	Manuals, work templates, checklists, tools, charts used
		New software developed
		Analytical tools developed and tested
		Documentation of post-project Lessons Learned Meeting
	Good Teamwork and Useful External Linkages (enculturated knowledge)	List and description of project team that "clicked" successfully
		Directory of valuable external contacts or networks
		Confidential brief on personalities of key decision makers in partner organizations
		Internal "who knows who" directory; "champion networker"



Example 4: KM Assessment of a Business Process

APPLICATION	THREE-WAY KEY	SAMPLE CONTENT
Knowledge Audit or Assessment of a Business Process	Skills, Attitudes and Health of Staff (embodied knowledge)	Number of personnel needed for the process
		Competencies needed for each job
		Health of personnel
		Specialized skills needed for some tasks
		Attitudes of personnel
		Rest and recreation of personnel
	Information Inputs and various Support Systems (embedded knowledge)	Data, statistics and other information
		Procedures, manuals, guidelines
		Documentation of business process
		Work templates, forms, checklists
		Learning procedures and practices
		Training and mentoring programs
		Supportive policies, incentive systems
	Supportive Relationships (enculturated knowledge)	Access to Internet and other external information sources
		Access to external consultants
		Network and support from partners
		Information exchange with suppliers and customers
		Supportive government policies
Morale, mutual support and teamwork in the organization		



Module 6

Workshops on Applying the Intellectual Capital Framework