



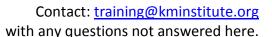
E-Learning Companion Workbook

eCertified Knowledge Practitioner

eCKP™ Program



16 e-Modules (Incl. Assessment)





Welcome to the eCKP Program

If you are viewing this Workbook you have already successfully logged into your new account on the KM Institute LMS (Learning Management System). Congratulations!

The KMI LMS is learner-driven, extremely straightforward and easy to use. After clicking through a couple "Welcome" messages, below will be your **Dashboard** view (fig. A).

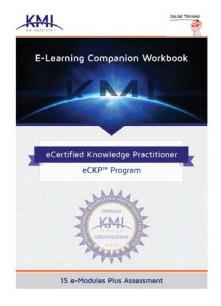


The eCKP Course Companion Workbook

This workbook is an invaluable tool in your KM training arsenal. Use it to follow along with the action occurring on screen - and by all means take notes. You may take notes by typing text into the rows of horizontal lines appearing alongside each slide image.

The following pages contain hundreds of slide images. These screen shots/thumbnails function as visual aids and learning objects, synched perfectly to your online presentation.

The eCKP Companion Workbook is a great resource to track your progress through the course.



KMI LMS Access

Welcome to the **eCKP** Online/self-paced Program! Please take a moment to view the latest **README** content by accessing Module 1. This valuable information (including trouble-shooting tips) will make your e-learning experience as enjoyable and productive as possible.

OPTION TO DOWNLOAD E-MODULES

If you run into any challenges viewing this course online, you may download e-modules to your desktop, so that they will run "locally." In almost all cases, this will resolve any issues related to online access.

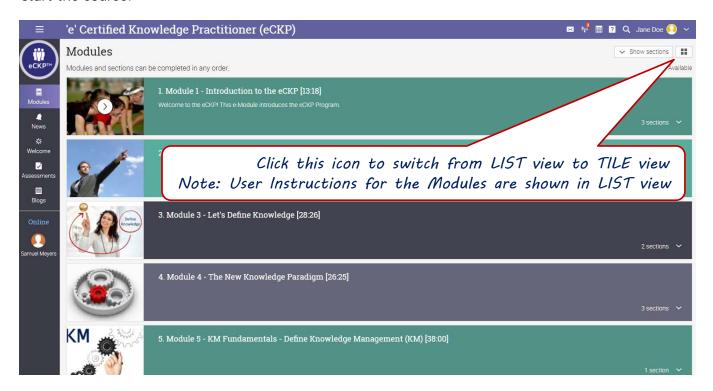
The last module section of eCKP has a DOWNLOADABLE E-MODULES section. Please follow the instructions there to download any e-module straight to your desktop! Windows/MAC OS instructions are provided (fig. B).



Be sure to visit the **KMI Knowledge Hub** for the latest content from top KM Experts!

When you are ready to begin, click on eCKP - 'e' Certified Knowledge Practitioner.

Once you have accessed the eCKP, please click **Module 1 – Introduction to the eCKP**, to start the course.



The typical **Module** contains content such as:



1) e-Modules



2) Resource Documents



3) Addt'l supplementary material



Your e-module will begin to play in a new window. If the video and animation are not playing in sync, please re-click the slide you are viewing in the left Navigation pane to restart sequence:



E-Modules appear via a menu-driven interactive display, each e-Module "bookended" by audio-only Preludes and Wrap-ups.

The Intro for each e-module always includes:

- Start
- Learning Objectives
- Outline



Orientation

The next screen in all KMI online courses is your **Icons and Tips**. Please take a moment to click on each of these to learn their meaning/ significance.



Quick Summary of eCKP Content & Curriculum

The eCKP is essentially an interactive multi-media experience. The program auto-plays as you progress through the e-modules, occasionally pausing for certain interactions.



This is an image of the **Navigational Panel**, always present on the left of your screen. **Controls** are shown below.

E-Modules advance in a linear fashion. The course discourages 'jumping forward' in the navigation area, but you may always go back and replay something you've missed.

The program pauses for **Checkpoints**. These are short quizzes designed to test your recall of recent lessons, or prime you for important new ones to follow. You must complete each quiz before moving on to the next area.

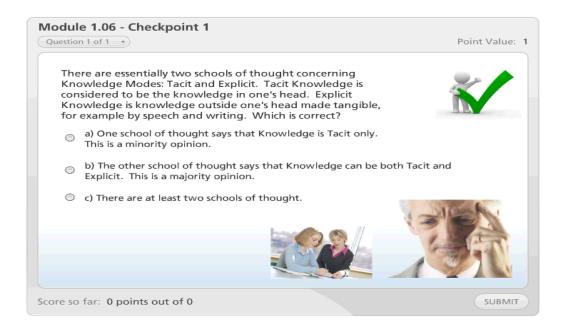
Most e-modules conclude with a **Module Review,** which you are required to complete. Module Reviews mainly comprise a review of prior checkpoints, plus new questions.

To maximize screen size in browser view, be sure to hit '**F11**' to remove unneeded borders and tool displays

Checkpoints

Checkpoints occur throughout each e-module. These mini-quizzes are designed mostly to test your knowledge of an important lesson just learned.

You must complete each Checkpoint or the program will not advance.



In some cases, the question does not cover previously-learned material. It is instead intended to get you in the right mindset for a *new* subject, or new direction the Instructor wishes to lead you.

Therefore, a *right* or *wrong* answer is not important, so do not be concerned if you answered incorrectly - this was only set up to get you thinking. The "answer" will always be revealed in the material following.

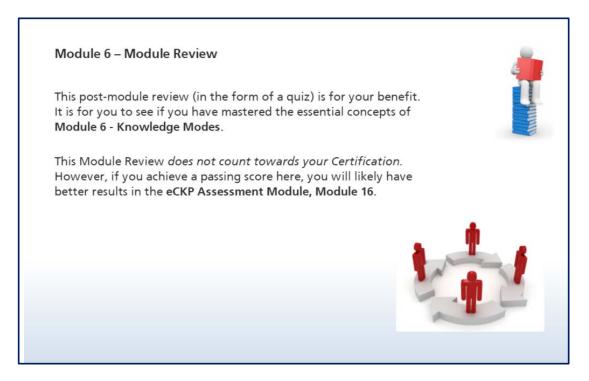
Checkpoint questions appear in several fashions:

- True/False
- Multiple Choice
- Sequencing
- Essays

End-of-Module Reviews

You must complete each End-of-Module Review in order to advance to the next e-module. It is not necessary for you to "Pass" the end-of-Module Review. However, <u>you are encouraged to go back and review any questions incorrectly answered</u> to complete your understanding of the material.

All quizzing includes the option to "review quiz," regardless of Pass/Fail.



End of Course Assessment

The **End-of-Course Assessment** tests the learner on concepts presented in the overall eCKP Course.

When you have completed all the modules of the eCKP, you are expected to take the Assessment Exam. You will also be reminded by the LMS.

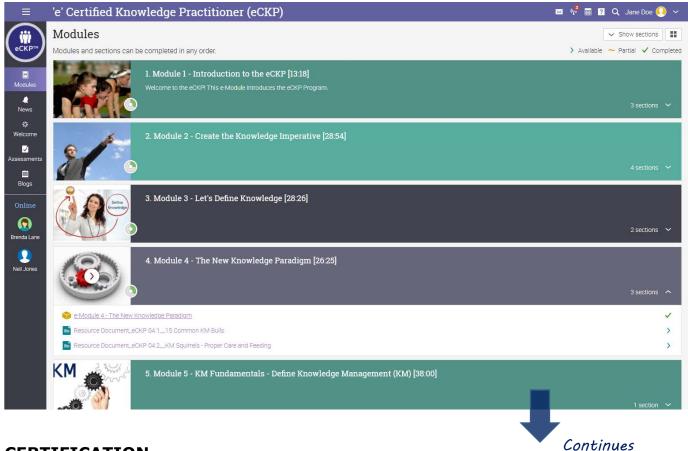


Module 16 - eCKP Course Assessment Module



Proceeding through the Modules

You will eventually progress through all 15 Modules of the eCKP program. Your Dashboard will begin to look like this:



CERTIFICATION

Once you have successfully passed/completed the eCKP Course Assessment Exam with a 70% or higher score, your **Certificate** will immediately be made available to you as a printable PDF file, unique to you as the certificant.

Your name and date of certification will be recorded on the office KMI Roster and posted on our website.

You will be directed to the **CKP Winner's Circle**, where you will receive invitations to join our Grad Community, CKM/CKP LinkedIn Group, and other post-grad activities and benefits.

Congratulations!







E-Learning Companion Workbook

eCertified Knowledge Practitioner

eCKP™ Program



16 e-Modules (Incl. Assessment)





eCKP™ - Table of Contents

Certified Knowledge Practitioner ("Implement Grass-roots KM")

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Module 16 – eCKP Assessment Exam Module

Assessment Exam: Please follow the directions for Exam submission in the LMS.



eCKP Course Summary

The modules ahead are all about getting started in Knowledge Management. The eCKP course is also known as "Get Started – Implement Grass Roots KM."

You will master the KM Essentials, the core of KM.

This mastery will enable you and your team of KM practitioners to begin to implement KM, at least from a tactical, 'getting started,' grassroots basis.

But, what happens when you begin to show tactical and change management success? What happens when executive leadership wants to take it up a notch, to go strategic? You definitely need a robust KM methodology.

The KM Institute's 5-Phase Methodology to Perform KM is introduced..

- We will wrap our minds around key KM Methodology issues, to understand essential components of the Methodology.
- You will come to understand the richness and value of the KM Methodology, at a high level.









eCKP Course Instructor – Bio

Douglas Weidner, Chairman, KM Institute



Engineering graduate of the US Air Force Academy (combat pilot-Viet Nam) -- MSIE in Operations Research and MBA in Business Economics (UCLA). Was pioneering KM practitioner: at DoD think tank, designed KBase Tool for DoD (1994) and actually had a KM title in 1995: Chief Knowledge Engineer/Sr. Technical Fellow for US\$30B Northrop Grumman (1995-01). Consulted/mentored KM clients worldwide: World Bank (1996), UN (1999-2000), NASA (2000-1), Islamic Development Bank, and Kuwait Inst for Scientific Research (2008), and many US government agencies/commercial firms (1995 – 2015).

Notably, provided custom KM certification programs and associated K Nuggets™ for most all US Combatant Commands including: NORTHCOM (7 yrs) EUCOM (4), AFRICOM (3), SOCOM, CENTCOM (4), SOUTHCOM, etc., and other major commands--USF-Korea (3), USAF, Army, Navy and marines; exclusive provider of CKM to Singapore Armed Forces − 2011 - 2015. Provided over 180 CKM workshops in twelve years; 130 public workshops including civilian governments and commercial firms around the world, from Malaysia to Middle East to Europe. Also, developed and delivered a **train-the-trainer program** for the Warrant Officer Career College (Ft Rucker, AL), and more recently for CENTNAVINTEL (Va. Beach, VA), as well as a growing number of other government and civilian organizations. This program prepares organizations to become self-sufficient for in-house KM training using their own certified trainers and site-licensed content.

Founded first **KM Chapter** (DC-1998) and the **KM Institute** (2004). Developed the internationally acclaimed KM Certification Workshop (CKM) in 1999-01, regarded as the international standard with over 8,000 Certificants worldwide (2018). Curriculum now includes the world's only self-paced, interactive video KM Certification Program, the **eCKM**. KM Institute has the dominant CKM market share (over 80% since 1999). It also created the first universal, "core" KM certification program – Certified Knowledge Practitioner (CKP™ and eCKP™) now being taught internationally. Look for these exciting new innovations available now or coming soon!

- KM Institute's Knowledge Maturity Model (KMM™)
- The KM Transformation Solution™
- Organizational Certification
- New, Certified Knowledge Specialist (CKS-X) designations in the following areas:
 - Knowledge Capture for Action (K Elicitation)
 - Taxonomy Design
 - Information Architecture
 - Social KM (Collaboration & Communication)
 - Knowledge Retention
 - Agile KM

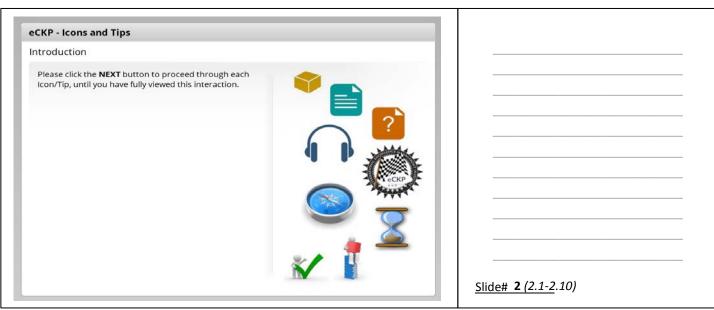
These new KM Specialty Certifications are <u>available now</u>: live workshops or online





KMI's Weidner (lower left) has led KM Certification classes since 2001.

Certified Knowledge Practitioner (eCKP) Certification Slide# 1



Module 1	Knowledge Nugget
Let's create a sense of "Urgency!	P"
Of over 350 KM respondents,	
• ?% of KM practitioners have no form	nal KM credentials.
61%	
 Of that %, only 17% are working towa (academic/education, training, or cert 	
Still, about 50% will be without format	al credentials.
* 2011 KM Observatory survey (released late 2011).	

Module 1

Knowledge Nugget



"If you think Knowledge is expensive, try Ignorance (in the Knowledge Age)."

NOTES FIELD

Slide# 4



Course Learning Objectives

OFFICIAL CAMPICAN

In this Course you will learn:





Slide# **5**



Course Learning Objectives

In this Course you will learn:

- The Strategic Rationale for KM It's Justified!
- Key KM Principles and Fundamentals It Works
- A Proven KM Methodology Here's how you can start, if you wish to be successful
- Hot KM Topics Some Exciting Applications
- Available Resources for your own "KM Body of Knowledge"

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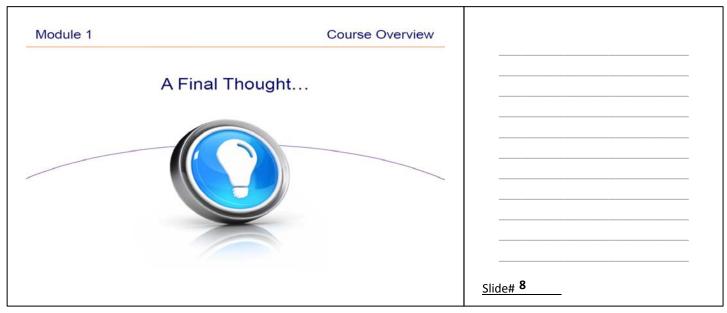
Slide# 5.1

Module 1 Course Overview NOTES FIELD eCKP, The "e" Certified Knowledge Practitioner, includes: • What you should have uncovered before you started KM the first time • The essence of KM, learned since 1995 • Roadmap; How to get on the road to success • Key principles in KMI's Methodology to Perform KM, including change management • Resources available to expand your own KM Body of Knowledge

Module 1 eCKP - Modules Summary Module 1 - Course Intro Module 2 - Create the Knowledge Imperative Module 3 - Let's Define Knowledge Module 4 - The New Knowledge Paradigm Module 5 - Define KM Module 6 - Knowledge Modes Module 7 - Knowledge Processes Module 8 - Knowledge-intensive Activities Module 9 - KM Principles and Tactics Module 10 - A Proven KM Methodology (KM Bulls & Squirrels) Module 11 - Understand Knowledge-Age Roles Module 12 - Manage Change/Transformational Change Mgmnt Module 13 - Adv KM Methodology Module 14 - Startup Techniques - Knowledge Cafes Module 15 - Get Started! Module 16 - eCKP Course Assessment

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1 9	Slide# 7		
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Slide# 6





NOTES FIELD Slide# 9



Slide# 10

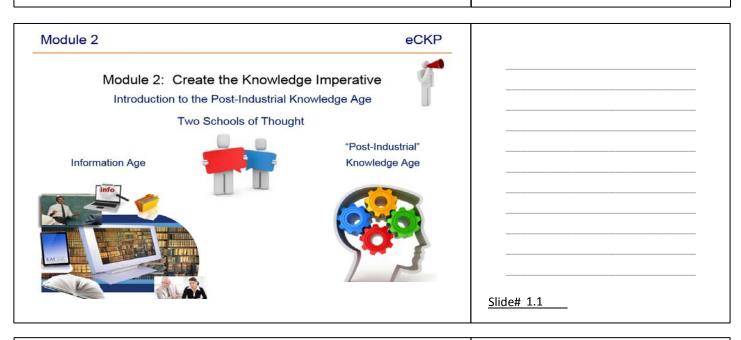


Slide# 11

Module 2: Create the Knowledge Imperative Module 2: Create the Knowledge Imperative



Slide# 1



Module 2 Learning Objectives

Module 2: Create the Knowledge Imperative



In this module, you will learn to:

- Understand key drivers of the Knowledge Age Imperative.
- Specifically, understand how the Knowledge Age differs from the two prior ages (Industrial and Information Ages).
- Understand that successful entry into the Knowledge Age requires organizational transformation.
- Understand the analogy of education to hi-performance.

Specific Competency - Knowledge Age Script – be able to **explain** the post-industrial, Knowledge Age...its rationale, in a **clear** and **compelling** manner.

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de# 1.1.1	le# 1.1.1	1e#	1.1.1		

			_



Module 2

Module 2: Create the Knowledge Imperative



Outline

- 2.1 Module Introduction / Learning Objectives
- 2.2 Welcome to the Post-Industrial Knowledge Age, and the Age of the Knowledge Worker (Drucker)
- 2.3 12 Disruptive Technologies that are Changing the World
- 2.4 2 Major Disruptive Trends or "Super-Drivers:"
 - Advanced Robotics and the Automation of Knowledge Work
 - Human Capital: Passionate High-Performing People
- 2.5 From Human Capital to KM Maturity Models
- 2.6 Leading to KM Transformation
- 2.7 KM Imperative Across All Industries
- 2.8 Module Review / Conclusion

NOTES FIELD					

Slide# 1.1.2



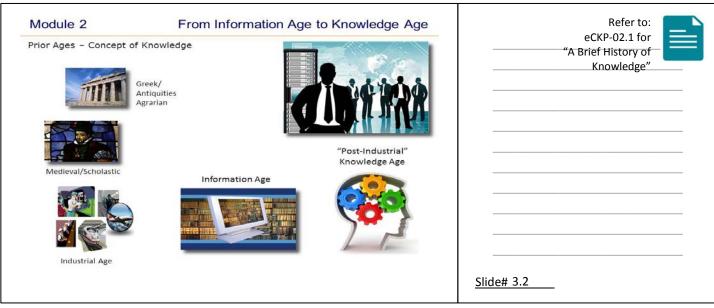
Slide# 2

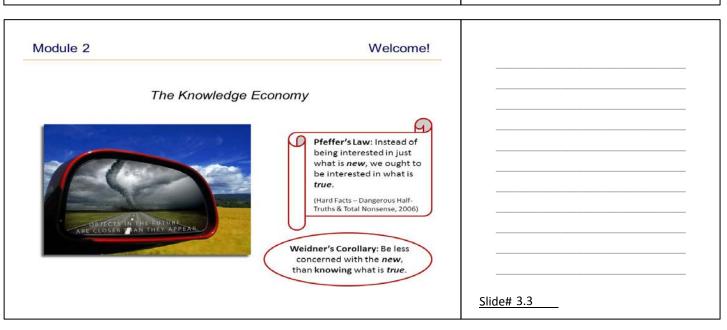
Module 2

Welcome to the Post-Industrial Knowledge Age

And the Age of the Knowledge Worker

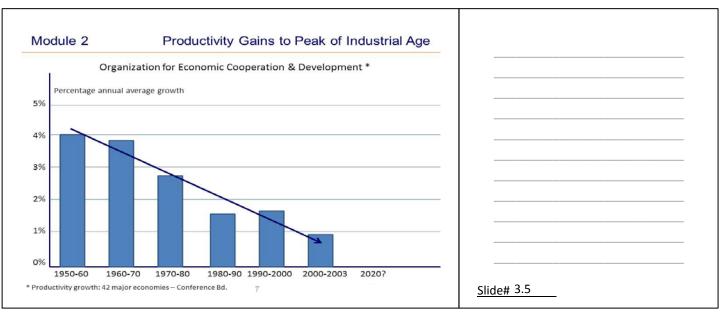
Module 2: Create the Knowledge Imperative Introduction to the Post-Industrial Knowledge Age 3 Major Workplace Transformations How work will be done How decisions will be made How we will realize our untapped human potentialPKM Slide# 3.1





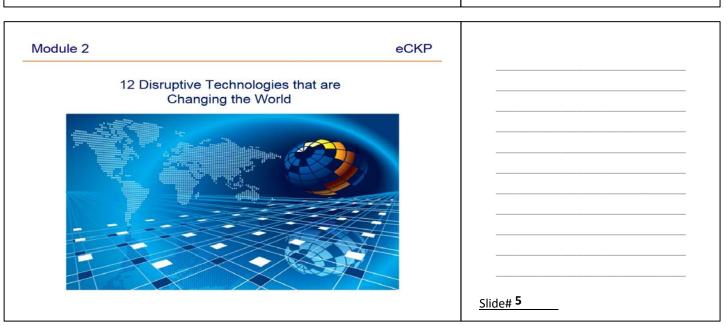
Module 2 Age of the Knowledge Worke 21st century - "The most important contribution management needs to make in the 21st century is similarly to increase the productivity of knowledge work and the knowledge worker."

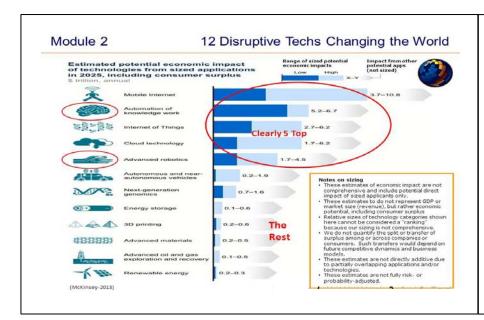
Module 2 Drucker – On Transformation* "Every few hundred years in Western history there occurs a sharp transformation." "...few short decades, society rearranges itself...Fifty years later...a new world. ...We are currently living through just such a transformation." **Base Candidative Society 1993



Module 2 Consider this prediction, "Improving the productivity of KWers through technology, training, and organisational change....will be the major boardroom challenge of the next 15 years." The Economist: Foresight 2020 - Economic, Industry and Corporate Trends



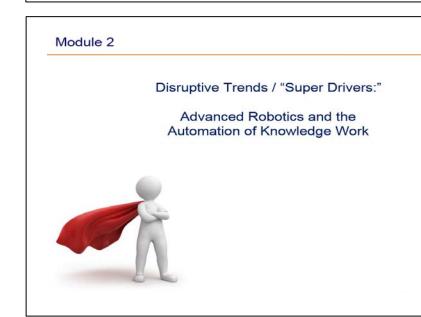




NOTES FIELD

Module 2 12 Disruptive Techs Changing the World **Two Key Transformation Drivers Technology Affects** Changes nature of work 1. Mobile Internet Changes organizational structures Automation of K Work 2. · Drives econ growth/productivity Internet of Things Cloud technology · Changes national comparative advantage • Employment **Advanced Robotics** 6. Autonomous Vehicles Changes nature of work 7. **Next Gen Genomics** · Changes quality of life 8. Energy Storage · Creates new products/services 3D Printing Drives econ growth/productivity 10. Advanced materials · Changes nat'l comparative advantage 11. Oil/Gas Exploration/Recovery Employment 12. Renewable Energy McKinsey's Global Institute: "Disruptive Technologies: Advances that will Transform Life, Business and the Global Economy, 2013.





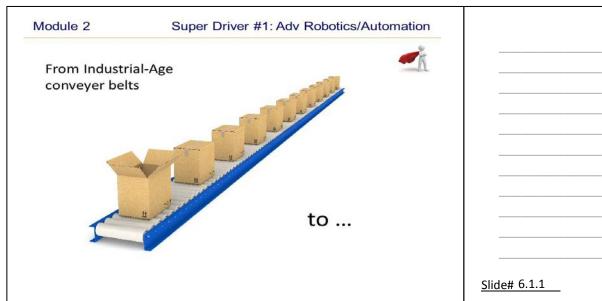
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Slide# 6	=	

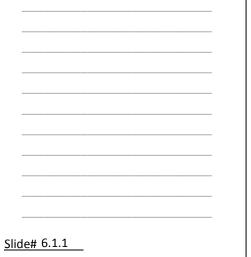
eCKP

Super Driver #1: Advanced, Post-Industrial Robotics KM401 KM401

1101	<u>ES FIELD</u>	

Slide# 6.1

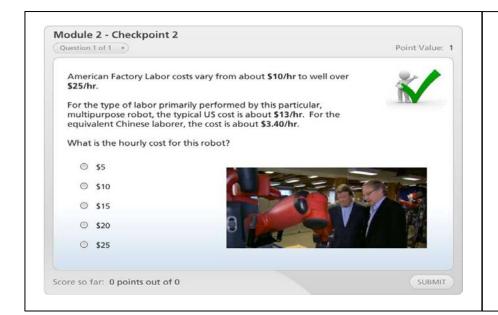


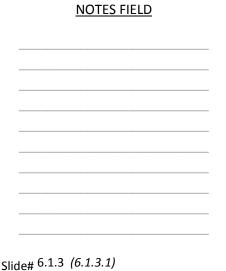


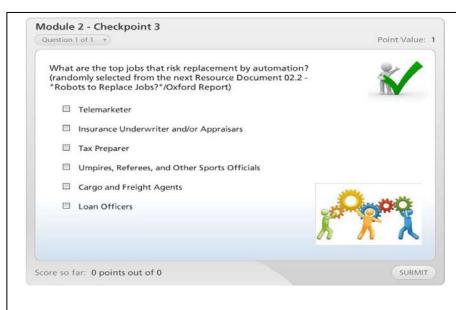


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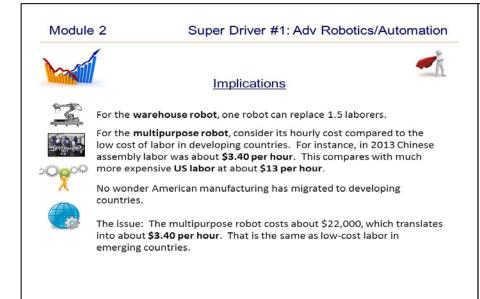
Slide# 6.12 (6.1.2.1 thru 6.1.2.9)

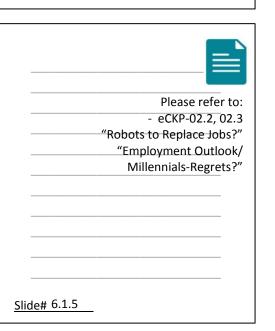






Slide# 6.1.4 (6.1.4.1)

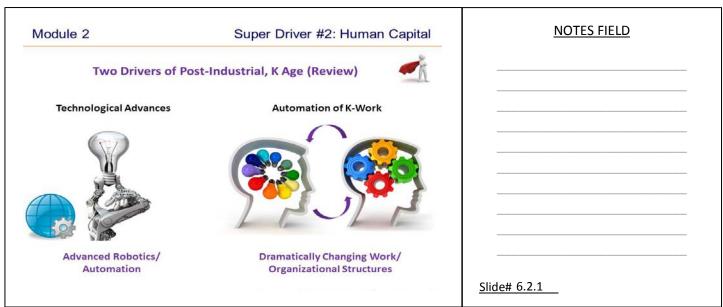




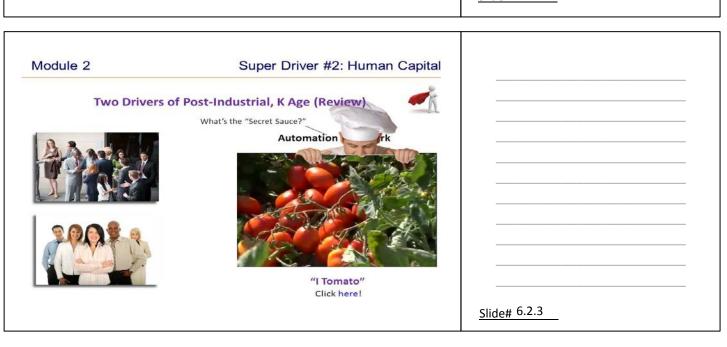
Module 2	Super Driver #1: Adv Robotics/Automation	NOTES FIELD
LUDI	Do not underestimate the power of Luddites to hinder if not defeat new technologies. Sometimes very sophisticated technology can be defeated by low-tech deterrents.	Slide# 6.1.6
		311UE# 0.1.0
Module 2	Super Driver #1: Adv Robotics/Automation	
"Productivity Par	radox"	
The advance of Tec	chnology always creates & destroys jobs.	
Diagnosis: Since 20	000, destruction has exceeded, or at least 'led' creation.	
Prescription:	Be competent – but remain agile and remain flexible to adopt; a learning and growth mindset. [Theme III, Module 14] Survival means staying abreast of technology advances, especially disruptive technologies which 'wipe out' previous technologies. [Theme III, Module 13]	
		Slide# 6.1.7
Module 2	eCKF	
Human	Driver #2: Capital – ligh-Performing	



Slide# 6.2



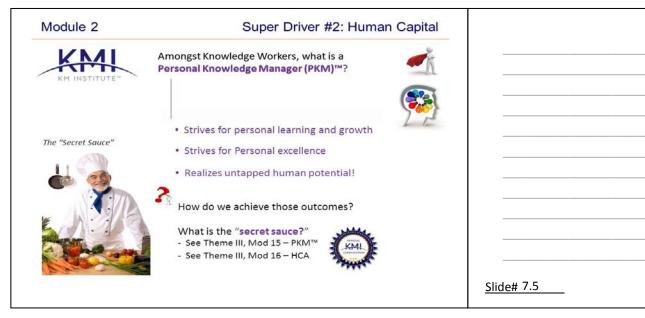






NOTES FIELD

Slide# 7 (7.1, 7.2, 7.3, 7.4)





Module 2

Module 2

Human Capital Analytics (HCA)





Maturity Models and More

 $The me \ I, Module \ 2 \ is \ meant to \ be \ a \ very \ first introduction to \ maturity \ models, and \ Human \ Capital \ Analytics \ (HCA) \ as \ one \ of \ six \ essential \ threads.$

Maturity Models have evolved:

- From ad hoc/anecdotal to algorithmic, evidence based predictive models, i.e. powerful tools like Real Age®.
- From just assessments to much more useful diagnostic and predictive models
- From a single focus (thread), i.e. KM or process mgmt, to much more robust reflecting the interaction of many simultaneous threads.

That is where we are. Our ultimate model spans six essential threads, not just KM.

Later in this course, and in subsequent more advanced certification courses, we will develop further a few topics just introduced here.

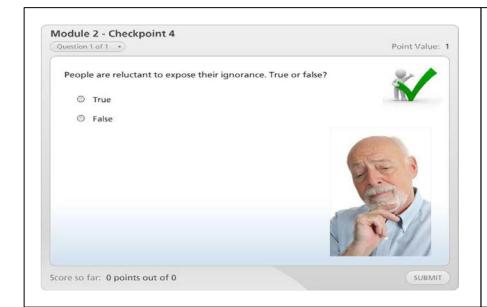
NOTES FIELD

Slide# 8.1

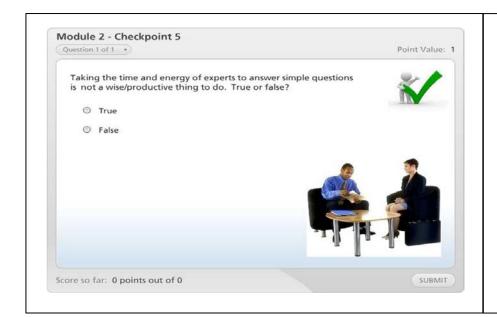




Slide# 8.2

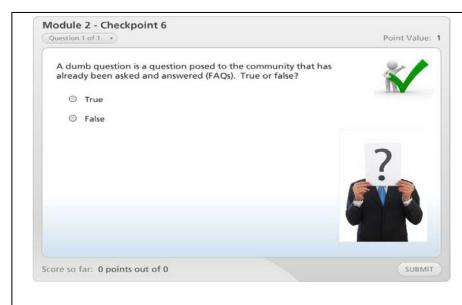


Slide# 8.2.1 (8.2.1.1)



NOTES FIELD

Slide# 8.2.2 (8.2.2.1)



Slide# 8.2.3 (8.2.3.1)

Please read at your own pace. "Connect & Collect" is fully demonstrated in Theme III, Module 10 If the knowledge one needs is not in the knowledge base, then one can and should approach their community to seek the needed answer, but not repeatedly ask experts about questions ALREADY asked and answered. Again, it is not only acceptable to get the knowledge you need from the knowledgebase, but highly recommended that a person attempt that avenue first. Certainly, most SIMPLE questions should be answered there. So, what is a Dumb Question? Here is how we define a "dumb" question in the new paradigm "C&C" (Connect & Collect) scenario. Simply: "A dumb question is a question posed to the community that has already been answered and is in the knowledgebase." This definition solves a number of issues. It promotes the idea that it is a dumb thing to take the time and energy of experts to answer simple or frequently asked questions. This definition also addresses the issue concerning folk's reluctance to expose their "ignorance." By providing a KBase, the "collect" part of "C&C," people are encouraged and able to get the answers they need without exposing their lack of knowledge.

Slide# 8.2.4



Implications

A robust organization wants the energy of its experts directed to the tough questions that will differentiate it from its competitors. In many organizations, experts will address difficult questions well into the night. In a "C&C" organization, those brilliant insights are harvested so that yesterday's most difficult questions become tomorrow's dumb question and the entire organization can "stand on the shoulders of the giant's prior answers", to paraphrase Sir Isaac Newton.

In the "C&C" scenario, the goal is to improve productivity through better Process K. But K is more than a procedure description, it can be the best tool to use to perform tasks.

As process knowledge matures, practitioners can migrate from Ad Hoc Reports to proven Templates.

The typical dependence on a list of Frequently Asked Questions can be expanded to include referral to experts (SME).

Other knowledge needs can be satisfied as well, including:

- · Statutory Mandates
- Bibliographies for background understanding
 Required Skill Sets at the right time...

Finally, "Best Practices" can be shared, for the benefit of all, whether guidelines, keys to success or whatever

So a KBase is more than FAQs, but not so extensive that we hear Holmes and Crapper calling out to us in desperation from their graves

Finding that optimal middle road is one of the roles of the K Manager

This is possibly one of the most important roles of the knowledge manager because it impacts directly on our new paradigm - get the best knowledge to the right person at the right time..

NOTES FIELD

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Slide# 8.2.4 (Cont'd)

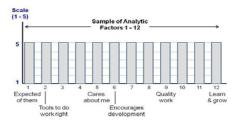
Module 2

Human Capital Analytics (HCA)

In this exercise we are going to get an introduction to the human capital components of the Knowledge Maturity Model (KMM)™. On this graphic you see 12 possible factors.

For a sample of these factors (six), please score each one on a scale of 1 to 5, where one means strongly disagree, two, means disagree, and four means agree, five means strongly agree.

Then, we can plot each score on the graph...



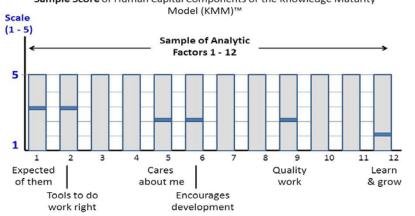
The next 6 slides of this exercise are not shown here in the Workbook.

Slide# **9** (9.1-9.6)

Module 2

Human Capital Analytics (HCA)

Sample Score of Human Capital Components of the Knowledge Maturity Model (KMM)™



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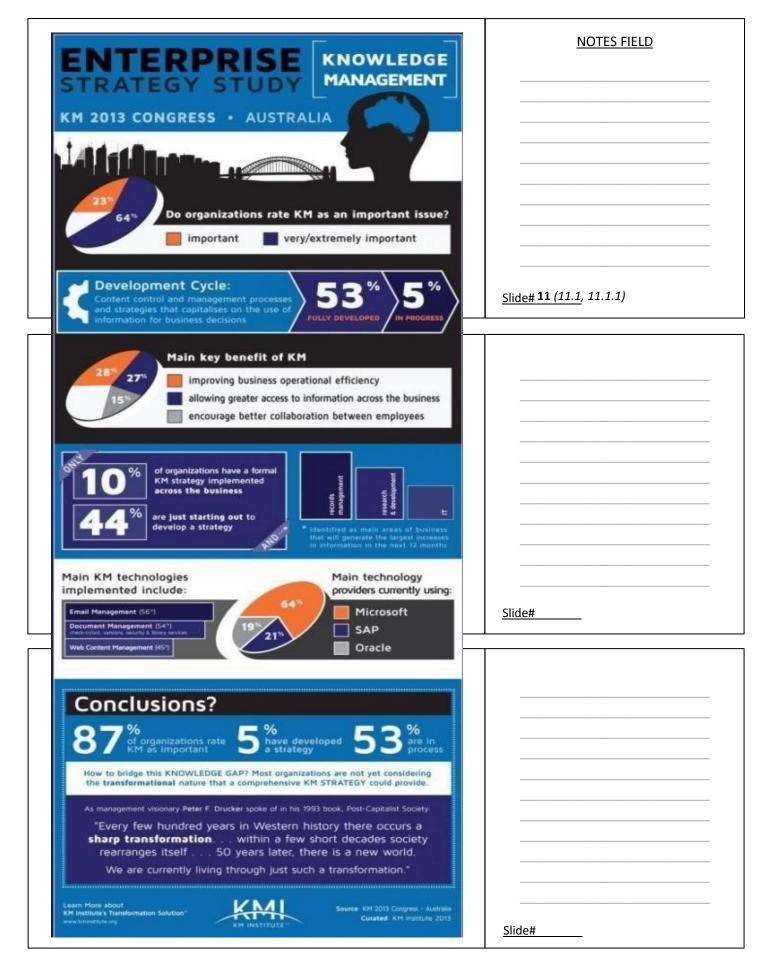
Slide# 9.7

KM Transformation Solution TM Knowledge Maturity Model (KMM) Leading, finally, to KM Transformation	NOTES FIELD
Learning Organization Results Diagnose Initial 1 Aware Aware Aware Aware Aware Carboning Backet	Slide# 10
Module 2 eCKP Recipe for the 'Secret Sauce' KM Transformation Solution™	
OFFICIAL	

	Slide# 10.1
Module 2 eCKF	
"No matter what your measure of success : whether profits, customer satisfaction, development, security,	
to prosper in the Post-Industrial Knowledge Age,	
you must advance thru many stages of maturity. You will need to transform your organization."	
More on KM Transformation in later Modules	

Ultimately, KM Certification enables you to implement the KM Transformation Solution™

Slide# 10.2





Please read at your own pace.

"Enterprise Knowledge Management Strategy Study" KM 2013 Congress – Australia



eCKP

Main Takeaways

64% organisations rate KM as important issue. 87% 23% very/extremely important:

Development cycle: 53% report that they are only in the process of developing content control and mgmt processes and strategies.

But, only 5% have fully developed processes and strategies that capitalises on the use of info for business decisions.

Main/Key Benefit of KM – improving business operational efficiency (28%), allowing greater access to information across the business (27%), encourage better collaboration between employees (15%)

Only 10% of organisations have a formal KM strategy implemented across the business - 44% are just starting out to develop a strategy.

Records management (45%), research & development (34%) and IT (30%) are identified as the main areas of the business that will generate the largest increases in information in the next 12 months.

NOTES FIELD

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Slide# 11.2

Module 2

Create the Knowledge Imperative

Some Reflections as you begin your journey:

In the Knowledge Age, "You must leverage all the info, Knowledge and connectivity you have!"



"Faith is taking the first step, even when you don't see the whole staircase."









"The woods are lovely, dark, and deep, But I have promises to keep, and miles to go before I sleep, and miles to go before I sleep."

- Robert Frost

Slide# 12

Module 2

Learning Objectives Achieved

eCKP - Module 2: Create the Knowledge Imperative



In this module, you:

- Understood key drivers of the Knowledge Age Imperative.
- Specifically, how the Knowledge Age differs from the two prior ages (Industrial and Information Ages).
- Understood that successful entry into the Knowledge Age requires organizational transformation.
- · The analogy of education to hi-performance.

Specific Competency - Knowledge Age Script – be able to explain the post-industrial, Knowledge Age...its rationale, in a **clear** and **compelling** manner.

Module 2 – Module Review This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 2 – Create the Knowledge Imperative. This Module Review does not count towards your Certification. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.	NOTES FIELD Slide# 14 (14.1-14.11)
	I
Module 2 - Conclusion Module 2: Create the Knowledge Imperative	Slide# 15

		T
Module 3	eCKP	NOTES FIELD
	Define Knowledge	<u>Slide# 1</u>
Module 3	Introduction	
eCKP - Module 3: Let's Define Knowledge We seek a superior, working definition of Knowledge we will look at how it may contrast to most popular to definition of Knowledge can be very personal perspectives. We will also explore the ubiquitous as well as how to relate the concept of action to define information.	edge, and ilar definitions. I based on one's own s nature of Knowledge,	Slide# 1.1
Module 3	Learning Objectives	
eCKP - Module 3: Let's Define Knowledge In this Module you will learn: • How the 25 Knowledge Attributes are a powerf • workable definition of knowledge,	ful KM tool	
How the 25 Knowledge Attributes are a powerf		

Module 3 Outline

- 3.1 Module Introduction / Learning Objectives
- 3.2 Various Ages
- 3.3 Knowledge A Metaphor
- 3.4 Mental Models
- 3.5 Context of Attributes
- 3.6 Definition of Knowledge
- 3.7 Business Intelligence Model
- 3.8 "Powered by Knowledge" Model
- 3.9 Module Review / Conclusion

NOTES FIELD

Slide# 1.1.2

Let's Define Knowledge Various Ages Knowledge Age Knowledge (KM) Content Information Age (IT) Industrial Age Automation Mechanization Agrarian Society Metaprise* Enterprise Time * Knowledge about complete Value

Slide# 2

Chain from Suppliers to Customers

Let's Define Knowledge

A Metaphor



A Metaphor - Knowledge has many Attributes

Consider H₂0 (water) - solid, liquid or gaseous.

Refer to eCKP-03.1 25 Knowledge Attributes

If the most ubiquitous, tangible substance on earth can have various forms, and be understood based on a single **attribute** - temperature, how about most ubiquitous **intangible?**

Knowledge has many more attributes (25) - states, stocks, flows, usability, modes, types, clarity, relevance, importance, etc.

Further, we each have own perceptions/perspectives when we contemplate and analyze Knowledge.







Let's Define Knowledge

Mental Models

Rules

 Validated, hierarchical network of <u>Procedural</u> (know how to do something) and <u>Declarative</u> Rules (know something is true, the why) – useful, predictive and explanatory power.



 Also, <u>causal</u> (rationale for decisions) and <u>context</u> (decision circumstances and assumptions)

Levels

 Bloom's Knowledge Taxonomy: Recall, comprehension, application, analysis, synthesis, and evaluation.



Framework - V. Barabba (GM) & S. Haeckel (IBM)

 Data, Information (data in context), Intelligence (info + inference), Knowledge (intel + certitude), Wisdom (Correct application of K)



NOTES FIELD

Slide# 4

Let's Define Knowledge

The Context of Attributes

AGE

Knowledge Attributes



"Distinctive journalism brings clarity to complex issues.

With clarity comes understanding.

From understanding comes knowledge.

Be the first to know."

APPLICABILITY ACTIONABILITY CLARITY DOMAIN FLOWS IMPORTANCE LOCATION MEANINGFULNESS MEASURABILITY MODES PERISHABILITY PRACTICALITY PROFICIENCY RELEVANCE STATES SOURCE TYPES USABILITY UTILITY VALIDITY VELOCITY

VISCOSITY

The Context of Attributes

Understanding gained from experience

Slide# 5

Let's Define Knowledge

Knowledge Attributes World Health Organization



"Distinctive journalism brings clarity to complex issues.

With clarity comes understanding.

From understanding comes knowledge.

Be the first to know."



Town Hall in Peru

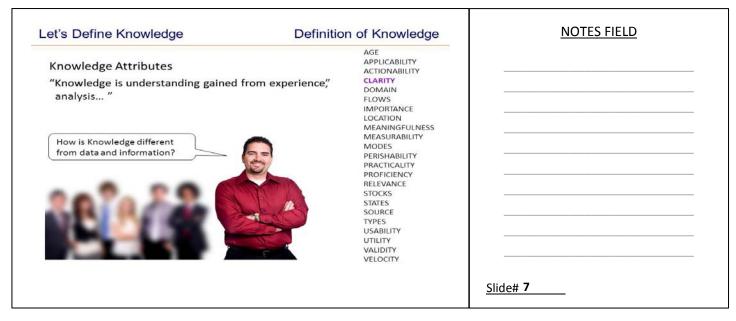
APPLICABILITY
ACTIONABILITY
CLARITY
DOMAIN
FLOWS
IMPORTANCE
LOCATION
MEANINGFULNESS
MEASURABILITY
MODES
PERISHABILITY
PRACTICALITY
PROFICIENCY
RELEVANCE
STOCKS
STATES
SOURCE
TYPES
USABILITY
UTILITY
VALIDITY

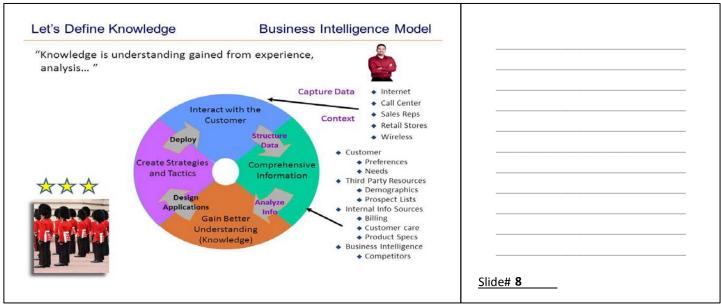
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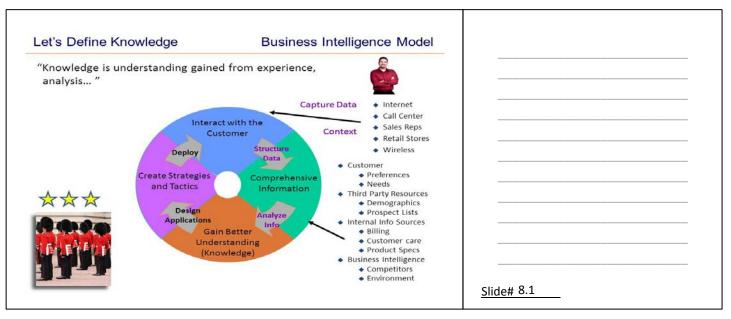


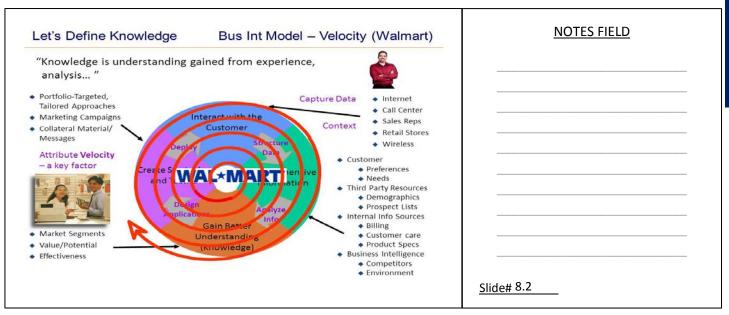
Under

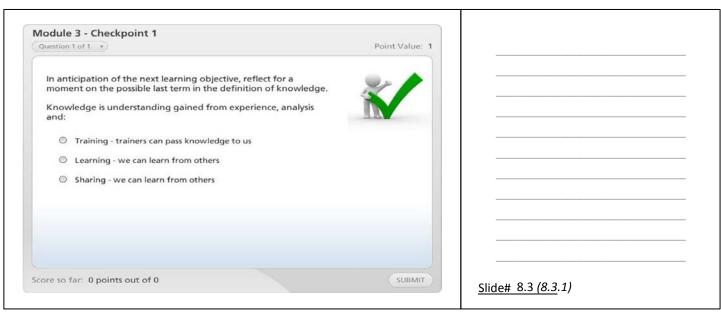
VELOCITY VISCOSITY

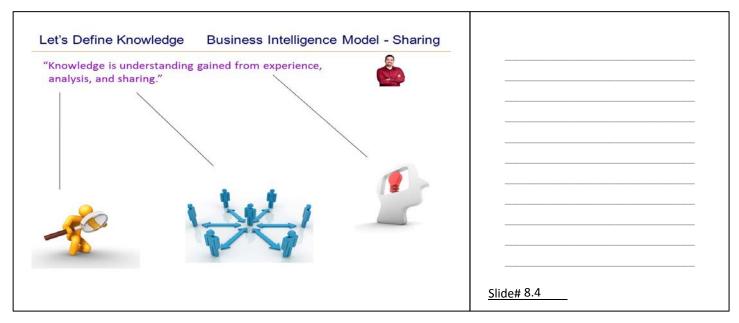




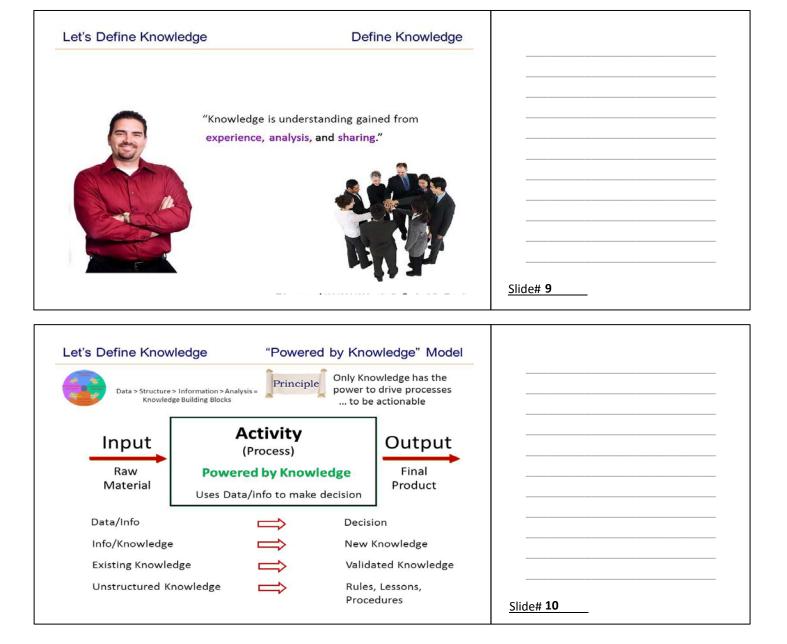








NOTES FIELD Let's Define Knowledge Business Intelligence Model - Q&A "Knowledge is understanding gained from experience, APPLICABILITY ACTIONABILITY analysis, and sharing." CLARITY DOMAIN FLOWS IMPORTANCE LOCATION MEANINGFULNESS MEASURABILITY MODES PERISHABILITY PRACTICALITY PROFICIENCY RELEVANCE STOCKS STATES SOURCE TYPES USABILITY UTILITY VALIDITY VELOCITY VISCOSITY VOLATILITY Slide# 8.4.1



Learning Objectives Achieved

eCKP - Module 3: Let's Define Knowledge



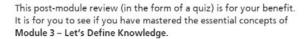
In this Module you learned:

- How the 25 Knowledge Attributes are a powerful KM tool
- · workable definition of knowledge,
- and how it is fundamentally different than data and information

NO	TES	FIE	LD

Slide# 11

Module 3 - Module Review





This Module Review *does not count towards your Certification.*However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.



Slide# **12** (12.1-12.5)

Module 3 - Conclusion

eCKP

Define Knowledge

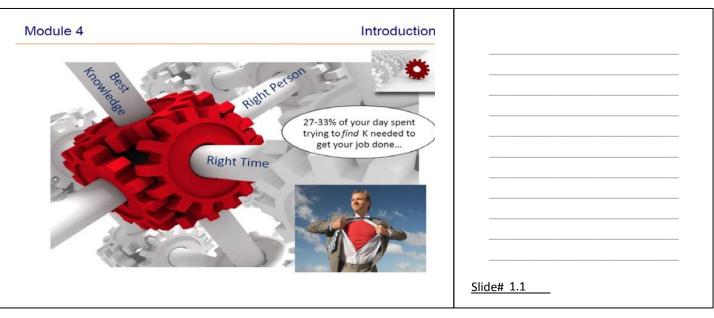
 Knowledge is understanding gained through experience, analysis, and sharing.



You may use these spaces for additional notes.	NOTES FIELD

Module 4 - The New Knowledge Paradigm Get the Best Knowledge to the Right Person at the Right Time Formal Docs Regs, Statutes, Policies Formal Docs Repositories Repositories Re-think Learning

Slide# 1



In this Module you will learn: • the implications of the new Knowledge Paradigm to typical organizational situations • to rethink: formal documents, learning, and where different types of Knowledge reside in your organization. Slide# 1.1.1

eCKP - Module 4: New Knowledge Paradigm



Outline

- 4.1 Module Introduction / Learning Objectives
- 4.2 Knowledge Worker's Dilemma
- 4.3 Knowledge Worker's Dilemma Implications
 - Formal Docs
 - Re-think Learning
 - Repositories
- 4.4 Senior-level Knowledge Becomes Organizational Knowledge
- 4.5 Anytime, Anywhere Learning (preview of 'Re-think Learning'
- 4.6 Review Upcoming KM Bulls™ [L.L.M.S., Best Practices Mgt Systems, Connect & Collect (Performance Support), etc.]
- 4.7 How Good is your Book? Recaps
- 4.8 Module Review / Conclusion

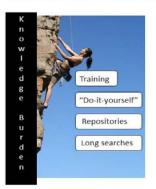
NOTES FIELD

Slide# 1.1.2

Module 4 Knowledge Worker's Dilemma

How to Get the Best Knowledge to the Right Person at the Right Time

... to solve the problem, make the decision, complete the task





Slide# 2

Module 4 Knowledge Worker's Dilemma - Implications How to Get the Best Knowledge to the Right Person at the Right Time

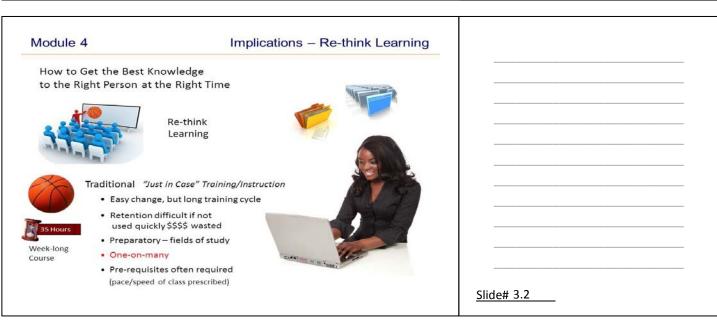


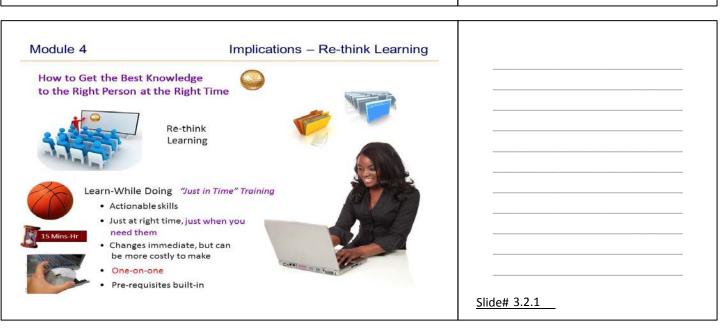
Formal Docs





NOTES FIELD Module 4 Implications - Formal Docs How to Get the Best Knowledge to the Right Person at the Right Time World Bank - Case Story Applicable - Invested 8 hours of research Requiments - Result – a few "Knowledge Nuggets" Activity - But when she leaves, she takes that Knowledge with her... - Deposit<u>all</u> K Nuggets into Clarification the KnowledgeBase - In other words, make the fruits of investment a real benefit to others in the org Slide# 3.1





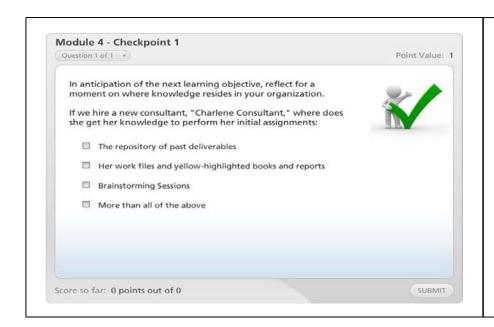




Slide# 3.2.1.1.1

Module 4 Re-think Learning — Modern Techniques • "Flipping" (See "Rethink Learning" in Theme III) The goal is to assign certain content — in self-paced 'e' format - for homework, or prior to the class, so that the in-class work can focus on learn-while-doing, typically exercises and projects. Instructors and their students benefit most when there's a wealth of material already in 'e' format, to arrive at the best mix of content for flipping • Personal KM Portfolio™ - Personal KBase • Performance Support - "Best K to right person..." (KBases - "Connect & Collect," Theme III, Mods 10, 12) • "Just-for-You Learning" - Customized w/in course (See "Rethink Learning," Theme III) A F T E R Port dans: Students when there's a wealth of machine in the service of the content of the content

Slide# 3.2.1.1.1

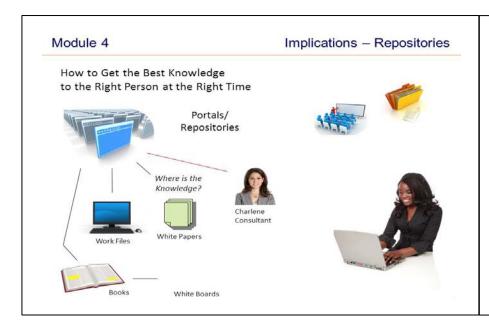


NOTES FIELD Slide# 4 (4.1)



Slide# 4.2

Module 4	Implications – Repositories	
How to Get the Best Knowledge to the Right Person at the Right Time Portals/ Repositories Where is the Knowledge? White Papers	If Charlene Consultant received an assignment, she need only access the "Great Repository," from any place in the world.	
Descriptive Knowledge Superficial info about a project/task, but little/no insights on how to successfully repeat it	She had immediate access to the K of the entire firm.	Slide# 4.2.1



NOTES FIELD

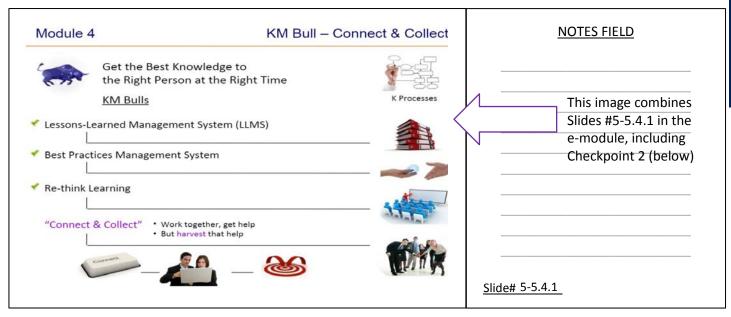
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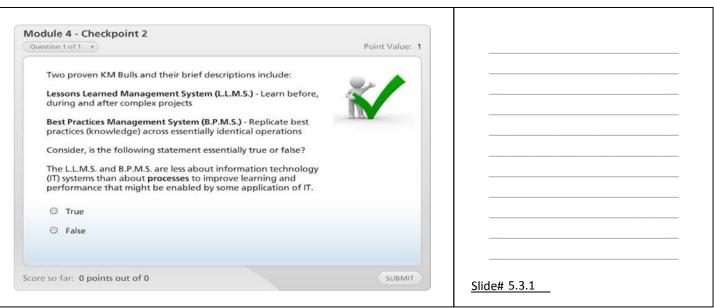


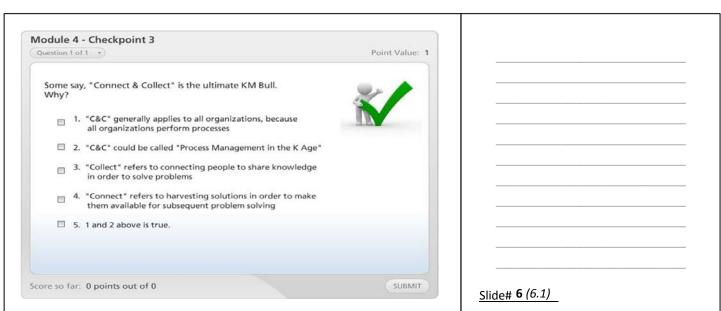
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Slide# 4.2.3



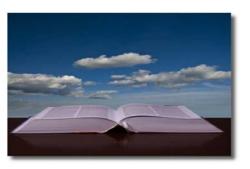




How Good is your Book?

The New Knowledge Paradigm

Get the Best Knowledge to the Right Person at the Right Time



NOTES FIELD

Slide# 7

Module 4

The New Knowledge Paradigm

Get the Best Knowledge to the Right Person at the Right Time



eCKP-04.2 KM Squirrels - Proper Care & Feeding





Recap

Knowledge Processes

Knowledge Management is really Knowledge Process Management.

In the Knowledge Age, we focus on Knowledge-intensive activities.



Knowledge Nuggets

Hold on to your Resource Document: - a great way to begin cataloging you own K Nuggets!

Slide# 8

Module 4

Learning Objectives Achieved



In this Module you learned:

- the implications of the new Knowledge Paradigm to typical organizational situations
- to rethink: formal documents, learning, and where different types of Knowledge reside in your organization.

Module 4 – Module Review This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 4 – The New Knowledge Paradigm.

This Module Review does not count towards your Certification. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.



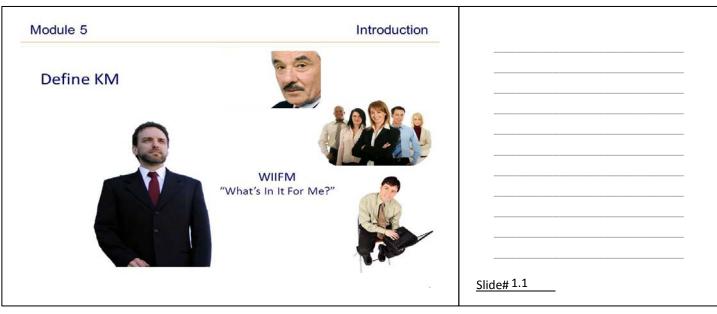
NOTES FIELD				

Slide# **10** (10.1-10.6)

Module 4 - Conclusion eCKP Slide# 11

	NOTES FIELD
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Module 5 eCKP NOTES FIELD Slide# 1



Module 5 ECKP - Module 5: Define KM In this Module, you will learn: There is no single definition of KM. Even experts differ KM Definitions must be context sensitive, "For whom?" There has been an evolution of KM as a discipline, since about 1995 Specific Competencies – Be able to provide appropriate definitions depending on audience. Slide# 1.1.1

- 5.1 Module Introduction / Learning Objectives
- 5.2 Evolution of KM
 - 2 Schools of Thought
 - Collect, Connect, Conversation
 Dixon's 3 Eras of KM

 - KM Institute's 4 Phases (Eras) of KM
- 5.3 Evaluate KM Definitions from Global Organizations
- 5.4 Evaluate and Critique Other Individuals' KM Definitions
- 5.5 Begin to Build Your Own KM Definition Start with Two Paths to Defining KM
- 5.6 CEO WIIFM: Strategic
- 5.7 WIIFM for Knowledge Workers
- 5.8 When Life is Not an 'Open Book' ... It's all about your Credibility
- 5.9 Your KM Definition CEO/K Worker's Take - Experiential Definition
- 5.10 Module Review and Practitioners Definition of KM
- 5.11 Conclusion

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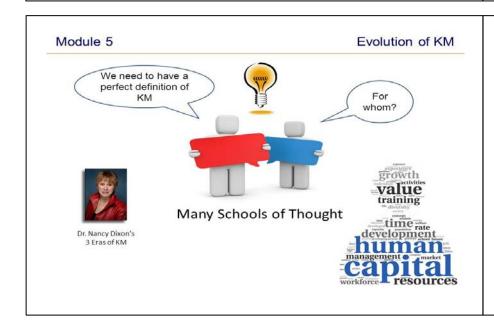
Outline

NOTES FIELD

Slide# 1.1.2

Module 5 Evolution of KM

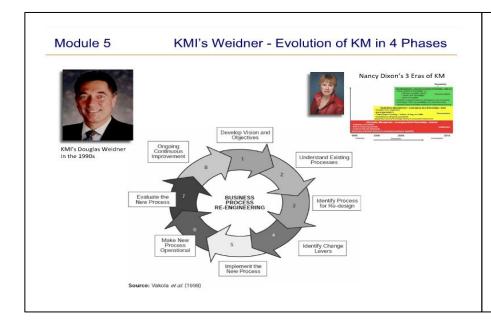
Slide# 2



Slide# 2.1

		Idea Mgmt - Lev	er Analytic K – (Web 2.0)
3 Eras of KM Dr. Nancy Dixon		 Create ne Grow inno Enablers: Cogresory Processes: Join 	complex issues w Knowledge
	Communities of F Expertise Locator Team/Project Lea Conversational-br	rs – Late '90s – Yellow Pa arning – Before, during, at ased processes – email?	nges
Information Mgm	t – Leverage Explicit Kr		
Capturing Docur Best Practice Re Lessons Learne Enhancing individu	positories	employee capability	
1995	2000	2006	2017
Collection	Connection	2006	Conversation

NOTES FIELD



Slide# 2.2

Module 5	KMI's We	idner - Evolution of KN	In 4 Phase
COLLECT: 1995 - 2000:	Information Managem	ent – Leverage Explicit K – (Technolo	ogy-Internet)
	"Content Mgmt" – Versi es: "BPMP" Ford, 19	oning/Repository/Taxonomy 90s	Personal KM
Lessons Learned Databa	ases: "LLMP" BP, ear	ly 90s	
Enhance ind'l learnin	g - incr. employee capab	pility. Actual: Build Repositories.	The Park and
But much process or	ientation (CPI, BPR, CMN	Λ®), process KBases (1994)	
CONNECT: 2000 - Expe	rience Management – I	Leverage Tacit K – (www)	7
Communities of Practic	e("CoPs"), "Expertise Lo	cators", "Connect & Collect (C&C)"	-
Conversational-based p	rocesses - email, thread	led messaging, texting	KM Maturity Models
Issues: Expert Flight (K	Continuity, Learning Ag	ents)	KIVI IVIALUTILY IVIOUEIS
Support horizontal K	sharing - productivity in	nprovement	
CONVERSATION: 2008	– Idea Mgmt – Leverage	e Analytic K – (Web 2.0)	
Use Collective Knowled	ge to: Address complex	issues	
• "Rethink Learning" -	Performance Support	Human Capital Analytics (HCA)	
 Innovate Relentlessly 		 Customer Satisfaction Analytics 	MOST WHEN THE PARTY OF
Enablers: Cognitive dive	ersity, transparency, con	vening	
Open vertical Knowle	edge exchange – Organi	, KM Maturity Model (KMM™) zational learning. ic, evidence-based Decision-making	K (A)
			Crowdsourcing

KMI's Evolution of KM - Four Phases

Transformation



What might be the greatest difference between the two experts?

You may not have noticed, but the last few slides were labeled: "Four Phases."



- Tools
- Techniques



Untapped Human Potential Aid Organizations

NOTES FIELD

Slide# 2.2.1.1

Module 5

Evolution of KM

Evaluate Other Global Organizations' Definitions of KM







Slide# 3

Module 5

Evaluate Published KM Definitions

Evaluate Published KM Definitions



Just as with the definition of Knowledge, there's **no perfectly correct definition of KM**, nor is there likely to be one in the timeframe of your KM efforts.

What we need is one that suffices, one that has the greatest relevance/impact, depending on whom you're addressing - a ${\bf customized}$ one that works in your environment.

But first, let's take a moment to evaluate other, popular definitions of KM, to explore their strengths and weaknesses.



Slide# 3.1

Evaluate Published KM Definitions

Class Rank: 4

Instructor Rank: 3



CSC - Knowledge Environment - Is an organization's (business) environment that enhances its capability to deliver on its mission (competitive advantage) by enabling it to build and leverage its intellectual capital.

Knowledge Management - KM is an organized effort to build, operate, maintain, and proliferate a Knowledge environment.

To some, use of a metaphor might clarify. Others may find it confusing.

Hiding the definition behind another, can be confusing, lack precision.

Whether KM is strategic is unclear, though if it affects the entire 'environment' that may be the implication.

I give it a 3 for novelty, fact that 'environment' affects everyone.

NOTES FIELD

Slide# 3.1.1

Module 5

Evaluate Published KM Definitions

Class Rank: 5

Instructor Rank: 4





KMWorld (Magazine) - "Strategic application of corporate and external information bases...to discover transactionable knowledge that can be leveraged to improve business

Forensic Hint: KM World has a technology focus. One might expect their definition would be somewhat biased by technology solutions which favor explicit knowledge, more amenable to technology.

Only explicit knowledge addressed - information bases.

Major deductions for addressing explicit only, ignoring cultural issues, alignment, and Knowledge Processes (Acquire?).

I give it a 4 overall, primarily for emphasis on strategic and reasonable outcome improve business performance.

Slide# 3.1.2

Module 5

Evaluate Published KM Definitions

Class Rank: 4.5

Instructor Rank: 4.5





GARTNER GROUP - "A discipline identifying, capturing, evaluating, retrieving, and sharing...information assets... databases, documents, policies, procedures, previously uncaptured tacit expertise and experience in individual workers."

KM is an emerging discipline, an academic term – University degrees.

Covers Knowledge Processes, but misses most critical – Knowledge creation. What about the objective – none stated?

We give it a 4.5 overall, primarily for recognizing KM as a discipline and knowledge processes. And, it addresses both tacit and explicit.

Major deductions for ignoring strategic nature of KM, outcome, and knowledge creation.

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Evaluate Published KM Definitions

Class Rank: 6

Instructor Rank: 5.5





DELPHI CONSULTING GROUP - "Knowledge is info resident in people's minds ...KM...practices and technologies that facilitate the efficient creation and exchange of knowledge ...to enhance decision making, or ... ability... leverage collective wisdom to increase responsiveness and innovation."

Only tacit knowledge addressed – "Knowledge is info resident in people's minds." What about explicit knowledge such as might exist in documents?)

Outcomes more tactical than strategic:

- · enhance decision making
- · practices and technologies

 $Though commendable goals, increase responsiveness/innovation, no emphasis on {\bf alignment} \ with organization's strategic goals, which might differ.$

I give it a 5.5 for focus on tacit knowledge, especially knowledge creation/innovation, but, how about K is info? What???. (Recall BI model – Analyze)

NOTES FIELD

Slide# 3.1.4

Module 5

Evaluate Published KM Definitions

Class Rank: 7.5

Instructor Rank: 7.5



STANDARDS AUSTRALIA - "KM is a multi-disciplined approach to achieving organizational objectives by making the best use of knowledge. KM focuses on processes such as sharing, acquiring and creating knowledge and the cultural and technical foundations that support them. The aim is to align knowledge processes with organizational objectives."

Recognizes the Knowledge PROCESSES especially 'CREATING,' often overlooked. K approaches (both tacit/explicit implied) must be ALIGNED with organizational objectives. Recognizes both CULTURAL and TECHNICAL components to solution.

Weaknesses:

Use of 'approach' seems weak, but MULTI-DISCIPLINED seems to imply robustness.

may make it seem less than STRATEGIC.

It focused on Knowledge processes, especially Knowledge creation, alignment with organizational goals, and diversity of solution – cultural & technical.

I give it an 7.5.

I would give it a 8.5 if strategic intent was clarified or more obvious.

KM	

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Slide# 3.1.5

loc		

Evolution of KM

Evaluate and Critique Individuals' Definitions of KM





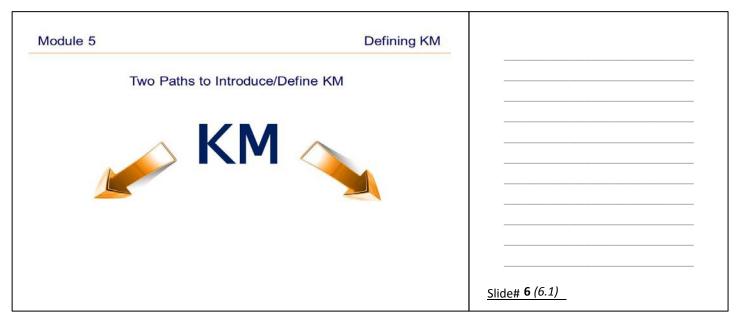




NOTES FIELD

Slide# 4.1 (4.1.1-4.1.11)

Module 5	Build	Our Own KM Definition	
	o Build Our Own KM g: "WIIFM" – What's In It I		
			Slide# 5



Two Paths to Introduce/Define KM



When introducing KM - two different paths you can take:

- Traditional / Definitional Path This is a more academic approach to defining KM. (Probably just used for CEOs/Execs.)
- Experiential Path (Just used for K Workers--very personal.) Establish some common ground around an organizational dilemma; then provide a solution that overcomes the dilemma, and drives better outcomes and results.
 You need to know...
 - Who is the Audience?
 - What do they care about and in what context?
 - How can you talk about KM from their point of view?

Let's view an example - Project Managers.

	ES FIELD	

Slide# **6**

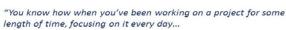
Module 5

Two Paths to Introduce/Define KM

Alternative Elevator Speech Approach

Get Buy-In: Project Managers

 ${\sf PM}$ is about ${\sf sequencing}$ activities and resources to exceed requirements by achieving defined ${\sf milestones}.$



"Have you noticed that many times someone, somewhere else, is usually working something very **similar**?

You should try our new 'talent market/expert locator' – it really does a great job of connecting people, projects and capabilities."

Does this approach work for you/your organization?

Of course, expert locators aren't the only KM deliverable, so you might need many broad examples – 10 or more of these scenarios, depending on your business needs...

Contributed by John Hovel. CKM/2006. March 2012.



Slide# 6.1

Module 5

Are you "elevator-speech" Ready?



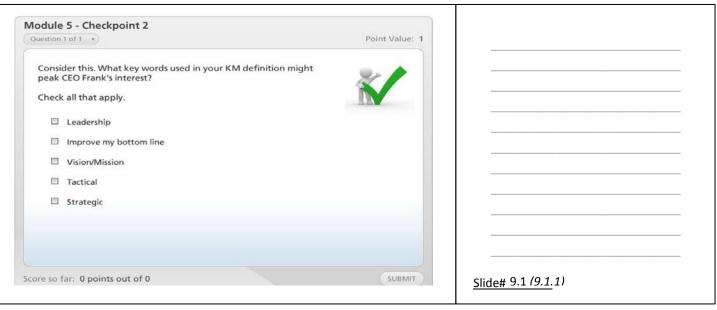
KM and Knowledge Management

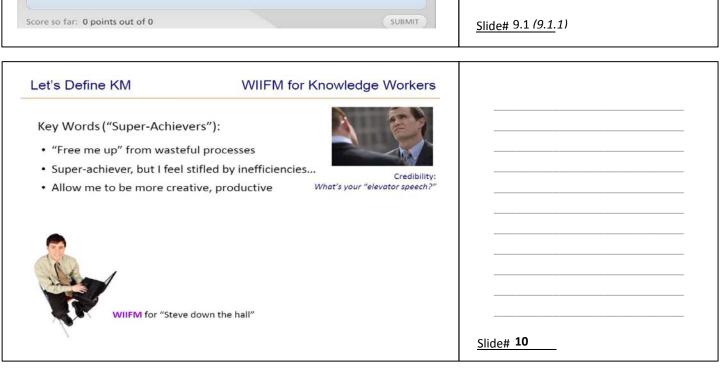
Slide# 6.2





Let's Define KM	CEO WIIFM: Strategic
Key Words: • "strategic" or "tactical"	People must change their whole attitudes Enterprise-wide, affects everyone inside organization
	Might require change of Vision and Mission
WIIFM for "Frank the CE	0"





Let's Define KM

WIIFM for Knowledge Workers

Key Words

- · "Free me up" from wasteful processes
- · Super-achiever, but I feel stifled by inefficiencies...
- · Allow me to be more creative, productive
- · Improve my work/life balance



Leadership
Strategic
Improve my
Bottom line!
Mission
Accomplished



|--|

					_	

Slide# 10.1

Let's Define KM

Build your KM Definition - CEO's take

Possible Definition of KM - CEO

"KM is about strategic leadership in the Knowledge Age.

In this age, we must focus on knowledge-intensive activities, to substantially improve our organizational performance."





Slide# 11

Let's Define KM

Build your KM Definition - K Worker's take

Possible Definition of KM - Knowledge Worker

Consider, if 27-33% of the day is spent trying to locate the data, information and knowledge we need to get the job done, then...

Make my job easier

- which "frees me up" to have a life (proper "work-life" balance)
- to enjoy the job (less stress) and/or to enrich myself/ eventually pursue other career opportunities





- which "frees me up" to be more creative, innovative, productive
- improved personal credentials/resume



Learning Objectives Achieved

eCKP - Module 5: Define KM



In this Module, you learned:

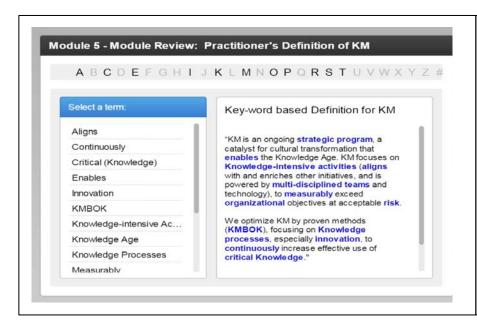
- There is no single definition of KM. Even experts differ
- KM Definitions must be context sensitive, "For whom?"
- There has been an evolution of KM as a discipline, since about 1995

 $\begin{tabular}{ll} \textbf{Specific Competencies} - \textbf{Be} & \textbf{able to provide appropriate} \\ \textbf{definitions depending on audience}. \end{tabular}$

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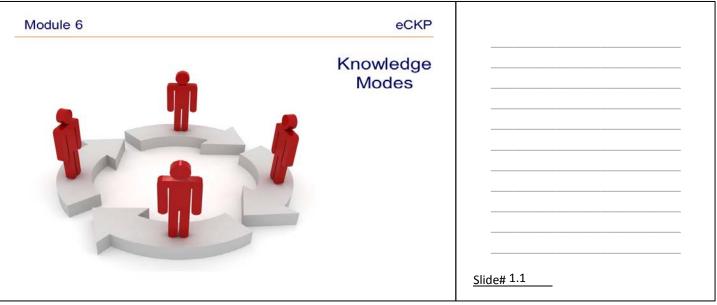
NOTES EIEI D

Slide# 13



Slide# **14** (14.1-14.11)

Module 6	eCKP	NOTES FIELD
	Knowledge Modes	
		Slide# 1



		Slide# 1.1
Module 6	Learning Objectives	
eCKP - Module 6: Knowledge Mo	odes	
This module focuses on an important know Mode – both tacit and explicit Knowledge.		
The Nonaka & Takeuchi model shows the I tacit and explicit Knowledge. This tacit/ex appreciate the nature and requirements o	plicit understanding enables you to	
In this Module you will learn:		
 the unique characteristics of tacit and exit in the four quadrants of the N&T mod Knowledge conversion in a vibrant, Knowledge 	lel describe the importance of	
		Slide# 1.1.1

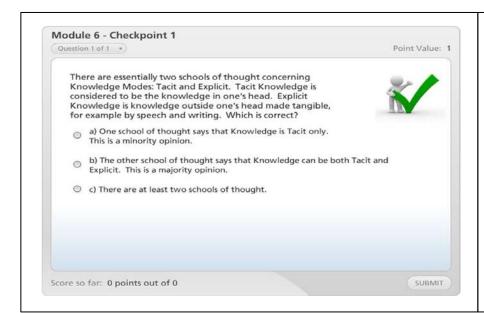
Module 6 Outline



- 6.1 Module Introduction / Learning Objectives
- 6.2 Tacit vs. Explicit Knowledge
- 6.3 Analyze Knowledge Modes: SECI Model
- 6.4 SECI Model: Cookbook Analogy
- 6.5 Class Exercise: Justify your SECI Model Quadrants
 - Tacit to Tacit
 - Tacit to Explicit
 - Explicit to Explicit How to "Ride the Bull"
 - Explicit to Tacit
- 6.6 Module Review / Conclusion

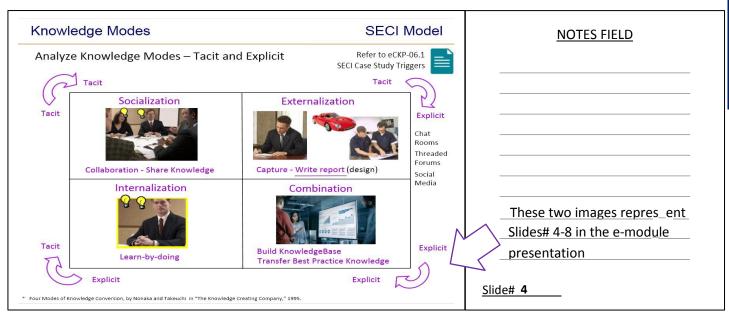
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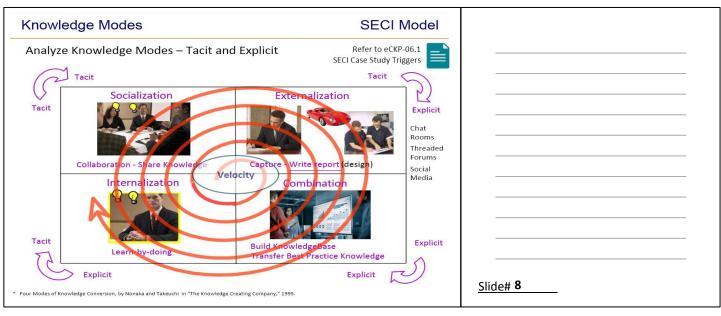
Slide# 1.1.2

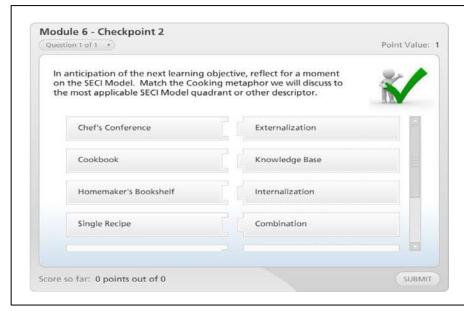


Knowledge Modes Tacit vs. Explicit Knowledge

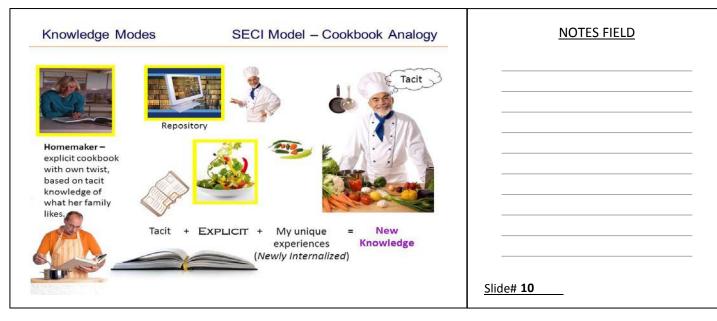


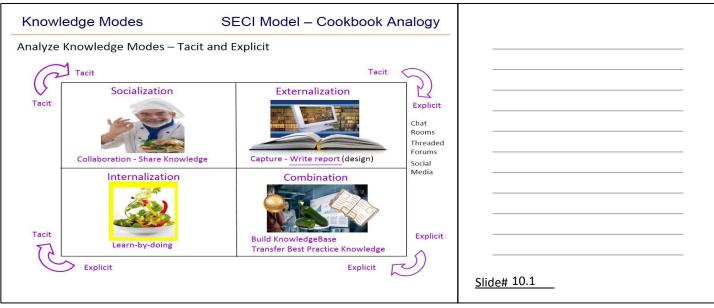


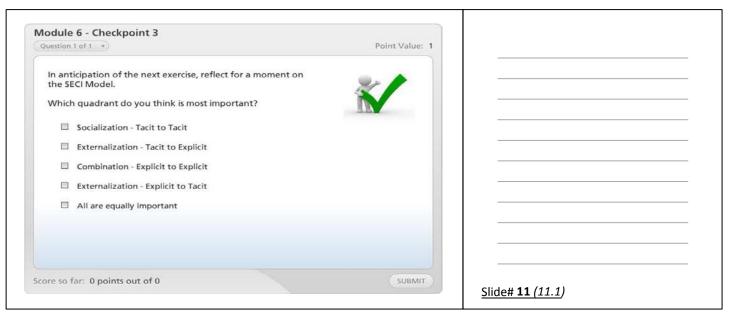




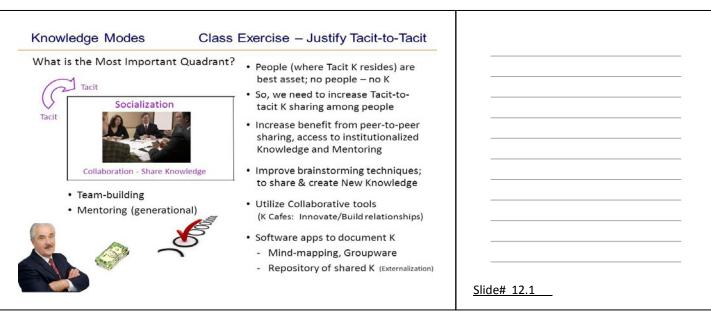
Slide# **9** (9.1)







Knowledge Modes Class Exercise **NOTES FIELD** What is the Most Important Quadrant? Socialization Externalization Tacit Explicit Chat Rooms Threaded Forums Collaboration - Share Knowledge Capture - Write report (design Social Media Internalization Combination 1. Sell me on the importance of your Quadrant. 2. What fundable KM technique/tool/initiative will you use to Slide# 12 support and improve your Quadrant and help the organization?





Knowledge Modes Class Exercise - Justify Explicit-to-Explicit

- · Optimize access to and availability of data repositories
 - Make that knowledge equally accessible throughout hierarchy
 - Queries/searching should be simple
- Executable, incremental, allows to expand to additional repositories (Minimal investment needed to demonstrate as part of KM strategy)
- Expand on what we currently have. Use best principles (taxonomies, ontologies) to leverage/maximize access to Knowledge throughout our organization
- 3-6 Mos. show minimal investment increase/improved capabilities





NOTES FIELD

Slide# 12.3

Knowledge Modes Class Exercise – Justify Explicit-to-Explicit

- · Finding the best Knowledge Nuggets
- Push out (and file) Nugget





Slide# 12.3.1

Knowledge Modes

Class Exercise - Justify your Quadrant





- Since many encounter similar issues, it is wise to have individuals continually use the Kbase – both to look for solutions to their problems, and to (re)contribute to the Kbase, the solutions they've discovered themselves
- KM is all about Sharing
- However, do not violate the Crapper Principle





Slide# 12.3.1.1

Class Exercise – Justify your Quadrant Organizations are process oriented Since many encounter similar issues, it is wise to have individuals continually use the Kbase – both to look for solutions to their problems, and to (re)contribute to the Kbase, the solutions they've discovered themselves Mais all about Charics.

- KM is all about Sharing
- However, do not violate the Crapper Principle

A nugget is "priceless" —
But only if we alert others that it's there

- Finding the best Knowledge Nuggets
- Push out (and file) Nugget [and Pull]



Slide# 12.4



Knowledge Modes Class Exercise – "How to Ride the Bull"



If your organization is trapped in a KM Bull (large-scale initiative that is failing to meet it's goals)



How do you resolve this situation? - Hint: not a mass "re-install"

A nugget is "priceless" — But only if we alert others that it's there

- Finding the best Knowledge Nuggets
- Push out (and file) Nugget [and Pull]
 - Single sign-on Helps



Threaded Forums

Slide# 12.4.1

Knowledge Modes

Class Exercise – "How to Ride the Bull"



If your organization is trapped in a KM Bull (large-scale initiative that is failing to meet it's goals)



Explicit

How do you resolve this situation?

- 1. Find someone who has an issue that some small aspect of that functionality *will* solve
- Show that the enterprise system can "solve problems" (just not all of them)
- 3. Write/tell stories about your initial successes
- 4. Look for others with "x" problem and address
- Repeat w/ problem "y"



t Practice Knowledge

Explicit

Slide# <u>12.4.1.1</u>



Concentrate your energy on a problem you can solve – and solve it!

Knowledge Modes Class Exercise - Justify Explicit-to-Tacit • Taking the explicit Knowledge and "getting it back into" our heads · Internalizing both tacit and explicit knowledge, with the hope of changing our behavior



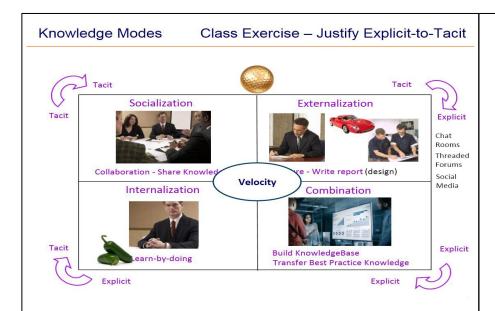
- We are using already existing collaborative infrastructure to transfer K
- But this all must evoke change or it is a waste





NOTES FIELD

Slide# 12.5



Slide# 12.6

	Externalization
Better Meeting Management Better Brainstorming Techniques Improve Presentation Skills Imable Communication Tech – Virtual Inter Action Reviews - Learn Improved Freedom Skills Improved Freedom Skills Interpersonal Skills	Meeting Capture Technologies Speech to Text Technologies Virtual Collaboration Tools-Wikis/Blogs Provide Repository: Docs/Newsletters/ Minutes of Meetings/Presentations Idea Generation/Mgmt Process/System Personal Profiles/Yellow Pages Wordle.net – Translates articles to cloud
nternalization	Combination
study of KBases – K Nuggets Access Online Learning – "Just-in-Time" – "Just-for-You" Replicate Best Practices Jse Expert Sys/Learning Agents mplement Recruit Development Prog	Rapid Development: E-Learn/technology Document Job Skills Profiles Identify Best Practices – Make Available Create KBases of K Nuggets by Task Create Learning Agents (Expert Sys) Develop 'Recruit Socialization/ Onboarding' Guides Digitize Text Tech. (Yellow Highlighting)

Learning Objectives Achieved

eCKP - Module 6: Knowledge Modes



In this Module you learned:

- the unique characteristics of tacit and explicit Knowledge
- how the four quadrants of the N&T model describe the importance of Knowledge conversion in a vibrant, Knowledge-creating organization.

NOTES FIELD

Slide# 14

Module 6 - Module Review

This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 6 - Knowledge Modes.



This Module Review *does not count towards your Certification.*However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.

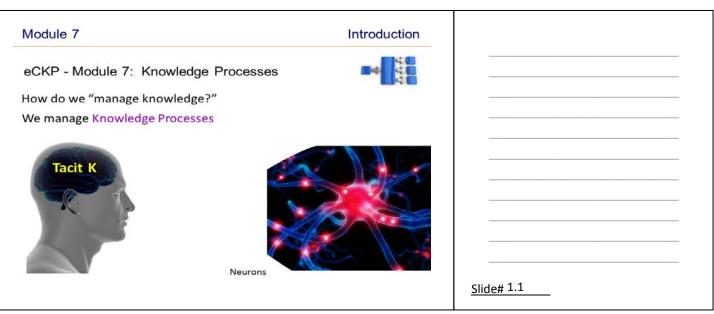


Slide# 15 (15.1-15.5)



You may use this space for additional notes.	NOTES FIELD

Module 7	eCKP	NOTES FIELD
	Knowledge Processes	
	A CONTRACTOR OF THE PROPERTY O	
		Slide# 1



Module 7 Learning Objectives eCKP - Module 7: Knowledge Processes In this Module you will learn about Knowledge Processes and the Knowledge Life Cycle. • There are many Knowledge Processes which can be aggregated into three high-level terms: 1) Acquire (from external sources) 2) Produce or Create new Knowledge 3) Integrate or put Knowledge to Use • These Knowledge Processes are ubiquitous. They exist in all K-intensive activities • An example that shows Knowledge Processes exist in Strategic Planning Slide# 1.1.1

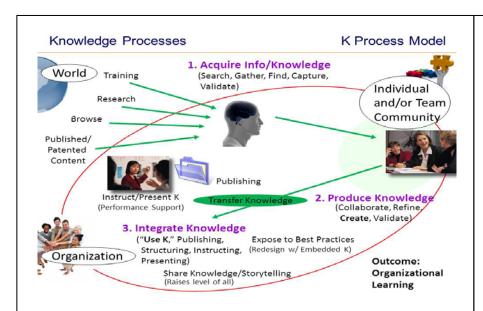
Module 7 Outline

eCKP - Module 7: Knowledge Processes



- 7.1 Module Introduction / Learning Objectives
- 7.2 Knowledge Process Model
- 7.3 Strategic Planning Comprised of Knowledge Processes
- 7.4 K Processes and No-Budget KM Techniques
- 7.5 WIIFM's, How to Publicize
- 7.6 Module Review / Conclusion

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		_



Question	1 of 1 •	Point Value
stra Kno The Tru Kno	anticipation of a scenario about Knowledge Processes and ategic planning, reflect for a moment about the three owledge Processes of Acquire, Produce and Integrate/Use. en answer this true/false question. we or False. owledge Processes are embedded in all knowledge-intensing accesses such as strategic planning.	ve
0	True	
0	False	

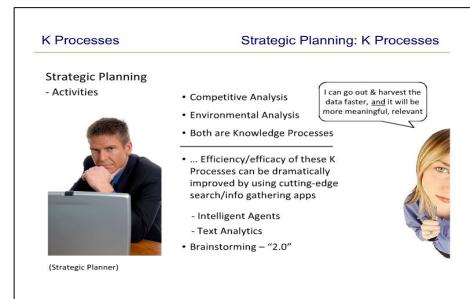
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Slide# 4

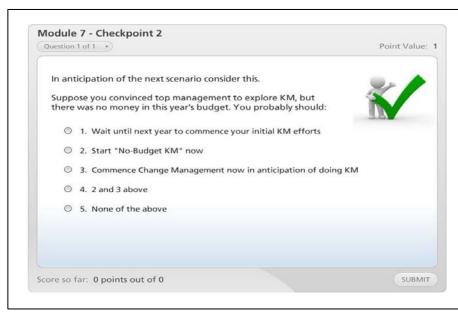


Slide# 4.1



Slide# 4.1.1.





Slide# 5



K Processes	No-Budget KM Techniques	NOTES FIELD
No-Budget KM Characteristics ✓ Completed in 1-3 Months ✓ Show re	al, measurable results	
Time-span • K Café timeframes? 2-3 Sessions, 25 mir	ns ea.	
How to publicize?		
Mandatory chats, threaded messages; but		
 Leadership takes proactive approach! For major initiative to be successful, top management must be committed 		
City.		Slide# 6.1
K Processes	No-Budget KM Techniques	
No-Budget KM Characteristics Completed in 1-3 Months Show re	ral, measurable results	
W.I.I.F.M. (Remember "What's in it for me?")		
If you cannot convince someone that this in then all the technology in the world won't.		
How to publicize?		
 Mandatory chats, threaded messages; but Leadership takes proactive approach! For major initiative to be successful, top management must be committed 	A DATE OF	
		Slide# 6.2
K Processes	No-Budget KM Techniques	
No-Budget KM Characteristics		
✓ Completed in 1-3 Months ✓ Show re	al, measurable results	
W.I.I.F.M. (Remember "What's in it for me?")		
 If you cannot convince someone that this i then all the technology in the world won't 		
How to publicize?		
 Mandatory chats, threaded messages; but Leadership takes proactive approach! For major initiative to be successful, top 	AAR	
management must be committed		

Learning Objectives Achieved

eCKP - Module 7: Knowledge Processes



In this Module you learned:

- There are many Knowledge Processes which can be aggregated into three high-level terms:
 - 1) Acquire (from external sources)
 - 2) Produce or Create new Knowledge
 - 3) Integrate or put Knowledge to Use
- These Knowledge Processes are ubiquitous. They exist in all K-intensive activities
- An example that shows Knowledge Processes exist in Strategic Planning

NOTES FIELD	

Slide# 8

Module 7 - Module Review

This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 7 - Knowledge Processes.



This Module Review *does not count towards your Certification*. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.



Slide# 9 (9.1-9.5)

Module 7 - Conclusion	eCKP
	Knowledge Processes
The same of the sa	The state of the s
	Technical
344	

Module 8 - Knowle	dge-intensive Activities	eCKP	NOTES FIELD
	Knowledge-intensive Activities		Slide# 1
Module 8	Focus on Knowledge-in	tensive Activities	
Kno	owledge-intensive Activities		
AAR - INTEXT - GETCOME - LIAMA			
Creativity and In Skills and Comp		Knowledge Age	Slide# 1.1
Module 8	Lea	ning Objectives	
	dge-intensive Activities		
Examples for Knowl Better Meeting Project Manage Process Manag Innovation (New Learning After Action Re	ement ement w K Creation) views	nt potential	
▼ Alignment – KM mu	st align, not just KM for sake of KM		

Slide# 1.1.1

Module 8: Knowledge-intensive Activities



Outline

- 8.1 Module Introduction / Learning Objectives
- 8.2 How to Show ROI
- 8.3 Six Knowledge-intensive Activities
- 8.4 Additional 'New Learning' Styles & Approaches
 - Learner-Focused Learning
 - "Flipping" (Redux)
- 8.5 Audience Questions
- 8.6 Module Review / Conclusion

NOTES FIELD

Slide# 1.1.2

Module 8

How to Show ROI



Return on Investment (ROI)

- Ideal Return 15-20%
- Equation

\$\$ Returned from Investment

Cost = "0" (close to it)



Slide# 2

Module 8

K-intensive Activities

Knowledge Intensive Activities (Quick List)



- 1. After-Action Reviews (AAR) "What would you do differently next time?"
- 2. Project Management not just "PM," but "PM in the Knowledge Age"
- 3. Processes Substantially improve processes, Best Practices, and even 'Checklists'
- 4. Meetings Achieve purpose efficiently
- 5. New Knowledge Creation Brainstorming and Café Techniques



6. Learning - Additional coverage in Theme III, Module 12 KM Bull#7 - "Re-think Learning"

			-
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Six Knowledge-Intensive Activities



One:

After-Action Reviews



NOTES FIELD

Slide# 3.1

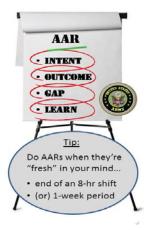
Module 8

1: After-Action Reviews

- **Intent**. What did we **hope** to accomplish (our planned objectives)?
- Outcome. What really happened?
- What went wrong or not according to plan?
 What went right or much better than plan?
- Gap. What were the differences and why did they occur?
- Learn. What did we learn?
 What would we do differently next time?

What leads to AAR mis-interpretations:

- · Don't perform AARs often enough (ie not every 2-3 years)
- Results of AAR aren't publicized



Slide# 3.1.1

Question	1 of 1 •	Point Valu
mom	ticipation of the next learning objective, reflect for a ent on what you already know about traditional project gement (PM).	2
	might it differ in the Knowledge Age? In the Knowledge we will focus on:	M
0	Use of After-Action-Review techniques to learn after an activity	
0	Use of Gantt Charts to map and track activities	
0	Use of metrics to evaluate on time, on budget, etc.	
0	Use of the concept of Learn Before, During and After	
0	All of the above	
ore so	far: 0 points out of 0	SUBN

Six Knowledge-Intensive Activities



Two:

Project Management

(In the Knowledge Age)



NOTES FIELD

Slide# 3.2

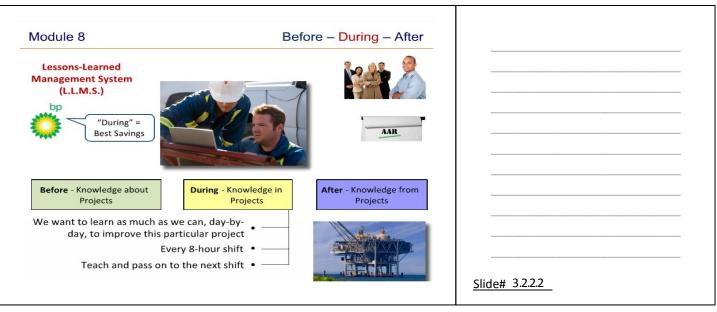


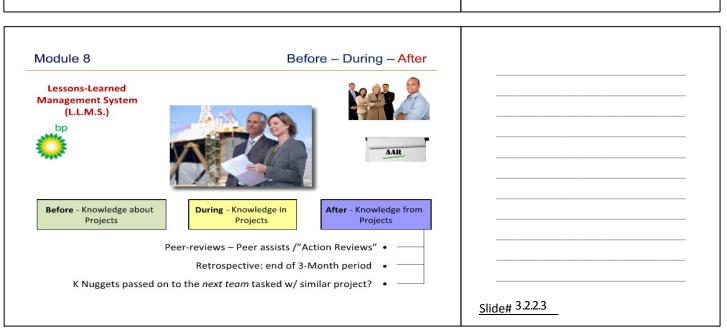
Slide# 3.2.1

Module 8 2: Project Management in K Age Lessons-Learned After - Knowledge from **Management System** Projects (L.L.M.S.) PM Plan Project Marketing Documentation During - Knowledge in Projects lanning Discussions ______ Meeting Repository Metrics & Control Before - Knowledge about Methods & **Projects** Templates

Slide# 3.2.2

NOTES FIELD Module 8 Before - During - After Lessons-Learned **Management System** (L.L.M.S.) Before - Knowledge about - Knowledge in After - Knowledge from Projects **Projects Projects** · Benefits of "Life-long learning" begin here Before team starts project, we want to bring you up to the highest level possible Slide# 3.2.2.1





NOTES FIELD Module 8 Before - During - After Lessons-Learned **Management System** (L.L.M.S.) "\$85 Million Annual Savings" Before - Knowledge about After - Knowledge from During - Knowledge in Projects Projects Projects Substantial savings from a low-cost investment Slide# 3.2.3 Module 8 Six Knowledge-Intensive Activities Three: **Process Management** (In the Knowledge Age) Slide# 3.3 Module 8 3: Process Management Lessons-Learned **Management System** (L.L.M.S.) "If you don't know what you're doing as a process, you don't know what you're doing." · Organizations are run based on their Processes · An efficient Organization understands that it is Processes • Performance Improvement comes from focusing on those Processes and making them more adaptable, efficient, etc.

Slide# 3.3.1

3: Process Management

Fact: Basic cockpit-style checklists can greatly improve even very complex activities:

In a yr-long, 8 nation study, checklists reduced 1/3 death rates/complications. "A checklist seems like a no-brainer...size of benefit is dramatic." U.S. could save \$15 - \$25B/yr.



* Wash Post, Jan 15, 2009 Study in N. England Journal/Medicine WHO/Harvard School of Public Health

NOTES FIELD

Slide# 3.3.2

Checklist - Conclusions

Improvements from intangible benefits - having doctors/ nurses work as team, communicating every step of the way.

"You can't really measure the benefit of having the surgeons and anesthesiologist talking to each other and coordinating care."

Module 8

3: Process Managemer

"Connect & Collect"

Process Management in the Knowledge Age is also called "Connect & Collect."

In the Knowledge Age, we focus on building relationships – connecting people, but also harvesting what they share and learn from each other for reuse - aka 'collect.'



Connect & Collect is one of the premier "KM Bulls," which is explored in-depth in eCKM Theme III, Module 10.



Slide# 3.3.3

Module 8

Six Knowledge-Intensive Activities



Four:

Better Meetings



Slide# 3.4

NOTES FIELD Module 8 4: "Better Meetings" Meeting "Musts:" · Be on time! · Every meeting should have a purpose · No distractions, no attending to 'other' purposes • More... Slide# 3.4.1 Module 8 4: "Better Meetings" · Knowledge as the product itself... • is no longer a raw material to

manufacture products or supplying non-knowledge oriented services · It has now become a commodity which can be valued and traded Slide# 3.4.2

Module 8 4: "Better Meetings" Improve Meeting Processes (A Quick Checklist) Refer to: eCKP-08.1 New Meeting Process Define purpose Focus on its attainment Follow pre-defined/distributed agenda Stick to timing Record decisions/results Track actions against commitments Also: • Improve interpersonal skills • Improve presentation skills • Improve brainstorming techniques • Perform AARs (we'll review momentarily) • Use adequate 'metrics' to prove any realized performance improvement Slide# 3.4.3

4: "Better Meetings"

KM Metrics



How to **Measure** Success (A Core KM Team Competency)

"KM Metrics" has a full Module devoted to the subject: **Theme IV, Module 2.**



Other KM Leadership Team Competencies

- KM Methodology
- Change Management (specific discipline within KM Methodology)
- Project Management (also a discipline)
- Emerging Technologies (also a discipline)
- · Other specific 'skills'?

Slide# 3.4.4

Module 8

4: "Better Meetings"

Some Final Basic Meeting Fundamentals

Key to Success: Establish the PURPOSE Focus on it!

Barriers to Success

- · Omitting to invite all the relevant people
- Failure to:
 - Plan the agenda
 - Inform all of agenda in advance so they can prepare
 - Control the discussion and/or prevent squabbles
- · Allowing discussion to go off on a tangent
- Being railroaded into a poor decision
- · Failure to record the decisions

"No More Angling for the Best Seat; More Meetings Are Stand-Up Jobs" The Wall Street Journal, Feb 2, 2012 By Rachel Emma Silverman





Trouble Keeping Meetings Short/Focused?

NOTES FIELD



Slide# 3.4.5

Module 8

Six Knowledge-Intensive Activities



Five:

New Knowledge Creation



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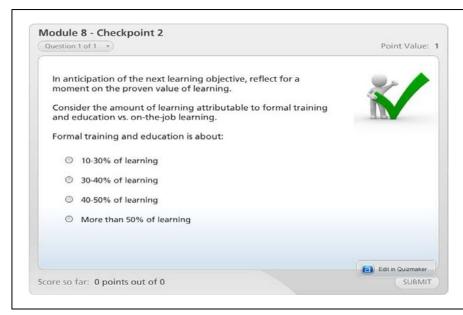


Module 8	5: New Know	ledge Creation
Startup Techniques [Module 14]	
Brainstorming		
 Trigger Method 		
 Interactive Knowle Traditional 'Chapter' st 		• Solutions

Slide# 3.5.2

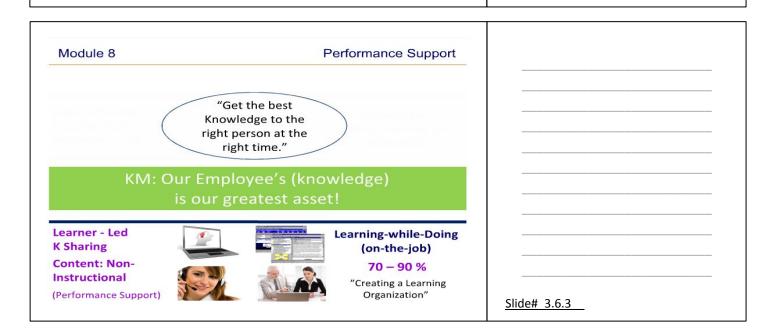
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De Thield Learning	
Re-Think Learning	

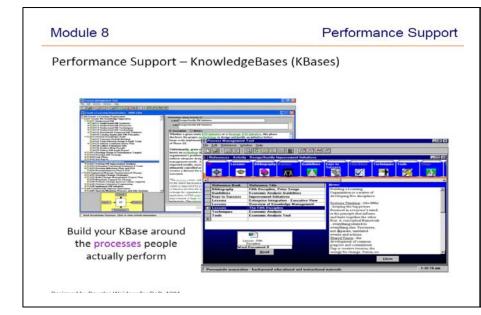
Slide# 3.6



Slide# 3.6.1

Module 8 Proven Value of Learning **Human Capital Brick & Mortar** Learning thru Face-to-Face **Formal Training and** Instructor - Led Education 10 - 30 %Virtual Instructor-Led Content: Instructional Learner - Led Learning-while-Doing **K Sharing** (on-the-job) Slides 3.6.2 thru 3.6.2.1.1.1 represented Content: Non-70 - 90 % Instructional by this Slide image "Creating a Learning (Performance Support) Organization" Slide# 3.6.2



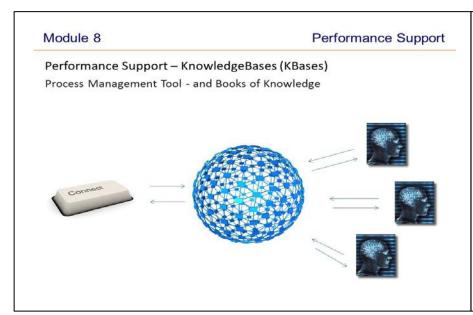




Slide# 3.6.3.1

Performance Support — KnowledgeBases (KBases) Work Break-down Structure | Support |

Slide# 3.6.3.1.1



Slide# 3.6.3.1.1.1



Slide# 3.6.3.1.1.2

Module 8

5: Re-think E-Learning

Think Interactive Video

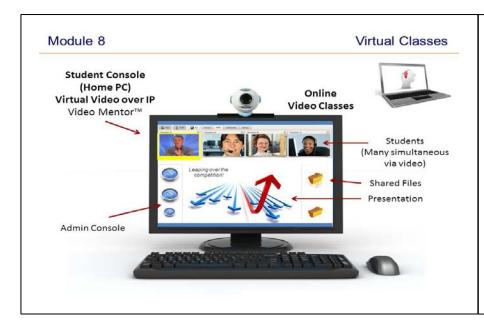


- From Broadcast Quality Cameras in 1990s (\$50K) to HD Digital (\$5,000) today, costs still dropping!
- From \$100,000+ Editing Suites in 1990s, which require considerable expertise, to PC and professional editing software (\$5,000) today
- From need for programmers for authoring in 1980s (prohibitively expensive for all but the most critical learning topics), to expensive authoring programs (\$50,000) in 1990s early 2000s, to inexpensive ones with far more capability (\$2,000) today
- From \$200,000+ in 1980s 1990s to less than \$12,000 today
- ... and think "Rapid Development"

Slide# 3.6.4



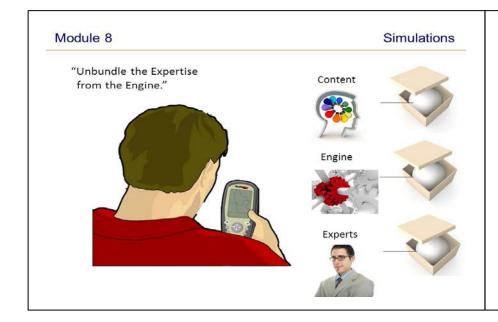
Slide# 3.6.4.1



Slide# 3.6.4.2



Slide# 3.6.4.3



Slide# 3.6.4.4



Slide# 3.6.4.4.1

Module 8	More from Learning Theory's Cutting Edge	
	Additional "New Learning" Styles & Approaches	
~		Slide# 3.6.5

Module 8	Trainer vs. Learner Focused	
Training-Focus	Learner-Focus	
Train appropriate for di	training styles, all ifferent situations.	
Assum	focused approach."	
not kno trumps a training-	and	
Makes more statem. Trainer is primary resource for info; explains, demonstrates	focused approach." cearners are a primary resource for info; gleans concepts from learners	
Makes more statem Trainer is primary resource for info; explains, demonstrates Lectures/discussion primary methodology Learner passive, absorbing info	focused approach." Learners are a primary resource for info; gleans concepts from learners Activities - primary learning methodology Learner is active participant Facilitator uses mini evaluations	

Module 8 Flipping (Module 4) **NOTES FIELD** "6 Expert Tips for Flipping the Classroom" **Campus Technology** By Jennifer Demski, 01/23/13 **Traditional Flipping** Less lecture - - More facilitation Homework Slide# 3.6.5.2 Module 8 **Audience Questions** How do you get individuals who are not comfortable "sharing," to share Knowledge? · Creation of new Knowledge is just as important as sharing • More competent people can/should be able to 'bring up' less competent in a short period of time • Implement a Best Practices Management System Learning in Progress



		<u>Slide</u> # 4
Module 8	Audience Questions	
	you get individuals who are not comfortable "sharing," Knowledge? Powerful Argument: • Nugget becomes a "Golden Nugget" as result of questioning, validation, looking at it from different angles – all part of Sharing • Over time, a neophyte's resume will grow if he/she shares. Conversely, the knowledge-hoarding Subject Matter Expert will see their marketable skills diminish • Sharing is a learning experience Dynamics of Sharing	
	So, a sharing person's knowledge will substantially increase; a 'hoarder's' knowledge will stagnate "You don't know something until you can teach it."	

Learning Objectives Achieved

Module 8: Knowledge-intensive Activities

In this Module you learned:

The Age of the **Knowledge Worker** – Dramatic improvement potential Examples for Knowledge-intensive Activities:

Better Meetings Project Management Process Management Innovation (New K Creation) Learning

After Action Reviews

Alignment – KM must align, not just KM for sake of KM



NOTES FIELD

Slide# **5**

Module 8 - Module Review

This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 8 – Knowledge-intensive Activities.

This Module Review *does not count towards your Certification*. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.



Slide# **6** (6.1 – 6.6)

Module 8 - Conclusion

eCKP

Learning

Processes

After-Action Reviews

> Improve Meetings

New Knowledge Creation

Project Management



	NOTES FIELD
You may use this space for additional notes.	

Module 9	eCKP	NOTES FIELD
Princ	ciples	
		Slide# 1
Module 9	Introduction	
eCKP - Module 9: KM Principles	& Tactics	

Module 9 Introduction

eCKP - Module 9: KM Principles & Tactics

The rationale for KM is both strategic – we must do it, and tactical – we can do it.

KM Principles are also introduced, a few described.

Additional Knowledge Era (or Age) Factors

Later in the eCKP, we focus on the KM Methodology – how to do it.

[The KMI Methodology to Perform KM is introduced in the next Module – Module 10.]

Slide# 1.1

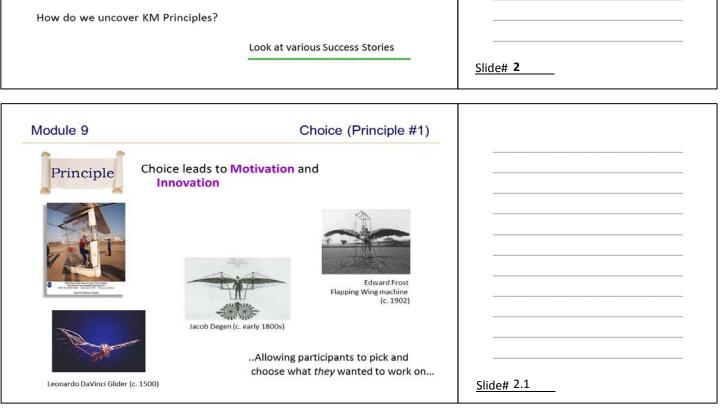
Module 9	Learning Objectives	
eCKP - Module 9: KM Principles & Ta	actics Principles	
In this Module you will learn:		
• the first seven Major Principles of KM		
 The Wisdom of Crowds (implications for 	or KM)	
 Knowledge Era Factors 		

Slide# 1.1.1

Module 9 Outline Principles 9.1 Module Introduction / Learning Objectives 9.2 Principles #1-7 9.3 12 Principles - Verna Allee 9.4 Modern Knowledge Era (Age) Factors 9.5 Three Important Books 9.6 Module Review / Conclusion

Slide# 1.1.2

Module 9	Principles	
	Principles	
Principles - Important truths - generally	relied upon in a stated context.	
But, contexts have variety.		
Principles will not be precise (Example, the Pythagoras' Theorem).	ne immutability of pi and	
How do we uncover KM Principles?		
	Look at various Success Stories	



Module 9 Throw the Box Away (Principle #2) "Get Wheels?" "Get Landing Gear?" "Land Safely" Throw the box away! Throw the box away! Slide# 2.2



NOTES FIELD Module 9 Three Important Books - "Wisdom of Crowds" Principle Refer to: eCKP-09.1 KMI Review/Analysis of THE WISDOM OF CROWDS JAMES SUROWIECKI Three Important Books "The Wisdom of Crowds - Why the Many are Smarter than the Few and How Collective Wisdom Shapes Business, Economies, Supply and Demand Societies, and Nations," by James Surowiecki, 2004. "The Long Tail - Why the Future of The Business is Selling less of More," by Chris Anderson, 2008. Long Tail "Crowdsourcing - Why the Power of the Crowd is Driving the Future of Business," by Jeff Howe, 2008. Slide# 2.3.2 Module 9 Crapper Principle (Principle #4) Principle "Don't just build a pile of crap!" A thief broke into the local police station and stole all the lavatory equipment. A spokesperson was quoted as saying, "We have nothing to go on." * (No evidence that may lead to an arrest? Or, nothing to go on?) * Sir Thomas Crapper? Slide# 2.4 Teams/Teamwork in the K-Age (Principle #5) Module 9 Principle #5 - Teams/Teamwork is Key in the **Knowledge-Age** Three sport metaphors explain alternative workplace collaboration methods. · On team, but not play as a team · Work as a team · Work at preferred vs. fixed position *Inspired by Peter Drucker - Post-Capitalist Society (1993) See also: Patrick Lencioni - "The Five Dysfunctions of a Team" (2002) & "Overcoming the Five Dysfunctions of a Team" (2005)

Slide# 2.5

Specialization (Principle #6)

Principle #6 - Specialization is Essential

We can now contrast between an 'educated' person in the pre-Knowledge Age and 'techne' — a specialized discipline. Generalists "did not know enough to do any one thing." **Knowledge** in the Knowledge-Age must be focused on **results**, and the ability to accomplish something has to be highly specialized. "A discipline converts a 'craft' into a methodology, converts ad-hoc **experience** into a system."

*Inspired by Peter Drucker - Post-Capitalist Society (1993)
See also: Patrick Lencioni - "The Five Dysfunctions of a Team" (2002) & "Overcoming the Five Dysfunctions of a Team" (2005)

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Slide# 2.6

Module 9

K-Age Success Must be Personal (Principle #7)

Principle #7: Knowledge-Age Success Must be Personal - Personal Knowledge Management (PKM)

Humans have notoriously underestimated their own physical potential. Think of the story of the four-minute mile. The key to KM success is not just tools and methods for social media and portals/repositories, etc.--though very important, it's finding a way to realize untapped human intellectual potential.

We must get right to the heart of emerging neuroscience, research psychology, and human capital analytics--typically overlooked by KMers, to increase personal motivations, engagement and mastery.

Increasing employee engagement by PKMers will be the secret sauce for Knowledge-Age success. The designation of Personal Knowledge Manager (PKM)™ was developed for this.

Slide# 2.7

Module 9

More Principles

We can capitalize on the Knowledge Age, because our people's Knowledge, Skills and Capabilities are our most important assets



- Ways small-to-medium sized companies can compete KM-wise with much larger organizations
- Focus on capabilities and competencies of your people make them great performers
- Small companies can be much more agile

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Modern Knowledge Age Factors

Modern Knowledge Era (Age) Factors

- Who are the experts can they solve problems?
- Get Teams to collaborate productively.
- How to excite innovation new knowledge?
- Holistic view of systems vs. components.
- The **complexity of systems** interaction of independent and non-linear components.
- Group interactions, especially ability to adapt to changing situations.
- How to value different types of knowledge human, social, and structural capital.
- How to reward the knowledgeable.

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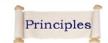
NOTES FIELD

Slide# 4

Module 9

Learning Objectives Achieved

eCKP - Module 9: KM Principles and Tactics



In this Module you learned:

- · the first seven Major Principles of KM
- The Wisdom of Crowds (implications for KM)
- Knowledge Era Factors

Slide# **5**

Module 9 - Module Review

This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 9 – KM Principles and Tactics.

This Module Review does not count towards your Certification. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.







Slide# **6** (6.1-6.5) / **7**

Module 10 **eCKP NOTES FIELD** What is the path to doing KM? Refer to eCKP-10.1 KM Institute Methodology to Perform KM KM Institute's Methodology to Perform KM [Proven 5-Phase Approach] KM Bulls and Squirrels™ "Begin modestly, but aggressively, with Quick Wins." Slide# 1 Module 10 Introduction eCKP - Module 10: A Proven KM Methodology KM Bulls™ and KM Squirrels™ DISORIENTED BEWILDERED "Where is KM headed?" Slide# 1.1 Module 10 Learning Objectives eCKP - Module 10: A Proven KM Methodology KM Bulls™ and KM Squirrels™ In this module, you will learn that: - A robust methodology must include numerous, small, quick wins (KM Squirrels $^{\text{\tiny TM}}$) and applicable, strategic initiatives (KM Bulls). - KM does have a proven methodology. - The "Knowledge Imperative" begins with the sequence of both change management and strategic initiatives. Specific Competencies - Be able to explain the KM Methodology that your organization is tracking – major phases and their rationale. [Optional] Link to video -"Where is KM headed?" Monty Python's "Silly Olympiad"

Slide# 1.1.1

Module 10 Outline



- 10.1 Module Introduction / Learning Objectives
- 10.2 Recap: Create the Knowledge Imperative
- 10.3 Intro to KM Bulls™ and KM Squirrels™: Two Tracks to Success
- 10.4 Intro to 5-Phase Methodology to Perform KM (Hi-level)
- 10.5 KM Bulls™ from an Enterprise-wide KM Methodology
- 10.6 Top 10 KM Bulls (now 12)
- 10.7 KM Squirrels™: Quick Wins, No-budget KM, Lessons
- 10.8 Daisy & Dolly
- 10.9 Module Review / Conclusion

NOTES FIELD

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Slide# 1.1.2

Module 10 Build a Robust KM Methodology





Slide# **2**

Module 10 KM Bulls & Squirrels™ - 2 Tracks to Success

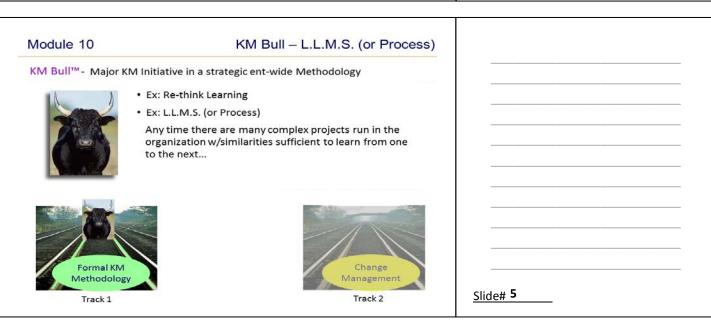
(some KM success)

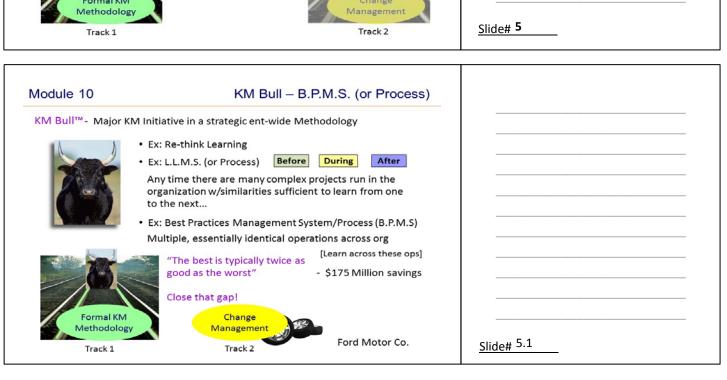


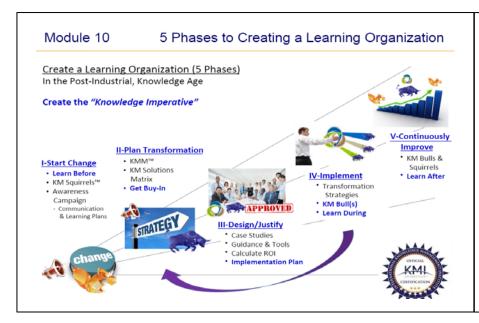




KM Bulls™ vs. KM Squirrels™ Module 10 **NOTES FIELD** Large Small • Costly Change Mgt • Require approval Focus Source: BBC News Source: EDS Formal KM Change Methodology Management Slide# 4 Track 1





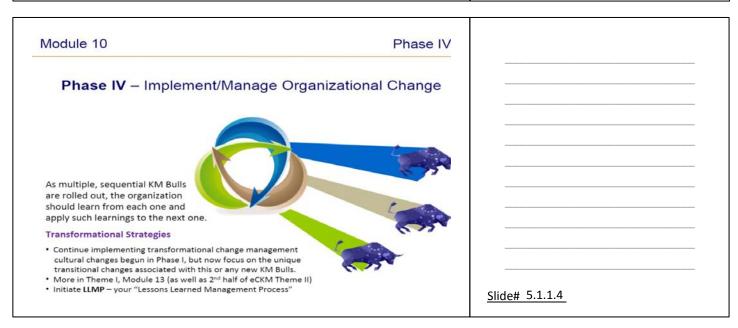


NOTES FIELD





Module 10	Phase III	NOTES FIELD
Phase III - Design/Justify	your KM Initiative	
ROI?		
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A C. P. P.		
	APPROVED	
		Slide# 5.1.1.3_





Module 10 KM Bulls ™ and KM Squirrels ™ KM Bulls from an Enterprise-wide KM Methodology

Module 10 KM Bulls™ from Enterprise-wide Methodology	Module 10	KM Bulls™ 1	from Enterprise-wid	de Methodology
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KM Bull™ - Major KM Initiative in a strategic ent-wide Methodology



Formal KM	
Methodology	

Slide# 5.1.3

Module 10 KM Bulls™ from Enterprise-wide Methodology

KM Bull™ - Major KM Initiative in a strategic ent-wide Methodology

Phase I (A1) Create the Knowledge Imperative

Plan Change

Phase II (A2) Create the Knowledge Imperative Plan KM Transformation Strategy

Phase III (A3) Design & Justify

Phase IV (A4) Implement

Phase V (A5) Operate & Maintain

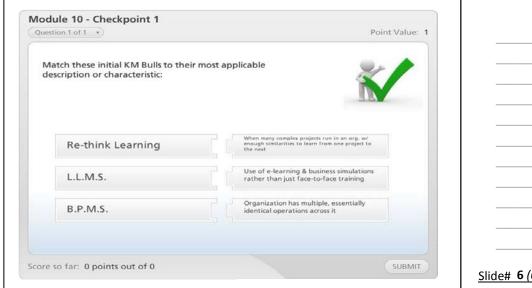
(Continuously Improve)

- A11 Understand KM
- A21 Plan Transformat ional Change
- A22 Perform K Audit
- A23 Dev KM Vision & Perf. Targets
- A24 Dev KM Strategie
- A25 Link Plans
- · A26 Get Buy-In

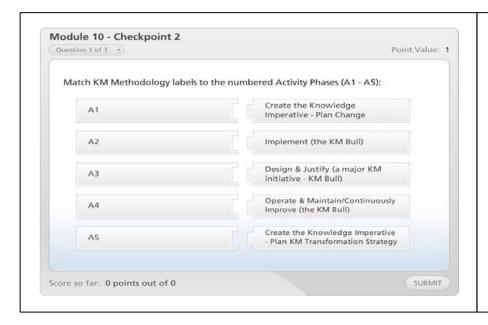


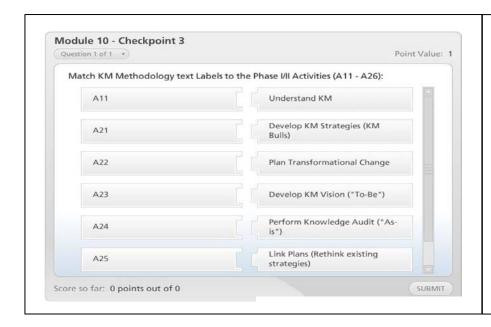
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NOTES FIELD Module 10 Top Ten KM Bulls Top Ten KM Bulls by Competency Area (2017) **Proven KM Initiatives Ten Competency Areas** 20 KM Bulls and Topics KM410 - Transform'l Leadership/Strategy..... Transformational Change Leadership, Enterprise Innovation (KM415). KM420 - K Assessment & Evaluation..... K Audits, Analytics, KM Metrics. KM430 - Culture & Communication..... Traditional Change Mgmt, Personal KM. KM440 - Collaboration & Communities..... Expert Locator, CoPs, Social N/W Analysis KM450 - K Asset Mgmt...... Taxonomy, Internal Call Center Ops. KM460 – Intellectual Capital Mgmt...... K Capture – "Jam", K Transfer/Continuity. KM470 - Organizational Learning...... Rethink Learning, Performance Support (Proficiency). KM480 - K-Embedded Business Operations.... LLMProc, BPMProc, Customer Satisfaction "Connect & Collect", Ext'l Call Ctr Ops. KM490 - K Technologies/Solutions..... Technology Solutions (New Focus Area). KM495 - K Architecture...... Knowledge Architecture. Slide# 5.1.4



Slide# 6 (6.1)





NOTES FIELD

Slide# 8 (8.1)

Module 10

KM Squirrels™

KM Bull™

- A major KM Initiative in a strategic ent-wide Methodology

KM Squirrel™

 A quick, highly visible KM activity, one whose success inspires others to adopt/ initiate additional KM activities.







Slide# 9

Module 10

KM Squirrels™

KM Squirrel™ - A quick, highly visible KM activity, one whose success inspires others to adopt/initiate additional KM activities.

Start First!

- No Budget KM
- · Quick Wins (90 Days)
- Wins actually show measurable impact on the bottom line





Track 1



Track 2

Slide# 9.1

NOTES FIELD

Module 10

KM Squirrel $^{\text{TM}}$ - A quick, highly visible KM activity, one whose success inspires others to adopt/initiate additional KM activities.

- No Budget KM
- · Quick Wins (90 Days)
- Wins actually show measurable impact on the bottom line



No-Budget KM™



Track 1

We pick one or two smallscale SOLVABLE problems.

- Use Lunch and Learns
- Other activities that do not require approval (or even awareness) from up the command chain



Slide# 9.2

Module 10

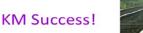
KM Bulls & Squirrels™ - Lessons

- Bulls are \$\$\$. Bull started without proper Change Management will fail
- Start with Squirrels, more "proven" Squirrels the better
- Squirrel Management prepares you for Bull Management
- Don't go out and do a Bull just because it exists
- L.L.M.S. critical question: "Do we do major complex projects with enough similarities, that we can learn from them, one to the next?"

And improve our processes!



Track 1





Change

Slide# 9.3

Module 10

KM Bulls & Squirrels™ - Lessons

- Must perform Change Management
- A 'repository' is just one of the 15 identified KM Bulls
- Refer to: eCKP-10.1 - Meth. to Perform KM eCKP-10.2 - 15 Common KM Bulls eCKP-04.2 - KM Squirrels -Proper Care and Feeding
- Squirrels should show results within 3 Months (90 Days)
- KM Squirrels™ must always be shown to be successful, before you are ready to move on to Bulls

Improve our processes!



[Optional] Link to video -<u>Bodacious the Bull</u> Source: TLC

Slide# 9.3.1

Module 10 Daisy & Dolly

Let's find out if what you've created is just "a bunch of bull" or not.

Do you feel like you've been here before?

Two cows are standing next to each other in a field. Daisy says to Dolly,

"I was artificially inseminated this morning."
"I don't believe you," says Dolly.

"It's true, no bull!" exclaims Daisy.



NOTES FIELD

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Slide# 9.3.2

Module 10 5 Phases to Creating a Learning Organization Create a Learning Organization (5 Phases) In the Post-Industrial, Knowledge Age Create the "Knowledge Imperative" V-Continuous Improve **II-Plan Transformation** KM Bulls & I-Start Change · KMM* KM Solutions Squirrels Learn Before IV-Implement · Learn After Matrix KM Squirrels™ • Get Buy-In Transformation Strategies KM Bull(s) Campaign III-Design/Justify Case Studies Guidance & Tools Calculate ROI Implementation Plan

Slide# 10

Module 10

Learning Objectives Achieved

eCKP - Module 10: A Proven KM Methodology KM Bulls™ and KM Squirrels™

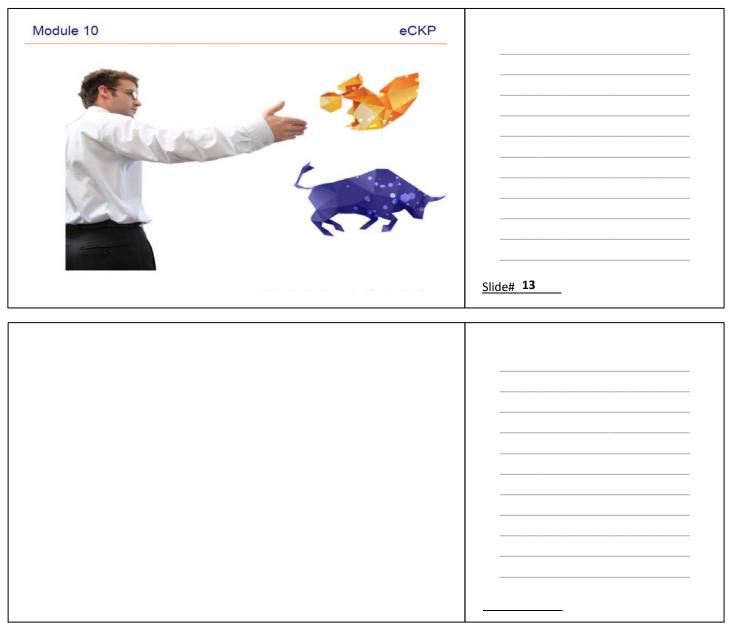


In this module, you learned:

- A robust methodology must include numerous, small, quick wins (KM Squirrels™) and applicable, strategic initiatives (KM Bulls).
- KM does have a proven methodology.
- The "Knowledge Imperative" begins with the sequence of both change management and strategic initiatives.

Specific Competencies – Be able to explain the KM Methodology that your organization is tracking – major phases and their rationale.

Module 10 – Module Review This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 10 – A Proven KM Methodology (KM Bulls and Squirrels). This Module Review does not count towards your Certification. However, if you achieve a passing score here, you will likely have better results in the Theme I Assessment Module, Module 16. Slide# 12 (12.1-12.4)



	NOTES FIELD
You may use this space for additional notes.	

Module 11 - Understand 'Knowledg	e Age' Roles eCKP	NOTES FIELD
KM Practitioner Skills and Competencies	Chief Knowledge Officer "KM Imperative"	
	KW Imperative	
	3	
OPPORTUN	ITY A B	
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lodule 11	Introduction	
New roles in the Knowledge Age include K	newledge	
Workers including executives, and various		
members: Practitioners, (Coordinators, F		
Knowledge Specialists, and KM Managers Executives.	"The only way to be tru	
KM Team roles derive from what needs to	satisfied is to do what yo believe is great work	
This is based on expert research funded by	only way to do great work	
Government.	- Steve Jo	
These have been further refined more rec		
of KM Leader, and the requisite KM skills, certification in the context of the Knowled		
(See also Theme I, Module 13 – Change M	gmt/Learning Plan.)	
* KM Education Forum: International KM Credentialing orga	inization. See Theme II, Module 3	Slide# 1.1
lodule 11	Learning Objectives	
lodule 11 In this module, you will learn:	Learning Objectives	
In this module, you will learn: 1. Understand difference between job de	OPPORTUNITY	
In this module, you will learn: 1. Understand difference between job de (role profiles).	scriptions and roles	
In this module, you will learn: 1. Understand difference between job de (role profiles). 2. Understand alternative definitions and 3. Understand new roles for various KM 1	scriptions and roles types of Knowledge Workers Team members: KM Practitioners,	
In this module, you will learn: 1. Understand difference between job de (role profiles). 2. Understand alternative definitions and	scriptions and roles types of Knowledge Workers Team members: KM Practitioners,	
In this module, you will learn: 1. Understand difference between job de (role profiles). 2. Understand alternative definitions and 3. Understand new roles for various KM 1	scriptions and roles types of Knowledge Workers ream members: KM Practitioners, ists, and KM Managers/Executives.	

Slide# 1.1.1

Module 11 Outline



- 11.1 Module Introduction / Learning Objectives
- 11.2 Job Description vs Job Role
- 11.3 Post-Industrial Knowledge-Age Roles (KMI Pyramid)
- 11.4 Who is a Knowledge Worker in the K Age? (Cleaning Lady Story)
- 11.5 Who are the KM Team Members and What are their Roles?
- 11.6 What is the Role of the CKO?
- 11.7 CKO Roles and Responsibilities
- 11.8 KM Career Types
- 11.9 KM Practitioner/Coordinator/Manager
- 11.10 Module Review / Conclusion

NOTES FIELD

Slide# 1.1.2

Knowledge-Age Roles Kmowledge-Age Roles KM Team Managers/ Leaders Knowledge Knowledge-Age Staff

Slide# 2

Module 11

Job Description vs Job Roles

Job Descriptions vs. Roles



Job Descriptions: Vague terminology and buzz words.

- Often all possible tasks and activities but without specifics v-v relative importance, frequency, etc.
- Out-of-date (low priority)
- "Other duties as assigned"



Role Profiles: Essential for core positions like KM Team, especially if contemplating transformation.

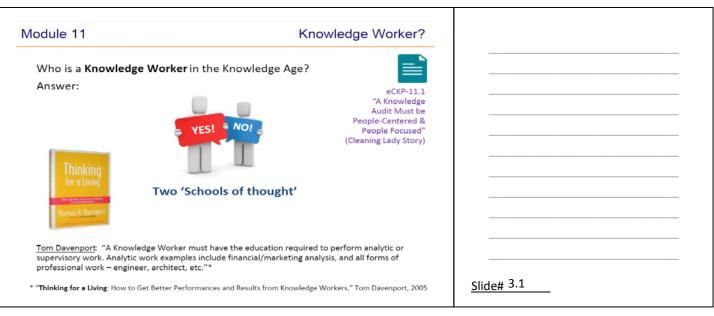
- Accountability Reason role exists, aligned to strategy
- Business Drivers Two or three core deliverables
- Competencies Two or three specific ones for each core deliverable
- · Goals and Measures Aligned to each business driver

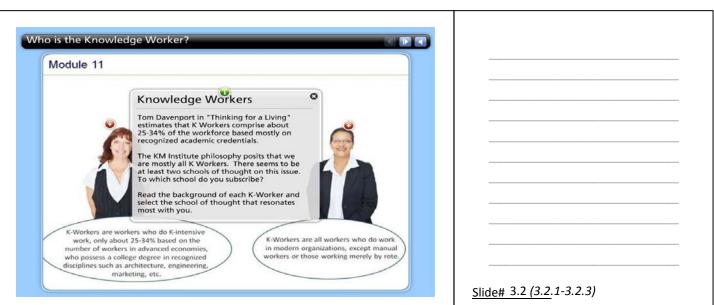
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Slide# 2.1

Module 11 Knowledge Worker? Who is a Knowledge Worker in the Knowledge Age? KM INSTITUTE™ Slide# 3

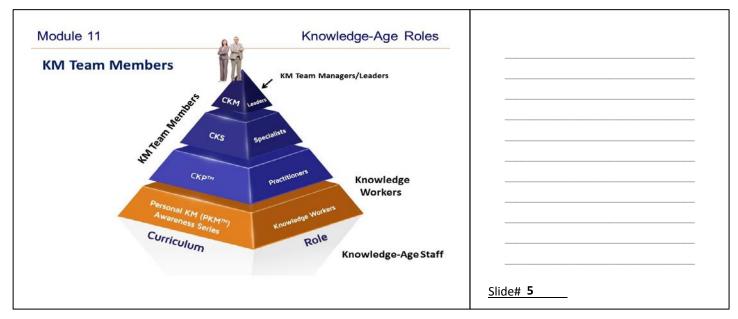




Who is a Knowledge Worker in the Knowledge Age? Answer: Everyone! **CKP-11.1 **A Knowledge Audit Must be People-Centered & People Focused" (Cleaning Lady Story) **Tom Davenport: "A Knowledge Worker must have the education required to perform analytic or supervisory work. Analytic work examples include financial/marketing analysis, and all forms of professional work – engineer, architect, etc."* **Thinking for a Living: How to Get Better Performances and Results from Knowledge Workers," Tom Davenport, 2005

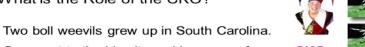
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Module 11	Role of the CKO?	
Who are the KM Team Membe	rs and What are their Roles?	
KMIN	STITUTE™	
		Slide# 4



Role of the CKO/Humor

What is the Role of the CKO?



One went to the big city and became a famous CKO. The other staved behind in the cotton fields and never amounted to much.

The second one, naturally, became known as the lesser of two weevils. (lesser of 2 evils)

Moral: It's going to take more than going to the big city to make a CKO out of an otherwise lesser weevil.

You must be able to fulfill the role of the CKO; you must understand and leverage known techniques to increase your credibility and foster innovation, to overcome the potential ravages of the hype curve and other barriers to success.

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Slide# 5.1

CKO

Module 11

What is a CKO?

Training

Tools

Someone skilled enough to manage an enterprisewide KM program in a large, multidivisional organization:

- Create a KM vision
- Get buy-in from competing initiatives/advocates
- Manage multiple projects
- Provide KM Methods, Tools, Guidance
- Manage Change
- Continuously improve KM Initiatives

Someone who can deliver a significant KM return on investment (ROI).

Resources

Slide# **6**

Module 11

KM Career Paths

KM Career Paths and Types

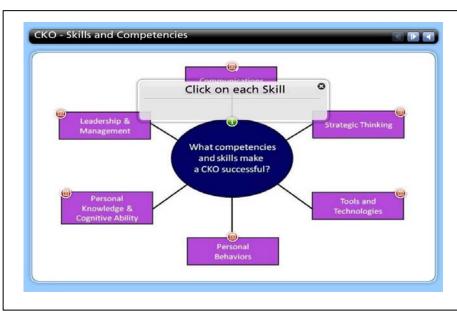




NOTES FIELD Slide# 7.1



Slide# 7.2



Slide# 7.3

Learning Objectives Achieved

eCKP - Module 11: Understand Knowledge-Age Roles

In this module, you learned:

- 1. The difference between job descriptions and roles (role profiles).
- 2. Alternative definitions and types of Knowledge Workers
- New roles for various KM Team members: KM Practitioners, (Coordinators, Facilitators), KM Specialists, and KM Managers/Executives.

Specific Competencies - Be able to:

- Evaluate alternative definitions of K Workers, select best definition for your organization and know the implications.
- Define alternative KM Team Roles and when they are needed.

<u>NOT</u>	ES FIE	<u>LD</u>	

Slide# 8

Module 11 - Module Review

This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 11 – KM and Knowledge Age Roles.

This Module Review does not count towards your Certification. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16.





Slide# **9** (9.1-9.3)

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	NOTES FIELD
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Module 12 - Transformational Change Management

eCKP

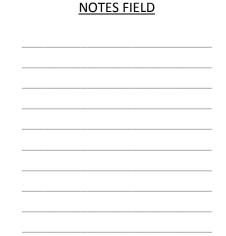
Organizational Change Management

[Three Types of Change]



Are you prepared for the Knowledge Age

- 1. Developmental
- 2. Transitional
- 3. Transformational
 - Necessary components
 - Have a clear vision and stick to it
 - Exploring/presenting new ideas to garner support
 - · Creating/selling the KM Vision
 - · Aligned with Organizational Mission



Slide# **1**

Module 12





"There is nothing more difficult...than to take the lead in the introduction of a new order of things."

Niccolo Machiavelli

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Slide# 1.1

Module 12

Learning Objectives

eCKP - Module 12: Manage Change



In this Module, you will learn:

- Reasonable expectations concerning how long strategic initiatives such as KM take to unfold
- How to deal with contrary emotions of inflated expectations and disillusionment (Hype Cycle)
- Three types of change where KM is 'Transformational Change,' the most difficult
- Eight **key transformation steps** that address the more strategic aspects of change

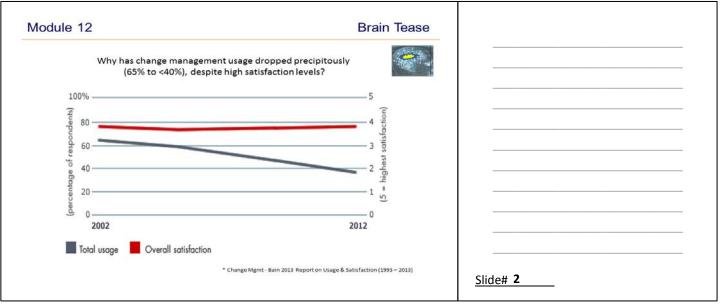
Specific Competencies - Be able to:

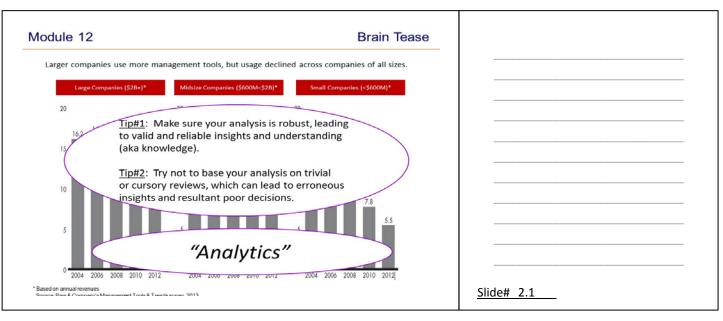
- Identify strategies to mitigate the hype curve.
- Explain how transformational change differs from other forms.
- Create a 'Learning Plan' for your organization.

Slide# 1.1.1

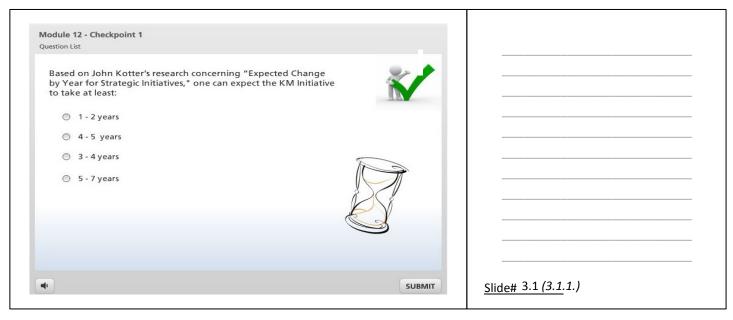
Module 12 Outline 12.1 Module Introduction / Learning Objectives 12.2 How Long Will it Take to "Do KM?" Be Prepared for the Long Haul 12.3 Hype Curve/Hype Cycle 12.4 3 Types of Change (Developmental, Transitional, Transformational) 12.5 Transformational Change (Change Management): Qualities/Tips 12.6 Change Management: Two Focuses 12.7 Kotter's Eight Key Transformational Steps 12.8 Module Review / Conclusion

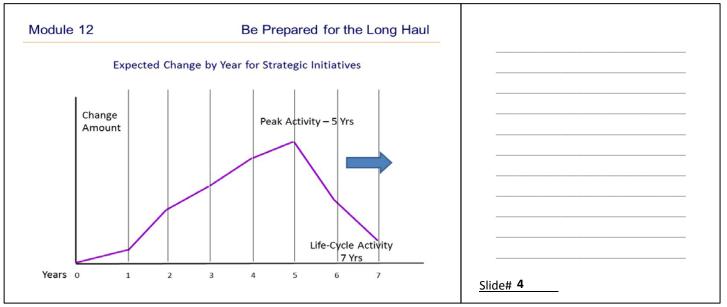
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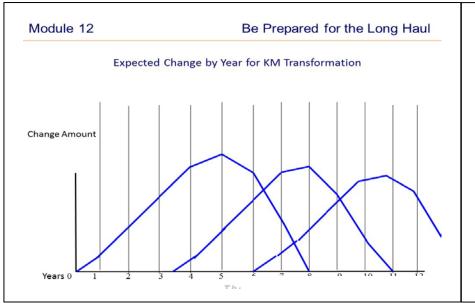




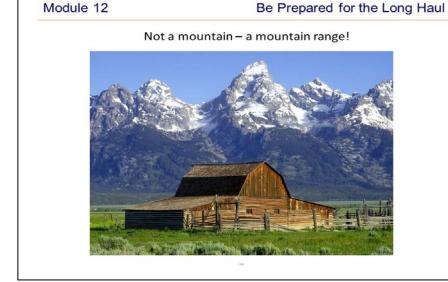
Module	12	Brain Tease	NOTES FIELD
	How Long will it take to "do K	M?"	
			Slide# 3



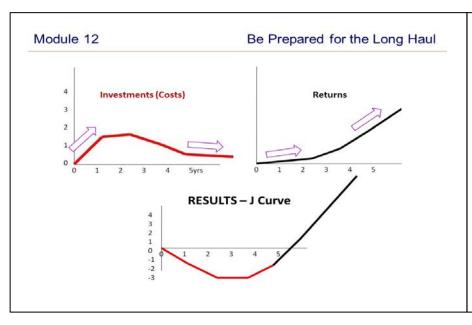


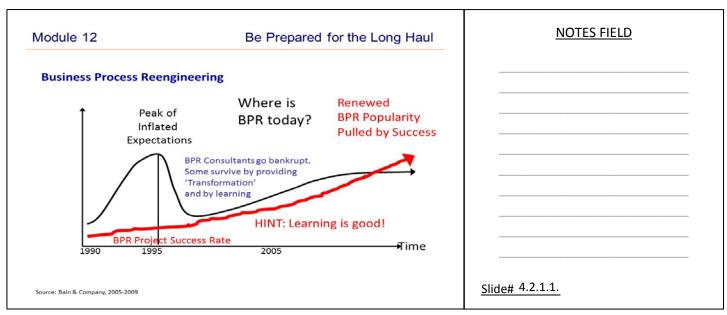


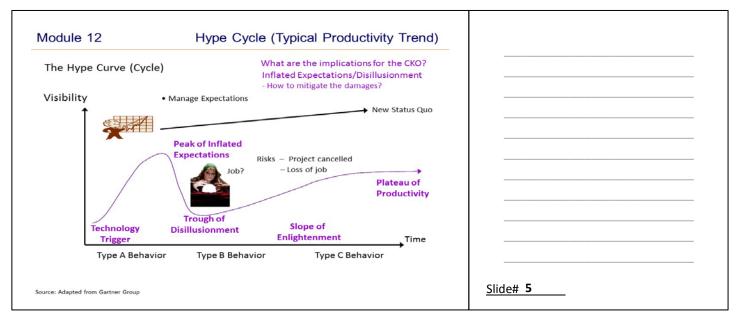
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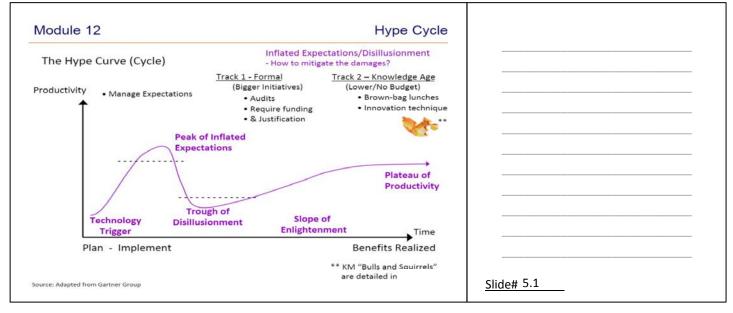


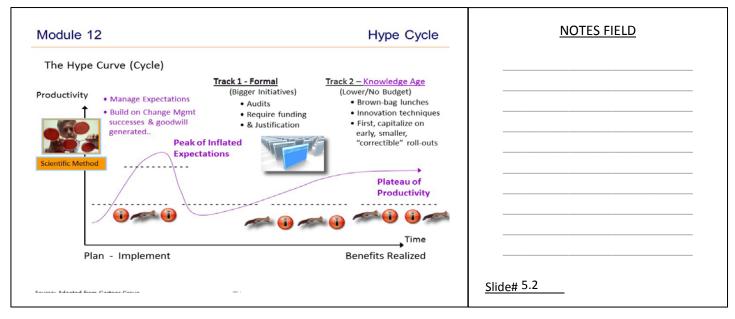
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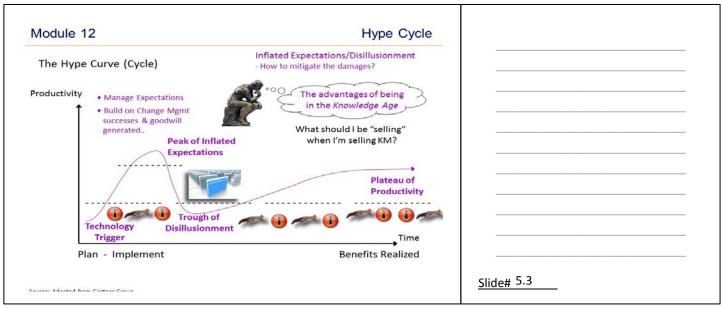


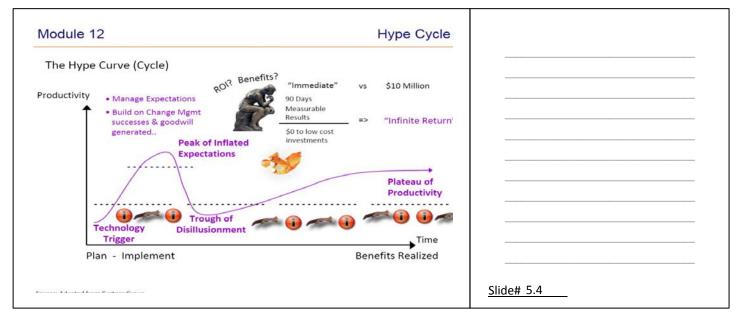


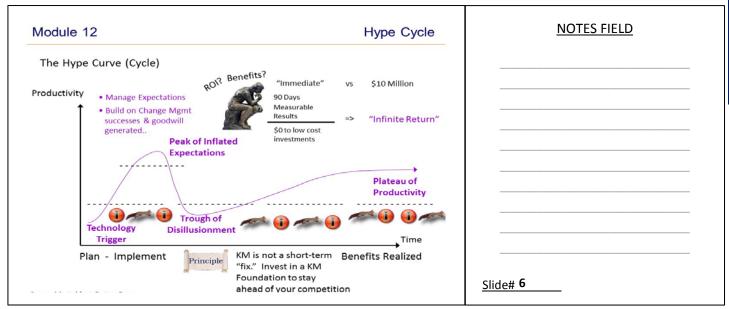


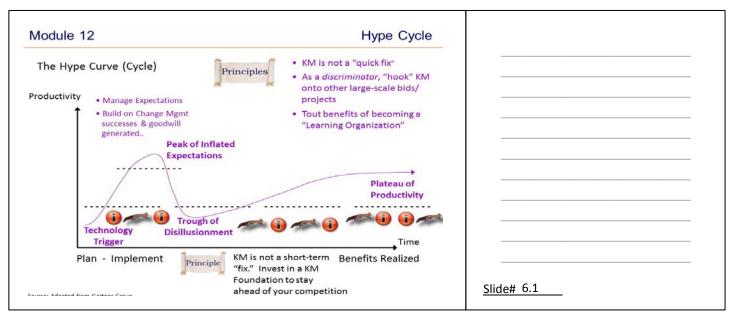


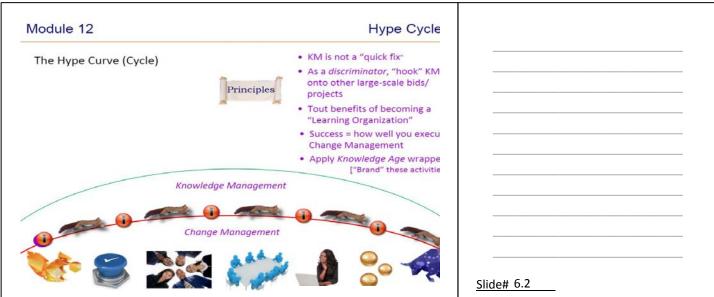




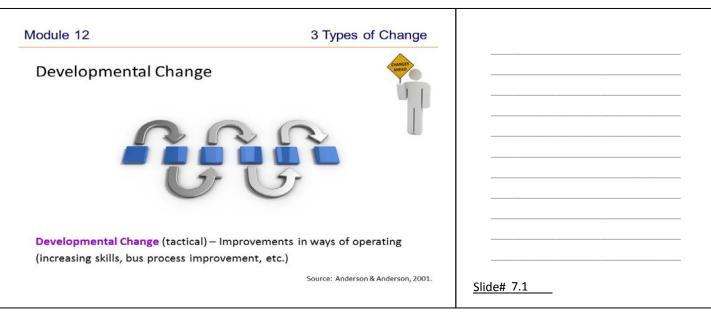


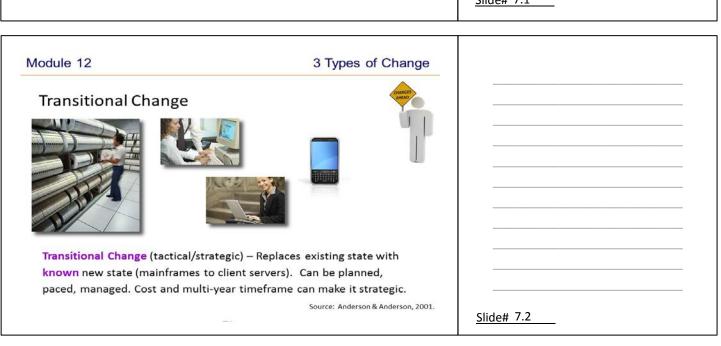






Module 12 3 Types of Change - Intro Organizational Change Management [Three Types of Change] 1. Developmental 2. Transitional 3. Transformational Source: Anderson & Anderson, 2001-2010.





3 Types of Change

Transformational Change









Transformational Change (strategic) – Fundamental shift from one state to another, so significant – requires organizational shift in culture, behavior and mindsets. New state is largely uncertain, emerges, crafted as it unfolds. Requires attention to content (what must be changed), people (behaviors), and process (how you will transform the organization – the change management plan).

Source: Anderson & Anderson, 200.

N	01	ΓES	FI	ELI	D

Slide# 7.3

Module 12

Transformational Change - Qualities/Tips

Change is Disruptive





KM initiatives, as with any fundamental business process improvement initiatives, inevitably require change to organization's structure and culture.

All change is disruptive. Therefore, KM is disruptive to an organization's structure and culture. Enterprises that have attempted KM or process improvement while ignoring need for managed change have invariably faile

This means that organizational change management is possibly the most critical responsibility in an overall program of KM-inspired improvement.

Slide# 8

Module 12

Transformational Change - Qualities/Tips

Begin Early





Organizational change management begins during the planning phase. It extends through the project execution and ongoing maintenance phases. Thus, organizational change is a continuous responsibility.

This responsibility may be vested in **one** member of the KM team, or it may be the responsibility of a **separate team** chartered to support all KM improvement team <u>efforts</u>. The former works when only one KM effort is under way across a group of functional units; <u>but the latter is probably necessary</u> when functional units are affected by two or more KM improvement efforts.

Module 12 Two Focuses







Cultural Change Management

Two Focuses - Both structural change management (the way a functional unit is organized to carry out its work responsibilities) and cultural change management (the way people interact with each other both in peer relationships and superior/subordinate relationships) are important.

A proper Change Plan, itself a process, addresses both.

NOTES FIELD				

Slide# 10

Module 12

8 Key Transformation Steps - Intro

Tactical

Strategic





#ahil?	11	
MADII		

Module 12

Change Mgt – 8 Key Transformation Steps

KM Change Mgmt - Eight Key Transformation Steps: 1-4

- Establish Sense of Urgency 50% fail this phase, too many managers, not enough leaders, when is urgency rate enough? Answer: when 75% think business as usual is unacceptable. Techniques: Master Leadership skills (See KM Institute Curriculum)
- Form Guiding Coalition Early on, large numbers of leaders must create shared commitment to excellence, powerful – titles, info, expertise, reputations, relationships.
- Create a Vision Clear, compelling (easily communicated in less than 5 min, appealing, positive reactions, clarifies direction). Up to 3 mo to yr to create, yields alignment, not energy consuming diversions.
- 4. Communicate the Vision Often under communicated by factor of ten! Turn every comm. to re-enforcing, invigorating broadcast. Change training focus from generic to business problems/new vision.

"Leading Change – Why Transformation Efforts Fail." John P. Kotter. HBR on Change. 1998

Slide# **11** (11.1-11.4)

Change Mgt – 8 Key Transformation Steps

KM Change Mgmt – Eight Key Transformation Steps: 5-8

- 5. Empower others to Act Eliminate real/perceived obstacles, bosses who don't align, align performance appraisal system.
- Create Short-term Wins Celebrate accomplishments/results. Short-term goals keeps urgency high. Lessons learned clarify vision.
- Consolidate Improvements Don't declare victory to soon before ideology takes hold. Leverage short-term wins to attack even bigger i's.
- Ingrain New Approaches Stickiness. Sticks when engrained.
 Connect new behaviors & success. Ensure leadership
 development/succession personify new Knowledge Age
 approaches.



"Leading Change – Why Transformation Efforts Fail," John P. Kotter, HBR on Change, 1998

NOTES FIELD

Slide# 11.5

Module 12

Change Management

Key Factors

- 1. Establish Sense of Urgency
- 2. Form Guiding Coalition
- 3. Create a Vision
- 4. Communicate the Vision
- 5. Empower others to Act
- 6. Create Short-term Wins
- 7. Consolidate Improvements
- 8. Ingrain New Approaches

CM: Key Factors (Kotter)



Kotter's Eight Key Transformational Steps



Slide# 12

Module 12

Learning Plan to Transformation



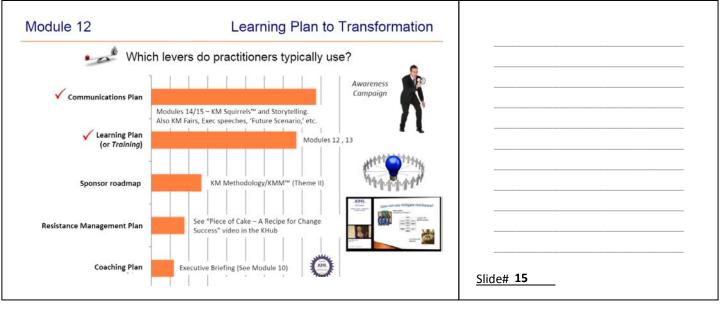


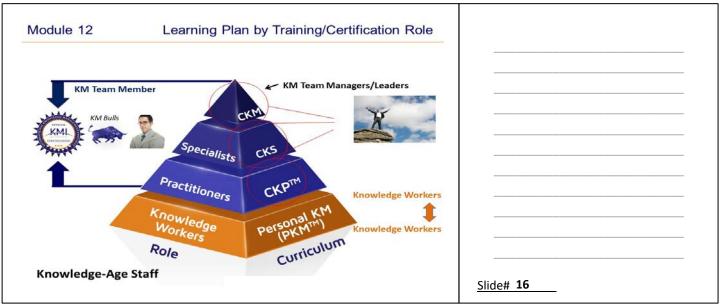






Module 12	Learning Plan to Transformation	NOTES FIELD
	't yet quite understand change mgmt. see what he needs to know.	
I CONSIDER MYSELF A REAL GAME CHANGER	YESTERDAY I PLAYED "MESS WITH A MANAGER".	Slide# 14







NOTES FIELD				

	and Their Expected Competencies	
Roles/Credentials	Competencies	
Knowledge Workers	Understand history leading to K Age and Imperative.	
Service Workers	Understand their organization's transformation plans.	
	Understand role of PKM™, hopefully inspired to be one.	
	[Recommended Learning: KM101]	
Personal K	Able to perform as KWer, including mastery of above.	
Managers	Able to perform KM Squirrels™ - KM Team supervision.	
(PKM)™	Motivated to continuously improve self, both	
	technical/specialty skills and soft skills - reach potential.	ı
	[Recommended Learning: KM201/202]	
HR Trainers	Able to train KWers [Recommended Learning; KM101]	
Certified KM Trainer	Able to certify PKMs [Recommended Learning: KM201/202]	
Organizational Execs	Understand K-Age imperative.	
	Understand leadership role in K-Age Transformation	
	Able to lead the K-Age Transformation	
	[Recommended Learning: KM301-Exec Brief]	
	•	

Learning Objectives Achieved

eCKP - Module 12: Manage Change (Transformational Change Management)

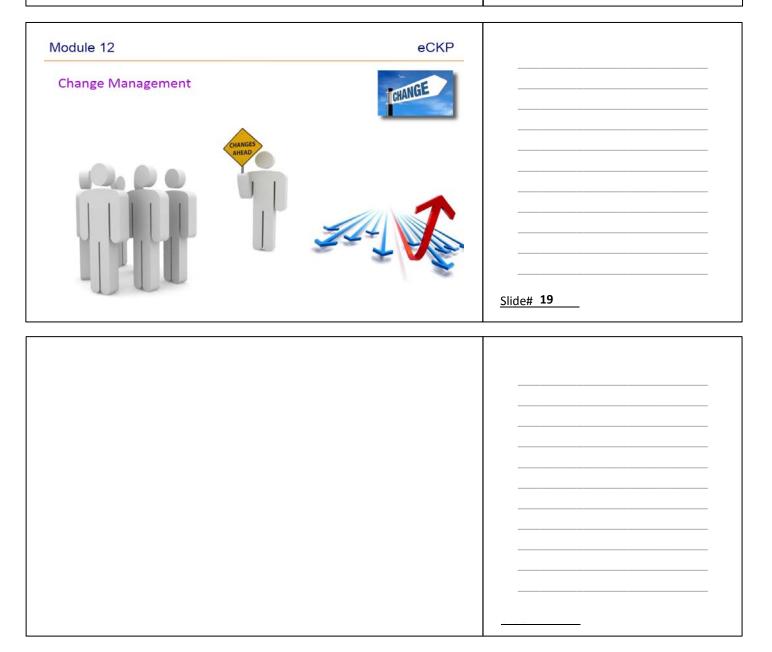
In this Module, you learned:

- Reasonable expectations concerning how long strategic initiatives such as KM take to unfold
- How to deal with contrary emotions of inflated expectations and disillusionment (Hype Cycle)
- Three types of change where KM is 'Transformational Change,' the most difficult
- Eight key transformation steps that address the more strategic aspects of change

Specific Competencies - Be able to:

- Identify strategies to mitigate the hype curve.
- · Explain how transformational change differs from other forms.
- · Create a 'Learning Plan' for your organization.

Module 12 – Module Review This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 12 – Manage Change/Transformational Change Management. This Module Review does not count towards your Certification. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16. Slide# 18 (18.1 – 18.6)



Module 13: Advanced-Strategic KM Methodology and Intro to Knowledge Maturity Model (KMM) KnowledgeBase (KBase) Tool or Application One of the first-ever KM Methodologies was developed by the US Dept of Defense in the mid-1990s. Slide# 1

Notable Quotes - "Create the Knowledge Imperative!"

Steve Jobs

"The only way to be truly satisfied is to do what you believe isgreat work...only way to do great work is to love what you do.

Peter Drucker
I want to put a ding in the universe (make a difference).
He tells of Hungarian-American Nobel prizewinner, who wanted to study flatulence "No one knows about it."
His professor cautioned, "If you have results, have them where they'll make a difference." Szent-Gyorgyi went on instead to discover enzymes.

Slide# 1.1

Module 13 Learning Objectives In this module, you will: Understand how the KM Methodology evolved. Understand modern ways to document comprehensive methodologies – KBases. Understand there are many KBase formats. All provide similar functionality – process steps, specific, granular K Nuggets. Understand the concept of a Knowledge Maturity Model (KMM)™, both diagnostic and prescriptive, and how a KM Methodology and curriculum are essential enablers. Specific Competencies – Be able to explain why the KM Methodology evolved, to include both much more rigorous change management, and why the need to front-load change mgmt. Be able to use a KM maturity model to diagnose your own organization. Slide# 1.1.1

Module 13 Outline



- 13.1 Module Introduction / Learning Objectives
- 13.2 Recap: 5-Phase Methodology to Perform KM
- 13.3 Introduction to KnowledgeBases (KBases)
- 13.4 Examples of Early KBases
- 13.5 High-Level KM Methodology (transition to..)
- 13.6 Introduction to Knowledge Maturity Models (KMM)
- 13.7 Engage Exercises
- 13.8 Module Review / Conclusion

NOTES FIELD

Slide# 1.1.2



Slide# 2

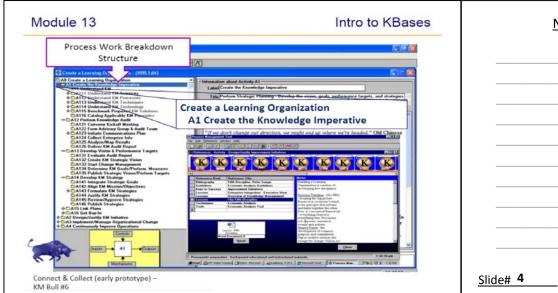
Module 13 Intro to KBases



Assigned a Task... What do you usually depend on?

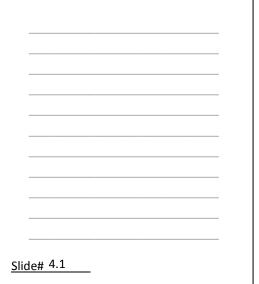
- Existing Guidelines
- Checklists
- Procedures
- · Etc.

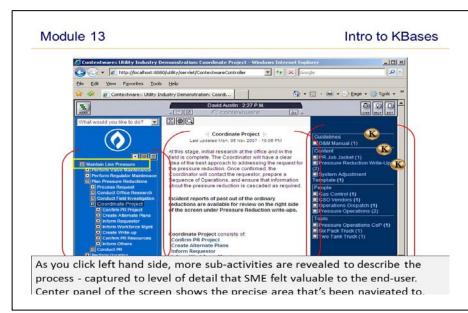




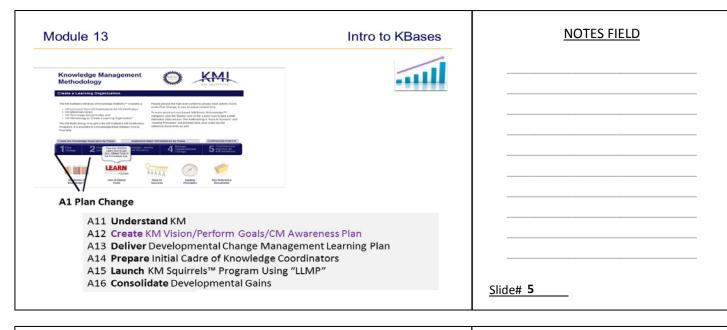
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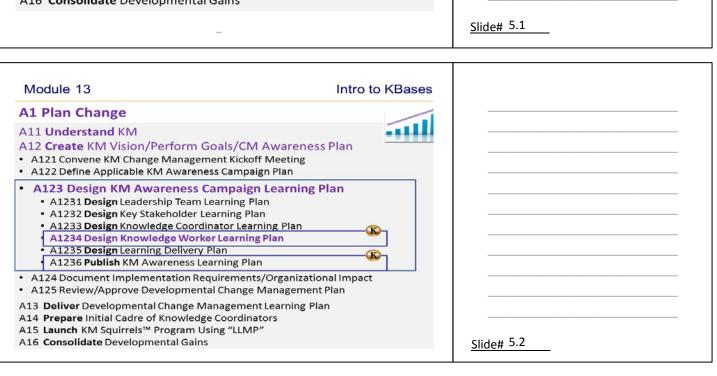




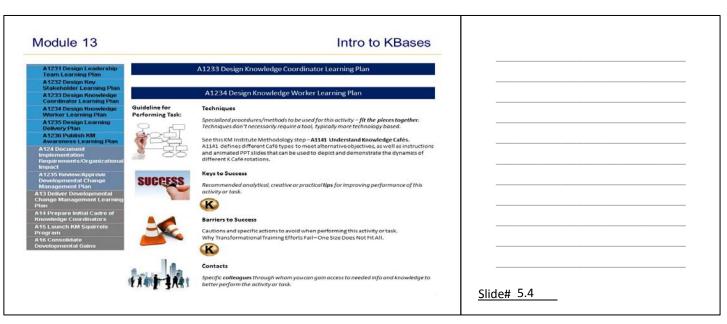
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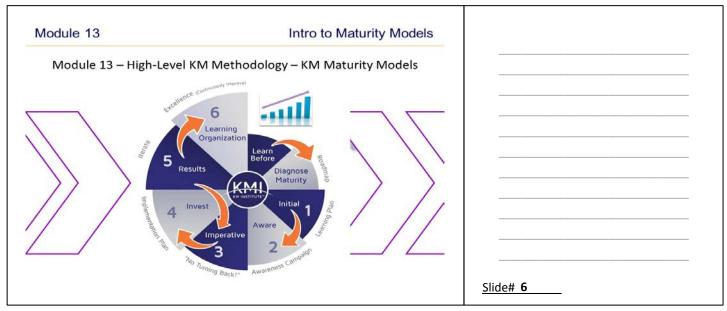


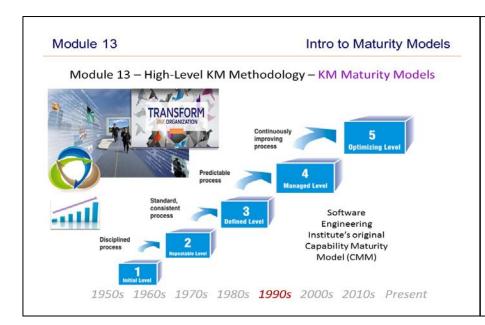


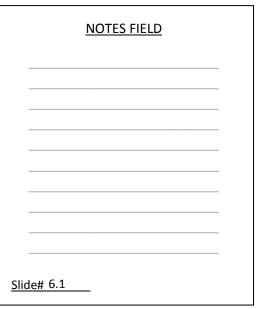


Module 13 A1231 Design Leadership Team Learning Plan A1232 Design Knowledge Coordinator Learning Plan A1232 Design Knowledge Worker Learning Plan A1233 Design Knowledge A1234 Design Knowledge A1234 Design Knowledge A1235 Design Learning Plan A1236 Design Knowledge A1236 Design Knowledge A1236 Design Knowledge A1236 Design Learning Plan A1236 Design Knowledge Coordinator Learning Plan A1236 Design Knowledge Coordinator Learning Plan A1236 Design Knowledge Coordinator Learning Plan A1236 Design Knowledge A1236 Design Learning Plan A1236 Design Knowledge A1236



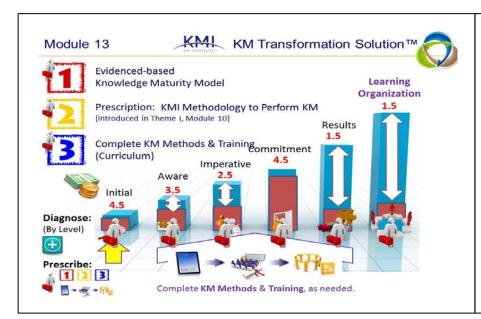




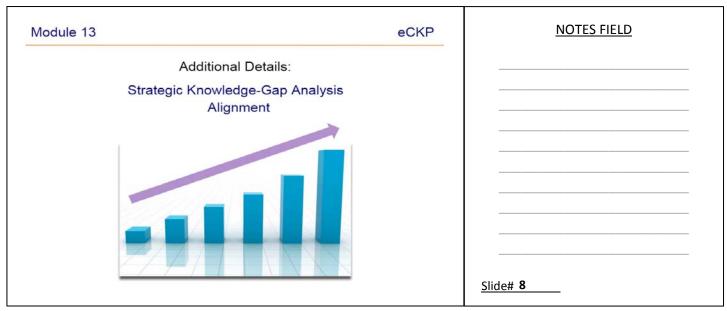


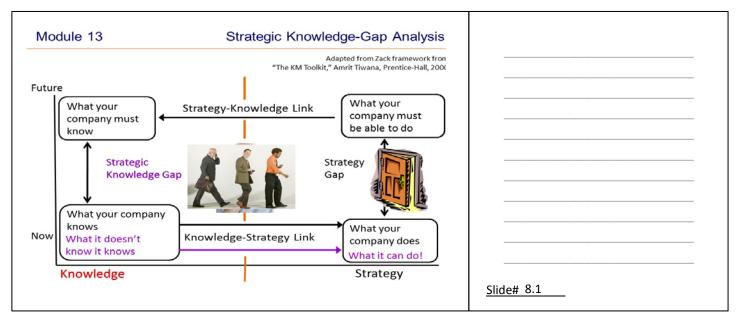


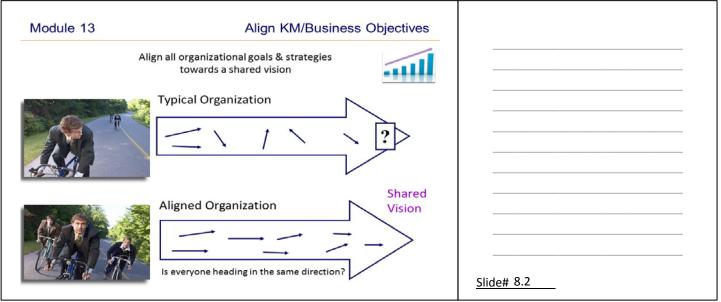
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Slide# 7.1







Learning Objectives Achieved

Module 13: Advanced-Strategic KM Methodology & Intro to Knowledge Maturity Model (KMM)



In this module, you:

- · Understood how the KM methodology evolved.
- Understood modern ways to document comprehensive methodologies KBases.
- Understood there are many KBase formats. All provide similar functionality process steps, specific, granular K Nuggets.
- Understood the concept of a Knowledge Maturity Model (KMM)™, both diagnostic and prescriptive, and how a KM Methodology and curriculum are essential enablers.

Specific Competencies – Be able to explain why the KM Methodology evolved, to include both much more **rigorous** change management, and why the need to **frontload** change mgmt.

Be able to use a KM maturity model to diagnose your own organization.

NOTES FIELD

Slide# 9

Module 13

Module Review



Slide# 10

Module 13

eCKP

Module 13: Advanced-Strategic KM Methodology and Intro to Knowledge Maturity Model (KMM)



Module 14	eCKP	NOTES FIELD
KM Startup Techniques		
	18	
		Slide# 1
Nodule 14	Introduction	
You will learn and use KM Startup Techniques - including variations on the Interactive Knowle		
and spawn innovative ideas (including No-E first KM Squirrels™.	Budget KM) and initiate your	
	(SPE)	
	U	Slide# 1.1
1odule 14	Learning Objectives	
Understand the nature of alternative brainstormin Discover how some are especially applicable and properties of the some are less desirable.		
Master the 'Trigger Method' as an alternative te "No-Budget KM" ideas.	echnique to create	
 Understand the benefits and master when to use Knowledge Café" techniques to promote the wa building and learning in the Knowledge Age 		
	A 5 5 7 7 1	

Outline Module 14



- 14.1 Module Introduction / Learning Objectives
- 14.2 Traditional Brainstorming Methods Recap of Pros/Cons
- 14.3 Advanced Brainstorming Trigger Method How to Perform
- 14.4 Startup Techniques Interactive Knowledge Café (Origin, Strengths)
- 14.5 Evolution from Traditional Brainstorming to new Startup Techniques
- 14.6 Run a Knowledge Café: Traditional version (& intro to icons used)
- 14.7 Run a Knowledge Café: Solutions™ version
- 14.8 Run a Knowledge Café: Innovative version
- 14.9 Run a Knowledge Café: KM Buzz Session™
- 14.10 Reflect on Knowledge Cafés Whaling Industry Story
- 14.11 Experiential Learning
- 14.12 Module Review / Conclusion

NOTES FIELD

Slide# 1.1.2

Module 14

What about Brainstorming?

Traditional Brainstorming



- Characterized by: Free-form flow of ideas; everyone contributes as they 'have an idea'
- Rules: Focus on additional ideas, not analysis or especially not critique of already suggested ideas
- Strengths:
 - Easy to execute; anytime
 - No training; no special facility
- Costs: Essentially none (conference table)
- Weaknesses:
 - Can be dominated by aggressive personality
 - Introverts can be reticent, extroverts controlling

Conclusion: Best when 'quick and dirty' answer needed, especially small groups

Slide# 2

Module 14 Brainstorming Techniques - Trigger Method

Trigger Method Part of "No-Budget KM"

List

While each person contributes his/her ideas, we are mentally adding our newest revelations in 'Column 2.

Addt'l ideas





Addt'l ideas





Problem to solve...

• 10-15 mins on Contributes problem 10 Ideas · Write down

any Ideas/notes

Day 2

Day 1

(Night before)

- Addt'l 5-10 mins
- Add to 'Column 1' if you can think of anything else

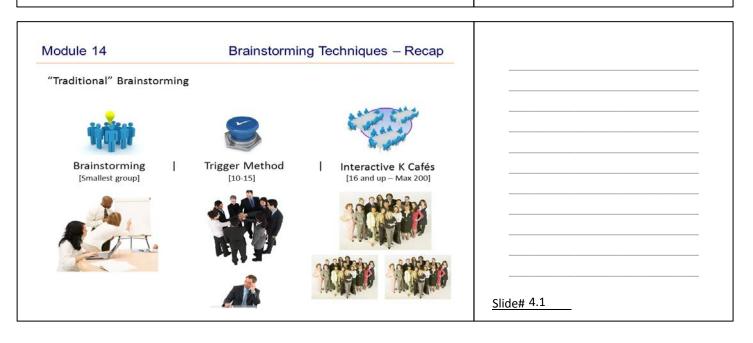
Ask for clarification at any point. "Triggering" cannot take place if one does not understand what is being stated.

What is occurring here?



Module 14	Trigger Method	NOTES FIELD
Trigger Method Part of "No-Budget KM"		
Round 4 Finishes List Addt'l ideas Contributes Contributes Contributes Contributes	re	
Tried Trigger Method with 30 minutes cap What is occurring here? 81 New Ideas!	1 2 3 4	
	99	Slide# 3.1

Interactive Knowledge Cafés - Origins Interactive Knowledge Cafés Typical 'Learning Meeting' Brown-bag meetings ("lunch and learn") Invite a speaker/presenter – 45 Mins presentation, then Q&A Network with others while preparing to eat, etc. K Café Benefits Build Relationships Learn Slide# 4



Module 14 Brainstorming - to Knowledge Cafés - Benefits Interactive Knowledge Café Structured diversity, while building relationships Trigger Method Interactive K Cafés Brainstorming [Smallest group] [10-15] [16 and up – Max 200] Strengths 1) Diversity - Forces max amount - Essential for Creativity 2) Building Relationships

NOTES FIELD

Module 14

Knowledge Cafés – 4 Variations

Knowledge Café Technique #1

· Discuss topics of interest

· Learn from Peers

- Traditional

Key to Icons:



Emcee (or Maitre-d)/ Meeting Facilitator



Table Host or Facilitator



- Café attendees/participants



- Problem stated/KM Solution achieved



Table (3-10 tables typically per event)



Slide# **5**

Slide# 4.1.1

Module 14

Rotate!

Run a Traditional Knowledge Café 🎩

In a Traditional K Café, our aim is to Discuss Topics of





- 1) Form equal groups at café tables, each with it's own Topic
- 2) Host at each table facilitates discussion on the table specialty topic
- 3) Emcee rotates participants based on their topic preferences
- Repeat rotations until all members visit desired number of 'specialty' topics

Choice: Participant moves to next table (new topic), based on his/her preference

- Participants who did not make it over to a new topic/ table before it fills up, must accept second choice - a sort of musical chairs

Slide# 5.1

Knowledge Café #2 - Solutions™ ■



Knowledge Café – KM Solutions Café™ Version

- · Build Relationships
- Solve Problems
 [jointly, with our peers]



NOTES FIELD

Slide# 5.2

Module 14

Run a KM Solutions Café™



Rotate!

In a KM Solutions K Café M, we solve problems using the principle of Choice. Choice alone, however, does not maximize diversity and relationship building.









- 1) Form equal groups at café tables, each with it's own problem to solve
- 2) Host at each table defines problem and facilitates the conversation
- Emcee rotates participants based on problem/solution preferences

 Host stays fixed for continuity between rounds
- 4) Each host reports out his/her proposed solution
- 5) Solutions may be "harvested" for use in KBase

Objective: Discuss Solutions

Rotation time depends on complexity of problems

Slide# 5.2.1

Module 14

Knowledge Café #3 - Innovative

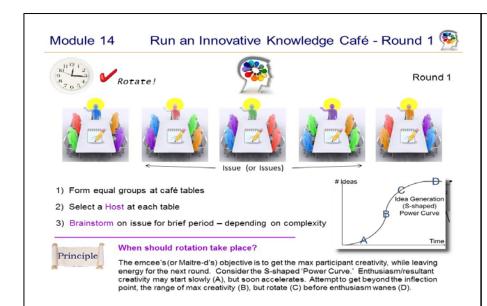


Knowledge Café - Innovative Version

· Forces Diversity to Maximize Innovation

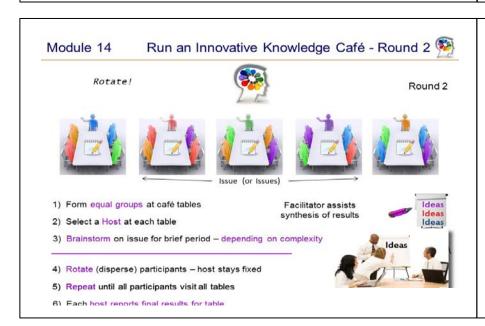


Slide# 5.3



NOTES FIELD

Slide# 5.3.1



Slide# 5.3.1.1



Slide# 5.3.1.2

Knowledge Café #4 - KM Buzz Session™





Knowledge Café – Buzz Session™ version

- · Forces Diversity to Maximize Relationship-building
- Learn from (at least) 3 Experts and Diverse Peers



NOTES FIELD

Slide# 5.4

Module 14







"Traditional" Chapter-style Meeting

- Might have opportunities to speak to a few people next to you, but limited beyond that
 - Table #

- 1) 3 Presentations 10 mins each
- 2) Just the Golden Nuggets
- 3) After 1st Speaker... Nuggets remaion screen
- 4) Rotate to different table, meet new attendees
- 5) 2nd Presenter speaks, new Nuggets
- 6) (Final) Rotation
- 7) 3rd Presenter speaks...

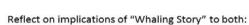
- Learning? May learn a great deal from a 45-minute presentation...
 - 6-10 attendees per table
 - 20 minute discussions •
 - Meet 20-25 New People! •



Slide# 5.4.1

Module 14 Reflect on Knowledge Cafés – Whaling Story

Reflect on Interactive Knowledge Cafés Whaling Industry Story



- "Connect & Collect"
- "Interactive Knowledge Café"



Choice Leads to Innovation and Motivation





Module 14 Reflect on Knowledge Cafés – Whaling Story

Reflect on Interactive Knowledge Cafés Whaling Industry Story







Connect & Collect



Interactive K Café

U.S. Whaling Industr	U.S.	Wha	ling	Ind	lustr
----------------------	------	-----	------	-----	-------

- Sailors changed ships seasonally
- Captain's Log: Shared with each other regularly

Other Countries

- Sailors signed on to one ship permanently
- Captain's Log: Stored in state-run repository, indefinitely

NOTES FIELD

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Slide# 6.1

Module 14 Reflect on Knowledge Cafés – Whaling Story

Reflect on Interactive Knowledge Cafés Whaling Industry Story



Connect & Collect



Interactive K Café



- Forcing the maximum amt of diversity

Slide# 6.2

Module 14 Reflect on Knowledge Cafés – Whaling Story

Reflect on Interactive Knowledge Cafés Whaling Industry Story



Connect & Collect



Interactive K Café [Building Relationships]

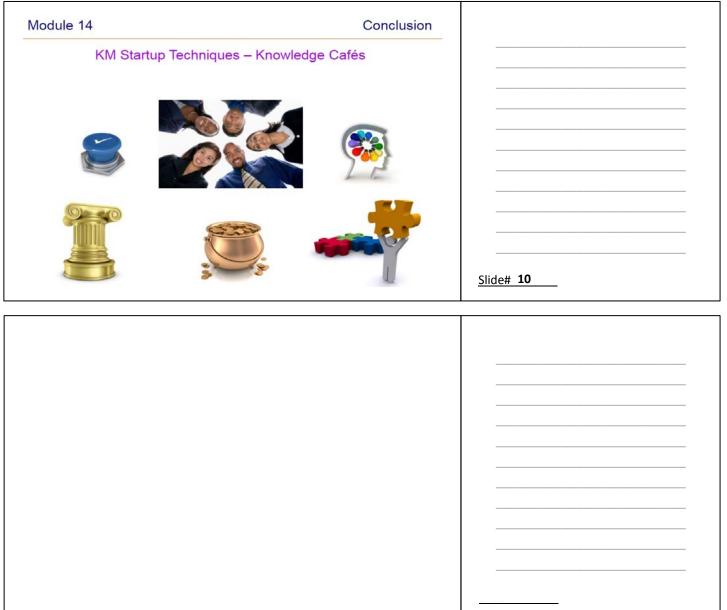


- Forcing the maximum amt of diversity
- Research: it takes about 3 days for a group of people to "gel"
- Have the people working together ... but mix it up!
- "Horseshoe" seating optimal

Slide# 6.2.1.

NOTES FIELD Module 14 Reflect on Knowledge Cafés - Whaling Story Reflect on Interactive Knowledge Cafés Whaling Industry Story - Captain's Log = KnowledgeBase Knowledge written down (Explicit) Connect & Collect - Sailors/Whalers = Community Members (Tacit) - Forcing the maximum amt of diversity Interactive K Café - Research: it takes about 3 days for a [Building Relationships] group of people to "gel" - Have the people working together ... but mix it up! - "Horseshoe" seating optimal Slide# 6.2.1.1 Module 14 Experiential Learning* "Experiential learning occurs when a learner participates in an activity, reviews the activity, identifies useful knowledge or skills that were gained, and transfers the result to the workplace." What technique is analogous to Experiential Learning? 1. Experience: Do something – Complete a task. 2. Publish: Share observations - How you felt, what you experienced. 3. Process: Interpret dynamics or concepts - Why do you think that occurred? What did you learn? What did you learn about yourself? What principles may be true based on experience? 4. Generalize: Connect to real life - So what? How does this relate to...? What does this suggest to you about ...? How does it help you understand ...? What if ...? 5. Apply: Plan effective change - Now what? What will you do differently as result of this experience? How will you transfer this learning to workplace? How and when will you apply your learning? How may this help you in the future? What's next? * Adopted from Chap 8: "Implementing Training Designs: Your Job as a Facilitator" Training for Dummies. Elaine Biech Slide# 7 Module 14 Learning Objectives Achieved eCKP - Module 14: Knowledge Cafes In this module, you: • Understood the nature of alternative brainstorming techniques. · Discovered how some are especially applicable and powerful, and some are less · Mastered the 'Trigger Method' as an alternative technique to create "No-Budget KM" · Understood the benefits and master when to use alternative "Interactive Knowledge Café" techniques to promote the way we do relationship building and learning in the Knowledge Age

Module 14 - Module Review This post-module review (in the form of a quiz) is for your benefit. It is for you to see if you have mastered the essential concepts of Module 14 - KM startup Techniques_Knowledge Cafes. This Module Review does not count towards your Certification. However, if you achieve a passing score here, you will likely have better results in the eCKP Assessment Module, Module 16. Slide# 9 (9.1 – 9.10)



Module 15 - Get Started/Hot	Topics (K Hub)	eCKP	NOTES FIELD
KM			Slide# 1
Module 15 - Get Started		Introduction	
How to get started on your own KM initiative: Successfully start and manage a KM Squirrels™ Program	KM Bulls™ Ideally, when yo ready to "gradu from grass-roo Change Manage activities to stratenterprise-scale	ate" ots, ment tegic,	Slide# 1.1
In this Module you will learn • How to bring all the valual best practices of the precedure of the company of	ole lessons, approaches, eding thirteen Modules t	ogether	
 Introduction to "KM Hot T Knowledge Hub (growing e-learning programs on a topics). 	opics" found in KMI's exc library of videos and othe	clusive er self-paced	
All eCKP participants gain	free, lifetime access!		

Slide# 1.1.1

NOTES FIELD Module 15 Outline 15.1 Module Introduction / Learning Objectives 15.2 How to Get People Interested in KM 15.3 Focus on Knowledge-Intensive Activities 15.4 Get Started, Brainstorm 'No-Budget KM,' Champion KM Squirrels™ 15.5 Develop your KM Squirrels™, Types of KM Squirrels™ 15.6 Manage KM Squirrels™ 15.7 When to Pitch the CEO, Take it up a Notch to KM Bulls™ 15.8 Go Forth! 15.9 Requirement to take Theme I Assessment Module (Module 16) 15.10 Link to (Bonus) "Hot Topics" in the KMI Knowledge Hub 15.11 eCKM Theme I Course Credits/Licensing/IP Info Slide# 1.1.2 Module 15 "Get Started" How to Get People Interested in KM Focus on Knowledge-intensive Activities Lunch and Learns - done differently - sharing, build relationships Incorporate Knowledge Café Techniques - Invariably, passionate types will approach you, wanting to do more



Slide# 2

1odule 15	Brainstorm "No-Budget KM
How to Get People Intere	activities
nave a brainstorming session - t	ist No-budget Kivi ideas
Incorporate Knowledge Café Tec - Invariably, passionate types	Collect a Ii hniques will approach you, wanting to do more
Have a Brainstorming Session - 1	Try to get 50, 60, 100 "No-Budget" KM ideas
2002	

Slide# 2.1

Pick a "KM Squirrel™"

How to Get People Interested in KM

Focus on Knowledge-intensive Activities

Have a Brainstorming Session - List "No-Budget" KM ideas

- Get a Champion



- They will be motivated, innovative, and most likely solve it





Slide# 2.2

NOTES FIELD

Module 15

Develop your KM Squirrel™

How to Get People Interested in KM

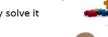
Focus on Knowledge-intensive Activities

Have a Brainstorming Session - List "No-Budget" KM ideas

- Get a Champion

Pick a Squirrel - Quick Win ideal (3-6 Months/ Quantifiable \$ Return)

- They will be motivated, innovative, and most likely solve it







Slide# 2.3

Module 15

Types of KM Squirrels™

How to Get People Interested in KM

Focus on Knowledge-intensive Activities

Have a Brainstorming Session - List "No-Budget" KM ideas

- Get a Champion

Pick a Squirrel - Quick Win ideal (3-6 Months/ Quantifiable \$ Return)

- Quick Win 'Super-Squirrel'
- Less quantifiable 'touchy-feely'







Slide# 2.4

Manage KM Squirrels™

How to Get People Interested in KM

Focus on Knowledge-intensive Activities

Managing your KM Squirrel Initiatives



- Implement Lessons Learning Mgt System (L.L.M.S.)
- Champion talks to Boss (or Sponsor) to ensure he's aware of and endorses the program

- Enlist a "Co-Champion" - Backup in case you get pulled away







NOTES FIELD

Slide# 2.5



Module 15

Manage KM Squirrels (Cont'd)

How to Get People Interested in KM

Focus on Knowledge-intensive Activities

Managing your KM Squirrel Initiatives



- Implement Lessons Learning Mgt System (L.L.M.S.)





Before - Knowledge about Projects

- Champion
- Sponsor
- · Co-champion



Periodic Meetings



After - Knowledge from Projects

· Different Squirrels, same problems



Slide# 2.5.1

Module 15

L.L.M.S. - End of 3 Months

How to Get People Interested in KM

Focus on Knowledge-intensive Activities

Managing your KM Squirrel Initiatives



- Implement Lessons Learning Mgt System (L.L.M.S.)
- 2-3 Month Review: Did one or two Squirrels fail?
- Learn from it!
- Start another cycle

Before - Knowledge about Projects

- Champion
- Sponsor
- Co-champion





After - Knowledge from

- Periodic Meetings

During - Knowledge in

Projects

· Different Squirrels, same problems

Projects

Slide# 2.6

Peer Review of Squirrels

How to Get People Interested in KM

Focus on Knowledge-intensive Activities

Managing your KM Squirrel Initiatives

- Implement Lessons Learning Mgt System (L.L.M.S.)
- Peer review between initial Squirrel team and new group







NOTES FIELD

Slide# 2.7

Module 15

When to Pitch to the C.E.O.

How to Get People Interested in KM

Focus on Knowledge-intensive Activities

Now you are ready to implement aKM Bull

Stories of KM Squirrel Successes are noticed...



I have to admit, I'm seeing some 'bottom line' improvements







Slide# 3

Module 15

Take it Up a Notch: KM Bulls



We understand the organization

- · We know where we are, and where we need to be over the long-term





Track 2 --

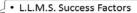
Track 1



Possible KM Bull: L.L.M.S.

Focus on Knowledge-intensive Activities

- · We understand the organization
- We know where we are, and where we need to be over the long-term
- Premier Bull L.L.M.S.
 - As we now know, most organizations have complex projects that are repeatable (and learnable) from one dept./project to the next



- We have researched what others have done
- And we have been doing it in our own organization for 6 Months (Year, 18 Mos.)

Congratulations: You successfully managed your KM Squirrels thru L.L.M.S.
Now you are ready for funded (\$\$) Bulls!



NOTES FIELD

Slide# 4.1

Module 15



KM Bulls ™



Congratulations: You successfully managed your KM Squirrels thru L.L.M.S. Now you are ready for funded (\$\$) Bulls!

- \

Go Forth!



KM Squirrels*



Slide# 5

Module 15

Course Review

What was the most important slide in eCKP – Implement Grassroots KM?

We hope you have enjoyed your learning experience.



Module 15	Module Re	eview <u>NOTES FIELD</u>
There is	no Module Review for this Module.	
		Slide# 7
Module 15 - Conclus	sion e(CKP
Best Practices, Stor	ies, Rules and Principles	
Knowledge-intensivensivensivensivensivensivensivensiv	ve Activities	
		Slide# 8
Module 15	eCKP – Mandatory Course Asses	ssment
	You are ready to take the eCKP Course Assessment	
?	You must take and pass this Assessment Exam in order to earn your eCKP Certification.	
1) Please return	to the LMS and locate the final module, 16 .	
2) Within this mo	odule listing you will see the Assessment icon.	
3) Open it, and y Assessment N	ou will then be granted access to the eCKP Module.	

Module 15	(Hot Topics!) Visit the KMI Knowledge Hu	dı
Knowled - Continuous Lear - Video Presentat - News and Event - Connect with KN	ing ons	i je
Leadership Reth	Solutions Innovation Culture Collaboration	ite
Content	Architecture Retention Best Practices Research	

NOTES FIELD

Slide# 10

Slide# 11

Module 15

Credits/IP Info

Congratulations! And thank you for your participation in taking the course: eCKP - Implement Grassroots KM

Intellectual Property

The Learning Management System (LMS) administering this program includes security measures to authenticate that "only the person registered for this course" will receive his/her unique diploma, certificate or certification issued for successful completion of the course, by the KM Institute.

Credits

Course Content: Douglas T. Weidner Chairman, KM Institute

Interactive components: Brandon Weidner Director, Rapid E-Learning Development, KMI

Supplementary Material: Used by permission,

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