Knowledge Champions – Introductory Session
10 and 11 February 2016
Expectations
Objectives ... tied to your role

Roles of KM Champions

- Promote and coordinate KM programmes within the department / site offices and ensure knowledge assets are managed effectively.
- Support the KM unit in conducting KM audit / culture assessments.
- Attend KM Forums
- Contribute to the development of KM Plans and report monthly to the KM Forum and on any related KM issues / challenges
- Contribute and share content in the Knowledge Portal
- Encourage online collaboration and sharing of content through the Knowledge Portal
- Promote the sharing and replication of documented good practices and lessons learnt.
- Disseminate knowledge and information within the respective departments
Key questions for induction

- What is a knowledge asset, how is it different from any other type of asset?
- How do you manage a knowledge asset?
- What is a km assessment? Why is it necessary?
- What’s a KM Plan?
- What / where is the knowledge portal? How do I contribute to it? How does online collaboration work?
THE WORLD WE LIVE IN ...
### Navigating the next industrial revolution

<table>
<thead>
<tr>
<th>Revolution</th>
<th>Year</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1784 Steam, water, mechanical production equipment</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1870 Division of labour, electricity, mass production</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1969 Electronics, IT, automated production</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>? Cyber-physical systems</td>
</tr>
</tbody>
</table>

Impact on Government ...

“Ultimately, the ability of government systems and public authorities to adapt will determine their survival. If they prove capable of embracing a world of disruptive change, subjecting their structures to the levels of transparency and efficiency that will enable them to maintain their competitive edge, they will endure. If they cannot evolve, they will face increasing trouble. ... 

This means regulators must continuously adapt to a new, fast-changing environment, reinventing themselves so they can truly understand what it is they are regulating. To do so, governments and regulatory agencies will need to collaborate closely with business and civil society.”
Creativity, empathy and stewardship

“In the end, it all comes down to people and values. We need to shape a future that works for all of us by putting people first and empowering them. In its most pessimistic, dehumanized form, the Fourth Industrial Revolution may indeed have the potential to “robotize” humanity and thus to deprive us of our heart and soul.

But as a complement to the best parts of human nature—creativity, empathy, stewardship—it can also lift humanity into a new collective and moral consciousness based on a shared sense of destiny. It is incumbent on us all to make sure the latter prevails.”
“The illiterate of the 21st Century will not be those who cannot read or write, But those who cannot learn, unlearn and re-learn”
The knowledge economy and beyond

- https://www.youtube.com/watch?v=_-8uhMBI6vl
UNDERSTANDING KNOWLEDGE MANAGEMENT
Ask 100 different people and you will get 100 different definitions

- ‘The art of creating value from an organisation’s Intangible Assets’. Karl-Erik Sveiby
- ‘The new discipline of enabling individuals, teams & entire organisations to collectively and systematically capture, create, share and apply knowledge to better achieve the organisational objectives. Knowledge Associates
- ‘Knowledge Management is the identification, optimisation and active management of intellectual assets, either in the form of explicit knowledge or tacit knowledge’. Dave Snowden
ARMSCOR KNOWLEDGE MANAGEMENT STRATEGY
IN A NUTSHELL

ARMSCOR KM STRATEGY

Technology

SHARE POINT - training and support, virtual work forums,

INTRANET - redesign and maintenance.

SYSTEM - to capture, retain and share tacit knowledge

People

CHANGE MANAGEMENT

CHAMPIONS - appointment and training

COLLABORATION - communities of practice

Processes

INFO MANAGEMENT - data and information management, business intelligence (BI), records management policy

INSTITUTIONAL MEMORY - knowledge harvesting, knowledge maps, knowledge artefacts

BENCHMARKS - KM measurement framework
City of Cape Town

- Focus on information and knowledge management infrastructure
- KM policy mandates custodianship of KM at a department level
- KM Unit located in the Strategic Development Information and GIS Department.
- Initial focus on data management and operational systems
- Activities include: knowledge hub (Development Information Resource Centre), processes to guides KM Partnerships, Communities of Practice, Knowledge sharing and the use of common data platforms
CPT: “systems focus”

KM framework 5 key areas:
1. Data management
2. Better decision-making through business intelligence (spatial & systems)
3. Improving access to knowledge assets/Knowledge reuse
4. Retaining social human capital
5. Research and innovation

Key components:
- IKM Custodianship in all Departments
- Corporate Data and Information Standards
- Information and Knowledge Management (IKM) Directory
- Integration of information across departments
- One-stop Access to Information and Knowledge (Bank/Hub/Portal)
- Single source of information/ “one version of the truth”
City of Johannesburg

- Located in the Group Strategy Policy Coordination and Relations Department
- Looking to align with the GDS 2040 to this end the Group KM Strategy and roadmap looks to institutionalize KM across the City.
- Function areas include: KM programmes, innovation programmes, knowledge exchange and learning programmes and the Smart City Programme.
- Established KM Champions Forum, developed KM training manual, electronic knowledge repository.
**Johannesburg: “people and processes focus”**

**KM Vision**
To enable the City of Johannesburg to become a world class African city through the effective harnessing and application of the intellectual capital and knowledge of its workforce and stakeholders.

**KM Mission**
Knowledge Management in CoJ will ensure that relevant experiences and knowledge generated internally and externally will be captured and shared across all the City’s core departments and municipal-owned entities to enable the City of Johannesburg to become a learning institution in order to achieve its strategic objectives and improve service delivery.
eThekwini Metropolitan Municipality

- eThekwini created MILE to position the City as a learning organisation. Current focus is on people, plan to target the development of KM processes and technological systems.

- Have recently completed a KM audit and are in the process of developing a citywide Knowledge Management Strategy and implementation plan.

- MILE has four pillars: collaborating with academia, supporting learning networks, capacity enhancement and municipal technical support. MILE programmes have been funded by the EU and other partners.

- Activities have included: KM working group and KM steering committee, Communities of Practice, Master Classes, seminars peer to peer exchanges. MILE has strong local and international partnership base.
eThekweni: “people focus”

5 pillars of MILE:
1. Capacity building
2. Strategic partnerships & networks
3. Collaborative research
4. Municipal technical support

Key KM interventions:
1. Knowledge Documentation (Good Practice, Lessons Learnt, Procedures and Manuals)
2. Knowledge Sharing (COPs and Master classes, Learning exchanges)
3. Knowledge Storage (Knowledge portal, DMS)
KNOWLEDGE MANAGEMENT ASSESSMENT FRAMEWORK
Group work

- The Black Earth Consulting Knowledge Management Assessment Tool was developed using the Australian Local Government Association Knowledge Management toolkit and drawing on the work of David A. Garvin’s and his five activities for learning organizations.

- What is important about this framework is that it does not require that workers be experts in Knowledge Management for them and the organisation to gain the benefit from its tools and techniques.
Group work

- The assessment tool measures the status of knowledge management readiness and performance using the following key performance areas:
  - Systematic and Creative Problem Solving
  - Learning from Own and Past Experiences
  - Learning from the Experience and Best Practice of others
  - Experimentation with new processes
  - Quick and Effective Knowledge Transfer
  - Conducive Knowledge Environment
KM ASSESSMENT – OUTCOMES / ACTIONS
Knowledge Blocked (0-18)

- The organization / department / unit does not support the basic tenets of knowledge management. There is no sharing of knowledge between teams, no capturing and storage of knowledge and no shared platforms on which to communicate and engage on work related matters.

- The organization has not created the space for staff members do not learn from their own experiences or from the experiences of others. Work is performed according to established goals and parameters and staff are not encouraged to innovate or to work creatively in their own spaces or with others. There is not inter team / department collaborations and people work in silo’s.
Knowledge Aware (18 - 36)

- The organization / department / unit is aware of some tools and methods that could be used to create a greater flow of knowledge, but are not sufficiently empowered or resourced to optimize their working environment.

- There might be some sharing of better practice and lessons learnt, but staff members largely keeps to their own areas of expertise.

- Knowledge management, when it does happen, is ad hoc and probably as a result of an issue that arises in the course of work. There is no systematic integration of knowledge management systems into the planning or structure of the organization.
Knowledge Centred (36 - 54)

- The organization / department unit is very aware of tool and methods that can be employed to increase problem solving, knowledge retention and organizational learning. These methods have been incorporated into the routine of work and forms part of the basic internal systems of the organization. Staff members are aware of what knowledge resources are available to them and where to access them. They frequently share experiences of between themselves and across department silos’.

- The knowledge environment is underpinned by a functional IT system that acts as a communication, storage and retrieval system for knowledge resources in the organization. People are regularly rewarded for sharing knowledge and for supporting the knowledge systems of the organization. Knowledge management forms an important part of the planning and structural systems of the organization.
The organization is able to use its knowledge to optimize its business processes and gain a competitive advantage.

- **Collaboration and sharing in all business processes**
  - Collective and collaborative organizational intelligence

- **The organization has already integrated KM with its business processes. The benefits and impacts of KM are observed**

- The potential of KM to help realize business benefits is acknowledged

- **No formal processes for effectively combining KM with business delivery**

(a) **Initial level** - Limited desire and will to use knowledge which exists in the organisation

(b) **Awareness level** - The organisation has become aware of and interested in its organisational knowledge but does not know how to harness it.

(c) **Defined level** - The organisation possesses fundamental infrastructure in KM

(d) **Managed/Established level** - The KM plans are properly created in the organisation

- **Optimisation/Sharing** - KM is deeply embedded in the organisational processes and is continuously improved and is an innate part of all the organisation’s processes.
The Knowledge Management Maturity Level Model (ARMSCOR KM Strategy)

(a) Initial level - Limited desire and will to use knowledge which exists in the organisation

(b) Awareness level - The organisation has become aware of and interested in its organisational knowledge but does not know how to harness it.

(c) Defined level - The organisation possesses fundamental infrastructure in KM

(d) Managed/Established level - The KM plans are properly created in the organisation

(e) Optimisation/Sharing - KM is deeply embedded in the organisational processes and is continuously improved and is an innate part of all the organisation’s processes.
CORE CONCEPTS: KNOWLEDGE MANAGEMENT
THE EXPLICIT AND SYSTEMATIC MANAGEMENT OF VITAL KNOWLEDGE, AND ITS ASSOCIATED PROCESSES OF CREATION, ORGANISATION, DIFFUSION, USE AND EXPLOITATION IN PURSUIT OF BUSINESS OBJECTIVES.

KNOWLEDGE MANAGEMENT - ARMSCOR
KNOWLEDGE HARVESTING IS AN APPROACH THAT ALLOWS THE TACIT KNOWLEDGE OR KNOW-HOW OF EXPERTS AND TOP PERFORMERS IN AN ORGANISATION TO BE CAPTURED AND DOCUMENTED.
KNOWLEDGE PRODUCTS SUCH AS TEMPLATES FOR BEST PRACTICES, LESSONS LEARNED, KNOWLEDGE HARVESTING THAT ARE USED TO CAPTURE TACIT KNOWLEDGE AS A MEANS TO TRANSFER AND SHARE KNOWLEDGE.
A VISUAL REPRESENTATION OF AN ORGANISATION’S KNOWLEDGE, IT ILLUSTRATES WHAT KNOWLEDGE EXISTS IN THE ORGANISATION, WHERE IT RESIDES, AS WELL AS HOW THE KNOWLEDGE FLOWS WITHIN THE ORGANISATION.
DOCUMENTING / CAPTURING
STORING
SHARING
LEARNING
REFLECTING

CRITICAL / CORE ELEMENTS IN THE IMPLEMENTATION
OF KNOWLEDGE MANAGEMENT STRATEGIES
Documenting / Capturing

- Case study research
- Shadowing
- Project retrospection
Storing

- Yellow / White Pages
- Case studies - good practice, lessons learnt, innovation
- Video products
- IT Based Tools –
  - Groupware systems
  - Intranet and Extranet
  - Content and Document Management Systems
  - Data warehousing and Mining
  - Knowledge Portals
Sharing / Reflecting / Learning

- Communities of practice
- Brown bags
- Coaching / mentoring
- Knowledge Exchange / Peer learning networks
- Brainstorming
- Exit interviews
- Knowledge Fairs
- Story telling
Today’s focus is on practical tools ...

- Case Studies
- Knowledge Exchange Events / Engagements
- Communities of Practice
- Shadowing
KNOWLEDGE MANAGEMENT CASE STUDIES
... quite simply

- A case study is a structured, reflective story with a purpose ...
What is a case study

- Case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. (http://writing.colostate.edu/guides/research/casestudy/com2a1.cf)

- Case studies are essentially collective processes of consciously focusing on a particular experiences, especially those that we sense have something to teach us, that throw up important questions.
What is a case study ...

■ “A case is a real problem and challenge faced by a real company at a critical management decision point. You’re placed in the role of decision-maker, asked to analyze the data, develop alternatives and make and defend your recommendations.” (The Ivey Case Study Method)

■ “… an analysis of a group or person in order to make generalizations about a larger group or society as a whole” (Collins Essential English Dictionary 2nd Edition 2006 © HarperCollins Publishers 2004, 200)
History of the case study / method of learning

- Sociology roots ....
  - The history of case study research is marked by periods of intense use and periods of disuse. The earliest use of this form of research can be traced to Europe, predominantly to France.
  - The methodology in the United States was most closely associated with The University of Chicago Department of Sociology. From the early 1900's until 1935, The Chicago School was preeminent in the field and the source of a great deal of the literature.

Introduction to Case Study by Winston Tellis
The Qualitative Report, Volume 3, Number 2, July, 1997
(http://www.nova.edu/ssss/QR/QR3-2/tellis1.html)
There was a wealth of material in Chicago, since it was a period of immigration to the United States and various aspects of immigration of different national groups to the city were studied and reported on (Hamel et al., 1993).

Issues of poverty, unemployment, and other conditions deriving from immigration were ideally suited to the case study methodology. Zonabend (1992) stated that case study is done by giving special attention to completeness in observation, reconstruction, and analysis of the cases under study. Case study is done in a way that incorporates the views of the "actors" in the case under study.

Critique: A frequent criticism of case study methodology is that its dependence on a single case renders it incapable of providing a generalizing conclusion.
PURPOSE …

Action Learning and beyond
Case studies are about learning from experience ...

“Learning from experience is as old as the hills, one of the natural, organic processes, though seldom used consciously, by which people develop themselves. It is so obvious that it is easily disregarded. We learn by doing, by thinking about what we have done and then doing it a bit better next time. We learn from people who show us their experience, connecting it to our own experience.”

(mentoring is about learning from someone else’s experience in a non codified / documented form)
“Action learning is the term we give to a more conscious, disciplined use of the process of learning from experience”

Practitioners, who use action learning in the field, help people to learn from their own experience, more consciously and collectively, and hopefully in continuously improving virtuous circles. In so doing people can build themselves, their community’s or their organisation’s ability to act in more sustainable and resourceful ways that are less dependent on outside knowledge or expertise
**ACTION**
What significant things happened? Describe the events. Who was involved, what did they do? What picture emerges? How did I/we feel?

**PLANNING**
So what does this mean for practice? What do we want? What do we want to do, to happen? How? What are we going to do differently? What do we have to let go of or stop doing? How will we not repeat the same mistake? What steps will we use to build these new insights into our practice?

**REFLECTION**
Why did it happen, what caused it? What helped, what hindered? What did we expect? What assumptions did we make? What really struck us? Do we know of any other experiences or thinking that might help us look at this experience differently?

**LEARNING**
What would we have done differently? What did we learn, what new insights? What was confirmed? What new questions have emerged? What other theories help us to deepen these learnings?

**PLANNING**
So what does this mean for practice? What do we want? What do we want to do, to happen? How? What are we going to do differently? What do we have to let go of or stop doing? How will we not repeat the same mistake? What steps will we use to build these new insights into our practice?
Types of case study’s ...

■ Illustrative Case Studies
  - *These are primarily descriptive studies. They typically utilize one or two instances of an event to show what a situation is like. Illustrative case studies serve primarily to make the unfamiliar familiar and to give readers a common language about the topic in question.*

■ Exploratory (or pilot) Case Studies
  - *These are condensed case studies performed before implementing a large scale investigation. Their basic function is to help identify questions and select types of measurement prior to the main investigation. The primary pitfall of this type of study is that initial findings may seem convincing enough to be released prematurely as conclusions.*

Resource: http://writing.colostate.edu/guides/research/casestudy/pop3a.cfm
■ Cumulative Case Studies
  - These serve to aggregate information from several sites collected at different times. The idea behind these studies is the collection of past studies will allow for greater generalization without additional cost or time being expended on new, possibly repetitive studies.

■ Critical Instance Case Studies
  - These examine one or more sites for either the purpose of examining a situation of unique interest with little to no interest in making generalisations, or to call into question or challenge a highly generalized or universal assertion. This method is useful for answering cause and effect questions.
Case Study Types
South African - Public Sector Usage

■ Innovation Case Studies –
  - Identifying, documenting, incremental innovations with replication in mind. E.g. Centre for Public Service Innovation (CPSI) Innovation Case Studies.

■ Lessons Learnt Case Studies –
  - Retrospective studies, post project implementation, usually as a learning tool, to improve future practice. E.g. City of Johannesburg Internal Lessons Learnt Case Studies. WBI Learning Series – In Search of Land and Housing in Ethembalethu

■ Better Practice Case Studies –
  - Cases on projects and initiatives in progress where better practice has been identified. Case is to explore practice with aim being to improve practice across other organisational units. E.g. – Business Trust – Learning Series.

■ Promotional / Practice Affirming Case Studies –
  - Use of written cases for ‘promotional’ / marketing purposes. E.g. Project Consolidate Case Studies. Converge Publication Cases.
Why do case studies?

<table>
<thead>
<tr>
<th>Type (based on content)</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation Cases</td>
<td>Replication, Affirmation</td>
</tr>
<tr>
<td>Lessons Learnt Cases</td>
<td>Reflection, Improving practice, Understanding cause and effect</td>
</tr>
<tr>
<td>Better Practice Cases</td>
<td>Replication, Improving practice</td>
</tr>
<tr>
<td>Promotional Cases</td>
<td>Marketing, Affirmation</td>
</tr>
</tbody>
</table>
## What a case study is and is not

<table>
<thead>
<tr>
<th>A Case Study is ...</th>
<th>A Case Study is not ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective – containing analysis, processing of information, data – this is the knowledge element</td>
<td>A report (might contain report elements, but its purpose is not to account through a report)</td>
</tr>
<tr>
<td>Structured – like all stories cases have a beginning, middle and end</td>
<td>Unscientific – can have very qualitative elements</td>
</tr>
<tr>
<td>Purposeful – not written for the sake of it, conveys key messages for the sake of learning</td>
<td></td>
</tr>
<tr>
<td>Outcomes based ... how will it be used?</td>
<td></td>
</tr>
<tr>
<td>About the points of view</td>
<td></td>
</tr>
</tbody>
</table>
CRITICAL INSTANCE
CASE STUDY

Urban Governance and Turning African Cities Around
City of Johannesburg:
HOW TO DO A CASE STUDY

Three aspects:

• How to set up a case study process
• How to write a case study
• How to market a case study
Establishing a case study protocol

Process that leads up to case study documentation

- An overview of the case study project (objectives, issues, topics being investigated)
- Field procedures (credentials and access to sites, sources of information)
- Case study questions (specific questions that the investigator must keep in mind during data collection)
- A guide for case study report (outline, format for the narrative) (Yin, 1994, p. 64).
Phase 1 – Setting up a case study

An overview of the case study project (objectives, issues, topics being investigated)

■ Objectives
  - Why are you doing a case study?
  - What do you want to achieve through the research and documentation?
  - What will happen with the case once completed?

■ Issues
  - What issues will the case explore?
  - Have these issues been dealt with previously?
  - Are you likely to find resources and sources to explore these issues sufficiently?
Phase 1 – Setting up a case study

An overview of the case study project (objectives, issues, topics being investigated)

- **Topic**
  - *What topics and sub topics must be explored to meet the objectives of the study?*
  - *What background material do you have, must you gather to understand the basics of the topic?*
  - *If you are non specialist on the topic, who should you speak to, to get a thorough understanding of the issues.*
Phase 2 – Research & Field Procedures

Who do you need to speak to, what must you reference to meet your case objectives

<table>
<thead>
<tr>
<th>Issue</th>
<th>Point of view (person)</th>
<th>Reference (codified resource)</th>
</tr>
</thead>
<tbody>
<tr>
<td>established in phase 1</td>
<td>person who has experience / expertise with regard to the issue</td>
<td>document / resources that verifies this issue or point of view</td>
</tr>
</tbody>
</table>
Phase 2 – Research & Field Procedures
E.G – Case Study on Domestic Resource Mobilisation

<table>
<thead>
<tr>
<th>Issue</th>
<th>Point of view (person)</th>
<th>Reference (codified resource)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of declining foreign resources</td>
<td>Robin Toli</td>
<td>DRM Case Study</td>
</tr>
<tr>
<td>Objectives of the trilateral programme</td>
<td>Project manager ??</td>
<td>Project report - DRM</td>
</tr>
</tbody>
</table>
Phase 3 – Case Study Questions

Asking the right questions in the right way.

1. Ask relevant questions – Information must be known to the respondents.
2. Questions must be clearly phrased and well defined.
3. Questions refer to recent activities – prep respondent in advance if you want them to reflect on something in the past
4. Lean toward open ended questions. And be prepared to ask follow up questions
5. Ask questions that are not perceived as threatening, embarrassing, or in violation of privacy.
Phase 4 – Structuring your case

How do you tell your story ...

■ **1. Situation** – the opening section describes the rationale for the case study, including the client’s background, its current market position, and the areas of expertise that your company has contributed. You may also mention why the client selected you this project, e.g. previous deployments, awards, industry recognition.

■ **2. Problem** – the following section states the main problem which needs to be resolved, such as system performance, market expansion requirements, or new government legislation.

■ **3. Solution** – this is heart of the document. It describes the solution in detail, how it was implemented, the impact on users, methodologies, and other factors that contributed to the overall deployment. Many case studies include sidebars, charts and graphs to highlight key points.

■ **4. Evaluation** – in the final section, conclude the document by evaluating the solution’s impact (usually positive), discuss lessons learned, and the next steps to be taken.
Proposed ARMSCOR Case Study Structure

Main Content Area

Introduction
In Summary (length: 1 page)
Glossary (length: 1 page)
Context / Overview (length: 2 pages)
Problem / Challenge / Opportunity (1 page)
Interventions (Solutions) (2-3 pages)
Results (1 page)
Analysis / Replication (2 pages)
Resources and further reading
Learning Questions
Conclusions
<table>
<thead>
<tr>
<th>Main Content Area</th>
<th>Sub Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Summary (length: 1 page)</td>
<td>title</td>
</tr>
<tr>
<td></td>
<td>short abstract</td>
</tr>
<tr>
<td></td>
<td>keywords</td>
</tr>
<tr>
<td></td>
<td>people interviewed</td>
</tr>
<tr>
<td></td>
<td>version</td>
</tr>
<tr>
<td></td>
<td>Contact information (optional)</td>
</tr>
<tr>
<td>Glossary (length: 1 page)</td>
<td>List of common terms and definitions used in the case.</td>
</tr>
<tr>
<td></td>
<td>Web glossary</td>
</tr>
<tr>
<td>Context / Overview (length: 2 pages)</td>
<td>Narrative on the background and context?</td>
</tr>
<tr>
<td></td>
<td>Pictures / Maps</td>
</tr>
<tr>
<td></td>
<td>Statistical information – community information etc</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Problem / Challenge / Opportunity (1 page)</td>
<td>What happened, to whom, what was the outcome, how was it decided that an intervention was needed.</td>
</tr>
<tr>
<td>Interventions (Solutions) (2-3 pages)</td>
<td>Circumstantial information – what was in place. What was done, by whom, when, how?</td>
</tr>
<tr>
<td>Results (1 page)</td>
<td>What was the result of the intervention. How was the project evaluated and to what end)</td>
</tr>
<tr>
<td>Analysis / Replication (2pages)</td>
<td>What issues arise for the future, Reflection area for practitioners. What was learnt? Are there any innovations emerging? Forward looking issues, what do we consider if this was to happen again? Systems issues</td>
</tr>
<tr>
<td>Resources and further reading</td>
<td>Publications</td>
</tr>
<tr>
<td></td>
<td>Links</td>
</tr>
<tr>
<td></td>
<td>Contacts for stakeholders / organisations in the case.</td>
</tr>
<tr>
<td>Learning Questions</td>
<td>Particularly for action learning purposes</td>
</tr>
</tbody>
</table>
KNOWLEDGE MANAGEMENT TOOLS, PROCESSES AND SYSTEMS

- Knowledge Exchange
- Establishing Communities of Practice (CoPs)
WBI focus on knowledge exchange

- Effective knowledge exchange does three things:
  - Connects and convenes practitioners and/or key stakeholders around shared development challenges
  - Facilitates timely and systematic sharing of knowledge in the form of good practices, lessons learned, and insights
  - Catalyzes results
WBI Guide for planning knowledge exchange

**Step 1: Anchor It**
- Identify the development goal (and how it will be reached)
- Identify the institutional capacity challenge(s)
- Consider the capacity-development objective(s)

**Step 2: Define It**
- Identify the ideal participant profiles
- Consider the desired capacity outcomes
- Identify the most appropriate knowledge providers

**Step 3: Design and Develop It**
- Select the participants
- Agree on the capacity objective and outcomes
- Assemble the knowledge exchange initiative (consider the operating constraints, select the knowledge exchange instrument(s), and select, sequence and design the activities)
- Plan the results measurement

**Step 4: Implement It**

**Step 5: Report the Results**
Focus on communities of practice as a knowledge sharing tool

“Communities of practice” provide government leaders with a new tool for managing in a fast-paced, fluid environment where they need to reach beyond traditional organizational boundaries to solve problems, share ideas, and develop peer and stakeholder relationships.”

Snyder and Briggs, 2003
The Concept

- Community of practice (CoP) refers a process of social learning that occurs when people who have a common interest in some subject or problem, come together to collaborate over an extended period of time to share ideas, find solutions, and build innovations.
Benefits

■ Providing a valuable vehicle for developing, sharing and managing specialist knowledge
■ Avoiding ‘reinventing the wheel’
■ Cutting across departmental boundaries and formal reporting lines
■ Being more flexible than traditional organisational units
■ Generating new knowledge in response to problems and opportunities
■ Providing early warning of potential opportunities and threats
■ Being a vehicle for cultural change (creating a knowledge sharing culture).
Stages of Development

■ 1. *Discovery*: identifying strategic issues to address—those that align with both strategic objectives and members’ interests

■ 2. *Coalescing*: convening members to develop an action-learning agenda and building their collective commitment to pursue it together

■ 3. *Maturing*: building on knowledge-sharing, clinics, and co-consulting activities—toward collaborations on innovation and application projects; growing beyond the initial group

■ 4. *Stewarding*: establishing a prominent role in the field and taking stewardship for addressing leading-edge issues at scale

■ 5. *Legacy*: beyond success, what’s next—institutionalization as a formal organization; letting the community dissolve once the issues lose salience; segmenting the community into sub areas as issues become more differentiated

(Synder and Briggs, 2003)
### Implementation Plan: SACN Communities of Practice

<table>
<thead>
<tr>
<th>Discovery</th>
<th>Coalescing</th>
<th>Maturing</th>
<th>Stewarding</th>
<th>Legacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>List and select issues for the COP</td>
<td>Convene members</td>
<td>Conduct knowledge sharing sessions</td>
<td>SACN packages learning's of COP</td>
<td>SACN consults members on closure of COP</td>
</tr>
<tr>
<td>Link those issues with broader processes in Govt.</td>
<td>Confirm objectives of the COP</td>
<td>Document learning's and discoveries from process</td>
<td>Members feedback to organizations</td>
<td>SACN acknowledges achievements of COP</td>
</tr>
<tr>
<td>Conduct desktop research on key issues locally &amp; internationally</td>
<td>Develop action learning agenda</td>
<td>Convert learning's into projects / proposals for intervention</td>
<td>SACN &amp; members own the outputs of COP</td>
<td>SACN recognises contribution of COP members</td>
</tr>
<tr>
<td>Draw a list of possible participants</td>
<td>Appoint KM Support person</td>
<td>Assign responsibility for follow up action</td>
<td>SACN notifies members of closure of COP</td>
<td>SACN considers next COP</td>
</tr>
<tr>
<td>COP is constituted</td>
<td>Populate TOR template as framing document</td>
<td>Broaden process or participation as deemed necessary</td>
<td>COP fulfills aims of TOR</td>
<td></td>
</tr>
</tbody>
</table>
SHADOWING
San Francisco Case Study
In 2003, Gloria Young, the clerk of the San Francisco Board of Supervisors, was asked to mentor Amanda Kahn, a recent Stanford University graduate who wanted to learn about city government. Young saw an opportunity for KM – to get key insights into her role and provide a guide for potential successors that included the implicit skills required. Here, Young and Kahn describe how they implemented a 10-month shadowing process that could be adapted for other organizations.

USING SHADOWING TO BUILD CREATIVITY AND CONTINUITY

Gaining insight into key roles in San Francisco city government

By Gloria Young, City and County of San Francisco and Amanda Kahn, John Gardner Fellowship
Shadowing is when an individual, preferably a non-employee who is unfamiliar with the organization, spends a series of weeks or months observing the daily activities of an employee. From this observation comes an analysis of the subject’s work patterns and competencies, and a job description that encompasses the full extent of the individual’s role in the organization. The shadow report isn’t a performance evaluation, but rather provides a fuller picture of “what one does” and how that contributes to the organization. Shadowing is a way of capturing distinctive knowledge.

In 2003, Gloria Young, the clerk of the San Francisco Board of Supervisors decided to apply shadowing to her own role. Shadowing wasn’t used to document the role – the clerk’s responsibilities were already well-documented – but to understand what skills are required beyond the formal job description and how those skills contribute to the organization.

Shadowing provided Young with an unbiased view of her core competencies and strengths, and gave her insight into how she was handling some of the job’s intangible skills – delegating responsibilities for example, or the importance of making time for reflection and creativity. Shadowing also provides potential successors with a document that helps navigate “how things are really done around here.” The kind of shadowing described in this article could easily be applied to private sector organizations, but because of the time investment involved, should probably be reserved for high-level strategic positions in the organization.

Although shadowing is not a new technique, the return on investment of the shadowing described here is the unbiased account of core competencies and shedding light on the implicit knowledge required to do a job. Also, in this case, the shadow was paid by the fellowship program, so there was an

---

**Why shadowing?**

Even when pressed, it’s often difficult to give a full picture of “what I do” that goes beyond job title and mandated tasks, and details the implicit skills required. How do you account for time spent strategizing? Do you mention your networking skills, or the time spent learning new technologies? Shadowing can capture this implicit knowledge and allow the organization to see the actual skills required to perform a specific role. The process of shadowing also allows the person being shadowed to reflect on the skills it takes to excel, and the written report can be a useful guide for succession.
Shadowing and cross-training to capture processes
When Gloria Young became clerk of the San Francisco Board of Supervisors in 1998, several employees were close to retirement age, and in her first three years they experienced 50 percent turnover. It was critical to document the work processes that in many cases only existed in employees heads. It wasn’t enough to simply ask these employees to write down what they did. In many cases they knew exactly what they were doing, but they didn’t know how to express it on paper.

Young hired temporary employees – professional writers and communicators – to shadow the staff and prepare documents on how staff did their jobs. For example, in the IT department, a shadow might ask about and observe what steps they are taking to complete a certain task, what kind of analysis is taking place, what kinds of responsibilities are associated with the role? The idea was to have a document at the end, so that anyone stepping into the role could begin to do the work required, without having to ask others in the organization and with loss training.

The Board of Supervisors supported shadowing from the beginning because they recognized the urgency of the problem – a clerk’s report and a management audit had highlighted the continuity problem and pointed out the need for succession planning. Although in some situations there was resistance to shadowing, the board’s commitment to making this a requirement helped convince skeptics. In the end, 20 of the 67 staff in the clerk’s office were shadowed and documents produced for their roles.

These documents, which were available on the intranet, also allowed current staff to step in when an employee went on long-term leave, which has allowed the office to save on temporary salaries.

The clerk’s office has gone further, and instituted cross-training, in which staff members train to become back-ups for other employees when they are out of the office. This also works for people interested in alternative work schedules, such as home working and flex time. The office has instituted a buddy system in which at least two people on alternative work schedules must understand each other’s work, enough to cover each other when they are out of the office. This program has been instituted for managers as well and the county is looking at cross training between agencies.
What is Shadowing?

Shadowing refers to observing and recording the various aspects of an individual’s work tasks, activities, and functions by asking probing questions, capturing information, listening effectively, diagramming processes, and using analytical skills.
Why use shadowing?

■ How often are you asked “What do you do?”
■ How does one share the skill and knowledge that goes beyond the written job description, title, and mandated responsibilities?
■ What methods do you employ when simply providing written knowledge does not convey the actual picture of what’s involved in a job or task?
What use is a shadowing tool?

- To identify implicit knowledge
- To provide new opportunities
- To integrate the newly obtained knowledge into the organizational fabric
What Does It Take to Implement a Shadowing Program?

- Establish an organizational culture.
- Use interns/ex-terns, peers, and teams.
- Create mechanisms to analyze/evaluate outcomes and results.
Benefits of a Shadowing Programme

- Sharing of knowledge and intelligence
- Processes and procedures
- Technology
- Dispersed work
- Recruiting next generations
- Improving efficiencies
- Providing processes to address workplace strategies
Role of a Shadow?

- To observe identified work programs
- To document critical business processes
- To identify core competencies of key managers and staff
- To contribute in the decision making
- To produce identified outcomes
DEVELOPING A KM STRATEGY

Source: Capacity Building Through Knowledge Management: A toolkit for South African Municipalities
What is a KM Strategy?

- A KM Strategy is simply a plan that describes how a municipality will manage its knowledge better.
- It refers to the entire process of developing and evaluating a KM implementation plan, including continuous adapting and monitoring of the plan to improve municipal performance.
- A KM plan should be closely aligned with a municipality’s broader strategy.
Components of a KM Strategy

- Establish principles
- Identify the strategic objectives
- Identify KM Activities
- Do a gap analysis
- Outline core KM aspects (culture, institutional structure and IT infrastructure)
- Identify potential problems
MAKING THE LINK BETWEEN KNOWLEDGE MANAGEMENT AND STRATEGIC OBJECTIVES OF YOUR UNIT / DEPARTMENT / SITE OFFICE
Impact, Output, Outcome Value Chain

Inputs (KM Activities) ➞ Outputs (Policy, Participation, Structure) ➞ Outcomes (Institutional Impact)
Impact, Output, Outcome Value Chain

- Community of Practice
- Inputs (KM Activities)
- Outputs (Policy, Participation, Structure)
- For example: COP to support strategic priorities
- Outcomes (Institutional Impact)
- Efficient communication across programmes and departments, better decision making
FOR EXAMPLE: URBAN RENEWAL PROGRAMME
a. Systematic and Creative Problem Solving
b. Learning from Own and Past Experiences
c. Learning from the Experience and Best Practice of others
d. Experimentation with new processes
e. Quick and Effective Knowledge Transfer
f. Conducive Knowledge Environment
"I always know more than I can say, even after I have said it, and I can always say more than I can write down."

Dave Snowden.
“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou