TOPICS:

I. Introduction
II. Knowledge Creation
III. Sharing Knowledge in Organisations
IV. Culture, Power & Ethical Issues in Knowledge Management
V. Knowledge Management Technologies
VI. Knowledge Management Projects
VII. Organisational Learning
VIII. Learning in Communities of Practice
IX. Cognitive Approaches to Organizational Learning
X. Big Data and Decision-Making

Lecture 1

INTRODUCTION

OBJECTIVES:

- Different perspectives on knowledge
- Difference between data, information and knowledge
- Social/organisational aspects of knowledge

KNOWLEDGE *[Why do we have to compare knowledge]*

Truth, fact through reasoning. Understanding, having information, being learned, expertise and skills

Objective truth

- Mind and body are ontologically distinct: body is material, mind is a non-material entity
- Body is perceived through senses, which are unreliable
- Only thing that cannot be doubted is thought 'I think therefore I am'
- Gaining knowledge through separation of object from subject, rational reasoning etc.

Involvement

- Being in the world: already in the world
- Establishes true knowledge, using and acting in the world not reflecting on it
- Equipment whole: only becomes meaningful in relation to other things
- Involvement whole: actions and events meaningful only in relation to other actions and events

Tacit knowledge (know how)

- Knowing implies: integrating a set of particulars of which we have subsidiary awareness
- Knowing consists of: subsidiary particulars, focal target, and a person linking the two
- Foreground and background mutually exclusive
- Knowledge is deeply personal: embedded skills and personal participation
- Knowledge used as a tool: refined by dwelling in tools
    - Explicit (know that): codified, expressed in words and conveyed independently

From novice to expert

- *Novice*: general understanding
- *Advanced beginner*: experience and recognises situational elements
- *Competence*: execute with a goal in mind, hierarchical procedure of decision making
- *Proficiency*: holistic and intuitive understanding of environment
- *Expertise:* natural, automatic

DATA, INFORMATION AND KNOWLEDGE

Data

Context-free sequence of items or events, very little involvement and no judgement

Information

Context-based sequence of items/events, specific, requires basic judgement and involvement

Knowledge

Involves a judgement of the significance of the list, comes from a particular context or viewpoint. Informed by values and beliefs, action oriented.

Knowledge as making distinctions (categories)

Expressed through language: When language is crude, so are our distinctions and consequent judgements

Increasing knowledge: involves acquiring more refined language which enables finer distinctions.

Organisational knowledge

Collective generate categories and rules to distinguish between them. Features structures, roles and business processes. It is embedded in propositional principles

Lecture 2

KNOWLEDGE CREATION

OBJECTIVES:

- Understand context of organisations and knowledge

Reading, 'The knowledge creating company' tacit and explicit knowledge, tacit is learned . Requiring innovative and creative ways to address things

CONTEXT

Organisations need to innovate to propers in competitive markets: products, services etc. processing of existing information is not enough as we need to generate new knowledge to redefine problems and solutions.

Organisations as information-processing machines

People as decision-makers, options exist as objective facts that can be discovered and analysed

Organisations as arenas for 'sensemaking'

- Reality is ambiguous and open for interpretation
- People make-sense rather than make decisions
- We produce the environment we face
- We social construct accounts after the fact
- Knowledge is subjective and contextual

KC THROUGH 4 MODES OF CONVERSION

1. Socialisation: from tacit to tacit

Sharing experiences and joint activities to create a new mental model and/or skill
Physical proximity, not fully structured e.g. through ESN

2. Externalization: from tacit to explicit

Using metaphors, analogies, models to articulate tacit knowledge, e.g. blackholes, string theory. Promote interaction, discussion, and collective reflection: mobilise resources

3. Combination: from explicit to explicit

Combination and reconfiguration of existing information through sorting, segmentation or integration of explicit knowledge. Provides new perspective, drives strategy and policy. E.g. data mining

4. Internalisation: from explicit to tacit

Learning by repetitive re-experiencing and assimilating events captured in documents, manuals etc. May lead to new perspective (cognitive tacit knowledge) or know-how (technical tacit knowledge)

ENABLING CONDITIONS FOR KC

1. Intention

Organisation vision that clarifies what type of knowledge is valued. Provides criteria for judging and reflected in organisational strategy, standards and processes.

2. Autonomy

Individuals/groups set their own task boundaries for pursuing company goals. Increases likelihood of unexpected encounters and KC. Self-organisation and cross-functional teams, supports socialisation, externalisation and combination

3. Fluctuation and 'creative chaos'

Promoting strategic ambiguity to generate 'interpretative equivocality' and questioning of established procedures and assumptions. Mitigate 'competency traps' and supports combination and externalisation

4. Redundancy

Overlapping of information, business activities and role rotation. Encourages dialogue, shared perspective, helps individuals see and understand their position and function within a larger whole. Supports socialisation, externalisation and combination.

Socialisation Originating Ba	**Externalisation** Interacting Ba
Internalisation Exercising Ba	**Combination** Cyber Ba

THE CONCEPT OF BA

A shared space for emerging relationships: physical, and mental (shared ideas, ideals). Promotes collective knowledge generation by providing a platform for integrating multiple perspectives. To participate it requires transcending individual perspectives.

Characteristics

1. *Originate Ba (to support socialisation)*

Involves physical proximity and face-to-face interactions. Where individuals meet, share feelings etc. which facilitates trust, commitment and care. It is undirect – knowledge as involvement.

2. *Interacting Ba (to support externalisation)*

Designed more consciously to facilitate reflection. Selecting right mix of people and skills, emphasis on dialogue to generate mental models, metaphors or models.

3. *Cyber Ba (to support combination)*

A virtual space where multiple types of explicit knowledge are combined, integrated and analysed. Discovering trends in data e.g. productivity, sales. Objective knowledge

4. *Exercising Ba (to support internalisation)*

Applying formal explicit knowledge in practice and continued refinement of concepts and routines.