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# Knowledge Transfer Training Programme

## Orientation: Knowledge Enabled Project Management

# What does it mean to knowledge enable projects?



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Knowledge-enabled projects are those projects where:

- Prior knowledge is deliberately accessed and used before and during the project
- The project team consciously practices learning and knowledge capture during the project
- The project team ensures that more widely relevant learnings and knowledge are transferred to the rest of the organisation

# Types of Projects



# Knowledge Activities in Projects



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Why?

## Knowledge Transfer

P2P - People to people

C2P - Content to people

P2C - People to content

Knowledge-in & Knowledge-out

## Learning

PL - Personal

TL - Team

T2T - Team to team

T2O - Organisation



# Reasons for Project KM

- Information transfer and situation awareness
- Good practice transfer
- Problem-solving, innovation
- Learning and development
- Alerting to risks and opportunities
- Experience-building and experience transfer
- Learning at individual, team, organisation level
- Knowledge reuse

# Strategies for Knowledge Transfer



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	Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Documentation</li><li>• Person to person</li><li>• Internal team</li><li>• Team to team</li></ul>		

# KM Needs in Projects



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## ACTIVITIES

P2P k-transfer

Team Learning

P2C k-transfer

T2O Learning

Project A

## OBJECTIVES

Innovation

Good practice transfer

Experience building

Knowledge reuse

# KM Tools and Techniques



### SAFE-FAIL vs FAIL-SAFE

With knowledge, innovation, and operational discipline, we learn when the traditional failure monitoring and management structures are used.

Such mechanisms are appropriate quality oriented multi-operations, but inhibit innovation and application of new ideas.

Where this is needed, approaches need to be more appropriate of participation with well-defined boundaries, often should be seen as a learning experiment, and failures should not be over-punished. In some cases, designing for "safe" failures, a controlled environment will provide benefits through the failure and opportunities in a multi-stage, fun, well targeted learning project.

This requires a strong learning orientation, catalytic facilitation for play, and willingness to change the plan based on emerging insights.

**Approach**

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### SUBJECT MATTER EXPERTS

In organisations with high attention technical expertise or deep experience in particular domains there may be a need to identify, recognise and distribute of subject matter experts (SMEs) (eg to be open to consultation, to participate in engaging knowledge generation activities, to engage in knowledge transfer activities such as mentoring and coaching).

Key Importance:

- Identify each SME's responsibilities and the operations needed to ensure their duties
- Allocate resources to perform their duties
- Support them with understanding and tools
- Recognise their contributions

**Approach**

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### WORK GROUP KM

A work group is a group of people who focus on a shared functional task, reporting to a common manager.

This is very valuable for organising multi-site businesses or organisations in common information resources such as shared databases or an information neighbourhood | in support of a task.

However, just having a task focus might mean that the group is not aware of other activities, opportunities or activities available in the rest of the organisation.

So this helps the work group members to connect with other groups in the organisation. Communities of Practice, cross-functional projects, or other knowledge-sharing activities, and to look for ways of exploiting common resources eg by using a common workspace/ontology.

**Approach**

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### BUSINESS PROCESS MAPPING & REDESIGN

Business process mapping involves mapping the steps and linkage in your current business processes to identify and opportunities for simplifying them or making them more efficient/cost-effective.

This is also desirable to KM, where the business process mapping either the KM is to improve directly the operational working needs.

1) Process maps can help you identify the critical information and knowledge gaps and capture any as well as knowledge sharing opportunities.

2) A process redesign project can help define the necessary capabilities and responsibilities for information and knowledge management tightly integrated into the operational workflow.

**Method**

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### CONCEPT MAPPING

Concept mapping is a technique for mapping a knowledge domain. It is a graphical method between the concepts and then out explicitly showing their justifying connections with lines.

Concept mapping is a very good training and documenting technique for cataloguing the domain knowledge of subject matter experts. It can also be used to construct knowledge maps for key business activity areas.

It is a useful tool and the concept mapping is a good practice and useful, because it helps them to explain things to their colleagues, and reminds them of key relationships between aspects of their knowledge.

**Method**

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### CRITICAL INCIDENT TECHNIQUE

The Critical Incident Technique (CIT) is an investigative technique based on critical incidents which are problems or challenges that are unusual or exceptional, but a key or defining event that led to a breakdown in performance of an organisation as well as a source of information needs.

The CIT explores an incident in detail with key people involved, and it allows documentation of what happened, what the factors were on the scene, and the decision that led to the decision. It is a good technique for capturing things like policy, background and rationale that are not very apparent in interviews and decision rules based on key events in an organisation.

**Method**

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### ENVIRONMENTAL SCANNING

Environmental scanning is a process of regularly seeking information and intelligence within the external environment in order to assess the strengths and weaknesses of the organisation and its stakeholders in the future.

The usual steps are:

- Identifying the domains of interest and potential sources of information
- Establishing regular information collection and dissemination to analyse and action rules
- Regularly conducting analysis on emerging issues of interest and taking implications for the organisation
- Making decision and policy rules to new trends that emerge

**Method**

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### DECISION GAMES

Decision games are a way of presenting the complex knowledge of an experienced staff or subject matter experts, so learning devices to learn or generate about. They are usually in a scenario or unfolding scenario format, and each change in the scenario requires participants in the game to make a decision and account for it.

Group games work best of 3-7 players, and most levels of experience in the group will be facing a consensus on the decision. It will also turn the decision into a very strong knowledge sharing activity.

The decision games can be based on real or fictional scenarios but will usually be derived from real interviews eg using the Critical Knowledge Audit technique or the Critical Incident Technique.

**Method**

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### EXPERT KNOWLEDGE AUDIT INTERVIEW

The Expert Knowledge Audit interview is a structured interview technique designed to identify the key differences between what a very experienced person sees and pays attention to in typical work situations, compared to what novices see and pay attention to.

One of the key aspects of an expert and an experienced person is the ability to identify quickly which information is relevant and which key things need immediate attention.

So the Expert Knowledge Audit interview is a way of identifying the aspects of an expert that need to be shared in order to help novices accelerate their learning process.

**Method**

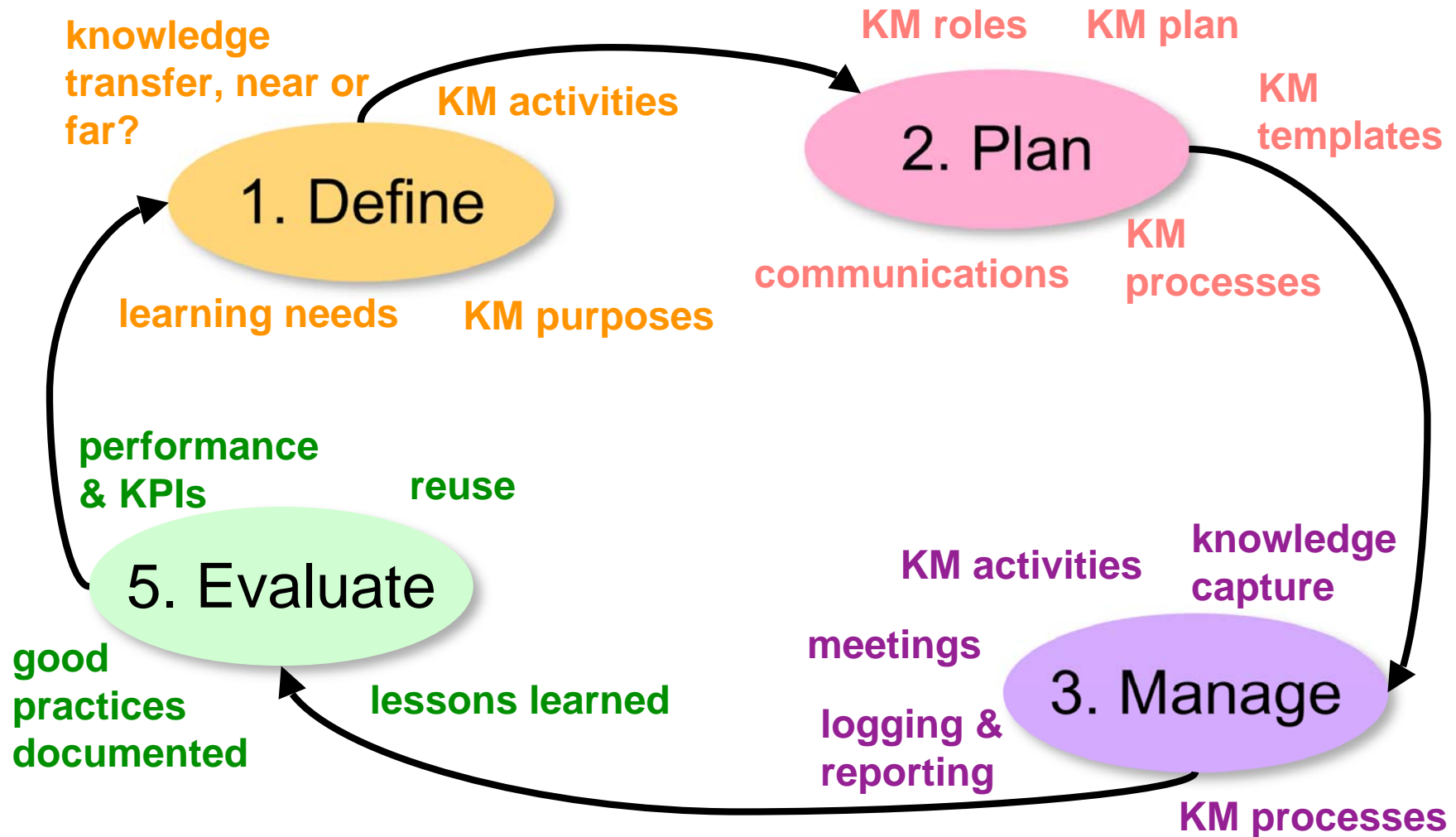
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# KEPM Framework



# Thinking about your Project



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What project are you supporting with KM?

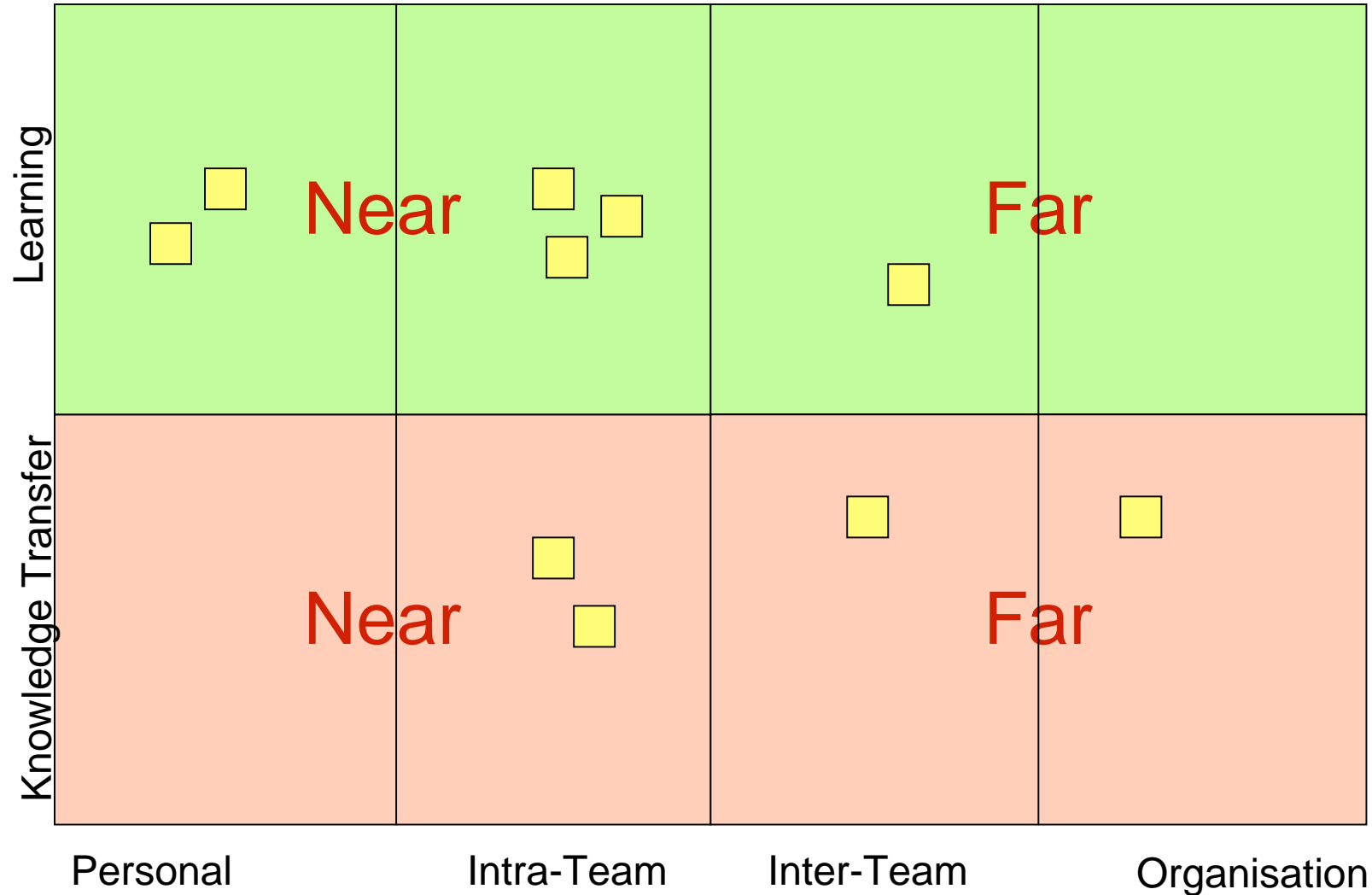
What are the knowledge transfer and learning needs (cover both KM activities and KM purposes)?

What tools, resources, activities would be useful?

# The Project Knowledge Plan



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# The Project Knowledge Plan



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KM Objectives	Stage of Project	Project Knowledge Transfer	Extent	Relevant Techniques	Tools & Resources
<p>What are the KM purposes we hope to serve in this project? Eg:</p> <ul style="list-style-type: none"> <li>• Situation awareness</li> <li>• Good practice transfer</li> <li>• Problem-solving, innovation</li> <li>• Learning and development</li> <li>• Alerting to risks and opportunities</li> <li>• Experience-building</li> <li>• Learning (personal, team, org)</li> <li>• Knowledge reuse</li> </ul>	<b>Define</b>	What are the k-transfer activities we will need to engage in? Will they be P2P, P2C, C2P?	How near or far does the k-transfer need to be? Eg. Intra-Team, Inter-Team, Organisation.	How do we achieve the k-transfer? What other KM techniques might be appropriate here?	<p>What tools, platforms and resources will help the personal, intra and inter team sharing, learning and collaboration as well as sharing project learnings on the organization level?</p>
	<b>Plan</b>				
	<b>Manage</b>				
	<b>Evaluate</b>				
<b>KM Deliverables</b>	<b>Project Learning</b>				
<p>What tangible KM outputs will serve as evidence of KM success in this project?</p>	<b>Define</b>	What are the learning activities we will need to engage in? Will they be P2P, P2C, C2P?	How near or far does the learning need to be? Eg. Personal, Intra-Team, Inter-Team, Organisation.	How do we achieve the learning? What other KM techniques might be appropriate here?	
	<b>Plan</b>				
	<b>Manage</b>				
	<b>Evaluate</b>				



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# Any Questions?

[plambe@straitsknowledge.com](mailto:plambe@straitsknowledge.com)

[etan@straitsknowledge.com](mailto:etan@straitsknowledge.com)

[pmartin@straitsknowledge.com](mailto:pmartin@straitsknowledge.com)