MODULE 5
Information and Knowledge Management

Exercise 1. Ice-breaking

Exercise 1a. Brainstorming

Please brainstorm the two questions below.

- What does knowledge mean to you?
- Which crucial elements does knowledge management cover or should cover?

Learning Objectives

At the end of this course, you are able to apply appropriate methods for securing knowledge and providing information with the use of technology under consideration of the target groups' characteristics (employees50+, employees in transition, unemployed50+) regulation.

You are going to learn about:

- To understand knowledge management techniques to localize, acquire, capture, use, create and transfer information in the company appropriately (in accordance with the business and learning culture).

- To prepare employees 50+ / unemployed 50+ to independently and effectively acquire, manage and share information, especially for processes at work and during job search.

Learning Objectives

You are going to learn about:

- To explain beneficial and obstructive criteria of proactive knowledge management and information transfer.

- To valuate criteria of a good knowledge management in an ageing-friendly organisation.

- To apply different tools in favour of effective information management and information transfer in practice.

- To show older adults how to transfer information in an useful way for others' professional action and learning.

Overview

1. The importance of knowledge in an organisation

2. Knowledge management in an organisation

   2.1 Strategies, methods and processes for securing knowledge

   2.2 Selected steps of the knowledge management process

3. Locating knowledge within an organisation

4. Acquiring, creating, developing and transferring knowledge

5. The use of knowledge in an organisation

6. Using technology for enabling a sustainable securement of knowledge

7. Preservation of knowledge in an organisation

   7.1 How to store and secure information and knowledge?

   7.2 How to organise a functioning alumni community?

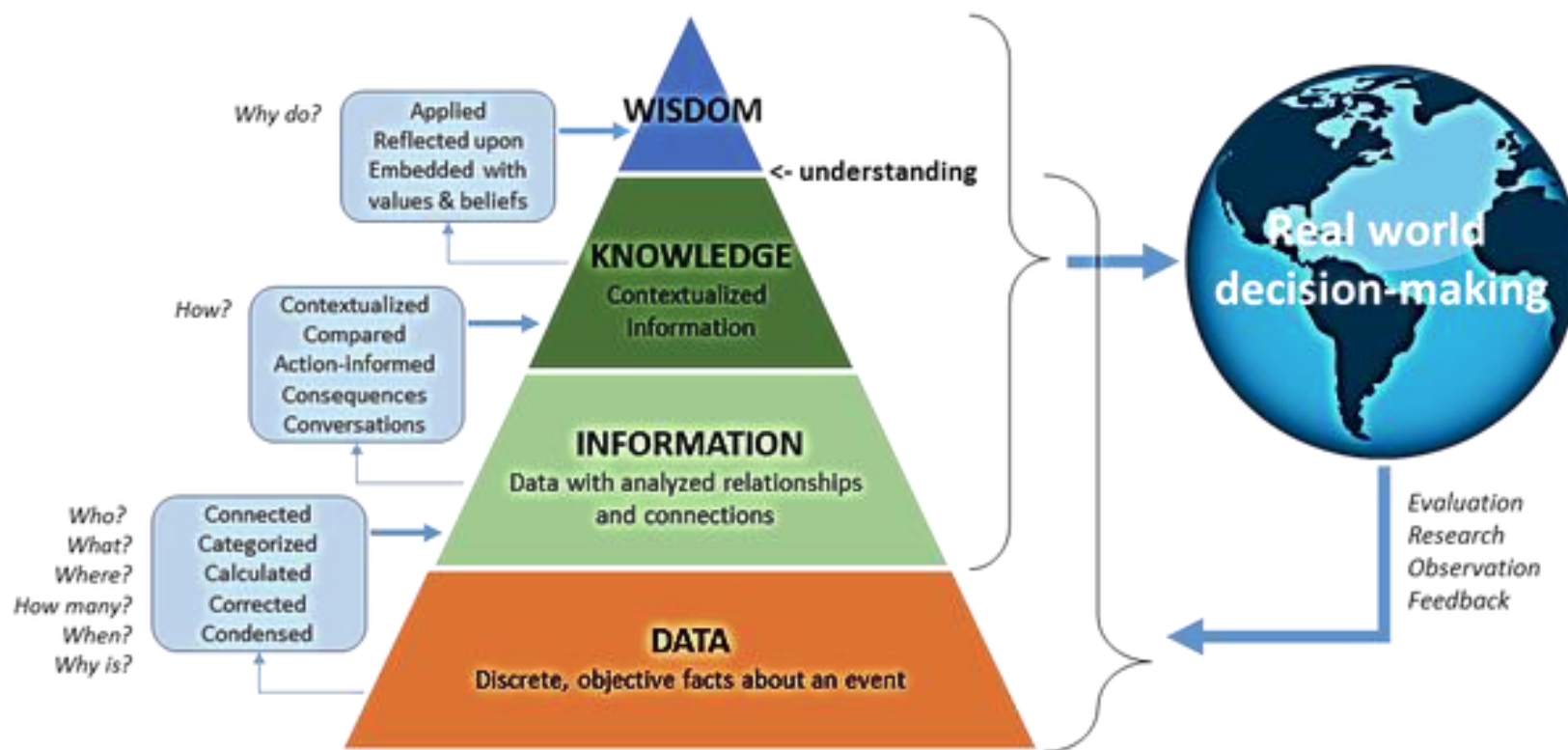# 1. The importance of knowledge in an organisation

Knowledge is an important determinant of changes, which take place in the labour market.

Competitive advantage of business companies is built on the basis of employees' knowledge. A company with extensive knowledge, skills and competences wins the competition contest.

- Knowledge is a significant component of an individual's vocational functioning, besides skills and competences

- The demand for highly qualified employees with a certain knowledge level has been systematically growing.

- Particularly for employees who are willed to improve their qualifications, move to other economy sectors and react flexible to changes.

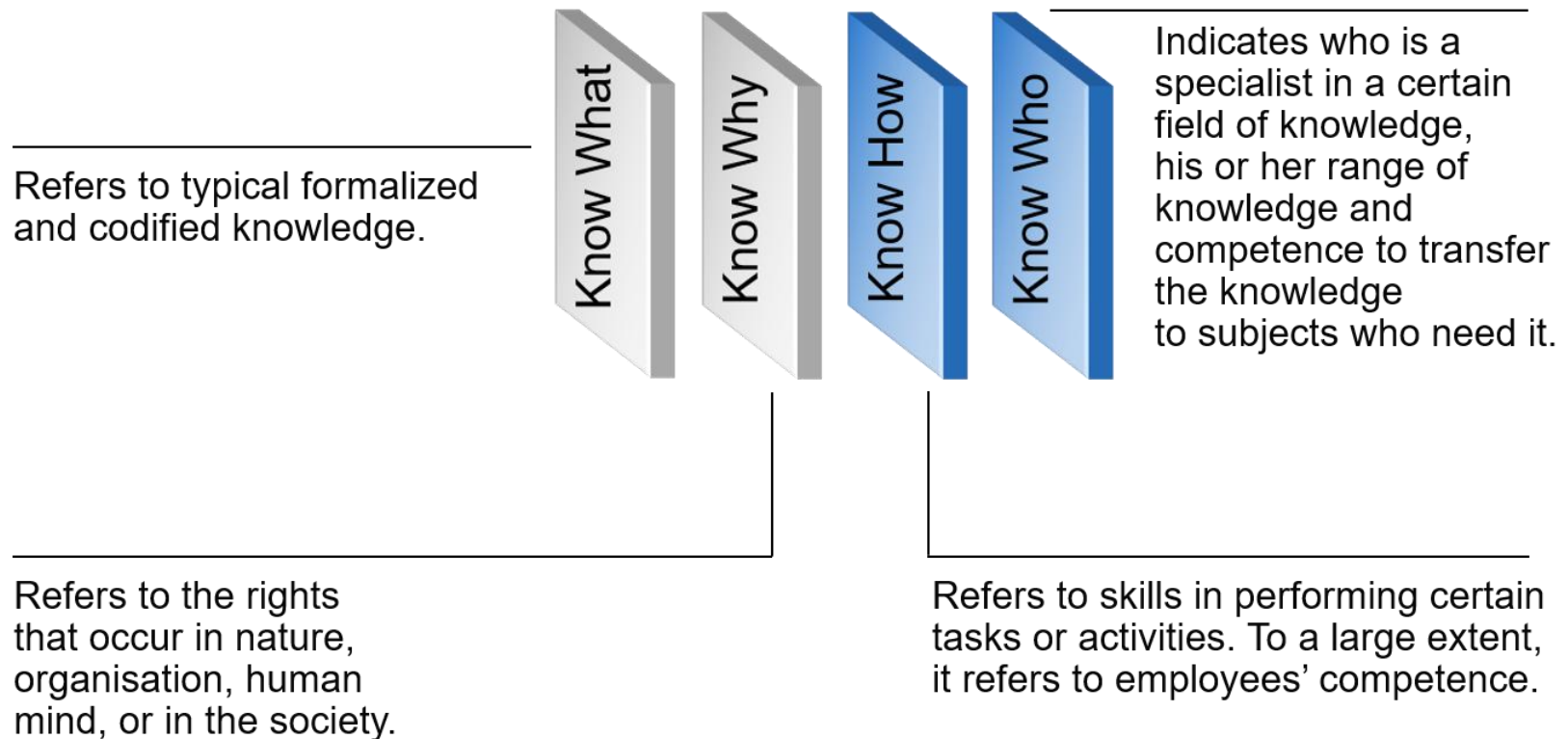# 1. The importance of knowledge in an organisation

What is information and knowledge?

Source: https://www.quora.com/Can-someone-give-a-simple-example-for-data-information-knowledge-and-wisdom

1. The importance of knowledge in an organisation

Knowledge categories

Refers to typical formalized and codified knowledge.

Know What

Know Why

Know How

Know Who

Indicates who is a specialist in a certain field of knowledge, his or her range of knowledge and competence to transfer the knowledge to subjects who need it.

Refers to the rights that occur in nature, organisation, human mind, or in the society.

Refers to skills in performing certain tasks or activities. To a large extent, it refers to employees' competence.

1. The importance of knowledge in an organisation

- For planning the process of knowledge management and implementing it, there are also the divisions of:

  - explicit knowledge and

  - tacit knowledge (Kowalczyk, Nogalski, 2007).

Planning and Implementation
- Knowledge Management

2.1 Strategies, methods and processes for securing knowledge

Knowledge management is associated with:

- organisational learning,
- transforming individual into collective knowledge.

(Zając, 2014)

It is essential to develop:

- appropriate techniques facilitating the processes related to acquisition, transmission, transfer, and search for organisational knowledge;
- the potential of each individual staff member – including classified knowledge.

# 2.1 Strategies, methods and processes for securing knowledge

Knowledge management serves to realize a strategy that has been agreed by the organisation. However, it is possible to indicate that organisations generally seek to:

- make use of the internal knowledge resources,

- hunt for and absorb external knowledge resources,

- create convenient conditions, to which all participants of the decision process feel obliged. Then, they create knowledge and share their possessed knowledge resources.

(Kisielnicki 2004)

2.2 Selected steps of knowledge management processes

- **Step 1:**
  Identification and location of knowledge within an organisation

- **Step 2:**
  Acquiring, creating, developing and transferring knowledge in an organisation

- **Step 3:**
  The use of knowledge in the organisation

- **Important question:**
  How to disseminate information or knowledge and to ensure its frequent use inside the company?

Step 5
Step 4
Step 3
Step 2
Step 1
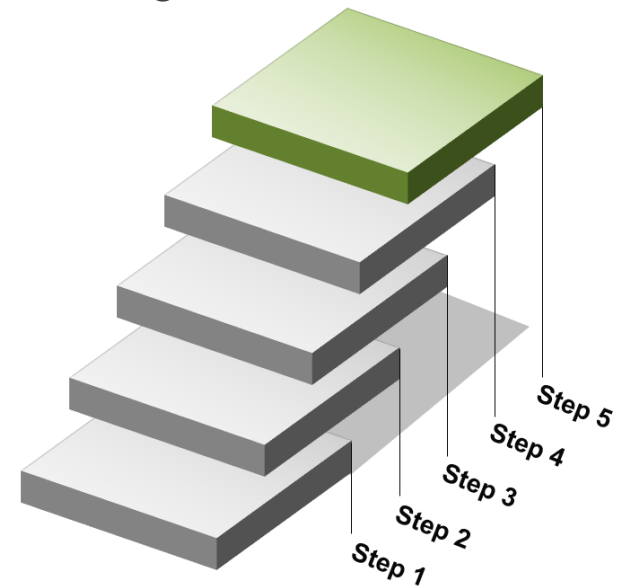
2.2 Selected steps of knowledge management processes

- **Step 4:**

  Using technology for enabling a sustainable knowledge securement

- **Important questions:**

  ◦ How to connect 50+ with digital platforms?

  ◦ How to motivate 50+ in general and towards IT change, work attitudes?

- **Step 5:**

  Preservation of knowledge in an organisation

- **Important questions:**

  ◦ How to store and secure information and knowledge?

  ◦ How to organize a functioning alumni community?
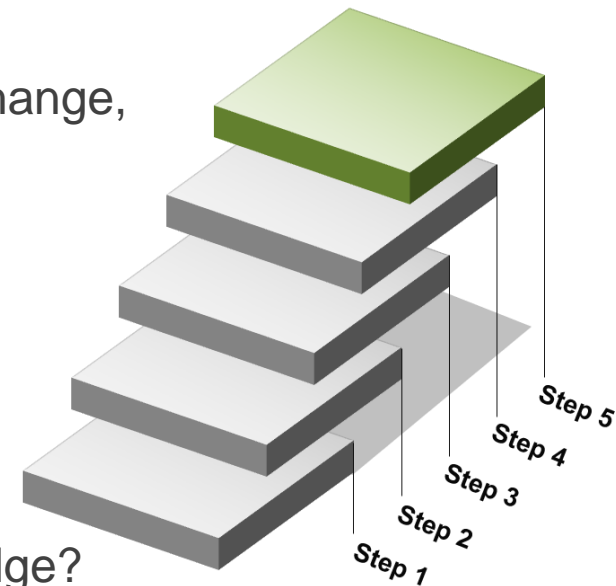
2. Knowledge management in organisations

Exercise 1b. Discussion

- Discuss the results in exercise 1a. under consideration of the content.

3. Locating knowledge within an organisation

From an employee's point of view, it is important to identify the existing knowledge assets within a company.

The objective of knowledge identification is (Jędrych, 2016; Zhunge 2006, pp. 571-592):

- location of knowledge and know-how fields possessed by different groups of employees, including employees50+;

- determining existing and important knowledge resources that should be preserved in the organisation;

- identifying gaps between knowledge resources and organisational needs with respect to determine steps to fill the gaps;

- identifying effective ways of knowledge transfer for the organisation.

3. Locating knowledge within an organisation

Exercise 2. Group work

• Which tools do you use or do you recommend

to use for locating knowledge in your organization?

3. Locating knowledge within an organisation

Tools to identify internal knowledge sources including knowledge of employees50+ (see Jędrych, 2016):

- analysis of employees' individual skills,

- a list of data about internal experts, which facilitates locating specialist knowledge,

- knowledge mappings,

- maps of information resources, and

- knowledge matrixes.

3. Locating knowledge within an organisation

Organisational knowledge is stored in networks and relations, in unwritten behavioural rules and in common values.
Therefore, it is necessary to locate available sources of collective knowledge, using:

- matrixes of competence,

- previous experience of employees and teams acquired in the course of introducing organisational changes,

- network analysis,

- organisation knowledge maps, which make it possible to pinpoint sources of key resources of knowledge.

4. Acquiring, creating, developing and transferring knowledge

Acquiring and developing knowledge is possible through
a number of different formal and informal methods: (Klaus & Nowak, 2013, p. 875).

Formal methods include, e.g:

- Training sessions,

- Workshops,

- Briefing,

- E-learning.

Informal methods include:

- Learning through experience

- Discussion, exchange of opinions, thematic portals

- Mentoring

- Coaching

4. Acquiring, creating, developing and transferring knowledge

Due to experience and practical knowledge, employees50+

can play a significant role in the process of creating knowledge.

They can perform important functions, e.g. as:

- An in-house consultant,

- An expert,

- A benchmark prospector.

4. Acquiring, creating, developing and transferring knowledge

- Other important processes of knowledge management are the transfer and diffusion of knowledge.

- The purpose of knowledge transfer is to address an organisation's knowledge demands.

- It is not about providing the entire knowledge to all employees, but about selecting employees to ensure an efficient functioning of the organisation.

- This selection can prevent information overload.

4. Acquiring, creating, developing and transferring knowledge

HR managers and specialists play an important role to select knowledge. They monitor and demand specific knowledge in different employee groups, and provide possible transfer ways and development opportunities. This can involve, e.g.:

- „expert groups", „Oxford-style debates", thematic conferences, informal meetings.

Employees50+ can play a special role in the process of knowledge transfer and diffusion, as:

- Mentors or in-house teachers
- Distributors (Diffusers).

4. Acquiring, creating, developing and transferring knowledge

Exercise 3a. Group work

Please answer the questions below.

- Which role does employees50+ play in an organisation to support knowledge transfer?

- How can they be encouraged to share knowledge?

- What are methods and tools that make it easier for employees50+ to transfer knowledge and ensure ist frequent use?

4. Acquiring, creating, developing and transferring knowledge

Exercise 3b. Discussion

- How do you/would you disseminate information or knowledge inside the company ensuring its frequent use?

5. The use of knowledge in the organisation

- One important element of knowledge management is its effective use.

- It serves to address the needs and purposes of an organisation.

- It is necessary to demonstrate a kind of wisdom for knowledge use, which is a typical characteristic of employees50+.

- Then, employees50+ can play specific roles in the organisation, e.g.:
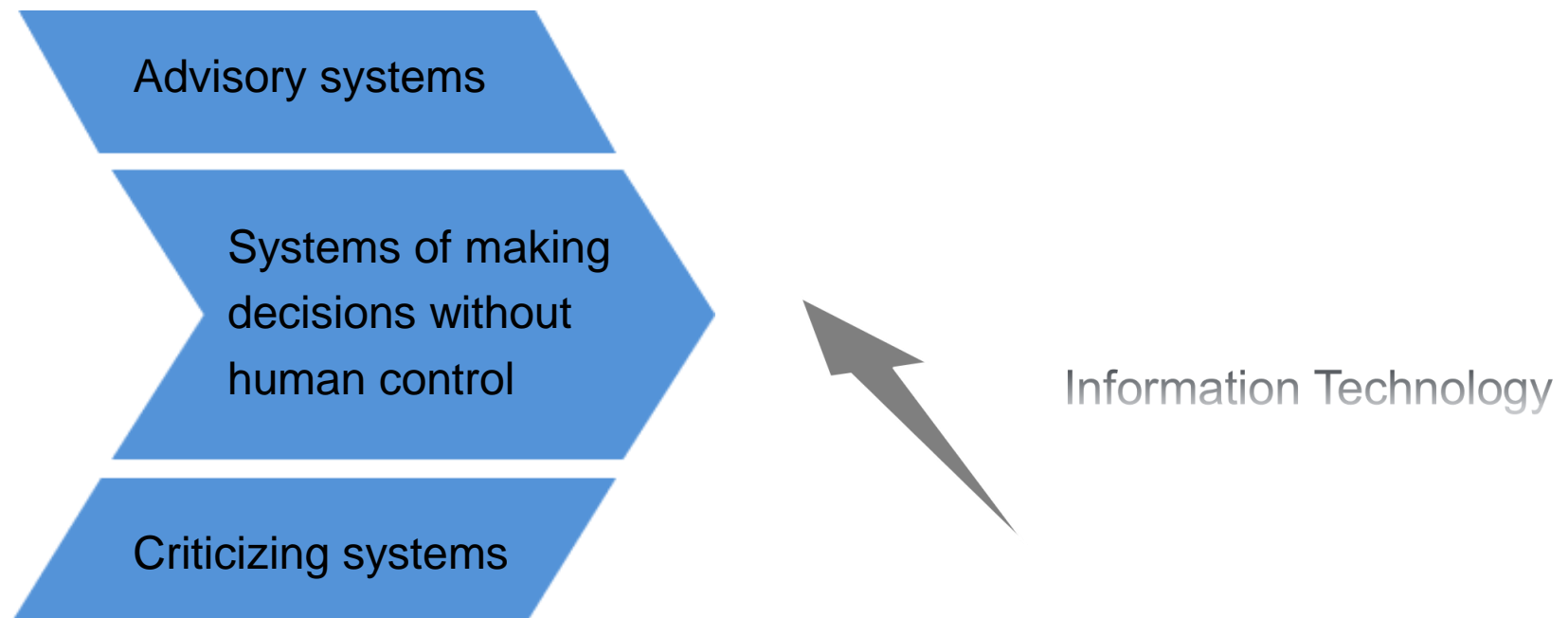
  ◦ a human repository,

  ◦ a referee / juror.

5. The use of knowledge in the organisation

To use adequately the knowledge of employees50+ in an organisation, the following conditions must be satisfied
(D. Jemielniak, A. K. Koźmiński 2012):

- Social and cultural,

- Institutional and legal,

- Economic,

- Technological and informational conditions.

6. Using technology to enable a sustainable knowledge securement

Information technologies (IT) can support dissemination and usage processes of knowledge in the organisation. Expert systems can be of help here:

Advisory systems

Systems of making decisions without human control

Information Technology

Criticizing systems

6. Using technology to enable a sustainable knowledge securement

Exercise 4.

a. Single Work

Let's talk about your experience.

- What experiences do you have in technology tool implementation considering especially employees50+?

- What can be obstacles or problems that are associated with such implementations?

- How did you encourage individuals50+ to use new technologies?

b. Discussion

Bring together the results.

7. Preservation of knowledge in an organisation

Preservation of knowledge should include three basic processes (Jędrych, 2016):

- Selection of knowledge which is worth preserving.

- Updating data. The purpose of this stage is providing the company with access to current, continuously verified and supplemented data, providing basis for making good decisions.

- Storing of knowledge. Knowledge is stored in archives. In an organisation the role is played by people, teams and computers. The most important places to store knowledge are and will be employees. A good way is, preparing successors of the current experts, e.g. through mentoring.

7.1 How to store and secure information and knowledge

Information storage and securing

- Databases (knowledge and information repositories), information resource maps and any other tools supported by information technologies can be used to secure knowledge.

- It is important to prepare the procedures of information protection, including:
  ◦ Encryption of confidential documents etc.
  ◦ Protection of the organisational intellectual property through patenting and licensing.

7.1 How to store and secure information and knowledge

Knowledge storage and securing

To collect, store and secure employee's knowledge is a bit complicated. Therefore, it is useful to apply the codification and personalization strategy.

The company's goals should be:

- To cushion negative effects of employee departure, and to prevent the loss of organisational memory.

- To encourage knowledge exchange between employees, including organisational learning and learning from each other.

- Systematic employee interviews with particular attention on employees who plan to leave the company.

7.2 How to organise a functioning alumni community?

For an alumni community it is important to:

- Build up proper relations with former workers,

- Establish the so called alumni clubs and alumni community,

- Give access to former workers to intranet and internet forums,

- Create a special intranet – to sustain former workers in the community.

7.2 How to organise a functioning alumni community?

1

To ask retired experts to share opinions about key issues of the company.

2

To regularly organise meetings of present and former workers.

3

To introduce the so called counsellor system*.

*Counsellor system – the workers who are about to retire can help the younger ones settle down in the company. Such system can be continued also during retirement – for certain benefits, such as money or medical care.

Literature I

- Baborski A. (1991), Wiedza i sztuczna inteligencja, [in:] Elementy systemów ekspertowych, (ed. by) Owoc M., Wydawnictwo AE Wrocław, Wrocław.

- Baccera-Fernadez I., Gonzalez A., Sabherwal R. (2004), Knowledge Management Challenges, Solutions and Technologies, Prentice Hall, Upper Saddle River.

- Barney J. (1991), Firm Resources and Sustainable Competitive Advantage, Journal of Management, 1991, Vol. 12.

- Davenport T.H., Prusak L. (1998), Working knowledge: How organisations manage what they know, Harvard Business School, Boston.

- Firestone J.M., McElroy M. (2003), Key Issues in the New Knowledge Management, KMCI Press, Burlington.

- Glińska-Neweś A. (2007), Kulturowe uwarunkowania zarządzania wiedzą w przedsiębiorstwie, TNOiK, Toruń.

- Harvard Business Review on Knowledge Management (1998), Harvard Business School, Boston.

- Jashapara A. (2004), Knowledge Management: An integrated approach, Prentice Hall, Harlow.

- Jędrych E. (2016), Zarządzanie wiedzą pracowników 65 plus w organizacji, „Zeszyty Naukowe Uczelni Vistula" 2016;46(1);12-27.

- Kisielnicki J. (2004), Zarządzanie wiedzą we współczesnych organizacjach, [in:] Zarządzanie wiedzą w systemach informacyjnych, Wydawnictwo AE Wrocław, Wrocław.

Literature II

- Klaus R., Nowak A. (2013), Zarządzanie wiedzą w organizacji w wykorzystaniem narzędzi IT, materiały z XVI Konferencji Innowacje w Zarządzaniu i Inżynierii Produkcji, Zakopane. Access: http://www.ptzp.org.pl/files/konferencje/kzz/artyk_pdf_2013/p079.pdf.

- Kowalczyk A., Nogalski B. (2007), Zarządzanie wiedzą. Koncepcje i narzędzia, Difin, Warszawa.

- Koźmiński A.K. (2005), Zarządzanie w warunkach niepewności. Podręcznik dla zaawansowanych, PWN, Warszawa 2005.

- Leibold M., Probst G., Gibbert M. (2005), Strategic Management in the Knowledge Economy, Wiley, Erlangen.

- Lichtarski J.M., Wąsowicz M., Stańczyk-Hugiet E., Raport nt. Możliwości wykorzystania nowoczesnych metod zarządzania, w tym zarządzania wiedzą w obszarze aktywizacji osób starszych

- McKenzie J., van Winkelen Ch.(2004), Understanding the Knowledgeable Organisation, Thomson, London 2004.

- Milton N. (2010), The Lessons Learned Handbook: Practical Approaches to Learning from Experience, Chandos Publishing, Oxford.

- Morawski M. (2005), Zarządzanie wiedzą w perspektywie personalnej, [in:] Zarządzanie wiedzą w przedsiębiorstwie, (ed. by) K. Perechuda, Wyd. PWN, Warszawa

- Nonaka I., Takeuchi H. (1995), The knowledge creating company: How Japanese companies create the dynamics of innovations, Oxford University Press, New York 1995.

- OECD (2000), Zarządzanie wiedzą w społeczeństwie uczącym się. Polska

Literature III

- Paliszkiewicz J.O. (2007), Zarządzanie wiedzą w małych i średnich przedsiębiorstwach – koncepcja, oceny i modele, SGGW, Warszawa.

- Płoszyński Z. (2013), Internet w doradztwie zawodowym, [w:] Współczesne problemy poradnictwa zawodowego, ed. by B.J. Ertelt, W.Duda , K. Kurek, Wyd. AJD, Częstochowa, p. 91

- Probst G.J.B. (2004), Zarządzanie wiedzą w organizacji, Oficyna Ekonomiczna, Kraków.

- Senge P. (1999), The Fifth Discipline: The Art and Practice of the Learning Organisation, Random House, London.

- Smok B. (1994), Pojęcie systemu ekspertowego, [in:] Efektywne zarządzanie a sztuczna inteligencja, (ed. by) Baborski A., Wyd. AE, Wrocław.

- Stankiewicz M.J. (ed.) (2006), Zarządzanie wiedzą jako kluczowy czynnik międzynarodowej konkurencyjności przedsiębiorstwa, TNOiK, Toruń.

- Wexter M.N. (2001), The Who, What and Why of Knowledge Mapping, "Journal of Knowledge Management", Vol. 5, No. 3.

- Zając M. (2014), Znaczenie różnorodności wiekowej pracowników w kontekście wybranych obszarów zarządzania wiedzą w organizacji [in:] „Zeszyty Politechniki Częstochowskiej. Zarządzanie", No. 15/ 2014

- Zarządzanie wiedzą (ed. by) D. Jemielniaka, A. K. Koźmińskiego (2012), Oficyna Wolters Kluwer Bussines, Warszawa

- Zhuge H. (2006), Knowledge Flow Network Planning and Simulation, "Decision Support System",Vol. 42.