

# **What Is Knowledge Management, Really? And Why Is It So Important?**

## **Making Sense Out of Category 4 of the Baldrige Framework**

**American Society for Quality  
Section 0511  
June 13, 2018**



# **What Is Knowledge Management, Really? And Why Is It So Important?**

## **Making Sense Out of Category 4**

**American Society for Quality  
Section 0511  
February 20, 2008**



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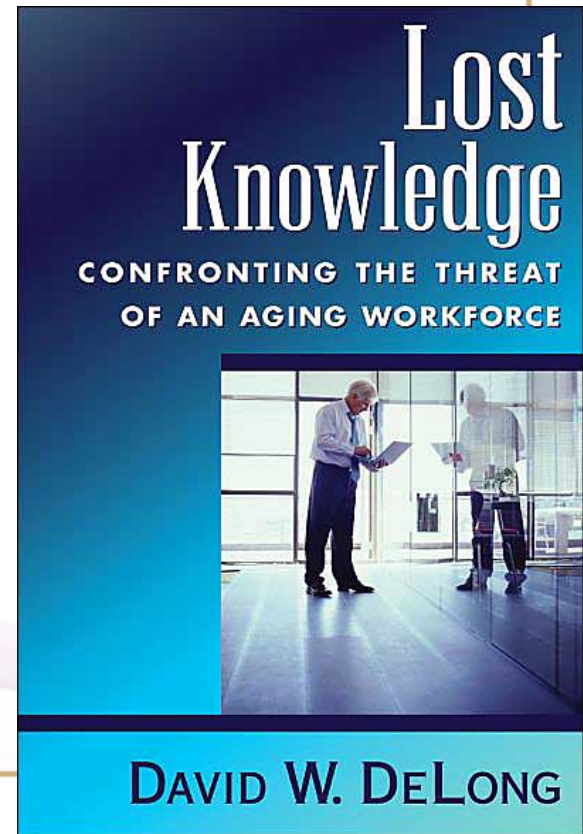
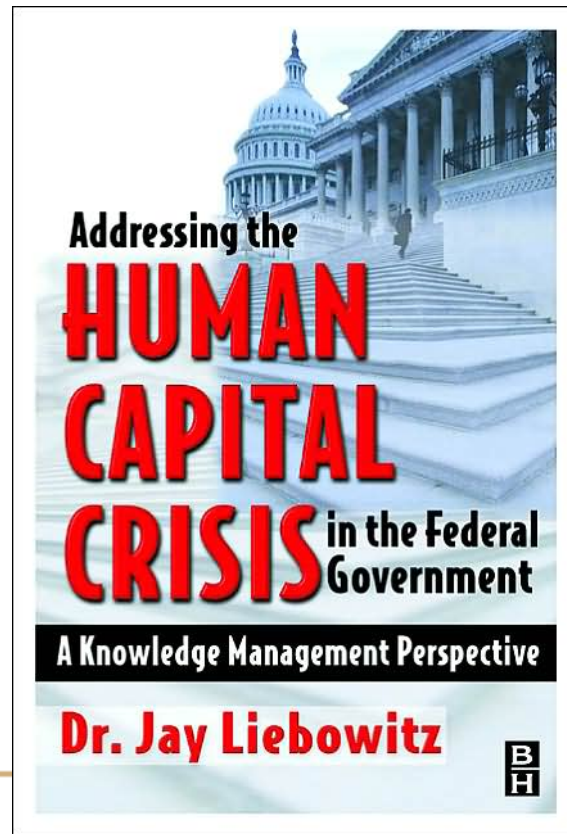
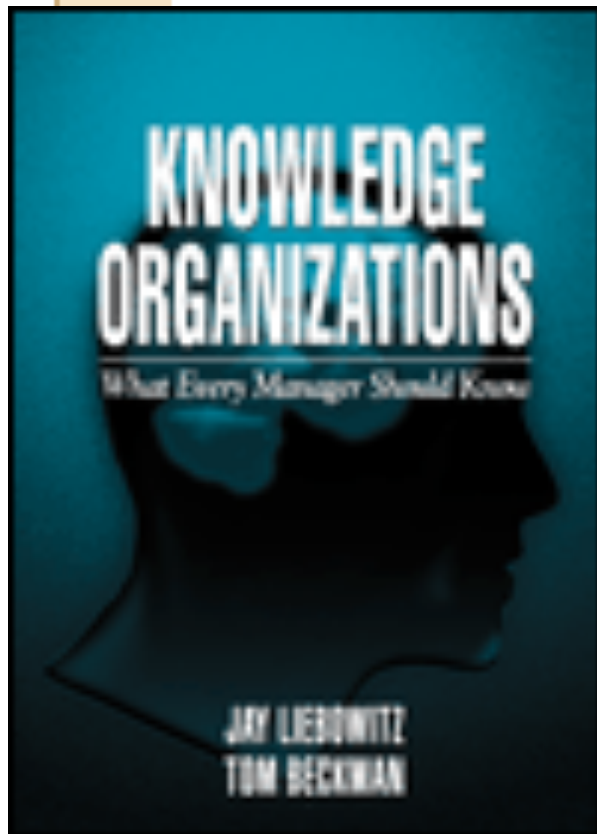


# Overview

- Knowledge Management: What It Is Not
- Knowledge Management: What It Is
- Why KM Is Important in Performance Excellence
- Why KM is Important in The Baldrige Framework & Criteria
- Some KM Tools, Techniques, & Methodologies
- Measuring and Assessing KM Solutions & Systems



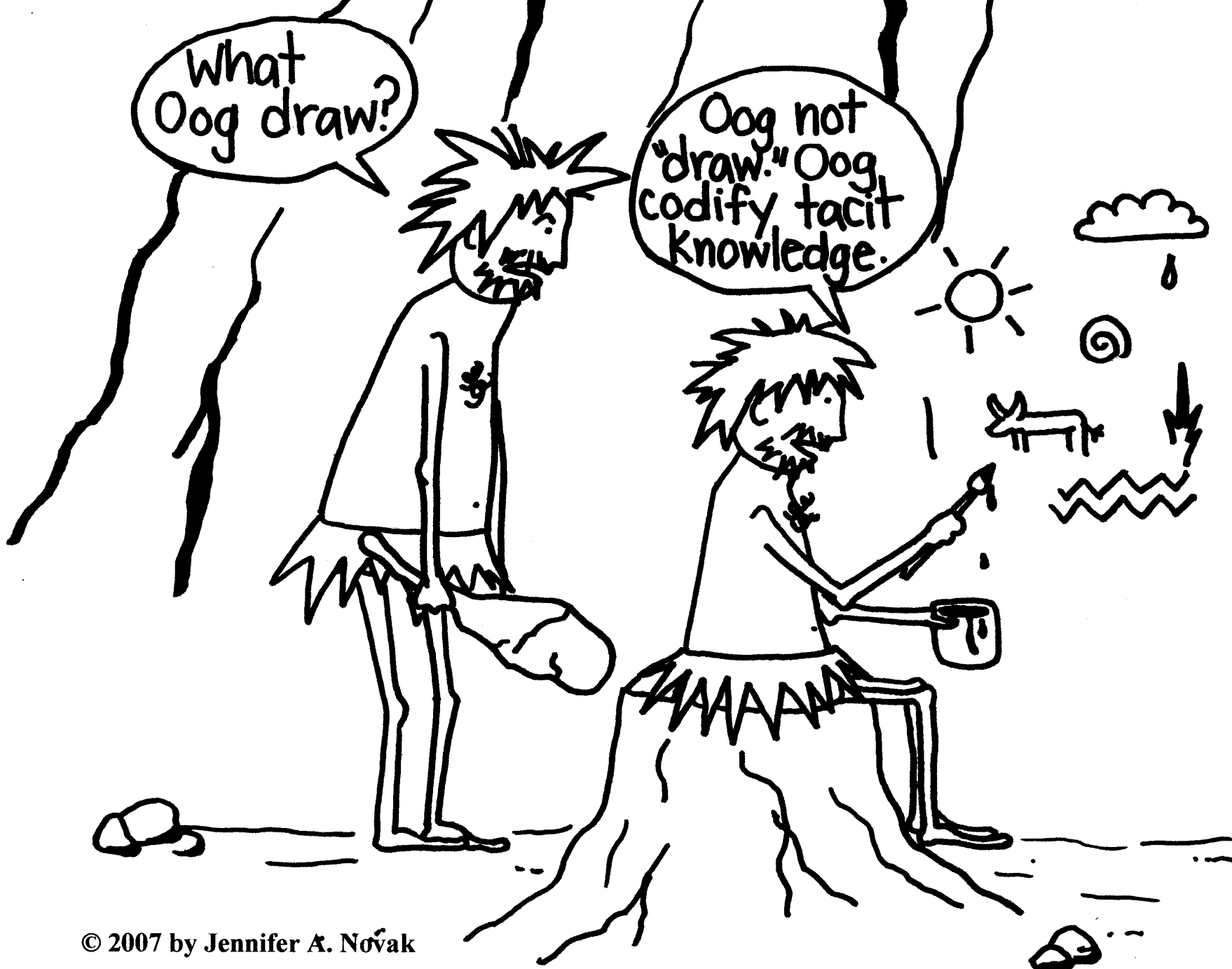
# Some Primary Resources



# Knowledge Management Is Not:

- Data Processing
- Information Management
- Information Technology
- E-Learning
- E-Business
- E-[Fill In The Blank]
- Something New
- Something Strange
- The Latest Management Fad





What Oog draw?

Oog not "draw." Oog codify tacit knowledge.

Jennifer A. Novak 11/24/07



# Knowledge Management Is:

- **A Management Discipline**
- **An Enabler for Decision Making, Problem Solving, and Continuous Improvement**
- **The Key to Organizational Management and Performance Excellence**





# Knowledge Management: A Working Definition

- **Knowledge Management is the totality of activities that an organization brings to bear to provide:**
  - the right data/information/knowledge
  - to the right persons
  - at the right time and place
  - in the right quantity and quality

...



# Knowledge Management: A Working Definition (Continued)

**... For the purpose of enhancing:**

- decision making and
- problem solving

**... In order to continuously improve:**

- business processes,
- products and services,
- customer satisfaction and loyalty,
- employee satisfaction and engagement, and
- overall organizational performance



# Knowledge Management: A Working Definition (Continued)

**... With the ultimate desired outcome of:**

- serving the public, and**
- creating or adding value to society overall.**



# Knowledge Management: A [More Elegant] Working Definition

**"A management approach to improving organizational outcomes through optimizing the acquisition and use of relevant knowledge."**

**Source: Dr. Stephen Downes-Martin, U.S. Naval War College**



# Levels of Knowledge Management: Why KM Is Important – To Performance Excellence

- **Strategic – Focus on Achieving the Vision**
- **Operational – Focus on Accomplishing the Mission**
- **Tactical – Focus on Effective and Efficient Management of Processes (Approaches)**



# What Would Deming Say?



**All models are wrong.  
Some are useful.**





# The Big Picture





# Why KM Is Important – To The Baldrige Framework & Criteria – Item 4.1

- **Performance Measurement**
  - Performance Measures
  - Comparative Data
  - Customer Data
  - Measurement Agility
- **Performance Analysis & Review**
  - Organizational Performance
  - Organizational Capabilities
- **Performance Improvement**
  - Future Performance
  - Continuous Improvement & Innovation



# Why KM Is Important – To The Baldrige Framework & Criteria – Item 4.2

- **Data & Information**
  - Quality
  - Availability
- **Organizational Knowledge**
  - **Knowledge Management**
    - Collect & Transfer Workforce Knowledge
    - Build New Knowledge
    - Knowledge from Customers, Suppliers, Partners, Collaborators
    - Use Knowledge in Innovation & Strategic Planning
  - **Best Practices**
  - **Organizational Learning**



# Why KM Is Important – To The Baldrige Framework & Criteria

- Approach – Knowledge of Processes is Key
- Deployment – Knowledge of Processes throughout the Organization
- Learning – Continuous Cycles of Improvement of Processes
- Integration – Of Processes with One Another, and Alignment of Processes with Purpose, Mission, Vision, Values, Strategies, Plans



# Knowledge Management Tools, Techniques, and Methodologies

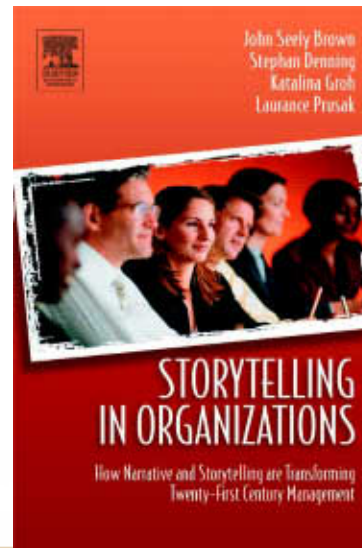
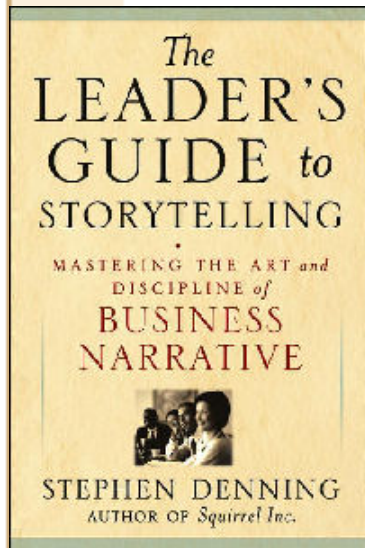
- **Storytelling (S)**
- **Social Network Analysis (S)**
- **Employee Organizations (S,O)**
- **Competency Architecture (S)**
- **Organizational Learning (S,O)**
- **Collaboration (O,T)**
- **Knowledge/Expertise Locators (O,T)**
- **Communities of Practice (O,T)**



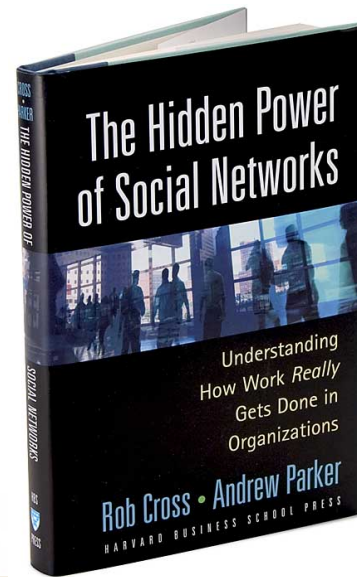
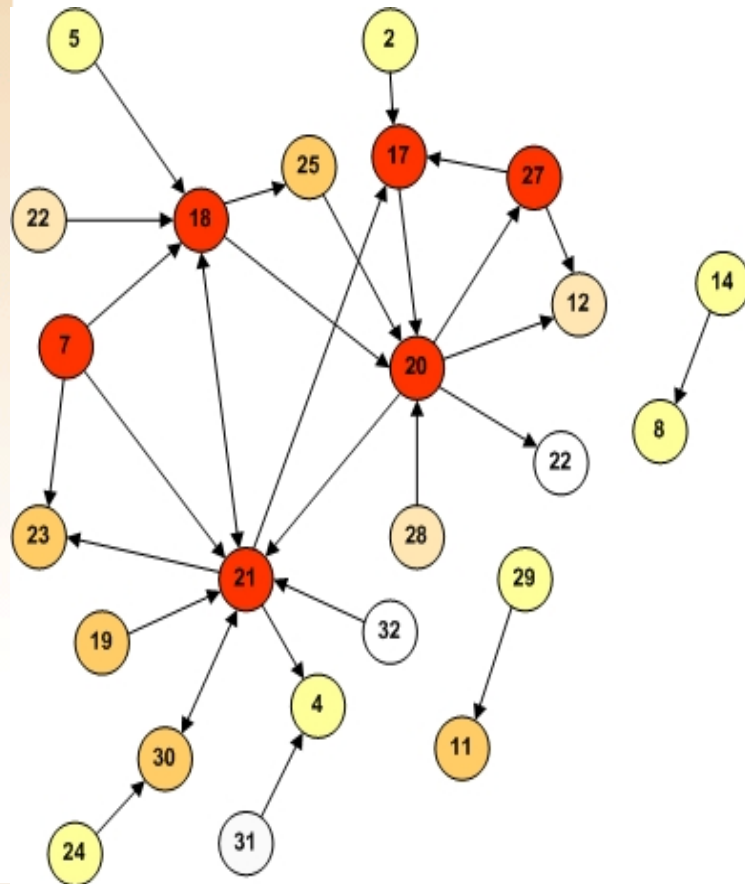
**Note: S = Strategic; O = Operational; T = Tactical**

# Storytelling

- World Bank
- Army Communications-Electronics Life Cycle Management Command
- GSA



# Social Network Analysis – Finding the Outliers





# Employee Organizations – Eliminating the Outliers

- **Blacks in Government**
- **Federally Employed Women**
- **GLOBE**
- **HIRE**
- **ASPIRE**
- **USNA Women**
- ....





# Competency Architecture

## Assessment of Leadership Competency

**Managerial Assessment**  
**Employee: Clancy Wiggum**

[\[Instructions\]](#)

**Achievement Orientation** - Pushes self and others to set and meet goals. Strives to improve performance through balanced measures. Uses creative and innovative techniques for producing quality work and surpassing a standard of excellence. Takes on challenging assignments and persists until significant performance improvements are attained.

- Level 1: Focuses on Doing Well.** Consistently strives to produce quality work. Feels good about accomplishments and is frustrated with inefficiency, waste or internal issues that slow down achieving results.
- Level 2: Sets and Meets Goals.** Sets goals and uses own methods of measuring outcomes against a standard of excellence. May focus on new or more precise ways of meeting goals set by others.
- Level 3: Improves Performance.** Pushes self and team to do better; is not satisfied with current performance levels. Makes specific changes to the system or own work processes in order to improve performance (e.g., does something faster, more efficiently; improves quality, uses creative and innovative techniques).
- Level 4: Accepts Challenges, Persists and Makes Large Scale Performance Improvements.** Takes on difficult assignments and is excited by the challenge. Creates goals for improvement and measures performance against those goals; compares current performance with baseline performance to track improvements. Persists until large-scale performance improvements are achieved.
- Not observed.**

Competency	Selected Option
<a href="#">Achievement Orientation</a>	Level 3
<a href="#">Adaptability</a>	Level 4
<a href="#">Business Acumen</a>	Level 1
<a href="#">Communication</a>	Level 4
<a href="#">Continual Learning</a>	Level 2
<a href="#">Customer Focus</a>	Level 3
<a href="#">Decisiveness</a>	Level 1
<a href="#">Developing Others</a>	Not observed
<a href="#">Diversity Awareness</a>	Level 4
<a href="#">Entrepreneurship</a>	Level 2
<a href="#">External Awareness</a>	Level 3
<a href="#">Group Leadership</a>	Level 3
<a href="#">Influencing/Negotiating</a>	Level 4
<a href="#">Integrity/Honesty</a>	Level 4
<a href="#">Partnering</a>	Level 1
<a href="#">Political Savvy</a>	Level 1
<a href="#">Problem Solving</a>	Level 3
<a href="#">Service Motivation</a>	Level 2
<a href="#">Strategic Thinking</a>	Level 2
<a href="#">Teamwork</a>	Level 4
<a href="#">Technical Credibility</a>	Level 2

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# Succession Readiness Matrix

Status	Executive Level	
<p><b>Ready Now</b> This individual possesses the skills, competencies and experiences necessary to advance to the next level of management at this time.</p>	<p><i>Available</i></p>	<p><i>Not Available</i></p>
<p><b>Ready with Development</b> With the proper mix of training, education and experiences, this individual can be prepared for the qualifications necessary for advancement to the next level of management within a 24 month timeframe.</p>	<p><i>Available</i></p>	<p><i>Not Available</i></p>
<p><b>Not Ready</b> This individual will require in excess of 24 months of additional training, education and experience before they possess the skills, competencies and qualifications necessary to advance to the next level of management.</p>	<p><i>Clancy Wiggum</i> <i>Lionel Hutz</i> <i>Nick Riviera</i></p>	
<p><b>Individuals to Watch Long Term</b> Refers to promising future candidates who are <i>not</i> currently eligible for selection. Exhibits excellent performance in their current role, however, lacks many experiences and accomplishments to typically be considered a viable candidate. Due to positive performance trends, the individual should be considered for accelerated development.</p>	<p><i>Martin Prince</i> <i>Samantha Stankey</i> <i>Jessica Lovejoy</i> <i>Nelson Muntz</i></p>	

# Organizational Learning

- **Learning ≠ Training**
- **Learning ≠ Development**
- **Learning ≠ Attendance at Sessions**
- **Learning ≠ Acquisition of New or Enhanced Knowledge, Skills, Abilities**



# Organizational Learning

- **Learning = Continuous Cycles of Assessment and Improvement of Performance**
  - **Analysis of Strengths and Opportunities for Improvement**
  - **Leveraging of Strengths**
  - **Elimination, Reduction, or Mitigation of OFIs**
  - **=> Changes in Behavior**
  - **=> Individual and Organizational Performance Improvement**

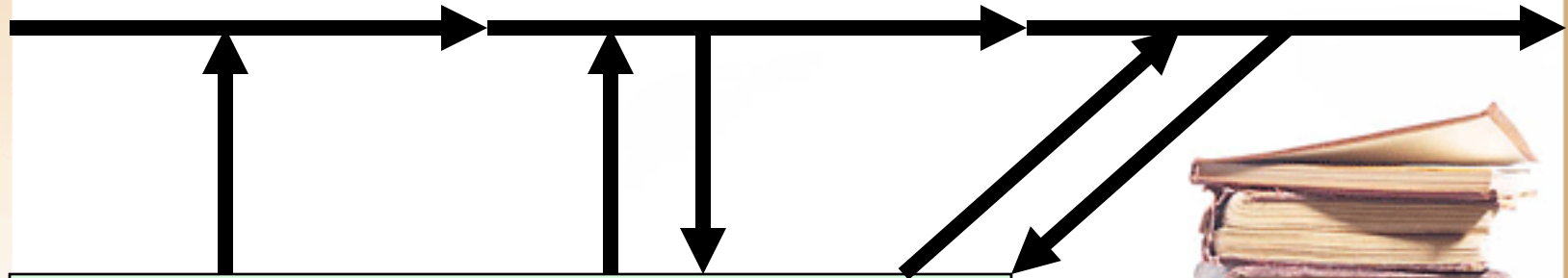


# Organizational Learning in Work Teams

- **Learn Before**
- **Learn During**
- **Learn After**



Learn Before	Learn During	Learn After
<ul style="list-style-type: none"> <li>• Peer Assists</li> <li>• Best Practices</li> <li>• Lessons Learned</li> <li>• Benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>• In-process Reviews</li> <li>• Milestone Meetings</li> <li>• Go/No-Go Decisions</li> </ul>	<ul style="list-style-type: none"> <li>• After Action Reviews</li> <li>• Retrospectives</li> <li>• Post-mortems</li> <li>• Hot Wash-ups</li> </ul>



**Knowledge Repository**

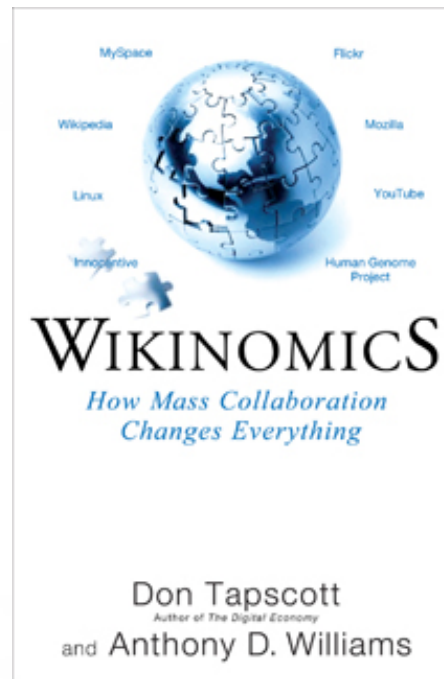
- Expertise Locators
- Best Practices Databases
- Communities of Practice
- Content Management Systems
- Storytelling Archives
- ...



Adapted from concepts developed by Kent Greenes and Nancy Dixon

# Collaboration Tools

- Shared Files/Folders/ Drives (e.g., SharePoint)
- Portals
- Wikis
- Blogs
- IM
- Chat
- E-Mail
- Social Media
  - Facebook, etc.





# Knowledge/Expertise Locators

- **Corporate “Yellow Pages”**
- **Subject Matter Expert Directories**
- **Communities of Practice**
- **Communities of Interest**



# Knowledge/Expertise Locators

- Knowledge workers typically spend 35% of their time searching for data, information, knowledge, or expertise.
  - Half the time, they don't find it.
    - Do the math: If you are a Senior Analyst, and your salary is \$100,000. That means you are being paid \$17,500 a year to waste your (and the company's) time.
  - And the other half the time, the timeliness, accuracy, validity, and reliability of what they find is, at best, suspect.
    - Again, do the math: You are being paid \$17,500 to work with bogus data.
  - All told, you are being paid \$35,000 a year to fail.

# The Hopper Retort



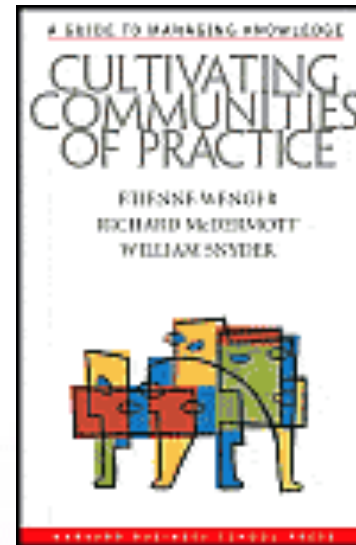
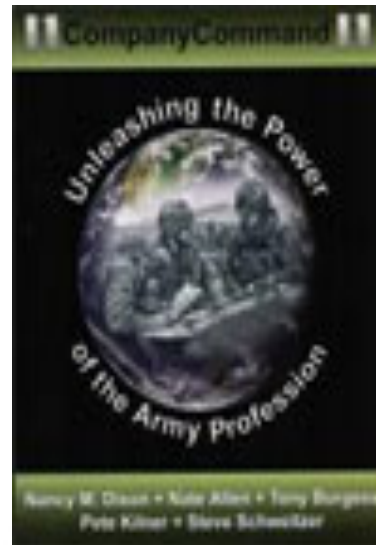
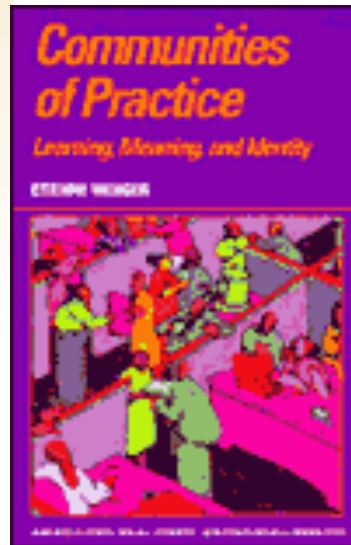
**Isn't that  
just ducky!**



**Rear Admiral Grace M. Hopper, USN**

# Communities of Practice

- Defense Acquisition University
- *CompanyCommand.mil*



# Measuring and Assessing KM

- This is the hard part
- How do you “measure and assess” Knowledge?
- How do you “measure and assess” Knowledge Management?
- Can it be done?
- Or is Knowledge Management something Deming would call “unknown and unknowable?”



# Measuring and Assessing KM

- **How many KM approaches do you use?**
  - Are they systematic and effective?
- **How many people use them?**
  - Is use of KM approaches enterprise-wide? Or only in a few isolated units?
- **Are KM approaches periodically reviewed and revised?**
- **Are KM approaches integrated with one another and aligned with organizational Purpose, Vision, Mission, and Goals?**



# Measuring and Assessing KM

- **Can KM usage be translated into:**
  - **Increased knowledge?**
  - **Actual use of new Knowledge on the job?**
  - **Enhanced organizational performance?**
  - **Enhanced outcomes?**
  - **Positive ROI?**





# Summary

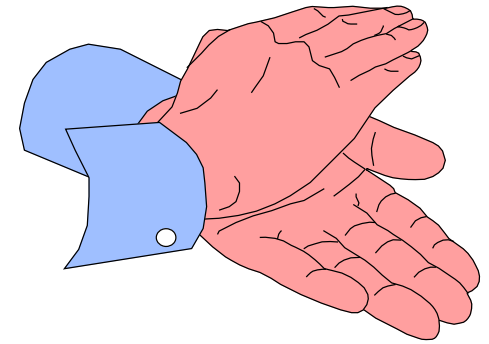
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# Questions?



# Thank You!



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**GO  
NAVY!**

**BEAT  
ARMY!**

