



Curriculum

KNOWLEDGE MANAGEMENT

Working with knowledge resources is full of facets: It is important that every organisation defines for itself, what knowledge is relevant, specific, short or obsolete.

Successful management of knowledge resources cannot work without the involvement of all hierarchy levels. Thus, fundamentals in knowledge work are required for all decision-makers. This includes instrumental, social and organisational aspects.

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- **The attendees**

The curriculum Knowledge Management is addressed to the strategic minded management. The requirements of an effective knowledge work are different depending of the organisation's size and the attendee's responsibility range. To include these different demands, the curriculum covers all aspects of an entire knowledge work in detail.

- **The education**

The curriculum is continuously updated. The lessons are intensive education programs containing all relevant disciplines of knowledge work. The framework is based on the "Golden Standards" like the Knowledge Management Model by Probst et al. and the Knowledge Conversion Models according to Polanyi and Nonaka/Takeuchi, while the coverage of derivative instruments and processes assure the link to practical knowledge work.

- **Methods and Didactics**

The complexity of knowledge processes requires practice-oriented training methods. Thus, the didactic doesn't focus on classical teaching, but on practical applications: Relevant matters of attendees are the items for analysis and methodical work. This includes case studies, group work and presentations.

- **Teaching Goals and Taxation**

The definition of the teaching goals and controlling of the learning success is based on the triplex method introduced by the Frey Academy Zurich. The curriculum Knowledge Management doesn't tend to create highly skilled knowledge managers: Its teaching goal is an adequate understanding of instruments and processes for the knowledge work in the own working environment. Thus, the taxation of the teaching goals and their controlling is focussed to the levels "Knowing, Understanding and Application".

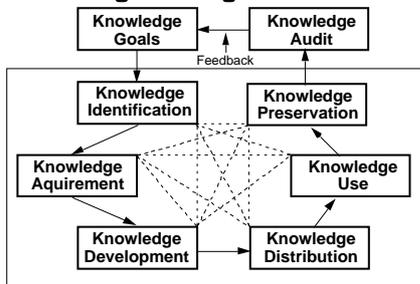
• Curriculum Content

Fundamentals of Knowledge Management

Knowledge Management contains the development, distribution and the use of knowledge. This can be in context with a strategic, operative, planning, controlled, controlling, organisational or technological goal setting:

- Acquire knowledge
- Development of knowledge
- Preservation of knowledge
- Development of knowledge
- Codification of knowledge
- Identification of knowledge
- Memorisation of knowledge
- Distribution of knowledge
- Use of knowledge
- Transfer of knowledge
- Measurement of knowledge

Knowledge Management Model



The knowledge management model introduced by Probst et al. This model puts six operative core processes into a co-ordinating frame. Those core processes interfere reciprocal and cannot be managed as stand-alone components. On the strategic level this model includes two additional processes: *Knowledge Goals* and *Knowledge Audit*. This model represents a traditional management process with the elements Goal-setting, Implementation and Measurement. This approach is the outcome of extensive research on implemented knowledge management activities of global players and SME's.

Knowledge Evolution Process
(Models Polanyi & Nonaka/Takeuchi)

Semantic combination of data creates information (= explicit knowledge). The further knowledge evolution up to expertise depends on contextualisation, selective perception, and awareness of application and acting efficiency. This requires a good understanding of the attributes of tacit and explicit knowledge.

Knowledge Transfer
(Technical applications and transfer of tacit knowledge)

IT tools allow a fast exchange of information: Yello & Blue Pages, Data-Mining, Virtual Project Management and Information Retrieval are the most popular instruments. The transfer of tacit knowledge is far more ambitious; it requires controlled interactions.

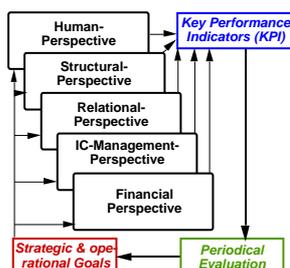
Identification of Knowledge Hosts

Preservation of organisational-specific knowledge needs first the serious identification of the leading knowledge hosts: Socio-technical procedures permit an adequate objective detection of relevant knowledge host in (and in the environment of) the organisation.

Incentive Systems for Knowledge Sharing

Knowledge transfer yields towards externalisation of individual implicit or tacit knowledge. The big challenge is to persuade identified knowledge hosts to disclose and share their knowledge (*Knowledge = power!*). Research distinct between extrinsic motivation (controlled by material incentives) and intrinsic motivation (controlled by self-realisation and recognition).

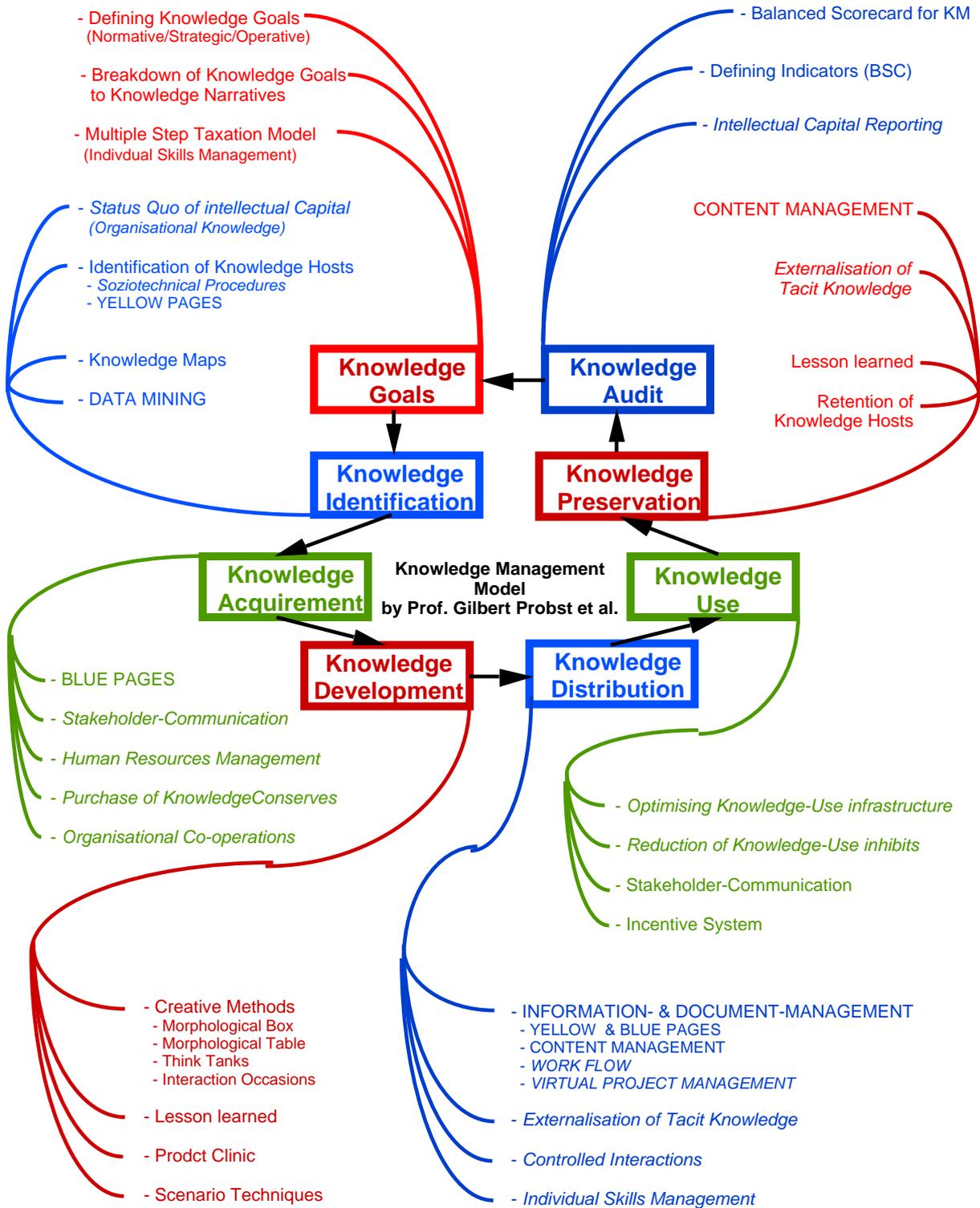
Knowledge Audit



Knowledge cannot be quantified and needs an accurate indicator system to get reliable data. Using a modified Balanced Score Card (BSC) allows both, auditing and controlling of knowledge work. The strategic goals of knowledge work need to be defined for each perspective individually. Each organisation has to define its own knowledge strategies, which are products of the superior economic goals.

• Curriculum Teaching Goals

Understanding Instruments, Processes und IT-TOOLS of Knowledge Work



NOTE: The above listed teaching goals do **not** indicate, that all decision-makers need to know every subject in detail: The requirements of the knowledge society are fulfilled, when they can judge the reasonable use of a specific instrument, process or IT tool for the own organisational environment.