Learning Organization
&
Knowledge Management

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The Rise and Fall of Economic Eras

**Wealth:**
- Land
- Labor
- Capital
- Knowledge

**Competition:**
- Productivity
- Quality & Flexibility
- Innovation
What is a Knowledge Economy?

• The knowledge economy is an economic system in which the production of goods and services is based principally on knowledge-intensive activities that contribute to advancement in technical and scientific innovation.

• The key element of value is the greater dependence on human capital and intellectual property for the source of the innovative ideas, information and practices.
Global Knowledge InDEx (GKI)

SLOVENIA

KEY INDICATORS
GDP (US$ billions): 77.89
Population: 2,078,932
HDI: 0.917

GKI RANK 22/154
GKI SCORE 63.7
WORLD AVERAGE 48.4

COUNTRY PERFORMANCE SUMMARY
Slovenia is a leading performer in terms of its knowledge infrastructure. It ranks 22nd out of 154 countries in the Global Knowledge Index 2021 and 22nd out of the 61 countries with very high human development.

AREAS OF STRENGTH
- Share of students enrolled in secondary vocational programmes
- Manufacturing employment (%)
- Educational attainment rate, doctorate or equivalent
- Insolvency recovery rate
- Under-five mortality rate

AREAS OF IMPROVEMENT
- Share of students enrolled in post-secondary vocational programmes
- Ratio of medium-skill TVET occupations earnings to average wage
- Researchers in higher education
- Labour force participation rate with advanced education
- Fixed broadband Internet traffic per subscription

https://www.knowledge4all.com
Global Knowledge InDEx (GKI)

**SECTORAL INDICES**

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>RANK</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-University Education</td>
<td>13</td>
<td>80.3</td>
</tr>
<tr>
<td>Education</td>
<td>24</td>
<td>64.7</td>
</tr>
<tr>
<td>Technical and Vocational Education and Training</td>
<td>26</td>
<td>60.1</td>
</tr>
<tr>
<td>Higher Education</td>
<td>25</td>
<td>43.6</td>
</tr>
<tr>
<td>Research, Development and Innovation</td>
<td>27</td>
<td>60.6</td>
</tr>
<tr>
<td>Information and Communications Technology</td>
<td>27</td>
<td>65.8</td>
</tr>
<tr>
<td>Economy</td>
<td>20</td>
<td>74.8</td>
</tr>
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</table>

https://www.knowledge4all.com
## Economic Complexity & Knowledge Economy

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Slovenia</td>
<td>9</td>
<td>63.7</td>
</tr>
<tr>
<td>Romania</td>
<td>22</td>
<td>54.3</td>
</tr>
<tr>
<td>Moldova</td>
<td>68</td>
<td>50.7</td>
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<tr>
<td>Bulgaria</td>
<td>42</td>
<td>55.8</td>
</tr>
<tr>
<td>Macedonia</td>
<td>58</td>
<td>54.9</td>
</tr>
<tr>
<td>Bosnia and Herzegovina</td>
<td>35</td>
<td>49.6</td>
</tr>
<tr>
<td>Turkey</td>
<td>40</td>
<td>48.2</td>
</tr>
<tr>
<td>Albania</td>
<td>83</td>
<td>47.6</td>
</tr>
<tr>
<td>Serbia</td>
<td>34</td>
<td>55.5</td>
</tr>
</tbody>
</table>

\[ \alpha = 0.67 \]
Canton’s 5 Drivers of “The Extreme Future”

- **SPEED**: Faster & faster
- **CHANGE**: Exponential
- **COMPLEXITY**: More-More-More
- **RISK**: More-Higher-New
- **SURPRISE**: “A feature of daily life”

**DYNAMIC environment** in the early 21st century

“Wealth in the new regime flows directly from innovation, not optimization; that is, wealth is not gained by perfecting the known, but by imperfectly seizing the unknown.”

- Kevin Kelley
Are You Prepared For Disruption?
It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”
—CHARLES DARWIN
DIGITAL DISRUPTION powered by data

89% of the Fortune 500 in 1955... ARE GONE

"If the rate of change on the outside exceeds the rate of change on the inside, the end is near."

JACK WELCH
Governments are also being disrupted!
Navigating disruption in today’s world

**Foresight**
To anticipate near-term developments and the potential evolution of the post–COVID-19 world.

**Agility**
To adjust quickly in response to changes affecting customers, agency operations, and the broader ecosystem.

**Resilience**
To enable the organization to withstand potential future disruptions.

Early foresight warnings trigger agile action; the less foresight, the greater the demand for agility, and vice versa.

Foresight identifies the forces that will place demands on resilience; the resilient organization institutionalizes foresight and a willingness to act in the face of uncertainty.

Resilient organizations create contingency plans to guide agile responses; agility allows resources to be surged, allowing for resilience with lower investment redundancy.
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# Resilience in the face of future disruption

## Resilience

### Be a tech-instinctive organization

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<thead>
<tr>
<th>Accelerated digitization</th>
<th>Data strategy and cybersecurity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize digital technologies to build more resilient platforms for a robust health care system, stronger economic benefits, and a more adaptive agency.</td>
<td>For governments to build resilience and respond dynamically, a robust data strategy and cybersecurity protocols remain critical.</td>
</tr>
</tbody>
</table>

### Be flexible about the boundaries of your organization

<table>
<thead>
<tr>
<th>Robust networks and processes</th>
<th>Rapid and responsive procurement</th>
<th>Workforce and workplace of the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure internal processes, supply chains, and partner networks are robust and can quickly reconfigure to cope with shocks and breakdowns.</td>
<td>Develop smart, agile, and resilient procurement processes that rethink supply chains, build external partner collaboration, create strategic stockpiles (where appropriate), and strategic access to capabilities while anticipating future needs.</td>
<td>Build a diverse and nimble workforce with cross-training, artificial intelligence, gig, and telework capabilities.</td>
</tr>
</tbody>
</table>

### Be a learning organization

<table>
<thead>
<tr>
<th>Customer insight</th>
<th>Crisis management and communication</th>
<th>Applied training and simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a deep understanding of citizen/customer experience to enable insight into disruption’s impacts; the same principle applies to your workforce.</td>
<td>Institute frameworks, tools, and approaches to expand the traditional crisis management plan to improve organization crisis response muscle memory and facilitate transparent, accurate, real-time information to key stakeholders and the public.</td>
<td>Provide training and professional development experiences that build skills and ensure foresight, agility, and resilience are embedded in the organization. This includes tabletop and simulation exercises to pressure-test and develop the organization’s ability to withstand disruptive events.</td>
</tr>
</tbody>
</table>
Learning Organization Definition

“A learning organization is an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights”

David Garvin (2000)
Learning Organization Definition

Learning organization is defined as one that learns continuously and transforms itself. Learning takes place in individuals, teams, the organizations and even the communities with which the organization interacts. Learning is a continuous, strategically used process, integrated with and running parallel to, work. Learning results in changes in knowledge, beliefs, and behaviors. Learning also enhances organizational capacity for innovation and growth. The learning organization has embedded systems to capture and share learning.

Watkins and Marsick (1993, p. 8)
Learning Organization Model

Global

Provide strategic leadership for learning
Connect the organization to its environment

Empower people toward a collective vision
Create systems to capture and share learning

Encourage collaboration and team learning

Promote inquiry and dialogue
Create continuous learning opportunities

Continuous Learning and Transformation

Watkins and Marsick’s (1993)
Taking the time to learn!
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David Garvin (2000)
Organizational Learning Process

- Acquire
  - Creating Knowledge internally
  - Obtaining knowledge from the external environment

- Interpret
  - Classification, grouping, contextualization

- Apply
  - Transferring knowledge
  - Retaining learnings
  - Acting on insights (behaviour change)

Garvin (2000)
Knowledge Management...
...in pursuit of excellence

bp
BP’s Philosophy

“Most activities or tasks are not onetime events. Our philosophy is fairly simple:

Every time we do something again, we should do it better than the last time”

Sir John Browne
Knowledge Life Cycle

Has the right knowledge been identified and captured so it can be reused and refined?

Is the right knowledge being used consistently, in the right way?

Is the right knowledge made available to those who need it, when they need it?
Application Points

Plan Work → Perform Work → Analyze Work

Learn Before Doing → Learn While Doing → Learn After Doing

Peer Assist → After Action Review (AAR) → Retrospect
After Action Review (AAR)

1. What was supposed to happen?
2. What actually happened?
3. Why was there a difference?
4. What is the learning for next time?
Continuous Learning Environment

Plan Work

Perform Work

Analyze Work

Shared Lessons-Learned Portal/Workspace/Repositories

Community Workgroups (SME's, peers, practitioners, etc.)
Knowledge is a critical asset
To Know or not to Know?

<table>
<thead>
<tr>
<th>Knowledge Sources</th>
<th>Known</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>KK</td>
<td>(Know what you know)</td>
<td>KDK</td>
</tr>
<tr>
<td>DKK</td>
<td>(Do not know what you know)</td>
<td>DKDK</td>
</tr>
</tbody>
</table>

Employee / company Awareness
Knowledge Gap

What firm must know

What firm must do to compete

What firm knows

What firm is doing

Knowledge Gap

Strategic Gap

(Zack, 1999)
% ?

I KNOW

Know I don’t know

“Don’t know” I know

“Think” I know

Don’t Know I don’t know
How do you get more out of the same resources?
Institution knowledge asset
An accumulation of bricks is not a wall!

An accumulation of information is not knowledge!
Information Vs. Knowledge

It doesn’t matter how many resources you have.

If you don’t know how to use them, it will never be enough.
One View of Knowledge

FOCUS
Actionable
Meaningful
Relevant

KNOWLEDGE

Value to Customer
Value to Workforce
Value to Organization

Best Solutions
Best Decisions

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Knowledge Continuum

Tacit Knowledge

(people as knowledge repositories)

Very difficult to articulate, to capture, and to transfer

Explicit Knowledge

Easy to articulate and to transfer

KC

%
The Learning-Knowledge Loop

Knowledge = The capacity to take effective action!
Learning  = The creation of knowledge!

Source: Alex and David Bennet
Common Operational Challenges

- Knowledge stays in people’s heads instead of getting captured for sharing and reuse.
- Don’t know who the experts are or don’t know how to find them.
- Information resources are out of date.
- The right people do not have access to the information they need.
- People do not have the ability to work together to generate or improve information.
- People cannot find the information they need.
Why KM is needed in organizations

Our knowledge stays within our heads, not captured and shared across the organization

When key staff members leave, we risk losing important know-how

We are not documenting and replicating successful solutions – or learning from failures

01 Increase effectiveness of service delivery
Develop a knowledge-sharing culture and better collaboration across silos

02 Increase sustainability of service delivery
Build institutional memory to ensure continuity of high-quality services

03 Replication and scale-up of what works
Build on successes, avoid mistakes, to improve livelihoods and shared prosperity
Knowledge management is a set of processes and practices for capturing/transferring a company's collective expertise, knowledge and skills wherever they reside — in people's heads, on paper, or in data/information repositories — and distributing them to wherever they can help produce the biggest payoff/value to support the corporate mission and goals.

(V. Ribiere adapted from Hibbard 1997)
KM Roots

Part 1/2

Psychology
(e.g. Intrinsic motivations to share knowledge, Trust)

Philosophy
(i.e., Epistemology)

Social sciences
(i.e., Sociology and Corporate Anthropology)

Computer Science
(e.g., Artificial Intelligence, Search engines)

Linguistic
(i.e., Text mining (semantic))

Information Science
(i.e., Taxonomy)

Education
(i.e., Learning mechanisms and techniques)

Cognitive Neuro Sciences
(i.e., Learning, Decision making, Memory and Language mechanisms in the brain)
KM Management (Human Resources (i.e., Competencies), Accounting (Intellectual Capital), Management/Leadership (i.e., Culture), Entrepreneurship, Organizational behavior, Change management, Strategy, Quality, etc.).

Law (i.e., Intellectual Property)

Communication (i.e., disseminative and absorptive capacities)

Management (Human Resources (i.e., Competencies), Accounting (Intellectual Capital), Management/Leadership (i.e., Culture), Entrepreneurship, Organizational behavior, Change management, Strategy, Quality, etc.).

Engineering (i.e., Systems Engineering)

Economic (i.e., Knowledge and Creative economies)

Information Technology (i.e., Web 2.0, Business Intelligence systems)
Getting the mix right (amount of efforts required)

People (70%)
- Attitudes, sharing, innovation, skills, teamwork, motivation, organization, vision/objectives, communities, standards

Technology (10%)
- Data stores & formats, networks, internet, data mining & analysis, decision tools, automation, standards

Process (20%)
- KM maps, workflows, integration, best practices, business intelligence, standards

(Bhatt D. 2000)
Knowledge Flows – KM Processes (L.A. R.O.S.A)

- Locate
- Create
- Discover
- Map

- Acquire
- Capture

- Apply
- Use
- Adopt
- Innovate

- Share
- Transfer

- Refine
- Validate
- Maintain

- Organize
- Store
- Protect

Vincent Ribiere (2008)
Knowledge Sharing Capacity Framework
1. Governance and culture
2. Funds for learning and knowledge sharing
3. Partnerships
4. Knowledge capturing, packaging and sharing;
5. Communication about learning
6. Monitoring and evaluation
Strengthening Knowledge Sharing at three levels

- **INTERNAL**
  - (FORMAL + INFORMAL, BETWEEN STAFF AND DEPARTMENTS)

- **DOMESTIC**
  - (LOCAL GOVERNMENTS + DOMESTIC PARTNERS)

- **INTERNATIONAL**
Requirements structure

1. Scope
2. Normative references
3. Terms and definitions
4. Context of the organisation
5. Leadership
6. Planning
7. Support
8. Operation
9. Performance evaluation
10. Improvement