

ADB

# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

*Organization, People, Knowledge, and Technology for Learning*

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Asian Development Bank

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# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

## DATA, INFORMATION, AND KNOWLEDGE

**Data** are discrete and objective facts, measurements, or observations that can be analyzed to generate information.

**Information** is data that have been categorized, analyzed, summarized, and placed in context in a form that has structure and meaning.

**Knowledge** is a combination of data and information, to which is added expert opinion, skills, and experience, resulting in a valuable asset that aids decision making.

**Knowledge** is what you learn from experience—before, during, and after the event.

## KNOWLEDGE ASSETS

### TACIT KNOWLEDGE IS

- Know-how from deeply personal experience, aptitudes, skills, perceptions, insights, and intuition.
- Difficult to communicate in forms other than personal contact and regular interaction.

### EXPLICIT KNOWLEDGE IS

- Know-what that has been or can be described, articulated, codified, and stored.
- Readily shared in formal language, print, or electronic media.

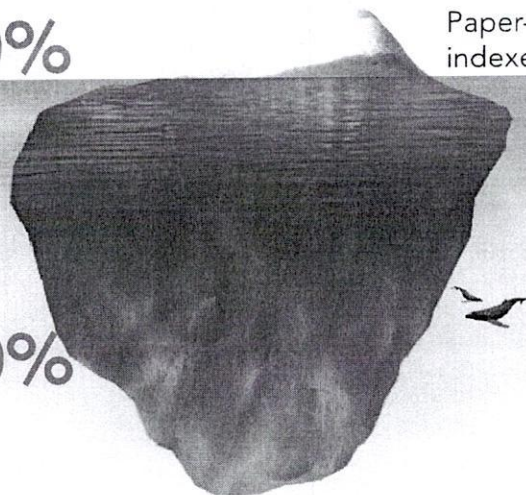
**EXPLICIT  
KNOWLEDGE**  
= Media-based

**20%**

Paper-based, multimedia, digitally indexed, digitally active, etc.

**TACIT  
KNOWLEDGE**  
= In people's heads

**80%**



# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

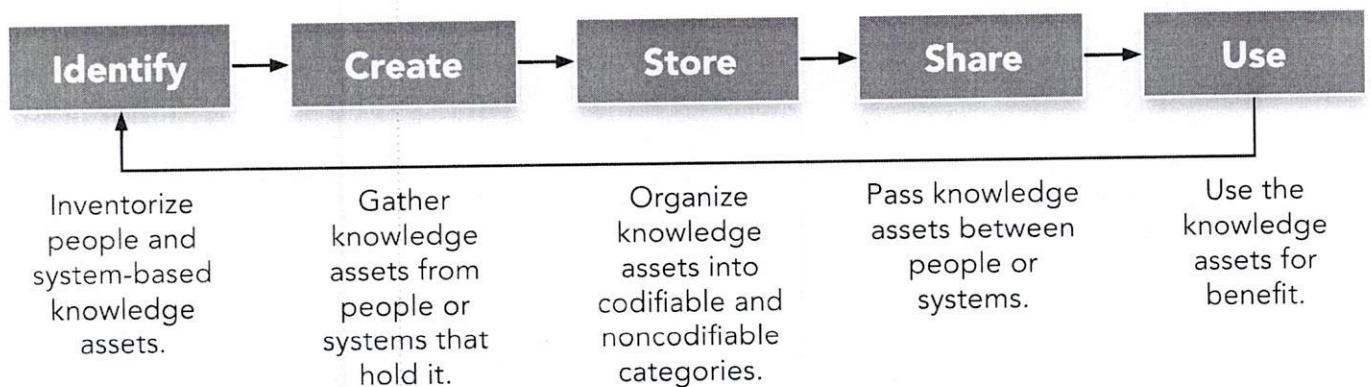
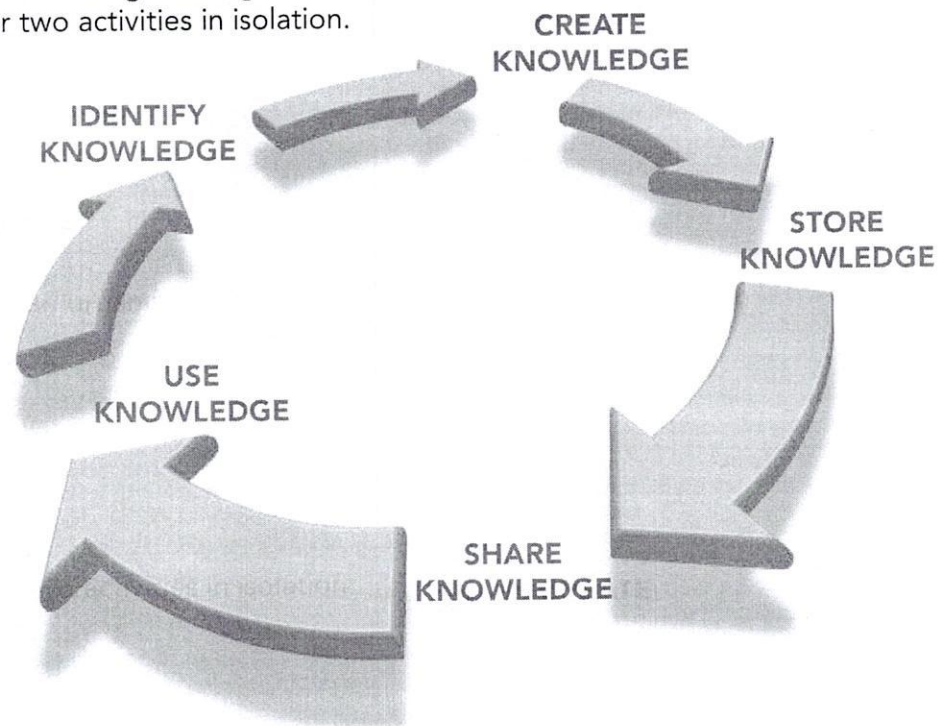
## CORE KNOWLEDGE ACTIVITIES

**CORE KNOWLEDGE ACTIVITIES** are what activities are widely used by an organization to manage knowledge.

### REQUIREMENTS

1. Activities should be aligned or integrated into **business processes**.
2. Activities should be **balanced** according to the specificities of each organization.

A knowledge management solution should not focus only on one or two activities in isolation.



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## KNOWLEDGE MANAGEMENT

### KNOWLEDGE MANAGEMENT IS

- The **formal and directed process** of enabling vital individual and collective knowledge resources to be identified, created, stored, shared, and used more easily to improve organizational performance.
- The **fusion of information management and organizational learning**.

## KNOWLEDGE AGENTS

- **Knowledge agents** comprise individuals, groups, the intra-organizational domain, and the inter-organizational domain.
- **Knowledge management** often involves a spiral process across knowledge agents.

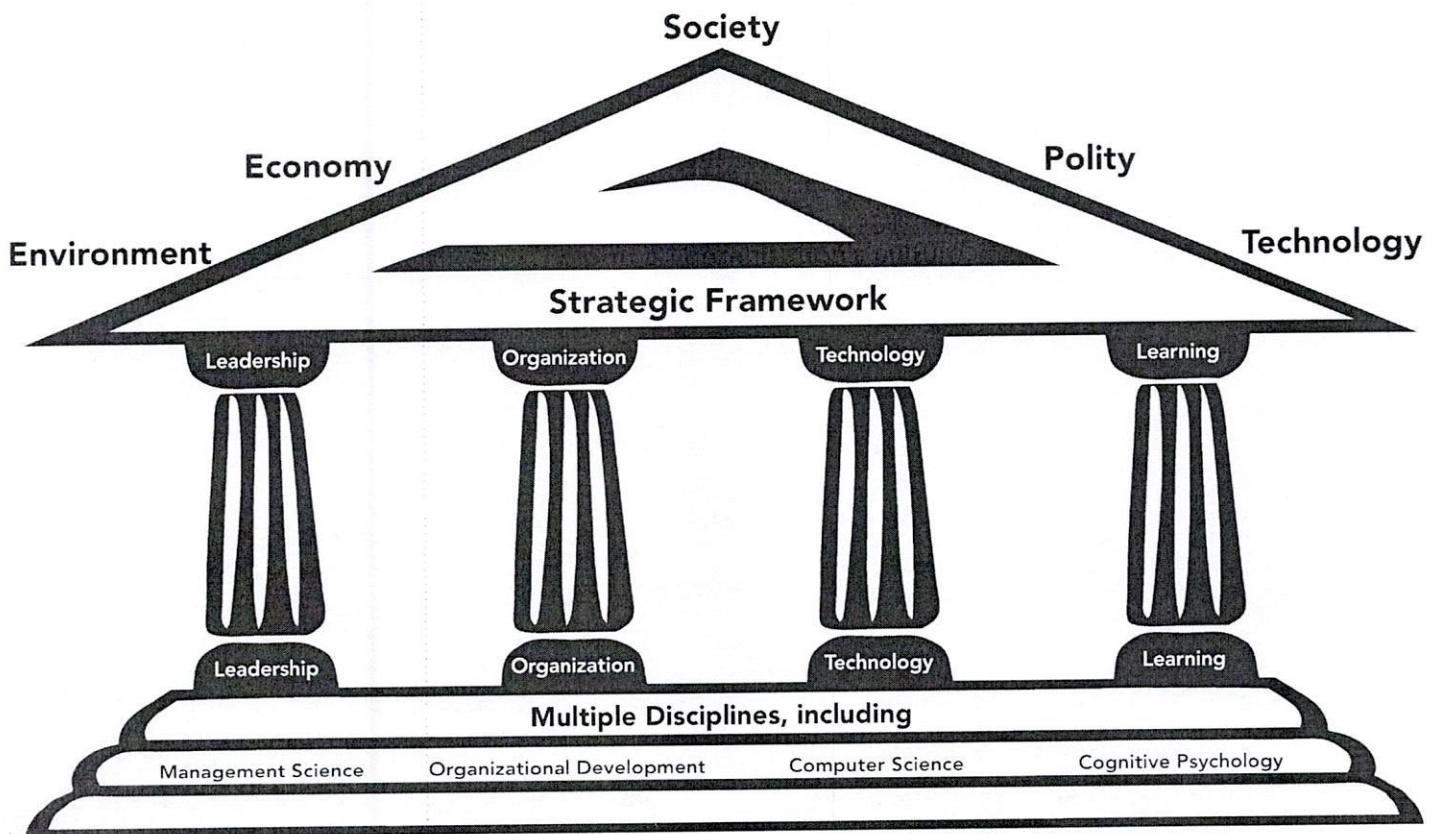


Knowledge Assets	Individual	Group	Intra-Organizational Domain	Inter-Organizational Domain
Tacit Knowledge	Cross-cultural negotiation skills	Team coordination in complex work	Corporate Culture	Customer expectations and attitudes toward products and services
Explicit Knowledge	Knowledge calculus	Quality circles	Organization charts	Patents and documented practices

# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

## KNOWLEDGE MANAGEMENT ARCHITECTURE

- An **architecture** must be built to initiate and implement organization-wide knowledge management initiatives.
- **Four pillars are critical to success:** (i) leadership, (ii) organization, (iii) technology, and (iv) learning.
- **Leadership** develops the strategies necessary to position for success in an environment.
- Respect for knowledge must pervade an **organization:** introducing knowledge management requires organizational change, and knowledge management inevitably acts as a catalyst to transform an organization's culture.
- **Technology** is essential to achieving knowledge management strategies; however, any technical solution must add value to the process and achieve measurable improvements.
- Organizational **learning** is the ability of an organization to gain insight and understanding from experience through experimentation, observation, analysis, and a willingness to learn from failure, not just success.



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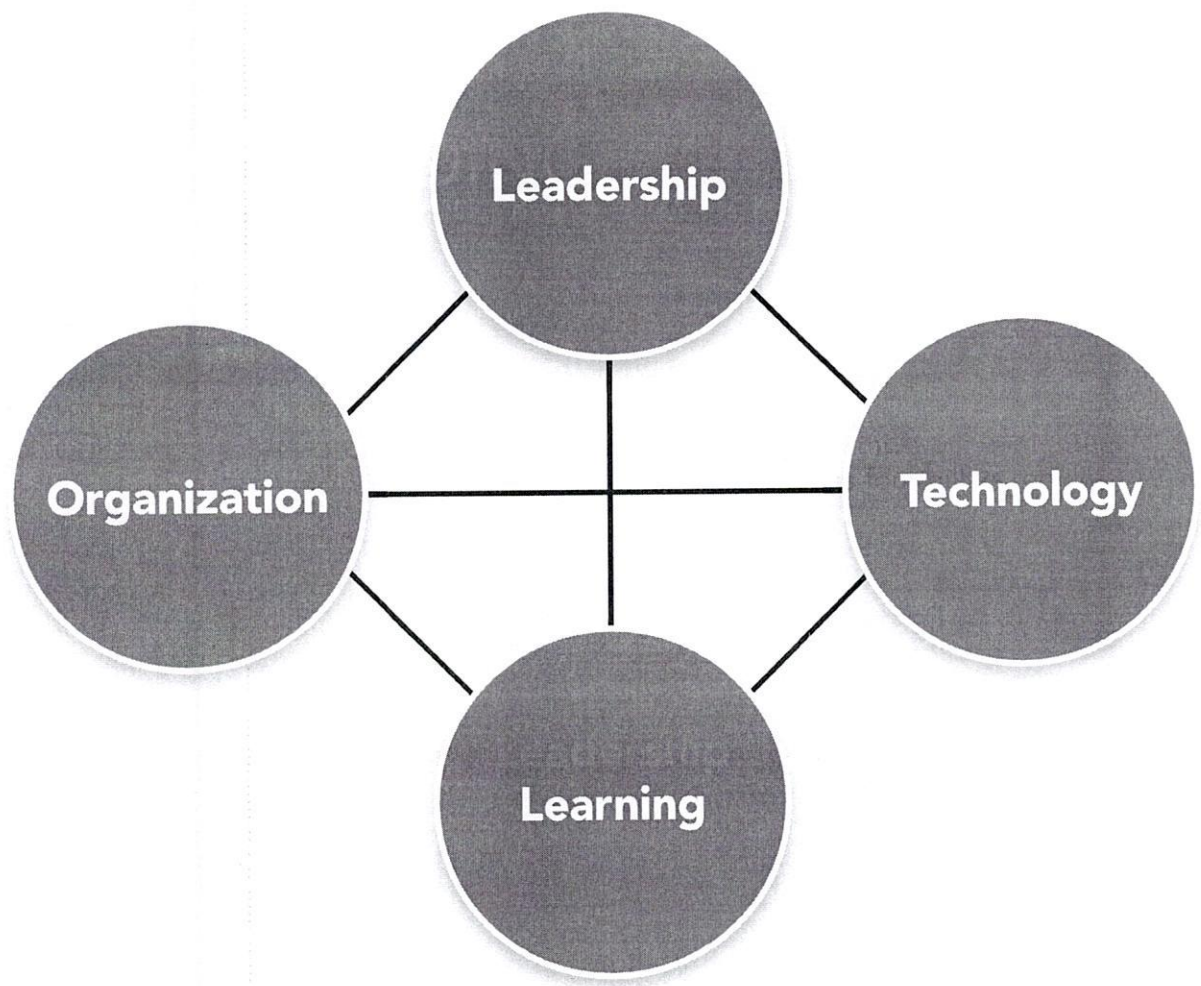
## KNOWLEDGE MANAGEMENT ARCHITECTURE

Pillar	Function	Typical Activity
Leadership	Cross-cultural negotiation skills	<ul style="list-style-type: none"> <li>• Identify knowledge critical to learning.</li> <li>• Conduct work-centered analysis.</li> <li>• Plan high-level strategic approach.</li> <li>• Establish goal and prioritize objectives.</li> <li>• Define requirements and develop measurement program.</li> <li>• Promote values and norms.</li> <li>• Implement strategy.</li> </ul>
Organization	Organize to support values for knowledge management.	<ul style="list-style-type: none"> <li>• Identify critical knowledge gaps, opportunities, and risks.</li> <li>• Develop business process model.</li> <li>• Engage key audiences with incentives.</li> </ul>
Technology	Collect and connect knowledge.	<ul style="list-style-type: none"> <li>• Enhance system integration and access.</li> <li>• Deploy intelligent agents for people.</li> <li>• Exploit semantic technologies.</li> <li>• Reuse existing capabilities in new ways.</li> <li>• Monitor, measure, and report knowledge performance metrics.</li> </ul>
Learning	Cultivate and utilize virtual teams and exchange forums for knowledge management.	<ul style="list-style-type: none"> <li>• Enliven collaboration.</li> <li>• Facilitate communities of practice.</li> <li>• Encourage storytelling.</li> <li>• Recognize and reward knowledge sharing.</li> </ul>

# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

## BALANCED KNOWLEDGE MANAGEMENT

The architecture of knowledge management must be strengthened in support of organization-wide initiatives. Its four pillars require **balanced interconnectivity**.



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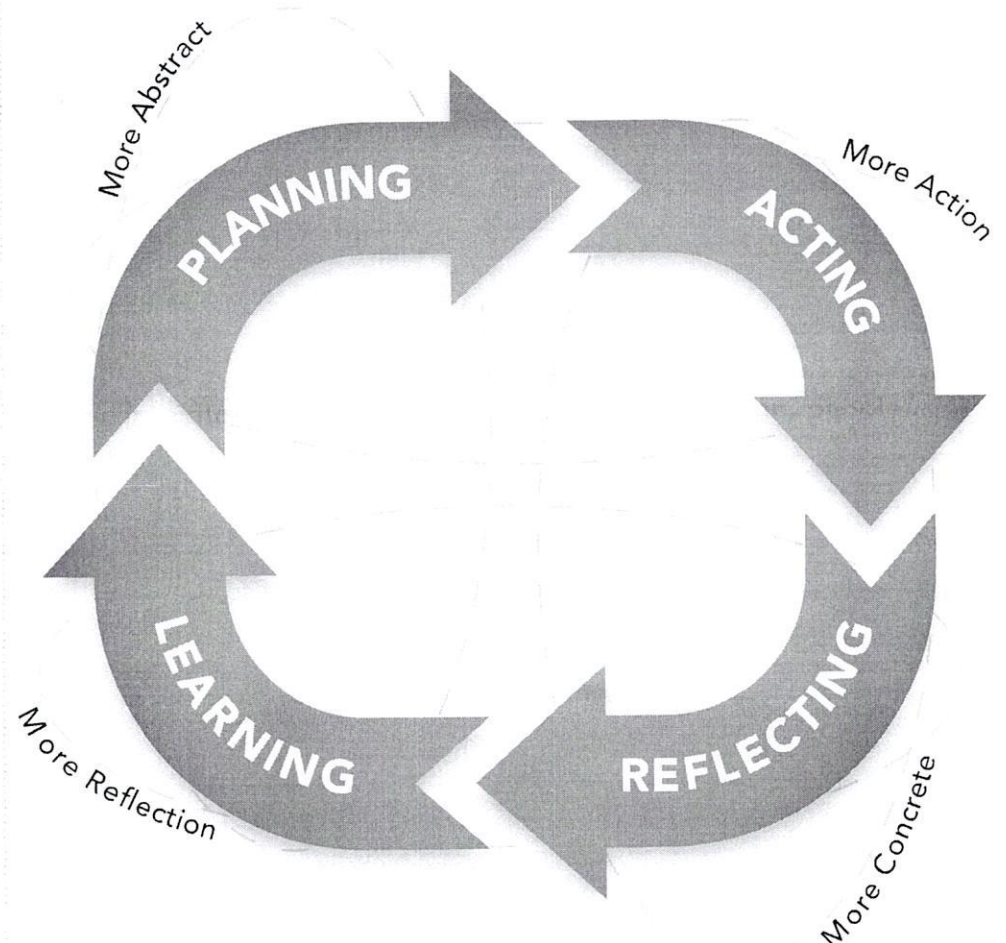
## THE WHAT, WHY, AND HOW OF LEARNING

Learning is the **acquisition of knowledge or skills** through study, experience, or instruction.

Learning is an **integral part of knowledge management**. Its ultimate end is to raise performance.

In the corporate world, learning is **driven by organization, people, knowledge, and technology working in harmony**.

## LEARNING FROM EXPERIENCE



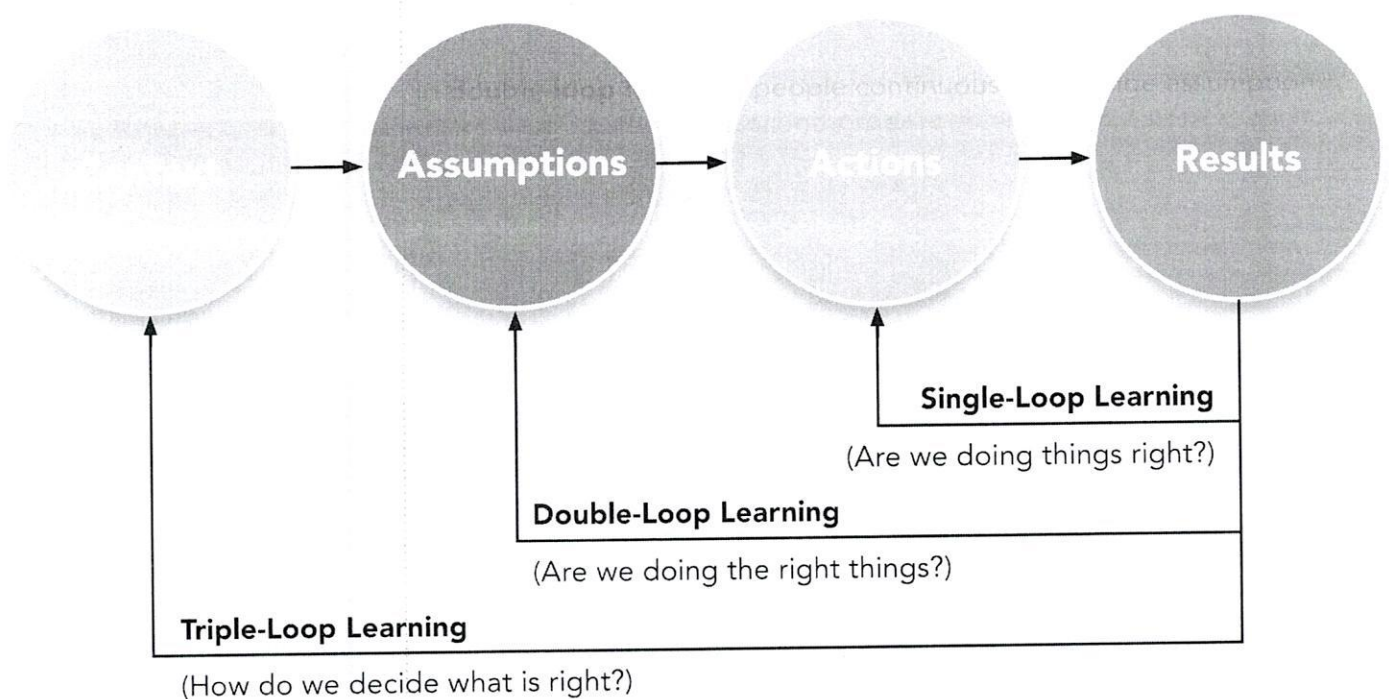


# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

**LEARNING LOOPS** In **single-loop learning**, people spend the bulk of their time detecting and correcting deviations from the rules and procedures.

In **double-loop learning**, people continuously challenge assumptions (status quo), categorize second-order problems from patterns, and rethink underlying strategy based on insights. They are able to reflect on whether the rules might need to be altered.

In **triple-loop learning**, the highest order of organizational learning, people question the *raison d'être* of organizations; reconsider its principles and policies; and arrive at renewed statements of identity, values, culture, and worldview (learning about learning) that may even impact their external environment. Capacity to think creatively and act innovatively is multiplied. People deliberate at length on the meaning of rules, not just whether the rules should be changed.



# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

## LEARNING LOOPS

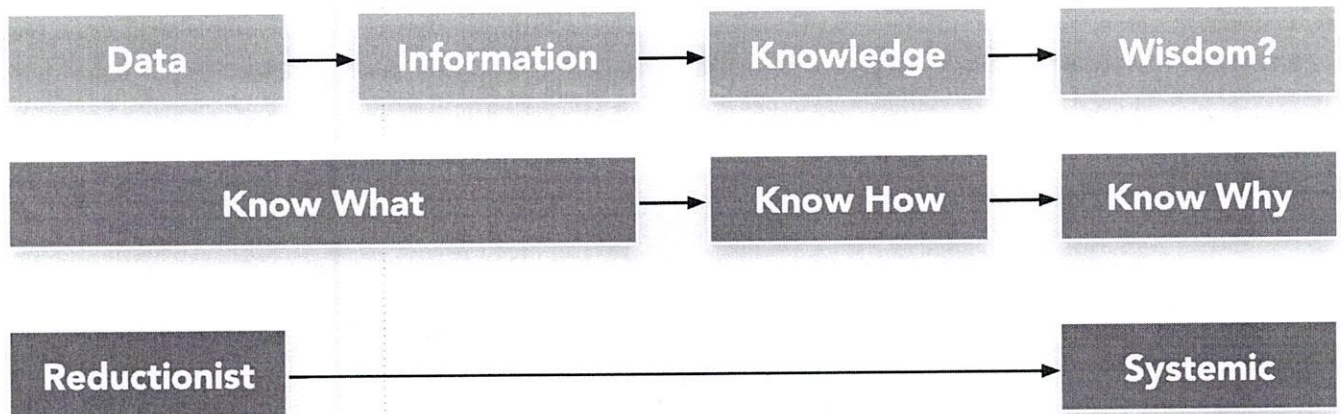
Single Loop	Double Loop	Triple Loop
<i>Adaptive Learning</i>	<i>Generative Learning</i>	<i>Radical Learning</i>
<ul style="list-style-type: none"> <li>• Apply existing rules/procedures</li> <li>• Coping</li> <li>• Deal with symptoms of problems</li> <li>• Efficiencies</li> <li>• Improved application of rules/procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Examine underlying causes</li> <li>• Question assumptions and rules/procedures</li> <li>• New knowledge and insights</li> <li>• Revised rules, systems, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Examine core values and identity</li> <li>• Rethink fundamental purpose and principles</li> <li>• Renewed statement of core values and purpose</li> <li>• Renewed identity</li> </ul>

**Quadruple-loop learning** is rarely associated with organizational learning: reflective and comparative, it analyzes systemic options and evaluates the foundational claims of each.

**Quadruple-loop learning** investigates the deep assumptions of paradigms and the principles they are built on, ethics, horizons, and approaches to knowledge creation. The payoffs are breakthroughs by perpetual practice in humane, built-for-change organizations.

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## MODEL OF LEARNING PROGRESSION

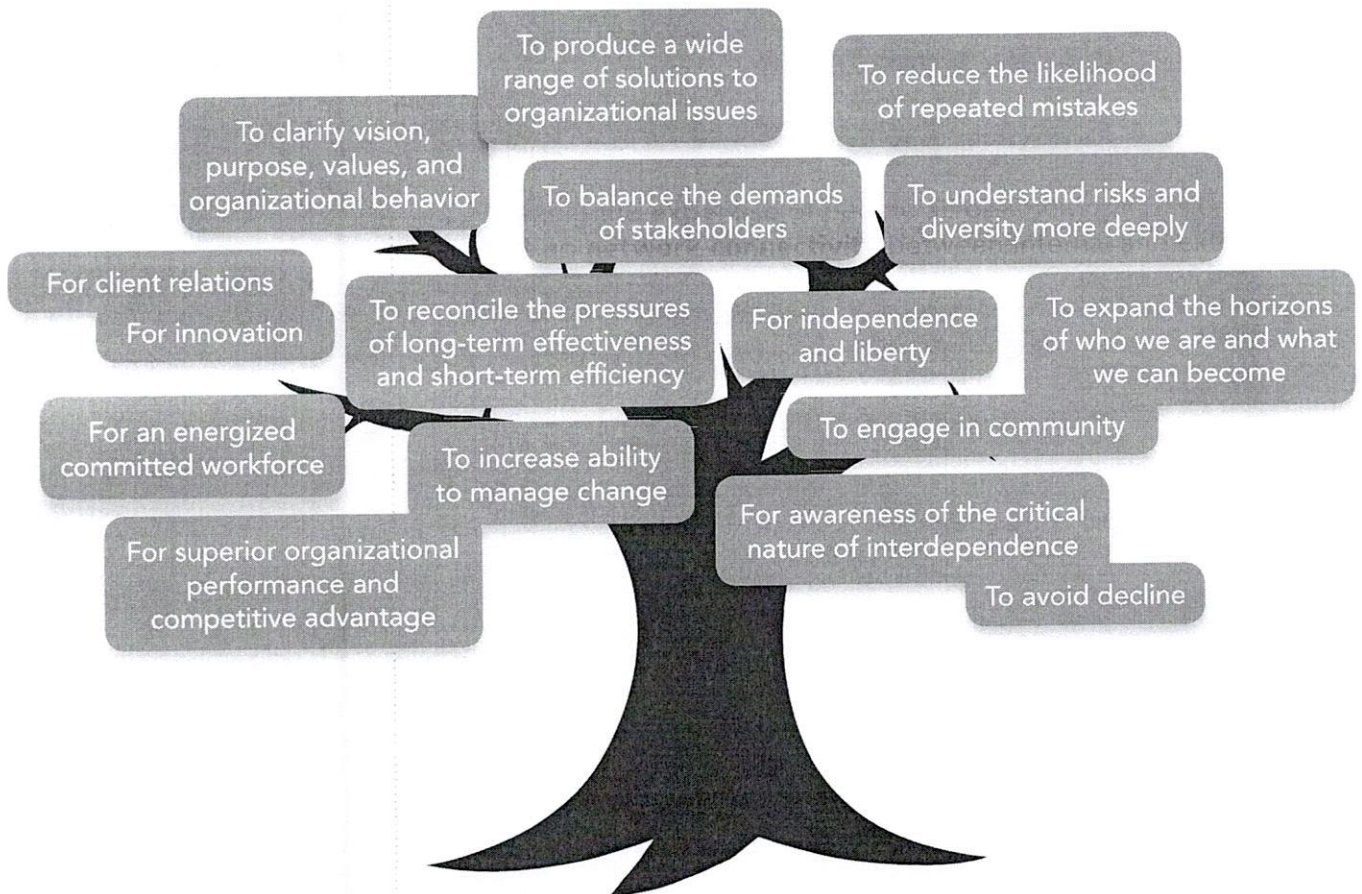


# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

## MOTIVATIONS BEHIND KNOWLEDGE MANAGEMENT EFFORTS

Typical considerations include:

- Making available **increased knowledge content** in the development and provision of products and services.
- Achieving **shorter product development cycles**.
- Facilitating and managing **innovation** and **organizational learning**.
- Leveraging the **expertise** of people across the organization.
- Increasing **network connectivity** between internal and external individuals.
- Managing business **environments** and allowing staff to obtain relevant insights and ideas appropriate to their work.
- Solving intractable or **wicked problems**.
- Managing **intellectual capital** and **intellectual assets** in the workforce.



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## CULTURAL ROADBLOCKS TO KNOWLEDGE MANAGEMENT SUCCESS

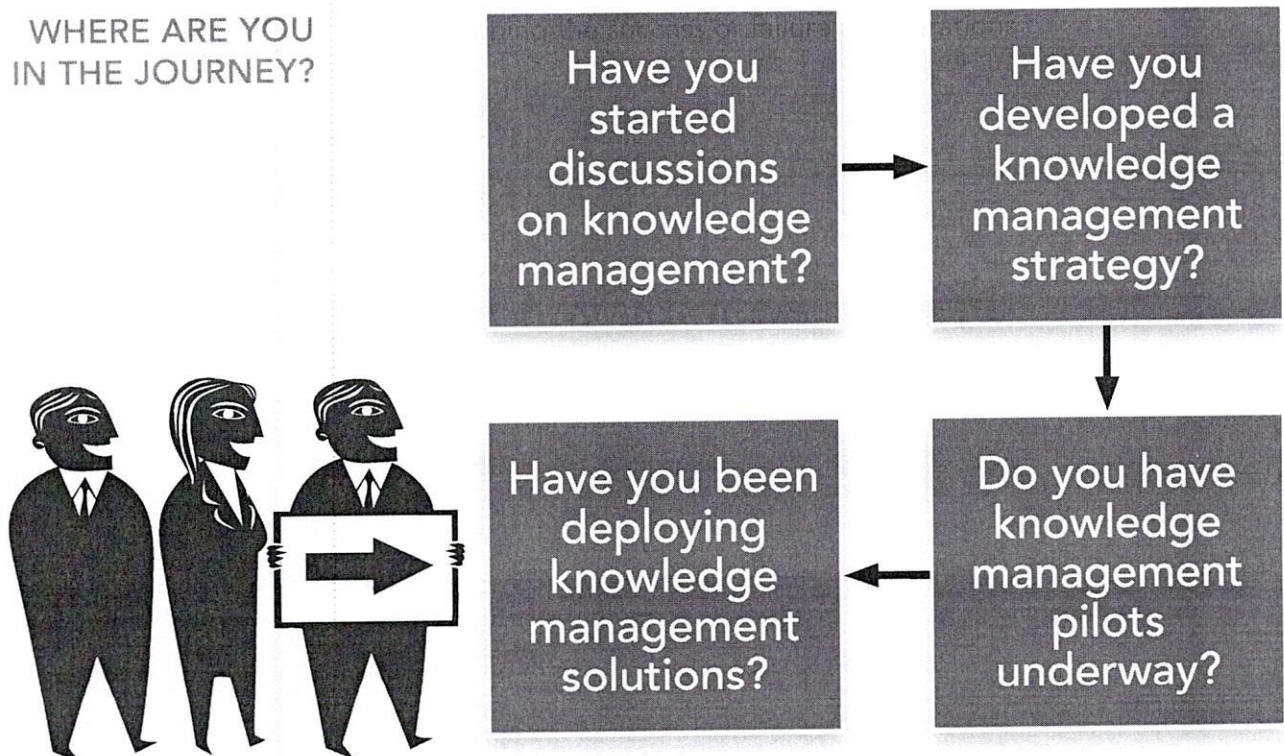
**Culture** has been characterized as the glue that holds organizations together.

**Culture is critical to**

- Setting and executing strategy.
- Determining the success or failure of operations.
- Establishing employee satisfaction, job commitment, and turnover.
- Managing knowledge, for example through knowledge sharing.



WHERE ARE YOU IN THE JOURNEY?



# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

## EARLY SIGNPOSTS TO KNOWLEDGE MANAGEMENT

- **Knowledge products and services are strategic** and must be accounted for and valued accordingly.
- Knowledge management requires **integration and balancing of leadership, organization, technology, and learning** in an organization-wide setting.
- Knowledge management must both **meet the requirements of and conditions for success and the desired benefits and expectations** of the organization.
- **Organizational culture affects knowledge management**, especially at lower levels of corporate hierarchies.
- **Streamlined organization with strong organizational culture** have a higher chance of success in knowledge.
- An **atmosphere of trust** is a precondition to knowledge sharing.
- **Proposals for knowledge management should include both soft and hard measures** if managers are to support knowledge management initiatives.
- The **success factors for knowledge management are dominated by management concerns for people, process, and outcome orientation**. They are interspersed throughout the knowledge management architecture of leadership, organization, technology, and learning.

# UNDERSTANDING KNOWLEDGE MANAGEMENT AND LEARNING ESSENTIALS

## KNOWLEDGE MANAGEMENT AND LEARNING IN ADB

**Knowledge Management in ADB** moves ADB to improve its organizational culture, management systems, business processes and information technology solutions, communities of practice, and learning and development mechanisms.

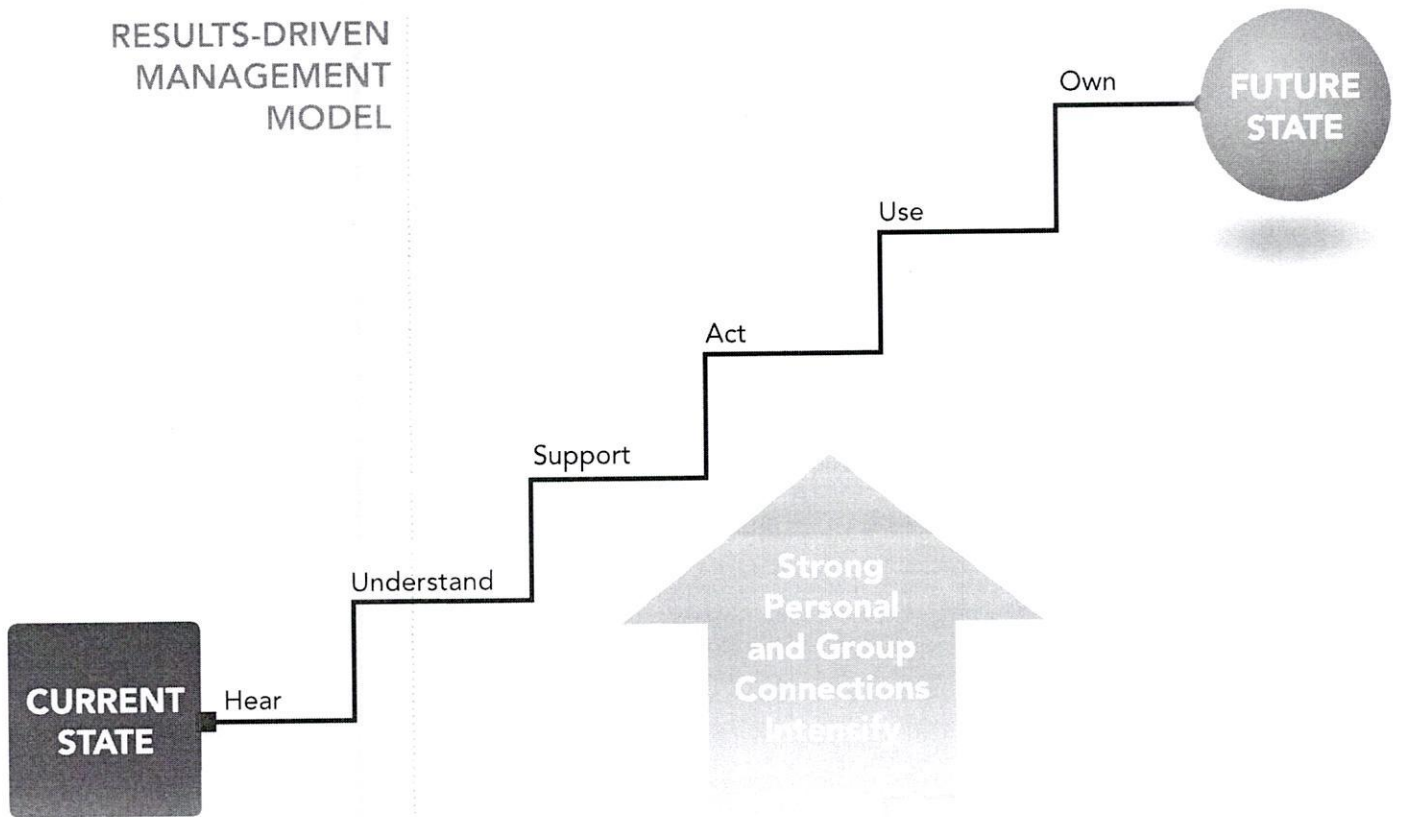
**Enhancing Knowledge Management under Strategy 2020: Plan of Action, 2009–2011** delivered knowledge solutions and knowledge services from four strategic thrusts:

- Sharpening the knowledge focus in ADB's operations.
- Empowering communities of practice.
- Strengthening external knowledge partnerships.
- Further enhancing staff learning and skills development.



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RESULTS-DRIVEN  
MANAGEMENT  
MODEL

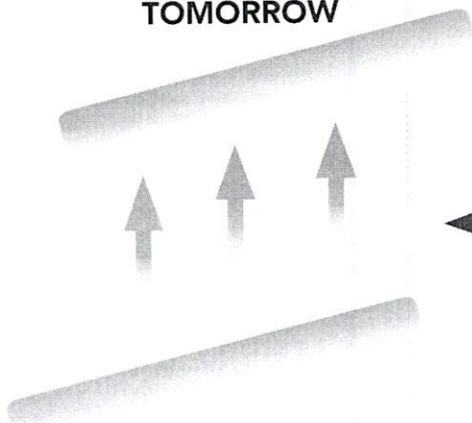




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THE PROMISE  
OF KNOWLEDGE  
MANAGEMENT

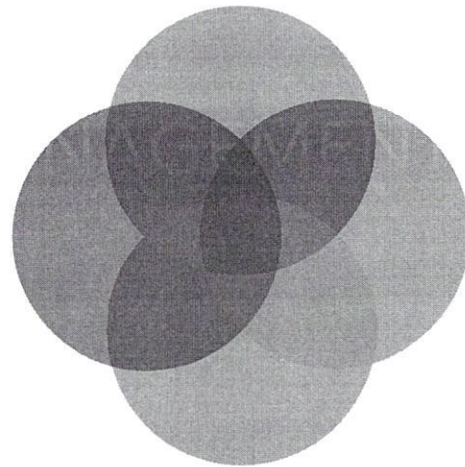
PERFORMANCE  
TOMORROW



PERFORMANCE  
TODAY

← PEOPLE

ORGANIZATION



KNOWLEDGE

TECHNOLOGY

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## FURTHER READING

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