

**Definition: Knowledge Management is the collection of processes that govern the creation, dissemination and utilisation of knowledge. (create / share / retain)**

- **Think about Hamel and Prahalad (1994):** Building a focus on knowledge management is much more important than the historical focus of Western firms on product management.
- From a **Resource Based View (RBV)** of the firm – Encourage researchers to focus on knowledge and its creation and exploitation within firms.
- No real distinction between Resource Based View and Knowledge Based View of the firm:
  - What really matters for firms is their ability to **learn faster** than their rivals and adapt (**agile**) their behaviour more productively to create a **competitive advantage** through **core competencies**.
  - Aiming to **keep and protect** the '**Intellectual Capital**' ~ not just 'in the head'
- **What implications exist for HR in a knowledge creating company?**

<b>Knowledge Strategy</b>	The leadership of 'knowledge-creating' companies should develop a vision for what sort of knowledge should be developed in the firm
<b>Multi functional careers and cross-functional teams</b>	Individual employees can contribute more to knowledge creation when they have been trained in more than one function and when they regularly participate in cross-functional teams
<b>Triple Career Ladders</b>	Should be career ladders for (1) Managers, (2) Technical specialists, (3) Project Leaders. A project leader is an intra firm entrepreneur who should be well rewarded for this frontier role
<b>Competing internal development teams</b>	There is value in positive redundancy: having different internal teams working on the same project who then argue over the advantages and disadvantages of their approaches
<b>Information Democracy</b>	All employees should have equal access to corporate information (to interact on equal terms). Job rotation, open meetings and decision-making should be practiced to democratise information flows.

*p85 in Purcell and Boxall*

- The challenge for HRM with **knowledge management** is **balancing** the following three factors: (*Represented by Triangle Drawing in Lecture notes*):

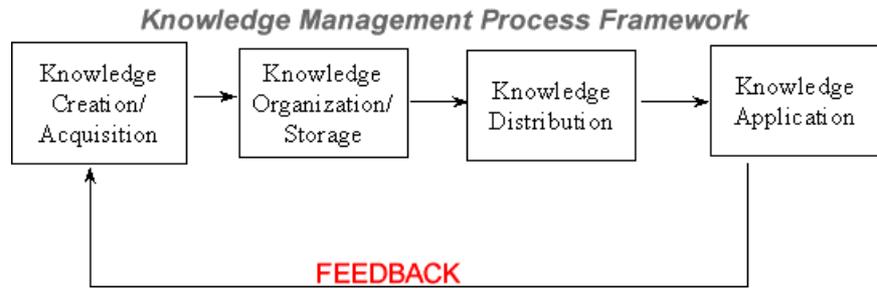
<b>Categories knowledge</b>	Intellectual <b>Capital</b> approaches (ie intellectual action that <b>ADDS VALUE</b> ) <ul style="list-style-type: none"> <li>- <i>Human e.g. individual skills, qualifications ~ <b>Know What &amp; Know How</b></i></li> <li>- <i>Social e.g. Interaction, relationships, competencies</i></li> <li>- <i>Structural ~ enables social capital</i></li> <li>- <i>Organisational ~ combination of previous</i></li> <li>- <i>Customer e.g. knowledge about markets</i></li> </ul>
<b>Key HRM practices</b>	The importance of <b>attracting and retaining talent</b> within a talent war Developing <b>human capital</b> through work organisation and exposure to <b>challenging projects</b> as a tool to develop cutting edge skills Time for personal development ~ <b>TIME</b> is a new <b>CURRENCY</b> <b>Centrality</b> of performance management in Knowledge Intensive Firms The criticality of social capital – knowing who to ask, when to ask, what to ask when trading in knowledge Managing clients & relationships with other partners in ext. networks
<b>Knowledge Intensive Situations</b>	Knowledge Creation <ul style="list-style-type: none"> <li>- <i>Learning-by-doing</i></li> </ul> Knowledge sharing within organisations <ul style="list-style-type: none"> <li>- <i>Inter-team building of capital</i></li> </ul> Knowledge sharing between organisation <ul style="list-style-type: none"> <li>- <i>Client influence</i></li> <li>- <i>Client teams</i></li> <li>- <i>Boundaries</i></li> </ul>

- In knowledge intensive situations, managers must be aware of **underlying tensions**. These include:
  - How to manage knowledge itself and knowledge workers ~ **integrate** people & processes
  - How to manage identities (team, organisation, client and profession)
  - How to formalise policies and embed processes.

▪ Knowledge should be :

- Valuable
- Rare
- Inimitable
- Non substitutable

**V - R - I - N**



- **Tacit v Explicit** considerations
  - Tacit = Intuitive, Non verbalised
  - Explicit = Can be articulated verbally or in written terms

	Explicit	Tacit
<b>Individual Level</b>	Knows Calculus	Cross Cultural Negotiation Skills
<b>Group Level</b>	Quality Circle's documented analysis of its performance	Team coordination in complex work
<b>Organisation Level</b>	Organisation Chart	Corporate Culture
<b>Inter-Organisational Level</b>	Suppliers patents and documented practices	Customer attitudes to products and expectations

**P83 in Purcell and Boxall**

- When knowledge management moves to becoming **organisation learning**, the organisation has achieved some form of competitive advantage

**Definition: Organisational learning** refers to the process through which an entity (whether it be an individual, group of individuals that act on behalf of the organisation, or the organisation itself) employs enabling abilities to create, share and retain knowledge within a system

- Consider 5 new skills required for organisational learning (Taken from **Senge**)
  - **Building Shared Vision** ~ understand **As-Is** & accept **creative tension** as we move **To-Be**
  - Surfacing and testing mental **Models** – Cannot start to change behaviour until you first understand what behaviour is now!
  - **Systems thinking** ~ think holistically
  - **Personal mastery** ~ individual Learning
  - **Team learning** ~ team work
- The following factors interact to enable the planning, design and implementation of knowledge:
  - Infrastructure
  - Technology
  - Culture
  - Measures

**Think about KOBL Learning Circle**

**EXPERIENCE  
REFLECT  
THEORISE  
ACT**

