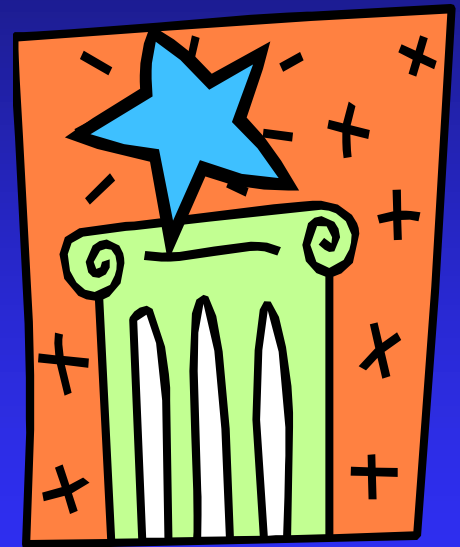


The Value of Knowledge Transfer

Larry Todd Wilson
LearnerFirst, Inc.

February 27, 1997

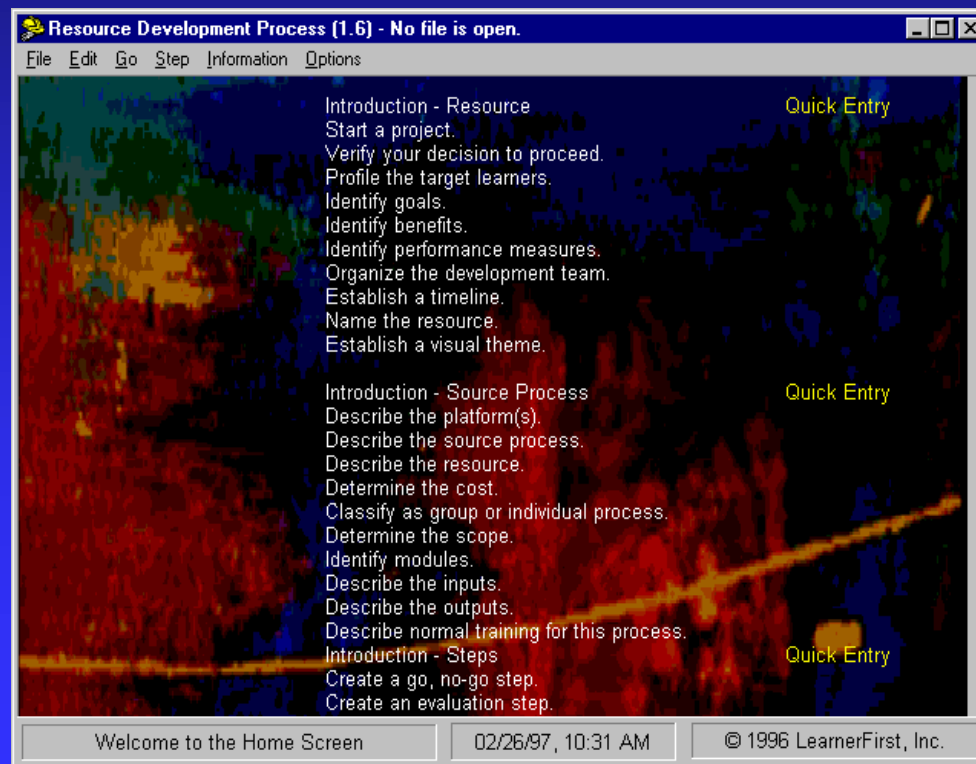
Leadership Community,
Steelcase Corporate Headquarters



The Value of Knowledge Transfer

- Value
- Approach & Concepts
- Process
- Capabilities
- Conclusion

Example of Value - LearnerFirst's Resource Development Process

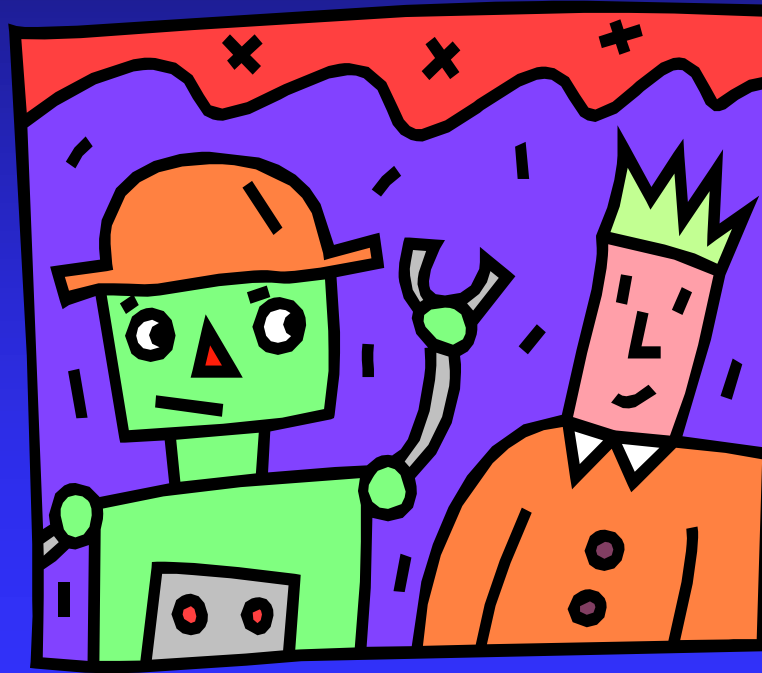


What is LearnerFirst's Approach?

- Individualize!
- Augment, don't replace.
- See all human capabilities as processes.
- Design for action.

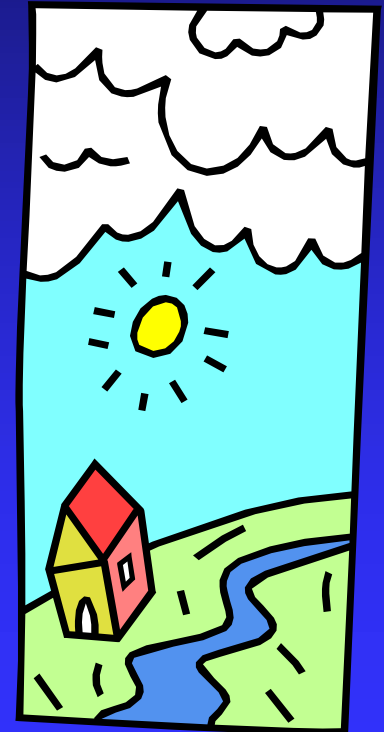
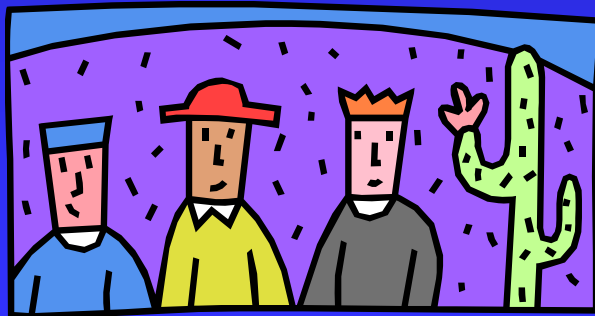


System =
Support System + Individual

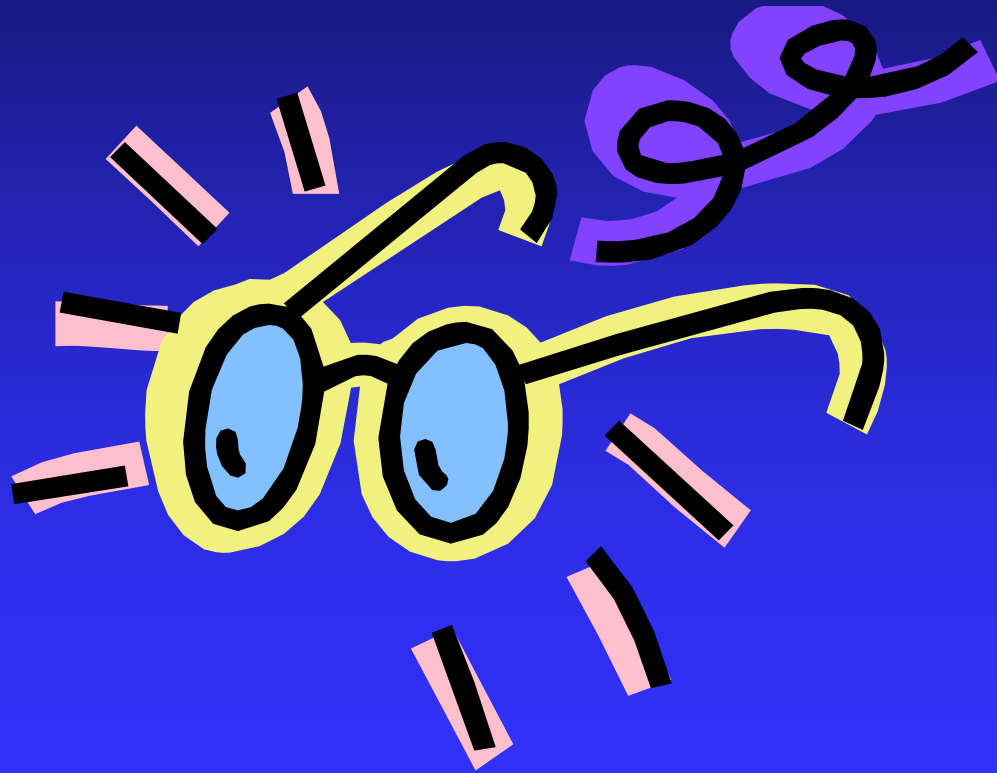


When eliciting knowledge, you could focus on:

- Events
- People
- Places

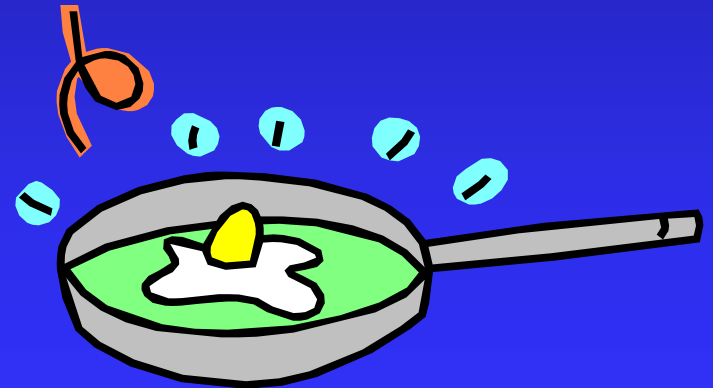


Process is a powerful way to
perceive tasks, events, and
experiences.

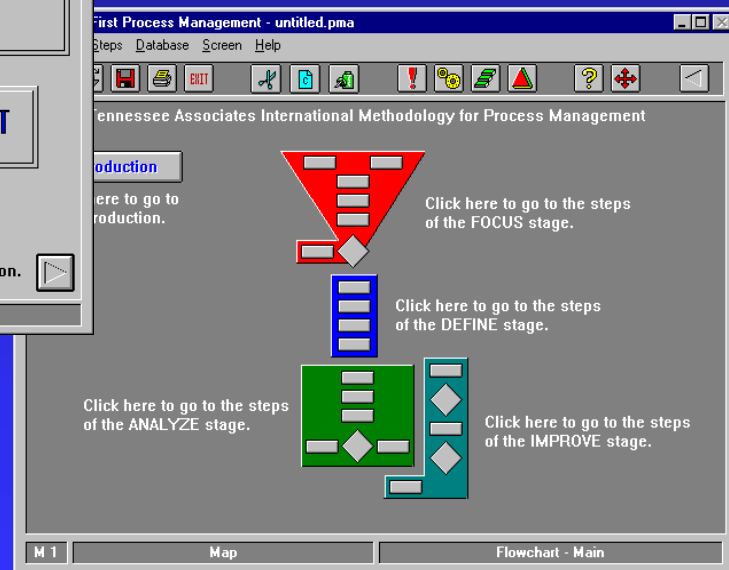
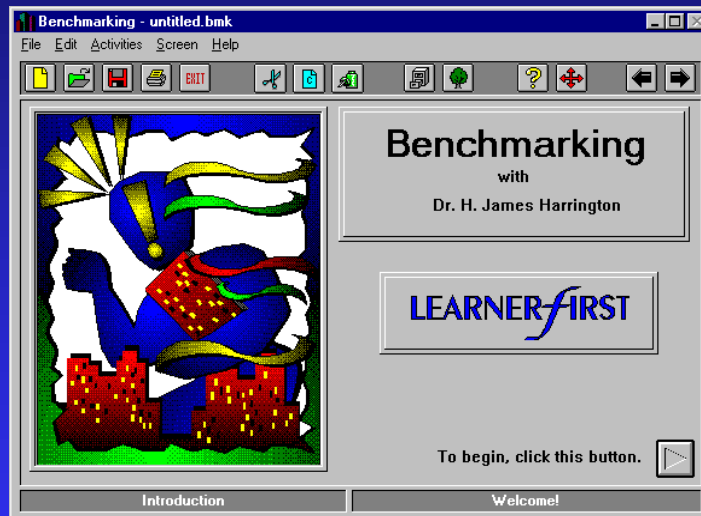


A process...

- accomplishes a goal.
- has a beginning and an end.
- is a set of interrelated steps.
- is any verb.

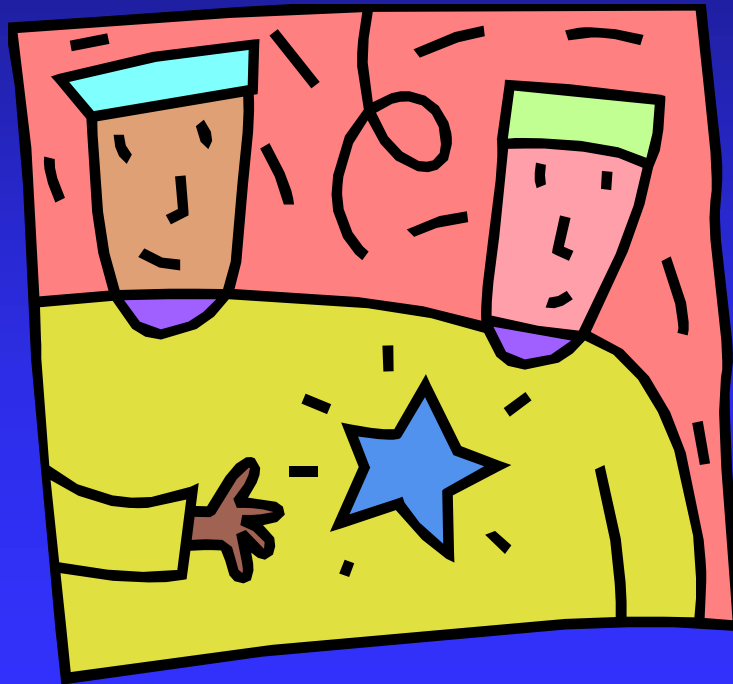


Examples - Benchmarking, Process Management



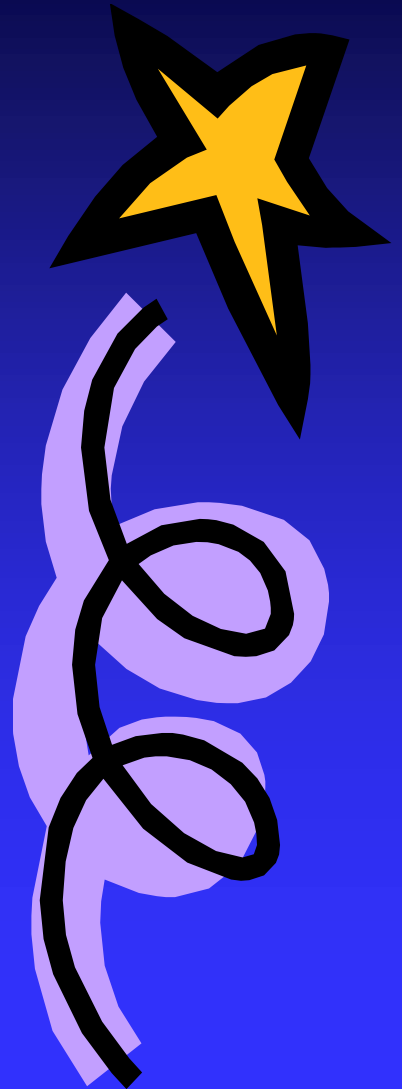
How is Knowledge Produced?

■ The Process of Knowledge Transfer



The aim of knowledge transfer is to articulate:

- Steps/Tasks
- Support Information
- Guidance (Prompts)
- Places to record responses
- Ways to navigate



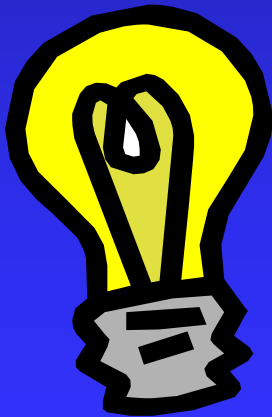
Steps

- A step is a task that is "just the right size."
- Steps may be organized according to a chronology or a theme.



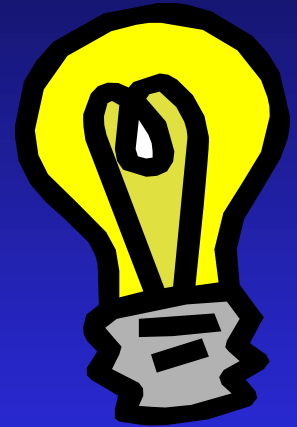
During a step, an individual:

- understands
- thinks based on the prompts (elements)
- records a response



To understand, individuals prefer different types of information.

- Definition
- Example
- Image
- Purpose Statement
- Description of inputs, outputs, measures, feelings, and time or costs



Many steps are mind abilities.

Adapt Analyze Appraise Arrange Assess
Assimilate Categorize Classify Compare
Consider Contrast Decide Define Differentiate
Discern Distinguish Emphasize Establish
Estimate Evaluate Examine Extrapolate Find
Generalize Group Guess Hypothesize Imagine
Infer Inspect Investigate Judge Monitor
Observe Organize Ponder Predict Prioritize
Rank Reason Refine Reflect Scrutinize
Suppose Synthesize ...



To stimulate thinking, individuals
need elemental thinking
processes.



Each element has four parts:

- Stimulus in the form of question and/or cue
- A place to record a response
- Feedback (optional)
- Functional help

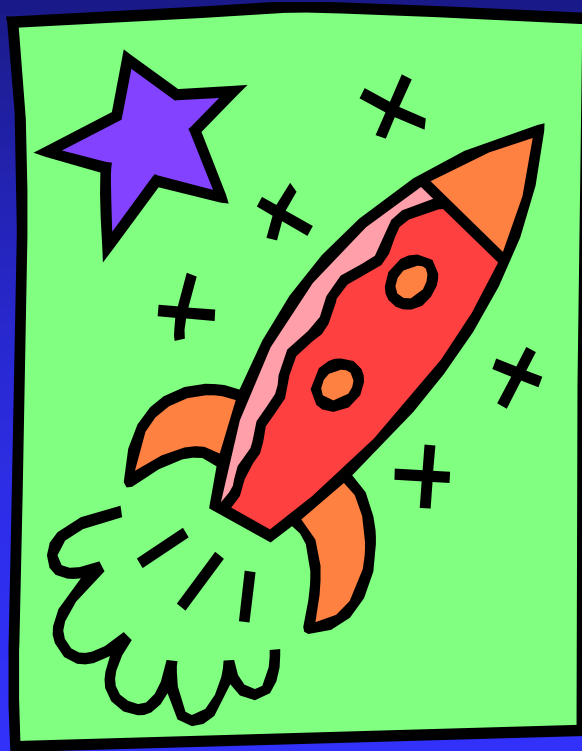


Recording is essential for evaluation and improvement.

- Recording occurs when individuals respond to elements.
- The support system never forgets what was done or the outcome.



Capabilities Resulting From Knowledge Transfer



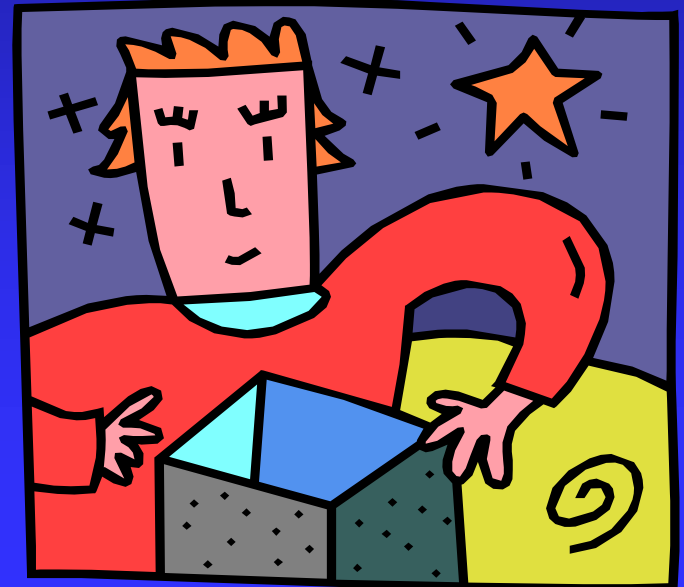
Individuals create knowledge.

- 1. Determine scope.
- 2. Identify goals, benefits, and measures.
- 3. Identify steps.
- 4. Identify elements for each step.
- 5. Create support information for each step.



Individuals improve knowledge.

- Add or change definitions, examples, purpose statements, descriptions, images...
- Change the appearance of an application.
- Change the support level.
- Add a step.
- Remove a step.
- Change an element.
- Turn element on or off.
- Create a new element.



Individuals evaluate knowledge.

- How many?
- How much?
- How well?
- When?
- What is this related to?



Individuals share knowledge.

