



# KM REVIEW

Gaining competitive advantage in the knowledge economy

Vol 10 Issue 4 September/October 2007

## Developing effective business alliances

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- **INTEGRATING BUSINESS LEARNING STRATEGIES**
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Using wikis at the National Research Council, Canada

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### OUR MISSION

*KM Review* offers case study material, practical advice and leading strategic thinking to inform the development and sustenance of knowledge-based organizations. We bring you material that corresponds with the key activities of knowledge management professionals:

- Communicating about and marketing KM
- Delivering high-impact and high-value solutions
- Establishing and maintaining a relevant, business-driven KM strategy
- Making the business case to company leaders
- Managing turf issues and politics
- Measuring effectiveness
- Partnering with other functions
- Researching the KM field and technology options

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*By Bill Kaplan, Acquisition Solutions*

## LETTER FROM THE EDITOR



# Let's all get along now...

*Dear reader,*

Welcome to the September/October issue of *KM Review*.

In a recent interview I was reminded of the phrase “your enemies one week are your friends the next.” It seems as businesses grow and more opportunities arise, this expression becomes ever more relevant. Examples of fast, collaborative and strategic alliances with other organizations – who may be competitors – is a growing trend and one that, if understood correctly, could help your organization differentiate and innovate almost as quickly as customers demand.

In this issue we look at the subject of internal, individual, cross-functional and cross-organizational collaboration, and examples of the subsequent benefits when siloed, or traditionally battling groups, begin to work together.

On the topic of alliances and innovation, Victor Newman contributes to this issue with an article entitled **Uniting open innovation and strategic KM**. The latest in a series of envelope-pushing pieces, Newman outlines the potential of seeking outside expertise, the critical importance of knowing when to refresh and renew knowledge, and why organizations should move beyond “out-of-the-box thinking” towards “no-box thinking”.

### **KM and HR working in unison**

The KM and HR functions are often connected in some way. But, with different strategic objectives and organizational roles, how often do the two functions integrate successfully? In **Integrating business learning strategies**, Christine van Winkelen describes a research project undertaken at the Henley KM Forum, together with representatives from 12 major organizations, which looked at how KM and HR can minimize duplication and work together to achieve common objectives. Centering around the concepts of passive and active learning, this research project was driven by Peter Hall, former CKO at mobile telecoms firm Orange, and has a valuable summarization of points for you to incorporate.

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**KMNetwork-on@melcrum.com**

### **Another attempt at connecting people**

This issue again sees a heavy dose of social media tools in the workplace and on the intranet. It's an increasingly popular and exciting topic for knowledge managers, and it's driven by groups of individuals – large and small – who want to collaborate and improve the way work gets done.

Like many, I'm convinced of the potential of social tools in the workplace, but what's worrying is evidence of mistakes repeating themselves when it comes to overwhelming people with the technology itself. As Sam Marshall describes in his profile Q&A (page 4), there's a risk of social media tools being seen as a “silver bullet”. I agree, and believe that the lessons of millions of dollars wasted on big KM “systems” in the 1990s should be kept in clear-focus. As shown in this issue's case study entitled **Evolving a traditional government intranet site**, it may be time for the technologists and IT departments to start providing a service to the business, rather than determining what services the business can or should implement.

### **Developing your skills and proving your value**

Our last feature is from Bill Kaplan, chief knowledge officer at Acquisition Solutions. In **Creating long-term value as chief knowledge officer**, Kaplan outlines what he sees as the core skills and attributes to be a successful CKO, and how to recognize when the plan is coming together. Whether you're already a successful CKO and can relate to – or disagree – with Kaplan's points, or you're an ambitious knowledge worker with some amazing ideas, this is a compelling read.

Enjoy the issue. As always, I'd be delighted to hear your feedback and thoughts on the articles and topics within.

Alex Manchester, editor  
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## Adapting to a complex, fast-changing reality

By Carol Kinsey Goman, PhD

**Carol Kinsey Goman explores the never-ending need for fast adaptation in business.**

I was speaking to employees of a utility company in Southern California and, because they wanted the entire work force to attend, I spoke once in the morning and repeated the program in the afternoon. At the first session I had just finished talking about uncertainty and the changing nature of change when an audience member asked: "If everything is uncertain, what happens to strategic planning? How can you make any plans for an unknown future?"

It was a good question, and I answered it by using the two sessions as an example: "I was hired to put on two identical programs today, but you and I both know that it is impossible for them to be identical even though I will use the same set of PowerPoint slides for both presentations. The differences will be determined by the makeup of the two audiences – how many attend, what their energy level is, what questions they ask, maybe even what they had for lunch. And, of course, I too will be slightly different depending on my energy level and what I had for lunch, etc. I don't know how the afternoon session will be different, but I'm certain that the unexpected will happen."

### Preparing for the future

What this means to me as I prepare for a program – and, more importantly, what it means to all of us as we prepare for the future – is that we have to set goals and make plans while taking into account a multitude of contingencies in a volatile environment. We then have to understand that, despite our best efforts, the future may not play out

the way we planned. We need to keep reorienting as conditions change – frequently in ways we would never have anticipated.

Some people are naturally better than others at coping with and adapting to a complex, fast-changing reality. These individuals take charge of change by remaining flexible and open to the unexpected.

### Flexible working practices

Some years ago, at a management meeting in Canada for the Saskatchewan Government Insurance Company, an audience member approached me and said: "What I liked best about your speech was the part about the importance of personal flexibility to deal with change. That's because my father was the head of the Canadian prison system, and he developed a test that was the mark of the criminal mind. Would you like to hear about it?" I said that I was very interested, so he continued.

### Identifying problems

"It was really simple. My father would bring each prisoner into his office and sit across from him at a table that had two colored lights – a red one and a green one. My father operated the lights from switches that were hidden under the table. The prisoners' task was simple – when the red light flashed, they were to touch the red light, and when the green light went on, they were to touch the green. All the prisoners could do that just fine, but what none of them could do – so predictably that my father referred to the trait as 'the mark of the criminal mind' – was to see the red light flash and begin to move their hands in that direction, and then see the green light go on and alter course in time to touch the green light." The man

waited for my reaction. "You see?" he said. "No flexibility. They couldn't commit to one action and then change course when appropriate. But of course, these were the criminals who'd been caught – the ones who couldn't deviate from set plans even when things weren't working out."

The lesson this story highlights is that a constantly changing business environment requires organizations to create the capacity for rapid decision-making. It's also crucial that decisions are made in a way that keeps options open. A critical element in the health of any organism is robustness: the ability of a system to absorb small jolts. To create a robust organization, you must build flexibility and resilience into its foundation.

In your organization, strategies will be planned, announced, implemented, and then – right in the middle of execution – they will all too often have to be altered or aborted because of external changes. And you will be asked to commit to a course of action and, at the same time, stay flexible enough to alter behavior and attitude quickly to support a new direction.

### Moral of the story

Don't let the unexpected throw you. In these chaotic times, the trick is not to brace for the jolts of change, but to loosen up and learn how to roll with them. And, by the way, that's quite a trick. KM REVIEW

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## Creating space for virtually connected employees



**Sam Marshall** is director of ClearBox and specializes in intranets, collaboration and knowledge retention.

**Sam Marshall, former intranet manager at Unilever, comments on the trends and challenges he sees as an intranet, KM and collaboration specialist.**

### How and when did you become involved in KM?

I was working on artificial intelligence expert systems in 1996 when I heard about KM. It made immediate sense and I developed a KM strategy for the consultancy I was with at the time.

### What are your core beliefs for a successful KM program?

Every organization has a unique starting point, so you can't adopt someone else's success without expecting to adapt it too. Horst Rittel's concept of "wicked problems" ([wikipedia.org/wiki/wicked\\_problem](http://wikipedia.org/wiki/wicked_problem)), applies beautifully to KM – it says such problems are inherently hard to plan, so an iterative approach is the only practical approach.

### What are some of the challenges and potential directions you see for the KM profession?

"KM" as a term is looking tired, like "quality" and "business process re-engineering" before it. It needs to overcome this stigma if it is to survive as a distinct profession.

Equally, while "KM" may be tired, the problems that it seeks to address haven't gone away. I think KM practitioners can add a great deal of value in the areas of knowledge retention and collaboration.

Knowledge in organizations is becoming more volatile due to restructuring, globalization, baby-boomer retirement and

"Generation Y", the new workforce that neither expects nor offers a lifelong career. KM needs to be deeply engaged in this trend and help organizations to sustain their capabilities without relying on specific individuals staying for a long time.

The challenge of effective team collaboration – particularly when working over distances – has been growing steadily. I see many organizations going through a "one company"-type initiative, wherein operations are centralized and markets aggregated. When they do this, they give managers responsibilities over a widely dispersed group, but rarely do they equip them for the transition to working effectively with a team that can't meet often.

People who are natural leaders face-to-face may struggle because they lose the context that triggers their tacit leadership knowledge. Organizations need to develop a new skills base in this area, and KM professionals are well placed to help do that.

### How does social media fit into KM?

It feels like KM finally has some practical tools to work with; they're easy to deploy and often start with the individual rather than the organization, and so make intuitive sense to users. But, I fear they're being seen as a silver bullet, and all the hard lessons learned in KM about culture and behavior are being overlooked.

Moreover, with social tools, not everything that works on the web will work on an intranet, particularly because it's hard to get critical mass, but five percent participation on the web is noteworthy. Yet five percent of a typical organization is rarely enough to be sustainable.


The key point is that the application has to give value to a single user even before it has a large network to deliver the "social" benefits.

### What are some of the projects you've worked on recently?

I've developed a framework for reviewing intranet strategies, so recently I've been working with a number of companies that have had intranets for several years but, despite investment, they haven't delivered as hoped or have become bogged down in operational complexity.

I help them reformulate their strategy, encouraging them to think beyond top-down communication towards a rich environment that encourages employees to collaborate and network. The challenge is often not so much in explaining the idea as it is in helping companies to see how it could work in reality for their organization. That's where politics, governance and culture issues come in.

I also worked on a project for a multinational called "New Ways of Working." It was about creating a roadmap for an effective future workplace; everything from social media to the HR policy and the skills people would need to develop.

What I enjoyed about it was that it incorporated "space" as a key factor. What's often overlooked is that even if people work in a virtual way, you can't take away their offices; instead you need to provide collaboration spaces for transient workers rather than permanent desks. The office becomes the place where people come to connect rather than to do "work." We also looked at how to boost the sense of identity and belonging that normally comes from working in a building every day – making sure that there's still a sense of place online and, that when you do visit an office, you feel part of it rather than an outsider, for example. 

#### Clearbox

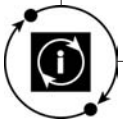
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# Technology Spotlight

New systems for implementing and advancing KM

## Innovating with employee videos at IBM

The rapid growth of user-generated video websites in the public domains mean that suddenly anyone with a video-recording device – be that a camcorder, digital camera or even a mobile phone – can place their videos quickly and easily online for millions of people to view, comment on and redistribute via their own blogs and websites.

The use of video as a corporate communication tool isn't new. The emotive aspect of film and its ability to connect with people more powerfully than the written word means this medium has always been popular. But what is new is the broadband-enabled ease and speed with which video can now be shared online.

A core part of IBM's new media strategy centers on the possibilities for video podcasting (i.e., videocasting). "There's a lot of emerging interest in videocasting inside the organization," says Philippe Borremans, new media lead in Europe for IBM.

He suggests there are three core reasons the company is moving that way:

1. *It's how the web is going:* "Our moves to videocast really reflect what's happening on the web generally, where more and more of the content you're seeing these days is video content."
2. *The technology is already there:* With many departments and most communicators already having video recording capability, there's little extra cost to be outlaid. "And mobile technology is fast moving that way too," Borremans adds. "I can take a video with my mobile phone that's good enough for a videocast."

Figure 1. IBM's Webahead Podcasting homepage



### 3. *It offers greater creative potential:*

With a podcast, there's a linearity to the content – 15 minutes of material are 15 minutes of material. But, with the right editing software, there are endless possibilities when it comes to creating communications that are inventive, clear and engaging. "Think about how quickly you can splice images, sounds, moving images and words in a piece of film to get across your message. You could condense the material from that 15-minute podcast into two minutes of video."

### **Stimulating creativity with an employee competition**

One of the core principles of the new media team at IBM has always been to build social media strategy from the ground up and then respond to it with structure and the building of a central hub.

With videocasting, the team is a little ahead of the curve, yet it still wants to "keep the social media social." IBM therefore launched videocasting with an employee competition – inviting staff to flex their creative muscles.

"One of our core strategy topics is innovation. So we invited all IBMers to create a short video clip to showcase how they see IBM innovating, or how they think it might help its clients innovate. They could then upload their clips to a central database, and have all IBMers vote on it for a prize."

The clips had to be no more than 60 seconds in length and we saw 512 submissions – ranging from the serious to the interpretive. (For example, one was a simple video about the potential of a paper clip). "It's one of those nice projects you can do to just have people think about a strategic topic for the company, but at the same time use new technology," says Borremans. KM REVIEW

Excerpted from the Melcrum report, *How to use social media to engage employees.*

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# BRIEFINGS

NEW RESEARCH, IDEAS AND TECHNIQUES

## Implementing a stage-gate process at Kennametal

By Raymond Hertz, Hertz & Associates



**Raymond Hertz** is the founder of Hertz & Associates, a B2B strategic marketing and communications consultancy located in Dallas, Texas. He specializes in blending traditional and interactive communications to drive innovative client solutions.

In 1999, *Forbes* named Kennametal among its Platinum 400 Best Big Companies in America. An accolade to be sure, but Kennametal senior executives had a more ambitious vision – taking the company from one of the best and turning it into a truly great company. This article explains the implementation of a stage-gate-driven new product development process at Kennametal.

### Building on 17 percent

In 1999, the year of its inclusion in *Forbes*, Kennametal earned only 17 percent of its revenues from “new” products (defined as products five years old or younger). This became one of the key metrics that senior executives vowed to improve because, although founded on innovation, it was felt the company could not be considered leading and innovative when only 17 percent of revenues came from new products.

### The first steps to improvement

In order to elevate the company to the desired level, the first step was to design a new management operating system, called the Kennametal Value Business System (KVBS).

KVBS was developed to become the company’s “innovation engine,” driving six core processes at Kennametal (see sidebox, opposite), and it has been key to the disciplined and systematically executed innovation program.

### Tapping Stage-Gate

As one of the six KVBS processes, new product development (NPD) was an area that all the top executives agreed had to be optimized. To do this, Kennametal sought external advice; it investigated the development process of Stage-Gate, Inc., a company founded by two internationally recognized thought leaders in the field of NPD, Dr Robert Cooper and Dr Scott Edgett.

Stage-Gate’s process offers proven solutions to the most complex problems in all aspects of product innovation through its widely recognized and implemented products. The company is dedicated to helping companies implement:

- innovation efforts that support business goals;
- a climate and culture that embrace innovation; and
- processes that drive lean, rapid and profitable innovation.

### Implementing ACE

With the help of Stage-Gate, Kennametal implemented a

disciplined NPD process that they called Achieving a Competitive Edge (ACE) – a stage-gate process for new product and process development, new technology development and product obsolescence.

### Product development in detail

The point of product development is setting up a structured NPD portfolio. This is a management process designed to encourage the various gatekeepers (the “gate” in “stage-gate”) within the company to be accountable for signing off on the suitability of each project at defined stages (the “stage” in “stage-gate”) in its development.

Essentially, NPD portfolio management is a project prioritization process. For example, if there are 70 NPD projects in the pipeline, those 70 projects are ranked and progressively reviewed to determine which will move forward in the next three to four months.

Criteria of project suitability include the gatekeepers critically examining each NPD project in the following six areas:

- *Strategic*: Does the product fit our strategy?
- *Technical feasibility*: Is the project feasible – technically/commercially?
- *Market attractiveness*: What are the potentials for growth, margins and competition?

### Kennametal

is a leading global supplier of tooling, engineered components and advanced materials consumed in production processes.  
[www.kennametal.com](http://www.kennametal.com)

- *Competitive advantage*: Is the product unique and superior?
- *Reward*: Does the project have market potential and will it generate adequate margins?
- *Synergies*: Does the project leverage Kennametal core competencies—strengths in technology, manufacturing, marketing and distribution/sales?

Evaluation of NPD projects using the above criteria helps to identify the winners from the losers. Significantly, before the implementation of this process, NPD at Kennametal was not nearly as formalized or rigorously implemented and abided by.

**Embedding ACE**

The gates serve as quality control checkpoints that open or close off progress on a project. At a gate meeting the projects follow a common format, coming up with a specified list of deliverables.

After years of working with the NPD process, team members now think of projects in terms of what stage they're at. Each NPD project must meet a specific list of criteria, or it will not be allowed to move forward. The decision outputs at each stage are either *go*, *kill*, *hold*, or *recycle*, along with an approved action plan.

Setting the NPD process apart from the traditional R&D stage-gate process, NPD ties together the various silos within the division and gains management approval at every stage. The higher-ranked a project is, the more likely it is to be fully resourced and thus to move forward through the process.

**NPD impacting on innovation**

After implementing the stage-gate system in 1999, the new NPD process quickly began to have a positive impact on overall corporate results, largely due to its strict implementation policy.

The process presented a clear structure and standardized the managing of projects from idea to

launch. Leadership investment and position as one of the six core components of KVBS enabled total company buy-in and the institutionalization of the stage-gate system. The NPD-stage-gate philosophy has subsequently also been used to help integrate newly acquired companies into Kennametal's ongoing operations.

**Dramatic improvements**

In 2006, Kennametal was recognized for its outstanding new product development portfolio management process by the American Productivity and Quality Council (APQC).

Moreover, by 2006, Kennametal's improved portfolio management process was delivering impressive results to the company's bottom line. In late 2006, *Forbes* placed Kennametal back on its Platinum 400 Best Big Companies in America, citing the company's 35 percent five-year annualized earnings growth.

Accordingly, it's the ability to be so effective in this area that's directly attributable to instituting the NPD-stage-gate philosophy. It makes Kennametal the company it is today – with an average of more than 40 new product launches a year.

**A global language**

Kennametal's common global language, KVBS, is also now more prominent than ever within the organization. With its formal acknowledgement and award from the APQC, and with the new product development process firmly embedded within the innovation engine, Kennametal sees itself as a very different company from several years ago.

Critically, the company is now increasingly viewed by other organizations as a new products powerhouse in the global marketplace. It's estimated that by the end of 2007, Kennametal will boost its percentage of revenues from new products (five years old or less), to well over its target of 40


Fig 1. The Kennametal stage-gate process

0.	Idea generation
1. Initial screen	Preliminary investigation
2. Second screen	Build business case
3. Project approval	Development
4. Decision to field trial	Field trial
5. Decision to launch	Launch
LC. Launch check	Post-launch reviews

**The six KVBS processes**

KVBS focuses on:

- *Strategic planning*: Consistent development of a long-term business strategy in alignment with the company's vision, key values and ambitions.
- *Product development*: The company acquired the Achieving a Competitive Edge or ACE product development process from Stage-Gate Inc., and then inculcated it into the company culture.
- *Customer acquisition*: A process of continuously delivering the best economic value to increase the customers' competitiveness.
- *Talent development*: Everything the company does to manage and develop its workforce to be highly competitive and performance-driven.
- *Mergers and acquisitions*: A process that guides an extremely disciplined approach to identifying candidates as well as closing on and integrating acquisitions into the larger company.
- *LEAN*: Kennametal's systematic process of reducing and eliminating waste in all its processes.

percent from only 17 percent in 1999 – and a company that earns that much of its revenues from young products can now truly be called innovative. 

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# BRIEFINGS

NEW RESEARCH, IDEAS AND TECHNIQUES

## Using wikis at the National Research Council, Canada

Giving communicators their own space to communicate internally

The similarity between wikis and intranets – both act as a central repository for information that can be updated and changed on a regular basis – has led to the suggestion that wikis could in time become “the new intranets” for organizations.

They are, after all, packed with information and links and are developed in a fashion that makes them accessible to everyone. But this opinion requires some perspective. After all, you can't run an organization on what's effectively unverified, constantly changing information – but you can share knowledge and intelligence in this way. Those organizations that are experimenting with wikis are finding them a useful tool to support communication and collaboration.

### Wikis for communicators

As part of its social media strategy, Canada's National Research Council (NRC) created a wiki in 2003 for its network of communicators across North America. The organization, which is responsible for the Canadian government's research and development drive, has a diverse

range of research faculties – from marine biology to aerospace – so the wiki ensures that these discrete and dispersed groups of communicators do not operate in isolation. According to intranet manager, Lise Lafontaine, “The most common thing our network uses it for is to share knowledge:

- ‘How do I prepare for this kind of event?’
- ‘Does anyone have any content for...?’, or
- ‘How do we deal with...?’

It means we don't duplicate effort – if I already have content prepared for something, everyone can find it, adapt it and use it. It also provides an easy forum for everyone to share advice and ideas – and then have that archived for others to learn from in the future.”

### Creating a clear taxonomy

The site is available to everyone in the organization, although it is primarily used by communicators and web officers. Lafontaine set it up with a basic taxonomy to prevent the amount of content spiralling out of control and out of view. Content is therefore categorized into dozens of key areas, including:

- Comings and goings (introducing new members of the team and farewells to leaving

communicators, providing a place to load their contact information).

- Event management.
- Media relations.
- Science outreach (activities with the general public, teachers and students).
- Public opinion research and surveys.
- Web communication.
- Policies around communication and the web (either NRC or Government of Canada policies).
- Communication products and tools.
- Cross-departmental communication.
- Communication planning and strategy.

### Wiki benefits

The benefits of using a wiki for this kind of initiative are manifold, says Lafontaine:

- *Noise reduction*: “It has certainly cut down on the volume of e-mails within the communication department, as people migrate the kind of content that ‘might be useful for everyone’ to the wiki instead,” says Lafontaine. “So now we're not all copied in on e-mails that probably have no relevance to us. That can only be a good thing.”
- *Training*: When a new communicator joins the function,

#### The National Research Council Canada

is Canada's leading organization for scientific research and development. [www.nrc-cnrc.gc.ca/](http://www.nrc-cnrc.gc.ca/)

the wiki now serves as their first port of call for learning and development. “If they have a question, we ask that they go there to see if the question and its answer have already been posted up,” she says. “If they have, it’s a communal piece of work – so it’s probably a fuller, more thought-out and up-to-date answer than we could give that person off the top of our heads. If it’s not up there, we use that as an opportunity to put something together and put it on the wiki. That can be their first job!”

- **Networking:** For instance, researchers in life sciences and health research can use the “cross-departmental communication” section to be put in touch with communicators from relevant departments of the federal government (e.g., Health Canada or Fisheries and Oceans Canada), by posting their needs and requirements there. Lafontaine or a member of her team can then use their contact network to post details of the relevant person, and then that information is always there for other researchers, now or in the future, who need it.
- **Best practice sharing:** The “communication products and tools” section is for processes, tools and top tips, for everything from writing the annual report, to designing a poster, to sourcing images. Lafontaine says it’s still a work in progress and not to absolutely everyone’s liking – some still like their desktop folders. Nevertheless, she estimates that 40-60 percent of the communication department and web officers use it on an ongoing basis.

Outside of the communication department, the NRC also has the capability for its audience to create their own project and research wikis. Aware that not all of them would be comfortable using the technology, however – and that

many would be openly fearful of the prospect – the communication team hit on an innovative way to draw people into giving it a try for the first time.

### **Creating a non-business wiki to encourage usage**

“If you have employees who are reluctant to use the tool in a business setting, provide them with something that’s more along the lines of what they would use in their personal life,” advises Lafontaine. To achieve exactly that, one of the first public wikis her team put on the intranet was an internal “online classifieds” site. It wasn’t simply for fun, but rather a pressing need among staff who need to network speedily on basic essentials. “We have research students arriving every term who are only coming on board with the organization for three to four months,” she explains. “So the wiki allowed them to find car pools, rental accommodation or even research tools that weren’t being used that term by another team.”

The idea was simple: socialize staff on a topic that’s of personal need and interest, and they will learn the mechanics are not that scary after all. “It was about bridging the ‘business’ and the ‘fun’ to get them hooked on the technologies, and then using that confidence – the confidence of experience – to get them to use wikis in other ways.”

### **Giving content an expiry date to prevent clutter**

It is somewhat ironic that since the turn of the decade, the primary debate around intranets in internal communication has been over how to wrestle down overspilling content – thousands of pages with thousands of independent owners and with business lines and departments creating their own content unregulated. And yet, wikis present an opportunity to allow the content to spiral out of control

### **What’s a wiki?**

According to Wikipedia’s own description: “A wiki is a website that allows visitors to add, remove, edit and change content, typically without the need for registration. It also allows for linking among any number of pages.


This ease of interaction and operation makes a wiki an effective tool for mass collaborative authoring. The term “wiki” can also refer to the collaborative software itself (i.e. a wiki engine) that facilitates the operation of such a site, or to certain specific wiki sites, including the computer science site (i.e. the original wiki) WikiWikiWeb and online encyclopedias (such as Wikipedia).” *Wiki* is an Hawaiian word meaning “quick.”

### **What makes wikis useful?**

When Tim Berners-Lee invented the world wide web, he saw it as a way for scientists to collaborate – this involved writing as well as publishing. Indeed, the early web browsers had the ability to edit pages as well as display them. Wikis go back to this idea of collaborative creation, putting the tools back into the hands of the user.

This is why wikis are sometimes called the “read-write” or “two-way” web.

<http://en.wikipedia.org/wiki/Wiki>

once again. One simple idea used on the NRC wikis is to mandate an expiry date for content whenever a wiki page is created. When a new ad is made on the “classifieds” site, for example, the person who posts it must choose when it will expire – with a drop-down option of seven or 14 days. “That way we don’t have to worry about the volume of content,” she says. “If they want to re-post it after that date, they can do. But all the content goes away on its expiry day.” 

Excerpted from the Melcrum report, *How to use social media to engage employees.*

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We've all heard of out-of-the-box thinking, which is about deliberately looking at an existing problem from a new perspective to see a novel way to resolve it. Here, Victor Newman presents the concept of "no-box thinking", which begins with ideas, and only then considers the appropriate business model architecture for delivering value via a range of products or services.

# UNITING OPEN INNOVATION AND STRATEGIC KM

## From organization-centric innovation to ideas-centric organizing

By Victor Newman, director, The Knowledgeworks



**Victor Newman** is an independent consultant with a pragmatic "knowledge activist" approach to innovation. He's also a former CLO with Pfizer, a visiting professor in knowledge and innovation at two leading UK business schools, and a member of advisory boards for Samsung, Fifty Lessons, Axon Automotive and Eyeforpharma.

All strategies are knowledge strategies in the sense that your strategy is the product of a series of conscious or unconscious knowledge choices. So, what's it going to be?

1. Conscious or unconscious, continuing within the strait-jacket of the past and rolling around on the floor hoping you're going to take off and fly; or
2. Stripping off the confines of the past and learning to swim in a different sea?

### Making informed choices

Strategic knowledge management (SKM) is the deliberate selection and manipulation of different forms of knowledge to create and implement successful and innovative strategies. SKM involves maintaining a level of awareness of the emergent choices and assumptions that can be manipulated to drive discontinuity through innovation, and these choices and assumptions are changing all the time.

A primary issue that needs resolution before an organization even begins to think about SKM, or even any kind of major investment, is the prevailing level of "consciousness" around the knowledge choices available.

Just how conscious is the disciplined thinking process that underpins the investment that is being made in the future product, service or business model, or all three?

At different times in a globalized market, different combinations of knowledge become dominant and offer new opportunity spaces of a particular type, while old opportunity spaces become untenable.

Let's look at four innovation drivers that are in play at the moment:

1. Shorter product life cycles.
2. Accelerating costs of stabilizing and taking new products to market.
3. Higher product failure rates in legacy innovation investment strategies.
4. The unacceptable glacial pace of adaptation to new business models in established corporate structures (sometimes called "not-invented-here" (NIH) cultures – see sidebox page 12).

### Current innovation drivers

The first point – shorter product life cycles – is fundamentally about the faster pace of commodification, where life cycles on technologies, products and markets are shrinking.

This means that the success formulae for business models based on technologies require more frequent replacement.

Points 2, 3 and 4 are a reflection of the contradiction that multinational corporates (MCs) have to deal with every day, where:

- a culture has been established by creating a range of products and stabilizing them;
- innovation becomes seen as continuing to invest in a particular type of strategy;
- decreasing returns are in evidence; and

### The Knowledgeworks

specializes in framing robust knowledge strategies by combining deep innovation experience with simple and fast knowledge activist techniques to capture powerful emergent knowledge in authentic language, and putting it to work.

## KEYPOINTS

- risk is being mitigated by incremental variations about a core technology.

The other problem is that power in MCs tends to be related to resourcing structures based upon legacy investments in once-dominant but now-decaying technologies – automotive, pharmaceuticals, electronic chips, beverages, energy, healthcare, centralized government, education, policing and so on.

It's this legacy combination of culture, technology and resource allocation that defines the path of NIH resistance to innovation on a series of levels from individual/personal to organizational/institutional.

It's also at this point that Open Innovation – in other words, deliberately choosing to innovate outside your organization – becomes a viable, alternative strategy for responding to the obstacles explained in points 1 to 4 previously, and the strategy for potentially dumping the legacy organization that's on your back, slowing you down and reducing your freedom to innovate in new directions and new markets.

### Open Innovation basics

To strip Open Innovation down to its basics, we need to understand the following five points:

1. You don't have a monopoly on innovative ideas. (You cannot know everything and, in fact, you don't need to.)
2. You don't need to be able to do everything yourself. It can make sense to construct collaborative alliances with people who have complementary strengths. While one day you may lead on your idea, on another day you may be a supporting partner in delivering someone else's idea.
3. Effective ROI is going to involve innovating in products, services and business models.
4. The ability to innovate openly, and again and again, is going to be the fundamental discipline for delivering consistent value and ROI in the 21st century.
5. You need the ability to form networks and to manage serendipitous relationships that will help you create and spot new opportunities where you can lead and collaborate.

### Innovation at Johnson & Johnson

Johnson & Johnson was one of the first US companies to admit that it didn't know everything and to adopt an Open Innovation model leading to an average organic business growth rate of more than 10 percent. What's interesting is that while Johnson & Johnson's core business is growing at

- Out-of-the-box thinking is about deliberately looking at an existing problem from a new perspective to see a novel way to resolve it.
- The problem with out-of-the-box thinking is that it tends to remain set within the mindset of existing organization's way of doing things. No-Box thinking is about becoming ideas-centric and having no preconceptions about whether to use component organizations to within or outside your existing business or partnership relationship.
- This traditional approach needs to be replaced with out-of-the-organization, or "no-box thinking" that starts with great ideas and how to realise new value by constructing Collaborative Alliances with necessary capabilities around new ideas, instead of trying to modify existing organizations with entrenched not-invented-here cultures and then attempting to modify them to fit new ideas into their repertoire.

4 percent, Open Innovations are growing at over 30 percent.

A business model is a replicable formula for success with an embedded decay code that exploits unique knowledge or combinations of knowledge within a business process to deliver new market value. Franchise operations are a great example of these, where the product, the service and the business model all reinforce each other to attract customers, investors, channel energy and improve brand calibre.

What becomes obvious in the new innovation context is that having the ability to innovate at a product or service level is useful, but the best returns are going to involve a combination of products and services within a powerful business model that can operate globally.

### Unpacking and exploring Open Innovation

While the idea of Open Innovation is interesting, when developing a keen understanding of the concept, the driving issue becomes that of how to "do" Open Innovation consistently.

In order to explore Open Innovation more broadly and to take it away from being merely about the exploitation of intellectual property (as it's seen in the US), I decided to run several experimental Open Innovation workshops to explore and define key practices and capabilities necessary to make Open Innovation a viable, alternative strategy. What follows is the prototype knowledge that is beginning to emerge from participants.

### Workshop 1: Common views of Open Innovation

The first workshop involved a mixture of participants, largely MBA students with a smattering of alumni.

In this workshop, the prevailing attitude to Open Innovation was one where the core business prevailed and Open Innovation projects were minor, interesting satellite projects that had little impact on the core business.

**Recap: “not invented here”**

The following five points are all classic symptoms of the “not invented here” syndrome that you should look out for in yourself and in groups when someone presents a new idea to the organization:

1. You spot typographical errors in the proposal/presentation.
2. You spot what’s missing (the gaps in the logic).
3. You remember when someone last attempted something similar that failed (within five minutes).
4. You begin to understand the idea (the next week).
5. You notice the contradictions and dangers in the idea (about a month or two later).

**Solutions**

The following are three potential solutions to the problem:

1. *Invented here*: A fast “invented here” partial solution that often works is to facilitate a team from a recipient organization into building a prototype solution to the problem, and only afterwards exposing them to the generic solution that you already had in your back pocket.
2. *The linguistic torpedo*: If you have the time and the patience, apply the “linguistic torpedo.” This involves packaging the solution by giving it a snappy name that embodies its purpose, then deliberately positioning the solution at three key meetings. At each meeting, you must mention the name you have given the solution at least three times and briefly explain it once.

The reason for this iteration is that people come to key meetings to present and not to listen. You must be prepared, like the submariner, to wait for the explosion and echo to come back to you in the form of a request to deliver or explain the packaged knowledge or technique. This process can take between a year and 18 months in a global corporation.

3. *Solution value deconstruction*: This third approach involves deconstructing your solution in terms of the forms of value that it enables and constructing a diagnostic where you invite your audience to weight and score an unspecified solution in terms of a list of value criteria.

By offering a baseline weighted score threshold, you arouse their interest (forcing them to focus on the potential value of the unspecified solution) and then invite their participation at an introductory event that will satisfy the interest that you have aroused.

◉ **Workshop 2: Receptive views of Open Innovation**

The second workshop involved a mixture of serial entrepreneurs and managing directors (MDs) from small- to medium-size enterprises (SMEs – of less than 250 employees), who were largely uncontaminated by traditional business education. The outcome was the definition of four key success principles:

1. We see opportunities first.
2. We work with great ideas.
3. We rapidly construct robust collaborative alliances.
4. We create win-win investment deals.

**Workshop 3: Developing innovation experience**

I took this thinking forward to a third workshop

dominated by participants with partnering/collaborative alliance experience to explore Open Innovation capabilities, and something unusual happened to the first key success principle – it was redefined to become not just about “seeing” opportunities but about proactively “making” opportunities that are emergent in the market and innovation context. The first principle became: “We recognize opportunities and act, first.”

We then unpacked the four success principles further into key capabilities and tactical approaches, the content of which is going to be revisited.

**Workshop 4: Forming quick alliances**

A fourth workshop with entrepreneurs looked at forming quick collaborative alliances within an Open Innovation context and defined some useful Open Innovation styles where the motive or theme could be one or more of the following:

- *Price*: band together to take out customers from an existing cartel relationship.
- *Differentiation*: do something different.
- *New value combinations*: where complementary technologies can be aligned to build a virtuous reinforcing loop.

A prevailing issue across all the Open Innovation practice workshops has been the need to illustrate this open approach to Open Innovation through collaborative alliances. As a result, a model has grown and become detailed enough so that it clearly illustrates the third bullet, the opportunity for engineering “new value combinations” and the four success principles in a single proposition. This example has been very influential in “freeing up” traditional corporate thinking.

**An Open Innovation collaborative alliance**

At the core of this Open Innovation collaborative alliance (OpInCA) lies the valuable idea of constructing a collaborative alliance with the ability to anticipate and take out the social and economic costs (and emotional stress) of immune system collapse in key workers.

So, if this forms the core of an OpInCA, then it becomes possible to cluster complementary technologies and services to construct an aggregated business model where largely stable technologies can combine to offer new value through new combinations in a virtuous loop of increasing value. At the heart of this OpInCA is the “patient” analogy, which is explained below.

**Helping a “patient” with a collaborative alliance**

The patient we’re looking at has a predisposition to immune system collapse (this could be genetic, or

acquired). What the patient hasn't got is a certainty of survival or the ability to anticipate illness and take preventive action and this makes them vulnerable to employers because they haven't got the ability to reassure their employer as to future employability. The patient has dependents and financial commitments. The employer wants continuity and the ability to access a key worker with specialist knowledge in an enterprise at any time.

What could we do about it? In essence, we have an opportunity through an OpInCA to connect knowledge in new combinations in the form of services and products within an innovative, complementary business model that involves:

- *Health insurers*: who have data on how expensive certain patient types are, but haven't got the ability to modify medical treatment to minimize cost and maximize value, and would love to be able to offer low premiums to patients who are willing to modify their behaviors to reduce exposure to risk.
- *Doctors/GPs*: who have delegated budgets and potential buying power, but haven't got the ability to anticipate immune system decay that leads to hospitalization and expensive drug and surgical interventions, and also cannot enforce patient disciplines around basic immune-system testing.
- *Mobile telecoms*: who have under-utilized networks involving technology for easily relaying data and aggregating it around customers, but would love to create new families of transactions that could move them up the value hierarchy.
- *Clinical real-time diagnostic technicians*: who have new transdermal diagnostics and software tools, which can be triggered by mobile phones to regularly invite vulnerable patients to apply a diagnostic tool that's connected to their mobile, and which then sends data to a database that has a reporting sequence with statistical upper and lower control limits built into it that can trigger an e-mail/mobile message to the GP alerting them of a potential risk scenario, while simultaneously sending a message to the patient to select an appointment with the GP to manage the emerging situation.
- *Pharmaceutical suppliers*: who have products and money for research around specific immune-system issues and dosage regimes, who haven't got real-time data monitoring and analysis around key conditions, and who would love to set up service-level agreements around guaranteed supply of high-value drugs at attractive prices to the contracting GP.

By integrating and aligning all of the above skills and capabilities, it becomes possible to manage the

## “A BUSINESS MODEL IS A REPLICABLE FORMULA FOR SUCCESS WITH AN EMBEDDED DECAY CODE THAT EXPLOITS UNIQUE KNOWLEDGE OR COMBINATIONS OF KNOWLEDGE WITHIN A BUSINESS PROCESS TO DELIVER NEW MARKET VALUE”

patient's immune system decay in real time and engineer pre-medication before the patient becomes seriously ill.

The only component that's not included here is that of the gymnasias/personal fitness providers who, while they have facilities for promoting exercise, haven't got the ability to create new services around specific customer groups for whom immune-system maintenance could be a new focus for therapies.

### Making difficult choices

As I've said previously, the key choices in SKM are about being efficient and effective. The difficult choices are about:

- knowing where to be efficient in what you already do; and
- when to construct new, potentially more effective choices that give you a chance to demonstrate knowledge leadership by delivering new market value.

This can be largely about becoming even more sensitive to the timing and decay of knowledge within your strategy, and also about deliberately engineering serendipity into your relationships to create unexpected value through new combinations of customers, capabilities and emerging contexts.

I don't think it's any accident that it's generally possible to construct temporary collaborative alliances involving strangers in non-competitive triads with the potential to create innovative OpInCAs that deliver unexpected, serendipitous value. I first did this as an experiment in a series of Innovation Cafes focused on helping small businesses in East London collaborate to punch above their weight in competing for contracts for the 2012 Olympics in 2006/7.

The big surprise for me was that, with the right kind of preparation, how quickly it was possible to engineer combinations of complementary businesses with value propositions that were worth pursuing, irrespective of the Olympic bid.

This leads to another unusual thought: what might we achieve if we applied Open Innovation collaborative alliances internally – within traditional

**Table 1: The innovation behaviors model**

A leader managing a strategic conversation that constructs the rationale behind the organization's SKM needs to understand and work across at least four types of complementary innovating behaviors.

When planned for, identified and balanced correctly in individuals and throughout organizations, these behaviors can promote and facilitate a culture of discontinuity, resulting in continuous innovation. It is the job of leadership to identify and recognize these behaviors and ensure an organization has the requisite balance.

<p><b>Creators</b></p>	<p>Creators are those individuals that develop ideas with the ability to create instability within organizations and markets. They create new ideas but as soon as their idea becomes a stable prototype, they lose interest and want to move on to the next idea. The creator's reference point lies in the future – the "what might be..."</p> <p>Creators are the source of dramatic innovation and view the existing stabilizer technologies of steady improvement (below) as irrelevant when compared to the dramatic possibilities to be gained from transformation through new ideas. In the OpInCA context, these are your rainmakers.</p>
<p><b>Stabilizers</b></p>	<p>Stabilizers manage their work systematically, focusing on improving the performance of processes by reducing unwanted variation. They like making things predictable and consistent and tend to focus on the familiar and the "here and now," inheriting and reinforcing existing business formulas and avoiding ambiguity and uncertainty.</p> <p>Stabilizers constantly measure "today" in terms of the past and view the creator's inability to go beyond demonstrating their prototype ideas as unsound.</p> <p>To stabilizers, what originates from creators are merely unproven ideas whose implementation creates chaos and potential risk for existing ways of doing things that have taken time and effort to make stable and productive.</p>
<p><b>Implementors</b></p>	<p>Implementors act as the intermediary between creators and stabilizers. Implementors are always hungry for the next idea, they have a strong sense of where the organization and the market is going and constantly search for new ideas to solve new problems that the stabilizer hasn't even thought about.</p> <p>Implementors work with creators to stabilize their prototype ideas and then to package their prototype to make it possible to sell to the stabilizers, who in turn develop the workable versions and necessary delivery systems.</p> <p>Both creators and stabilizers regard Implementors with suspicion: the former for stealing their ideas and the latter for introducing novelty that's difficult to control and reproduce consistently. The implementor is key to turning ideas into new market value.</p> <p>However, recent work with top teams in R&amp;D organizations has shown that the foundation stereotypes of creator, implementor and stabilizer, while useful, need a fourth complementary innovating stereotype – the "navigator."</p>
<p><b>Navigators</b></p>	<p>It's the navigator that creates the context and licence for the first three and is the necessary map-maker for SKM. Navigators operate within the world of the big picture and strategic decision-making. Navigators understand the time-based nature of strategies and opportunity, and continually construct new maps that show where the organization has been, the new choices that are emerging, the risks around those choices, the changing nature of competition and the new journey that has to be undertaken. Navigators have a track record of creativity and understand the nature of continuous innovation and the dangers of obsolescence.</p> <p>Navigators excel in laying out and communicating the "big-picture," engaging stakeholders in the change process, designing the new organization and reallocating resources to make things happen. Navigators understand the importance of making early decisions, being ahead in market trends and communicating the rationale behind key decisions to gain commitment. These are your CEOs, who lead the collaborative alliance.</p>

- organizations? If you think about the high proportion of managers in MCs or public servants who dream about setting up their own businesses, imagine creating an inward Open Innovation collaborative alliance that combines internal expertise and ideas to create novel value without having to leave the organization.

### Workshop outcomes

The following points are the synthesis of discussion themes that emerged in practitioner workshops while unpacking Open Innovation practice in terms of key capabilities.

#### 1. Set new standards in business

Successful Open Innovation may require creating an environment where Open Innovation thinking is acceptable and understood.

We probably need to create an Open Innovation religion to ensure concepts, ideas and practices are current and accessible. We need a clear doctrine, some saints and miracles, and fantastical, almost magical processes around our own emerging form of business deviancy.

#### 2. Find organizational rainmakers

We need to understand the role of those who are successful – the “rainmakers” – in terms of deal-making and putting together collaborative alliances connected with virtuous loops of activity that create, sustain and grow the development of new market value (as in the OpInCA patient example).

We need to consider the importance of the magic work that rainmakers can do. This could involve finding rainmakers, observing them and developing individuals to practice their methods. Alternatively, we may just need to know who the rainmakers are and ensure we’re on their map and included in their thinking.

We might want to connect the three-discussion linguistic analogies of new religion, rainmaker magic with music mixing and multi-song mash-ups, where familiar and unfamiliar elements are combined to create something with comforting familiarity, yet that does something different – and incredible.

#### 3. Keep the process jargon-free

In the workshops there was a major tension over the discussion of the power of process-disciplines: do they stifle creativity, or do they free time up to enable it to be dedicated to creative thinking? There was a general agreement on the need to keep processes simple and jargon-free. To paraphrase a character in the Mel Brooks film *High Anxiety*, we want an OpInCA where there’s sufficient discipline – but without unnecessary bondage.

#### 4. Stay focused and knowledgeable

The key to successful deal-making, collaborative alliances and opportunity exploitation lies in having clear rationales around investment.

Experience shows that failure to consistently represent the rationale and key assumptions around marketability and make-ability and investigate them fully, usually turns an investment into an act of faith with potentially tragic consequences. If we’re investing in a hunch, then let’s get the dangerous bits of hypothesis out into the open and accept that the deal will change over time.


#### Open Innovation and innovation roles

Another geometry for constructing an OpInCA is to utilize the innovation behavior model, where individuals with at least four types of complementary innovating behaviors need to be integrated and go prospecting for partners who fit the four characteristics of *navigator*, *creator*, *implementor* and *stabilizers* (see Table 1., left).

#### Implications

The emerging change context suggests that MCs will probably mutate into development and business model specialists who increasingly take on a venture capitalist mindset. Either that, or they become disguised, sectoral investment banks that reduce innovation failure by purchasing stable prototypes from small pioneer innovators, as is increasingly the case in big pharma, weapons innovation and software companies.

Open Innovation collaborative alliances offer the ability to apply SKM faster than existing traditional forms where established strategies will be in the possession of individuals with budgets, headcount and territories, based upon decaying forms of knowledge where advantage is only at the margins of pricing and volume.

So, whereas in the past, change might have been driven by strong-minded, courageous leaders who understood their responsibility for managing an ongoing strategic conversation that redefined the nature of the competition, now it will be market pressure that will enforce the adoption of new thinking to redefine what we think organizations are, and how they work with knowledge to create new strategic combinations that drive new market value through collaborative alliances. 

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Christine van Winkelen presents a group research project from the Henley KM Forum, in which representatives from 12 large organizations investigated the relationships between separate business functions that often work together – namely, the knowledge management and human resources teams (or variations of). Three case studies are discussed, together with an organizational health-check questionnaire, a learning activity mapping model and outlines of 11 different kinds of sharing activities.

# INTEGRATING BUSINESS LEARNING STRATEGIES

## Bridging divides of KM and HR teams at Orange, GSK and QinetiQ

By Dr Christine van Winkelen, director, Henley KM Forum



**Dr Christine van Winkelen** is the director of the Henley KM Forum. She is a member of the Visiting Academic Faculty at Henley Management College, an independent KM consultant and a member of the *KM Review* editorial board.

Knowledge managers design initiatives to allow those in their organizations to learn from day-to-day activities and from successes and mistakes along the way. Their objective is to improve current performance and create a sustainable future for the organization.

However, the nature of knowledge and learning processes means that in improving the way the organization collectively learns, knowledge managers also think about how individuals learn. In most organizations, other functional specialists have responsibility for, and an interest in, individual learning too.

In this article, the focus of the work described is on establishing cooperative relationships with other functions to shape a coherent and integrated approach to learning.

### The fundamentals of a learning organization

An integrated approach to individual and organizational learning is an important characteristic of a learning organization.

As Charles Handy noted: “The learning organization can mean two things. It can mean an organization that learns and/or an organization that encourages learning in its people. It should mean both.” (Handy 1989.)

In most large organizations, human resource management, human resources development, personnel, training and development, or corporate university functions are “responsible” for individual learning, in that they shape policies and direct resource allocation. For conciseness, I will refer to all of these as the “human resources management” (HRM) function.

In an organization that also has a specific KM function, the fact that different functions have different roles and responsibilities with respect to aspects of learning raises the issue of agendas, and the question of whether they’re necessarily pursuing similar objectives.

The research that forms the basis of this article was initiated by knowledge managers from 12 large multinational private sector and UK public sector organizations, who perceived a need to understand more about how to integrate the various learning initiatives in their organizations, specifically those being pursued by the KM team and their HRM colleagues.

### Individual and organizational learning

In the early 1990s, Ikujiro Nonaka proposed the knowledge creation spiral to show a connection between individual learning and organizational learning. This suggests that organizational knowledge is created through the conversion of the experience and intuitive knowledge of individuals into articulated and recordable knowledge, with group and organizational processes progressively refining, testing, integrating and institutionalizing it.

#### The Henley KM Forum

brings together industry thought leaders, academics and business practitioners from more than 40 multinational organizations in an ongoing program of workshops, special interest groups and collaborative projects. [www.henleymc.ac.uk/kmforum](http://www.henleymc.ac.uk/kmforum)

## KEYPOINTS

Whether the individual or the organization has the most important role in generating valuable new knowledge and therefore should receive the most attention is still the subject of discussion.

However, KM initiatives seeking to improve organizational learning must inevitably take into account aspects of individual learning too.

### Active and passive involvement in learning

We made an assumption at the start of this research that different kinds of learning initiatives might need to be joined up in different ways. This was based on work by Dorothy Leonard and Walter Swap, who described the level of engagement and involvement required by individual learners for different kinds of learning situations on a spectrum from passive to active:

- Passive learning activities and processes tend to convey information.
- Progression through the spectrum towards active learning allows explicit knowledge – and finally even tacit knowledge – to be developed, because understanding and meaning making are increasingly involved through the active engagement of the individual.

We viewed KM initiatives aimed at improving organizational learning on a similar spectrum, with initiatives focusing on sharing information and explicit knowledge (for example, through database systems) at one end, where relatively passive individual involvement is required, and those attempting to support tacit knowledge exchange (for example, through communities for

- With 12 participating organizations, the Henley KM Forum undertook research into organizational learning approaches across different business functions, and how they might be able to work together, effectively “joining up” their learning.
- A key tenet of this research centered around different kinds of learning initiatives and activities ranging from passive information sharing to the active development and understanding of explicit and tacit knowledge.
- In the organizations studied, three factors tended to facilitate the integration of learning initiatives across traditional functional boundaries: widespread recognition of the importance of individual and organizational learning for the future performance of the organization, high-level sponsorship and understanding that bridged functional boundaries within the organization, and line managers empowered and expected to adopt an integrated approach to learning in managing both their people and the tasks for which their teams are responsible.

knowledge creation) at the other, where language alone cannot easily transfer knowledge and shared experience and active shared participation are also needed. This is summarized in Figure 1. (below), which became our research model.

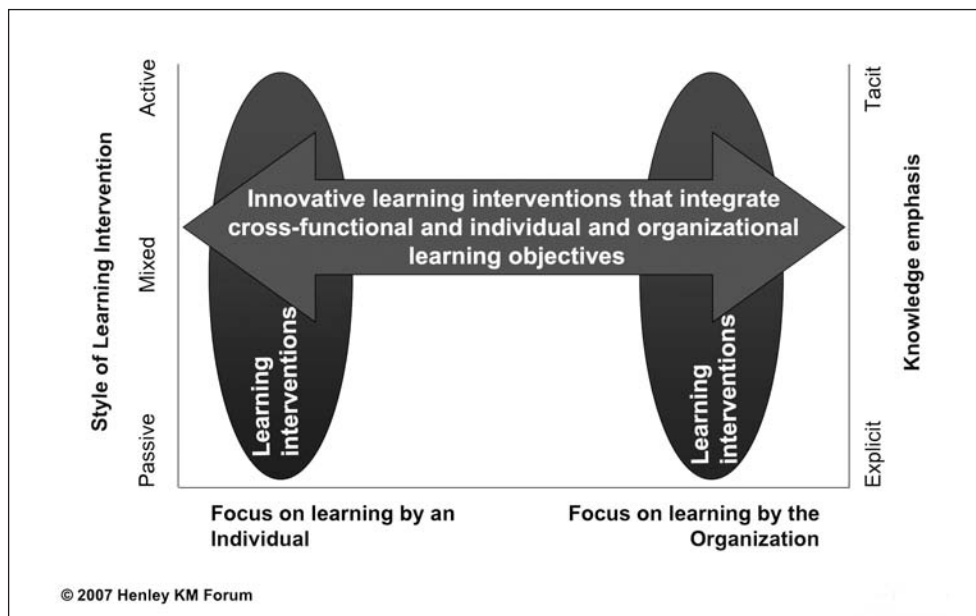
### Researching current learning activities

A structured qualitative survey was used to collect comprehensive information about planned individual and organizational learning initiatives, categorized from active to passive.

Data from 10 of the 12 participating organizations represented a comprehensive review of planned learning interventions in a cross-section of private and public sector organizations.

Additionally, the survey asked for examples of current integrated approaches to learning that bridged individual and organizational learning, as well as requiring cross-functional involvement

Figure 1: Mapping individual and organizational learning interventions



**Table 1: Eleven examples of integrated learning activities, as identified through the Forum’s research**

<p><b>Predominant type of learning</b></p>	<p><b>Integrating activity or process</b></p>
<p><b>Active learning</b></p>	<ol style="list-style-type: none"> <li>1. Employee exit and transfer processes linked to knowledge capture and transfer initiatives.</li> <li>2. Communities of practice used as a vehicle to support mentoring programs.</li> <li>3. Personal and organizational development initiatives to generate better quality productive conversations between people.</li> </ol>
<p><b>Mixed</b></p>	<ol style="list-style-type: none"> <li>4. Formal courses and e-learning reinforced through activities in communities of practice.</li> <li>5. Communities of practice provide experience and expertise to shape the design and delivery of formal training and e-learning courses.</li> <li>6. Induction process enables and encourages new hires to join communities of practice and includes training in knowledge-sharing behaviors, using collaborative tools and so on.</li> <li>7. Knowledge sharing/management principles included in management and leadership programs.</li> </ol>
<p><b>Passive Learning</b></p>	<ol style="list-style-type: none"> <li>8. Learning from after-action project and event reviews fed into induction and training design (courses and e-learning).</li> <li>9. New hires complete yellow pages/people finder type information during induction.</li> <li>10. Participants in conferences/standards meetings etc provide briefings and seminars as part of continuous professional development initiatives.</li> <li>11. Intranet portal used in a coherent way to distribute information, good practices, policies etc as well as links to experts. HR learning management/e-learning systems combined with the intranet/knowledge portal of the company.</li> </ol>

- where they existed. An expert panel of 12 knowledge managers and six human resources managers then evaluated the integrated approaches that had been identified, proposed new ones based on the individual and organizational learning initiatives collated through the survey, and explored the issues associated with implementing them. This was exploratory research, so the recommendations must be viewed as tentative at this stage.

**Integration in practice**

Eleven examples of integrated learning activities and processes were identified through this research, and these are summarized in Table 1 (left). They range from technology systems integration – intranet, people finder, human resources learning management systems – to process integration – for example, HR processes at various stages of the employee cycle being combined with KM processes to capture and share knowledge – to people-based interventions – for example, identifying mentors through CoPs.

It was an assumption of this research that it was important to separate the different kinds of learning activities. Although the research design was not appropriate for testing whether or not it was a valid assumption, the findings suggested that the active-passive spectrum is a useful approach as it reflects the reality that both KM and HR functions focus attention and resources differently on different kinds of initiatives. Aligning and integrating initiatives requires a way for these priorities to be clearly communicated and the research model based on the active-passive spectrum was a useful way to do this as it provides a “bridge” that resonates with the strategic considerations of both functions.

**Enabling and blocking joined-up learning**

In the organizations we studied, three factors tended to facilitate the integration of learning initiatives across traditional functional boundaries:

1. Widespread recognition of the importance of individual and organizational learning for the future performance of the organization: effectively, the business case for learning had been made and accepted.
2. High-level sponsorship and understanding that bridged functional boundaries within the organization.
3. Line managers empowered and expected to adopt an integrated approach to learning in managing both their people and the tasks for which their teams are responsible.

**“THE MAIN BLOCK TO AN INTEGRATED APPROACH TO LEARNING WAS SIGNIFICANTLY DIFFERENT FUNCTIONAL AGENDAS. THIS ACTED AS A BARRIER TO COLLABORATION BETWEEN FUNCTIONS”**

We found that the main block to an integrated approach to learning was significantly different functional agendas. This acted as a barrier to collaboration between functions and was reinforced when different objectives were placed on the leaders of the functions.

It was also found that in cultures where functional managers didn’t feel they had the remit to change the way learning was managed and the organization was structured, it was difficult to initiate change and create a better way of working together.

**Joined-up learning in three organizations**

Over the course of our research there emerged several excellent examples of joined-up learning initiatives, each with very a different approach. The following are just three examples, from Orange, GSK and QinetiQ.

**Organization “health-check”: How easy will it be to join up learning?**

These key questions can help you determine the potential for joined-up learning in your organization:

1. Is the learning agenda driven from the top of the organization?
2. Is there a common strategy and business case for learning that reaches across functional divides?
3. Is learning regarded as a fundamental enabler in the way the organization operates – do people feel they are encouraged to learn themselves and to contribute to the learning of the organization as part of their role?
4. Are line managers held accountable for learning?
5. Is there a track record and willingness for KM and HR people and functions to work together?

**Positive**

If the answers to these questions are “yes” then an integrated approach to learning is a real opportunity to be grasped.

**Positive and negative**

If some are “yes” then there are still opportunities.

**Negative**

If all are “no” then the chances of success need to be carefully considered! Anything working in opposition to the prevailing culture is unlikely to be effective in the short term.

A more productive approach is likely to be to seek opportunities to incrementally change processes and systems to show the potential benefits of a different approach.

## “BRIDGING FUNCTIONAL DIVIDES TO COLLABORATE WITH COLLEAGUES THAT WERE INTERESTED IN LEARNING WAS CLEARLY A POLITICAL CHALLENGE IN SEVERAL OF THE ORGANIZATIONS STUDIED IN THIS RESEARCH”

### ○ **Virtual teamwork at Orange**

Orange is a well-known and global mobile telephone network operator.

KM and HR colleagues developed a strategic framework to encompass individual and organizational learning. To progress the implementation of the strategic framework, a virtual management team was created and supported by a CoP for everyone involved in organizational learning.

This strategy was designed to deliver benefits by integrating the best practices in traditional training and knowledge building into improved working methods and incorporating these into the way Orange learns as an organization.

### **Supporting learning with CoPs at GSK**

GSK is a global firm developing and manufacturing pharmaceuticals.

The strategy of the manufacturing business drives the knowledge strategy bias towards exploiting existing knowledge to improve efficiency: “We’re always working on making our valuable knowledge explicit.” CoPs are GSK’s main mechanism to integrate learning activities. The various functional areas were responsible for individual learning interventions to support the adoption of good practices, and the KM function concentrated on the development of organizational competency and capability in specifically identified areas of knowledge or focus. Communities of practice became the place where these two become connected through generating content and feedback, and supporting the standardization of approaches.

### **Creating learning “bridges” at QinetiQ**

QinetiQ is a research and development organization employing scientists and engineers from many disciplines.

The strategic orientation of the business requires an emphasis on innovation (exploring new knowledge areas), making collaboration and connections between people in different parts of the business a priority. While recognizing the boundary between individual learning and organizational learning, HR people accepted

some responsibility for collective learning and were therefore helping to create, or at least actively involved in, some of the “bridges” required for a joined-up approach to learning. Organizational structures and role definitions for line managers explicitly encompassed responsibility for both individual and organizational learning.

For example, a substantial part of the role of the top technical people was to maintain and develop “capability.” They were judged (and judged themselves) on the basis of the value of their teams – its expertise, its reputation and the demand for its services. Similarly, a “review and improve” process was built into management processes to feed lessons learned back into the way people were trained, and into the help and guidance material provided as part of the business management system.

### **A strategic framework for joinED-up learning**

Our research suggested that the following are useful components of a learning strategy that bridges KM and HRM functions:

- *Agree a set of principles* encompassing learning and people-based KM.
- *Acknowledge that different practices will be used* in different functions but that there needs to be common drivers and strategic objectives. For example, jointly focus on business objectives such as enabling business teams to be successful, rather than on functional activities.
- *Embed a consistent learning strategy* into the design of the organization through role definitions, performance management and reward systems.
- *Undertake joint cross-functional learning needs analysis* rather than training needs analysis, with the goal of developing organizational capability, as well as individual competence.
- *Agree the role of line managers* in integrating and cascading learning approaches.
- *Create the conditions to allow opportunistic interventions* as well as top-down holistic approaches (all linked by the agreed learning principles defined in the first point).
- *Set clear objectives and metrics for learning* in the organization, as these will determine what receives attention and funding.

### **Recognizing political realities**

Political and power realities are different in every organization. Bridging functional divides to collaborate with colleagues that were interested in learning was clearly a political challenge in several

of the organizations studied in this research. In organizations where different functions have responsibility for different aspects of learning, differences of opinion and interest are probably inevitable. Different approaches to the design of interventions tend to arise from the different professional knowledge bases and frames of reference of the functional specialists involved.

We found the work of Mary Parker Follett helpful in understanding this. She expressed the view that conflict is the legitimate expression of differences of opinion and interest, and that this should be “acknowledged and made to work for people, rather than hidden or ignored.” This requires conflict to be resolved in a constructive way, and Follett advocates, “integration as the most fruitful approach. Integration involves searching for an innovative solution in which all expressed desires and views find a place.”


Her argument implies that “the most fruitful way of dealing with conflict that arises across internal organizational boundaries is to turn it toward collective learning and knowledge creation. If achievable, an innovative solution embodying collective learning stands not only to be enriched by the range of internal organizational specialties: it should also help bridge internal boundaries by offering a mutually attractive solution to the various parties involved.”

### Pressing ahead for comprehensive integration

We suggest that the 11 mechanisms identified in this research (Table 1, page 16) are examples of integrating approaches. Alternatively, KM and HRM colleagues could map their respective organizational and individual learning initiatives using the active-passive model as a framework and collaboratively generate their own innovative opportunities for integration.

As we completed this research, we asked ourselves whether we had really come up with anything that new. Our answer was perhaps not, but no organizations in the working group already had all of our recommendations in place.

### Communicating and collaborating

Different functional perspectives clearly still form a real divide in many organizations. Our conclusion was that the recommendations outlined here, the implementation of a strategic framework and healthy discussion of enablers and barriers to change give knowledge managers a positive and proactive basis for moving the debate forward with colleagues in other functions, and that this is undoubtedly a worthwhile endeavour. 

### Reflections of the relationship between KM and HR

Following the conclusion of this research, members of the working group were asked to summarize their findings:

- *David Brown, Nissan Technical Centre, Europe*: “The working group has clearly demonstrated that KM and learning are inextricably linked and neither can be effective without the other. The potential impacts on a company’s organization needs careful consideration.”
- *Martin Fowkes, Thames Water*: “KM and HR should have a close relationship – even if they don’t actually get married.”
- *John Riddell, GSK*: “HR-based learning and development processes are oriented towards the individual. KM is oriented towards the organization learning (and retaining its knowledge). Communities of practice are the place where these two come together and can be nurtured, developed and sustained.”
- *Peter Hemmings, KM Associates*: “The joint meeting with HR colleagues was a valuable reminder that potentially dangerous misunderstandings that are easily made in any large organization can only be overcome by quality conversation and collaboration.”

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*Particular thanks are due to Peter Hall (previously chief knowledge officer at Orange, now contactable at [hall.epeter@googlemail.com](mailto:hall.epeter@googlemail.com)), who was the practitioner champion of the project within the working group.*

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In a major City institution, where the apprenticeship model of learning has reigned for over 300 years, change and modernization can be challenging. Here, derived from his MBA research, Robert Humphreys describes in detail the methods of learning at Lloyd's of London and highlights areas that the organization could focus on to develop its learning strategies, while maintaining its place as the world's leading specialist insurance market.

# DEFINING TRAINING AND LEARNING AT LLOYD'S

## Development of the traditional apprenticeship learning model

By Robert Humphreys, Lloyd's



**Robert Humphreys** is head of operations for the Lloyd's Franchise Performance Directorate, which is responsible for working with individual Lloyd's businesses to improve the commercial performance of the market.

The transfer of knowledge and how information gets "passed down the generations" is a fascinating topic. As part of my MBA research undertaken at Henley Management College, I had the opportunity to look at the way knowledge is handed down within Lloyd's, an organization often misunderstood both in the UK and overseas but, paradoxically, one of the strongest worldwide brands.

How does Lloyd's train and develop underwriters so that it "contains the best and highest concentration of underwriting talent anywhere in the world"? What could we learn, and what could other organizations learn from us? In this article, I'll explain how the management and transfer of knowledge is so critical to the past, present and future success of the Lloyd's market and describe the learning and apprenticeship method that's used to train underwriters, outlining the official elements of and also the various informal sub-methods within the apprenticeship model, including situated learning, storytelling and communities of practice (CoPs).

This research is relevant to those inside and outside the insurance industry and the Lloyd's market, because the blend of a traditional apprenticeship model with more formal training is still creating world-class underwriting talent in the 21st century. Furthermore, as training throughout the world increasingly becomes more formal and "electronic", the merits of learning by observing, in close proximity to an experienced practitioner and over a significant period of time, remains an incredibly effective way to transfer knowledge.

### Lloyd's

is the world's leading specialist insurance market, providing insurance and reinsurance services to businesses in over 200 countries and territories. [www.lloyds.com](http://www.lloyds.com)

### Why should Lloyd's be interested in KM?

The apprenticeship model, as a means to transfer knowledge, has been used within the Lloyd's market for over 300 years to train and develop underwriters. In many ways, Lloyd's is seen as a very traditional "old English" institution, but it has managed to survive and flourish in an extremely competitive worldwide insurance (and reinsurance) marketplace, so that in 2007 it has a capacity to underwrite in excess of UK£16 billion in premiums.

Ultimately, the skill and knowledge of the underwriters remains a major source of competitive advantage as Lloyd's prides itself on its entrepreneurial culture and its ability to provide bespoke solutions to its worldwide clients for risks that cannot be underwritten by other companies. Adopting the best ways of transferring knowledge from experienced underwriters to new trainees will be essential to keep us in this position.

### The Lloyd's approach

The starting point for my research into defining our knowledge transfer model was to ask what kind of tacit knowledge and experience is necessary for an underwriter to effectively carry out their trade.

It's commonly stated by market practitioners that an underwriter's skill remains very much half art and half science. An individual needs to have, among other skills, an understanding of their particular line of business and, legal, accounting, tax and compliance issues as well as a keen financial/mathematical mind and a good memory.

The latter point is of particular interest for this article. The transfer of tacit knowledge remains a key challenge for the knowledge economy, for companies in general and for Lloyd's in their efforts to attain or maintain true competitive advantage.

## KEYPOINTS

- While the apprenticeship model may be perceived as old-fashioned, it's still an effective way to transfer knowledge in the 21st Century.
- The relationship between trainer and trainee is absolutely critical to the success of the apprenticeship model.
- Close geographical proximity between trainer and trainee (and over a relatively long period of time) is a very effective way to transfer knowledge.
- Shadowing and observing an experienced professional (in any industry) allows the transfer of commercial acumen and technical skills.
- Ultimately this study found that the apprenticeship model works by allowing the trainee to watch and observe how things are done in the "real world" in a way that cannot be replicated through more academic methods.

My research sought to analyze the existing apprenticeship model (using the concepts of situated learning – for example, “learning on the job” by observing a more experienced person and communities of practice first introduced by Lave and Wenger) – and assess its appropriateness for underwriting organizations operating within Lloyd’s. The research involved in-depth structured interviews with a range of underwriters working within Lloyd’s.

### Explaining the Lloyd’s apprenticeship model

It’s crucial to stress that there are over 40 managing agents operating syndicates within Lloyd’s, and all have differing approaches, thus there’s no such thing as a “Lloyd’s apprenticeship model.”

However, based on my observations of the organizations whose underwriters I interviewed, a typical apprenticeship model can be broadly summarized as follows:

- graduates are recruited with no previous underwriting experience,
- the individual then spends the majority of their apprenticeship sitting next to an underwriter in the underwriting room at Lloyd’s,
- the trainee is expected to listen and observe negotiations between the broker and underwriter; and
- the trainee is expected to carry out a number of fairly mundane tasks, such as data entry of risk details and photocopying slips.

The findings from these interviews showed that underwriters continue to be trained and developed via the apprenticeship model and by a process of situated learning on the underwriting box. Underwriters learn “tricks of the trade” and “market gossip” by joining respective communities through socializing and the sharing of technical knowledge and market information. Training and development remains informal, and learning often comes about by being “thrown in at the deep end.”

### Situated learning

Within the Lloyd’s market there’s historically been a heavy reliance on situated learning to transfer underwriting knowledge. Yet, in the last 20 years, there’s been a move to require trainee underwriters to attain the ACII (Associate of Chartered Insurance Institute) – a formal insurance qualification. The background data collected suggests that underwriters are increasingly degree-educated and supplement their knowledge through situated learning via the ACII exams and, more recently, MBAs. Thus, in the last 20 years, the current apprenticeship model has significantly evolved from pure “on the job” learning into a

blended approach requiring formal qualifications and more traditional learning.

### Structure and balance in training

The underwriters I interviewed believed that tacit knowledge – for example, understanding of Lloyd’s customs and practices, historical background and market precedents – was essential to be a successful Lloyd’s underwriter.

The interviewees believed that a Lloyd’s underwriter needed to have the right balance between technical underwriting skill (explicit knowledge) and “market feel” (tacit knowledge).

The apprenticeship approach seems to be very effective in passing on such technical underwriting and tacit knowledge, but it’s more limited with regards to other competencies, “softer skills” and the ability and willingness of underwriters to train junior staff. However, the assumption from these interviews must be that the current apprenticeship model can be supplemented and improved.

A more structured approach to recruitment and future training would also certainly help Lloyd’s to develop future underwriting talent. Trainee underwriters would benefit from having specific timelines for their apprenticeship so they have a clear idea of “where they are going” and how long the apprenticeship will take.

### Communities of practice

The concept of CoPs was very useful in discerning the

#### Background to Lloyd’s

Lloyd’s of London is an insurance marketplace within the City of London that can be traced back to 1688.

The Lloyd’s market is involved in the underwriting of both direct and reinsurance business, which involves a diverse range of specialty business classes such as marine, non-marine and aviation. It deals with very high-value insurance covering items, events and disasters that range from US hurricanes to satellites and jumbo jets.

## “THE TRANSFER OF KNOWLEDGE STILL RELIES HEAVILY ON THE TRAINEE BEING HUNGRY TO LEARN – AND THE PRACTITIONER BEING WILLING AND ABLE TO TRANSFER THEIR KNOWLEDGE”

- way the Lloyd's underwriting community operated and learnt at different levels. There were some different views expressed but most underwriters felt part of the wider underwriting community and, in most cases, recognized the benefits of being in that community. Younger participants stressed the importance of social events as a way of networking and building up contacts – and hence their standing – in the wider community. There was also a remarkable collective memory of the first time an underwriter “put pen to paper” and most could remember the first risk that they underwrote. It could be argued that it was at this point, when they made the transition from observer to practitioner, that they really felt that they had “arrived” and “belonged.” It's the actual participation within the community (putting the line down) that allows an individual to be labelled as an accepted practitioner.

In common with most areas of the financial services industry, the underwriting community is under regulatory pressure to improve and develop the calibre and training of its underwriters. The move to more professional underwriting at Lloyd's is naturally evolving, but the inconsistency of approach and the heavy focus on purely technical aspects of underwriting does suggest room for improvement.

### Transfer of knowledge

Most underwriters learnt their trade via situated learning and guided observation, and there's a strong belief that the only way of actually learning how to underwrite is to observe it in practice.

The need to ask questions was cited as essential to obtaining knowledge from senior underwriters, and this must not be ignored in any future, more structured development programs. Underwriting cannot be learnt from a book, but transfer of knowledge still relies heavily on the trainee being hungry to learn – and the practitioner being willing and able to transfer their knowledge.

The view was mixed with regard to tedious and repetitive jobs, but I felt that most people learnt something from doing these sorts of jobs in the way that most people learn the basics in any industry by performing the mundane task such as filing and data input. It was clear that most respondents learnt much more about the way things work than they realized. The Lloyd's market – as it's still predominantly based

on face-to-face trading – tends to use oral debriefings at the underwriting box, team meetings in the office and internal seminars and teaching to transfer knowledge, and makes limited use of more structured techniques to learn lessons from the past.

### Storytelling and narratives

The use of stories is widely adopted within Lloyd's to support and enhance underwriting ethos and wisdom by “bringing concepts to life” concepts. This makes ideas more memorable because they're engaging and more easily related to personal experience than rules.

There were many underwriting stories, fables and anecdotes that will no doubt stay with an individual throughout his or her underwriting career. It's interesting to note that most examples of stories told by underwriters revolve around what went wrong and therefore the need to learn from mistakes. The findings of my research strongly support the theory that stories are used very effectively to understand why things went wrong and thus enable a trainee to (hopefully) avoid similar pitfalls in the future.

### Training and development

There's a strong belief within Lloyd's that competitive advantage in the underwriting environment is almost totally reliant on the strength and depth of the intellectual capital of the organization.

There's also a strong feeling that it's a key part of a senior underwriter's job to develop, coach and train junior underwriters, which supports the view that one of the key elements for the successful implementation of the apprenticeship model is the manager. Indeed, one of my key findings was that when this works well between trainer and trainees in close proximity, and over a significant period of time, this approach is one of the most efficient, if not the only way, to transfer tacit knowledge, commercial flair and history of accounts, individuals and brokers. However, this approach relies on senior underwriters who are willing to transfer knowledge rather than hold onto it and trainees who are inquisitive and hungry to learn.

The current approach to training underwriters in the London market still remains focused on technical underwriting and increasingly on specific classes of business as operations grow in size and complexity. The Lloyd's approach to training remains largely informal and “ad hoc,” and there's always a danger with any (apprenticeship) system that if it becomes too structured it can become inflexible and subject to strict rules. The importance of the relationship between mentor and subordinate was discussed by every interviewee, and the strength of that relationship and bond lies at the very heart of the apprenticeship model. The need for strong personal relationships between trainer and trainee is absolutely critical in

order to allow the successful transfer of knowledge. There were a number of respondents who outlined the ways in which a mentor instilled self-confidence and belief in the trainee so he or she was ready to make the “leap” to underwriter.

### **A need for more structure**

The mentor-trainee relationship can address underwriting knowledge, pastoral care and understanding culture, but there still appear to be, particularly in Lloyd’s, significant gaps with regard to broader competencies (accounting, legal, IT and statistics and so on) as well as softer skills such as negotiation, communication and influencing. It’s currently expected that these skills are picked up on the job or via formal insurance studies.

There appears to be significant scope to improve the gaps by adopting a more structured approach to training and developing underwriters alongside the current (situated learning) approach. This could include formal secondments to other organizations, brokers and overseas operations, as well as a more structured professional development timetable.

### **Evaluating training**

Formal evaluation of the effectiveness of the combined apprenticeship model and the extent to which the overall training assists learning, behavior and results of individuals would be one way for individual organizations and the market as a whole to improve and develop their current way of training. When asked if a more formal assessment would help develop a better underwriting program in the future, a number of senior underwriters believed that underwriting training needed to be informal because of the very nature of the underwriting process – individual risks, brokers and timing. While there’s some merit in this approach for underwriting, I believe that a more holistic evaluation would probably identify gaps in the overall training of a Lloyd’s underwriter and therefore could lead to a better designed apprenticeship program in the future.

The Lloyd’s market has improved its assessment of training requirements, although it appears more focussed on the individual than on specific tasks and the organization as a whole. I believe that further research into this area would definitely benefit the wider Lloyd’s marketplace by ensuring future trainees bought into the market were not selected solely on their academic ability but also on their interpersonal skills and their appropriateness for the role of the underwriter.

### **An increasingly technical profession**

Most respondents felt that one of the biggest changes in the last 30 years had been the increasingly

professional and technical approach to underwriting. While underwriting at Lloyd’s has moved away from a “trade” approach to learning – i.e. solely through situated learning – to the hiring of graduates and the expectation of attaining formal qualifications, the existing model still does not address certain technical and “softer skills” training.


The apprenticeship model at Lloyd’s has developed and evolved but as underwriting continues to rely increasingly on actuaries, statistics and catastrophe modelling, then the calibre of underwriters and their training will need to improve. One respondent made the point that your ability to learn via situated learning is limited by the commercial acumen and technical knowledge of the person you “sit inside” and therefore the question that also needs to be addressed concerns whether the current generation of senior underwriters have the appropriate skills and competencies to train the next generation for the increasing complexity and technical nature of underwriting.

### **Successful methods that can undoubtedly improve**

The Lloyd’s market remains the leading insurance marketplace in the world for specialist risks.

As with any commercial organization, Lloyd’s cannot rest on its laurels. It must maintain its competitive advantage at the wider market level, but also within the managing agents that operate the syndicates. Its human capital remains one of its true competitive advantages, and while underwriters obtain very effective underwriting training and commercial acumen via the apprenticeship model, the current approach can certainly be enhanced.

In the wider context of the move in financial services to electronic trading and the demise of face-to-face trading at most major exchanges, there must be concern that a great deal of valuable experience, insight and knowledge is being lost and that in the future this may be shown as a limitation to a pure electronic environment.

However, it should also be stated that the Lloyd’s market has been slow to embrace electronic trading and new technology in the way it conducts business. Lloyd’s needs to look at developing a new approach to training, one that embraces technological change, if it wants to retain its pre-eminence – especially in view of increased competition from the new markets of Bermuda, Ireland and Dubai, which rely much more on “electronic trading”. 

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“Enterprise 2.0” – the business incarnation of “web 2.0” – and the social media tools comprised within, present opportunities and difficulties in varying measures. Here, we look at a case study from the New South Wales Attorney General’s Department in Australia; a 5,000-plus-employee organization that, up until recently, had a very traditional, one-way, top-down communication intranet.

# EVOLVING A TRADITIONAL GOVERNMENT INTRANET SITE

## Introducing social media tools at the Attorney General’s Department

By Alex Manchester, editor, *KM Review*

Web 2.0 in business, commonly referred to as “Enterprise 2.0,” is gaining momentum, and its potential benefits are dominating discussions among professional knowledge managers. But are technologists and evangelists within organizations about to make mistakes that have been made before, where technology was seen as a quick fix for knowledge sharing problems? As Sam Marshall describes earlier in this issue, social media is similarly being seen as “a silver bullet.” Can it succeed if still driven from a technological perspective? In this case study we look at the evolution of an intranet in a public sector organization, where control of the intranet was wrested from the IT department and developed and implemented with business needs, and not technology requirements and restrictions, in mind.

### Expect the unexpected

A government agency, whose focus is mainly on legal and justice issues, may not be the first organization that springs to mind as a potential early-adopter of social media tools. In this case study we look at how the internal communications and web communications teams at the New South Wales Attorney General’s Department collaborated to overhaul the organization’s traditional intranet, with social media tools a key foundation.

#### **New South Wales Attorney General’s Department**

plays a key role in the administration and development of a just and equitable legal system of courts, tribunals, laws and other mechanisms that further the principles of justice and contribute to the achievement of the goals of the NSW Government.  
<http://www.lawlink.nsw.gov.au/>

Since 1999, the New South Wales Attorney General’s Department (AGD) has had a fairly traditional intranet called Infolink. It was overhauled in 2004, but still very much remained a “push” communication tool and a method by which to share information that was sent from the top down.

In 2006, spurred by a desire for better dialog around a major office relocation – from Sydney’s central business district to the city’s outskirts – plans were developed for a new and improved intranet called Infolink 2.0.

### Why the shift?

The main aim for the redeveloped intranet replete with social media tools was two-fold, with many subsequent benefits derived (see sidebox, opposite).

First of all there was a need for an improved communication platform, with a leadership blog presented as a first step.

“As a government department we’re conscious of the need for engagement,” says Adrian Kerr, director of communications at the AGD. “But this need has been further emphasised by the relocation of our corporate headquarters to the \$330m Parramatta Justice Precinct. We have over 5,000 employees in more than 210 locations throughout the state of New South Wales, and the director general (DG), who is effectively the CEO, wanted more dialog with the workforce.”

For staff communication, the DG was already using formal circulars and a fortnightly e-mail. Feedback on this could be sent via a link on his website, but this had limited reach and success.

## KEYPOINTS

“The DG is a senior lawyer and has an exceptionally tough job,” says Kerr. “He’s also not always available to communicate in these scenarios. However, with the launch of a simple blog on the intranet, he was seen to let his guard down. People began stopping him in the lift, to talk about his blog. It instantly proved more personal.”

### Intranet personalization

The second aim of the overhaul was to create a tailored space for employees.

“The Department also wanted to create an online workplace designed to simplify employee access to content, applications, people and processes. The intranet now features a secure enterprise-wide framework that enables employees to do things related to their work from anywhere, at anytime, faster and more effectively,” says Kerr.

The type of services available include staff search, key legislation, rosters, employee self-serve (to lodge applications for annual leave or flex days, for example), e-mail, address books, phone book, case management tools, timesheets, pay slips, policies, award terms and conditions, occupational health and safety information, AGD news, business unit news and other news services.

“In addition to these services, wherever possible we’re enabling access to the core business systems that AGD employees need to do their job. There are some legacy issues with software, but we’re working around them.”

Together with the development of existing capabilities and services, the new social tools integrated with the intranet include:

- wikis;
- blogs;
- web polls;

- In 2006, spurred by a desire for better dialog around a major office relocation, the News South Wales Attorney General’s Department developed plans for a new and improved intranet called Infolink 2.0, with social media tools as a key feature.
- The aims of the project were many, with improved dialog from senior leadership, increased levels of trust, and personalized intranet spaces for employees all cited as achievable benefits.
- A key factor in the successful development of the project was the collaboration between the IT and communications teams, which formed an “Intranet Governance Group” that offered shared ownership of the project but allowed the needs of the business to dictate the outcome.

### Core aims and ambitions of the intranet overhaul

The following were highlighted aims of the AGD’s intranet overhaul.

- To improve communication and dialog with senior leadership.
- To prepare for and communicate around a major office relocation.
- To create a personalized intranet space for employees.
- To increase engagement levels via trust.
- To have a communications-driven, not IT-driven tool, subsequently cutting down organizational silo problems.
- To prepare for an influx of younger, “Generation Y” workers who will automatically expect social media tools in the workplace.

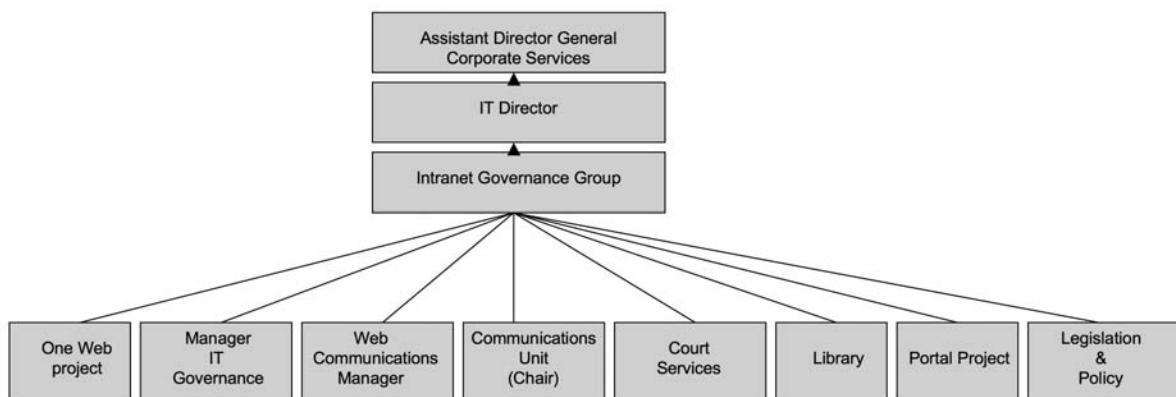
- bulletin boards;
- instant messaging;
- project messaging;
- RSS feeds; and
- customized content.

The result is a personalized workplace that’s tailored specifically to each employee’s role with a dedicated space for corporate news and information.

### Issues of productivity and trust

“We want to improve the productivity and efficiency of staff – remote and centrally located –

Figure 1: The structure of the intranet governance group. A formal working group overcame issues of intranet ownership



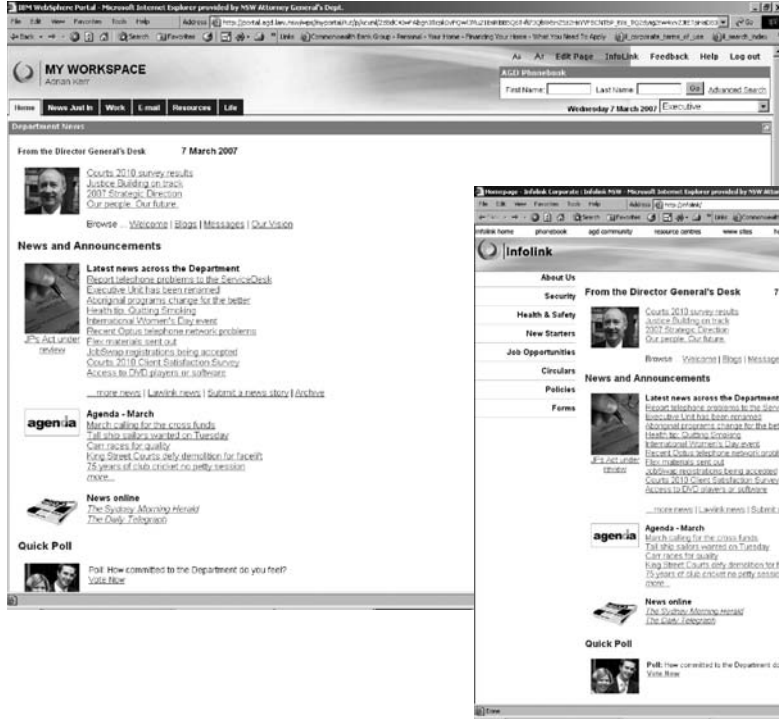


Figure 2. Infolink 2.0

These screenshots from the Infolink intranet site show the main page (below) and an individual workspace (left).

but also engender a culture of trust at the Department, and we want to improve dialog and engagement with staff,” says Kerr. “Providing the necessary capabilities, giving staff a voice and trusting them more with these tools is a way of achieving this culture change.”

**Shared project ownership**

A major barrier to successful implementation of social media on the intranet or behind an organization’s firewall is that of your IT

department and the cited technical requirements for such a change. At the AGD, how did the communications team navigate around the IT department?

“I had been wrestling with the IT department for a good two years to win some influence over the intranet, faced with that old argument that it’s essentially an IT tool rather than a communication channel. You could even describe it as a turf war. However, after the failure of an IT-initiated portal project it was decided that, with the help of the communications team, it was the business – rather than the IT department – that needed to drive the development of future projects.

Even with this significant change, progress wasn’t easy to begin with. “At first there was still some disagreement regarding ownership of the intranet and this affected the development of the project,” adds Kerr. “However, this issue was solved by creating an intranet governance group (IGG), with ownership shared between the IT and communications teams and of which I was the chair.” (See Figure 1, page 27.)

**The governance structure**

The IGG draws together key players from across the business, meets monthly and puts all the issues

**Software in use**

The software being used by the AGD is feature-rich and widely available, with the majority of the following applications falling under IBM’s “Lotus” software division.

- Bulletin boards, RSS feeds, instant messaging and customizable content web polls are integrated using IBM’s Websphere Portal v5.1 (<http://www.ibm.com/websphere/portal>)
- Lotus Notes v6.5.4 for e-mail ([www.ibm.com/software/lotus](http://www.ibm.com/software/lotus))
- IBM Sametime for instant messaging ([www.ibm.com/software/lotus/sametime](http://www.ibm.com/software/lotus/sametime));
- IBM Quickplace for collaboration spaces ([www.ibm.com/collaboration/quickplace/](http://www.ibm.com/collaboration/quickplace/)); and
- IBM’s opensource software, Domino, for the blogs, bulletin boards and wikis ([www.ibm.com/developerworks/lotus/library/blogging/index.html](http://www.ibm.com/developerworks/lotus/library/blogging/index.html)).

relating to the web and social media development on the agenda. It has a mission statement that says: “The group will now oversee the design and content requirements of Infolink and Lawlink (the AGD’s public-facing website). As a leadership group, members will play a strategic role in coordinating online communication needs across the business.

“The IGG cuts across the silo problems that can creep into organizations and provides valuable face-to-face time. We now sit meet regularly to discuss the development of podcasts, portals, wikis and blogs – and anything else that the business can benefit from. There is genuine goodwill to resolve the often-difficult issues relating to governance.”

### Understanding ROI

With this significant investment made in implementation and expenditure on technical tools, where and how can value be demonstrated?

“The ROI can be found in engagement levels,” continues Kerr. “If people are more engaged there’s less absenteeism and better retention – this can equal millions of dollars.”

“We’ve done basic measurement to this effect and the impact has been significant. Early in 2006 we ran a straw poll on employee satisfaction and engagement. The share of employees who felt engaged versus those who felt it was ‘just a job’ was around 50 percent each way.

A year later a similar poll was run:


- 22 percent said ‘it’s only a job’;
- 15 percent still ‘needed convincing’; and
- 58 percent said they were ‘committed or highly committed.’

“These tools have opened up the organization to conversation and have encouraged positive feedback. They’ve allowed us to look at ‘engagement’ from a whole new perspective. We’re also looking at it long-term. I know a lot of staff already use social media at home and will be familiar with it, but we have an ageing workforce so it will be interesting to see how it goes – I remember someone asking me, ‘What’s a blog?’ for example. But our pitch is for a younger workforce in future so these tools are becoming necessary from that point of view, and in the communications unit we understand that – it’s critically important.”

### Top tips and advice

- Don’t make the implementation formal; present the benefits, not the risks
- Get buy-in from the top. Don’t go out on a whim but aim to demonstrate where these tools can benefit the business.

## “THE ROI CAN BE FOUND IN ENGAGEMENT LEVELS, IF PEOPLE ARE MORE ENGAGED THERE’S LESS ABSENTEEISM AND BETTER RETENTION – THIS CAN EQUAL MILLIONS OF DOLLARS. WE FOUND THAT THE IMPACT HAS BEEN SIGNIFICANT”

- If IT asks, “Why do we need blogs?” a good answer is simply to say, “to communicate better with staff.”
- Opening up conversation and dialog presents you with valuable feedback and acts as a pulse check. Acting professionally on this feedback improves trust in an organization
- Realize that disengaged employees will waste days anyway, whether they have social media to play with or not.
- Engagement: staff are people. Treat them as such, give them a voice and trust them more.
- Consider existing guidelines: at the AGD there were no changes to the existing policies on public and internal discourse and the use of IT equipment.
- If you need cultural change and improvement, these tools can provide a catalyst for that change and help to demonstrate that. 

Contact

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The chief knowledge officer (CKO) has a critical role in an organization – they’re the manager of a critical asset. But what makes a successful CKO and what defines them as successful? Here, Bill Kaplan outlines a CKO’s required skills, including a concise “CKO attributes” model, strategic necessities for success and three key messages to keep in mind.

# CREATING LONG-TERM VALUE AS CHIEF KNOWLEDGE OFFICER

## Key attributes, messages and ambitions for success-seeking CKOs

By Bill Kaplan, Acquisition Solutions



**Bill Kaplan** is the chief knowledge officer at Acquisition Solutions and is responsible for the development and implementation of the company’s KM strategy.

A great deal of knowledge or “intellectual capital” is used daily in executing your organization’s business. This resource, like all other critical resources, must be leveraged and further developed in an organized, disciplined, and systematic manner that captures, adapts, transfers, and leverages this valuable resource.

This requires a guiding strategy to enable individuals, teams, and therefore the organization, to become more knowledge – enabled by complementing and supporting both operational and infrastructure components in their everyday work, providing tools and techniques that make work easier and the leadership and workforce more productive and effective. Ultimately this results in improved overall organizational performance, and improved organizational performance is what KM is all about and nothing else.

### Defining the chief knowledge officer’s role

In this article I will describe what I believe to be essential skills, attributes and traits of a successful chief knowledge officer (CKO), including the founding messages and beliefs a CKO should work with, the position in the organization they should hold or seek to attain, and markers that define a successful tenancy as an organization’s CKO.

#### Acquisition Solutions

enables federal agencies to leverage acquisition for superior mission results. For the past decade, the firm has helped Federal agencies identify, develop and implement innovative techniques and leading practices to improve acquisition outcomes that significantly improve our clients’ processes and mission results. [www.acqsolinc.com](http://www.acqsolinc.com)

As organizations develop and scale, there’s an increasing urgency to intelligently leverage what they know about what they do. This enables the agility that an organization must have to remain competitive, adapt to change quickly and sustain its momentum.

For organizations that recognize this value, creating and enabling a CKO position and assigning a senior executive who’s responsible for ensuring that the organization maximizes the value it achieves through one of its most important assets – its knowledge – is critical.

The CKO is not a relabeling of existing positions like a chief information officer, or a variation of another position. The CKO is a unique and integrated or hybrid manager, possessing skills and attributes that include an ability to think conceptually, manage people and projects, communicate effectively both internally and externally and, very importantly, persuade and advocate. The CKO is very often a principal agent of change.

### The CKO’s organizational context

It’s helpful to think of the CKO in the context of other organizational leadership roles and the functions and responsibilities they have with respect to developing and managing the organization’s assets. The chief financial officer (CFO), for example, manages the financial assets of the organization, the human capital officer (HCO) manages the workforce, the chief technology officer (CTO) manages the technology assets of the organization, and so on.

## KEYPOINTS

Because of the importance of the asset in question, it makes sense to have an organizational leader that is responsible for, and focused upon, developing and leveraging the intellectual assets of the organization. This individual is the CKO (see box, below).

### CKO in context

- Chief executive officer (CEO) manages overall corporate assets.
- Chief financial officer (CFO) manages financial assets/capital.
- Chief technology officer (CTO) manages technology assets/infrastructure.
- Chief diversity officer (CDO) manages customer capital/competitor capital.
- Human capital officer (HCO) manages workforce assets/human capital.
- Chief knowledge officer (CKO) manages intellectual assets/knowledge frameworks.

### Placing the CKO

The CKO should be considered an integral part of the senior leadership team and have an equal “seat at the table.” The CKO is accountable for the “knowledge capture and reuse framework” of the organization. While accountable for the framework, including developing and maintaining the framework, execution resides at the operational level (see box below).

Successful advocacy of the tools and techniques that leadership and the workforce must use to successfully capture, adapt, transfer, and reuse knowledge is better enabled by the right positioning for the communication of the message. This includes a reporting structure where the CKO reports to the senior leader in the organization. This sends a clear message that the organization views leveraging the intellectual assets from the same value perspective, for example, as leveraging the financial assets of the organization.

### The CKO's place within an organizational structure

Within the structure of an organization, the CKO should:

- report to the senior leader;
- be an integral part of the senior leadership;
- be an internal consultant or could possibly be an external practice consultant;
- have accountability for the “knowledge framework”; and
- have the responsibilities and capabilities to develop, define, recommend and share.

- Managing knowledge, one of an organization's key assets is a critical aspect of a successful business.
- To successfully manage the knowledge asset requires a proficient, intelligent, multi-talented individual, who holds a senior position. This person is the chief knowledge officer (CKO).
- To be a successful CKO, an individual must have certain key attributes, including an ability to teach, cheer, lead and communicate well, high-level business acumen. They must also be a strategic thinker who can engender success in their peers.
- The CKO must also have a solid understanding of what knowledge management *is* – performance improvement – and maintain consistent key messages to that effect.
- The CKO must also be able to recognize and clearly demonstrate the success they and their team have achieved

### Key attributes of a CKO

Since KM involves integrating people and processes and enabling technology, the CKO requires a specific skill set – the ability to understand the organization and its big picture and tie all of this to the strategic plan and measures of success for the organization.

The CKO must be someone who not only can be cheerleader and a teacher, but also has a vision of knowledge sharing with the authority and experience to enable the corporate culture and processes achieve the KM goals.

The skill set for the CKO is a range of skills includes the following:

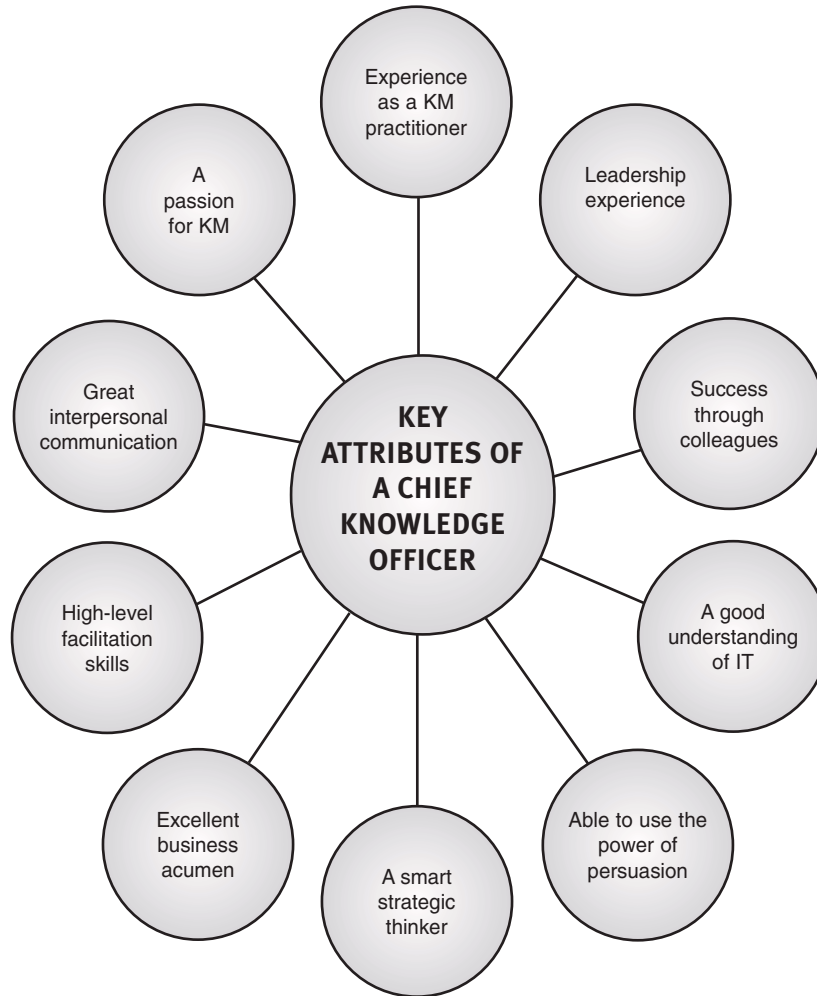
- Interpersonal communication skills to convince employees to adopt cultural changes.
- Leadership skills to convey the KM vision and passion for it to leadership and the cross-functional teams and knowledge workers supporting KM in the company.
- Business acumen to relate KM efforts to efficiency and profitability.
- Strategic thinking skills to relate KM efforts to larger goals.
- Collaboration and facilitation skills to work with various departments and facilitate their ability to work with each other.
- Understanding of the relationship of information technology and its role in enabling success through KM.
- Demonstrated experience as a practitioner in delivering results through KM.

These attributes are clearly defined in the CKO attributes model (see Figure 1, overleaf).

### Leveraging leadership support

The right organizational positioning and reporting structure is only a start. Actual success also depends on how well the CKO takes advantage of the skill set they possess. In fact, one of the most

Figure 1: The Acquisition Solutions “CKO Attributes” model




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This model highlights the key attributes for a successful chief knowledge officer. These attributes range from the practical (experience, understanding of IT) to the personal (passion for KM).

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powerful attributes, and the one I believe is most required for success, is the CKO’s ability to achieve results through their peers.

Seeing the value of leveraging knowledge and then adapting business and operational processes to make this happen “as part of the way the organization does business” will only occur if the peer leadership and the organization really understand and believe there is value in doing do so.

**Key messages**

Organizations that can move knowledge effectively across the organization to improve their performance recognize the following concepts:

1. Leadership has enabled a framework for “performing and learning” – sharing experience and insight from doing, supported by appropriate enabling technology, that enables people at all levels in the organization to improve their performance.

2. They recognize and understand that helping people and teams learn before, during, and after the work they do is the single, most effective way to improve performance in the short term and establish the value of capturing, transferring, and reusing knowledge in the long term.
3. Experience and learning is captured, stored and made accessible after each project in a format that's designed to meet the needs of the re-user of the knowledge.
4. A process is in place to integrate captured knowledge with what the rest of the organization knows and to make it visible and usable for others.
5. Responsibilities are defined for maintaining all knowledge processes and activities
6. Facilitated networks or communities are maintained through active participation within the organization in all areas that drive organizational performance.

**Key messages**

As a CKO, you must have consistent messages that are founded on the following concepts:

1. It's not about knowledge *management*, it's about knowledge *leadership*.
2. KM is about performance improvement, and nothing else.
3. Performing and learning must work within the context of workflow.

**Achieving success**

Success also really depends on providing the CKO with sufficient resources to take the organization's KM concept "from theory to strategy to practice." This means resourcing the CKO team with sufficient budget and people.

While it's important to place the CKO in a position that visibly reflects the organization's view of the CKO's value, without a budget, the CKO skill set and that of the CKO team will be marginalized at best.

**Vital components for success**

To be a successful CKO, you need to:

- be in the right position in the organization;
- have the resources for a team (internal consulting and external delivery);
- have or develop an engaged leadership and workforce, giving belief in your message and therefore your value; and
- have and use the ability "to speak truth and to power."

**“THE RIGHT ORGANIZATIONAL POSITIONING AND REPORTING STRUCTURE IS ONLY A START. ACTUAL SUCCESS ALSO DEPENDS ON HOW WELL THEY TAKE ADVANTAGE OF THE SKILL SET THEY POSSESS”**

**Recognizing success**

CKO success can be measured in many ways and depends on the context of the organization, its culture, and its leadership. I offer the following general measures, which if achieved, reflect success for a CKO and their organization:

1. A consistent and disciplined process for the explicit or formal leveraging of knowledge is a part of ongoing operations.
2. An ongoing effort to improve the ability to leverage the hidden value of corporate knowledge in business development and organizational growth.
3. An ongoing focus on improving the ability to learn from past challenges and successes in strategic decision making.
4. An ongoing focus creating value from knowledge (information, experience, and insight) held by employees.
5. Capturing and reusing knowledge should be woven into the organization's business and operational processes to provide real value to the individual and the team in their daily work.

KM  
REVIEW

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# Resources

## BOOKS

### **Universities and strategic knowledge creation** (Edward Elgar)

Although the role of universities in the knowledge society is increasingly significant, there remains a severe lack of systematic quantitative evidence at the micro-level, with virtually all policy discussion based on country level statistics or case studies. This book redresses the balance by examining original data from universities in six European countries – Italy, Norway, Portugal, Spain, Switzerland and the UK.

The authors provide micro-based evidence on the evolution of the strategic profile of universities in terms of scientific research, contract research, education and the third mission. The result is a book that combines detailed national case studies and comparative institutional analyses with state-of-the-art quantitative techniques.

Applying for the first time new generations of nonparametric efficiency measures on a large scale, *Universities and Strategic Knowledge Creation* will be of great interest to researchers and postgraduate students in higher education, economics of science and technology, and innovation studies. It will also appeal to policymakers and administrators in governments, ministries and universities.

[www.e-elgar.co.uk](http://www.e-elgar.co.uk)

### **Science, technology policy and the diffusion of knowledge** (Edward Elgar)

The Asia Pacific has emerged as one of the most dynamic regions in the world, presenting a variety of social and economic experiences and responses to global pressures. In this book twelve country case studies explore the ways in which national science, technology and innovation

policies are evolving in response to globalization.

In *Science, technology policy and the diffusion of knowledge*, the editors argue that the national innovation system (NIS) perspective is driving policy regimes toward new approaches in policy intervention. Underlying the new policy agenda is a concern with reframing the role for science, technology and innovation institutions including higher education and integrating local community, national and global technology objectives.

Presenting a broad analysis, the book will be of great interest to policy analysts and practitioners concerned with science, technology and innovation policy. It will also appeal to academic and postgraduate students concerned with innovation and industrial development, as well as scholars and practitioners engaged in regional development and international business in the Asia Pacific region.

[www.e-elgar.co.uk](http://www.e-elgar.co.uk)

### **Moral foundations of management knowledge** (Edward Elgar)

This book sheds light on “hidden” aspects of management theory by questioning its moral foundations: ethical and moral principles tend to become over time, deeply embedded, if not buried, in the intellectual and disciplinary subfields of management, particularly when the latter vie for scientific status. In the process, they often become invisible or indecipherable both to those who advance and diffuse knowledge as well as to those who receive, interpret and apply it.

The contributors to this book explore in various subfields of management thought a number of important moral and ethical issues. What is the definition of “good behavior” – and hence of “bad behavior” – implicit behind the

theories we use and produce? Can we find, historically, a trace of moral and ethical dilemmas and debates in those intellectual subfields that tend to posture today as morally neutral? What is the conception of human nature and social reality embedded in modern management thought and theories? How do those implicit and hidden cognitive schemes influence the development of research and knowledge in those various subfields? How do they prevent certain issues from emerging? How do they shape debates, practices and beliefs – leaving little room to approach the world differently and to depart from mainstream perspectives?

This unique treatment of the moral foundations of knowledge management will provide a stimulating read for academics, students and professionals focusing on business and management, business administration, sociology, organizational behavior and moral philosophy.

[www.e-elgar.co.uk](http://www.e-elgar.co.uk)

### **The principles of knowledge creation** (Edward Elgar)

*The principles of knowledge creation* is an essential guide to the various methods of collating, explaining and understanding research data. It provides an overview of the possibilities and opportunities that exist in the research world, and demonstrates the pluralism of scientific approaches and methods.

The book explores research tools and techniques in the context of objectifying and interpreting science, and the application of critical science methods. An exhaustive range of research methods are examined by subject specialists from varied social science backgrounds, including management, sociology, anthropology, philosophy, psychology and pedagogy. They illustrate that no single knowledge

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A directory of contacts for further information on the articles in this issue of *KM Review*

creation approach can be applied to all enquiries or studies, and that different interpretations and approaches can lead to the founding of new knowledge and explanations.

This hands-on approach promises to inspire students and researchers to experiment with new and different methods of solving their research problems. As such, it will strongly appeal to all those with an interest in research and research data within the social sciences.

[www.e-elgar.co.uk](http://www.e-elgar.co.uk)

## BLOGS

### Trends in the living networks

By Ross Dawson

Ross Dawson's *Trends in the Living Networks* blog offers high-level commentary on developments in our networked world, and how it's coming to life.

The blog is primarily intended for a general business audience, in identifying critical technology, social, and business trends and their implications.

[www.rossdawsonblog.com](http://www.rossdawsonblog.com)

### Engineers without fears

By Matt Moore

Matt Moore's *Engineers Without Fears* blog covers the topics of KM, communities, networking and enterprise 2.0 and more.

[engineerswithoutfears.blogspot.com](http://engineerswithoutfears.blogspot.com)

### APQC's KM Blog

By Jim Lee

Jim Lee writes the *America Productivity and Quality Council's primary (APQC) KM blog*, which enables the APQC to share lessons learned, research and insight from the the last 12 years.

<http://apqckm.blogspot.com/>

### Cognitive Edge

By David Snowdon

Former KM chief at IBM, Dave Snowdon's blog is extends thinking

from Cognitive Edge, his organization that's focused on "rejuvenating management practices to better equip organizations when addressing intractable problems or seizing new opportunities in uncertain and complex situations.

[www.cognitive-edge.com/blogs/dave/](http://www.cognitive-edge.com/blogs/dave/)

### ELSUA KM Blog

By Luis Suarez

Luis Suarez is a KM consultant in the IBM Global Business Services division. His *ELSUA* blog covers the topics of collaboration, learning and knowledge, content management, communities and community building, social computing and social software. "In short, almost everything that has got to do with knowledge sharing and collaboration."

<http://www.elsua.net/>

### Column Two

By James Robertson

James Robertson is a leading intranet consultant and founder of the Step Two intranet design consultancy. The Column Two blog is an extension Step Two's work with organizations and provides links, models and leading thinking on intranets, content management systems and more.

[www.steptwo.com.au/columntwo/](http://www.steptwo.com.au/columntwo/)

## Profile

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Creating space for virtually connected employees

Contact: Sam Marshall

E-mail: [sam@clearboxconsulting.co.uk](mailto:sam@clearboxconsulting.co.uk)

## Technology Spotlight

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Innovating with employee videos at IBM

Contact: Melcrum

Web: [www.melcrum.com](http://www.melcrum.com)

## Briefings

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Implementing a stage-gate process at Kennametal

Contact: Raymond Hertz

E-mail: [raymondhertz@tx.rr.com](mailto:raymondhertz@tx.rr.com)

Using wikis at the National Research Council, Canada

pg. 8

Contact: Melcrum

Web: [www.melcrum.com](http://www.melcrum.com)

## Feature articles

Uniting Open Innovation and strategic KM

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Contact: Victor Newman

E-mail: [knowledgeworks@aol.com](mailto:knowledgeworks@aol.com)

Integrating business learning strategies

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Contact: Christine van Winkelen

E-mail: [christine.vanwinkelen@kmforum.co.uk](mailto:christine.vanwinkelen@kmforum.co.uk)

Defining training and learning at Lloyd's

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Contact: Robert Humphreys

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Evolving a traditional government intranet site

pg. 26

Contact: Alex Manchester

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Creating long-term value as chief knowledge officer pg. 30

Contact: Bill Kaplan

E-mail: [bill.kaplan@acqsolinc.com](mailto:bill.kaplan@acqsolinc.com)

# Calendar of Events

## International events

### IntraTeam Event - Intranet Conference

5-6 March, 2008, Copenhagen, Denmark

[www.intrateam.dk](http://www.intrateam.dk)

### Enterprise 2.0 Mashup Summit: Expanding Customer Value Networks

28 September 2007, San Francisco, Ca, USA

[www.vncluster.com/MUSF.htm](http://www.vncluster.com/MUSF.htm)

### Online Information 2007

4-6 December 2007, London, UK

[www.online-information.co.uk/](http://www.online-information.co.uk/)

## Melcrum Events

### Social Media Forum for Communicators Europe

25-26 September, 2007, Amsterdam, The Netherlands

### Strategic Communication Management Summit 2007

25-26 September, 2007, Chicago, IL, USA

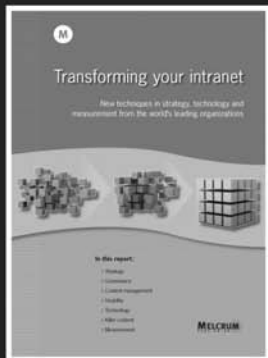
### Strategic Communication Management Summit UK 2007

17-18 October, 2007, London, UK

### Comms Canada 2007

14-15 November, 2007, Toronto, Canada

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- **Improve search and usability** so that employees can get the information they want, when they want it
- **Save money and add value** by embracing the intranet as a tool for replacing traditional processes, storing information and improving employee communication
- **Ensure intranet content is up-to-date** and exactly what your employees need to do their jobs better
- **Learn from best-in-class companies** including GlaxoSmithKline, IBM, Ernst and Young, Hewlett Packard, IKEA and Rexam

“This is the first report of its type I've seen which includes a significant focus on social media such as blogs and delivery mechanisms like RSS.”

**Neville Hobson**  
Social Media Expert

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COMPANY .....

ADDRESS .....

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