

Managing Culture and Knowledge

A guide to good practice



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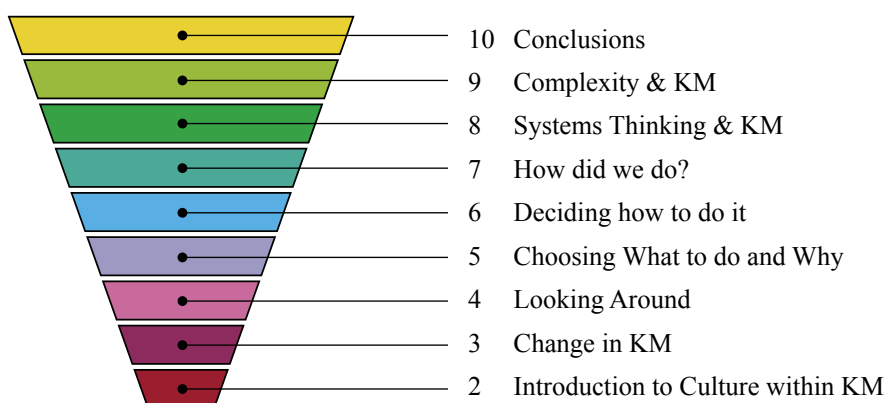
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Foreword



Over a period of time the BSI intend to develop a number of publications on Knowledge and how it fits within management sciences. The Committee of experts formed to review Knowledge Management (KM) takes a holistic view of knowledge within organizations and is currently working on a range of publications looking deeply into the subject. Many of these will be guides to good practice aimed at helping the readers and their teams improve their management of interventions.

The first publication and one we would recommend, to all those with a limited familiarity with the subject, to read as a comprehensive basis to the subject is Knowledge management a Guide to Good Practice whose reference is PAS 2001. Already there are publications in preparation on Measurement and Vocabulary. Further documents on Communities, Narrative, and Complexity and others too may eventually be derived from this guide to culture. Culture is a highly significant factor in the management of knowledge and can have a large and profound influence on success and failure.

Successful implementation of a KM programme is very dependent on culture. This Published Document is in the form of a workbook, and as such is intended to help the reader before, during and after implementation. It expands on the base provided by PAS 2001 by looking at the cultural issues that those wishing to develop and implement a KM programme would be advised to consider.

It is an intense and substantial workbook which we hope the reader will keep by his/her side before, during and after reviewing implementation, as a continuing reference and aid to implementation.

This Published Document covers a lot of ground in a few pages. Its content is extensive and there are lots of annexes and references that should form the basis of further work. Do make good use of the annexes, you will find they add a great deal of useful ideas, methods and tools.

The main body of the text uses a number of writing styles along with visual and tabular references to reflect different learning styles and roles within an organization.

The clauses develop from a more basic understanding of the relationship between culture and KM to an appreciation of managing the complex interactions in organizations and how that will affect strategy and implementation. The process of developing ideas and practices will be iterative, adapting and changing with experiences gained.

Clause [2](#) provides a foundation of how you might look at yourself, your organization and the diversity of individuals and cultures you will be tackling in your programme.

Managing Change is an important feature of KM programming and Clause [3](#) covers some key considerations that will boost success. Many KM interventions have failed because of poor change management! Clauses [4](#) to [7](#) use the four most familiar programme management steps as follows:

- a) reviewing the Current Situation,
- b) deciding on Objectives and Strategies
- c), the Methods and Actions to be used, and
- d) the Review.

This allows the workbook to introduce many considerations for you to incorporate in your KM programme.

But interventions do not just work on a simple cause-and-effect basis within that part of the organization targeted, the organization responds as a whole to changes in parts of it. This interactive effect as it affects KM is covered in clauses [8](#) and [9](#). Clause [8](#) covers systems thinking and concepts around the creation of an effective learning organization, and clause [9](#) covers the more difficult concepts of how behaviours emerge and how to handle risk and uncertainty through KM. Clause [10](#) draws together the key learning points across the work as a whole.

So, of necessity, to do justice to the breadth of the subject of Culture within KM, and because of the subtleties of managing the changes that will be required, there is variety and intensity in the scope of this workbook. It draws together a wealth of good practices for the director or the implementing manager.

1 Scope

This Published Document gives guidance on KM and Culture. In particular it gives guidance on how to identify different types of cultures within organizations, their relationships to individuals and to the growth and utilization of individual and organizational knowledge and learning. It also gives guidance on managing change, within an organization, towards establishing a successful culture of KM.

This Published Document is intended for employees, change managers, directors or anyone else involved in a programme of introducing and/or sustaining KM within an organization.

The document is structured as a workbook rather than a textbook and is intended to encourage the reader to think about the issues raised before, during and after implementation of a programme of KM.

Although this Published Document discusses various different management sciences (for example change management) it does so only, by way of example, to show how KM fits into the current framework of established management sciences. This Published Document is primarily oriented to KM and is not intended to cover other specialized management sciences.

2 An Introduction to Culture within KM

2.1 Introduction

This first clause encourages you to look at your aims and your organization, as the greater the clarity of your intent and the recognition of the diversity of individuals, groups and processes in your organization the more successful you will be. Subclause [2.5](#) suggests some ways in which knowledge gives value and some basic concepts of knowledge flows. Subclause [2.7](#) introduces some basic ideas regarding culture and the elements of diversity and finishes with a call to consider attitudes to learning and change that will speed or hinder progress.

2.2 Purposeful intent

In addressing this guide, we have made one key assumption: That you, the reader, have some purposeful intent

You may be a director recognizing the importance of knowledge and wishing to use it better; you may be a manager given the task of undertaking a project that encompasses knowledge; you may be a frustrated employee with a vision that you would like to fulfil; or innumerable other possibilities.

Whatever your starting point this Published Document can be useful as a workbook (a map to navigate a successful course). You will find parts are written in the 2nd person, encouraging you to pause reflect on your own situation and consider how the information given relates to you and what you need to do about it.

You may have already read PAS 2001 Knowledge Management – a Guide to Good Practice, (a foundation document). If not, we strongly suggest you do because there are several references to it throughout this Guide.

2.3 An approach to this guide

You will have seen from the Foreword and Scope, that this subclause asks you to consider yourself and your organization. Using this profile you will be better placed to absorb rapidly the content of the following clauses. Following this introduction we briefly review change management in a (KM) context. The next four clauses follow some very familiar process steps as follows:

- a) Looking around,
- b) Deciding what to do,
- c) Deciding how to do it,
- d) Reviewing what has happened and what to do next.

Clauses [8](#) and [9](#) expand the holistic view by embracing systems thinking and complexity.

For some, the relationship between cause/effect thinking and systems thinking may be familiar territory; but for those not familiar, the path to encompassing a holistic interactive view may be best trodden by taking each clause in turn. There is also a large volume of useful content in these clauses and their annexes.

The concept of taking each clause as an entity also helps restrain the urge to jump into action without full consideration of analysis and planning. But do not take that as a suggestion that action is not required. Far from it as you have a purposeful intent that will require action in due course. Our help with the navigation would be poor indeed if it did not help you towards success in the actions you take. All the way through you will find suggestions for taking action.

There are a large number of annexes. Do use these as you read though, they are important and are placed at the back simply to help your reading flow.

The last section of each clause is a checklist of Review Points and Actions to help you rapidly assess what you have absorbed and will use.

2.4 You and Your Organization

A good point to start may well be a quick review of your individual and organizational profile ([see Table 1](#)) to help decide which routes to take and maybe what emphasis to give parts of the content that follows.

- *What are my organization's objectives and how does my purposeful intent relate to them?*
- *Where do I fit in the organization?*
- *What are my traits and my competencies?*
- *What is my current knowledge of the subject?*
- *Who else do I plan to involve?*
- *Who are my allies and my opponents?*
- *How and where do I think I will get resources needed to implement the programme?*
- *What specialist expertise will I need that is not available in my organization?*

Table 1 – Some fundamental questioning about your organization

What? who? when? where? how? why?	Understanding and mapping organizational culture	Moving towards a 'knowledge culture'
<i>What are people saying?</i> <i>Who is saying it?</i> <i>How are they saying it?</i> <i>When are they saying it?</i> <i>Where are they saying it?</i> <i>Why are they saying it?</i> <i>(meaning)</i> <i>What does this tell you</i> <i>about values?</i>	Communications • Communications audit • Gathering stories and experiences • Language patterns • Looking at text and subtext • Contrasting what people say with what they do • Analysing communications for values, beliefs, assumptions (official, unofficial/off-the-record, internal, external)	Communications change • The Principles of good dialogue i.e. establishing the conditions for rich telling, rich listening and rich sharing (effective communication) • Consistency of messages (internal and external) • 'Walking the talk' • Giving voice • Storytelling and openness
<i>What are people doing?</i> <i>Who are doing it?</i> <i>When are they doing it?</i> <i>How are they doing it?</i> <i>When are they doing it?</i> <i>Where are they doing it?</i> <i>Why are they doing it?</i> <i>(meaning)</i> <i>What does this tell you</i> <i>about values?</i>	Practice, behaviour, action, 'the way things are done' • Shared rituals – 'that thing we all do' • Rites of passage – induction into the culture, milestones in individual's integration/indoctrination, leaving the organization	Practice, behaviour, action, 'the way things could be done' • New ways of working, e.g. integrated or sharing • Changing 'the way things are done', e.g. training, new incentives etc • Creating shared experiences (opportunities for knowledge transfer and community-building)
<i>What are people making?</i> <i>Who is making it?</i> <i>How is it being made?</i> <i>When is it being made?</i> <i>Where is it made?</i> <i>Why is it being made?</i> <i>(meaning)</i>	Material culture, objects, artefacts, symbols • What does what they make in their world tell you what they make of their world? • Visible material things as representations of how people consider their 'world' (the organization) e.g. disorganized desks, hoarding of books on shelves etc • Looking at what value is placed on things made in the context of the organization, e.g. where are things kept or stored, how are they looked after, 'organizational property' etc	Material culture, objects, artefacts, symbols • Co-creation and transaction of tangible objects to create new relationships and networks ('gift exchange') • Using objects as mnemonic devices, triggering memory or tacit knowledge • Using images or objects as metaphors to allow vivid language or new perspectives • Creation of collections/exhibits to 'stand for' the organization

<i>What, who, how, when, where, why/ What are the groups that exist? Who do these groups consist of? How are people grouped? When do people group? Where do people group? Why do people group?</i>	Communities, networks, alliances, associations, relationships • Understanding existing communities and networks • Mapping complex sets of relations • Looking at how people in an organization are organizing themselves, i.e. what is the structure and function of a given network or set of networks in an organization? • What do they use certain individuals or groups for/what are the functions of different networks or groups within the culture, e.g. dissenting voices, leadership, self-congratulation • What do these groups symbolize?	Communities, networks, alliances, associations, relationships • Building and nurturing new communities, e.g. CoPs, integrated working • Increasing understanding and social capital between different communities within organizations
<i>What about time?</i>	Time • How is time used, seen, considered? • Is the organizational view of time counter-productive? E.g. innovation vs. quality of ideas • Note: Length of service often indicates whether things are happening slow or fast, staff turnover etc.	Time • Reconsidering time, e.g. deliberately introducing pause or speed depending on the value that a reconsideration of time could add to the knowledge work needing to be done in your organization
All the above helps uncover values, beliefs, assumptions, attitudes, motivations, hidden scripts at odds (e.g. finding out whether saying one thing means doing another, behaviours (visible to less visible))		

Courtesy of Sparknow

Is your organization an SME (small or medium sized enterprise) or an MNE (multi national enterprise)? You will find some guidance in this report that relates more particularly to large or to small organizations. The same is true of public and private sectors.

Table 1 provides you with comprehensive questioning on the way in which your organization is working now and considerations that often make your use of knowledge more productive. (See also [Annex A.1](#) and subclause [2.1.3](#) in PAS 2001 “The role of Knowledge Audits”).

2.5 Knowledge

Knowledge differs from information in that it involves interpretation and use by the human brain.

Some common ways it will be used in your organization are as follows (see also [Table 2](#)):

- Knowledge Capture: gathering knowledge gained by one person for use by others
- Knowledge Distribution: making more widely available information that can be converted to useful knowledge by others
- Knowledge Creation: Developing existing knowledge through innovation in thought and action
- Knowledge Application: Using knowledge developed to profitable (social or economic) advantage

Table 2 – Some benefits from applying knowledge

Creating knowledge	Sharing knowledge	Storing knowledge	Using knowledge	Valuing knowledge
Investing in People	Giving people reasons to work together	Recognizing the role of personal experience	Maintaining research and development and innovation	Appreciating the value to the business of key staff
Organizational learning	Helping people see what others are doing	Documenting good processes/practising them	Continuously introducing new products and services	Understanding accurately the current market value of the company as a knowledge based enterprise
Innovation in products, services and business processes	Creating opportunities to share experience outside normal job/department/industry boundaries	Using information and communication technologies to store and retrieve personal experience on a commercial timescale	Using knowledge to sustain competitively relevant efficiency and effectiveness, gains in existing services	Having ways of transferring the business to new owners and managers whilst preserving capabilities.
Understanding customers better	Making good practice available to all	Using know-how in designing service delivery systems		

What are some of the major considerations for you?

[Annex A.2](#) shows us some categories of knowledge that have been recognized over the years. Look for examples of these in your organization.

Corporations can only create new value by creating new or better outputs. This requirement applies whether your organization is public, private or voluntary sector, and always involves using knowledge more effectively.

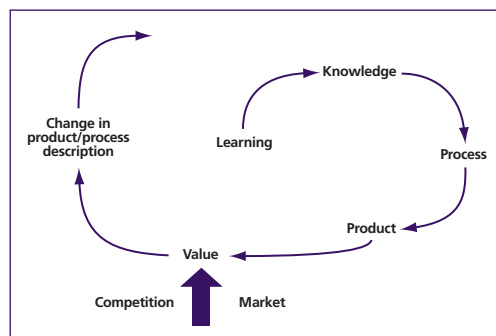


Figure 1 – Learning-knowledge -value spiral

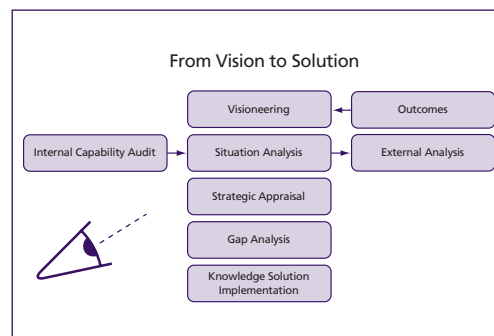


Figure 2 – The Knowledge Lens

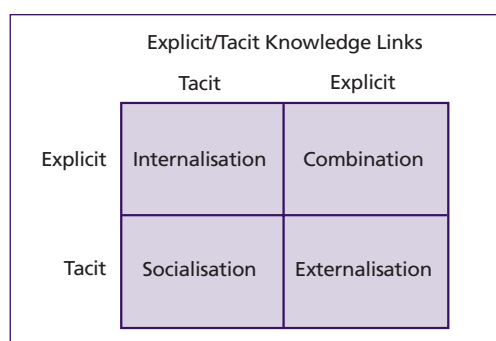


Figure 3 – The SECI model

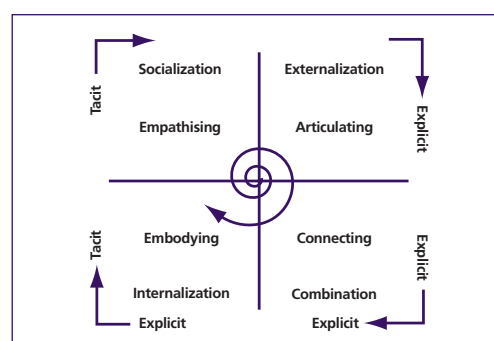


Figure 4 – The spiral upwards in response to market requirements

Learning-knowledge -value spiral (see figure 1)

Although this may appear to relate to the private, sector all supply is subject to both direct and indirect competition. This is equally true for the public sector.

The Knowledge Lens (see figure 2)

Knowledge strategy should be an inherent part of your organizational strategy. KM may be usefully described as looking at the organization through a knowledge lens.

Before venturing into the view of complex social interactions and social systems that are covered in clauses 8 and 9 let's take a more basic view.

Two of the early proponents [1] of KM suggested the terms Explicit and Tacit [2] to describe parts of the knowledge transfer process. Tacit being what's in people's heads and Explicit being that which is physically available e.g. documents, databases, slide presentations etc.

The SECI model (see figure 3)

This view underlies the process of transfer between explicit and tacit knowledge. (see also Annex A.3);

A simple explanation of the four quartiles in the model is as follows:

- Socialization** – working with others on tacit –tacit exchange;
- Externalization** – Capturing and externalizing tacit knowledge;
- Combination** – combining explicit knowledge for new use;
- Internalization** – taking explicit information into your brain.

The spiral upwards in response to market requirements (see figure 4)

An iterative process comprises the following aspects:

- Empathizing:** Sharing and developing ideas together through social exchange;
- Articulating:** into explicit form;
- Connecting:** using different explicit forms to help the idea move forward;
- Embodying:** incorporating into a product/process/service that has value.

Derivatives of this model are widely used today though not universally accepted as it takes insufficient account of interactivity. Knowledge transfers may be seen as a process but increasingly the complex organic nature of the interactions is of significance (see [Annex A.4](#)).

So the SECI (Socialization, Externalization, Combination, Internalization) approach is a useful consideration to gain an early understanding. It can be a good way of recognizing the paths to valuing the Return on Knowledge (similar to return on capital employed but not just on a financial basis). It provides a cyclic process to create and apply knowledge.

KM is fundamental to Adding Value, Reducing Risk, Reducing Cost and Creating New Opportunity (see [Figures 5](#) and [6](#)).

Spend a little time thinking of your situation.

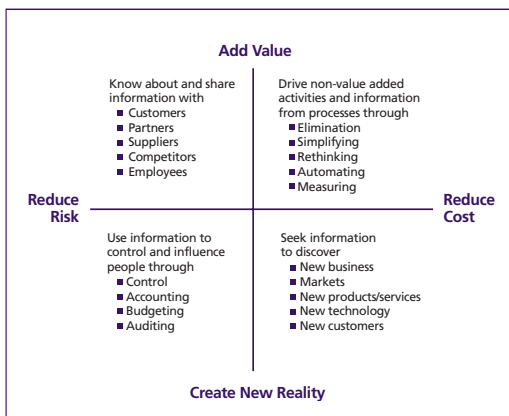


Figure 5 – Competing with Information

(Reproduced by kind permission of TFPL).

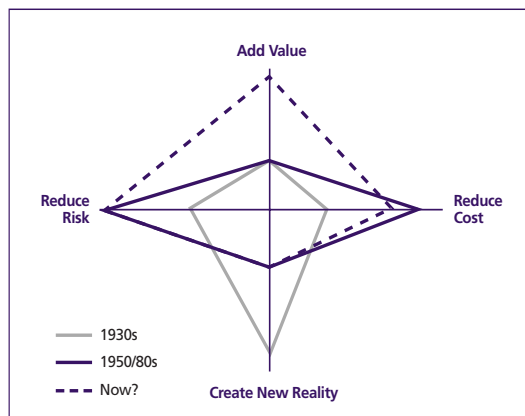


Figure 6 – Changes in emphasis over time (Airline industry example)

(Reproduced by kind permission of TFPL).

What types of knowledge (and information) do we deal with?

What type of knowledge work do different individuals, teams or communities do?

Does the existing culture support or hinder this knowledge work?

Is the existing culture, with its implicitly understood values, beliefs, assumptions, motivations and behaviours, one which fosters integrated working and rich sharing of knowledge and experience?

NOTE: How would you be able to recognize this? ([see 4.4.1](#))



2.6 An introduction to Culture

2.6.1 General

Every existing culture is unique, emerging over time from a specific set of conditions, interactions and relationships between people and their surroundings. Despite the distinct qualities each culture exhibits, there are also certain characteristics shared by cultures dispersed across space and time. It is a natural tendency to want to classify and group what we see in order to make sense of it. What follows is a classification system which groups cultures into ‘types’ according to shared traits regarding the way people within that culture communicate and behave. Feel free to use it as a ‘heuristic device’ that is, accepting that it does not reflect reality but is a simplified or generalized version of it. When you ‘look in’ to your organization you may find it helpful to check what you observe against the model. If you see a cluster of traits which places your organization neatly in one category, it may be possible to infer or gain new insights relating to other more hidden associated traits with regard to culture, communications and knowledge.

You have already asked yourself a number of questions and undoubtedly found that some parts of the organization seem to behave and respond differently from others. You may have noticed that the culture of a particular partner or supplier is very different from your own or that people in the Japanese subsidiary do not seem to behave and respond to the same things as your team do etc. Appreciating and managing diversity is an important factor in how to approach an implementation. What works with one group may not work well with another.

In addition, for an individual in an organization, any event can stimulate reaction from several layers of culture that the individual has absorbed. These can be seen a bit like an onion.

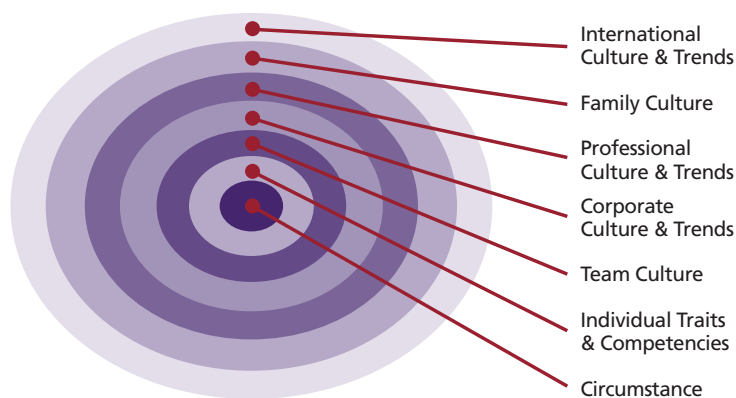


Figure 7 – The Cultural Onion

When involved in any circumstance (shown at the centre of the onion) we are subject to layers of culture, all of which have some impact on how we feel, react and behave. The ‘cultural onion’ is a multi-layered depiction of the various levels that are dominant or suppressed at a given moment. Therefore in any specific context, or moment within organizational life, individuals, teams and organizations can be operating at any level, or number of levels.

Culture is the most important and least understood set of dynamics at work in any organization, creating the context or environment in which all work is done. This set of shared values, beliefs and assumptions may be hard to measure but it can be understood, especially when made visible by practices and behaviours. The qualities within an organization’s culture directly affect its ability to succeed (however that is measured). For example an organization resistant to change may find it hard to cope with new competition, or an organization exhibiting a lack of creativity or imagination may find attraction or retention of quality staff an issue. It is vital to the success of any KM programme for the instigators of the proposed change to appreciate the context in which knowledge is (or is not) currently being acquired, retained and transferred.

2.6.2 What is organizational culture?

Culture in organizational terms is broadly the social/behavioural definition, manifestation and experience of a whole range of elements such as:

- the way work is organized and experienced
- how authority is exercised and distributed
- how people are and feel rewarded, organized and controlled
- the values and work orientation of staff
- the degree of formalization, standardization and control through systems
- the value placed on various aspects of the business, e.g. planning, analysis, logic, fairness etc.
- how much scope for individuality and creative expression, risk-taking and initiative is given
- rules and expectations about such things as informality in interpersonal relations, dress, personal eccentricity etc
- differential status
- emphasis given to rules, procedures, specifications of performance and results, team or individual working

Organizational culture can be assessed through qualitative research and assessment, and even though it operates largely below the surface it is rendered visible by things such as:

- any visible expression of the brand, e.g. logo, stationary, corporate communications style, dress code, PR and marketing material, e.g. websites and brochures
- the appearance, design, layout and use of the organizational building and spaces
- the level of diversity within the workforce

An organization's culture may be imperceptible, taken-for-granted or assumed as a status quo that we live and participate in but do not question. The experience of the things we feel are displayed by the "culture and its practices" affect how we behave and respond to the organizations we work in. A top firm typically has a strong culture with values and norms appropriate to the organizational purpose. In a big organization, sub-cultures also exist, division to division, office to office. Occupational groups also tend to have their own cultures: investment bankers have different ways of talking, different modes of dress, different ways of working, compared to software developers or television producers.

Elements of the culture may be questioned where individual or group expectations do not correspond to the behaviours associated with the prevailing values of those who uphold "the culture".

An organization may display elements of several "cultures" which may contradict each other, which may compete. We can even consider the characteristics of an anti-organizational or countervailing culture.

2

2.6.3 An Anthropological View of Culture

‘Culture’ as a concept is variously defined, but anthropologists tend to view it in a particular way that is consistent with an appreciation of complexity theory and emergence ([see Clause 9](#)).

Although there is no consensual definition of culture, it may be unhelpful to consider culture as a ‘thing’ or a static state existing or belonging to an organization. Nevertheless, theorists have developed classification systems that divide organizations into ‘types’ with an associated list of attributes or qualities.

According to the anthropologist Mary Douglas, culture is not a static ‘thing’ but something which individuals, teams and organizations are all constantly creating, affirming and expressing. To address how the boundaries are maintained, she writes about “... the admonitions, excuses and moral judgements by which people mutually coerce one another into conformity” [3] In this view, culture is not imposed from the outside but exposed from within. If this is true, it is easy to see how plans to impose change on organizations may fall flat.

The risk is the gap that always exists between what the organization says it does (official mission statements, codes of practice, corporate brand values, client-facing case studies, board reports etc) and how the organization actually behaves. Getting beneath the surface to expose the ‘truths’ demands an approach attuned to looking for sub-text, sub-communities, hidden scripts or motivations. Only by looking at the whole picture, above and below the line, explicit and tacit or hidden, can you determine the nature of the shift or change that needs to happen when fostering a culture with the right environment to encourage effective knowledge transfer and integrated working.

“Organizational culture can be defined as the learned way of perceiving, thinking and feeling, shared and transmitted among organizational members.” (Schein, 1984)

2.6.4 Three legs on the stool

Individuals encounter, negotiate and co-create their organizational culture dynamically in the context of the following:

- a) Relationships with aspects of their own selves;
- b) Relationships with their immediate teams or departments;
- c) Relationships with their organization at large (see [Figure 8](#)).

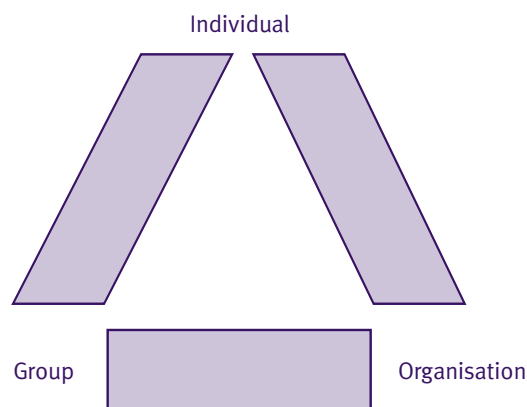


Figure 8 – The Dependent Triangle

2.7 Diversity

2.7.1 General

Diversity is derived from differences between individuals, their traits, their values and the groups, small or large, that they form.

2.7.2 Individuals

2.7.2.1 Traits and Preferences

We have already recognized the structure of cultures as being comprised from individuals. Those individuals have different traits and preferences (differing personality profiles, learning styles, value sets etc.). These individual differences can be critical in blocking or assisting the flow of knowledge. Taking into account these differences in people in your organization can help with the creation of champions to support you, competent and powerful implementers, and programmes that respond to individual learning styles and increase rate of response and change.

2.7.2.2 Competencies

Competencies within individuals are important for organizational effectiveness both within KM programmes and to undertake other functions in the organization.

- For conducting the programme
- As competencies are the engines for gaining benefit from your KM
- As they encompass skills, knowledge and attitude. The skills allow the knowledge to be converted to practical ends and the attitude effects the willingness and motivation of people to convert the knowledge to benefit

2.7.2.3 Group Sub-Cultures

There will be a main organizational culture but also sub-cultures in different parts of the organization. These subcultures may be very different and very differently motivated. Matching programme delivery to these subcultures will bring you better results. Some may be supportive of knowledge sharing but for others you will have to find the justification for them changing their practices if you are to succeed.

2.7.2.4 Communities

When you look around you may be surprised at the number and structure of informal and formal communities that have formed to tackle the socio-economic and production problems that arise.

2.7.2.5 Politics

Internal and external politics are important issues. On the external front, it may be legislative or market politics, whilst internally ignore the political map at your peril. You will need support and may well need to win a Business Case.

2.7.2.6 Organizational Structure

What structures currently exist that benefit or hinder the management of knowledge?

2.7.3 Specialists

There are some groups of specialists that have useful competencies you need to tap into if you are to run a successful implementation

Some of these might be:

- Librarians
- Anthropologists
- IT managers
- OD (Organizational Development) /HR (Human Resource) Managers
- KM specialists

These people may be available in your organization or you may need to consider outsourcing.

Who is available? Keep thinking of necessary resources as you read and apply. They can make an enormous difference to success or failure and speed of implementation

2.8 Learning and mistakes

How does the organization approach learning and mistakes?

The following three maxims, from a major global company seeking to judge how well it was implementing KM, might help with your reflection:

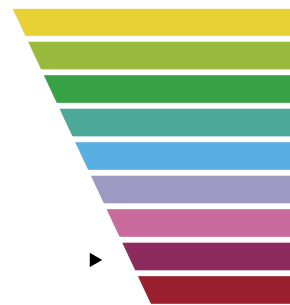
- in my company, increasing the collective knowledge of the organization as a whole is more important than increasing the knowledge of individuals;
- my company has an atmosphere of trust and respect, where people listen to what others are saying;
- my company accepts failures, learns from them, and does not try to assess blame.

2.9 Change

Your programme will involve change and we have devoted [clause 3](#) to change. Success will come from competent change management. As the organization moves forward so the knowledge strategy will need to align with organizational strategy, and the changes derive benefit.

2.10 Learning Points and Actions

- You should now have, as suggested, a basic understanding of the key elements that relate Culture to KM
- That you have already started to look at your organization and your intent and noted some points for further analysis
- That you have decided whether to be selective through [clauses 4](#) to [7](#) and pass rapidly on to the Systems Management and Complexity issues or whether to take a step at a time gathering the maximum useful information on the way.
- If you are a director consider also, and investigate the view from, the project management position and vice versa
- Be prepared for change. It may be slow but sure.



3 Change within KM

3.1 Introduction

“Change is a way of life for all organizations. New types of business processes are being introduced, supplier relationships are changing, organizations merge and divide in response to political or market forces. Organizations are also striving to achieve benefits from improving existing practices, to achieve business excellence, to be better prepared for the future, to enable innovation and to encourage new ways of thinking about doing business. Where there is major change there will be complexity and risk. There could be many inter-dependencies and conflicting priorities to resolve.” – Office of Government ‘Managing Successful Programmes’ 1999

This clause builds on clause [2](#) by introducing important considerations and tools for change management that will improve successful implementation. Change will be a requirement, and much of it driven from within the groups and communities that will be involved. Management by influence will be required, so understanding the motivations and process for change is essential. Recognizing where individuals are in the process, and how to move them towards commitment underpins success [3.3](#) on the process of change leads into a review of some competences, which will help to manage the emotions and attitudes brought about by change ([3.3](#) to [3.7](#)). Then forces like Power and Group Dynamics, which influence each individual’s decision-making and their Identity. Finally [3.9](#) summarizes some key change management skills.

3.2 KM involves change

Because you are wanting to change from an existing situation to one that is more productive in the use of knowledge assets, an understanding of change management skills is a necessity.

The factors underlying the success or failure of an implementation involve both individual and group dynamics. The latter is a quality of the group culture.

3.3 The process of change

3.3.1 General

Change always involves risk and time for the individual and an increase in stress. There are several models explaining the process further [\[4\]](#) The two key factors are the cognitive side and the emotional side.

Those on the cognitive side suggest processes that will be expanded throughout this document. The emotional side is also extremely important

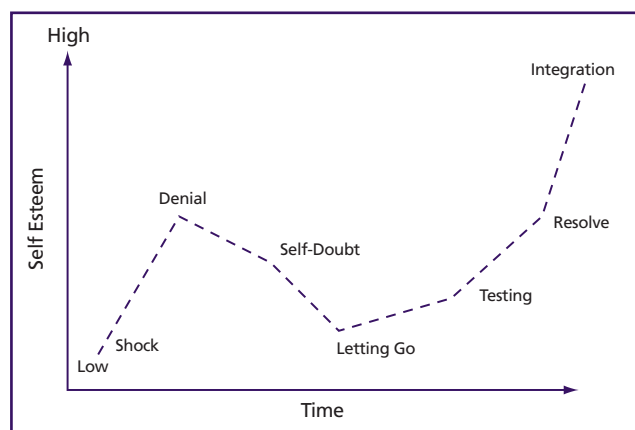


Figure 9 – The relationship between self-esteem and time

A more simple way of looking at some practicalities is –

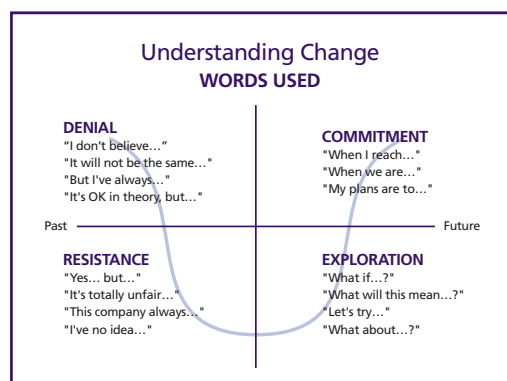


Figure 10 – Recognizing the key stages



Figure 11 – How to manage the stages.

The speed with which people enter Exploration is dependent on their expectation of the benefit or threat the change is thought to impose. You will normally observe a reaction like a ball rolling up and down the dip between resistance and exploration until the person finds good reason to move on to commitment.

There is often a second loop as unrealistic hopes are tempered with reality (see [Figure 12](#)).

The following list gives a broader perspective on the dynamics of change derived from managing the emotional roller coaster.

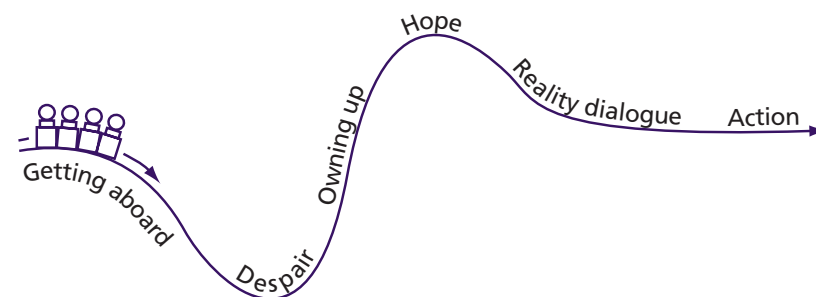


Figure 12 – Riding the Roller-Coaster

From: Weisbord, M & Janoff, S (2000), *Future Search*, Berrett-Koehler, San Francisco

3.3.2 Dynamics of Change

If resistance is recognized as inevitable, an organization can prepare for the dynamics of change, which follow.

- **Confusion** – Explain that some confusion is expected, and educate the participant.
- **Isolation** – Break down silos and arrange participants in human networks.
- **Anxiety** – Give participants the facts; explain what will happen.
- **Resources** – Define priorities for the organization.
- **Readiness** – Assess who is ready.
- **Saturation** – Implement the change initiative in manageable chunks.
- **Reversion** – Monitor progress to sustain the initiative.

3.3.3 Coaching/mentoring

Coaching and Mentoring skills are extremely useful in managing change.

The four key skills of coaching are:

- **Active listening** – listening to what is behind the words
- **Open Questioning** – not leading but allowing the coachee to express fully
- **Challenging effectively** – so they face the realities
- **Being comfortable with silence** – for some things take time and patience to surface

Annex [B.1](#) gives some guidance on types of Participants in change and relevant levers for action.

It's worth remembering Beckhard's [5] maxim that change comes from $\text{Dissatisfaction} \times \text{Desirability} \times \text{Practicality} > \text{'Cost' of change to the individual}$

The end therefore has to be valued sufficiently. Keep an eye on what is occurring.

3.4 Values, Beliefs and Experiences

3.4.1 General

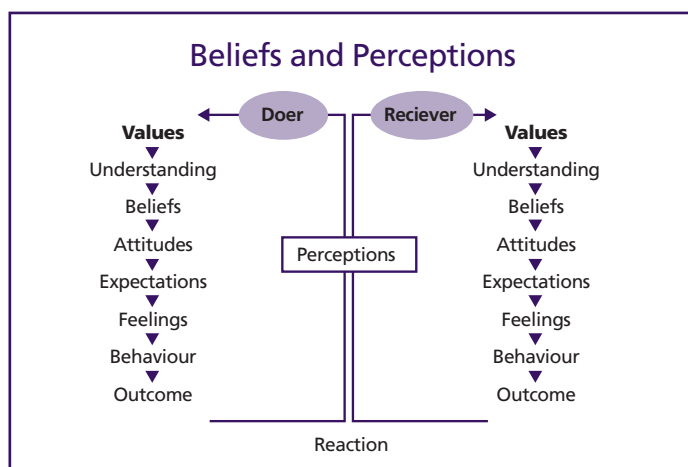


Figure 13 – Beliefs and Perceptions

This model shows an interaction between two individuals.

Our values can be seen as the foundation on which we build beliefs, attitudes and behaviours. Our experiences are subject to our perceptions. Perceptions create our understanding by reflection on our values (and stored understandings). They, and the related beliefs are changed only through experiences that we have.

Traits and prior experience provide additional filters to the perception of each individual.

The Doer's outputs become the inputs for the Receiver. Those actions by the Doer are filtered and reflected on the Receiver's value set. So the Receiver will not perceive the outputs the way the Doer does.

Consequently, the Receiver's understanding and behaviours will be driven by their own perception and values and these may differ considerably from the Doer's.

3.4.2 Emotional Intelligence

Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships [6]. It is not genetic, but a developable competence to help deal with problems and people in ways that reduce anger and hostility, enhance collaborative effort and produce creative energy. Key personnel in the most successful companies are generally found to have high levels of emotional intelligence (High EQ).

3.4.3 Expectations and Permissions

Amongst other clues, we all read the situation we are in from our assessment of those around us. Most of this assessment is intuitive and involves what we assess as the valid situation; what our peers, superiors and subordinates and others expect and what they will allow and not allow. These may differ considerably from official lines of communication and authority, but they nevertheless form the basis of our view on the importance of acting or not acting. For a KM intervention to succeed, those involved should feel it is important enough that they should participate, that mistakes made in learning will be accepted and that time for change will be allowed.

Most people find it very easy to recognize situations where they know someone who says one thing means another, or you may have experienced circumstances where your staff have ignored a command you gave, or alternatively an instance where they all swung into action immediately. Try and work out why that was and look for the patterns of expectations and permission in the key personnel involved in the programme and how they might need to change.

3.5 Attitudes towards change

3.5.1 Introduction

The stress caused by the pressure to change needs to be overcome by a motivation to change (see [Table 3](#)).

Table 3 – Possible attitudes toward change

Commitment:	Wants it. Will make it happen. Creates whatever ‘laws’ (structures) are needed.
Enrolment:	Wants it. Will do whatever can be done within the ‘spirit’ of the law.
Genuine compliance:	Sees the benefits of the change. Does everything expected and more. Follows the ‘letter of the law’. ‘Good soldiers’.
Formal compliance:	On the whole, sees the benefits of the change. Does what’s expected and no more. ‘Pretty good soldier’.
Grudging compliance:	Does not see the benefits of the change. But, also, does not want to lose job. Does enough of what’s expected because he/she has to, but also lets it be known that he/she is not really on board.
Non-compliance:	Does not see the benefits of the change and will not do what’s expected. ‘I won’t do it: you can’t make me’.
Apathy:	Neither for nor against the change. No interest. No energy. ‘Is it five o’clock yet?’.

3.5.2 Resistance to change

Many people think of inertia only as an unwillingness to move, but it also means an unwillingness to alter course once in motion and responsible people who cannot see sufficient benefit from the change will feel fully justified in supporting their inertia.

As resistance is a normal part of change process, which needs to be overcome by a willingness to move into exploration, it is worth considering some common reasons why people resist change:

- **Lack of understanding** – why do we need to change?
- **Lack of preparation** – unexpected happenings
- **Perceived loss of status** – does this suggest that the way we were doing things is wrong?
- **Perceived loss of power** – reduced ability to control their own and others’ destiny
- **Lack of self-esteem** – what if I fail to make the grade?
- **Work load**

To counterbalance those let’s look at some reinforcing factors:

- Because it matters
- Because my colleagues take it seriously
- Because it works
- Because I believe in it

3.6 Power

Power has an important part to play in change.

Here are 5 relevant issues:

- Power has many sources and is exerted through an interplay of unequal and fluid relationships
- Influential power comes from many directions not just from above
- Power relationships are intentional
- Power relationships are not simply from superstructure, but come into play in response to initiatives.
- The inevitable corollary of power is resistance

3.7 Group Dynamics

- **Groupthink** – describes the beliefs and patterns of acceptance and rejection that underpin the group (expanded later in subclause [4.5.3.3](#))
- **Peer pressure** – a strong influence that can be used to support and move the centre of gravity towards commitment or detrimentally push towards denial
- Superior/subordinate pressures differ from group to group. Read these well to ensure success

Successful KM, in particular, can be a major agent of change – and therefore a highly political activity.

Understanding the political nature, dynamics and opportunities of various organizational cultures that arise during processes of change is therefore a key requirement for a successful KM programme.

To some in your organization, KM will be (or may promise to be) a powerful boost to their role, their status, their working environment and existing business processes. To others, KM will be (or may seem to be) a threat to their role, a challenge to their status or a danger to their working environment and existing business processes.

3.8 Identity

KM initiatives will for many involve a shift in an individual's identity, as perceived by themselves and others. This alters the psychological contract (the concept of self within the organization). The individual will look for enhancement of their identity and psychological contract. (see also [5.10.5](#))



Recognizing the existing culture is causing problems is a first brave step.

A global Automobile company had allowed, or actively encouraged, a relationship to develop with its dealerships that was based on fear. The dealerships were driven by a need to compete against each other, creating a culture of coercion.

Directors realized this was weakening their company but was a style they were competent in managing. The company committed to a series of initiatives with its senior management and dealerships. They changed the way that decisions were made, to be more equitable for both manufacturers and dealers. Directors of both the manufacturers and the dealerships attended 'Road shows' together, demonstrating visibly that they were prepared to work together 'hand in hand'. Top management made it clear that they required help from everyone in order to change from the existing safe 'command and control' culture: a culture that they had developed and understood well. To support this they embarked on a series of communications, team working and trust building initiatives. Language changed from 'old way' to 'new deal'

The manufacturer – dealership culture changed. from an individualist coercive culture to a more collaborative trust based/partnering knowledge sharing culture. In this case the KM strategy had to focus far more on cultural change initiatives first, before embarking on supporting KM processes and technologies (see [Figure 14](#)).

3

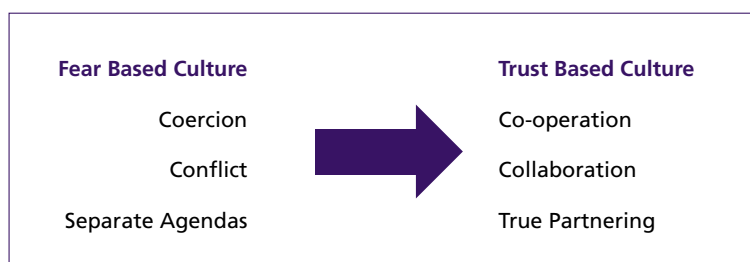


Figure 14 – Fear based to trust based culture

3.9 Change Management Skills

Peter Senge [7] isolated ten steps for successful change, which he related to organizational learning (see [Table 4](#)).

Table 4 – The ten challenges

The Ten Challenges (as discussed in <i>The Dance of Change</i>) [7]	
1 Not Enough Time: “We don’t have time for this stuff!” This is the challenge of control over one’s time. This challenge represents a valuable opportunity for reframing the way that workplaces are organized, to provide flexibility and time for reflection and innovation. 2 No Help: “We’re like the blind leading the blind!” Some managers believe that asking for help is a sign of incompetence; others are unaware of the coaching and support they need. Meeting this challenge means building the capabilities for finding the right help, and for mentoring each other to develop successful innovations. 3 Not Relevant: “Why are we doing this stuff?” A top priority for pilot groups is a clear, compelling case for learning and change. If people are not sufficiently committed to an initiative’s goals, a “commitment gap” develops and they will not take part wholeheartedly. Building relevance depends on candid conversations about the reasons for change and the commitments people can make. 4 “Walking the Talk” – Leadership values What happens when there is a mismatch between the things the boss says and his or her actual behaviour? People do not expect perfection, but they recognize when leaders are not sincere or open. If executive and line leaders do not provide an atmosphere of trust and authenticity, then genuine change cannot move forward.	Challenges of Initiating These challenges are often sufficient to prevent growth from occurring, almost before it starts. They are consistently encountered at the early stages of significant organizational change. The capabilities to deal with them should be developed under high pressure; but in managing these challenges effectively, organizations develop capabilities much sooner than otherwise for dealing with challenges down the road.
5 Fear and Anxiety: “This stuff is ----” The blanks represent the fact that everyone expresses their fear and anxiety with a different form of defensiveness. How do you deal with the concerns of team members about exposure, vulnerability and inadequacy, triggered by the conflicts between increasing levels of candour and openness and low levels of trust? This is one of the most frequently faced challenges and the most difficult to overcome. 6 Assessment and Measurement: “This stuff isn’t working” How do you deal with the disconnect between the tangible (but unfamiliar) achievements of a pilot group and the organization’s traditional ways of measuring success? 7 Believers and Non-believers: “We have the right way!” say pilot group members. “They’re acting like a cult!” say their other colleagues and peers. Riding on a wave of early success, speaking their own language, the pilot group becomes increasingly isolated from the rest of the organization. Outsiders, meanwhile, are put off and then turned off by the new, unfamiliar approaches and behaviour. These misunderstandings easily accelerate into unnecessary, but nearly unavoidable, opposition.	Challenges of Sustaining Momentum These challenges occur sometime during the first year or two, when the group has clear goals and has discovered that new methods save more than enough time to put them into practice. Now the pilot group’s real troubles begin. Sustained activity confronts boundaries – between the work of the pilot group and “internal” attitudes and beliefs, and between the pilot group’s needs and the larger-scale company’s values and ways of measuring success.

8 Governance: “They won’t give up the power.”

As the pilot group’s capabilities and activities increase, it runs into the priorities and established processes of the rest of the organization. This leads to conflicts over power and autonomy and to a destructive, “us-versus-them” dynamic that nobody wants – and that could be avoided if the capabilities are in place for organizational redesign.

9 Diffusion: “We keep reinventing the wheel!”

Unless organizations learn to recognize and deal with their mysterious, almost unnoticed inability to transfer knowledge across organizational boundaries, people around the system will not build upon each other’s successes.

10 Strategy and Purpose: “Where are we going? and “What are we here for?”

How do you revitalize and rethink the organization’s intended direction for success, its contribution to its community and its future identity? How do you improve the processes of conversation that lead people to articulate and refine their aspirations and goals for achieving them?

Challenges of System wide Redesign and Rethinking

These challenges appear as a pilot group’s work gains broader credibility and confronts the established internal infrastructure and practices of the organization.

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[Annex B.2](#) shows a table of typical change management skills required for managers at various levels

3

3.10 Learning Points and Actions

You should now be able to do the following:

- understand and recognize the stages of change in yourself and others
- use techniques, means of communication and methods that tip the balance so the cost of change is exceeded by the benefits in yourself and others.
- keep a watchful eye on the devolving pattern of expectations and permission and respond accordingly
- develop and use coaching skills to move the change process forward
- think about and relate Senge’s 10 challenges to your situation

4 Looking Around

4.1 How ready are you?

This subclause is devoted to looking at the existing situation. (Looking Around). It is the first of the four familiar programme steps (referred to in foreword) and builds on the Learning before Doing and general considerations covered in clauses 2 and 3 and focuses on your Purposeful Intent. To achieve your aims it pays to make best use of what is available and to recognize the barriers you will face. Subclauses 4.2 to 4.3 cover how cultures and sub-cultures build in your organization and some ways in which you might recognize the differences within them. Subclauses 4.4 to 4.6 introduce practical tools and methods for observing and eliciting realities about your starting point. Before eliciting more information on individuals in subclause 4.8, subclause 4.7 asks you to consider some differences between large and small organizations which are useful not only within your own organization but in its relationships with other organizations. The clause ends with a number of essential watch points in review and action (see 4.9)

It pays not to rush into a 'readymade' solution without looking hard at the territory you are operating in, the demeanour of the personnel, the resources and the external and internal environment in which you operate. Many KM interventions have had the hallmark of 'act with haste regret at leisure'

For instance, a very large company realizing that its knowledge assets were an essential part of its worth, and lead by a senior management team that were keen to realize these assets, spent more than £2m on a corporate university project, only to find that after a short initial burst of interest and use people reverted to tried and tested methods already in use. Too much haste, little consultation, inadequate briefing, poor piloting and roll-out had done little justice to a potentially invaluable asset



4

When an organization is considering a KM implementation strategy, the individuals within it should themselves understand whether their organization has the necessary requirements in place to facilitate the success of KM. This includes a knowledge sharing culture, reward structures in place, environment, tools and processes to support knowledge sharing. So let us start by asking the following:

Is your organizations as follows:

- An organization with a culture that already recognizes the usefulness of online collaboration, intranets, e-mail and databases? If so, it is more likely to be initially receptive to a KM offering than one which prefers to adhere to traditional paper-based processes and filing cabinets.
- An organization with a culture which encourages and rewards co-operation and co-working between different units, sections and teams? If so, it is more likely to be receptive to a KM offering than one which prefers atomized individualistic working.

What about the existing culture supports creation, absorption, capture and transfer of knowledge?

Which elements within the existing culture create counter-productive working practices that may block intended changes?



Annex C Shows two organizational analysis tools which might help you with a view of your organization's preparedness for KM.



Documents

Document Sharing Hub

4.2 The Individual the group and the organization

In 2.6.4 the dependent triangle was introduced illustrating the inseparable nature relationship between the individual, the group and the organization.

Individuals through their stories, artefacts and communications have and develop their beliefs. They combine them to develop organizational meanings. (see [Figure 15](#))

The whole productive organization arises from the shared values of individuals, who create structures, behaviours, strategies etc.

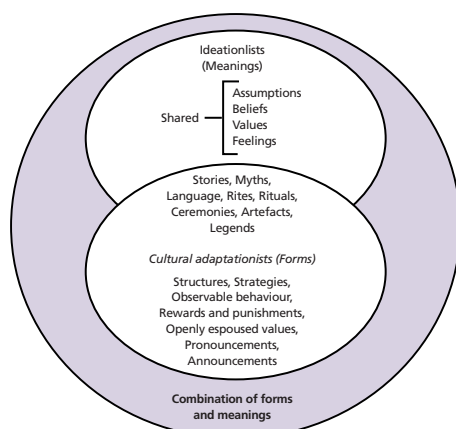


Figure 15 – The three-layered nature of organizational culture

Schein's model [Figure 16](#) makes us very aware of both the visible and the unconscious.

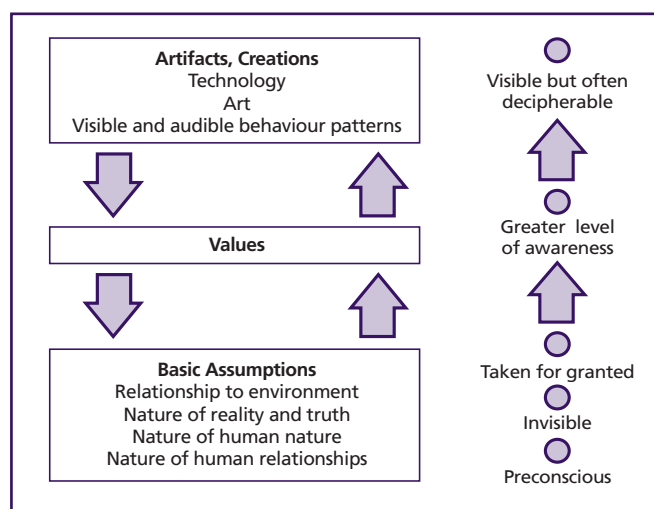


Figure 16 – Schein's Three Levels of Culture

From Organizational Culture: What it is and how to change it, in Human Resources Management in International Firms, by P. Evans (ed). Reproduced by kind permission of Palgrave Macmillan Publishers Ltd.

This model helps relate the culture underpinning psychological contracts and resultant behaviours, structures and artefacts in the organization, which give rise to its cohesiveness.

Annex [C.3](#) Shows a model that proves useful both for gap analysis and appraisal.

4.3 Types of Organizational Culture

4.3.1 General

The task of grouping cultures together by looking for common factors that are more prevalent in one but less in another has been tackled by a number of people. Any of these groupings may help you to appreciate the differences, and when considering expectations and actions give you better insight into the likely outcomes from KM interventions. Annex [C.4](#) groups these models of typology together. It may be well worth considering gaining a little guidance and training in this area at the outset.

Many anthropologists view the use of categories or ‘typologies’ in relation to culture as problematic, given that each culture is taken to be unique. However, within this complexity, there are patterns that emerge which can help us to make useful connections.

However different organizations, departments or workgroups can be, there are some which are ‘less different’ than others. We can begin to develop connections between organizations, therefore, based on emerging associations between the manner in which that work is approached or conducted. It is undeniable that organizations dispersed in time and space display a wide variety of cultural ‘traits’ but they do have ‘cultural’ things in common.

Given that classification and typologies permit comparison, we present here several models for considering how organizational cultures can be classified according to clustered traits. All the models presented are based on different sets of assumptions that you would should bear in mind.

As well as Annex [C.4](#), annexes [C.5](#) to [C.7](#) also expand on the different well-known models of corporate culture.. Some models are readily communicable with groups and some less so.

You may want to investigate some sources on culture yourself and there are many references and some annexes that will help you. Here is an example of one of the typology models and its use.

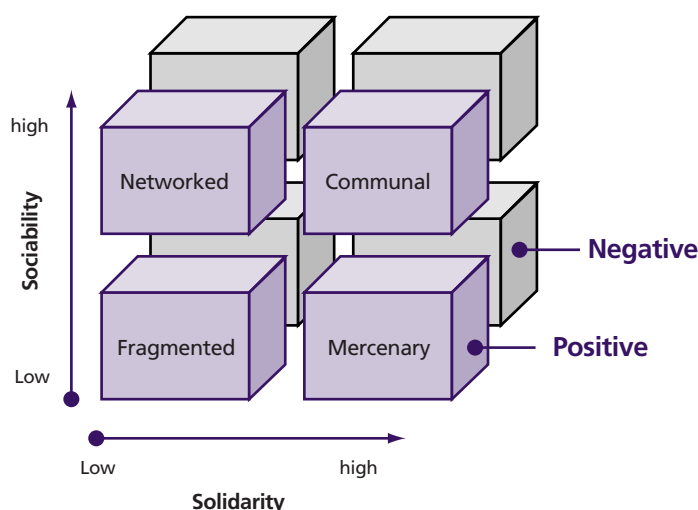


Figure 17 – Double S view of Cultures

From: The Character of the Corporation, Goffee, R & Jones, G. 2000. Reproduced by kind permission of Profile books

Sociability: the measure of ‘friendliness’ between individuals

Solidarity: the measure of shared objectives, common goals

[Table 5](#) is substantially abbreviated from the original but gives an idea of the sort of differences that may be apparent. Don't take these descriptions too dogmatically as it is their underlying message that matters

Table 5 – Brief Description of the four typologies

Networked	Communal
<i>Space:</i> Large allocations for social activity <i>Communication:</i> Lots of talk, rapid information exchange, meetings before meetings <i>Time:</i> Use work time to socialize. People get to know each other quickly <i>Identity:</i> People identify with each other. Personal loyalties exist	<i>Space:</i> Is shared <i>Communication:</i> Oral face-face dominates. Easy flow. Non-verbal communication important <i>Time:</i> Work and non-work dissolve. Work becomes a way of life <i>Identity:</i> People identify with the vision and mission of their organization. Credo is lived. Fierce loyalty
Fragmented	Mercenary
<i>Space:</i> To work uninterrupted <i>Communication:</i> Limited, brief one-to-ones snatched. Meetings resisted <i>Time:</i> People go to office when they need to. Used to pursue technical or professional excellence <i>Identity:</i> People identify with values - individualism, freedom, technical excellence etc. Significant differences between people	<i>Space:</i> Allocated functionally <i>Communication:</i> Swift, direct, work focussed. Confrontation to resolve issues. <i>Time:</i> Long hours the norm, stay till job done. Private time precious <i>Identity:</i> People identify with winning. Differences encouraged if they produce results. Allegiance shifts when employees move on

Use typology to identify differences as a basis for consideration of what will motivate and annoy, what will benefit or unnecessarily disturb etc. As KM involves sharing, using the Goffee and Jones [8] typology, those less focussed on sociability will be more difficult to persuade.

Aim to:

- find the closest fit,
- then work out where your organization diverges
- then consider the implications that these findings will have on how you shape your approach to KM and culture.

A model extensively used in KM circles is Hofstede's. (see [Annex C.5](#))

Hofstede identified four dimensions of work-related values as follows:

- Power Distance (PDI). The extent to which people within a society accept the idea that power in institutions and organizations is distributed unequally.
- Uncertainty Avoidance (UAV). The degree to which persons have a lack of tolerance for uncertainty and ambiguity.
- Individualism (IDV). The degree to which people are supposed to take care of themselves and their immediate families only, as opposed to situations in which persons can expect their relatives, clan, or organization to look after them.
- Masculinity (MAS). The extent to which “masculine” values of assertiveness, money, and things prevail in society rather than the “feminine” values of nurturance, quality of life, and people.

See Annex [C.5](#) for more detail.

Hofstede found a substantial negative correlation between Power Distance and Individualism, i.e., countries high in Power Distance tend to be low in Individualism.

There is also a brief expansion of the Harrison and Trompenaars/Hampden-Turner models in annexes [C.6](#) and [C.7](#).

4.3.2 Intercultural differences

There has been considerable work on the differences between the cultures of different nations as they influence effective management. Perhaps the most famous is from Trompenaars and Hampden-Turner who have undertaken very large scale comparisons. For example here are some differences between people in US and Japanese organizations.

American organization (West)

Short term employment
Individual decision making
Individual responsibility
Rapid evaluation and promotion
Explicit, formalized control
Specialized career path
Segmented concern

Japanese organization (East)

Long term employment
Consensual decision making
Collective responsibility
Slow evaluation and promotion
Implicit, informal control
Non-specialized career path
Holistic concern

These differences lead to a differing basis of self-worth, of acceptable and unacceptable behaviours and the likelihood of success of any methodology.

4.4 Observing Organizational Culture

4.4.1 General

Table 6 is a checklist, for observing culture inside organizations, which may also be useful for considering not only what's there but what might also be extended or avoided:

Table 6 – Key considerations when observing the organization

Cultural aspect	Ask and observe
Knowledge flows	<i>How do people describe the way knowledge and information move around the organization?</i> <i>Where are the blockages?</i> <i>How easy is it to find what you need to know, when you need to know it?</i> <i>How easy is it to find the right person with the right knowledge or experience?</i>
Change	<i>Is the organization perceived as un-changing or constantly evolving?</i>
Communications	<i>What are the preferred modes of communication?</i> <i>What is the content and style of internal communications? How does it compare to the external/marketing or PR style?</i> <i>Where does official and unofficial communication happen?</i> <i>Are communication channels open and democratic or closed and hierarchical (need to know)?</i> <i>How is knowledge and experience shared?</i> <i>Is there an active 'grapevine' in the organization for rumour/gossip?</i>
Networks and alliances	<i>Are there identifiable 'tribes' within the organization? What is the structure and function of these groups?</i> <i>Are an individual's networks well-developed, on the whole?</i> <i>What kind of knowledge or information is created, held or exchanged by people in these networks?</i>
Space	<i>Does the physical space create the right conditions for knowledge transfer and integrated working?</i> <i>How are desks configured? How are communal areas used?</i> <i>Is the organization territorial? How do the territories guard knowledge?</i>
History	<i>How does the organization see its own history? Is it valued and used or quickly forgotten?</i> <i>How does the organization value past experiences? E.g. Are ex-staff, ex-projects present or absent in the organizational memory?</i>
Meetings	<i>Are meetings seen as productive or ineffectual 'talking shops'?</i> <i>What is the agreed (explicitly or tacitly understood) code of conduct in meetings?</i> <i>Can people sit anywhere? Does everyone feel safe to speak? How is opinion or criticism handled? How is output captured or taken forward?</i>

Incentives and motivations	<i>How are individuals/teams rewarded or recognized for sharing knowledge /information and experience?</i> <i>What motivates people in the organization to guard or share?</i> <i>What else might be blocking engagement, e.g. current pertinent issues?</i>
Time	<i>What are individuals, teams, organizational attitudes to time?</i> <i>E.g. Busy or relaxed? Punctual, rigid and unchanging or flexible?</i>
Language	<i>Is there a shared language or shared languages?</i> <i>Does the language block and reinforce boundaries or facilitate effective knowledge transfer?</i> <i>Is the preferred organizational language style mostly formal or informal and is it vivid?</i>

4.4.2 What an anthropologist might look for

4.4.2.1 Participant Observation

What to do? Use the anthropological fieldwork technique called ‘participant observation’ to research: current ways of working, behaviour, boundaries e.g. who is ‘included’ in the organization, teams and team dynamics. Design the research in order to see how these things may help or hinder efforts to shift to a knowledge culture.

Illustration: (See Annex [C.8](#))

Tips for good practice in participant observation are as follows:

- If you are a member of the organization (cast as an ‘insider’) and known to the people being studied, be aware that this limits your ability to have ‘critical distance’.
- If you are not a member of the organization (cast as an ‘outsider’) and not known to the people being studied, be aware that people may tell you what they think you want to hear and often second guess by behaving differently.
- Be careful to be clear, to establish trust with the people being studied, and tackle issues like anonymity, your positioning, and the use of recording devices at the outset. Be clear with the people being studied about the intent behind the research. Be honest. Ask permission before studying anyone. Going ‘undercover’ is very risky. Deception, whether the intent was good or bad, will only undermine future work.
- Pay attention to detail, to specific moments with good stories to illustrate points being made through your research. Record these moments in a way that removes them from the individual, but retains the context, colour and meaning.

Benefit: Paying attention to noticing what people do in practice will create rich material on which to base the design of your knowledge change programme.

4.4.2.2 Using narrative in looking inwards

Asking: How does the organization currently manage/handle knowledge?

Doing: Semi-structured interviews or team sessions to elicit stories from experience by asking good questions.