

Approach to Knowledge Management (KM) through a Systematic Assessment

Case Study at an Austrian University

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Introduction

■ KM: general situation

- Necessity to deal with Knowledge Management widely approved
- Very abstract discussion of the term “knowledge”
- Implementation of KM only focuses on few aspects
- Lack of holistic approaches which are easy to understand

■ KM in higher education

- Knowledge intensive organisations
- Underdeveloped management discipline
- Several approaches for KM aspects

■ Aims for research approach

- Orientation on practitioners: how to implement KM and how to integrate into existing structures and processes
- Hypothesis:
proposed Assessment tool enables the organisation to implement KM and to continuously improve it

Underlying concepts

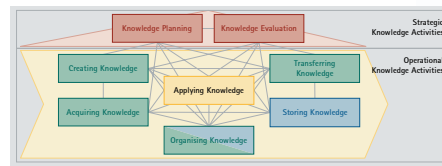
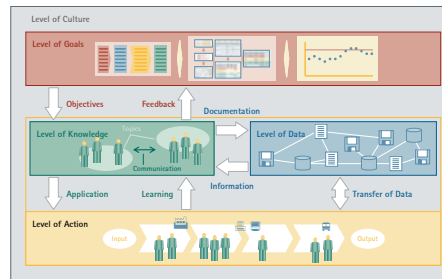


■ Knowledge

- Based on definition of Polanyi
- Epistemological dimension:
 - tacit,
 - explicitable and
 - documented knowledge
- Ontological dimension:
 - individual, team, organisation,
 - environment

■ Knowledge Management (KM)

- Five level KM model
- KM as systematic development and organisation of basic conditions and activities concerning knowledge



Source: WMF (2007): Praxishandbuch Wissensmanagement, Graz: TU Graz Verlag.

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Research approach



■ Assessment approaches in literature

- Various assessment and audit models
- KM Assessment model by Sammer

■ Further development of Sammer model

- Focus on knowledge intensive business processes
- Enhancement of the KM model (WMF 2007)
- Identification of the knowledge base

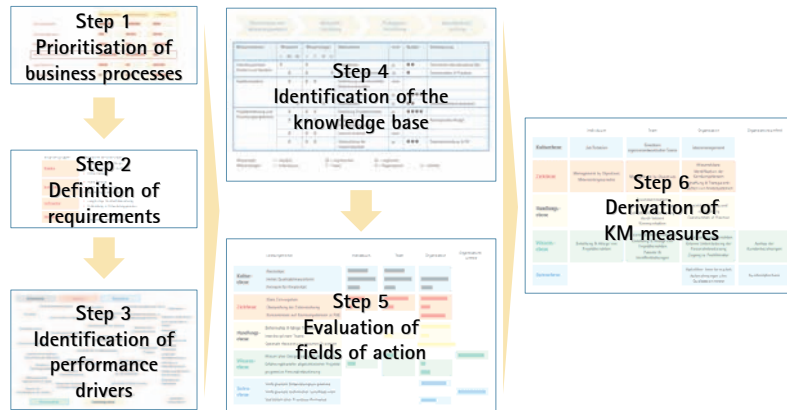
■ Application at Chair of Economics and Business Management

- Test of practicability
- Adaptation to further improve

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Assessment methodology



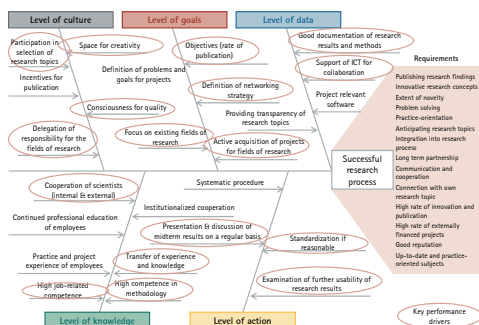
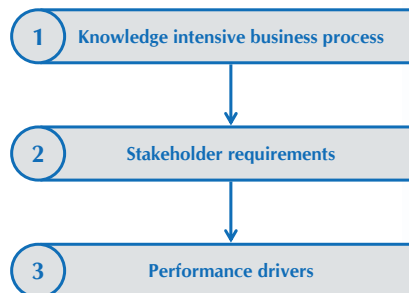
Case study: steps 1, 2 and 3

Identification of the knowledge base



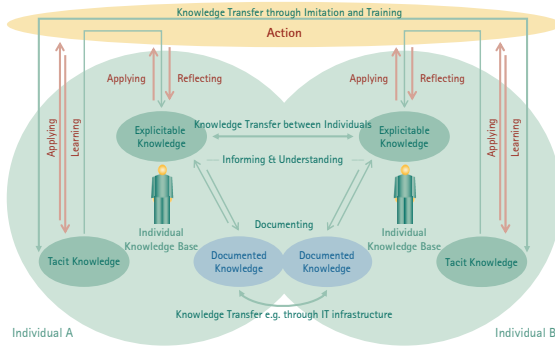
	Knowledge intensity	Relevance for strategy	Stage of maturity
Research process	██████████	██████████	██████████
Teaching of students	██████████	██████████	██████████

Stakeholder	Requirements
Scientific Community	<ul style="list-style-type: none"> Publication of research findings Innovative research concepts Extent of novelty of research findings



Case study: step 4

Identification of the knowledge base



Generic model of possible actions

Knowledge transformation

- tacit ↔ explicitable: applying and learning/reflection
- explicitable ↔ documented: informing/understanding and documentation

Knowledge transfer

- tacit: → imitation and training
- explicitable: → communication and networking
- documented: → IT infrastructure

Analysis of knowledge base

- Process analysis
- Relevant knowledge topics
- Knowledge carriers
- KM measures

Topic of knowledge	Acquisition		Outline of problem		Start of project		Carrying out project		End of project		Research results		PhD Publication	
	I	E	D	I	T	O	D	U	E	X	I	S	T	I
Project management	X			X										
		X			X									
			X			X								

Case study: steps 5 and 6

Evaluation of fields of action and derivation of KM measures



Key performance drivers		Individual	Team	Organisation	Environment
Level of action	Standardisation	[Progress bar]	[Progress bar]	[Progress bar]	[Progress bar]
	Examination of further usability	[Progress bar]	[Progress bar]	[Progress bar]	[Progress bar]
	Presentation of midterm results	[Progress bar]	[Progress bar]	[Progress bar]	[Progress bar]
Level of knowledge	Job-related & methodological competence	[Progress bar]	[Progress bar]	[Progress bar]	[Progress bar]
	Cooperation of scientists	[Progress bar]	[Progress bar]	[Progress bar]	[Progress bar]
	Transfer of experience and knowledge	[Progress bar]	[Progress bar]	[Progress bar]	[Progress bar]
Measures from step 4 concerning the knowledge base	Level of action	Consistency in putting process description into practice	Consistency in putting process description into practice	Additional steps in process description Proposition for structure of project report	No measures necessary
	Level of knowledge	Identification of Lessons Learned Providing time after PhD to publish findings, etc.	Identification of Lessons Learned Enforced accompanying at the presentation of midterm results	Feedback on social competence through HD and PM	Intensification of international networking

Conclusions



■ Assessment outcome

- Overview of status-quo of KM
- Derivation of KM measures

■ Benefit of assessment methodology

- Initial assessment as basis for the implementation of KM
- Continuous improvement of KM activities

■ Limitations of assessment methodology

- No detailed road map for the implementation of KM

■ Further development

- Integration in the development process of a management system for a university or university department
- Stronger connection to other methods for further analysis

Thank your for your attention !



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Knowledge Management Forum
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