

Information is Subjective, Knowledge is Creative:

Is KM really a *thing*?

Lynda Bourne DPM, FACS

Today

- ▶ Data, information, knowledge and wisdom
- ▶ Transforming data to information
- ▶ Information to knowledge? Knowledge to information?
- ▶ The role of communication
- ▶ Conclusions

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Is Knowledge Management a *thing*?

- ▶ ‘Knowledge Management’ is the link between ‘what people know’ and how that knowledge is made available to others
 - ▶ *So the knowledge is not lost*
- ▶ BUT what you ‘know’ about something, another may ‘know’ a different version of the same topic
- ▶ How do we transmit *explicit* (codified) and *tacit* knowledge (in my head) effectively?
- ▶ If people were not involved.....

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Managing knowledge



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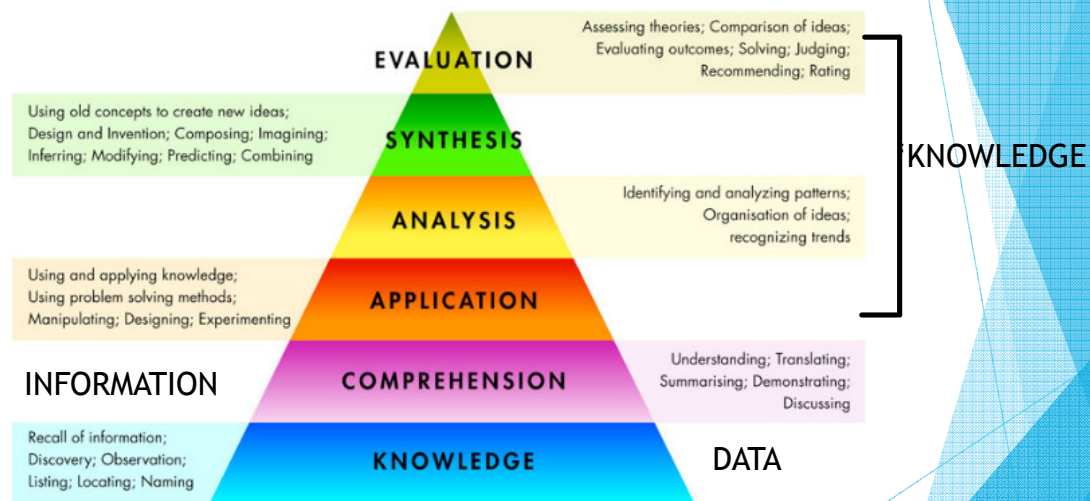
Data, information, knowledge and wisdom

- ▶ **DATA:** a set of observations or measures of ‘the world’
 - ▶ *Based on observed ‘facts’: (history or science)*
- ▶ **INFORMATION:** data (observed ‘facts’) in organised format
- ▶ **KNOWLEDGE:** application of experience and understanding to information and/or data
 - ▶ *To make sense of new experiences and information*
- ▶ **WISDOM:** cultural and creative overlay to knowledge
 - ▶ *Can this be captured in a KM system?*

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BLOOMS TAXONOMY

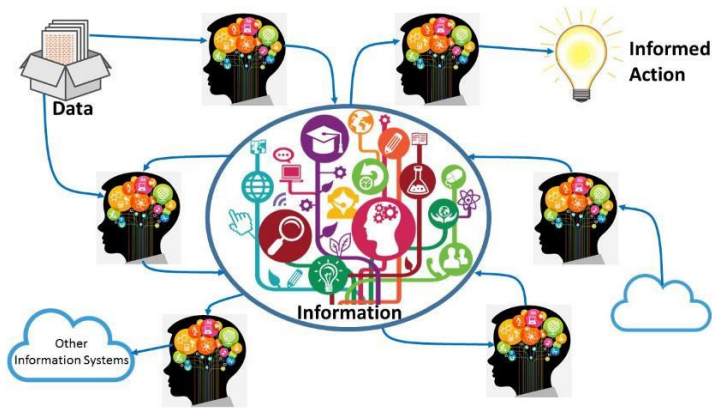


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<https://juliaec.wordpress.com/2011/03/23/blooms-taxonomy-encouraging-higher-cognitive-thinking-in-primary-school-classrooms/>

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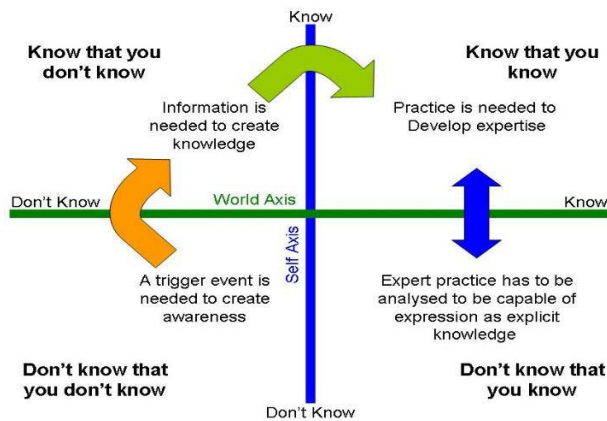
Transforming data to information



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Acquiring knowledge

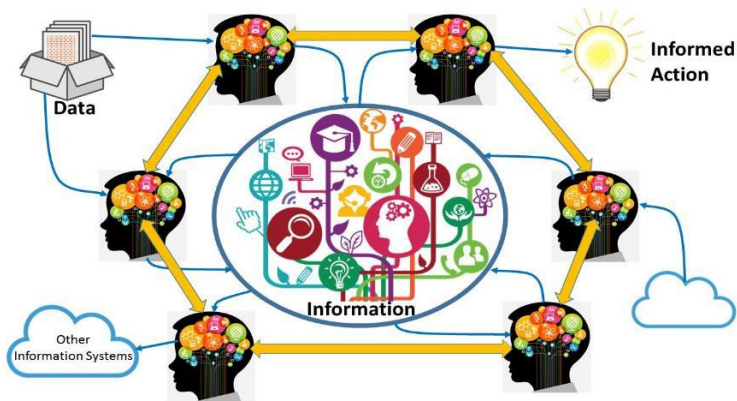


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This simple map is based on *the four stages of competence* developed at Gordon Training International by its employee Noel Burch in the 1970s.

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Information to knowledge? Knowledge to information?



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The role of people in knowledge acquisition and transmission

- ▶ Knowledge resides in the minds of people
- ▶ They can't be forced to share what they know or listen to what others know
 - ▶ *Or change their point of view*
- ▶ Even codified (explicit) information is subject to interpretation
 - ▶ *So what about tacit?*

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The role of communication

- ▶ How we really 'see' things
- ▶ Culture
- ▶ Language
- ▶ Personality
- ▶ Biases

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How we 'see' things



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Perceptions

- ▶ People can view the same action but have different interpretations
- ▶ Our brain must continually select what we are conscious of
 - ▶ *From external stimulations of all kinds*
- ▶ To make sense we:
 - ▶ *Edit, ignore, interpret, compare*
 - ▶ *Based on our expectations, needs and wants*

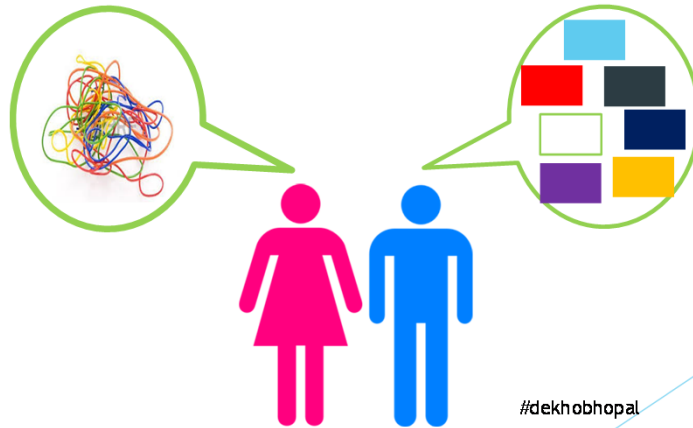
Robbins and Finley,
2000

Some cultural differences

- ▶ Culture? Often unconscious absorption
- ▶ Generational and gender
 - ▶ Baby boomers; Gen x, y, z
- ▶ Industrial
 - ▶ Managers; professionals (eg: engineers); blue collar workers
- ▶ National
 - ▶ Asian cultures; Anglo-American; Dutch; Danish
- ▶ Organisational
 - ▶ Corporations, Gov departments, Universities

Gender: communication and thoughts

- *Mansplain*
- *Advice*
- *'I'*



- *Rapport-talk*
- *Collaboration*
- *'we'*

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#dekhobhopal

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Language

- ▶ Language shapes thought
- ▶ Research has shown that the 'mother tongue' shapes the way we think about our world
 - ▶ *Even space and time*
- ▶ Writing and language:
 - ▶ *How we order our thoughts*
 - ▶ *Many traditional cultures/languages orientation is N/S/E/W*

Boroditsky, 2011

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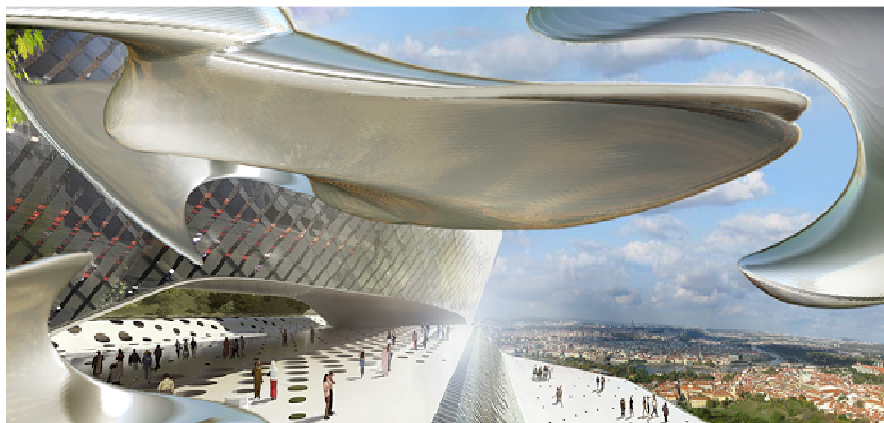
Language and communication

- ▶ How can you be sure that what you say (or write) is understood by the receiver?
- ▶ Even when we speak the same language
 - ▶ *English in USA, Australia, UK*
- ▶ Translations
 - ▶ *'stakeholder'*
- ▶ Pictures and drawings

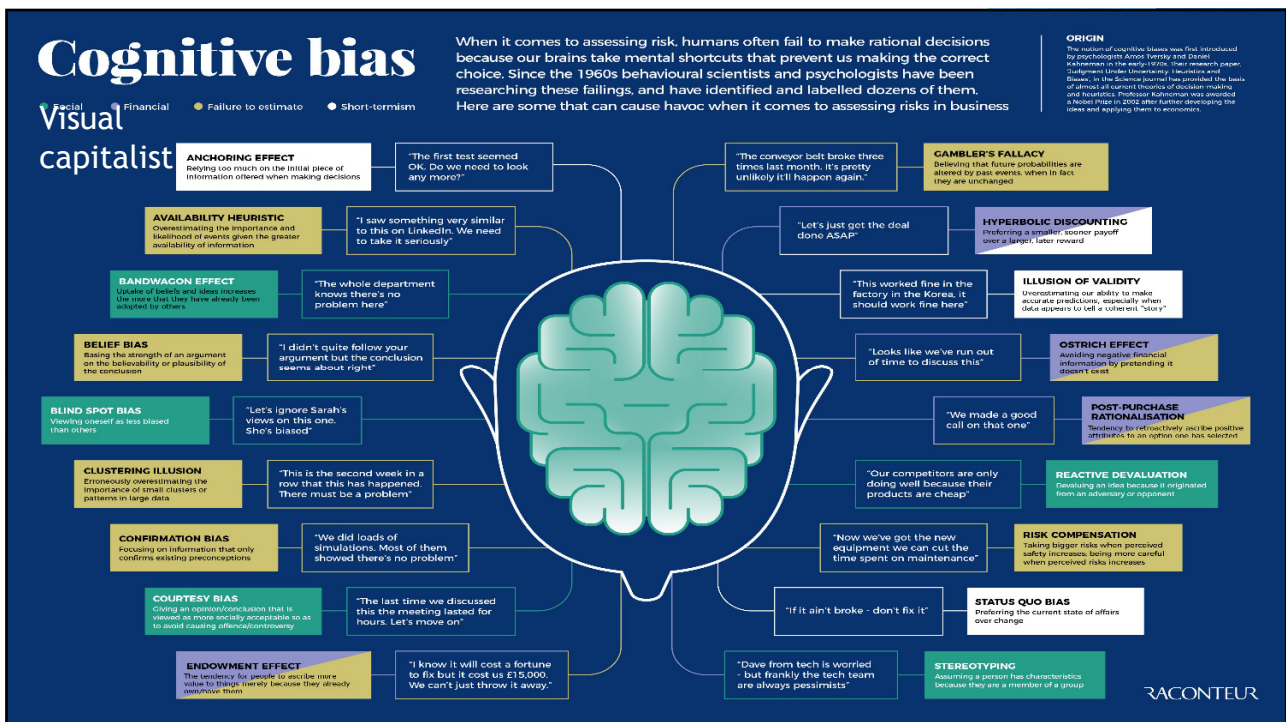
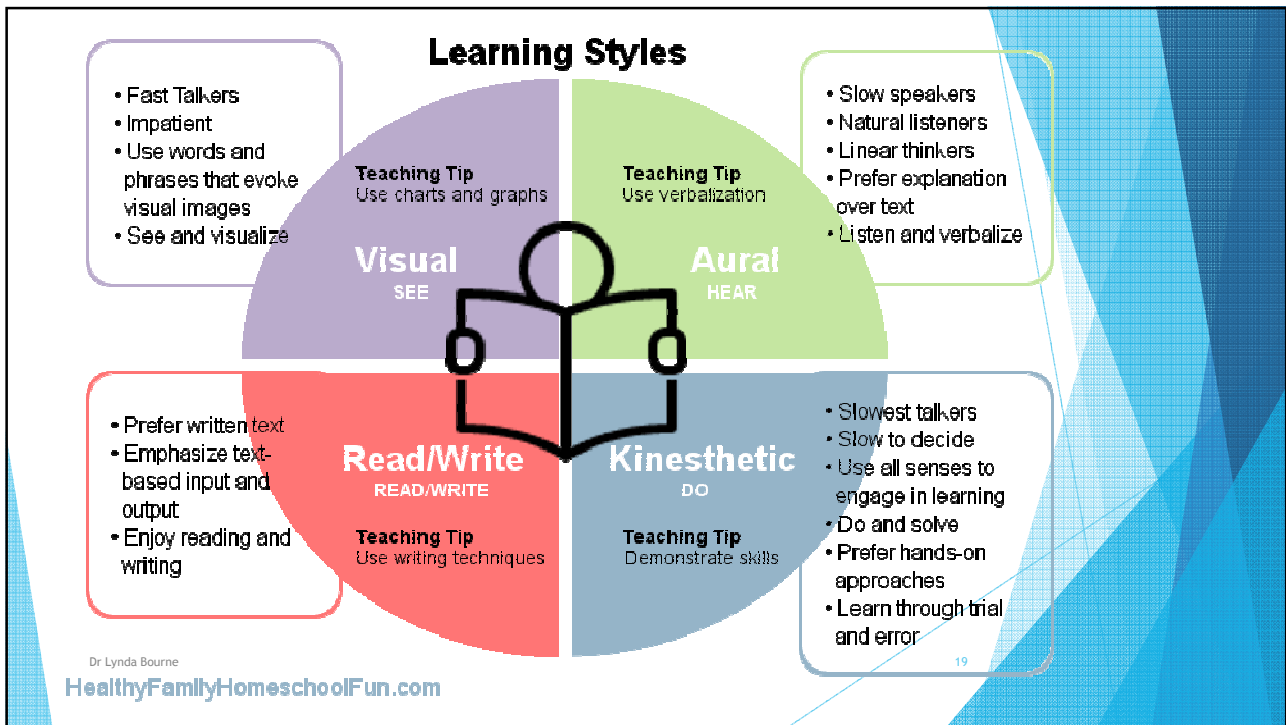
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'Personalise'



Framing and checking for understanding



Other ‘complications’

- ▶ The biases (previous)
- ▶ Errors in existing knowledge
 - ▶ *Maybe what you think you know is not correct*
 - ▶ *Or obsolete*
- ▶ Taboos - sometimes preventing exploring new ideas
 - ▶ *Galileo’s sun-centred theory and the Church*
- ▶ Denial - the new knowledge may go against deeply held beliefs
 - ▶ *Darwin’s theory of Evolution*

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Conclusions

- ▶ How can people effectively transmit and retrieve knowledge?
- ▶ Codified ‘knowledge’ is actually information
- ▶ Knowledge evolves and spreads through communication
 - ▶ *Remember the barriers*
- ▶ If KM can really be a *thing* it is about encouraging people-people ‘contagion’
 - ▶ *The elaborate tools are MEANS to knowledge acquisition not the ENDS*

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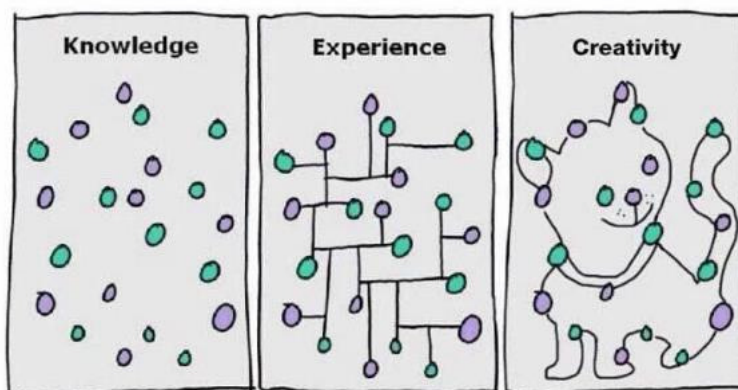
IN THE MEANTIME

- ▶ WE MUST RECOGNISE THAT WHAT WE CALL KNOWLEDGE MANAGEMENT IS REALLY INFORMATION MANAGEMENT
- ▶ And encourage conversation
- ▶ Creativity
- ▶ Wisdom (mentoring, coaching)

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Questions?????



'Connecting the Dots' by Richard Busfield A&E@Cobham

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