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*15° International Conference on Knowledge Management
2° Internatoinal Seminar on Corporate Universities and Government Schools*

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KM capacity acquisition: The State of the Academy

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Stipulations:

KM is essential in knowledge society

-Knowledge includes:

- what the organizations knows,
- how it uses what it knows,
- and how fast it can know something new;
- gives organization a competitive edge (Prusak, 1996)

KM workers need KM skills (core competencies)

Q: What types of skills?

[Sources of Tables: Hollsapple and Singh]

Table 1: Primary Activities Classes in the Knowledge Chain Model

Knowledge Acquisition	Acquiring knowledge from external sources and making it suitable for subsequent use.
Knowledge Selection	Selecting needed knowledge from internal sources and making it suitable for subsequent use.
Knowledge Generation	Producing knowledge by either discovery or derivation from existing knowledge.
Knowledge Assimilation	Altering the state of an organization's knowledge resources by distributing and storing acquired, selected, or generated knowledge.
Knowledge Emission	Embedding knowledge into organizational outputs for release into the environment.

Table 2: Secondary Activities Classes in the Knowledge Chain Model

Knowledge Leadership	Establishing conditions that enable and facilitate fruitful conduct of KM.
Knowledge Coordination	Managing dependencies among KM activities to ensure that proper processes and resources are brought to bear adequately at appropriate times.
Knowledge Control	Ensuring that needed knowledge processors and resources are available in sufficient quality and quality, subject to security requirements.
Knowledge Measurement	Assessing values of knowledge resources, knowledge processors, and their deployment.

Q: Where to get the skills?

Two common models:

- Education
- On the job

Education

- what discipline?
- what level?
- lagging curricula

Some basic assumptions at the outset of the Kent State program:

- Knowledge Management is interdisciplinary -- a strong academic program must draw upon expertise in many disciplines;
- Knowledge management is a profession of practice – students must learn practice, as well as the theory;
- Knowledge management is an emerging field – faculty with academic credentials in knowledge management are scarce;
- Knowledge management research is grounded in practice -- this has implications for the traditional faculty model;
- Collaboration between public sector, business and academia is critical to advancing the discipline;
- Knowledge is different from information;
- Knowledge is a universal concept which pertains to and touches everyone and all aspects of life.

Source: Bedford, Denise (2013).

Kent State case study challenges faced and solutions implemented in five areas:

- (1) Curriculum Scope and Design;
- (1) Faculty Credentials and Recruitment;
- (1) Governance and Administration;
- (1) Learning Models and Delivery Channels; and
- (1) Student Models.

Source: Bedford, Denise (2013).

(1) Curriculum Scope and Design

Challenge: No accepted scope and coverage description of the field

Challenge: Misalignment of traditional course design

Challenge: Shallow versus deep treatment of knowledge management subjects

Challenge: Curriculum for technical and behavioral competencies

Source: Bedford, Denise (2013).

(2) Faculty Credentials and Recruitment

Challenge: Faculty credentials

Challenge: Tenured versus non-tenured faculty model

Challenge: Full Time versus part-time faculty

Challenge: Borrowed faculty or dual appointments

Challenge: Academic and applied research

Source: Bedford, Denise (2013).

(3) Governance and Administration

Challenge: Academic home of knowledge management

Challenge: Administrative and governance model

Source: Bedford, Denise (2013).

(4) Learning Models and Delivery Channels

Challenge: Learning how to learn and unlearn

Challenge: Learning anywhere and any time

Challenge: Formal and informal learning opportunities

Challenge: Not just for graduate students

Source: Bedford, Denise (2013).

(5) Student Models

Challenge: Cohort or non-cohort model

Challenge: Non-traditional multigenerational community

Challenge: Segregate students by economic sectors

Challenge: Local or global student community

Source: Bedford, Denise (2013).

On the job

- the legal training model
- who pays (society vs. Industry)

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*15ª Conferência Internacional de Gestão do Conhecimento
2º Seminário Internacional de Universidades Corporativas e Escolas de Governo*

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