Scorecards

These scorecards represent measures of performance of knowledge management tools and techniques. Students may use them to evaluate the effectiveness of the tools. They are particularly useful when answering the questions for the closing integrated case studies at the end of each chapter. The ratings are based on the author’s work with the case study organisation in the period 2008 to 2013. Therefore, they represent feedback on what works and what does not in terms of KM practice.

**Knowledge Strategy**

**Knowledge Creation**

**Knowledge Sharing**

**Knowledge Usage**

**Knowledge Acquisition**

**Knowledge Retention**

**Knowledge Preservation**

**Knowledge Measurement**

**Overall Knowledge Management System Summary**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table: Summary of Overall Results** | | | | | | | | | |
| KM Toolkit | Learning Organisation Capacity | | | System Thinking Barriers | Practical Outcomes | | | | Toolkit Ratings |
| Objective | Performance Goals | |  |
| LOC Drivers | Indicators | Driver | Measure | Organisational Changes | Organisational Gain | Mean Score (out of 20) |
| An Evaluation of Knowledge Management Tools: Part 1 Managing Knowledge Resources | | | | | | | | | |
| 1. Knowledge strategy | Objective future workforce capability decisions | Better respond to change | Organisational direction, mission and values, role clarity | Operational learning: how do we make this work? Getting people to participate because it is not part of their job or they do not trust it. Organisational system problem. | Strategic alignment | Whether it decreases capability gap | Strategic purpose; competency gap; future capability requirement | Capacity utilisation; productivity increase | 13.75 |
| 2. Knowledge creation | Double-loop learning | Better respond to change | Change and innovation, motivation and initiative | Tactical learning: why is this useful? Explain why this is better than existing methods and benefits the individual. Tool problem. | Value management | Whether it improves stakeholder perception of the value of the organisation | Problem solving; creativity processes | Continuous improvement; customer satisfaction; discretionary services increase | 6.20 |
| 3. Knowledge retention | Tacit knowledge capture | Learn from experience | Processes | Operational learning: how do we make this work? Persuading people to engage in *artificial* knowledge-sharing activities. Tool problem. | Psychological contract | Whether it increases staff morale and productivity | Reduced employee turnover; improved psychological contract | Productivity increase; reduced employee turnover costs; positive cultural behaviours | 7.80 |
| 4. Knowledge measurement | Auditable knowledge value metrics | Better grow staff | Resources, career management | Strategic learning: what are we doing and why? Management need to be willing to act. Organisational system problem. | Value management | Whether it improves stakeholder perception of the value of the organisation | Monitor work activity; monitor progress; cultural change | Resource acquisition | 11.25 |