

# If only we knew what we know!

a.k.a. Knowledge Management

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Social, developmental, & organizational psychology applied to camp  
[www.visionrealization.com](http://www.visionrealization.com)

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presentation in order to benefit fully.**



# Contents at a Glance

## Introduction

- Survey
- Compelling positive vision
- Background and definitions

## Process

- Create
- Collect
- Identify
- Adapt
- Organize
- Use

## Facilitators

- Culture
- Structures
- Policies

## Wrapping up

## Final thoughts



# Realities / Caveats

- ❖ This is not a two day seminar/training
- ❖ It is a thorough *overview* of Knowledge Management
- ❖ Presenting the ideal . . . the best practice
- ❖ 0 – 100 in a summer = G force shock
- ❖ Please ask questions at any time

# Survey says . . . !

❖ Take some time to complete the survey

❖ How did you score? (15 – 75)

- 15 – 34 Thank you for coming
- 35 – 54 Room to grow stronger
- 55 – 75 Get up here and help me!

# The Goal

To insure that the right people  
have the right knowledge at  
the right time

so that they can do a better job  
of achieving valuable outcomes  
with fewer resources

# Three Stories

Camp “Knowledgeispower” and Camp “Reinventthewheel”

## Innovation captured

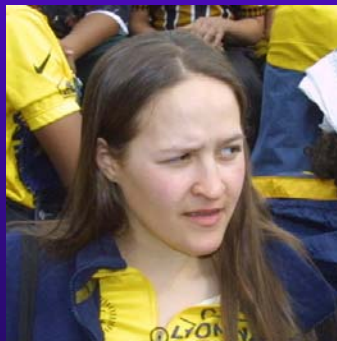
Shoe golf, flaming arrow, ravine zip line, wood kiln, James’ story, or catapult



# Three Stories

Camp “Knowledgeispower” and Camp “Reinventthewheel”

People to people



# Three Stories

Camp “Knowledgeispower” and Camp “Reinventthewheel”

## ❖ Homesick





# What is “Knowledge Management”

- ❖ Avoiding “losing the recipe”
- ❖ Camp Amnesia
- ❖ Breaking the “Twilight Zone” trial & error loop
- ❖ Not “reinventing the wheel”
- ❖ a.k.a. Project **O.W.L.**  
**O**rchestrating **W**isdom and **L**earning

# Formal Definitions for KM

- ❖ Knowledge is the capacity for effective action
- ❖ The systematic process of identifying, capturing, and transferring knowledge people can use to improve

# Baby to Young Adult in 6 Years

- ❖ All this started around 1995
- ❖ APQC conference – Knowledge Imperative Symposium
- ❖ I was there
- ❖ Cartographers have made a map now



# Why Is It Valuable? (1 of 3)

## ❖ Efficiency:

- *Time and energy* to recreate knowledge, and *damage* that sometimes creates.
- With good knowledge, people can make *better* decisions *faster* and take *more intelligent* action.

## ❖ Empowered staff who grow themselves, one another, and the camp

## ❖ Energize innovation

## ❖ Improve motivation

# Why Is It Valuable? (2 of 3)

- ❖ More skilled work force with less person-to-person training of “explicit” knowledge
- ❖ People walk out the door every summer (50%) and they take most of their learning with them
- ❖ Getting a 70 on the survey
- ❖ Simply because it is a tool to help you achieve your mission and outcomes

# Why Is It Valuable? (3 of 3)

- ❖ Rank Xerox reduced costs by \$1 billion
- ❖ Texas Instruments saved roughly \$1.5 billion in two years in their chip plants alone
- ❖ Ernst & Young experienced a 10-fold growth in revenue
- ❖ Chevron reduced operating costs from 9.4 billion to 7.4 billion - \$2 billion in savings
- ❖ Buckman Laboratories – operating profit per associate up 93%
- ❖ Siemen's realized a return on investment ratio of 10:1
- ❖ IBM paid \$3.5 billion for Lotus when it was worth \$500 million in accounting terms. Why? Knowledge.

# Dissecting Knowledge

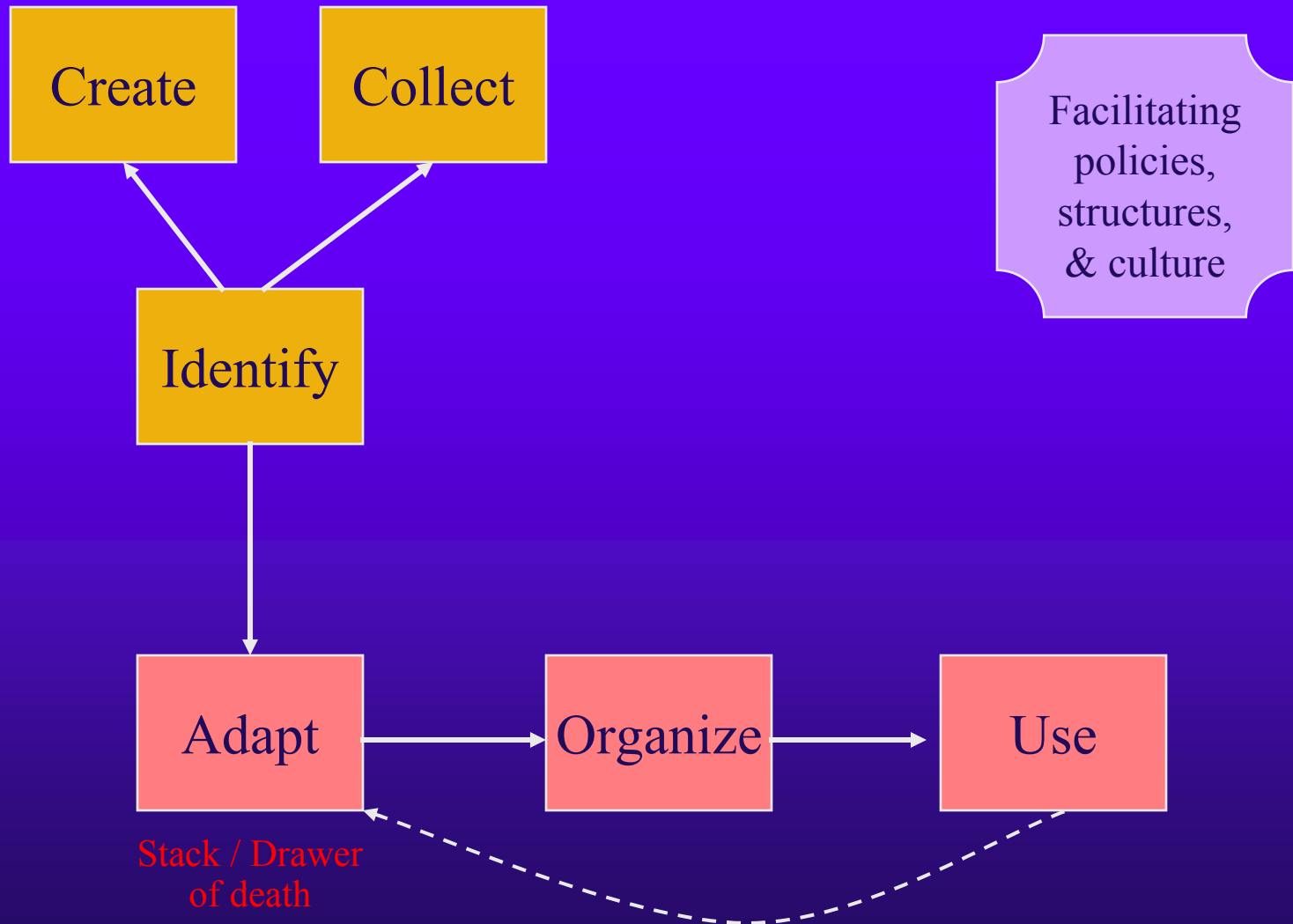
## “Explicit” (20%)

- See it = know it
- Paper – articles, summaries, books, etc.
- Databases
- Media – audio, video
- Buy things

## “Tacit” (80%)

- Smell your neighbor
- Describe blue to someone blind from birth
- Be a director from just reading/viewing/listening – learning curve
- Buy people

# The Process



# Create << Identify >> Collect

## Create

- Marketplace for ideas
- Place value on ideas – soft rewards
- Support for risk taking
- Promoting passion
- Time and resources

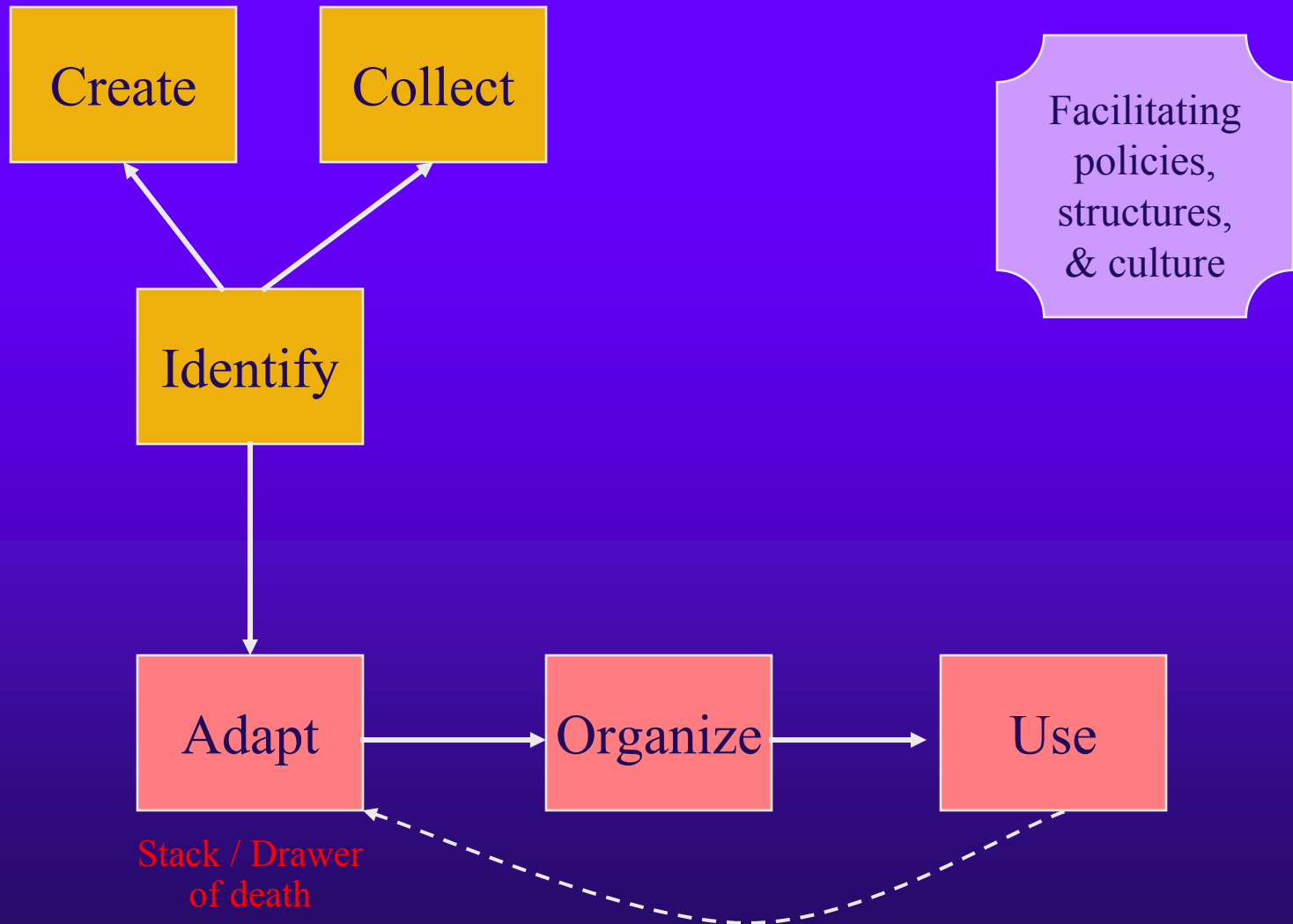
## Collect

- Conference sessions
- Books
- Magazines
- Best-practice search
- Consultant
- Media
- Networking
- Personal experience
- Another camp or . . .
- Internet

# Identify Knowledge of Value

- ❖ Knowledge = valuable information in action
- ❖ It isn't "Nice to have."
- ❖ Capture the 20% of knowledge that is of highest value – let the rest go!
- ❖ What critical capability does the knowledge give you?
- ❖ How useful is it?

# The Process



# Adapt (1 of 3) -- Explicit

Explicit → Explicit

- ❖ From information to knowledge
  - This presentation – over 1,000 pages
  - Storytelling anthologies
  - Book shelves for reference (behavior management)
  - Camping Magazine
- ❖ Sort the wheat from the chaff
- ❖ Make it relevant *for your specific camp*
- ❖ Information is like Legos. It's data. We use information (Legos) to create knowledge.

# Adapt (2 of 3) -- Explicit

Explicit → Tacit

- ❖ Built the better mousetrap
- ❖ Improved on the recipe
- ❖ Master and transform explicit into tacit
  - Better tennis lesson
  - Deeper understanding of behavior management
- ❖ Either:
  - Become a trainer for others yourself (Tacit → Tacit)
  - Take the new knowledge and make it explicit again (Tacit → Explicit)

# Adapt (3 of 3) -- Tacit

Tacit → Tacit

- ❖ Must experience it  
e.g., archery, leadership,  
musical instrument
- ❖ Done on the fly from teacher  
to student
- ❖ How? = Staff Training Best  
Practices resource

Tacit → Explicit

- ❖ Take the time to write/record  
what you know
- ❖ Write an article or book  
e.g., parenting books
- ❖ Do a presentation  
e.g., this presentation
- ❖ Create a targeted summary

# Organize (1 of 3)

- ❖ Catalog – sample in appendix
- ❖ Yellow pages  
– sample in appendix
- ❖ White 3-ring binders  
No file cabinets!



- ❖ Books = Information 95% of the time
  - Identify what is of real value
  - Adapt/distill for value: Legos must be arranged and built

# Organize (2 of 3)

## Knowledge center

- ❖ Inviting environment  
chairs, tables, paper, pens, light, “warm” space
- ❖ *Very* easily accessible
- ❖ Bulletin board
  - Success story of the week
  - Knowledge highlight of week by major area
  - “Did you know . . . .”
  - Featured tidbit from the yellow pages
  - Tips on creating a good entry

# "Check out the OWL"



# Organize (3 of 3)

## Fighting the Knowledge Junkyard

- ❖ It's all about value
- ❖ Reevaluate for information versus knowledge
  - Expert review
  - Knowledge has a half life – update
  - Using the log
- ❖ So much knowledge that result is information
  - Keeping order – catalog, index, binders, titles, dividers, clean, & formatted
  - Reapply the 80/20 rule
  - Repackaging – PowerPacks – like the handout

# Use

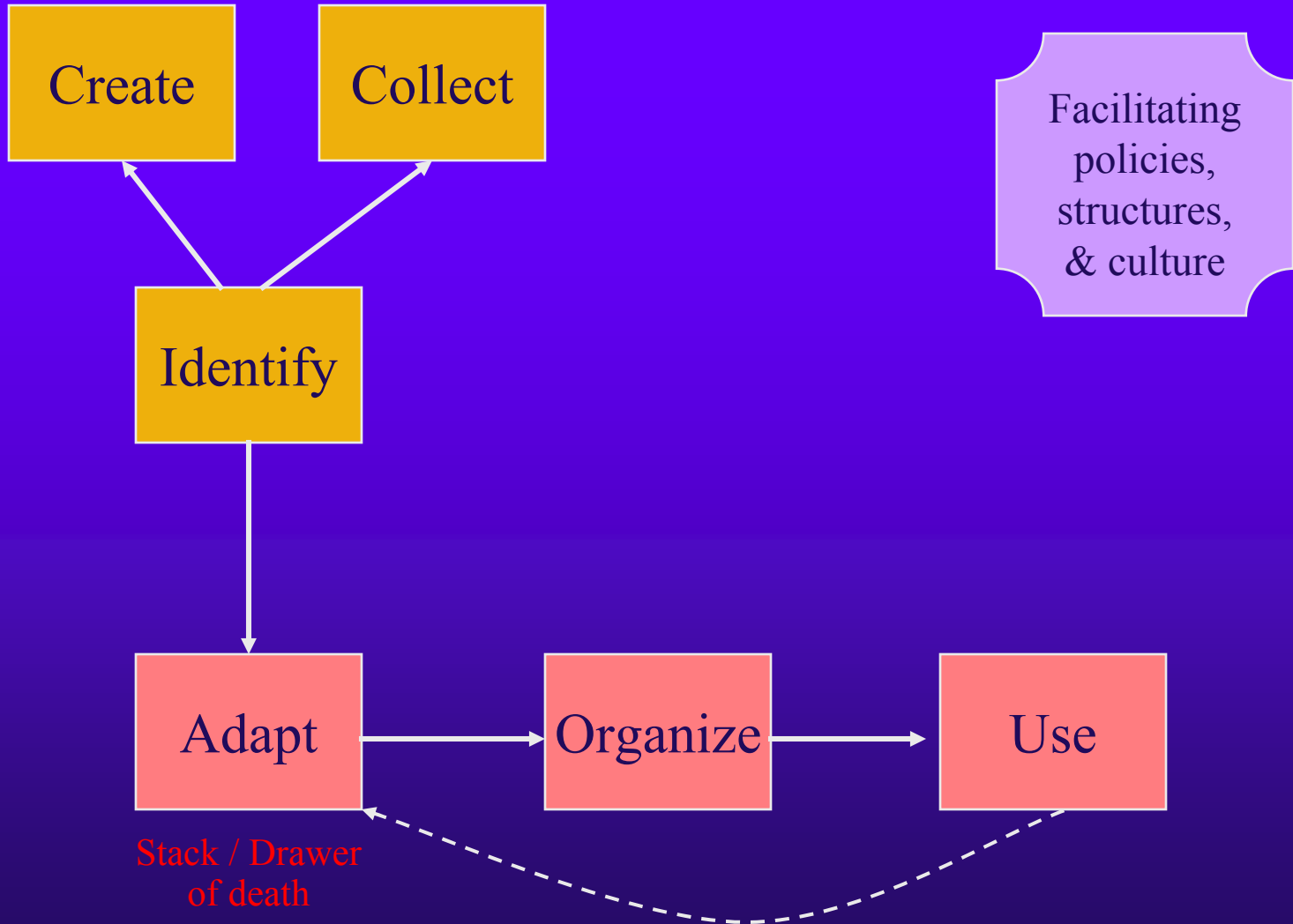
## Getting it used

- ❖ Magnet content
- ❖ Success stories
- ❖ Get questions, refer to OWL
- ❖ Eliminate the knowledge junkyard
- ❖ Facilitators
  - Culture
  - Structures
  - Policies

## Working with use

- ❖ Continuous involvement from day 1 until . . .
- ❖ Log – form
- ❖ Suggestions – form
- ❖ Interview low users
- ❖ Refine, refine, refine

# The Process



# Facilitators

❖ Culture

❖ Structures

❖ Policies



# Cultural Facilitators

## What is culture?

- ❖ The way we do things around here
- ❖ Acting 101
- ❖ Once upon a time
- ❖ The norms and values truly alive at camp
- ❖ Pep talks, admonitions, & consequences = broken culture and/or structures

## Harnessing power

- ❖ Need a learning camp
  - We trust each other
  - Share freely & openly
  - Mistakes are for learning
  - Teamwork and collaboration
- ❖ Leadership is supportive via structures, policies, and modeling
- ❖ Champion/evangelist
- ❖ Institute KM simultaneously
  - Tie KM into the mission, goals, and outcomes

# Structural Facilitators

For a best-practice system - the end goal

- ❖ Training
- ❖ Unconflicted counselor and administration time
  - Period once a week
  - Piled higher and deeper
- ❖ Post activity review
- ❖ OWL parties
  - Team time
  - Individual time
- ❖ Initial time investment
- ❖ Librarian
  - Engineer
  - Analyst
  - Manager
  - Broker

# Policy Facilitators (1 of 2)

## ❖ Money

### ➤ Buy:

Space, binders, bulletin board, decorations, staff time, et cetera

### ➤ It isn't free, but it pays off in spades

10:1 big business, camp = 5:1

### ➤ Line item in budget

- Big business = .02 to .04 of gross revenue
- Best practice camp = .005 to .01 of gross revenue
- Not a sunk cost – it's an investment

## ❖ Put OWL use on performance appraisals

### ➤ Serves as a check up and demonstrates importance

### ➤ Low score should have weight – promotion, status, reference, privilege

# Policy Facilitators (2 of 2)

## ❖ Tangible rewards

- Not money or anything with significant value
  - Overjustification effect
  - Negative cultural precedent
- Small reward with little real value
  - T-shirts “Camp Tall Tree OWL All-Star”
  - Small carved wood owl, or plastic one

## ❖ Intangible rewards

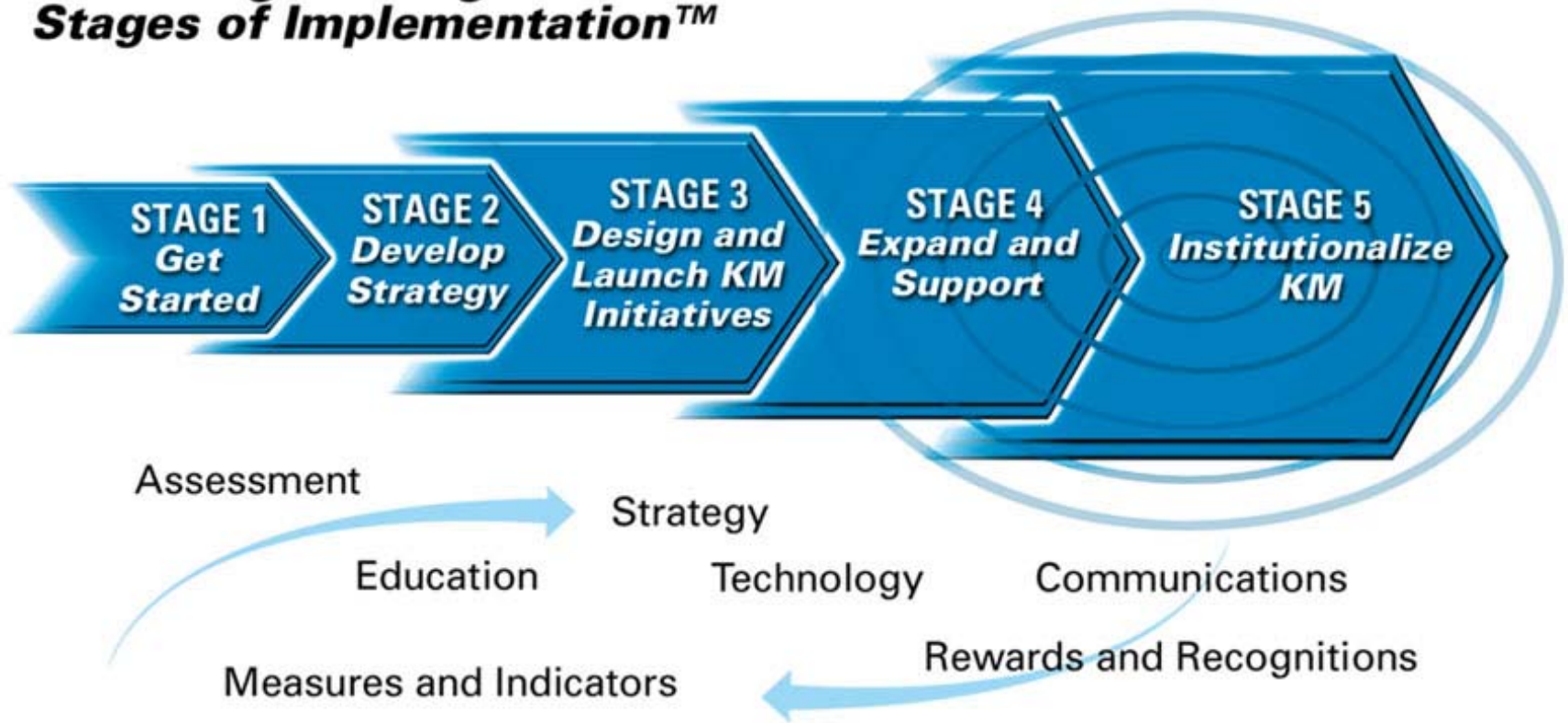
- Use is its own reward
- Praise doesn't hurt – notice specific acts (public recognition)
- The more value placed on it, the more it will be used  
(culture, performance, magnet content, etc.)

# Wrapping Up

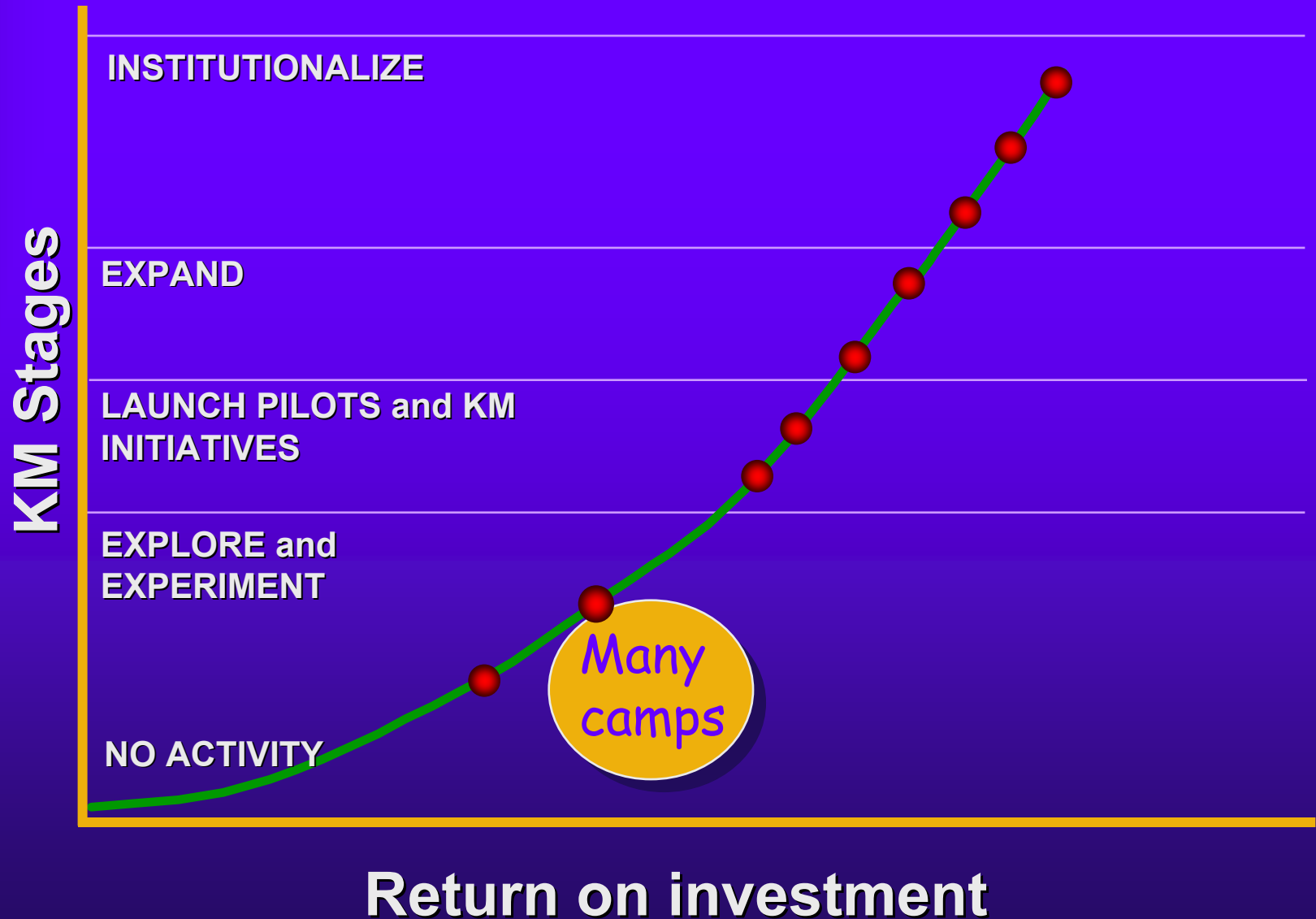
- ❖ It's a journey – stages of implementation
- ❖ Glance at appendices
- ❖ The big picture
- ❖ Where to go for more information
- ❖ Final thoughts

# APQC's Stages of Implementation

## APQC's Road Map to Knowledge Management Results: Stages of Implementation™

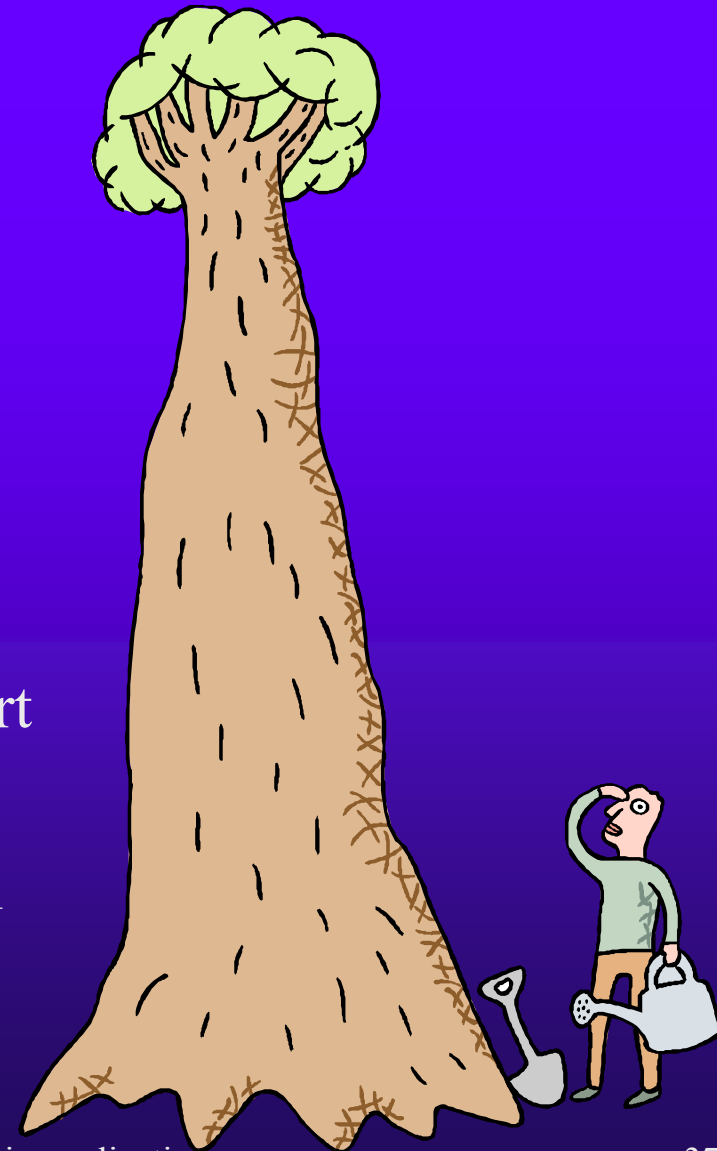


# KM Journey: Where are you?



# High Investment Yields High Returns

- ❖ Energize innovation
- ❖ Improve motivation
- ❖ Reduce reinventing the wheel
- ❖ Increase efficiency
- ❖ Empower staff
- ❖ Staff perk
- ❖ Increase staff abilities with less effort
- ❖ Reap at least a 5:1 return on investment with full implementation
- ❖ Better achieve outcomes & vision



# Valuable Appendices Galore

- ❖ Domains and examples for KM content
- ❖ Log form
- ❖ Suggestion form – general and specific
- ❖ Yellow pages form
- ❖ The OWL Librarian
- ❖ Advanced knowledge management systems

# The Big Picture

- ❖ Personal mastery
- ❖ Mental models
- ❖ Shared vision
- ❖ Team learning
  - Team synergy/intelligence
  - True dialogue
  - **Good cross-team communication**
- ❖ Systems thinking
- ❖ External and future scanning
- ❖ Organizational innovation and experimentation
- ❖ Systematic evaluation of successes and failures

“The Learning Camp”

# Five Books - In Order

- ❖ O'Dell (2000). APQC's passport to success: Knowledge management. [www.apqc.org](http://www.apqc.org)
- ❖ O'Dell (2000). APQC's passport to success: Stages of implementation. [www.apqc.org](http://www.apqc.org)
- ❖ O'Dell (1998). If only we knew what we know: The transfer of internal knowledge and best practice. Simon and Schuster.
- ❖ Rumizen (2001). The complete idiot's guide to knowledge management. Alpha Books.
- ❖ Dixon (2000). Common knowledge: How companies thrive by sharing what they know. Harvard Business School Press.

# Six Websites

- ❖ [www.apqc.org](http://www.apqc.org)
- ❖ [www.kmworld.com](http://www.kmworld.com)
- ❖ [www.kmci.org](http://www.kmci.org)
- ❖ [www.melcrum.com](http://www.melcrum.com)
- ❖ [www.sveiby.com.au](http://www.sveiby.com.au)
- ❖ [www.knowledgebusiness.com](http://www.knowledgebusiness.com)

# Final Thoughts (1 of 2)

- ❖ “Hope is not a method.” Dr. O’Dell
  
- ❖ Be pragmatic rather than perfectionistic
  - 0 – 100 and the G force repercussions
  - Build best-practice system over five years
  
- ❖ It’ll change your camp forever – you’ll never be the same

# Final Thoughts (2 of 2)

- ❖ Dedicate your camps toward being higher learning organizations . . . e.g.
  - Knowledge management
  - Benchmarking
- ❖ Manage your culture well
- ❖ Utilize staff training best practices
- ❖ Once upon a (last) time . . . imagine

# Imagine . . .

- ❖ When staff wonder what worked well in past archery programs
- ❖ How successful campfires were run
- ❖ How prior staff dealt with particular behavior problems or issues
- ❖ What excellent counselor letters home look like
- ❖ What staff learned from running a special event
- ❖ What indispensable knowledge did past nurses have
- ❖ What are fun activities for an out-of-camp trip
- ❖ What are successful methods of building environmental awareness

# Imagine . . .

- ❖ Redundancy in effort would largely be eliminated
- ❖ Time and energy spent recreating the wheel could be spent on designing a better wheel
- ❖ Past mistakes would rarely be repeated just for lack of knowing what the outcome of a certain decision or program was going to be
- ❖ The camp saves 5 times its investment in KM
- ❖ *The children and staff would have a quantumly higher/better experience and outcomes.*



Thank You!



Questions?