

The background features several overlapping, semi-transparent geometric shapes in shades of blue, brown, yellow, and green. On the left, there are stylized icons of a blue folder and a white pen. The central text is overlaid on these shapes.

knowledge management tools and techniques:

helping you access the
right knowledge
at the right time

Share it. Solve it!



From the IDeA knowledge management strategy team

For more information email kmstrategy@idea.gov.uk or visit www.idea.gov.uk/km

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acknowledgements

The IDeA knowledge management strategy team wishes to thank the following organisations and colleagues for their help, support and interest in KM, which has allowed the team to develop their knowledge and experience in using KM tools and techniques and produce this handbook.

- Local e-government National Knowledge Management Project
- Knowledge and Innovation Network (KIN)
- Henley Management College: Knowledge Management Forum
- Local Government Analysis and Research (LGAR)
- National Foundation for Educational Research
- National Archives
- Office of Public Sector Information (OPSI)
- Home Office
- National School of Government
- KM for local government community of practice
- Public sector K&IM network

Across the country, councils are delivering a wide range of improvement to people's lives and innovating to meet the changing needs of citizens. We believe that the sector has within it the knowledge to drive improvement but this knowledge needs to be more easily accessible and shared.

The IDeA works for local government improvement and uses Knowledge Management (KM) and other tools to challenge existing practice and to develop new knowledge and effective practices.

The IDeA runs programmes addressing national priorities, manages formal Peer Reviews, and provides consultancy services and online communities of practice which support collaborative working across local government. We then share this knowledge through leadership training for members and officers, IDeA Knowledge website and weekly newsletters.

To support local government in achieving sustainable sector-led improvement it is crucial that we have access to knowledge of best practice in local government.

Our vision is for everyone across the sector to easily **find, use, create, manage** and **share knowledge**.

foreword

Lucy de Groot

Our mission is to facilitate and drive the flow of knowledge across local government – sharing answers, insights, expertise, ideas and information by:

- linking people and information
- supporting collaborative working
- promoting techniques to capture and share knowledge
- building evaluation and learning into practice

The benefits of knowledge management for local government include:

saving time, money and effort...

...by learning from others' experience to find better solutions more quickly.

developing understanding...

...of the challenges and solutions for local government improvement.

developing skills...

...supporting timely professional development.

improving results...

...using the best knowledge and information to provide a foundation for new work.

achieving breakthroughs...

...working in collaboration to achieve innovation.

strengthening relationships...

...so that people across local government can learn from each other.

We encourage you to grasp the opportunities to share your learning with colleagues and to learn from their experiences to build our sector's knowledge. Please take advantage of the available resources and join us in leading local government improvement.

With best wishes







Lucy de Groot







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introduction

Knowledge management (KM)¹ is about building organisational intelligence by enabling people to improve the way they work in capturing, sharing, and using knowledge. It involves using the ideas and experience of employees, customers and suppliers to improve the organisation's performance. Building on what works well leads to better practice, strategy and policy.

This booklet is designed to support you in finding, using, creating, managing and sharing knowledge to support improvement in local government services by:

- introducing the value of KM and what support is available from IDeA
- providing a portfolio of KM tools, techniques and resources you can easily apply in your everyday work
- providing approaches to organisational processes which support KM

The IDeA has an ongoing programme of work with local government colleagues to support knowledge flow across local government, testing out KM tools and techniques for their relevance to the sector. These tools and techniques can be applied at every learning opportunity, see appendix one.



To do this, the IDeA is working to:

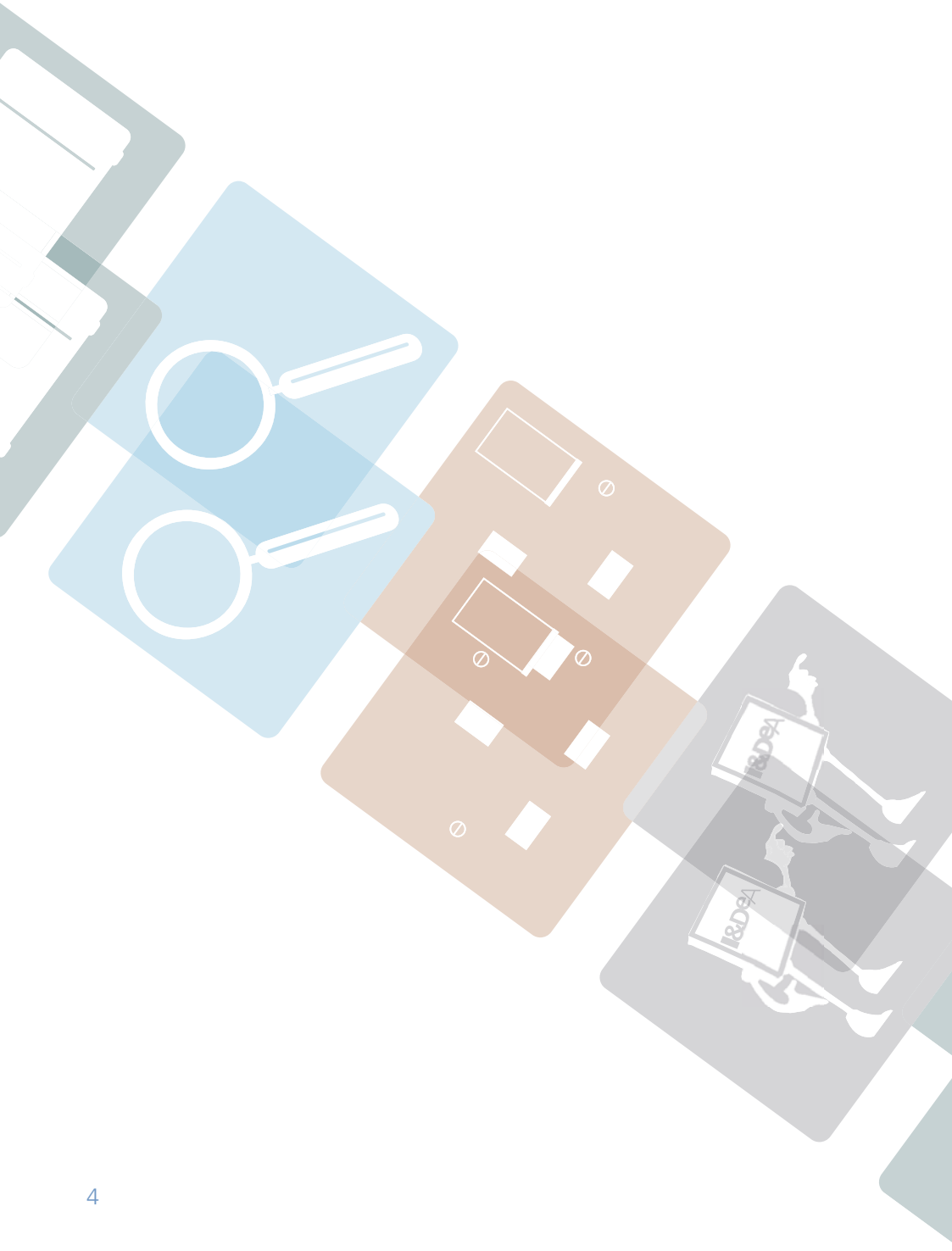
1. improve access to data and information which provides evidence for policy and practice advice (connecting people to information and knowledge)
2. connect IDeA staff across local government, with key stakeholder groups, practitioners and experts to ensure that key learning and experience is shared within and across the sector (connecting people to people)
3. ensure staff in the IDeA and across local government know about effective and relevant KM techniques so that knowledge is shared, captured and retained by organisations and shared with the sector (organisational improvement)

By supporting KM and networking through communities of practice across local government, IDeA is promoting KM as a tool for continuous and sustainable improvement. Many KM tools cost nothing to use – staff time is just used in a focused and systematic way and the expertise within the organisation is built and used effectively.

To find further details about applying these tools and techniques in local government, join the KM for local government community of practice at: **www.communities.idea.gov.uk**

The IDeA KM strategy team is available to provide support and training for IDeA and local government colleagues who wish to try out some of the new ways of working highlighted in this booklet. For more information please email: **kmstrategy@idea.gov.uk**

¹ Information management is included in the term knowledge management for the purpose of this booklet. See appendix five for specific information management advice.



connecting people to information and knowledge

New work should always build on the foundation of previous knowledge. New knowledge should be captured and stored appropriately for others to access and learn from.

The following series of tools and techniques describe how knowledge management can enable people to find information and knowledge more effectively.

tools and techniques

description

unique selling point



case study

Narrative recording of a project's progress and outcomes.

Share experiences with others.



rapid evidence review

A systematic review of research and other evidence producing an overview of the knowledge base in a particular area.

An evidence baseline to enable new projects to build on what has gone on before.



knowledge banks (web databases)

Repositories of stored knowledge (research/evidence/best practice), captured through various tools and techniques, and shared via websites and toolkits.

Mass collection of accumulated knowledge in a specific area at your fingertips.

case study



what is a case study?

A case study is a written examination of a project, or important part of a project. It has a clear structure that brings out key qualitative and quantitative information from the project.

Case studies are often published with a broad audience in mind, so it is useful to bring the most useful and transferable information to the fore.

why use a case study?

It is vital that project and programme teams capture and record their learning and best practice so that others can benefit. The structured case study format makes information accessible to the reader.

The fact that it is written – often with a view to being published – means that case study information is usually enduring and far-reaching. Whether in print or online, case studies are one of the best ways to share learning and best practice with a large audience.

how to write a case study

The way a case study is written will depend on the purpose and intended audience. Teams have to decide what they have to share and what their audience needs to hear.

Teams will also need to think about where the case study is going to be published, for example, in print or online, internally or externally? These considerations will affect what is written and how.

Many organisations will have their own guidance on what a case study should look like and what headings it should include.

Most case studies published on IDeA Knowledge are between 800 and 1,500 words, and will identify a problem or situation, explain what was done to address the problem or situation, and finally highlight the results.

An example template:

- summary
- key learning (up front)
- background to the problem
- main issues and problems in detail
- what was done – in chronological order
- outcomes and impact
- material resources required
- human resources required
- barriers and how were they overcome
- how could it be done better?
- contact for further information

Most organisations will also have their own style guide. This will contain useful information on how to write a case study, including the language, tone and style to use.

rapid evidence review (RER)



what is a rapid evidence review?

A rapid evidence review (RER) is a way of reviewing research and evidence on a particular issue. It looks at what has been done in a particular area and records the main outcomes.

Evidence reviews can be run in several ways. Some are more exhaustive in their execution and ambitious in their scope.

A fully-developed review will scan available literature as comprehensively as possible, using electronic databases and comprehensive sourcing.

The RER provides a quicker but still useful way of gathering and consolidating knowledge. It's a useful building block from which to start work on a new project.

It should not be considered a definitive review, but rather the most suitable given the time and resources available.

why use a rapid evidence review?

Any new piece of work is likely to draw on what has already been done by others in the sector. An RER ensures that you take account of this work before starting a project. This avoids duplication of effort and gives you a firm foundation on which to build.

how to run a rapid evidence review

RERs can be run in a variety of ways. Because of the volume of published material, a review will normally source and scan selected research.

Here is highlighted one method used by the IDeA.

This IDeA RER model involves getting knowledge about emerging effective practice from consultants working in councils. It can be run as follows:

1. Gather the group of people you are hoping to get information from. Ask them to write on paper any ideas and examples of work that relate to the issue you are researching.
2. Stick these examples on the wall around the room and arrange them into themes.
3. Group people according to the theme that contains their ideas or example of work.
4. Run breakout groups by theme. Use group discussions to test the effectiveness of the practice. A facilitator should be present to record the discussion. As each person in the group discusses their work, the facilitator ensures that supporting evidence is recorded. This could include URLs, file paths, quotes, and contact details.
5. Produce a report or document that summarises the discussion and outcomes. These findings should be published via the intranet, internet or as a paper publication, for anyone to use in future projects.

further information

An overview of the rapid evidence assessment tool can be found on the Government Social research website (www.gsr.gov.uk).

Examples of rapid evidence review outcomes can be see at:

National Foundation for Educational Research
www.nfer.ac.uk/research-areas/pims-data/summaries/community-cohesion-rapid-evidence-review.cfm

The Home Office
www.homeoffice.gov.uk/rds/pdfs07/rdsolr1107.pdf

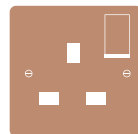
The Cochrane Collaboration
www.cochrane.org

EPPI centre
www.eppi.ioe.ac.uk/cms

SCIE
www.scie.org.uk

LGAR can provide advice
www.lgar.local.gov.uk

knowledge banks



Knowledge Banks are online services and resources which hold information, learning and support: giving you the power to improve your council. They are typically used to showcase the work of an organisation and provide signposts to documents, articles and toolkits.

Examples of knowledge banks include:

IDEA Knowledge (www.idea.gov.uk), see below

Improvement Network (www.improvementnetwork.gov.uk)

LGA data access initiatives (www.lgar.local.gov.uk), (www.local.gov.uk)

Cochrane Collaboration in Health (www.cochrane.org)

Teacher Training Resource Bank (www.ttrb.ac.uk)

Evidence-based policy and Practice Centre in Education/Health/Welfare (<http://eppi.ioe.ac.uk>)

Social Care Institute for Excellence (www.scie.org.uk)

National Institute of Health and Clinical Excellence (www.nice.org.uk)

IDeA knowledge



An online hub giving you the latest news and guidance for more than 50 areas of local government improvement and good practice. The website also provides authoritative case studies, toolkits, discussion forums and a weekly e-bulletin.

Sign up for the weekly e-bulletin and a monthly discussion forums e-bulletin at: www.idea.gov.uk/register.

Appendix four lists relevant knowledge banks and online services for the local government sector.



connecting people to people

Communicating with our peers can be the most effective way to learn about others' experiences first-hand, and get the knowledge we need to help us.

The following series of tools and techniques describe how knowledge management can enable people to connect to people more effectively.

tools and techniques

description

unique selling point



community of practice (CoP)/
knowledge network/
professional network

A group of people who share a common interest working together over an extended period to explore ways of working in a specific area of knowledge.

Learning from shared experiences; publishing best practice/position papers.

IDeA provides online workspaces for local government.
www.communities.idea.gov.uk



peer assist

Gaining input and insight from experts/other people outside the team to reuse and reapply existing knowledge and experience.

First hand knowledge transfer, accessing the organisation's knowledge base.



knowledge café

A group of people having an open, creative conversation in an informal environment on a topic of mutual interest.

Informal learning through dialogue.
Each person has a responsibility to contribute.



knowledge marketplace

Allows the matching of a knowledge requirement with someone with expertise (think of it as a dating service for knowledge).

Starts the connection of people to people, people to documents and documents to people, eg searching people directories.

communities of practice (CoP)



what is a community of practice (CoP)?

A community of practice is a network of individuals with common problems or interests who get together to:

- explore ways of working
- identify common solutions
- share good practice and ideas

Typically, they pool resources related to a specific area of knowledge.

Informal communities exist in some form in every organisation. The challenge is to support them so they can create and share organisational knowledge.

Communities of practice are organic and self-organising, and should ideally emerge naturally. They usually evolve from the recognition of a specific need or problem.

why should you use a community of practice?

A CoP provides an environment (virtual and or face-to-face) that connects people and encourages the development and sharing of new ideas and strategies.

This environment supports faster problem solving, cuts down on duplication of effort, and provides potentially unlimited access to expertise.

Technology now allows people to network, share and develop practice entirely online. Virtual communities overcome the challenges of geographical boundaries. They encourage the flow of knowledge across local government and enable sustainable self-improvement.

how to run a community of practice

A wide range of approaches can be used when creating and developing CoPs. Before setting up a community, there are a few main points to consider:

- scope – what do you want to achieve? who are your audience? what are the boundaries?
- participants – who can make a major contribution? do they share common needs and interests?
- roles and responsibilities – who are the experts, leaders, champions, facilitators?
- interest and involvement – how will you attract interest? how will you engage participants? how will you develop your community?
- creating and sharing knowledge – how will you interact, learn and share?
- moving forward – how will you add value? how will you evolve?

Communities can have a limited shelf-life and this is not always a bad thing. Sometimes a natural ending is reached – for instance when a group or a practice reaches a conclusion.

As long as the learning is captured and redistributed, the success of the collaboration can inform others in the future.

what next?

The IDeA has developed an online platform that allows people to set up and join CoPs specifically for local government bodies. If you would like to see the communities of practice platform and find out more about them, please log onto: www.communities.idea.gov.uk.

a-z of networks

www.idea.gov.uk/idk/network/network-home.do

The A-Z is a directory of public sector networks and communities of practice, the purpose of which is to network local government staff in one authority to staff in other authorities, encouraging the sharing of best practice; and to make expert practitioners accessible to those across the public sector.

peer assist



what is a peer assist?

People can use a peer assist to gather knowledge and insight from other teams before embarking on a project or activity. It partners those seeking assistance ('receivers') with a peer or group of peers who have expertise in a desired area.

A peer assist can last from an hour to a full day depending on the size of the project.

why use a peer assist?

Talking to experienced peers about the best way to approach new projects saves time and money and avoids repetition of mistakes. It also creates strong links across teams and relationships between people.





how to run a peer assist

A simple method that works well involves of the following steps:

- appoint a facilitator – someone from outside the team who will ensure the participants achieve their outcomes.
- select the participants – choose participants who have diverse knowledge, skills, and experience. There is no hard and fast rule about minimum or maximum numbers but the right participants are particularly important.
- share information – this is done by dividing the meeting time into four parts:

1. clarify purpose

The receivers present the background and objectives of the project or task they are about to begin. They should also say what they hope to achieve in the peer assist.

2. encourage the peers to ask questions and give feedback

The peers discuss the receiver's situation and share ideas and experiences. The receivers should simply listen.

3. analyse what's been heard

This part is for the receivers to analyse and reflect on what they have learned and to examine options. The peers should take a back seat.

4. present the feedback and agree actions

The peers present their feedback to the receivers' analysis and answer any further questions.

knowledge café



what is a knowledge café?

A knowledge café brings people together to have open, creative conversation on topics of mutual interest.

It can be organised in a meeting or workshop format, but the emphasis should be on flowing dialogue that allows people to share ideas and learn from each other.

It encourages people to explore issues that require discussion in order to build a consensus around an issue.

who should use a knowledge café?

Working in complex and changeable environments is common in local government. Thus it can be hard to keep informed of issues and the ideas and perspectives of colleagues and peers.

The knowledge café brings to the surface, in an informal environment, all the understanding we have in an area.

how to run a knowledge café

A simple and recommended method that works well involves the following steps:

1. Preparation for a knowledge café

- appoint a facilitator – someone who can encourage participation.
- identify a question relevant to those participating.
- invite interested parties.
- create a comfortable environment – a ‘café’ layout, with a number of small tables, supplied with tea and coffee, is one option.

2. During a knowledge café

- The facilitator should introduce the knowledge café concept, any codes of conduct, and finally pose the question.
- Participants should arrange themselves into groups to discuss the question.
- Each participant in turn shares their knowledge and experience without interruption, giving everyone an opportunity to talk. Alternatively, a ‘talking-stick’ can ensure only the person holding the stick can speak, thus avoiding the discussion becoming dominated by one or a few speakers.
- After each participant has shared, the group continues the discussion together.
- The groups should eventually reconvene to exchange ideas and findings – these could be captured electronically or on paper.

3. After a knowledge café

The real value of a knowledge café is what people take away with them in their heads, and the new connections they have made with people.

If the knowledge café is to be recorded – making sure to avoid disrupting or influencing the conversation – the information may be distributed to participants after the session.

Remember, a knowledge café is not a talking shop. Turn-taking is important. If everyone is encouraged to have their say, a natural and stimulating group discussion should evolve, and good ideas won’t be long coming.

knowledge marketplace



what is a knowledge marketplace?

A knowledge marketplace could be seen as a 'dating service' for knowledge. It identifies what people know and what they need to know on a particular subject, then connects them appropriately.

The knowledge marketplace can be facilitated online, via email or face-to-face. It can be used in many situations, and is particularly useful when delegating roles and responsibilities within a new project team.

Success depends on the willingness of participants to both contribute and benefit in equal measure from exchanging knowledge. It is highly dependent on the degree of trust between individuals.

why is a knowledge marketplace useful?

It can be difficult to find people with the knowledge, skills and experiences you need on a specific topic.

A lot of useful, specialist knowledge remains untapped in most organisations. The knowledge marketplace provides a forum to discover this knowledge and make it available to anyone who needs it.



how to run a knowledge marketplace

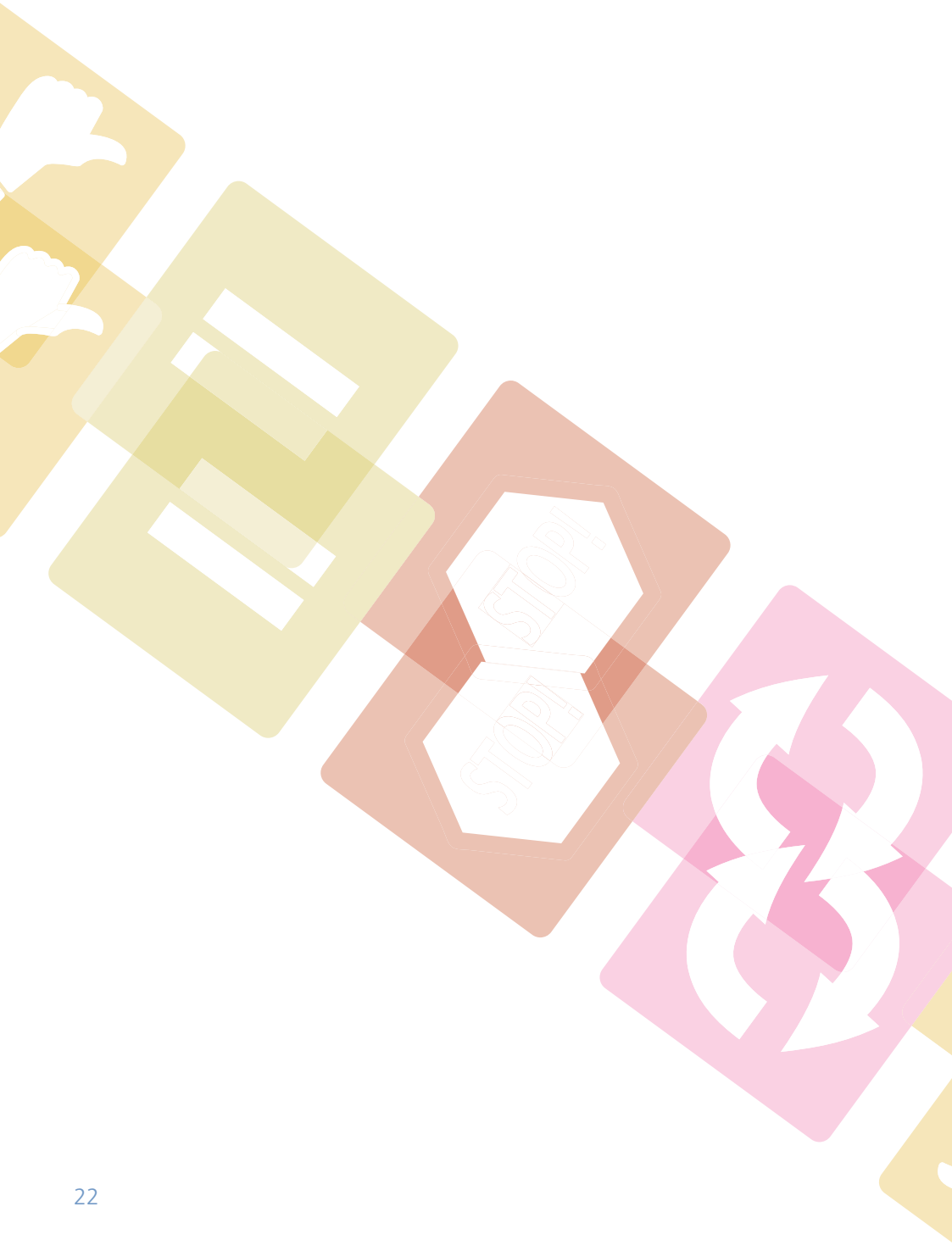
Within the participating team or group, each person should take the following steps:

1. identify your knowledge requirements – these could be areas where you feel there are gaps in your knowledge.
2. identify your knowledge offers – these would be areas where you have knowledge and experience to share with others.
3. collect some basic information to start the ‘connection and collection process’, for example: name, job title, organisation, email address, topic.

This information can be recorded in a form, an Excel spreadsheet, by email, or on a flip chart during the session. This information is then used to connect people to people and the sharing process can begin.

The sharing process could simply involve having a conversation. Or it could be exchanging business cards with people in who have knowledge or experience of benefit to you.

Alternatively, the sharing could happen after the event has been recorded electronically and all the relationships mapped out and made available online.



organisational improvement

Summarising lessons learnt and experiences and sharing them with others can help the organisation build and retain its knowledge.

The following series of tools and techniques describe how knowledge management can enable organisations to improve more effectively through impact assessments, evaluations and people management.

tools and techniques

description

unique selling point



gone well/
not gone well

Quick debrief at the end of an event concentrating on good points and items for improvement.

Tacit knowledge capture and feedback about effectiveness of the event.



after action review (AAR)
(formative evaluation)

Quick discussion at the end of a short project or key stages of an activity reflecting on the current position and future actions.

Tacit knowledge capture of lessons learnt, eg noted minutes of project meetings.



retrospective review (summative evaluation)

A formal process to evaluate the completion of an event, project or an activity to capture lessons learned, using

Capture lessons learnt for future activities.
Publish on internet or intranet.



knowledge exchange

Staff leaving should exchange unique knowledge to allow others to capture it.

Build the corporate memory.

impact assessment and evaluation

people management

gone well/not gone well



what is a gone well/not gone well?

A gone well/not gone well is a quick and useful tool to get candid feedback at the end of an event or activity. It allows all participants to say which aspects of an event or activity worked and which didn't in an open and accepting atmosphere.

why should you use a gone well/not gone well?

This tool is a useful way to close a session and provides an opportunity to discuss the event. It is especially useful in getting people to express more critical comments in a relaxed way.

It helps facilitators and organisers of events to gather information that will help them do better next time.

how to run a gone well/not gone well

This is a facilitated session to get feedback and requires a flipchart to record the information. The flip chart is divided down the middle into two columns: 'Gone well' and 'Not gone well'.

The facilitator asks the group to comment on anything to do with the event that went well or not so well. This could include content, delivery style, catering, room layout, discussion topics, materials used, plus whatever people want to raise in relation to the day.

All positive and negative comments are written into the respective columns on the flipchart.

after action review (AAR)



what is an after action review?

An after action review (AAR) is a tool to evaluate and capture lessons learned. It takes the form of a quick and informal discussion at the end of a project or at a key stage within a project or activity. It enables the individuals involved to:

- review what has happened
- summarise new knowledge
- decide what action should be taken next

This discussion should cover:

- what happened and why
- what went well
- what needs improvement
- what lessons can be learned from the experience

why use an after action review?

In local government, much work results in the creation of new knowledge. By formalising the way this knowledge is extracted and recorded, it can readily be made available to colleagues and other organisations facing similar challenges.

An AAR provides a quick way of making an informed decision about how to approach the next action.

how to run an after action review

An AAR involves major team members and is conducted as soon as possible after the specified stage, project or event. It is structured as an informal brainstorming session to build consensus on the following questions:

- what was supposed to happen?
- what actually happened?
- why were there differences?
- what did we learn?
- what are the lessons for next time?

You may want to ask some more probing questions in these areas:

- what did we set out to do? what were our objectives and deliverables? what did we actually achieve?
- what went well? what could have gone better? why did it happen like that?
- what did we do? what would we do differently next time? how does this affect the next stage?
- what needs to be disseminated to whom and how?

It is important to create an atmosphere of trust and openness, and to emphasise that this is a learning event, not a performance evaluation.

It is also important to focus on improvement and to ensure that any mistakes made or poor practice identified can be turned into a learning opportunity.

The review outcomes are normally captured during the session, on flip chart paper or electronically. This will depend on who the information is intended for and how it will be used.

By recording and storing the outcomes of the AAR on an intranet or website, those involved can refer back to what they have learned.

The material can also be shared with those who may benefit from the acquired learning, particularly those who are working on a similar project or activity.

An independent facilitator may be appointed to help draw out answers, insights and issues, and to ensure that everyone contributes. Alternatively, the AAR could be facilitated by someone from the project team.

See retrospective review and rapid evidence review for more formal and detailed evaluations.

retrospective review

an end of project evaluation technique



what is a retrospective review?

A retrospective review is an in-depth discussion that happens after the completion of a project, event, or activity. It is structured to help the people involved reflect on the project in detail.

The review ensures that you:

- retain learning from what has happened
- understand why it happened
- look at what went well, what needs improvement and what lessons should inform future work

why use a retrospective review?

Every major project should conclude with a retrospective review. This is the main way of ensuring that lessons learned are recorded in an objective way. It also ensures that the information can be made available to others.

For smaller projects that require less detailed evaluation, see after action reviews (AAR).

how to run a retrospective review

A retrospective review can be run in various formats, including a workshop or meeting. A simple method that works well involves the following steps:

1. Preparation for a retrospective review

- appoint a facilitator – someone who can help create an open environment and encourage discussion
- invite all members of the team to participate
- collate and distribute documents relating to the project being discussed.

2. During a retrospective review

- identify and review project objectives and deliverables
- identify and review the project plan and planned process
- discuss how success and lessons learned can be applied in the future
- discuss what could have gone better and how
- relay short summaries of main learning points to clarify understandings.

3. Post-retrospective review

- record findings in an appropriate format and circulate to all participants
- publish or store the main learning points and recommendations for future use. This can include online case studies (IDeA Knowledge website), printed publications or reports
- formally close the retrospective review.

Throughout the retrospective review process, invite comments and feedback. This will help you learn as much as possible before the team disbands.

To inform future work, ensure that everything has been properly documented and stored or published before formally closing a project.

knowledge exchange



what is a knowledge exchange?

A knowledge exchange takes place when someone is moving on from their current position. It aims to recover unique and valuable information from them before they leave.

The knowledge exchange occurs between a knowledge holder and a facilitator. The knowledge holder is the person who is departing.

The facilitator is typically a line manager or trusted team member – someone who is close to the leaver and can ensure the questioning is of sufficient depth and relevance.

Ideally, the knowledge exchange will also involve the person replacing the knowledge holder or carrying out the tasks they leave behind. They will benefit from any useful tips and knowledge and from asking their own questions.

why should you use a knowledge exchange?

When staff leave an organisation they take with them the vital knowledge, experience and contacts they have built during their time there. The organisation suffers if this information is not passed on before they leave.

Estimates suggest it takes at least six months before a new recruit contributes effectively to the organisation. Including checks of handover notes through the appraisal process protects organisational memory.

If a local authority adopted this approach, time and money saved per year would equate to between 10 and 100 posts.

Many organisations will already have some informal process in place to capture the knowledge of leavers. However, the best efficiency gains come from a formalised, structured knowledge exchange process.

how to run a knowledge exchange

The methodology we recommend is based on work developed in the public and private sectors by knowledge management experts. It has five steps:

1. Two days prior to the knowledge exchange, the knowledge holder receives a copy of the knowledge exchange questions.

[See appendix two for knowledge exchange questions.](#)

2. The facilitator follows these questions as a guideline, but they are best used as a means to focus on the four key areas of work:

- general
- key operational information
- people and people skills
- lessons learned and 'pattern recognition'

3. Relationship mapping provides an overview of the relationships the knowledge holder has with key contacts in the organisation.

[See appendix three for relationship mapping guide.](#)

4. The facilitator must then decide the best way to package this knowledge for the organisation. This may include:

- drawing up instructional guidelines
- mapping business processes
- producing a list of useful contact information and relationships
- recording as audio or film some of the knowledge holder's information.

5. The facilitator may then choose to upload this information onto the team intranet, or save as a standalone file for future reference.

what next?

This process should be included in the performance appraisal process to eliminate risk of loss of knowledge to the organisation when staff leave.

organisational processes which support KM

Knowledge management (KM) will affect all staff and their ways of working if it is to be successful, and requires a major phase of cultural change. Organisations will need to make clear links between KM, and how it will affect people management and performance management. KM calls for strong commitment and leadership from managers to make it work.

A step-by-step approach is recommended to raise awareness and gain commitment, as is working with teams who are keen to get involved and demonstrate some quick wins.

The following organisation business processes show a selection of IDEa initiatives in place to meet KM expectations.

core competency framework

These are the core competencies across the workforce KM is being integrated into the framework and will feature across all elements of the framework.

performance development reviews/appraisals

Staff are required to demonstrate the effective use of knowledge resources available to them in meeting their objectives, and how they might use resources to meet future objectives.²

job descriptions

Objectives in the responsibilities and requirements include finding, using, creating, managing and sharing knowledge appropriately, using the resources available.

inductions and staff leaving

New staff are introduced to the organisation, the KM strategy, processes, resources and individual staff responsibilities. All staff are made aware of the resources available and who to contact if training is required.²

Prior to staff leaving a knowledge exchange is carried out to retain the organisation's knowledge. See page 30 for further information.

service planning

The service planning process now features a requirement to include plans of KM work and the costs involved.

training

Specific KM training is available to all staff through the core curriculum system and is managed centrally by HR. Teams can request bespoke KM training to make it easier to adopt and implement KM practices as a team.

To help raise staff awareness and emphasise that KM is everyone's responsibility and fits into everything we do, KM elements have been integrated into all other courses where appropriate.

information management

Knowledge captured as lessons learned from projects needs to be accessible across the organisation through its intranet system. Areas to pay attention to are: project databases, consultants' lists, document storage protocols and lists of staff skills (people directory).

other initiatives include:

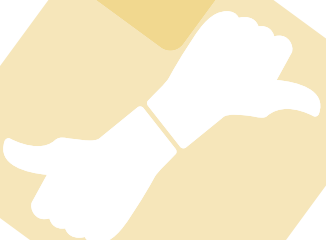
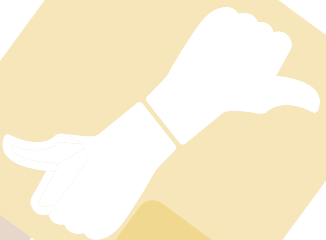
12 KM themes – to complement the IDeA KM strategy team's work activities for the year, 12 themes have been selected to raise awareness of KM practices and engage staff. These themes provide prompts for action and are focused on everyday work, and are promoted through events, literature and online services.

Top of the CoPs – in order to promote and reward success, a monthly award goes to the best performing IDeA-sponsored community of practice. Performance criteria changes monthly.

Online peer assist tool – using the peer assist technique an online version is being developed on the intranet system which will allow staff to call out for a peer assist across the organisation, and all call outs will be featured in the weekly internal newsletter.

For more information please email the KM strategy team:
kmstrategy@idea.gov.uk.

² Materials relevant to these areas are available on IDeA Knowledge at: www.idea.gov.uk/km



appendix one: learning before, during and after

Knowledge management (KM) encourages learning at every opportunity. This concept is about learning before, during and after, and can be applied to any activity including projects, tasks and events.

This means that when you start a new piece of work, you should check if anyone has done something similar before and if there is anything you can learn from them. Then while you are working on that piece of work there should be a stage (or several) where you reflect on what you have done so far to help you decide how to continue forward. This brings you to the final stage of learning, when you have completed the piece of work. Here it is recommended that you review the work so that if you or someone else were to do a similar piece of work again, the approach can be improved following your review.

The below table shows which KM tools and techniques can be applied at each learning opportunity.

KM tools and techniques	before an activity	during an activity	after an activity
case study		✓	✓
rapid evidence review (RER)	✓	✓	✓
knowledge banks	✓	✓	✓
communities of practice	✓	✓	✓
peer assist	✓		
knowledge café	✓	✓	✓
knowledge marketplace	✓	✓	✓
gone well/not gone well			✓
after action review (AAR)		✓	
retrospective review			✓
knowledge exchange	✓	✓	✓

appendix two: knowledge exchange questions template

1 general information

- 1.1 what do you consider to be the most valuable and/or unique knowledge that you hold in your current role?

prompts: do you have any specialisms? do you hold any valuable knowledge that you would consider hard to replace? do you hold any knowledge or skills that no one else in your organisation has?

- 1.2 what aspects have made the largest contribution to you learning what you know?

prompts: On-the-job training and work assignments, previous jobs, educational background, mentors, other people.

2 people and people skills

- 2.1 who are the people you interact with most frequently?
You may like to use the Relationship Map to illustrate this.

prompts: is there anybody for whom you are the main or only point of contact in your team? have you thought about internally and externally?

- 2.2 who do you consider are your key contacts, both inside and outside the organisation?

prompts: do others on your team know about these? do you have any useful 'short-cut' contacts who can help you get things done? do you have a relationship with specific vendors and contractors? is there anyone you can go to for expert advice, decisions, or permissions? was anyone particularly helpful/difficult?

3 key operational information

- 3.1 what are the key factors contributing to the successful carrying out of your job?
- 3.2 is there any key documentation that you find particularly useful to your role?

prompts: are these readily available to others? is there anything you feel was missing and would have made your life easier if you had access to? Think about procedures, manuals, software, reference materials, websites, e-newsletters, and subscriptions.

- 3.3 are there any immediate issues specific to your role that in your view need to be urgently resolved?

prompts: think about any decisions, threats and opportunities.

- 3.4 are there any dormant issues specific to your role that in your view need to be resolved in the longer term?

prompts: think about any decisions, threats and opportunities.

4 lessons learnt and pattern recognition

- 4.1 in your position, what is generally likely to go wrong, and how do you usually respond to or resolve problems?

prompts: do you have any specific skills you use for troubleshooting or diagnosis shortcuts – rapid ways of finding the cause for a fault?

- 4.2 how have you identified and managed potential risks or problems in the past?

prompts: do you have special knowledge for spotting deteriorating performance or imminent problems and failure?

- 4.3 what mistakes do you think have been made in the past that you think could be avoided in the future?

- 4.4 are there any unexploited ideas or potential improvements/innovations that you want to mention? This could apply to the organisation itself, or the whole sector.

- 4.5 are there other roles that you perform (officially or unofficially) in the organisation? also mention anything else generally of which you think we should be aware?

appendix three: relationship mapping guide

To create a relationship map, please use an A4 plain piece of paper.

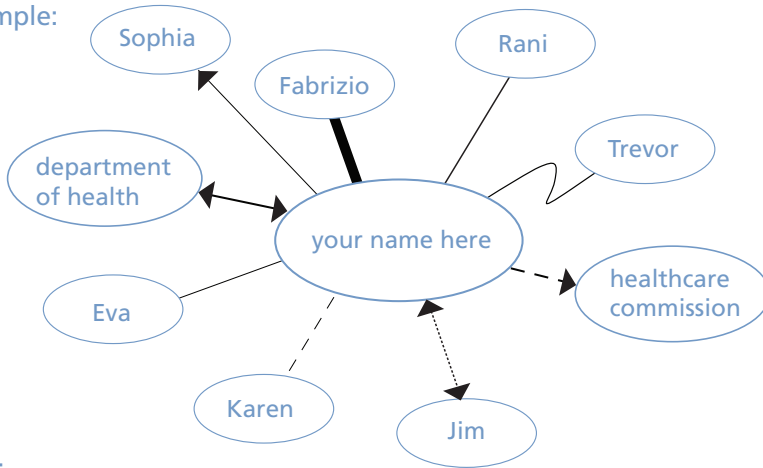
In the centre of the paper draw a small circle or oval and write your name in the centre.

Start mapping from the centre to the people, teams and organisations that you have relationships with in your working life. Please use full names and team titles.

The closer to the centre of the page, the closer the relationship is.

By drawing lines with different thickness you can demonstrate the amount of dialogue between the relationships. The thicker the line, the more regular the dialogue.

example:



key:

General contact	—————
Occasional but relevant contact	- - - - -
One-way information interchange	—————>
Two-way information interchange	<—————>
Difficult relationship	~~~~~
NB. For all the above:	
Line thickness = volume of information (thicker = greater)	—————
Line length = frequency of contact (shorter = more frequent)	—————

appendix four: online services for local government

www.idea.gov.uk/lgservices

A guide to online information, learning and support for local government: giving you the power to improve your council.

IDeA Knowledge

www.idea.gov.uk

As the Improvement and Development Agency's (IDeA) online hub for local government improvement and good practice, IDeA Knowledge provides news, guidance and toolkits for more than 50 areas of local government. Sign up for a weekly news e-bulletin and a monthly discussion forums e-bulletin:

www.idea.gov.uk/register.

A-Z of professional networks

www.idea.gov.uk/idk/network/network-home.do

The A-Z is a directory of public sector networks and communities of practice, the purpose of which is to facilitate improvement through supporting people-to-people and people-to-information connections; to network local government staff in one authority to staff in other authorities, encouraging the sharing of best practice; and to make expert practitioners accessible to those across the public sector.

Improvement Network

www.improvementnetwork.gov.uk

Access management tools for local government practitioners and start planning your improvement journey through following a structured approach developed by experts from a collaborative partnership between Audit Commission, IDeA, Leadership Centre, CIPFA.

Local Government Association

www.lga.gov.uk

Promoting the interests of some 500 English and Welsh local authorities, the Local Government Association (LGA) supports its members through its role as a national voice for the sector. Sign up for the LGA's e-bulletins service:

www.lga.gov.uk/emailLogon.asp.

Local Government Employers

www.lge.gov.uk

Representing local government employer interests on pay, pensions and employment issues to central government, Local Government Employers (LGE) seeks to modernise the pay and conditions agreements in England and Wales. Access the LGE monthly newsletter and sign up for e-alerts.

Local Authorities Coordinators of Regulatory Services

www.lacors.gov.uk

Coordinating regulatory services delivered by local government, Local Authorities Coordinators of Regulatory Services (LACORS) helps enforce trading standards activities and promotes quality regulation. Councillors can sign up for the LACORS e-alert for those with regulatory responsibilities.

LGA: European and International Unit

www.lga.gov.uk/international

The LGA's new European and International Unit works to promote UK local government interests in European legislation, funding, and policy, as well as international development. It connects UK councillors with international networks and supports democratic government overseas.

esd-toolkit

www.esd.org.uk

Enabling all local authorities to work as a community, sharing and recording their performance improvement measures for public facing services against a comprehensive list of services, processes and interactions. The esd-toolkit helps councils monitor, manage and report on their progress towards the improvement challenges of the transformational government and efficiency agenda.

Planning Advisory Service (PAS)

www.pas.gov.uk

Helping the English local authority planning sector to achieve better planning services and outcomes, the Planning Advisory Service (PAS) works with elected members, chief executives and senior managers. Sign up for the PAS monthly newsletter and access news, events, case studies, toolkits, and discussion forums. (PAS is an IDeA Special Project.)

Public Private Partnerships Programme (4ps)

www.4ps.gov.uk

4ps is local government's project delivery specialist. 4ps works in partnership with all local authorities to secure funding and accelerate the development, procurement and implementation of PFI schemes, public private partnerships, complex projects and programmes. 4ps' multidisciplinary team provides hands-on project support, gateway reviews, skills development and best-practice know-how. Sign up for the 4ps newsletter, and access information on procurement guidance, case studies and events.

SkillsPlus

www.skillsplus.gov.uk

Improving skills training and development in local government, SkillsPlus is a strategic skills partnership between local government employers in the UK and Sector Skills Councils. It supports local government and its need to develop a highly skilled and flexible workforce to meet the requirements of effective service delivery.

Centre for Public Scrutiny (CfPS)

www.cfps.org.uk

The Centre for Public Scrutiny promotes the value of scrutiny in modern and effective government – not only to hold executives to account but also to create a constructive dialogue between the public and its elected representatives – to improve the quality of public services. Get access to over 1,000 reports, news and discussion forums. (CfPS is hosted by IDeA.)

Directgov

www.directgov.uk

Providing citizens with access to online public services and all public service information from UK Government departments, Directgov covers topics ranging from travel safety and parental leave to special educational needs and local NHS services.

Info4local

www.info4local.gov.uk

Providing easy access to all local government-related information from central government, Info4local covers the latest publications, related links and news releases by subject from 65 government departments, agencies and public bodies. Sign up to receive personalised email alerts:

www.info4local.gov.uk/emailalert.asp.

Education evidence portal

www.eep.ac.uk

This portal is supported by all the national organisations with an educational brief. It provides the opportunity to search across key sites holding high quality research and evidence. It is an example of specialist portals that are being developed for key service areas. Other examples are the Teacher Training Resource Bank (www.ttrb.ac.uk), which holds research and evidence-based materials underpinning educational practice and TeacherNet (www.teachernet.gov.uk) which contains a wide range of supporting material for the education sector.

Teacher Training Resource Bank

www.ttrb.ac.uk

The Teacher Training Resource Bank (TTRB) is a three-year project supported by the Training and Development Agency for Schools, which uses research and evidence to improve teaching and learning. Its aims include increasing the quality and range of Initial Teacher Education (ITE) resources and knowledge available, referencing effective practices in all subject areas and across phases, and providing a personalised support service for teacher educators and those training to teach.

Social Care Institute of Excellence

www.scie.org.uk

SCIE's aim is to improve the experience of people who use social care by developing and promoting knowledge about good practice in the sector. Using knowledge gathered from diverse sources and a broad range of people and organisations, it develops resources to support service users and those working in social care.

Inspectorates

Commission for Social Care Inspection (CSCI)

www.csci.org.uk

The CSCI is the independent inspectorate for social care in England. It works across the public, private, and voluntary sectors. It collates the information it holds around the regulation, review and inspection of all social care services in adult and children's services to provide evidence of the quantity and quality of social care services.

The Office for Standards in Education, Children's Services and Skills (OfSECSS)

www.ofsted.gov.uk

From April, the new, single inspectorate comes into being: the Office for Standards in Education, Children's Services and Skills (OfSECSS), it will take on the responsibilities from four existing directorates – the Adult Learning Inspectorate (ALI); the work relating to children of the Commission for Social Care Inspection (CSCI); the work relating to the children and family courts of HM Inspectorate of Court Administration (HMICA); and the work of the current Ofsted, who contribute to the provision of better education and care through effective inspection and regulation. A range of inspection reports and services, including e-newsletters, can be accessed through its web pages.

Audit Commission

www.audit-commission.gov.uk

An independent, non-governmental public body, the Audit commission is responsible for ensuring that public money is spent efficiently, economically, and effectively. It carries out research nationally on delivery performance within the public sector, and is responsible for a range of inspection processes. A range of inspection reports and services can be accessed through its web pages.

e-Newsletters for local government

LGA e-bulletin services

The e-bulletin service provides you bulletins published by the LGA, including the new 'LGA weekly' bulletin and the daily news headlines service. These are restricted to LGA member authority councillors and officers. Registering will also give you access to additional website content including firstonline, the online version of LGA's weekly magazine. Register at: www.lga.gov.uk/emailLogon.asp

Communities and Local Government (CLG) info4local

info4local is a government website and email alert service. It gives local authorities a quick and easy way to find and link to relevant information on the websites of central government departments, agencies and public bodies. It is run by a group of seven departments: Communities and Local Government (which oversees info4local), Department for Children, Schools and Families, Department for Environment, Food and Rural Affairs, Department of Health, Home Office, Department for Transport, and Department for Work and Pensions. Register at: www.info4local.gov.uk

Improvement and Development Agency (IDeA) weekly bulletin

The IDeA Knowledge weekly bulletin provides you with links to:

- the latest improvement news from across the public sector
- case studies from councils in England and Wales
- government guidance and research
- feature articles on key issues
- interviews with key figures

Sign up for the weekly Knowledge e-bulletin and the monthly discussion forum bulletin direct to your inbox: www.idea.gov.uk/register

Local Government Analysis and Research Bulletin (LGARB)

LGARB is the regular monthly bulletin which brings together the work of the central bodies. The publication keeps you informed of key issues and developments in research impacting on, or of interest to, local government. Register at: www.lgar.local.gov.uk

Government Social Research (GSR) Unit bulletin

The GSR News Bulletin is produced by GSR Unit and the GSR Communications Committee. The bulletin contains the latest GSR news, updates on continuing professional development, forthcoming research, research methods and research funding, GSR research outputs and other research outputs, and a website of the month feature. Register at: www.gsr.gov.uk/new_research/bulletin/index.asp

Note: IDeA is working to make online services for local government searchable through one portal for local government.

appendix five: information management advice

Information and records management – from the National Archives

Information and records are corporate assets, the loss of which could cause disruption to the organisation's business. The level of risk will vary according to the strategic and operational value of the asset to the authority and the level of risk. The creation and management of records and information that are authentic, reliable and accessible is essential for a local authority to discharge its functions and ensure good governance.

The National Archives provides free advice and guidance on information and records management matters to local government authorities.

Its Records Management Advisory Service (RMAS) provides expert advice and guidance to support local government authorities achieve best practice in information management by developing effective record and information management systems and facilitating compliance with the statutory Records Management Code issued under s46 of the Freedom of Information Act 2000.

It also offers specialist advice on electronic records management (ERM) and digital preservation issues. More specifically it aims to support the need for information governance and democratic accountability by facilitating the creation and custody by public authorities of authentic records, and of decisions and transactions in accordance with the international records management standard BS ISO 15489.

The National Archives' many guidance publications have already been used successfully by a wide range of local authorities and other organisations. For details see: www.nationalarchives.gov.uk/archives/advisory.htm

Enquiries and requests for advice about this service should be directed to the Records Management Advisory Service at: rmadvisory@nationalarchives.gov.uk

Re-use of public sector information in local government – from the Office of Public Sector Information (OPSI)

Local government holds a wealth of information which is of interest to a variety of users. Making information available for re-use is a good way of making sure that the public sector can get its message across in a number of ways. By re-use we mean using information in a way that was not originally intended when it was created, such as publishing, copying, downloading or adding value. Allowing re-use of information will provide benefits to members of the public, companies in the private sector and the public sector.

The Re-Use of Public Sector Information Regulations 2005 (PSI Regulations) provide a framework for people wishing to re-use information. PSI holders have a responsibility under the PSI Regulations to let people know what information they hold, to publish details of the terms of re-use, including any charges, and to deal with requests in a fair and non-discriminatory way.

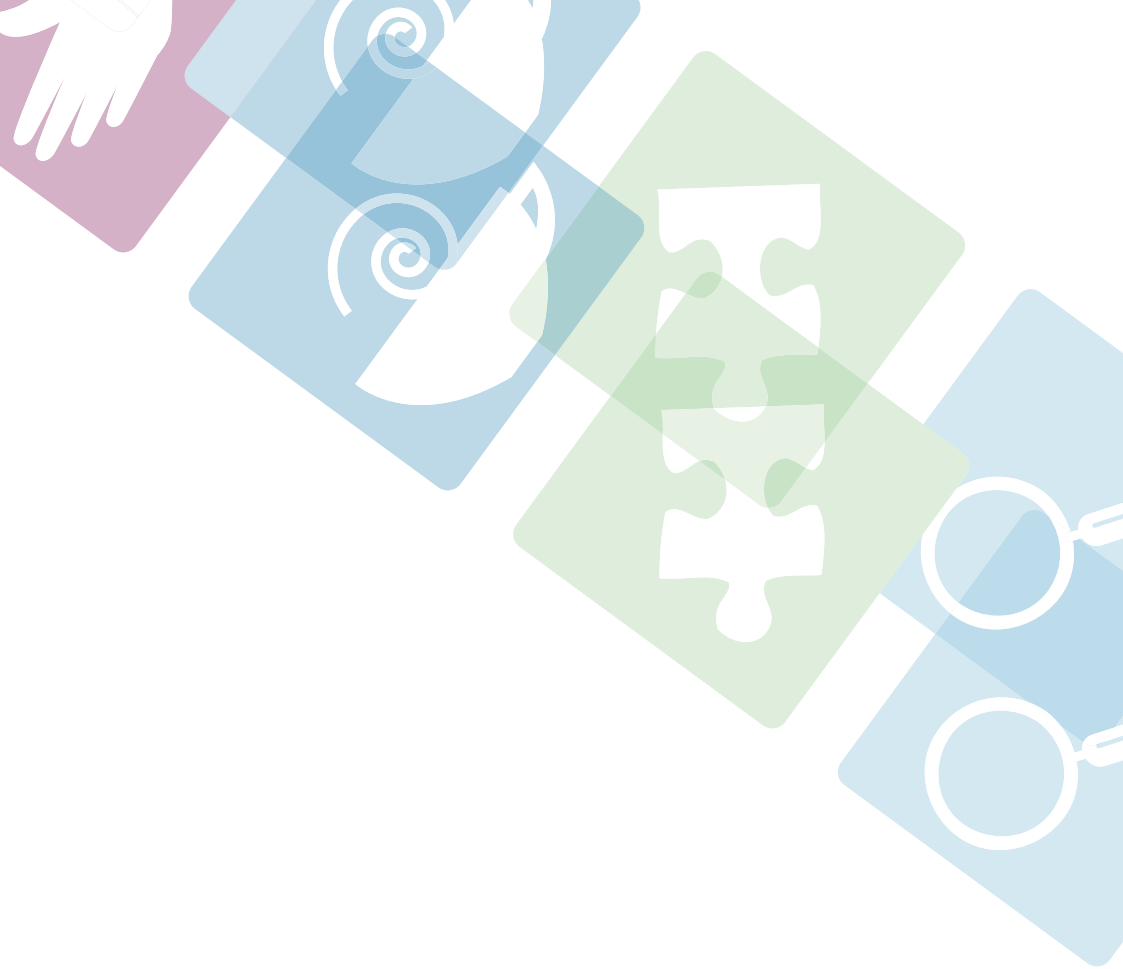
www.opsi.gov.uk/advice/psi-regulations/index.htm

The OPSI sets standards and policy in re-use. OPSI also provides guidance and advice for local government and has introduced a number of tools to help you meet your responsibilities.

IFTS Online is an easy to use online assessment system that helps you meet your responsibilities under the PSI Regulations.

Click-Use Licence is a tried and trusted online licensing scheme that allows re-users to use public sector information quickly and efficiently, while allowing your information to be licensed centrally by OPSI, at no cost.





To find further details about applying these tools and techniques in local government, join the KM for local government community of practice at: www.communities.idea.gov.uk

The IDeA KM strategy team is available to provide support and training for IDeA and local government colleagues who wish to try out some of the new ways of working highlighted in this booklet. For more information please email: kmstrategy@idea.gov.uk or visit www.idea.gov.uk/km