

KNOWLEDGE TRANSFER TOOLKIT: GUIDE

This toolkit provides information and resources to support knowledge transfer efforts. It has three parts:

1. Guide
2. Steps
3. Plan

KNOWLEDGE MANAGEMENT	Knowledge Management is a systematic approach to creating, finding, capturing, understanding, using, and transferring intellectual capital and job know how
TYPES OF KNOWLEDGE	<p>There are two main types of knowledge:</p> <ul style="list-style-type: none"> ● Tacit knowledge – Difficult to access, capture and share as individuals carry this knowledge in their heads on a subconscious level and may not communicate it often. It is considered valuable knowledge as it may provide context for experiences, ideas, people and places. ● Explicit knowledge – Easy to capture and store in databases and documents (policies, procedures, and manuals). <ul style="list-style-type: none"> ○ Structured – Informational elements are organised for future retrieval (databases and spreadsheets) ○ Unstructured – Information is not referenced for retrieval (emails, images, audio, video)
KNOWLEDGE TRANSFER	<p>Knowledge Transfer is about capability transition. It is a process to elicit and transfer tacit or experience based knowledge, or to capture and provide access to explicit or ‘documentable’ knowledge. Knowledge transfer activities are generally used for knowledge that is at risk, strategic, or essential to day to day business functioning.</p> <p>A knowledge transfer program:</p> <ul style="list-style-type: none"> ● Identifies the critical knowledge found in specific occupations and people that must be transferred within the organisation ● Helps ensure a smooth transition of this knowledge to successors

KNOWLEDGE TRANSFER TOOLKIT: GUIDE

	<ul style="list-style-type: none"> • Provides ready access to highly specialised or highly contextual knowledge <p>The goal of knowledge transfer is to share valued and useful information, within a meaningful context, so that it can be used when making decisions and taking action.</p> <p>The knowledge must both be learned and usable in a relevant context; and if both conditions do not exist, the knowledge has not been transferred. This means cross training and success measures are part of the transfer process.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Many departments have found that it makes sense to be quite selective about defining essential program knowledge, particularly where key practices and technologies are changing. It goes without saying that there are certain benefits to be gained from the new ideas and innovative practices that will result from an incoming generation. Another related resource that some departments have focussed on is relationship capital. For example, key individuals in an organization often develop relationships with key stakeholders that may need to be preserved.</p> </div> <p>Source: (2002) Treasury Board of Canada Secretariat</p>
VALUE	<p>Effective knowledge transfer practices will ensure accumulated organisational knowledge remains within organisations to maintain a baseline of expertise, even as employees, subject specialists, or key contractors and alliance members depart.</p>
BENEFITS	<p>Some of the benefits of knowledge transfer include:</p> <ul style="list-style-type: none"> • Accelerates development of new hires • Reduces the impact of staff departures • Reduces the risk of developing policies or making decisions in the absence of historical best practices, knowledge and experience • Captures knowledge before it leaves, ensuring business and service continuity • Enhances the ability to make better decisions • Helps streamline processes • Reduces re-work / duplication of effort • Provides for greater collaboration • Enables organisations to more effectively “leverage what we know”

KNOWLEDGE TRANSFER TOOLKIT: GUIDE

BARRIERS	<p>Some of the challenges of knowledge transfer may include:</p> <ul style="list-style-type: none"> • Inability to recognise or articulate tacit knowledge • Schedule or locational constraints • Generational differences • No incentives for staff or non-conducive culture • Efforts are not easy (can be time consuming) • Misconceptions about the purpose (what the individual and the organisation see as key, strategic, or essential knowledge may not always be in harmony), including how to measure successful outcomes • Lack of trust or willingness to share knowledge 	
KNOWLEDGE HOLDERS	<p>Typical knowledge transfer candidates are knowledge holders. They include those about to retire, leave the organisation, or transfer to other roles or teams.</p> <p>Questions that can help identify these individuals include:</p> <ul style="list-style-type: none"> • Who do others go to in a crisis? • Who has a long-term corporate memory? • Who is doing a one-of-a-kind job? • Who has a unique set of skills or knowledge? • Who carries the ball on major projects? 	
KNOWLEDGE RECEIVERS	<p>Typical knowledge receivers include job shadow candidates, new staff members, or team members.</p>	
ROLES AND RESPONSIBILITIES	Senior Management	<ul style="list-style-type: none"> • Support and champion the knowledge transfer process • Recognise and reward managers who implement effective knowledge transfer processes
	Managers	<ul style="list-style-type: none"> • Plan ahead for transitions • Identify essential knowledge • Identify who has the knowledge and who needs the knowledge • Develop a knowledge transfer plan

KNOWLEDGE TRANSFER TOOLKIT: GUIDE

		<ul style="list-style-type: none"> • Monitor and support the knowledge transfer process • Ensure the plan is accomplished and that the knowledge has been successfully transferred • Recognise and reward those who make a contribution to the knowledge transfer process
	Knowledge holders	<ul style="list-style-type: none"> • Work with the manager to identify essential knowledge • Work with the manager to develop a knowledge transfer plan • Act as a mentor / coach to teach what they know to an individual or group (receivers) who need to know • Assess what the receiver already knows and wants or needs to know • Adapt the methods of sharing information to the learning preference of the receiver • Assess progress along the way to ensure that the knowledge has been successfully transferred and the receiver is not lost. • Participate in activities, and document processes, practices, contacts, etc. as identified in the knowledge transfer plan
	Knowledge receivers	<ul style="list-style-type: none"> • Be an active participant in the process • Identify learning preferences and any limitations that may require accommodation • Seek clarity on tasks • Self-assess how the learning process is going and seek additional help if necessary • Respect the expertise, time availability and preferred communication style of the knowledge giver

KNOWLEDGE TRANSFER TOOLKIT: GUIDE

PROCESS	1	2	3	4	5	6
	Identify essential knowledge at risk	Identify the knowledge holder	Identify knowledge recipients	Determine start and finish	Select and implement transfer strategies	Monitor and evaluate
TIPS	<ul style="list-style-type: none"> ● Leadership motivation and encouragement inspires and sets the direction to cultivate a knowledge sharing culture ● The knowledge transfer has a business value and supports business objectives ● Engage the involvement of the end users, and use multiple strategies to appeal to different recipients. ● The knowledge holder and the intended audience or end user may not be the best persons to facilitate the knowledge transfer activities – it may be more appropriate to allocate these tasks to others (what support, materials, or training might they need?) ● Internal knowledge transfer methods associated with other processes may already be in place. If appropriate, use these in your knowledge transfer plan ● Consider how people will access the information, either in written, video, audio or group format. ● Are there other stakeholders in the process? What roles do they play? 					
STRATEGIES	<p>Some transfer strategies include:</p> <ul style="list-style-type: none"> ● Alumni programs ● Archiving material ● Benchmarking ● Briefing papers ● Coaching / mentoring programs ● Communities of practice ● Critical incident reviews ● Cross training (position backup) ● Document repositories ● Expert interviews ● FAQs 					

KNOWLEDGE TRANSFER TOOLKIT: GUIDE

- Information packs and guides
- Information sessions
- Job aids
- Job rotation
- Job shadowing
- Knowledge maps & inventories
- Lessons learned
- Lunchtime learning
- Process documentation
- Record / video key meetings & events
- Social media
- Task list
- Training materials

KNOWLEDGE TRANSFER TOOLKIT: STEPS

STEP 1 IDENTIFY ESSENTIAL KNOWLEDGE	<p>1 Identify knowledge that is essential to the successful performance of the role or team. Focus should be on positions where knowledge loss would present the greatest threat to the success of the Team/ Branch/ Project.</p> <p>2 What knowledge is critical to deliver on current objectives?</p> <ul style="list-style-type: none"> • Technology • Process • Business knowledge • Documentation • Contacts • Administration tasks <ul style="list-style-type: none"> • Why is it important to transfer the knowledge? • How will users find and access the knowledge? • Is the knowledge inherent to a key position or key role within the team? • What would be the impact on performance if knowledge was lost? • What do employees need to know -- now and for the future? • What would others in the team consider essential knowledge?
STEP 2 IDENTIFY WHO HAS THE KNOWLEDGE	<p>1 Ask:</p> <ul style="list-style-type: none"> • Who is due to retire? Leave the organisation? Transfer to another role or team? • Who do others go to in a crisis? • Who has a long-term corporate memory? • Who is doing a one-of-a-kind job? • Who has a unique set of skills or knowledge? • Who carries the ball on major projects? <p>2 Meet with the individual(s) who have the knowledge and work with them to identify the essential knowledge. Involve this person(s) in the selection of the most viable candidate(s) to whom the knowledge should be transferred:</p> <ul style="list-style-type: none"> • If you had to leave suddenly, what type of knowledge and / or skills do you have that the organisation will miss most when / if you leave? • How are these knowledge and skills used?

KNOWLEDGE TRANSFER TOOLKIT: STEPS

	<ul style="list-style-type: none"> • Where does the knowledge exist? Has it been documented? If not, how can it be captured, shared, stored? Who can do that? • What key resources (materials and contacts) do you use / need to do your job? • What pieces of knowledge should we be most worried about slipping through the cracks? • Is there specific essential knowledge or skills that take a long time to learn? How can we facilitate that learning curve? • Looking back, what do you wish you had been taught early in the job which would have made the transition easier?
STEP 3 IDENTIFY THE KNOWLEDGE RECEIVERS	<p>1 Ask:</p> <ul style="list-style-type: none"> • Who are the targeted users for the key knowledge that's been identified? • What do they already know? • Who needs the knowledge to deliver value to the organisation? • Will the giver and receiver of the knowledge be in the same location? <p>2 Meet with the knowledge holders and receivers to:</p> <ul style="list-style-type: none"> • Assess the receiver's existing knowledge level (what do they already know?) • Clarify expectations, and roles and responsibilities • Establish ground rules • Clarify communication needs for all parties (best way to communicate, when, how often, etc.)
STEP 4 DETERMINE START AND FINISH DATES	<p>Provide enough time in your plan between activities for knowledge holders to both 'collect their thoughts' and experiences, and to reflect on the process. And, for knowledge recipients to absorb and put the knowledge into practice.</p>
STEP 5 SELECT AND IMPLEMENT TRANSFER STRATEGIES	<p>1 Knowledge may be transferred using one of many strategies. Work with the giver and the receiver of the information to identify the most appropriate strategy or tools.</p> <p style="padding-left: 40px;">For a list of ideas see: Knowledge Transfer Strategies</p> <p>2 Develop a knowledge transfer plan to identify tasks, actions, and deliverables. See the planning section below for ideas.</p> <ul style="list-style-type: none"> • Break down the knowledge into manageable chunks

KNOWLEDGE TRANSFER TOOLKIT: STEPS

	<ul style="list-style-type: none"> • Define the plan in terms of measurable learning goals, tasks, and deliverables • Clarify performance expectations • Schedule regular status update meetings (giver, receiver and manager)
<p>STEP 6</p> <p>MONITOR AND EVALUATE</p>	<p>1 What outcomes do you anticipate from the knowledge transfer?</p> <ul style="list-style-type: none"> • Changes in knowledge, awareness, or attitude • Changes in behaviour (problem solving methods, networking, etc.) • Application of new knowledge in decision making, to validate or defend a position, to enhance work processes, etc. • Faster onboarding of new personnel <p>2 Some examples of evaluation criteria include:</p> <ul style="list-style-type: none"> • Enhanced collaboration within the Team/Branch/Project • Improved communication and problem-solving • Better decision-making • Streamlined processes

PLANNING AND CONTEXT

- Who? What is the reason for the transition (end of contract, changed roles, retirement, etc.)?
- Why? What is the important knowledge this person holds? What is the priority and risk of losing this knowledge?
- How? How much lead time is available for knowledge transfer activities?
- How will this knowledge be transferred? How will success be measured?
- Where? Will the person(s) giving knowledge and recipients be in the same location?
- Will there be an overlap of resources before the person leaves the role?
- Will the person leaving the role be available for consultation once he/she has transitioned?

SOME THINGS TO CAPTURE

- Key contacts and relationships Identify key contacts (internal and external) and detail on their relationship to the position's function.
- Monthly and weekly routine List the dates and activities for monthly and weekly tasks, including contacts, documents, templates, etc.
- Assignments List and description of the position's assignments.
- Deliverables List and description of deliverables, status of work in progress and deliverables not yet started, etc.
- Activities Identifies activities that aren't planned or part of a deliverable or assignment.
- Meetings List of meetings regularly attended and/or coordinated by the position (date, time, purpose, objective, deliverable, etc.)
- Vital information Catalogue and storage location of vital information pertinent to this position that consists of: (1) technology, (2) processes, (3) business knowledge, and (4) supporting documents.
- Issues and risks Identifies list of active issues / risks inherent with (or observed by) this position.
- Lessons learned Record lessons learned from the individual while in this position at the completion of a project / activity or at strategic points during an individual's ongoing work.

PLAN

KNOWLEDGE TYPE	AUDIENCE / END USER	PRIORITY	ACTIVITY OR TRANSFER TECHNIQUE	RESPONSIBLE	DUE	MEASURE
<i>Identify knowledge to be captured, reason for capturing it, its importance, and its holder</i>	<i>Who will use this knowledge, and in what form? Are there other stakeholders or dependencies</i>	<i>H M L</i>	<i>Steps which will be taken to retain this critical knowledge or skill and / or minimise the impact of its loss. Is it tacit or explicit? Are there practical, interpersonal or cultural considerations?</i>	<ul style="list-style-type: none"> • <i>Manager</i> • <i>Knowledge holder</i> • <i>Recipients</i> • <i>Learning and Knowledge team</i> • <i>External resource</i> 	<i>Provide enough time between activities to ensure the knowledge is meaningful</i>	<i>How will we know the knowledge has been transferred?</i>