



# **TALENT KNOWLEDGE MANAGEMENT (TKM)**

**Course code: CMBB61**

**MBA IV semester**

**Regulation: IARE R-18**

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# Course outcomes

CO's	Course outcomes
CO1	Understand importance, designing & building a talent reservoir and segmentation of talent reservoir.
CO2	Demonstrate the characteristics, types of valid competency model and talent management information system.
CO3	Examine the purpose of developing a talent management information strategy and the role of leaders in talent management.
CO4	Express the nature of knowledge management alternative views of knowledge, types of knowledge and concept of location of knowledge.
CO5	Analyze the frame work of Hansen earl's seven schools of knowledge management alvesson and karreman's knowledge management approach.

# Course outcomes

CO's	Course outcomes
CO6	Discuss the knowledge management solutions, mechanisms, systems and knowledge management infrastructure.
CO7	Describe the factors knowledge management processes in organizational performance.
CO8	Express the Hansen earl's seven schools of knowledge management
CO9	Apply the techniques of net present value, mean variance analysis hertz simulation, hillier approaches and the significance of information and data bank in project selections.
CO10	Express the nature of knowledge management alternative views of knowledge, types of knowledge and concept of location of knowledge.



# **UNIT – I**

## **MEANING AND IMPORTANCE OF TALENT MANAGEMENT**

## **History:**

Talent management refers to the anticipation of required human capital for an organization and the planning to meet those needs. The field increased in popularity after research and the 2001 book on The War for Talent. Talent management in this context does not refer to the management of entertainers.

Talent management is the science of using strategic human resource planning to improve business value and to make it possible for companies and organizations to reach their goals. Everything done to recruit, retain, develop, reward and make people perform forms a part of talent management as well as strategic workforce planning. A talent-management strategy should link to business strategy to function more appropriately.

## Implementation

A talent management system is suggested to be used in business strategy and implemented in daily processes throughout the company as a whole. It cannot be left solely to the human resources department to attract and retain employees, but rather be practiced in all levels of an organization. The business strategy must include responsibilities for line managers to develop the skills of their immediate subordinates. Divisions within the company should be openly sharing information with other departments in order for employees to gain knowledge of the overall organizational objectives.[7] The issue with many companies and the military today is that their organizations put tremendous effort into attracting employees to their company, but spend little time into retaining and developing talent.



The talent management strategy may be supported by technology such as HRIS (HR Information Systems) or HRMS (HR Management Systems).

## **Talent Management:**

Talent management is an organization's ability to recruit, retain, and produce the most talented employees available in the job market. Talent consistently uncovers benefits in these critical economic areas: revenue, customer satisfaction, quality, productivity, cost, cycle time, and market capitalization. Having good talent management is when one has good skills, knowledge, cognitive abilities, and the potential to do well. Talent management is also an important and necessary skill for people in the workforce to acquire. Finding good and talented people is not a hard thing to do, but making sure that they want to stay working for the same business is the challenge. If someone has so much talent and they are good at what they do, businesses will want them to stay and work there forever. However, most of those people are either satisfied with the job they have, or they go out and look for better opportunities.



# Talent marketplace:

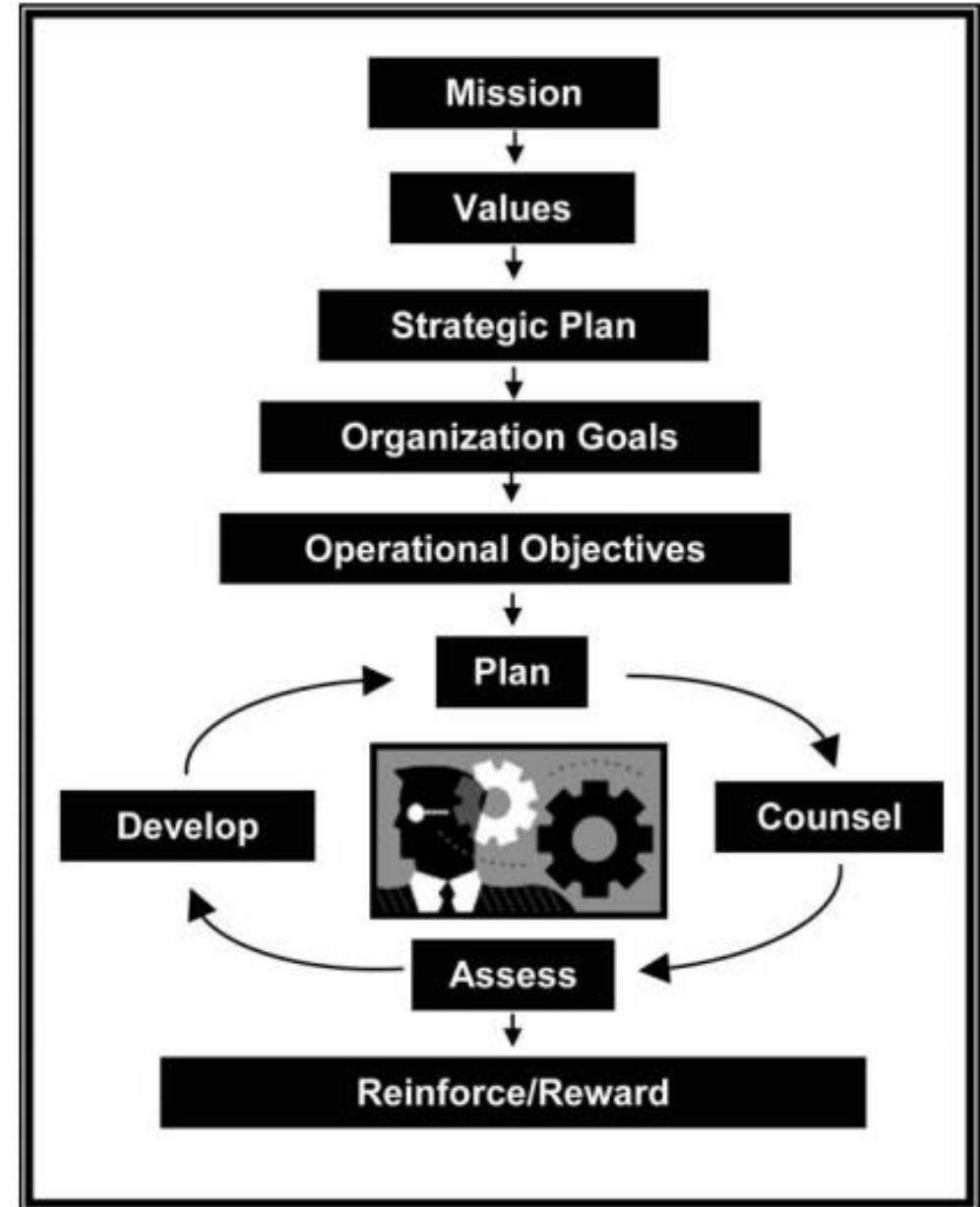
## **Talent marketplace:**

A talent marketplace is an employee training and development strategy that is set in place within an organization. It is found to be most beneficial for companies where the most productive employees can pick and choose the projects and assignments that are ideal for the specific employee. An ideal setting is where productivity is employee-centric and tasks are described as “judgement-based work,” for example, in a law firm. The point of activating a talent marketplace within a department is to harness and link individuals’ particular skills (project management or extensive knowledge in a particular field) with the task at hand. Examples of companies that implement the talent marketplace strategy are American Express and IBM.

# The Concept of Total Performance Development Systems

## The Concept of Total Performance Development Systems

The Concept of Total Performance Development Systems Of course, simply ensuring that employees understand performance expectations is not sufficient. As Drucker, who has been credited with the concept of “management by objectives,” would point out, there must be procedures in place that allow for effectively monitoring outcomes and responding to the achievement, or lack thereof. Figure 2 is an expansion of Figure 1, incorporating these procedures.



## **Talent marketplace:**

With the additional performance review cycle components, the expanded graphic in Figure 2 represents key elements of the concept the present authors refer to as a Total Performance Development System (TPDS). Although TPDS is the evolutionary successor to earlier variants, which are typically labeled as performance evaluation or performance appraisal, the differences between TPDS and its precursors are vast. Whereas the latter are almost exclusively focused on employee evaluation — and oftentimes unsophisticated and metrically weak evaluation at that — there are five dynamic strategic alignment activities in the annual TPDS cycle that impact employees, all of which are grounded in strong evaluation measures:

**Planning** between the supervisor and incumbent to establish performance objectives, determine mutual responsibilities for the achievement of these objectives, and anticipate resources and impediments that condition the achievement of the objectives.

**Consultation** between the supervisor and the incumbent in the course of the performance year based on routine assessments of progress toward objectives, solving problems on issues negatively impacting achievement of objectives, and revisiting priorities.

**Assessment** of the incumbent's performance at the end of the year considering the resources, impediments and priorities.

- Development of the incumbent through training and education to enhance capabilities relative to the current position and, prospectively, to improve his/her profile for possible advancement.

**Reinforcing/rewarding** the performance achievements by addressing multiple needs, including economic, social, intellectual and personal actualization drives.

## **Creating a Talent Management Program for Organization Excellence** **Allocate TREADs Appropriately**

TREADs refer to investments made by an organization today in the form of training, rewards, education, assignments, and development activities. The return on most of these investments, however, will not be realized until the future. To properly invest its TREADs, an organization must classify each of its employees based on his or her actual or potential for adding value to the organization. The employee groups, for investment purpose, can be classified on the basis of their level of performance and competencies, their leadership and development of others, and their position as role models for the organization's creed. These classifications are as follows:

## **Creating a Talent Management Program for Organization Excellence Allocate TREADs Appropriately**

Superkeepers, those employees who greatly exceed expectations now and are projected to do so in the future (3 percent); Keepers, those employees who exceed expectations now and are projected to do so in the future (20 percent); Solid Citizens, those employees who meet organization expectations (75 percent); and Misfits, those employees who are below organization expectations (2 percent). Employees are placed in this category when they are either weak performers or lack the competencies for doing their job. Poor allocation of TREADs can lead to unwanted turnover, morale, and performance problems, particularly in Superkeeper and Keeper groups. In the best performing organization, 5 percent of the resources are allocated to the Superkeepers, 25 percent of the resources are allocated to the Keepers, 68 percent of the resources are allocated to the Solid Citizens, and 2 percent go to resurrecting some of the Misfits with potential for performance improvement. Part II, “Training, Coaching, and Development,” describes in detail how TREADs can be used effectively in a talent management program.

## Diagnostic Tools

Diagnostic tools are analytical devices an organization uses to convert the assessment of its people into a talent management plan. The five core diagnostic tools that are typically used by high performing organizations involve identifying the following strategic drivers:

- 1. Super keeper reservoir.** Super keepers are employees whose performance greatly exceeds expectations, who inspire others to greatly exceed expectations, and who embody institutional competencies (including the creed). An organization must ensure that it has a cadre of these critical employees, since they will ensure its sustainability.

2. **Key position backups.** The "insurance policies" that ensure organization continuity. Every key position should have at least one backup at the "Keeper" (exceed job expectations) level.
3. **Surpluses.** Positions with more than one replacement for an incumbent. While ostensibly a positive result of the talent management process, it can be a potential source of turnover and morale problems if the replacements are blocked by a non-promotable incumbent and or there is no realistic way most of the promotable replacements can advance.
4. **Voids.** Positions without a qualified backup. Once voids are identified, the organization should determine whether it will transfer someone from the surplus pool, develop alternative candidates, or recruit externally.
5. **Blockages.** Non-promotable incumbents standing in the path of one or more high-potential or promotable employees.



6. **Problem employees.** Those not meeting job expectations (measured achievement or competency proficiency). They should be given the opportunity to improve, receive remedial action, or be terminated. The time frame for observed improvement should be no longer than six months.

7. **TREADs allocation.** The value of investments in training, rewards, education, assignments, and development based on an employee's current and projected contribution to the organization-that is, the investment in Superkeepers and Keepers, key position backups, and solid citizens. See allocation of TREADs above.

## **Talent Management System**

Once an organization commits to excellence by embracing a creed and a strategy, the two strategic talent management drivers explained above, it will need to put into place a human resources system to ensure talent management implementation.

A talent management system is a set of procedures and processes that translate an organization's talent creed and strategy into a diagnostic and implementation program for achieving organization excellence. Most successful talent management systems consist of the following four components:

- (1) assessment tools, (2) multi-rater assessment,
- (3) diagnostic tools, and (4) monitoring processes.

## Assessment Tools

Our research, conducted since the first edition of The Talent Management Handbook, continues to show that the infrastructure of human resources systems and processes for failed organizations is typically an incoherent mosaic of unconnected, incomplete, missing, and inconsistent assessment tools and methods. This means performance appraisals, assessments of potential, competency evaluations, career planning, and replacement planning (the core elements of talent management) are unlinked and largely irreconcilable. Additionally, the return on the cost of implementing these programs as separate and distinct is low, time expenditure high, credibility low, and employee dissatisfaction pervasive.



# UNIT – II

# COMPETENCY

**Competency Assessment.** Competencies are the building blocks of a talent management system. They are any behavior, skill, knowledge, or other type of stated expectation that is crucial to the success of each employee and to the success of the entire organization. Competencies used for employee assessment must always include the organization's creed. Our research has determined that most organizations use between four and nine competencies in their talent management process.

Table 1-2 illustrates a list of nine representative core competencies and their definitions. The list has undergone little change since the first edition of this book.

# Competency Assessment

Core Competency	Attributes
Action Orientation	Targets and achieves results, overcomes obstacles, accepts responsibility, establishes standards and responsibilities, creates a results-oriented environment, and follows through on actions.
Citizenship	Demonstrates a commitment to the organization's stated creed, values, ethical codes, and principles of sustainability. Is honest, candid, and transparent in personal and business relationships. Exhibits integrity and builds trusting relationships with others.
Communication	Communicates well, both verbally and in writing. Effectively conveys and shares information and ideas with others. Listens carefully and understands various viewpoints. Presents ideas clearly and concisely and understands relevant detail in presented information.
Creativity/ Innovation	Generates novel ideas and develops or improves existing and new systems that challenge the status quo, takes risks, and encourages innovation.
Customer Orientation	Listens to customers, builds customer confidence, increases customer satisfaction, ensures commitments are met, sets appropriate customer expectations, and responds to customer needs.

# Competency Assessment

Interpersonal Skill	Effectively and productively engages with others and establishes trust, credibility, and confidence with them.
Leadership	Motivates, empowers, inspires, collaborates with, and encourages others to succeed. Develops a culture where employees feel ownership in what they do and continually improve the business. Creates a clear vision, accurately communicates the vision, and gets others to behave in a way to support the vision.
Teamwork	Knows when and how to attract, develop, reward, be part of, and utilize teams to optimize results. Acts to build trust, inspire enthusiasm, encourage others, and help resolve conflicts and develop consensus in supporting high-performance teams.
Technical / Functional Expertise	Demonstrates strong technical/functional proficiencies and knowledge in required areas of expertise. Shows knowledge of company business and proficiency in the strategic and financial processes, including profit and loss (P&L) planning processes and their implications for the company.

## Leadership Overview

Leadership Overview consists of two class sessions. At the first class meeting, in addition to program requirements and learning objectives, the facilitators provide a context for leadership in general and specifically at IUPUI which serves as a guide for participants on what to look for and inquiries they should consider as they interact with campus leaders throughout the semester.

The second segment of Leadership Overview is facilitated by Chancellor Charles R. Bantz, whose tenure at IUPUI coincides with the duration of the leadership program. The program has greatly benefited from his insights and perspectives on leading as he has grown in his role. He has been consistently open with his views and information on current issues and events involving leadership within IUPUI, the IU state system overall and the city and state.



## **Employee Engagement**

The logical institutional leader for the Employee Engagement session is the institution's HR lead, the assistant vice chancellor for human resources. In this session, particular emphasis is placed on challenging participants to consider what "employee engagement" means at all levels of responsibility and through all periods of employee "life" in the institution (early career, mid career, late career and retirement).

## **Accountability**

This topic is presented by the vice chancellor for administration and finance, the chief fiscal officer for the institution. This session includes an overview of "responsibility-centered management" which is the method by which IUPUI manages its fiscal and administrative operations that, in comparison to some public institutions, places a greater level of direct responsibility on the individual schools to maintain fiscal viability. This session includes a discussion of how these institutional responsibilities translate to the roles that individual performers play.

## **Diversity**

This session is facilitated by the institution's chief diversity officer. This role was previously assigned to the vice chancellor for student life, but has been reassigned to the newly created position of vice chancellor for diversity, equity and inclusion. Participants are challenged to think creatively about how their roles help facilitate clear institutional directives to increase recruitment and retention of diverse populations at all levels and to develop and maintain learning and working environments that are supportive of individuals of diverse backgrounds and identities.

## **Ethical Decision Making**

This topic is presented by the director of internal audit for the Indiana University administrative system. This session stresses the necessity for leaders to behave ethically and model such behavior for others. It also reassures leaders that their ethical challenges can be supportively managed as long as there is good communication and openness in the process. Participants also discuss concrete hypothetical situations of the ethical dilemmas leaders often face.

## **Resource Allocation**

Resource Allocation is facilitated by the director of the IUPUI Economic Model Office. The session is sobering to the extent that it lays out the various fiscal constraints facing the institution and the ever-tightening revenue stream from the legislature, research, grants, tuition and other sources. Yet it is instructional in giving participants a clear picture of the challenges academic leaders face in balancing these constraints against the need to create new programs in their schools and remain innovative and competitive.

## **Service**

The vice chancellor for external affairs and government relations facilitates the Service session, which focuses primarily on civic engagement activities within the IUPUI community. While this generally involves the work faculty do in research, teaching and service that results in collaboration with and benefits to the local, state, national and international communities, the topic is broadened to include corporate models where staff efforts in supporting community initiatives are viewed as integral to their work.

## **Human Relations**

Although Human Relations might logically fit within the same leadership purview as Employee Engagement, it was felt that a leader with direct, daily exposure to human relations issues was best suited. The associate vice chancellor for facilities leads over 400 staff in building services, grounds, maintenance, parking and fire safety, which includes the campus's largest concentration of union employees. This session addresses the very concrete challenges of motivating and engaging this workforce and providing meaningful opportunity for growth and individual contribution.

## **Innovation**

The presenter for this topic varies from year to year, as the intent is to bring in a leader who has recently excelled in developing innovative research or developed a collaborative project with widespread implications for benefitting the local, national or international community. For spring 2008, the presenter was the executive vice chancellor and dean of faculties who developed the Signature Center Initiative, which is designed "to create strong research units that are uniquely identifiable with IUPUI [and] will lead the way in world-class research and creative activities that will substantially enhance IUPUI's reputation."



## **Planning and Process Improvement**

Planning and Process Improvement is facilitated by the senior advisor to the chancellor for academic programming and evaluation, whose office is responsible for the planning, assessment and evaluation efforts of all programs within the schools. The "planning" segment covers the campus's approach to integrating and continually improving institutional planning and evaluation. The "process improvement" segment provides basic frameworks for process and quality improvement and illustrates their relevance to leaders who must champion and direct such efforts to ensure operational effectiveness at all levels.

## **Student/Staff Mix and Participant Expectations**

Staff enroll in the LDO course through HR A, pay a small fee to cover materials, and participate as a professional development opportunity. Prerequisites are not stringent, though it is recommended that participants have engaged in at least one previous intensive professional development training opportunity, on or off campus. Although originally open only to managers, the program was expanded to include anyone who meets these basic prerequisites and wishes to serve as a leader through modeling appropriate leadership characteristics in his or her role rather than strictly through title or position.

# Scenario Building Creates a Compelling Platform for Action



## **Scenario Building Creates a Compelling Platform for Action**

HR leadership is accountable for helping the organization interpret long-term needs for talent that will assure achievement of the institutionally planned future. Scenario building is an approach to envisioning the desired future. It is a process that utilizes discussion focused on data, discovery, dreams, design and delivery. HR can engage leadership groups and management by asking the following kinds of questions about talent management challenges:

What if we do nothing? What will happen if future needs for talent and current talent gaps remain unaddressed? How will this affect the university's success? To what degree can planned strategies be achieved? What units and initiatives will be most negatively impacted?

What if we were able to exceed our greatest expectations? What would result from substantial over-achievement? What could be expected in relationships with competitors, in rank, in enrollment, in research and in teaching success? What is the cost benefit?

## Creating and Evaluating Talent Management Success

In order to set and evaluate talent management priorities, begin with how the organization hopes to describe its human performance capabilities and capacity in the future. These descriptions will usually be focused on organizational strengths and areas of distinction both current and developing.

### Plan

- Numerically define strategic strengths and competencies needed to achieve organizational expectations.

- Set goals that result in closing gaps in current competencies.

- Set specific targets based on adaptive competencies that must be acquired.

- Determine metrics that will demonstrate "bench" strength needed.

- Provide measurable (cost benefit analysis) business plan proposals that demonstrate the value HR proposes as initiatives to supply and support the performance chain.

- Clarify executive endorsement among the possible HR initiatives.

### Set Goals

- Identify specific, measurable goals that will predict success.

- Demonstrate the line of sight established between needed organizational outcomes and HR initiatives.

# Creating and Evaluating Talent Management Success

## **Invest**

- Clarify how HR will realign generalists' and specialists' efforts to serve these initiatives.
- Realign HR's budget to serve talent management initiatives.
- Take responsibility for growth by substitution and seek initiative-based funding.

## **Perform**

- Integrate HR's initiatives and budget to achieve intended organizational performance.
- Deliver on initiatives as planned, on time and within budget.
- Report progress in annual HR reports and in the human capital plan.

## **Measure**

### **Compare outcomes to predictions, for instance:**

- Core skill areas are experiencing higher retention than the rest of the organization.
- Core skill areas are compensated at or above the target relationship to market.
- Performance in core skill areas excels.
- High performers in core skill areas report higher than average employee commitment.
- Internal promotion rates in key performance areas are higher than average.
- Strong career communities have been established in core competency areas.

## **Competence**

Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career.

## **Types steps in developing a valid competency model**

You're probably familiar with the phrase "what gets measured gets done." Defining and measuring effectiveness – especially the performance of workers – is a critical part of your job as a manager.

**Defining which competencies are necessary for success in your organization can help you do the following:**

- Ensure that your people demonstrate sufficient expertise.
- Recruit and select new staff more effectively.
- Evaluate performance more effectively.
- Identify skill and competency gaps more efficiently.
- Provide more customized training and professional development.
- Plan sufficiently for succession.
- Make change management processes work more efficiently.

## Design Principles of a Competency Framework

A competency framework defines the knowledge, skills, and attributes needed for people within an organization. Each individual role will have its own set of competencies needed to perform the job effectively. To develop this framework, you need to have an in-depth understanding of the roles within your business. To do this, you can take a few different approaches:

- Use a pre-set list of common, standard competencies, and then customize it to the specific needs of your organization.
- Use outside consultants to develop the framework for you.
- Create a general organizational framework, and use it as the basis for other frameworks as needed.

Developing a competency framework can take considerable effort. To make sure the framework is actually used as needed, it's important to make it relevant to the people who'll be using it – and so they can take ownership of it.



# Design Principles of a Competency Framework

**The following three principles are critical when designing a competency framework:**

**Involve the people doing the work** – These frameworks should not be developed solely by HR people, who don't always know what each job actually involves. Nor should they be left to managers, who don't always understand exactly what each member of their staff does every day. To understand a role fully, you have to go to the source – the person doing the job – as well as getting a variety of other inputs into what makes someone successful in that job.

**Communicate** – People tend to get nervous about performance issues. Let them know why you're developing the framework, how it will be created, and how you'll use it. The more you communicate in advance, the easier your implementation will be.

**Use relevant competencies** – Ensure that the competencies you include apply to all roles covered by the framework. If you include irrelevant competencies, people will probably have a hard time relating to the framework in general. For example, if you created a framework to cover the whole organization, then financial management would not be included unless every worker had to demonstrate that skill. However, a framework covering management roles would almost certainly involve the financial management competency.

# Developing the Framework

## Developing the Framework

There are four main steps in the competency framework development process. Each step has key actions that will encourage people to accept and use the final product.

### Step One: Prepare

**Define the purpose** – Before you start analyzing jobs, and figuring out what each role needs for success, make sure you look at the purpose for creating the framework. How you plan to use it will impact whom you involve in preparing it, and how you determine its scope. For example, a framework for filling a job vacancy will be very specific, whereas a framework for evaluating compensation will need to cover a wide range of roles.

**Create a competency framework team** – Include people from all areas of your business that will use the framework. Where possible, aim to represent the diversity of your organization. It's also important to think about long-term needs, so that you can keep the framework updated and relevant.

# Step Two: Collect Information

## Step Two: Collect Information

**This is the main part of the framework.** Generally, the better the data you collect, the more accurate your framework will be. For this reason, it's a good idea to consider which techniques you'll use to collect information about the roles, and the work involved in each one. You may want to use the following:

**Observe** – Watch people while they're performing their roles. This is especially useful for jobs that involve hands-on labor that you can physically observe.

**Interview people** – Talk to every person individually, choose a sample of people to interview, or conduct a group interview. You may also want to interview the supervisor of the job you're assessing. This helps you learn what a wide variety of people believe is needed for the role's success.

# Create a Questionnaire

**Create a questionnaire** – A survey is an efficient way to gather data. Spend time making sure you ask the right questions, and consider the issues of reliability and validity. If you prefer, there are standardized job analysis questionnaires you can buy, rather than attempting to create your own.

**Analyze the work** – Which behaviors are used to perform the jobs covered by the framework? You may want to consider the following:

- Business plans, strategies, and objectives.
- Organizational principles.
- Job descriptions.
- Regulatory or other compliance issues.
- Predictions for the future of the organization or industry.
- Customer and supplier requirements.

**Job analysis** that includes a variety of techniques and considerations will give you the most comprehensive and accurate results. If you create a framework for the entire organization, make sure you use a sample of roles from across the company. This will help you capture the widest range of competencies that are still relevant to the whole business.

As you gather information about each role, record what you learn in separate behavioral statements. For example, if you learn that Paul from accounting is involved in bookkeeping, you might break that down into these behavioral statements: handles petty cash, maintains floats, pays vendors according to policy, and analyzes cash books each month. You might find that other roles also have similar tasks – and therefore bookkeeping will be a competency within that framework.

When you move on to Step Three, you'll be organizing the information into larger competencies, so it helps if you can analyze and group your raw data effectively.

# Step Three: Build the Framework

## **Step Three: Build the Framework**

This stage involves grouping all of the behaviors and skill sets into competencies. Follow these steps to help you with this task:

**Group the statements** – Ask your team members to read through the behavior statements, and group them into piles. The goal is to have three or four piles at first – for instance, manual skills, decision-making and judgment skills, and interpersonal skills.

# Create Subgroups

**Create subgroups** – Break down each of the larger piles into subcategories of related behaviors. Typically, there will be three or four subgroupings for each larger category. This provides the basic structure of the competency framework.

**Refine the subgroups** – For each of the larger categories, define the subgroups even further. Ask yourself why and how the behaviors relate, or don't relate, to one another, and revise your groupings as necessary.

**Identify and name the competencies** – Ask your team to identify a specific competency to represent each of the smaller subgroups of behaviors. Then they can also name the larger category.

# Create Subgroups

**Here's an example of groupings and subgroupings for general management competencies:**

- Supervising and leading teams.
- Provide ongoing direction and support to staff.
- Take initiative to provide direction.
- Communicate direction to staff.
- Monitor performance of staff.
- Motivate staff.
- Develop succession plan.
- Ensure that company standards are met.
- Recruiting and staffing.
- Prepare job descriptions and role specifications.
- Participate in selection interviews.



# Create Subgroups

**Here's an example of groupings and subgroupings for general management competencies:**

- Identify individuals' training needs.
- Implement disciplinary and grievance procedures.
- Ensure that legal obligations are met.
- Develop staff contracts.
- Develop salary scales and compensation packages.
- Develop personnel management procedures.
- Make sure staff resources meet organizational needs.
- Training and development.
- Deliver training to junior staff.
- Deliver training to senior staff.

# Create Subgroups

**Here's an example of groupings and subgroupings for general management competencies:**

- Identify training needs.
- Support personal development.
- Develop training materials and methodology.
- Managing projects/programs
- Prepare detailed operational plans.
- Manage financial and human resources.
- Monitor overall performance against objectives.
- Write reports, project proposals, and amendments.
- Understand external funding environment.
- Develop project/program strategy.

# Validate and revise the competencies as necessary – For each item, ask these questions



## **Validate and revise the competencies as necessary – For each item, ask these questions:**

Is this behavior demonstrated by people who perform the work most effectively? In other words, are people who don't demonstrate this behavior ineffective in the role?

Is this behavior relevant and necessary for effective work performance?

These questions are often asked in the form of a survey. It's important to look for consensus among the people doing the job, as well as areas where there's little agreement. Also, look for possible issues with language, or the way the competencies are described, and refine those as well.

## **Step Four: Implement**

As you roll out the finalized competency framework, remember the principle of communication that we mentioned earlier. To help get buy-in from members of staff at all levels of the organization, it's important to explain to them why the framework was developed, and how you'd like it to be used. Discuss how it will be updated, and which procedures you've put in place to accommodate changes.

# Here are some tips for implementing the framework

## **Here are some tips for implementing the framework:**

**Link to business objectives** – Make connections between individual competencies and organizational goals and values as much as possible.

**Reward the competencies** – Check that your policies and practices support and reward the competencies identified.

**Provide coaching and training** – Make sure there's adequate coaching and training available. People need to know that their efforts will be supported.

**Keep it simple** – Make the framework as simple as possible. You want the document to be used, not filed away and forgotten.

**Communicate** – Most importantly, treat the implementation as you would any other change initiative. The more open and honest you are throughout the process, the better the end result – and the better the chances of the project achieving your objectives.

## **Role of leaders in talent management.**

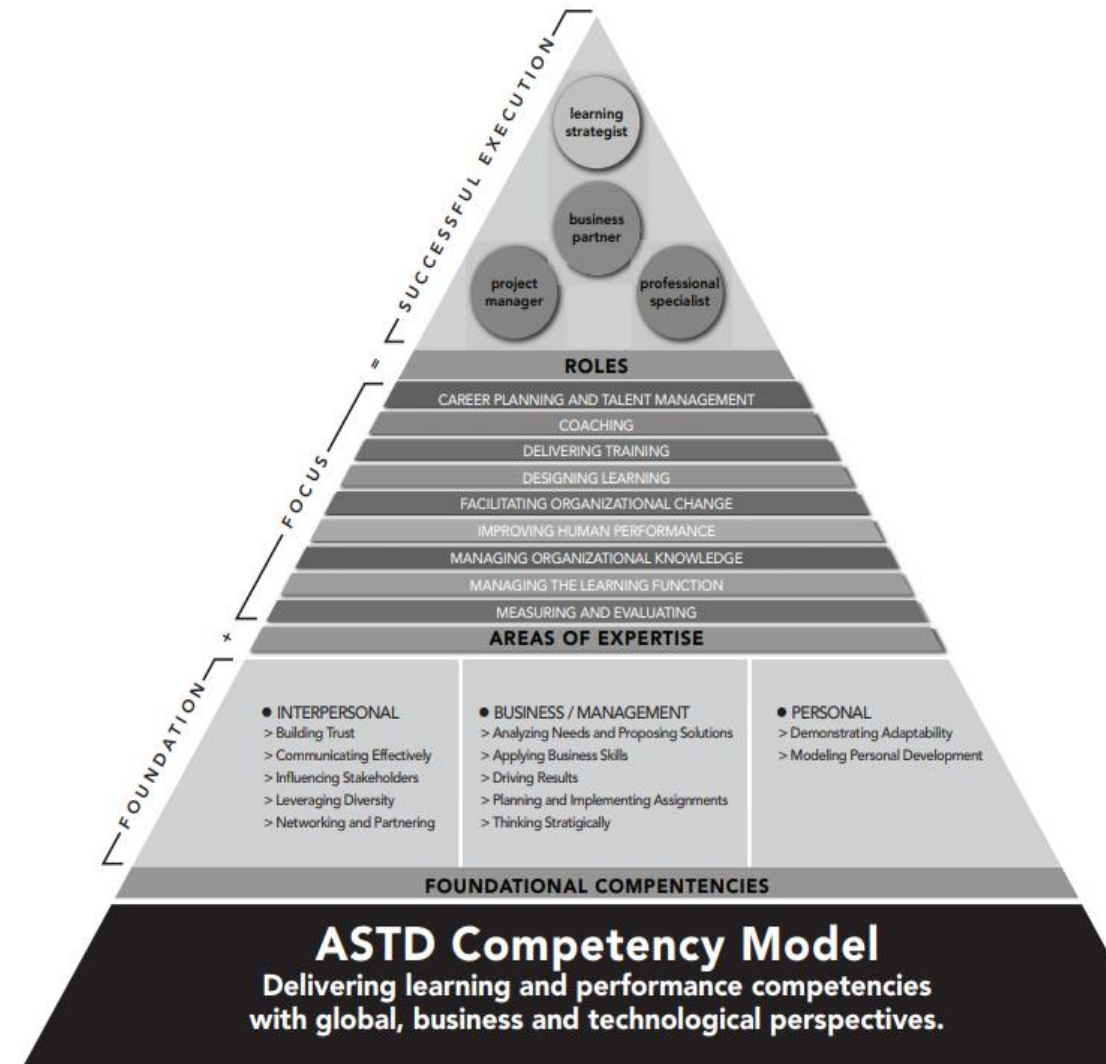
Consider the model that ASTD has developed for workforce learning and performance (WLP) professionals. According to ASTD:

The ASTD WLP competency model for learning and performance was derived from an in-depth, comprehensive study of the learning profession. The model identifies the roles, areas of expertise, and foundational competencies for professionals in the learning and performance field.

## Role of leaders in talent management.

At the top of the competency model are four roles, or lenses through which WLP practitioners may view the model. Roles are groupings of targeted competencies. An individual's job may encompass one or more roles. The four roles are

- learning strategist
- business partner
- project manager
- professional specialist.



# Role of leaders in talent management

Next are areas of expertise (AOEs). AOEs are the specialized knowledge/skills an individual needs to perform in a learning and performance role. An individual may need expertise in one or more areas. ASTD has identified nine areas of expertise deemed critical for WLP professionals:

- career planning and talent management
- coaching
- delivering training
- designing learning
- facilitating organizational change
- improving human performance
- managing the learning function
- managing organizational knowledge
- measuring and evaluating.



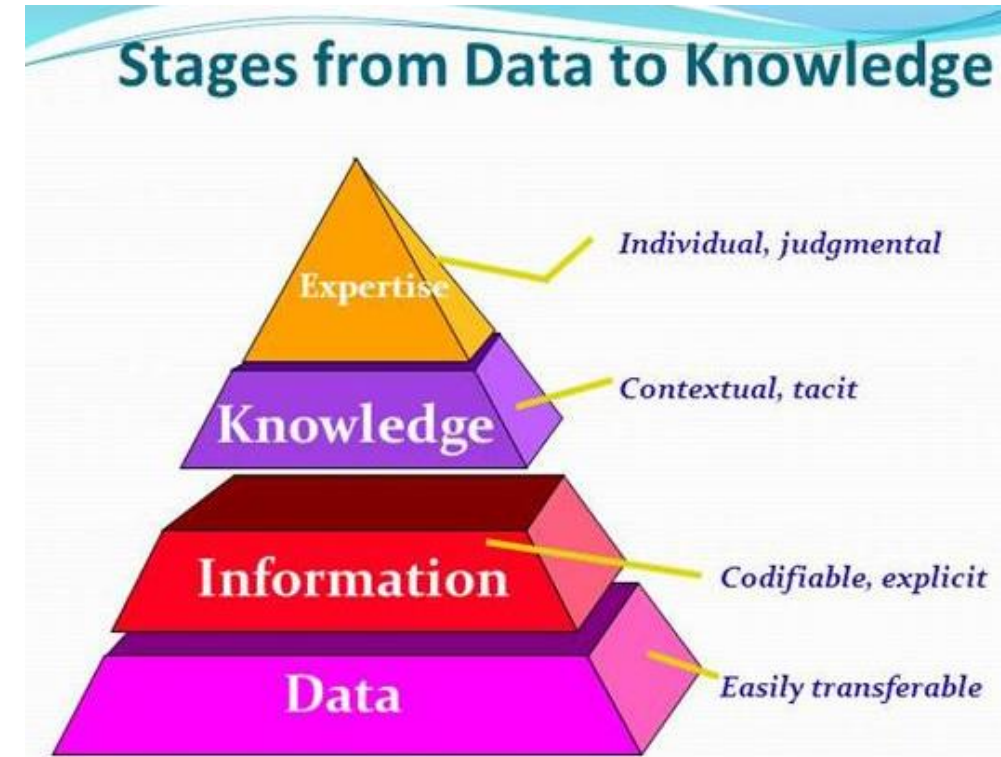


# UNIT – III

## THE NATURE OF KNOWLEDGE MANAGEMENT

## The nature of knowledge management alternative views of knowledge

Knowledge management is essentially about getting the right knowledge to the right person at the right time. This in itself may not seem so complex, but it implies a strong tie to corporate strategy, understanding of where and in what forms knowledge exists, creating processes that span organizational functions, and ensuring that initiatives are accepted and supported by organizational members. Knowledge management may also include new knowledge creation, or it may solely focus on knowledge sharing, storage, and refinement.



**Organizational:** The right processes, environments, culture, and systems

**Managerial / Leadership:** The right focus, strategy, implementation, etc

**Cultural:** The organizational culture, as well as national culture for multinational firms, influences the way people interact, the context within which knowledge is created, the resistance they will have towards certain changes, and ultimately the way they share or the way they do not share knowledge.

**Technological:** The right systems, tools, and technologies of properly implemented.

**Political:** The support to implement and sustain initiatives that involve virtually all organizational functions that may be costly to implement both from the perspective of time and money and which often do not have a directly visible return on investment

**Organizational:** The right processes, environments, culture, and systems

**Managerial / Leadership:** The right focus, strategy, implementation, etc

**Cultural:** The organizational culture, as well as national culture for multinational firms, influences the way people interact, the context within which knowledge is created, the resistance they will have towards certain changes, and ultimately the way they share or the way they do not share knowledge.

**Technological:** The right systems, tools, and technologies of properly implemented.

**Political:** The support to implement and sustain initiatives that involve virtually all organizational functions that may be costly to implement both from the perspective of time and money and which often do not have a directly visible return on investment

## **Rise of the knowledge worker.**

I think we can agree Peter Drucker was correct back in 1959, when he first coined the term "knowledge worker" and predicted their rise in his book, *Landmarks of Tomorrow*. He is often viewed as the founder of modern management, highly regarded for his *Landmarks of Tomorrow* observational forecasts on global socioeconomics. In many of his publishings, he adeptly predicted the rise of the knowledge worker, believing that this new class of worker would reshape the core of modern business. Mr. Drucker considered their productivity to be the next frontier of management.

## Rise of the knowledge worker.

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- Knowledge Workers
- Learning Organizations
- Collective Learning
- Systems Thinking
- Intreprenurship and Innovation
- Perpetual Organizational Change



## **There are 5 Ways to Boost Knowledge Worker Utilization and Productivity:**

**1. Keep Track of Time** - This simple step is often not done within many organizations but there should always be some method in place to record, review and report on where time was spent.

**2. Clearly Define Expectations** - Both management and customer expectations should be well defined from the outset. When Knowledge Workers better understand what is needed from them they are in a better position to manage their own time and communicate potential challenges.

**3. Cultivate Collaboration** - As Peter Drucker predicted, thanks to advancements in technology today's Knowledge Workers have the ability to operate as a network or a hive. By removing the constriction of communication, they're able to easily share new ideas and viewpoints benefiting their common goals. Champion this methodology and provide the tools to make it even easier.

# There are 5 Ways to Boost Knowledge Worker Utilization and Productivity:



## **There are 5 Ways to Boost Knowledge Worker Utilization and Productivity:**

**4. Provide Delegation Partners** - Your specialized Knowledge Workers have an intimate understanding of the challenges they'll face on the path to delivery. They also know which low-value tasks will cause them distraction and delay. Establish a channel with an internal or external delegation partner which allows them to easily hand off specific tasks they know will become a bottleneck preventing them from completing initiatives more efficiently.

**5. Maintain Accountability** - Management must do everything possible to not waiver from specified objectives. Consistently holding resources accountable for defined expectations is not only the best way to keep initiatives on track but it also helps to maintain the structural relationship between the Manager and the Knowledge Worker.



## **In 1959, He Predicted the Future**

- Peter Drucker proposed major changes in society would come from distribution of information
- He also predicted the most significant and largest work group in modern organizations would be knowledge workers
- Knowledge workers would, through position or knowledge, contribute materially to the ability of organizations to perform and achieve organizational goal

## Knowledge Worker Model

- Well trained in soft skills
- Deep in education and experience
- Empowered, collaborative
- Considered experts
- Prefer teaming over teams
- Manage themselves, approach issues with candor
- Spend third of the time looking for more knowledge

# Roles Knowledge workers bring benefits to organizations in a variety of ways



## **Roles Knowledge workers bring benefits to organizations in a variety of ways. These include:**

- analyzing data to establish relationships
- assessing input in order to evaluate complex or conflicting priorities
- identifying and understanding trends
- making connections
- understanding cause and effect
- ability to brainstorm, thinking broadly (divergent thinking)
- ability to drill down, creating more focus (convergent thinking)
- producing a new capability
- creating or modifying a strategy

## Features of Knowledge Intensive Firm (KIF).

Knowledge Intensive Firms (KIF) In knowledge intensive firms, Most of the work is of intellectual nature Well-educated, qualified, highly skilled employees form the major part of the work force Work processes creating market value, are through knowledge Intellectual capital is deployed for innovation, initiative and competence building and to provide custom made services Knowledge intensive products and services are produced, Knowledge Intensive Firms (Contd.) The following are KIFs: Law & accounting firms Management, engineering & computer consultancy companies Advertising agencies R&D units High tech companies and Biotechnology firms.

# Key processes in knowledge intensive firms

## **Key processes in knowledge intensive firms.**

Key Processes in knowledge Intensive Firms HR Strategy HR Structure HR Delivery Resourcing - recruitment, selection & allocation of staff Job design and work organisation Training and Development Performance Management Systems Pay and Reward Involvement and Participation

- HR Strategy
- HR structure
- HR delivery
- Resourcing: Recruitment & Selection
- Allocation of staff
- Job Design and Work Organisation
- Training and Development
- Performance Management systems
- Pay and Reward
- Involvement and Participation
- Network working
- Factors Affecting Knowledge Intensive Firms
- Challenges for Managing People and Managing Knowledge
- Conclusions and Implications

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# UNIT – IV

# KNOWLEDGE MANAGEMENT

## **Framework of Hansen earl's seven schools of knowledge management alvesson and karreman's knowledge management approaches.**

Knowledge Management Framework of Hansen By Dr. G C Mohanta, Professor, Al-Qurmoshi Institute of Business Management, Hyderabad, India Hansen identified two strategies for managing knowledge in an organization: codification and personalization strategies. The type of knowledge management strategy used by organisations needs to best accommodate the way individuals create and transfer knowledge. The types of relationships or ties between individuals in the organisations, when creating and sharing knowledge, influences the type of knowledge management strategy used. In developed social groups, such as, “communities of practice”, where knowledge is created and shared informally, the use of the personalization strategy would best complement this type of knowledge transfer. Where social ties are weak and there is little social interaction between individuals; technology is the most utilised form of information creation and transfer, and ultimately the use of a codification strategy would be most appropriate.



**Framework of Hansen earl's seven schools of knowledge management alvesson and karreman's knowledge management approaches.**

Those that implement a codification strategy will invest heavily into IT to codify, store and transfer explicit knowledge to all those within the organisation, while a personalisation strategy will require far less IT investment as technology is only required to facilitate social relationships within the organization. In the study of strategies used by consultancy firms (shown in figure above), Hansen found out that the best thing is to choose for either a personalization or a codification strategy and not both. The strategy chosen should reflect the company's competitive strategy. If a consulting company has a focus on giving tailored and creative advice then a personalization strategy is the best choice. A codification strategy is more useful when knowledge can be reused often. The observation of Hansen is given below in the figure.

**Framework of Hansen earl's seven schools of knowledge management alvesson and karreman's knowledge management approaches.**

The general conclusion on KM strategies is that companies should not 'straddle' when choosing for a KM strategy but instead the focus should be on just one of the two strategies, otherwise companies run the risk of getting 'stuck in the middle'. Earl's Seven Schools of Knowledge Management Instead of using the division - personalization/codification, Earl proposed seven schools of knowledge management strategy: Systems, Cartographic, Engineering, Commercial, Organisational, Spatial and Strategic. These schools identify the types of knowledge management strategy undertaken by organisations. Earl categorises these seven schools into three broad types: Technocratic, Economic and Behavioural. Technocratic schools approach knowledge management through information or management technologies that support and condition employees in their everyday tasks. Economic schools aim to explicitly create revenue through the exploitation of knowledge as an asset. The Behavioural schools approach knowledge management from a behavioural perspective, stimulating and orchestrating managers and managements to proactively create, share and use knowledge resources.

## **Four challenges associated with knowledge management can be thus identified:**

- i. a technical one of designing human and information systems that make information available and help people think together,
  - ii. a social challenge of developing communities that share knowledge and maintain diversity,
  - iii. a management challenge to create an environment that truly values sharing knowledge,
  - iv. a personal challenge of being open to the ideas of others and to share ideas.
- The Community approach to knowledge management combines culture based socially focused controls with a weak form of management.

**Four challenges associated with knowledge management can be thus identified:**

This approach to knowledge management gives a very limited role to IT systems, focusing instead around encouraging the direct sharing of knowledge between people. Management efforts with this approach are focused on creating a climate, culture and context to induce such behaviours. Knowledge Management as Normative Control The Normative Control approach to knowledge management combines socially focused controls with a relatively strong form of management intervention. This is knowledge management via culture management, whereby management attempt to create a culture that encourages employees to embrace a value system which regards knowledge sharing as a norm.

## **Four challenges associated with knowledge management can be thus identified:**

Knowledge Management as Enacted Blueprints This type of knowledge management considers the orchestrated character of knowledge management as normative control, but attempts to engineer and control individuals closer to the behavioural level, rather than concentrating on values and ideas. Another important idea is that organizational knowledge can be extracted from individuals and converted into databases. The stored knowledge provides templates for thinking as well as action, thus making relatively unskilled workers productive on a higher skill-level more or less instantaneously. The Enacted Blueprints approach combines a strong form of managerial intervention with behavioural controls. This involves managerial efforts being concerned with creating codified data bases of knowledge focused around particular roles and tasks that provide a mechanism for giving employees access to what are considered a set of best practices.

## **Knowledge management solutions, mechanisms and systems.**

In this section the various processes used to manage knowledge including processes for applying knowledge, processes for capturing knowledge, processes for sharing knowledge, and processes for creating knowledge will be discussed.

KM processes refer to the ways that an organization handles knowledge at various stages of its life in an organization (KM cycle).

There are four main knowledge management processes, and each process comprises two sub-processes:

## **Knowledge discovery**

- Combination
- Socialization

## **Knowledge capture**

- Externalization
- Internalization

## **Knowledge sharing**

- Socialization
- Exchange

## **Knowledge application**

- Direction
- Routines

Knowledge Management Mechanisms are organizational or structural means used to promote knowledge management. They enable knowledge management systems, and they are themselves supported by the knowledge management infrastructure. Knowledge Management Mechanisms may (or may not) utilize technology, but they do involve some kind of organizational arrangement or social or structural means of facilitating knowledge management.

Examples of Knowledge Management Mechanisms include:

- learning by doing,
- on-the-job training,
- learning by observation, and
- face-to-face meetings.



More long-term knowledge management mechanisms include the hiring of a Chief Knowledge Officer, cooperative projects across departments, traditional hierarchical relationships, organisational policies, standards, initiation process for new employees, and employee rotation across departments.

Nick Milton explains the Push and Pull as motivators for Knowledge Management in the following video-clip:

Push and Pull as motivators for Knowledge Management (Nick Milton)

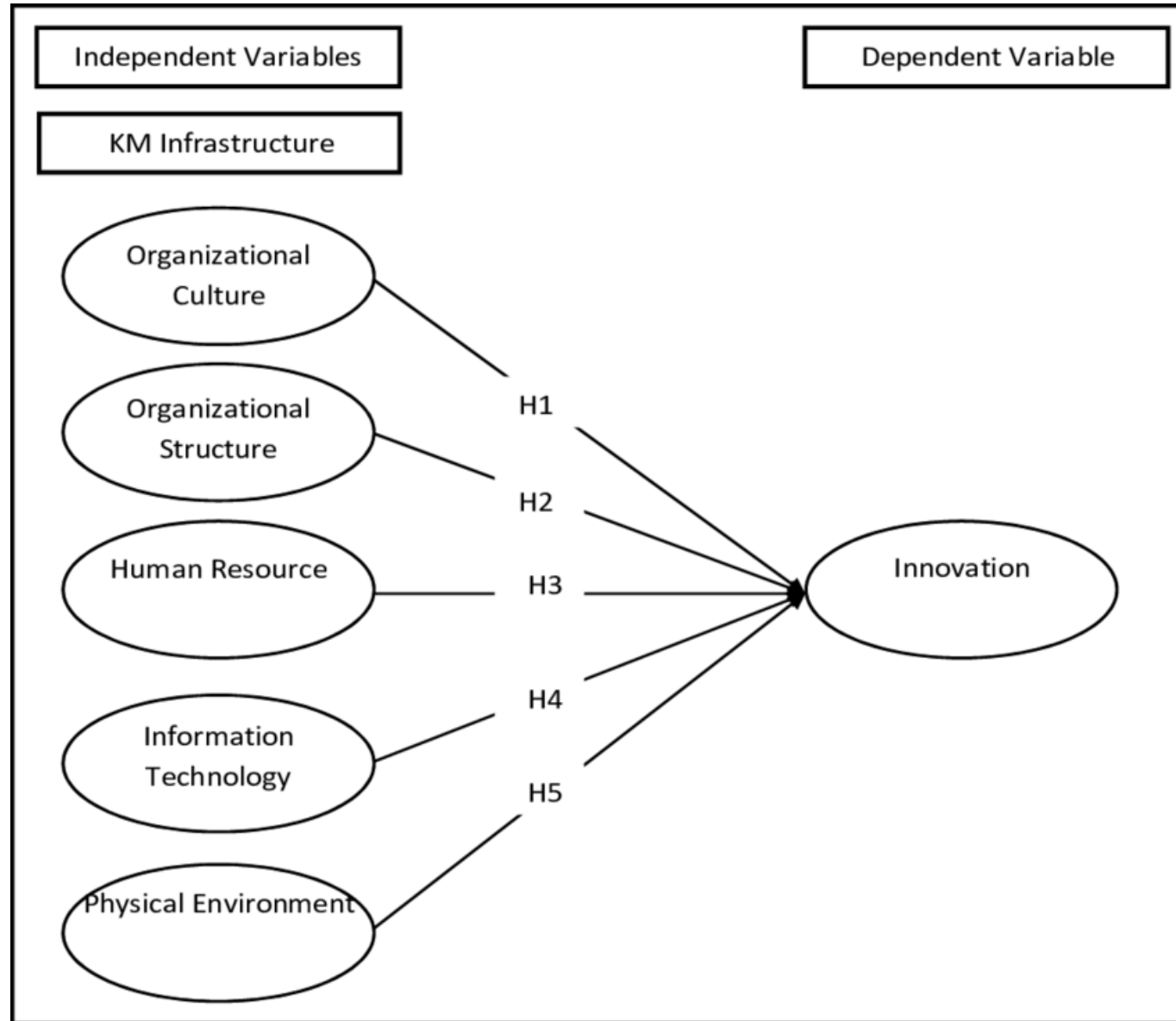
## **Knowledge management infrastructure.**

Knowledge Management infrastructure reflects the long-term foundations for knowledge management. In an organizational context, knowledge management infrastructure includes five major components:

- organization culture
- organization structure
- organisation's information technology infrastructure
- common knowledge, and
- physical environment (Becerra-Fernandez and Sabherwal, 2010)

Organization culture reflects the norms and beliefs that guide the behaviour of the organization's members. It is an important enabler of knowledge management in organizations.

Attributes of enabling organizational culture include understanding the value of knowledge management practices, managing support for knowledge management at all levels, incentives that reward knowledge sharing, and encouragement of interaction for the creation and sharing of knowledge (Ambrect et al, 2001 as cited in Becerra-Fernandez and Sabherwal, 2010).





**UNIT – V**

**ORGANIZATIONAL IMPACT OF KNOWLEDGE  
MANAGEMENT**

**Organizational impacts of knowledge management on people, processes, products and organizational performance.**

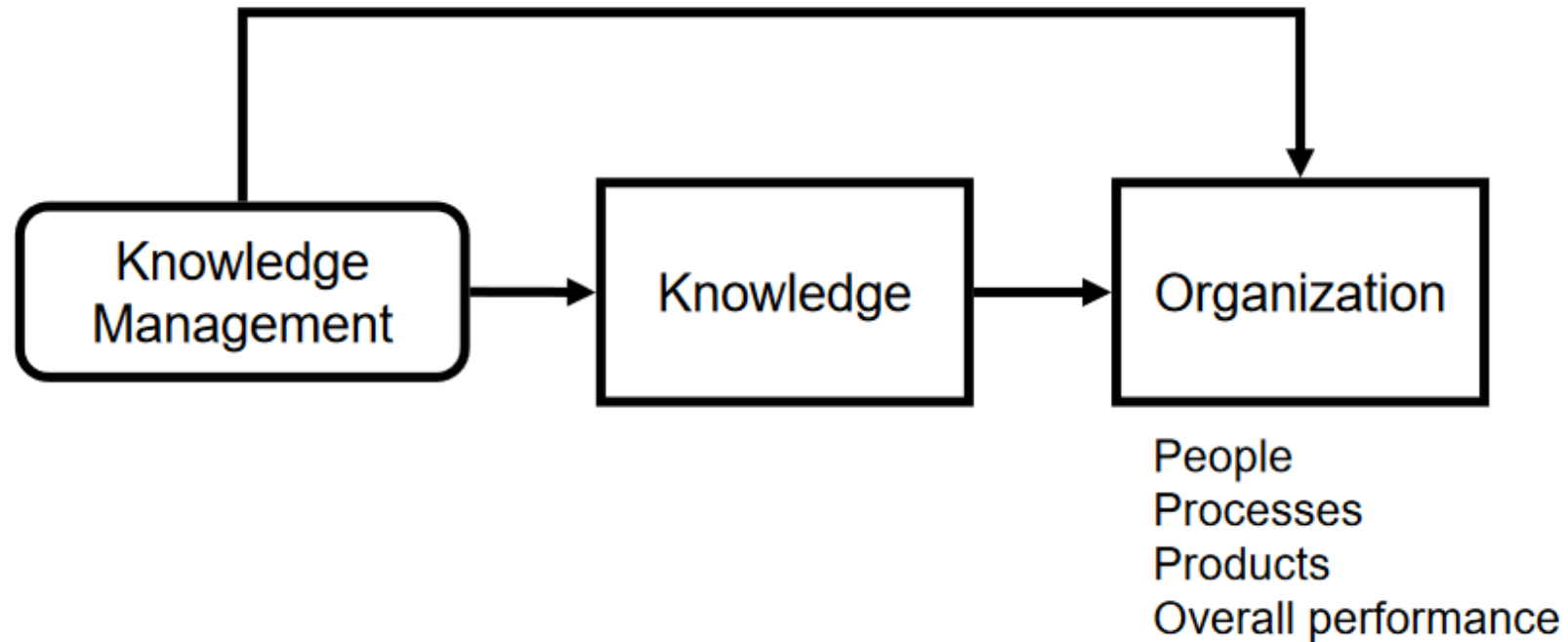
What various kinds of impact does knowledge management have on organizations and organizational performance?

**At what levels does the impact occur?**

- People
- Processes
- Products
- Overall performance

# At what levels does the impact occur?

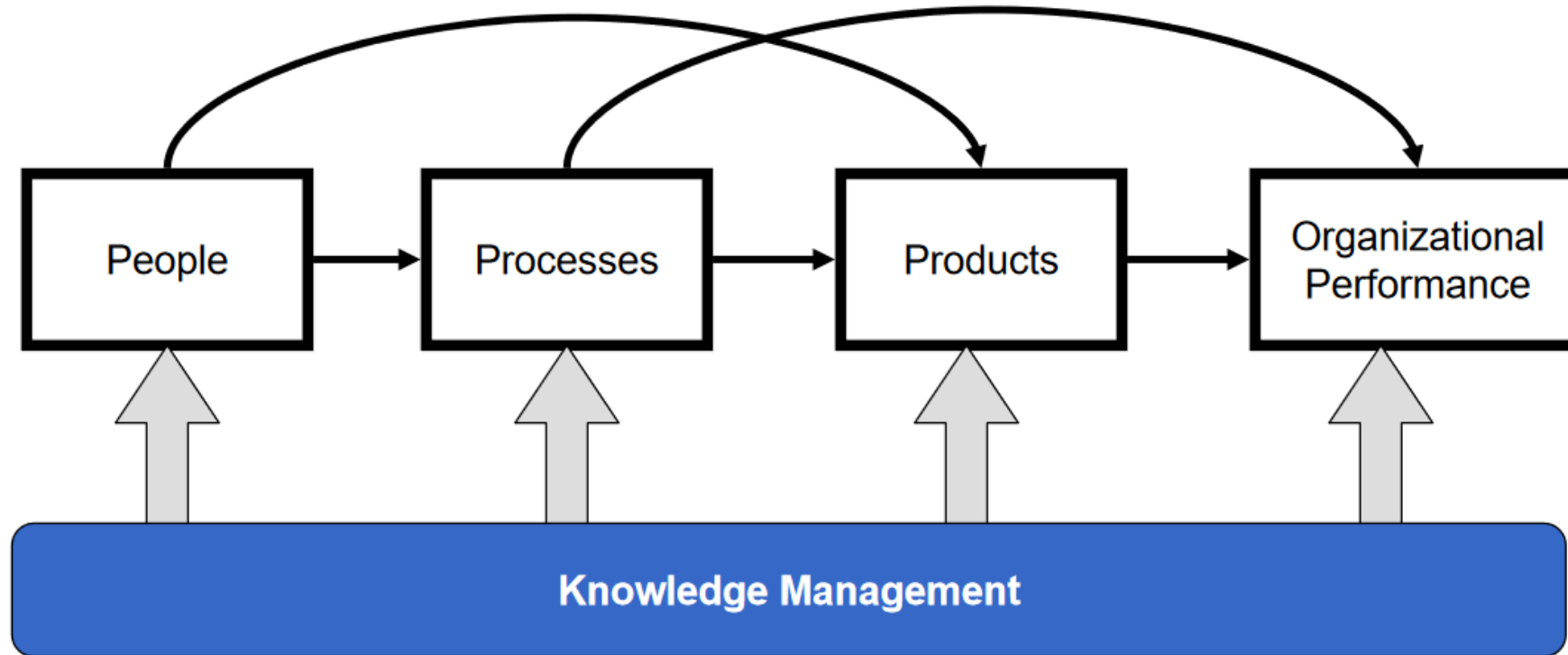
## At what levels does the impact occur?



## **Organizational impacts of knowledge management on people, processes, products and organizational performance.**

- Retaining expertise of employees
- Enhancing customers' satisfaction with the company's products
- Increasing profits or revenues.





## Impact on People

- KM can facilitate employee learning
- KM also causes employees to become more flexible, and enhances their job satisfaction

# Impact on Employee Learning

## **Impact on Employee Learning**

This can be accomplished through

### **Externalization**

eg, writing a report on lessons learned from a project...

### **Internalization**

eg, when employees preparing for a later project read it

### **Socialization**

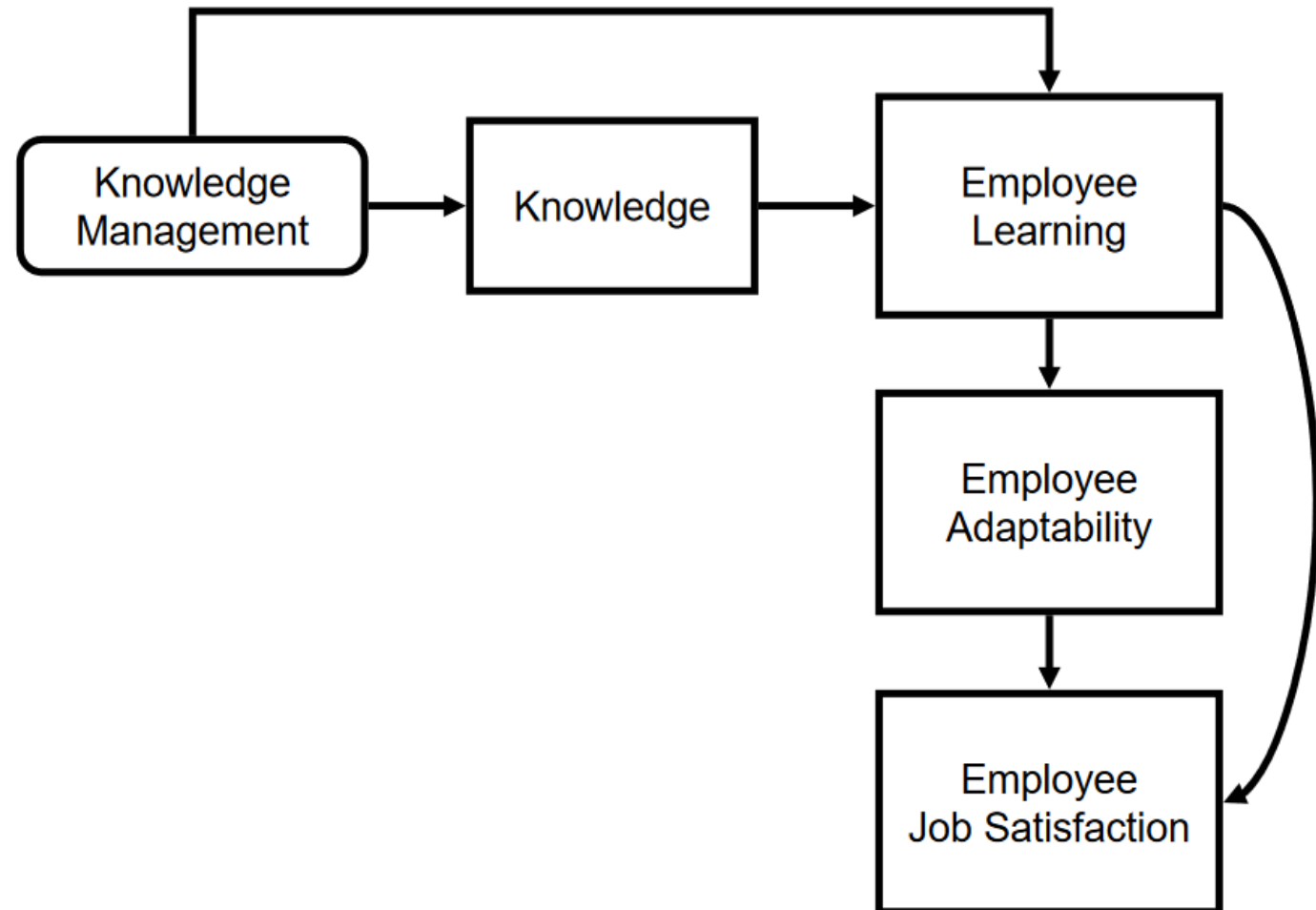
eg, through joint activities such as meetings or informal chats

### **Communities of practice**

ie(recall), an organic and self-organized group of individuals who are dispersed geographically or organizationally, but communicate regularly to discuss issues of mutual interest

# How KM Impacts People

## How KM Impacts People



## **Factors influencing knowledge management.**

Last time, we explored various kinds of impact that KM may have on organizations

- at various levels: people, processes, products, and overall performance

But why might KM solutions have different impacts on performance, depending on the specific organization's circumstances?

What, exactly, are the key factors that determine the suitability of alternative KM solutions?

What, exactly, is the nature of their impacts?

## Universalistic View of KM

Historically, much of the KM literature appears to implicitly assume a universalistic view

- There is a single best approach of managing knowledge, which should be adopted by all organizations in all circumstances.

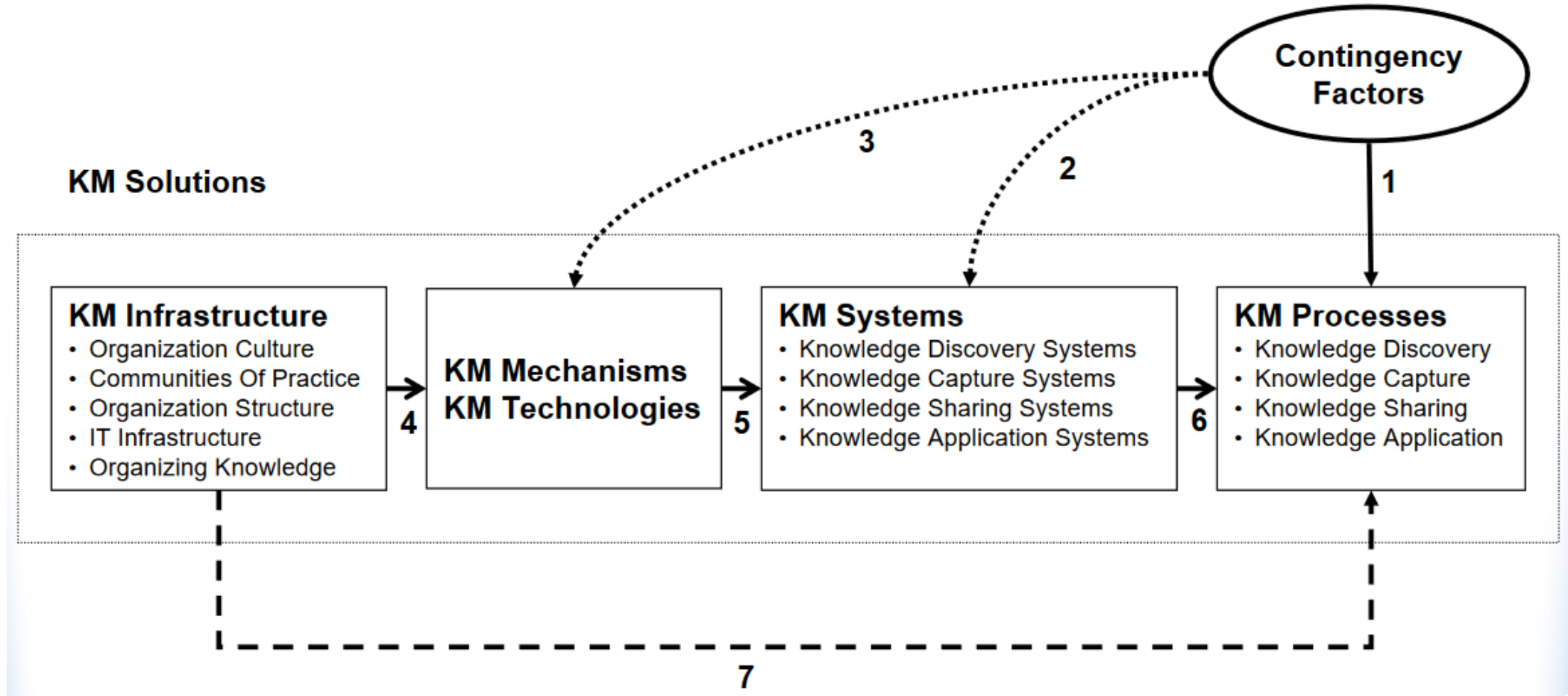
Eg: knowledge sharing is often recommended as useful to all organizations

Yet: we believe that direction may sometimes represent an equally effective but more efficient alternative!

In reality, there is no “magic bullet”

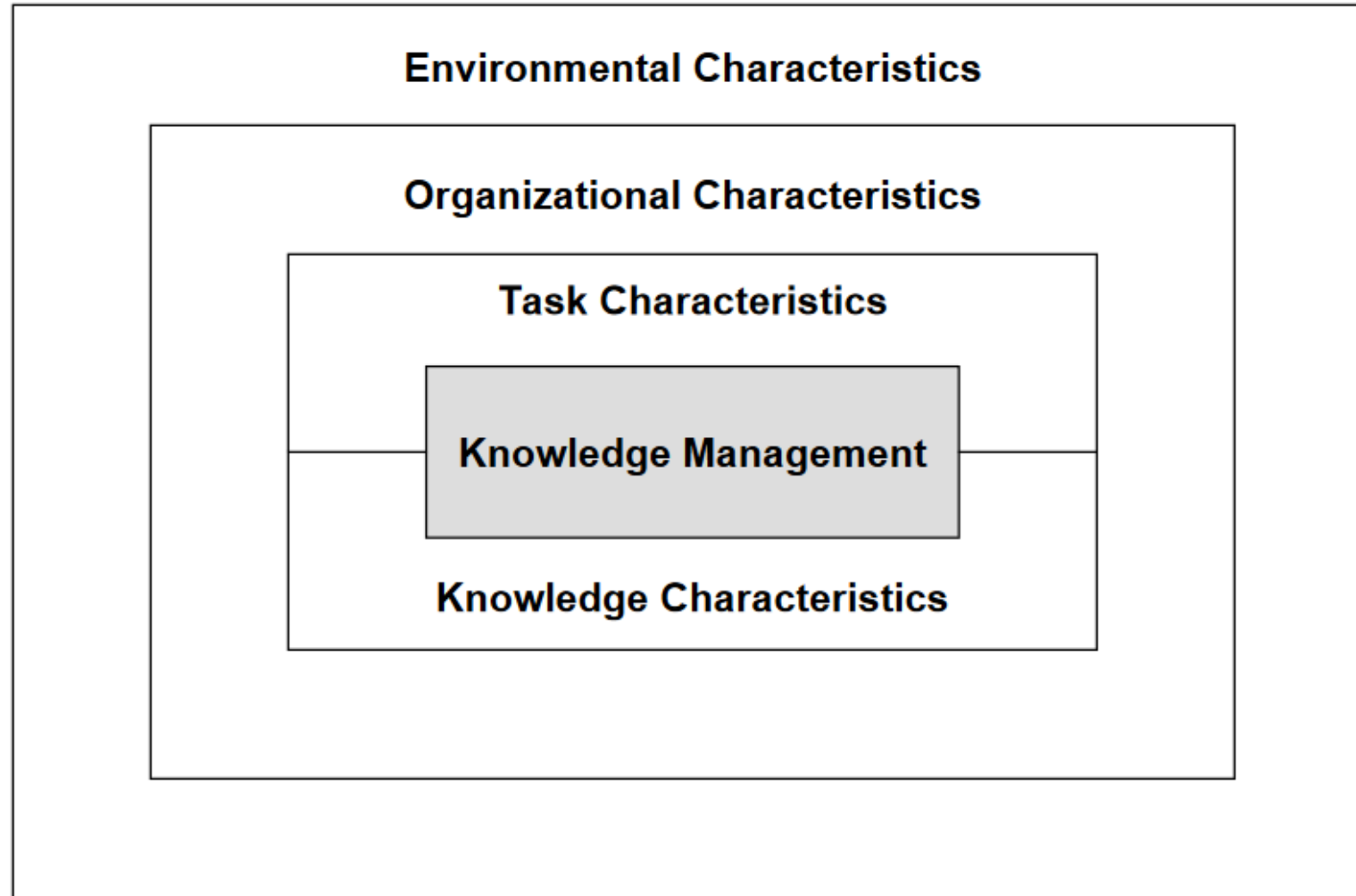
- No single universal KM solution works for all situations

# How should contingency factors determine KM solutions?



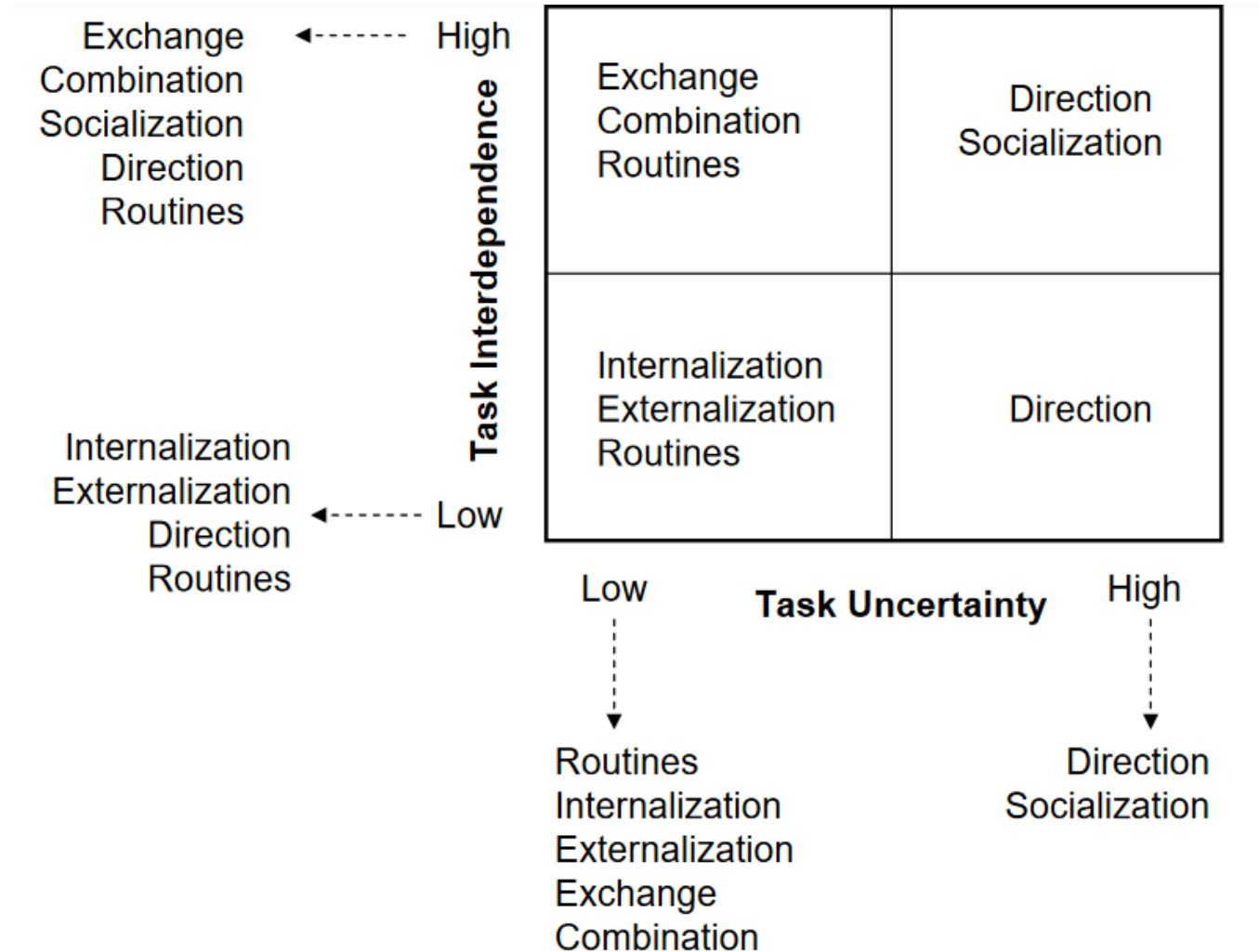
How should contingency factors determine KM solutions?

# Categories of contingency factors need we examine?



Categories of contingency factors need we examine?

# Effects of Task Characteristics on K M Processes



Effects of Task Characteristics on K M Processes