

Chapter 5.35

Knowledge Management and Social Learning

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INTRODUCTION

There are probably as many variations of knowledge management definitions as there are practitioners and researchers in the discipline. Complete consensus in such a group would be a surprising finding. This is because the two words are loaded with pre-existing meanings that do not always sit comfortably in juxtaposition, so what it means to “manage knowledge” is difficult to ascertain, and hence comes to mean different things to different people.

We do know, however, that knowledge exists in the minds of individuals and is generated and shaped through interaction with others. In an organizational setting, knowledge management must, at the very least, be about how knowledge is acquired, constructed, transferred, and otherwise

shared with other members of the organization, in a way that seeks to achieve the organization’s objectives. Put another way, knowledge management seeks to harness the power of individuals by supporting them with information technologies and other tools, with the broad aim of enhancing the learning capability of individuals, groups, and, in turn, organizations.

BACKGROUND

In this article, we examine both theoretical and practical socio-cultural aspects of knowledge management based on years of research by the authors in a large and diverse organization. The study involved numerous functional settings of the organization and the researchers used qualita-

tive and quantitative methodology to gather data. Elements required to build an organizational culture that supports knowledge management are discussed. Unless otherwise specified, words in double quotes in the text are direct quotes from personnel in research settings.

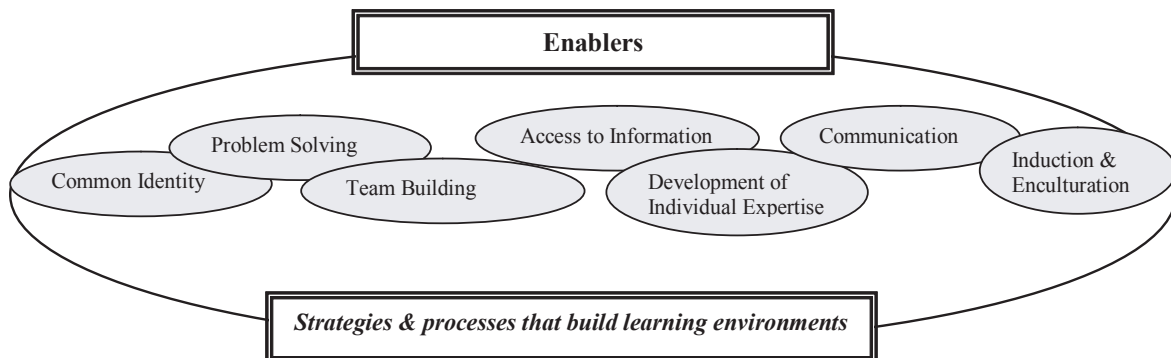
MAIN THRUST OF THE ARTICLE

The research team identified seven basic categories that constitute enabling processes and strategies to facilitate social learning: common identity; problem solving; team building; access to information; development of individual expertise; communication; and induction and enculturation (see Figure 1).

Common identity: a common ground/understanding to which many people/groups can subscribe, and requires a shift from seeing oneself as separate to seeing oneself as connected to and part of an organization unit. Based on our research, motivators impacting on common identity are: goal alignment, cultural identity, gendered identity, language, morale, and workplace design (spatial and physical design).

- Doney, Cannon et al. (1998) discuss the relationship between goal alignment and group cohesiveness, claiming that the extent of group cohesiveness relies on the extent to which a team’s goals are clear and accepted and also on the degree to which all members adopt team behaviors.
- The term cultural identity refers to a member’s sense of self in relation to the specific “tribe” and “tradition” to which they belong and how this distinctiveness applies in their workplace. Cultural identity is another important motivator for social learning because, like common identity, it impacts on the extent to which staff feels that they are part of the system or alienated from it.
- Gendered identity relates specifically to one’s sense of self, which is imbued with the social, cultural and historical constructions surrounding femininity and masculinity. Gender identity, because of its relationship with common identity, was also seen to impact on social learning.
- Language is another important factor fundamental to the overall social learning processes. By reflecting the social and politi-

Figure 1. Constructs enabling social learning



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