

Knowledge Management Systems

Reports from the Field: Knowledge and Learning Applications in Practice

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Abstract

Welcome to this, the 54th Hawaii International Conference on System Sciences (HICSS) conference. This Reports from the Field Minitrack, under the Knowledge Innovation and Entrepreneurial Systems Track, proudly brings you the latest research focused on the application of innovation of knowledge management issues as reported by both researchers and practitioners alike. With the focus on application, this minitrack helps practioners and theorists alike. It is here we examine how theory informs and impacts practice as well as how practice can influence theory from the practioner perspective.

The goal of this minitrack is to provide this “bridge” between the knowledge management and organizational learning academic scholars that build theory and the systems practitioner community. This mini-track encourages a focus upon how theory informs and impacts practice as well as how practice can influence theory.

In *Reports From The Field*, we are devoted to providing new research avenue to conduct research for building theory while improving the application of results to knowledge management systems in the practitioner community. It is hoped that accepted submissions will document specific knowledge system successes and failures within organizations from a practitioner perspective.

1. Introduction

How do our theories on knowledge management and organizational learning contribute to real-world applications? Although there are many journals that focus on KM topics in systems-oriented research, theory development is at risk of becoming isolated from practical application. The needs and experiences of knowledge workers, who develop, implement, manage, and use knowledge management systems are at risk. It is within this divide between the knowledge systems research being conducted, and the needs and experiences of these knowledge workers that this minitrack is focused.

These practitioners in the field can provide invaluable insight to the research community in terms of practical application skills. It is important to be aware that there are countless practical perspectives on how to initiate, coordinate and monitor organizational learning processes.

2. Myriam Benabid

The effectiveness of corporate training continues to be questioned, despite its ongoing growth. Knowledge-intensive workers seek out knowledge learning opportunities and skills development methods are changing tactics with an increase in the importance of communities of practice, open-source projects, and digital self-learning methods. The concept of informal learning within NIEs is emerging in research on informal learning and remains unstructured.

In order to update the list of informal learning factors, this research looks at the current contexts of organizations within Nomadic Information Environments (NIEs). This article explores the connection between self-learning within NIEs and its context. The theoretical framework is based on the

work around informal learning, suggesting there are factors leading to use of such practices.

32 interviews were conducted using a semi-directive approach where 3 teams were shadowed and observed. Triangulation was carried out analyzing 200 documents and tools, with a qualitative protocol for data collection was used. Two case studies representing knowledge-intensive workers were analyzed.

Results highlight 11 organizational factors (professional, managerial and technological) where informal learning within the specific context of NIEs occurred. Results identified not only these factors, but the need for organizations to facilitate access to suitable, efficient, and high-quality self-learning options.

3. Yi-Te Chiu, Kristijan Mirkovski, Jocelyn Cranefield, Shruthi Shankar

Four authors will start off the presentations in the Reports from the Field Minitrack. Yi-Te Chiu, Kristijan Mirkovski, Jocelyn Cranefield, Shruthi Shankar will present, “Exploring the Challenges and Barriers of Knowledge Retention in Information Systems Development Teams: The Case of Pēke”.

The paper addresses the impact of what is happening to the accumulated knowledge of employees within organizations. Knowledge retention (KR) has become a strategic risk for many organizations nowadays, and this risk is rendered particularly acute in organizations facing a greying IT workforce. Even though KM practices have been well researched, surprisingly sparse attention has been paid to the barriers and challenges organizations are facing in setting up successful practices for recruitment following personnel turnover.

Retention of knowledge is vital for information systems development (ISD) as information technology (IT) professionals rely on accumulated technical and organizational knowledge to develop and maintain information systems. To help organizations better understand the barriers and challenges to KR in the ISD context, we explore the attrition of KR practices and identify key barriers and challenges to KR in ISD project teams.

In this preliminary study, we develop a causal model of KR in the ISD context, which articulates the barriers, challenges, and consequences of ineffective KR for at the routine and exiting stage. Our model identifies four barriers and challenges—coordination complexity, resources for knowledge retention, attention to knowledge retention, and process for hiring and handover—which can affect the loss of ISD

knowledge when routine and exiting KR fall into disarray. Moreover, we offer implications for practitioners regarding KR in the ISD context.

4. Alexander Kaiser, Florian Fahrenbach, Hector Martinez

For our final submission, three authors will present their submission, “Creating Shared Visions in Organizations – Taking an Organizational Learning and Knowledge Management Perspective”. This is an ongoing work in the body of knowledge in the area of shared vision. The authors ask the question: how do people in small organizations develop a shared vision for their organization?

This case study paper is based on the observation that literature on shared visions is either mainly dominated by top-down communication, which suggests that followers carry the vision of their leader, or that shared visions are often too imprecise to be of value to organizational practice. A process model that facilitates the creation of a shared organizational visions in a bottom-up manner currently does not exist. This paper aims at introducing and theoretically grounding such a process model.

The creation of a shared organizational vision can be seen as an instance of a knowledge creating and uses organizational learning processes that transforms personal visions and personal organizational visions through a dialectic process as indeed a shared organizational vision. During this process, knowledge about needs, values, resources and desires is created and shared in the organization.

In so doing, we summarize extant literature on developing shared visions and synthesize the literature into a process model which can be applied by academics and practitioners alike.

5. Conclusion

We wish to thank each of our presenters for their research and willingness to share their results with us during another year of celebration at HICSS-54. As the Knowledge Innovation and Entrepreneurial Systems Track continues to grow, we invite new researchers to submit applied papers that contribute to the knowledge of this exciting area, Reports from the Field. With continues emphasis on application, we encourage all practioners and theorists to contribute to the body of knowledge and contribute to many great discussions at HICSS.

We look forward seeing new research studies that contribute to application of Knowledge Management to organizations, and entrepreneurs and solopreneurs within the business and industrial community. We hope researchers will consider contributing to our mini-track, Reports from the Field next year.

6. Chairs

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