GNB Knowledge Transfer Guide

Version 1.1

December 2010

Revision History

Name	Date	Reason for Changes	Version
	October 8, 2009	Final Draft	1.0
	December 21, 2010	Links to the new OHR website	1.1

References

"Integrated Knowledge Transfer: The DNA of Knowledge Management", Dr. Melanie MacDonald

 "Knowledge Retention Program" , Tennessee Valley Authority

"Bridging the Gaps: How to Transfer Knowledge in Today's Multigenerational Workplace", the
Conference Board of Canada, Research Report R-1428-09-RR

"From Research to Practice: A Knowledge Transfer Planning Guide", 2006 Institute for Work and
Health, Authors: Rhoda Reardon, John Lavis, Jane Gibson

Teach What You Know, Steve Trautman

"Knowledge Management", Government of Alberta **http://www.pao.gov.ab.ca/Practitioner**

"Learning Styles", The University of Western Ontario, Student Development Centre
www.sdc.uwo.ca/learning/index.html?styles

"The Four Generations", n-gen People Performance Inc., 2006   **www.ngenperformance.com**

Table of Contents

1. Introduction

This guide was developed to help managers facilitate the transfer of knowledge within the Public Service. It presents ideas and practical steps to support the Knowledge Transfer process. This document underscores the necessity of information sharing and of applying knowledge transfer best practices and tools for continuous process improvement.

2. Purpose

The purpose of this Guide is to assist you in understanding potential problems created by the loss of essential organizational knowledge and expertise, and to provide you with practical tools for facilitating and achieving Knowledge Transfer (KT).

Why is it important?

As of 2008, it is anticipated that approximately 25% of the Province's workforce is eligible to retire and other employees may leave for other reasons. These employees have acquired a tremendous amount of knowledge regarding how things work, how to get things done and who to go to when problems arise. Losing their expertise and experience could significantly reduce efficiency, resulting in costly mistakes, unexpected quality problems, or significant disruptions in services and/or performance.

Transitions such as staff turnover, retirements, and reorganization create the need for knowledge transfer and require pro-active planning and facilitation. Knowledge transfer enables continuity in the delivery of programs and services by creating a learning environment, accessing corporate memory and intentionally sharing and incorporating knowledge management practices into our day-to-day interactions. *(Gov. of Alberta)* Knowledge transfer involves employees, managers, information management, information technology, knowledge management experts in your departments, human resources, and most importantly YOU!

The Goal
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.

3   Guiding Principles of Knowledge Transfer

- ♦ Organizations need a holistic approach to knowledge transfer that considers such factors as technology, generational differences, cultural diversity, learning styles, etc.

- ♦ One size does not fit all -- each organization will have unique needs and solutions.

- ♦ Knowledge transfer should be timely, relevant and efficient.

- ♦ Givers and receivers should be involved in all steps of the KT process

- ♦ Communication is KEY to effective knowledge transfer.

4   Benefits

- Accelerates development of new hires.

- Reduces impact of employee departures.

- Captures knowledge before it leaves ensuring business and service continuity.

- Reduces the risk of developing policies or making decisions in the absence of historical best practices, knowledge and experience.

- Reduces duplication of effort.

- Enables organizations to more effectively leverage what we know.

- Supports the NB Public Service Values of competence and service by strengthening the capabilities of public servants.

- Increases the chances that knowledge will be transferred/shared when knowledge transfer is integrated into employees' daily routines (i.e. work plans).

5   Critical Success Factors

- The knowledge transfer has a business value and supports the business objectives.

- An environment exists in which people are encouraged to share what they know.

- Leaders role model the behavior they wish to see in the organization.

- Successes are celebrated to reinforce the process and motivate employees.

- Incentives are in place to share information.

- Communication is effective and ongoing.

- Corporate process is standardized and has consistency.

- There is a mutual readiness to listen and learn. It is essential that both the giver and receiver see the value that the exchange offers.

- The implementation of succession planning and performance management is supported and facilitated throughout the organization.

- The time to transfer knowledge is now, not when people are ready to walk out the door.

- Givers and receivers are involved in the selection of knowledge transfer tools. Understanding what knowledge needs to be transferred and how they would prefer to give and receive it is critical if you want them to actually participate in the process.

6   Knowledge Transfer Tools

How to Select a Knowledge Transfer Tool

There is no "right" answer! The tool(s) you choose depends on:

- ► Why you want to transfer the knowledge

- ► The receiver's level of knowledge/expertise

- ► The receiver's learning styles/preferences *(refer to **Appendix A-Definitions: Generations** for descriptions of the learning styles)*

- ► Whether the knowledge will be applied in the same or a different environment

- ► The type of knowledge to be transferred

Types of Knowledge- Just as users of knowledge have different levels of skill and experience not all knowledge is created equal. Experts have identified two types of knowledge:

Explicit –easily documented, can be shared with or without personal contact.	**Examples include**: systems, tools (processes and guidelines), clients, structures, contacts, partners, etc. The format and content of this knowledge becomes outdated over time since systems, tools, and relationships change and transition. This type of knowledge has a longer life span as it is continuously updated and expanded.

Tacit or Implicit- what we know, but is not easily articulated. Acquired by personal contact or hands-on experience.	The flow of practiced expertise, in which specific and analytic knowledge become automatic. **Examples include**: social relationships, organizational knowledge, simulations, case studies, etc. This type of knowledge is generated through experience and encompasses thinking, interpretation, knowing and improvisation.

Select a knowledge transfer tool by user needs-   can be used when an individual, team or organization has specific needs in mind. Individual learning styles should be considered when determining which knowledge transfer tool to use.

User's need	Knowledge Transfer Tool	
New hire wants to accelerate learning	Formal education Mentoring	Research best practices Internships
Individual wants to improve performance	Online discussion forums Communities of practice Seek out experts	Conversations Research best practices Rotational Assignments
High performer/ critical position is leaving	Knowledge capture interview Document processes and information Process mapping Cross-training	Mentoring Job Sharing/Shadowing Facilitated leadership transition workshop
New project team	Peer assist Publish their approach and plan	
Team wants to improve performance	Meetings / conference calls Post mortem Communities of practice	
Organization wants to capture and maintain its knowledge.	Peer assists Knowledge capture process	Cross-organizational community of practice

7   Barriers & Tips

Barriers to Knowledge Transfer & Tips for Overcoming Them

1. The knowledge giver doesn't recognize certain knowledge or information they have is valuable, and as a result it is not being transferred.

Tip: This often happens when knowledge is intangible or "soft". Examples include organizational history, process rationales and nuances that seem self-explanatory after years in the role, but would be unclear to someone new.

In this case a pre-departure meeting can be useful. Ask specific questions to identify any information the employee may have overlooked during previous knowledge transfer activities. These questions could include how to function within the organization's distinct culture, communication styles, decision-making styles, how to best handle internal and external relationships with clients, suppliers, other stakeholders, etc.

2. There is a lack of motivation to share knowledge.

Tip: It is important to clearly communicate the personal benefits for everyone involved. Positive reinforcement incentives can be inexpensive and can build buy-in to the process (see GNB Rewards & Recognition Program), but the most powerful motivator and behaviour-shaping tool at your disposal is free: consistent and specific feedback. Including knowledge transfer in an employee's workplan also elevates and clarifies the importance of knowledge transfer.

3. There is a lack of standardized mechanisms or procedures for capturing knowledge.

Tip: This makes knowledge transfer more difficult and time-consuming for both the giver and receiver. The tools and methods provided in this guide, particularly the Knowledge Transfer Plan, will help make the process more efficient and effective.

4. Poor communication skills are an issue.

Tip: Being an expert on the job doesn't mean an individual can easily explain processes and pass on essential knowledge to others. Use this information when identifying methods to transfer knowledge. For example, it may be more effective to create job aids or checklists that can be tested out, or to use job shadowing to allow the receiver to learn through observation, rather than storytelling, which relies heavily on communication skills.

5. Knowledge is seen as power - organizational culture undermines knowledge sharing.

Tip: Senior management support is critical to the breaking down of knowledge silos. Changing an organization's culture takes time and effort, but consistent messaging supporting the sharing of knowledge is an organizational priority and role modeling from the top down will expedite the process.

6. The time and cost involved in knowledge transfer is discouraging.

Managers need to control costs and complete unit-specific objectives, which can leave little time and money for knowledge transfer activities. It can be difficult to rationalize paying two people to do one job (double-filling) when cost-saving is a priority, or having top performers spend precious time mentoring or cross-training employees for long-term business continuity, when short-term operational needs are overwhelming.
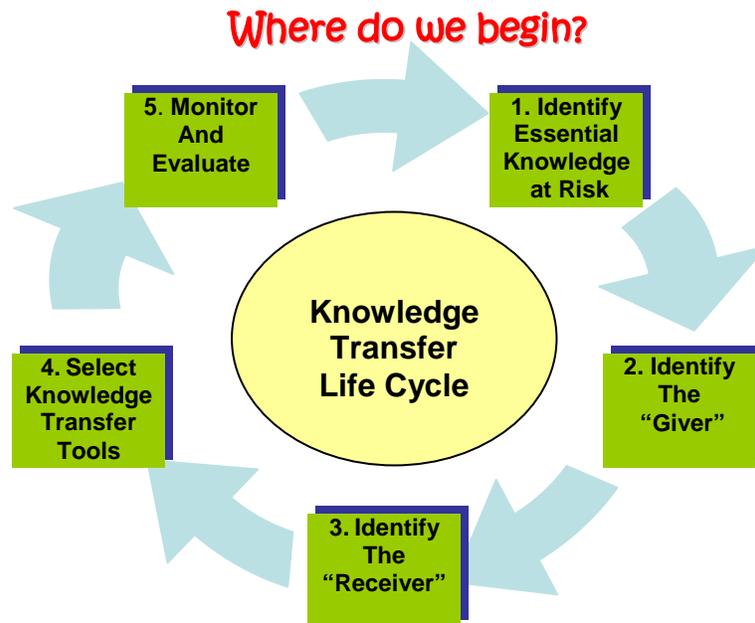
Barriers to Knowledge Transfer & Tips for Overcoming Them cont'd

Tip: It's not easy to reconcile conflicting needs, but the solution does not have to be choosing between them. Try to integrate as much compromise into your plan as possible. For example, determine the amount of time that could be spent by the giver in mentoring activities without placing too heavy a burden on operational duties. This may mean that the mentoring schedule originally proposed in the Knowledge Transfer Plan needs to be amended. Rather than abandoning the plan completely when implementation becomes difficult, use creative and strategic thinking to figure out what revisions are necessary to make the plan feasible.

MORE TIPS…

- Take the time to understand generational differences and use this awareness to facilitate knowledge transfer.

- Create awareness in seasoned employees of the benefits they stand to gain, such as recognition.

- Build the human element into the process. You can't force people with knowledge to share it, and you certainly can't force people who need someone else's knowledge to use it.

- Reciprocity and recognition are important reinforcing components of a successful knowledge transfer process.

- Go for small wins and use these successes to expand knowledge transfer initiatives.

- **Just try something**! You will likely have some degree of success. At the very least, you will bring attention to the need for knowledge transfer.

8 The Knowledge Transfer Process

Where do we begin?

Knowledge Transfer Life Cycle

1. Identify Essential Knowledge at Risk
2. Identify The "Giver"
3. Identify The "Receiver"
4. Select Knowledge Transfer Tools
5. Monitor And Evaluate

Step 1:   Identify essential knowledge at risk

Knowledge doesn't exist in a vacuum. It must be defined in terms of its context, impact, application, and contact information and prioritized based on the level of urgency (high, medium or low) in the Knowledge Transfer Plan. *(For more details refer to **Appendix B.**   For the Knowledge Transfer Plan and a completed example refer to **Appendix G**)*

Step 2:   Identify "who" has the knowledge (the "Giver")

Most successful transfer efforts actively involve both the source of the knowledge, the giver, and the person or persons receiving the knowledge, the receiver or receivers. It's almost always a "two-way street". The receiver gains from the transfer in an obvious way- learns something new. But the person sharing his/her knowledge (giver) may need to be persuaded of the value of the process. *(For more details refer to **Appendix C**)*

Step 3:   Identify "to whom" the knowledge should be transferred (the Receiver")

Knowledge can be made public by putting it on websites, intranets, and in newsletters so that staff can find it when they need it or it can be shared "face to face" between the giver and an individual or group who needs the knowledge (receiver(s). *(For more details refer to **Appendix D**)*

Step 4:   Select Knowledge Transfer tools to capture and transfer the knowledge

In this step**,** the giver and receiver work with you to create the Knowledge Transfer Plan. Keep the plan effective and appropriate to the work. The knowledge may be transferred using one of many tools identified in Section 6 and in consideration of the receiver's learning style *(described in **Appendix A** Definitions: Generations).*

The receiver begins to acquire and apply the knowledge. *(For more details refer to **Appendix E**.   For the Knowledge Transfer Plan and a completed example refer to **Appendix G**)*

Step 5:   Monitor and Evaluate

Deciding on the desired outcome and clarifying your expectations for the knowledge transfer will not only help in selecting the best tool to use but will also establish key objectives ie.:   learning assignments, milestones and timeframes, reporting structure, gauge for employee satisfaction with knowledge transfer method, etc. *(Refer to **Appendix F**)*

9   Roles & Responsibilities

Everyone in an organization has a role to play in knowledge transfer.

Senior Management:
- ► Support and champion the knowledge transfer process
- ► Recognize and reward managers who implement effective knowledge transfer processes

Managers:
- ► Plan ahead for transitions
- ► Identify essential knowledge
- ► Identify who has the knowledge and who needs the knowledge
- ► Develop a knowledge transfer plan
- ► Monitor and support the knowledge transfer process
- ► Ensure the plan is accomplished- that the knowledge has been successfully transferred
- ► Recognize and reward employees who make a contribution to the knowledge transfer process

Givers:
- ► 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
- ► Coordinate regularly scheduled time with the receiver
- ► 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.
- ► Document processes, practices, contacts, etc. as identified in the Knowledge Transfer Plan

Receivers:
- ► Take responsibility for their learning
- ► Identify learning preferences and any limitations that may require accommodation
- ► Ask well-thought out questions
- ► 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

Human Resources:
- ► Act as the knowledge transfer contact to provide guidance to managers on such tools as phased retirement, double filling, job transfers, internships, etc.
- ► Support the knowledge transfer process

Information Services & Systems:
- ► Provide guidance and support to managers on the knowledge Transfer process and associated tools (i.e. records management, instant messaging, pod casts, blogs, wikis, etc.)
- ► Support the knowledge transfer process from a knowledge management (technology) perspective

"Toolkit"

Appendix A: Definitions

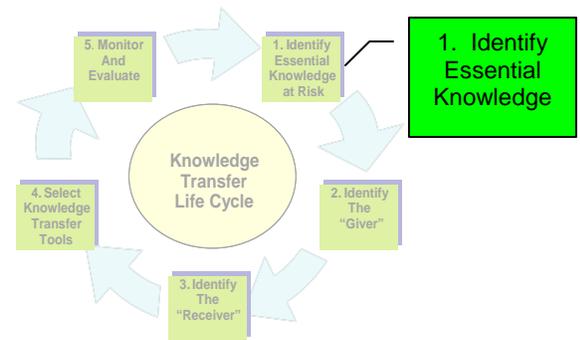| Term	Description
Essential Knowledge	Critical tasks and activities that will significantly impact the work unit and/or organization if left undone, unique expertise, positions and/or knowledge that are important to the overall organizational structure, key stakeholder relationships, etc.
Explicit Knowledge	Knowledge that is easily documented and can be shared with or without personal contact.
Generations* **These are high level descriptions and may not necessarily depict individual employees within these categories.*	**Traditionalists** (1922-1945) Characteristics: loyal, dedicated, hard working, compliant, stable, respectful of authority, loyal to the organization, educated through formal classroom instruction and reading printed text, etc.. Learning: generally prefer material to be verbal (auditory) and text-driven (paper- visual).
	Baby Boomer (1946-1964) Characteristics: value equality, eager to add value, dedicated to personal growth, ambitious, collaborative, career oriented, challenge authority, loyal to the team, etc. Learning: generally prefer material to be verbal (auditory) and text-driven (paper- visual).
	Gen Xers (1965-1980) Characteristics: independent, pragmatic, results-driven, flexible, multi-taskers, value continuous learning , challenging work and work-life balance, unimpressed by authority, loyal to the manager, focused on results, etc. Learning: preference for informal learning. Their highest priority is for action learning (kinesthetic) in the workplace where they are finding real solutions to real problems. Having adopted computers in their adolescence, these employees are usually more visual than verbal. (online, loyal).
	Gen Yers (1981-2000) Characteristics: confident, optimistic, civic minded, innovative, diversity focused, techno-savvy, motivated by continuous change and rapid career growth, respect is given for competency not title, loyal to peers, focused on change using technology, etc. Learning: preferences for digital learning and to do (kinesthetic), not be told. Jumping right in, trial and error, and connectivity are hallmarks of this generation. They typically value group and team learning and connect through new social media, from blogs to virtual collaboration environments like Facebook.
Giver	Person who is transferring the knowledge

Term	Description
Knowledge Management	A systematic approach to identifying, capturing, and using knowledge to achieve organizational objectives. It involves establishing policies, standards, procedures and systems for the retrieval, retention and disposition of information resources that take the form of records in various formats.
Knowledge Transfer	The identification of essential knowledge and the implementation of a plan to share this knowledge between one person and another using knowledge transfer tools.
Knowledge Transfer Plan	A document that details the specific knowledge to be transferred, to whom, by when as well as learning goals, activities.
Learning Styles	Learning style or learning preference is the way you tend to learn best. It involves your preferred method of taking in, organizing and making sense of information. For example: **Auditory**: learning by hearing **Visual**: learning by seeing **Kinesthetic**: learning by doing
Receiver	Person who is receiving the knowledge
Tacit Knowledge	What we know, but is not easily articulated and was acquired by personal contact or hands-on experience.
Knowledge Transfer Tools	**Description**
Blogs	Web log or blog is used to broadcast content created by a single author across an entire organization or the internet.
Coaching	A professional relationship between the incumbent and the leader (coach) that focuses on improving the performance and seeks to enrich the incumbent's knowledge, skill-set and competencies.
Collaboration	To work together; to cooperate.
Communities of Practice	A voluntary group of peers whose members regularly engage in sharing and learning to improve their performance as individuals, teams and organizations.
Cross training	Training employees to do one another's work. It provides an opportunity for employees to develop new skills and aids in the transfer of knowledge.
Documentation	Documenting job processes and best practices. (i.e. process mapping, workflows and procedures, developing job aids, references, checklists, etc.).
Double filling	Hiring replacements prior to the departure of the employee.
Experts	An expert, more generally, is a person with extensive knowledge or ability in a particular area of study.
Formal Education and Training	Meetings, interactive information sessions, courses, etc.
Instant Messaging	Enables people to transfer specific knowledge instantly by sending text messages to each other in real time. (chatting online)

Term	Description
Internships	A system of training individuals who are new to a complex skill; most of the training is done on the job.
Job Shadowing	A work experience where an individual learns about a job by walking through the work day of a more seasoned employee.
Job Sharing	An employment arrangement which allows one permanent full-time job to be shared between two employees
Job Transfer	Transfer to a new position.
Knowledge Capture	Gathers knowledge from individuals in a manner that others will find useful. It is primarily accomplished through interviews and/or questionnaires that document knowledge so that others can reuse and adapt it for their particular use. (i.e. a book, a website, information repositories, etc.).
Knowledge Capture Interview / Debriefing	A formal meeting in person used to gather information from an employee regarding the specific essential knowledge they may have. It can yield invaluable information about how to proceed in the future and help an organization sustain gains and overcome challenges.
Leadership Transition workshop	The workshop is a facilitated ½ to 1 day session to help the incoming leader and team "let go" of the departing leader and begin building new relationships. This process helps a team accelerate the process of transition and knowledge transfer following a change in leadership.
Meetings	Occur when two or more people come together for the purpose of discussing a (usually) predetermined topic, often in a formal setting.
Mentoring	Facilitates the transfer of a wide range of knowledge between people from different but related backgrounds, generations or departments. It is a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a new hire (mentee) aimed at promoting the career development of both.
On-line Learning	Learning online is self-directed allowing the student to choose content and tools which are more suited to their style of learning and which they are comfortable using.
On-the-job Learning	Learning through doing (kinesthetic)- active hands on participation and observation.
Peer Assist	Facilitated meeting or workshop where a peer or peers share their experiences, insights, and knowledge.
Pod Casts	A way to communicate, share and transfer knowledge to a broad audience through an audio medium.
Post-mortem	A detailed evaluation of an event that just ended.
Pre-retirement or Phased Retirement	The pre-retirement leave policy allows management and non-union employees, at their option, to use a certain number of retirement allowance credits (see Leaves- Pre-retirement leave Policy AD-2209, Alternate Work Arrangements Policy AD-2253) as leave during the years prior to retirement, in lieu of cash payment of the allowance on retirement. Encouraging pre-retirement allows the organization time to plan and actually transfer knowledge from the incumbent before retirement.

| Term	Description
Process mapping / Flowcharting	A process map visually depicts the sequence of events or steps to build a product or produce an outcome. It defines exactly what a business entity does, who is responsible, and to what standard a process should be completed. The illustration produced is the Flowchart.
Records Management	The practice of maintaining the records of an organization from the time they are created up to their eventual disposal. This may include classifying, storing, securing, and destruction (or in some cases, archival preservation) of records.
Reengineering	An approach aimed at improvements by means of elevating efficiency and effectiveness of the business process that exist within and across an organization.
Rotational Assignment	A rotational assignment is an assignment to another position for a short term (6 months to 2 years) for developmental purposes. The job of the person who is on rotational assignment is then filled by another individual from elsewhere in the organization and his or her job is backfilled by someone else. This type of assignment usually has a domino effect
Secondment	A secondment is when an employee is placed on loan to another department (or to another division within a department)
Simulations	Re-enacting a situation or event to evaluate behaviours or strategies.
Storytelling	Used to transfer expertise, typically between people with different contexts. A way of passing on complex information, experiences, ideas through narrative.
Succession Planning	Succession planning is a strategic approach to ensuring that the necessary talent and skills will be available when needed and that essential knowledge and abilities will be maintained when employees in key positions leave.
Training	A learning process that involves the acquisition of knowledge, sharpening of skills, concepts and rules or changing of attitudes and behaviours to enhance the performance of employees.
Transitions	In the context of this document, transitions refers to change including: staff turnover, retirements, reorganization, etc.
Wikis/Wikipedia	A website where anybody can create and edit a web page. Facilitate fast creation, sharing, and transfer of collaborative knowledge content in a highly accessible and visible manner.

Appendix B:

Step 1: Identify Essential Knowledge

♦ **Identify knowledge that is essential to the successful performance of the work unit/office. Focus should be on positions where knowledge loss would present the greatest threat to the success of the Team/ Branch/ District/ Region/ Division.**

♦ **To identify the knowledge, ask yourself these questions:**

- What knowledge is critical to deliver on current objectives?
  o Technology
  o Process
  o Business knowledge
  o Documentation
  o Contacts
  o Administrative tasks

- 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 work unit?

- 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 work unit consider essential knowledge?

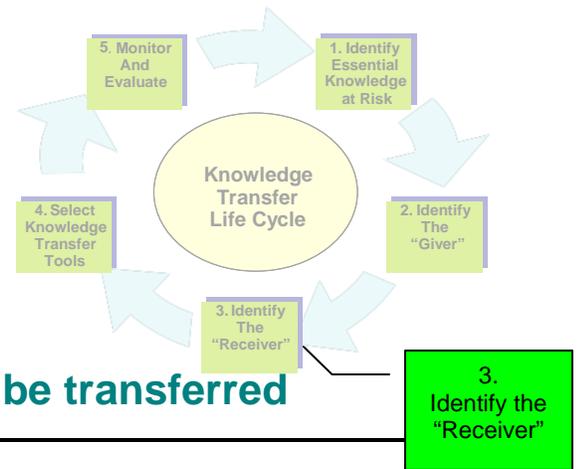♦ **To consider business continuity plans and succession plans as sources for identifying essential knowledge.**
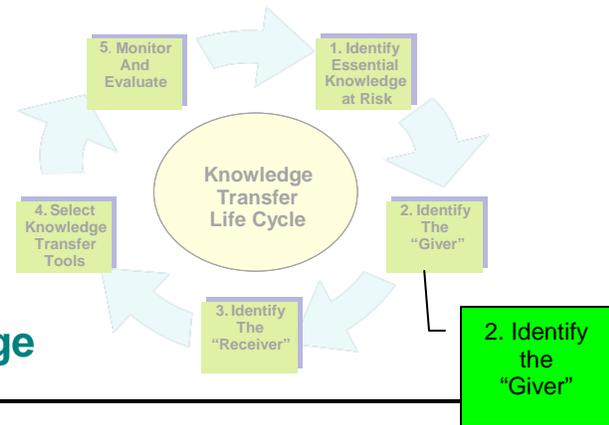
Step 2: Identify "who" has the knowledge

| |
| --- |
| ♦ **Consider projected or identified retirement and/or other imminent departures.**
Retirements / Imminent Departures |
| • How much lead time do we have? |
| • Can 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 leaves? |
| Long-term planning |
| • Who is doing a "one-of-a-kind" job? |
| • Who has a unique set of skills or knowledge? |
| • Who has a long-term corporate memory? |
| • Who carries the ball on major projects? |
| ♦ **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. Questions to ask:** |
| • If you had to leave suddenly, what type of knowledge and/or skills do you have that the organization will miss most when/if you leave? |
| • How are the knowledge and skills used? |
| • 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? |

5. Monitor And Evaluate	1. Identify Essential Knowledge at Risk
Knowledge Transfer Life Cycle	
4. Select Knowledge Transfer Tools	2. Identify The "Giver"
	3. Identify The "Receiver"

3. Identify the "Receiver"

Step 3:
Identify "to whom" the knowledge should be transferred

♦ **Consider the following questions:**

- Who are the targeted users?

- What do employees already know?

- Who needs the knowledge to deliver value to the organization?

- Will the giver and receiver of the knowledge be in the same location?

♦ **Now is the perfect time to meet with both the giver(s) and receiver(s) of the knowledge to:**

- Assess the receiver's existing knowledge level (what do they already know?)

- Clarify expectations

- Establish Roles & Responsibilities *(refer to **Section 9- Roles & Responsibilities** of the Guide)*

- Establish ground rules

- Clarify communication needs for all parties (i.e. best way to communicate, when, how often, etc.)

♦ **It is recommended that this investment in knowledge transfer be recorded as a Key Result Area in both the giver's and receiver's workplans.**

Appendix E:
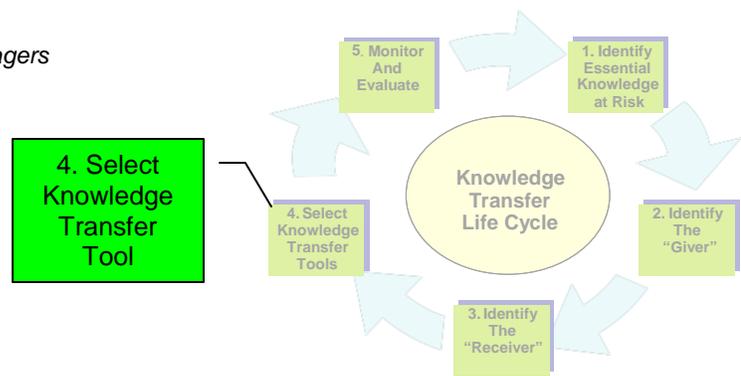
Step 4:
Determine the best tool to capture and transfer the knowledge

♦ **Knowledge may be transferred using one of many tools**. Work with the giver and the receiver of the information to identify the most appropriate tools.

- Develop a Knowledge Transfer Plan *(refer to **Appendix H- Knowledge Plan template** of the Toolkit).* The purpose of a Knowledge Transfer Plan is to identify tasks, actions and deliverables that relate specifically to the transfer of essential knowledge.
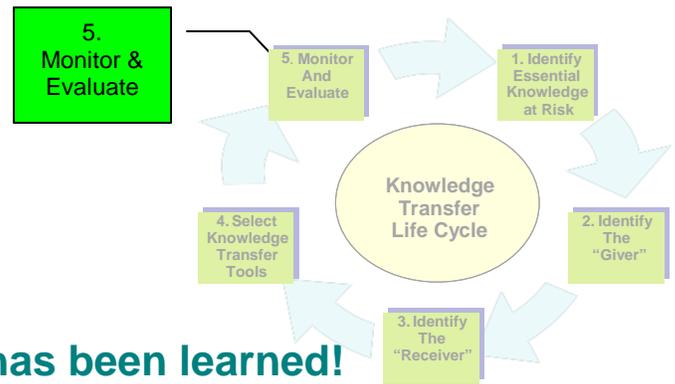
  Tips:
  - o Break down the knowledge into manageable chunks
  - o Define the plan in terms of measurable learning goals, assignments and deliverables (milestones and timeframes)
  - o Clarify performance expectations
  - o Schedule regular status update meetings (giver, receiver and manager)

- Select the appropriate Knowledge Transfer Tools to facilitate the transfer: *(Refer to **Section 6- Knowledge Transfer Tools** of the Guide for a complete list.)*

♦ **Knowledge transfer begins!**

Appendix F:

5.
Monitor &
Evaluate

Knowledge
Transfer
Life Cycle

5. Monitor
And
Evaluate

1. Identify
Essential
Knowledge
at Risk

4. Select
Knowledge
Transfer
Tools

2. Identify
The
"Giver"

3. Identify
The
"Receiver"

Step 5:
Monitor and Evaluate- to ensure it has been learned!

♦ **Just as important as the knowledge transfer process itself, is the ability to measure success of knowledge transfer activities and their impact on achieving the goals. As the manager, you need to monitor and evaluate the progress of the knowledge transfer plan to ensure the knowledge has been learned! Consider the following:**

- Integrate Knowledge Transfer plan(s) into the organization's operating procedures and performance.

- What outcomes do you anticipate from the knowledge transfer?
  o Changes in knowledge, awareness, or attitude
  o Changes in behaviour (i.e. problem solving methods, networking, etc.)
  o Application of new knowledge in decision-making, to validate or defend a position, to enhance work processes, etc.

♦ **Identify evaluation criteria.** (Examples)
  o Enhanced collaboration within the Team/Branch/Region /Division and Organization
  o Improved communication and problem-solving
  o Better decision-making

♦ **Specify Reporting requirements.**

- Request weekly or bi-weekly status reports from both the giver and the receiver. (i.e. 1 page document)
  o Objectives
  o Accomplishments
  o Issues/frustrations
  o Assistance required
  o Objectives during the next review period

- Provide frequent feedback

♦ **Coordinate a post-mortem meeting to:**
  o Evaluate the giver's and receiver's satisfaction with the implementation of the Knowledge Transfer Plan
  o Review lessons learned from the process (i.e. what worked well, what didn't work, how can we improve the process?)

Appendix G: Knowledge Transfer Plan

Position with Essential Knowledge: _____

Essential Knowledge or Skill	Level of Urgency (H, M, L)	Actions Steps that will be taken to retain this critical knowledge/ skill and/or minimize the impact of its loss.	Assigned To:	Effort Required (hrs or days)	Target Date(s) for Completion	Status

Reviewer and Title		
Manager		
	Signature	Date
Giver		
	Signature	Date
Receiver		
	Signature	Date

Example:

Essential Knowledge or Skill	Level of Urgency (H, M, L)	Actions Steps which will be taken to retain this critical knowledge or skill and/or minimize the impact of its loss.	Assigned To:	Effort Required (hrs or days)	Target Date(s) for Completion	Status
Mary is designer of – and expert on --- client database (in *Microsoft Access*)	H	• Develop up-to-date documentation of database	Mary	10 days	July 30	
		• Complete *MS Access* training	Mike	2 days	July 30	
		• Mary cross-train Mike on database.	Mary & Mike	5 days	Sept. 30	
		• All – Include these activities in the Workplan and Performance Review	Mike, Mary, & supervisor	1 hr	By quarterly review	