

# Knowledge Transfer Framework

A knowledge transfer approach to continuous improvement on PFI projects

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## Industrial collaborators



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## **5 Templates in black and white**

# Knowledge Transfer Framework

## Introduction

### Context

This Framework enables organisations to be more proactive in managing knowledge on PFI projects. It does this in three main stages to produce an action plan for the organisation. The framework draws on the feedback of leading UK clients, consultants and contractors in response to an extensive survey. It also draws on the lessons learned from detailed case studies provided by our industry partners.

### Framework objectives

The Framework aims to

- understand the current level of participation and the key issues in PFI projects in order to establish the scope for improvement,
- assess existing knowledge transfer practices and organisational capability to support the delivery of PFI, and
- facilitate knowledge transfer and continuous improvement.

#### Who should use this Framework?

The Knowledge Transfer Framework targets those responsible for knowledge sharing within the organisations and those involved in the early PFI stages.

For example, the target audience includes:

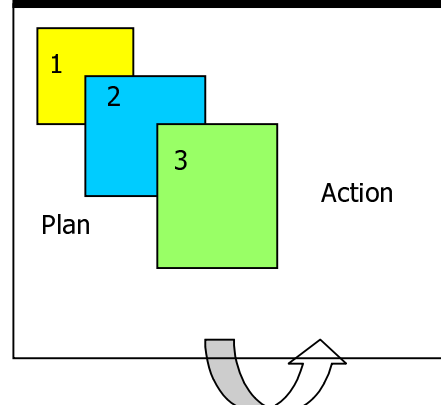
- knowledge managers
- PFI personnel
- business improvement managers

### How to use the Framework

The Framework requires the completion of three templates. These should be completed as a team exercise to ensure that relevant perspectives are captured. The templates should also be completed in sequence, although it may be necessary to take an iterative approach where earlier inputs are amended as a result of the identification of new issues.

The output of the Framework is an **Action Plan** for the implementation of an appropriate knowledge transfer solution. The Action Plan delivers the required outcomes and identifies key activities / tasks, measures, timelines and responsibilities.

#### Completion of three sequential templates lead to an Action Plan



## Introduction

### Framework stages

The specific aims of each stage are as follows:

#### Stage 1

- to provide a structured approach to review current practices,
- to identify the scope for learning to improve PFI participation, and
- to explore further opportunities in PFI.

*Activities and templates relevant to this stage are highlighted with a yellow background for ease of identification.*

#### Stage 2

- to investigate knowledge transfer issues in terms of the characteristics, transfer mechanisms and barriers, and
- to map the knowledge required.

*Activities and templates relevant to this stage are highlighted with a blue background for ease of identification.*

#### Stage 3

- to develop an action plan for the implementation of an appropriate knowledge transfer solution to address the current knowledge transfer issue.

*Activities and templates relevant to this stage are highlighted with a green background for ease of identification.*

*Blank templates for each of the stages are included at the end of this Framework Report.*

#### Stage focus

Each stage has a specific focus.

##### Stage 1 - **assessment focus**

In this stage business opportunities are identified

##### Stage 2 - **knowledge mapping**

This stage identifies knowledge gaps, characteristics and barriers

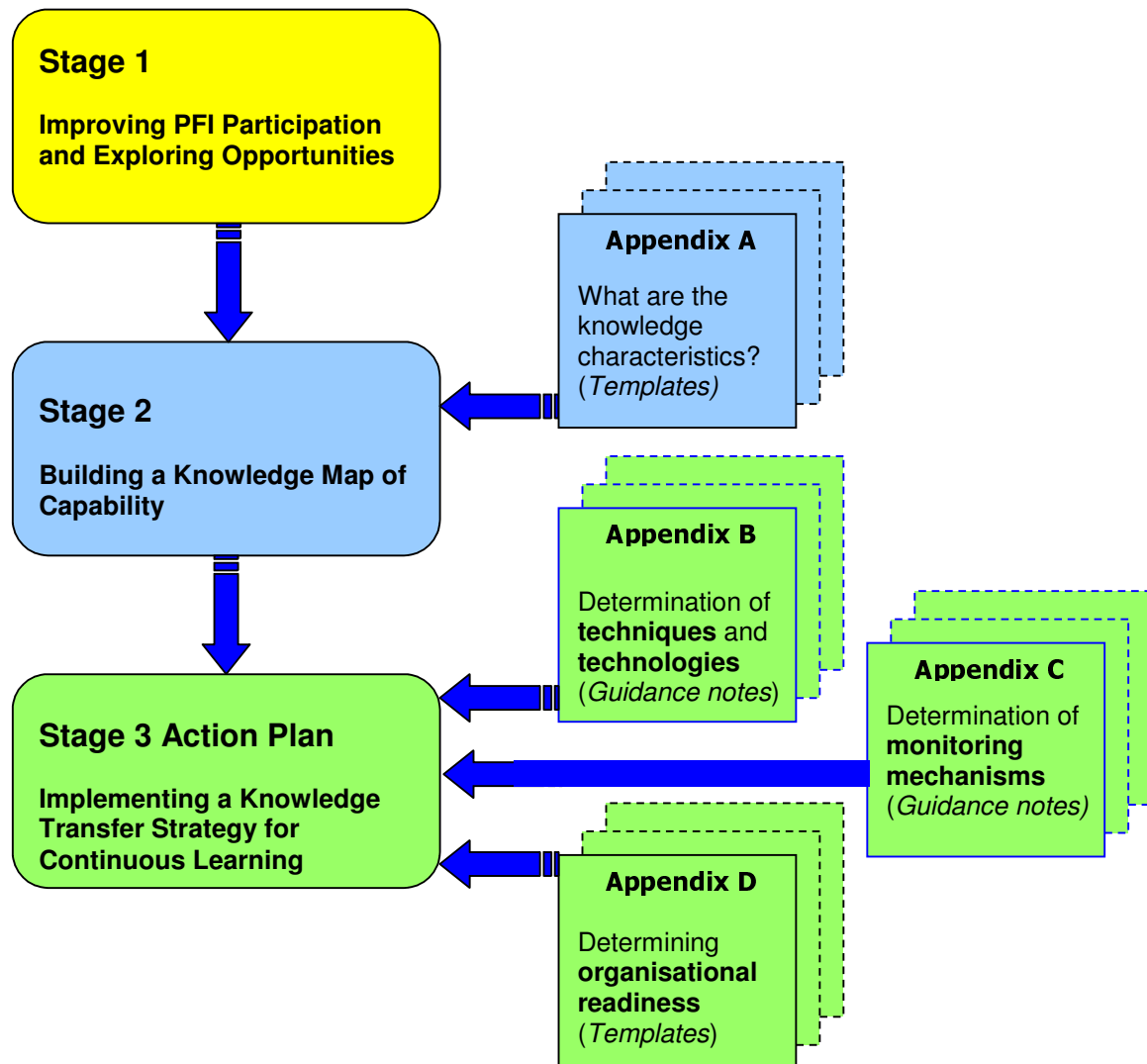
##### Stage 3 - **learning focus**

In this stage an action plan is developed to address the knowledge transfer issue

# Knowledge Transfer Framework

## Introduction

### Framework flowchart



## User manual and templates

### Stage 1: Improving PFI participation and exploring opportunities

#### Aim

The aim of this stage is to provide a structure to review current practices and identify the scope for learning to improve PFI participation and explore further opportunities

#### Outcome

The outcome is a completed Stage 1 template.

*Use the guidelines below to complete the blank template.*

#### Guidelines for completing the Stage 1 template

- 1.1 Select one of the following PFI stages:

a. Needs Assessment	h. Final Offer (Bafo & Lafo)
b. Strategic Outline Case (SOC)	i. Preferred Bidder (PB)/ Final Business Case (FBC)
c. Outline Business Case (OBC)	j. Financial Close
d. OJEC/OJEU Advertisement	k. Construction
e. Pre-Qualification Questionnaire(PQQ)	l. Operation and Maintenance (OM)
f. Preliminary Invitation to Negotiate (PITN)	m. Hand back
g. Final Invitation to Negotiate (FITN)	
- 1.2 Identify a particular issue that has a high scope for learning and improvement
- 1.3 Identify the sector that the issue relates to (e.g. PFI sectors include Education, Health, Defence, Transport, etc.)
- 1.4 In particular identify the key negative current practices relating to the issue
- 1.5 For each current practice identified in 1.4, state how they could be improved
- 1.6 Identify specific area(s) that would address the issue raised Repeat 1.1 to 1.4, if necessary, for other issues



# Knowledge Transfer Framework

## User manual and templates

### Stage 1 Template - Improving PFI participation and exploring opportunities

Stage	Tasks		Guideline
1.1	PFI stage to consider		1.1
1.2	Description of issue		1.2
1.3	Identify the PFI sector that the issue relates to		1.3
1.4	What are the current practices with respect to the issue?		1.4
1.5	Identify how current practices can be improved		1.5
1.6	Identify the scope for learning/ knowledge transfer associated with the issue		1.6

# Knowledge Transfer Framework

## User manual and templates

### Stage 2: Building a knowledge map and transfer capability

#### Aim

The aim of this stage is to investigate knowledge transfer issues in terms of the characteristics, transfer mechanisms and barriers and to develop an outline for knowledge transfer.

#### Outcome

The outcome is a completed Stage 2 template.

*Use the guidelines below and Appendix A to complete the Stage 2 template.*

#### Guidelines for completing the Stage 2 template

- 2.1 Transfer the area(s) identified in Stage 1.2 to this slot
- 2.2 Use Appendix A – Knowledge Characteristics
- 2.3 Identify what IT and non-IT tools are currently used to share knowledge
- 2.4 Are there issues relating to the reliability, confidentiality, copyright and availability of knowledge?
- 2.5 State the transformation required to achieve the future characteristics of the knowledge. Use Appendix A – Knowledge Characteristics
- 2.6 What individual, team or organisational barriers need to be addressed?

# Knowledge Transfer Framework

## User manual and templates

### Stage 2 Template - Building a knowledge map and transfer capability

Stage	Tasks	Guideline
2.1	Type of knowledge required	2.1
2.2	State the <b>current</b> characteristics of the knowledge for each type listed in 2.1	2.2
2.3	What are the current mechanisms/ways for sharing this knowledge	2.3
2.4	Identify the barriers currently associated with existing mechanisms	2.4
2.5	Identify the <b>future</b> knowledge characteristics	2.5
2.6	Identify barriers relevant to moving from the existing to future characteristics	2.6

# Knowledge Transfer Framework

## User manual and templates

### Stage 3: Implementing a knowledge transfer action plan

#### Aim

The aim of this stage is to provide an action plan for implementing the knowledge transfer solution.

#### Outcome

The outcome is a completed Stage 3 template.

*Use the guidelines below and the guidelines in Appendices B, C and D to complete the Stage 3 template.*

#### Guidelines for completing the Stage 3 template

- 3.1 This was identified in stages 1.2 and 2.1
- 3.2 Identify existing **techniques** that should be improved. Identify appropriate metrics, individual responsible for monitoring progress and review dates (see Appendices B and C for examples)
- 3.3 Identify new **techniques** that would improve knowledge transfer and resolve current issues. Identify appropriate metrics, individual responsible for monitoring progress and review dates (see Appendices B and C for examples)
- 3.4 Identify existing **technologies** that should be improved. Identify appropriate metrics, individual responsible for monitoring progress and review dates (see Appendices B and C for examples)
- 3.5 Identify new **technologies** that would improve knowledge transfer and resolve current issues. Identify appropriate metrics, individual responsible for monitoring progress and review dates (see Appendices B and C for examples)
- 3.6 See Appendix D to prioritise organisational weakness to be addressed in the short term
- 3.7 See Appendix D to prioritise organisational weakness to be addressed in the medium to long term

Stage 3 Tasks					
3.1 Restate type of knowledge					3.1
Knowledge transfer solution	Improvement Activities / Tasks	Measures for monitoring knowledge transfer		Responsible person and position	Review / completion time / key date
		Entry level metrics	Advanced level metrics		
3.2 Existing techniques to be improved (non-IT tools)					3.2
3.3 New techniques required (non-IT tools)					3.3
3.4 Existing technologies to be improved (IT tools)					3.4
3.5 New technologies required (IT tools)					3.5
Organisational readiness					
3.6 Identify organisational weakness to address in the short-term					3.6
3.7 Identify organisational weakness to address in the long-term					3.7

## Appendices

# Knowledge Transfer Framework

## Appendix A - Knowledge Characteristics

### Introduction

Use the Knowledge Characteristics Guides below to define the characteristics of the current and future knowledge in terms of the three dimensions:

- (a) individual/shared,
- (b) external/internal and
- (c) explicit/tacit.

#### Example

The example below shows that current knowledge is on scale 1, the 'individual' dimension, and that the required future knowledge is on scale 4 towards the 'shared' dimension.

This means that knowledge is currently held by a individuals (possible few) and in the future needs to become shared amongst a wider population.

individual	current		2	3	4	5	shared
	future	1	2	3		5	

### Knowledge Characteristics Guide

Individual	Current	1	2	3	4	5	Shared
	Future	1	2	3	4	5	

External	Current	1	2	3	4	5	Internal
	Future	1	2	3	4	5	

Explicit	Current	1	2	3	4	5	Tacit
	Future	1	2	3	4	5	

# Knowledge Transfer Framework

## Appendix B - Knowledge Transfer Tools

### Matrix analysis

Use the matrix (based on the SECI Model by Nonaka and Takeuchi, 1995) to select the most appropriate tools to facilitate knowledge transfer based on the characteristics of the knowledge issues.

Socialisation - <i>Tacit to Tacit</i>	Externalisation - <i>Tacit to Explicit</i>
<p>Entry Level:</p> <ul style="list-style-type: none"><li>Brainstorming</li><li>Conferences/Seminars/Exhibitions</li><li>Face-to-Face Meetings</li><li>Headhunting</li><li>Mentoring</li><li>Project Reviews</li><li>Succession Planning</li><li>Training</li></ul> <p>Advanced Level:</p> <ul style="list-style-type: none"><li>Communities of Practice</li><li>Video Conferencing</li></ul>	<p>Entry Level:</p> <ul style="list-style-type: none"><li>Best Practice Documents</li><li>Databases</li><li>Discussion Forum</li><li>Document Archives</li><li>Skills Yellow Pages</li></ul> <p>Advanced Level:</p> <ul style="list-style-type: none"><li>Expert Systems</li><li>Intelligent Systems</li></ul>
Internalisation - <i>Explicit to Tacit</i>	Combination - <i>Explicit to Explicit</i>
<p>Entry Level:</p> <ul style="list-style-type: none"><li>Conferences/Seminars/Exhibitions</li><li>Corporate Universities</li><li>Intranet/Extranet</li><li>Search Engines</li><li>Succession Planning</li><li>Training</li></ul> <p>Advanced Level:</p> <ul style="list-style-type: none"><li>Electronic Document Management Systems</li><li>Groupware</li><li>Virtual Reality Tools</li></ul>	<p>Entry Level:</p> <ul style="list-style-type: none"><li>Intranets/Extranets</li><li>Best Practice Documents</li><li>Procedure Manuals</li></ul> <p>Advanced Level:</p> <ul style="list-style-type: none"><li>Data Mining Tools</li><li>Document Management Systems</li></ul>

Nonaka, I. and H. Takeuchi (1995). *The Knowledge Creating Company*. Oxford University Press, Oxford.



## Appendix B - Knowledge Transfer Tools

### Glossary

**Best Practice Documents.** Documents that attempt to share best practice for a wide variety of tasks. These may be internal sources or external sources (e.g. public bodies such as 4Ps, Partnerships UK and Office of Government Commerce).

**Brainstorming.** A method for developing creative solutions to problems. It works by focussing on a problem, and then deliberately coming up with as many deliberately unusual solutions as possible and by pushing the ideas as far as possible.

**Communities of Practice.** A virtual environment consisting of a group of people of different skill sets, development histories and experience backgrounds who work together to achieve commonly shared goals. They are often informal groupings within and between large organisations. What brings them together is a common sense of purpose and a real need to know what each other knows. Usually, there are many communities of practice within a company and people normally belong to more than one.

**Conferences/Seminars/Exhibitions.** Special events about 'who is who' and 'who is doing what' so that others are aware of expertise and latest developments.

**Corporate Universities.** A physical or virtual learning resource centre, providing master classes by experts, often linked with higher education or external institute to promote learning.

**Data Mining Tools.** Software tools that are used to query information in a data warehouse and to uncover patterns or relationships in pools of data.

## Appendix B - Knowledge Transfer Tools

**Databases.** Structured storage of data and information that are easily retrieved based on selected criteria.

**Discussion Forum.** A message board, where people can submit questions or information for others to respond or comment on.

**Document Archives.** Systems for collecting, storing documents in a structured way for retrieval and future use.

**Electronic Document Management Systems (EDMS).** A set of computer-based technologies used to electronically capture, process, index, store, access, view, revise, reproduce, distribute, and dispose of information in a "document" as well as to integrate it with relevant information in other formats, such as databases or data files.

**Expert Systems.** Decision support technologies that captures knowledge in particular areas of human expertise. It helps in solving problems by using the knowledge stored in a knowledge base with a set of rules based on logic patterns, and the thought processes of an expert.

**Face-to-Face Meetings.** This provides people with the opportunity to explore with one another in a safe environment, while simultaneously facilitating rapid access to and transfer of information.

**Groupware.** Software that helps people to work together in groups or teams, communicate, share information, and to perform their work efficiently and effectively using IT.

## Appendix B - Knowledge Transfer Tools

**Headhunting.** A targeted approach for high level knowledge buy-in. Useful where individuals or a particular type of skills or are crucial for an organisation. This approach adds new knowledge and expands the organisational knowledge base.

**Intelligent Systems.** Decision support systems that provide expert advice and filters data based on user's needs.

**Intranet.** An internal organisational Internet that is guarded against outside access by special security software (firewall).

**Mentoring.** A process where a trainee or a junior staff is attached or assigned to a senior member for advice relating to career development. The mentor provides a coaching role to facilitate the development of the trainee by identifying the training needs and other development aspirations.

**Procedure Manual.** 'How to' documents which set out how certain tasks should be accomplished. May be paper-based or an electronic format.

**Project Reviews.** Debriefing sessions used to highlight lessons learned both during and at the end of a project. Ideally they are linked to project stage gates to encourage learning at shorter intervals. These reviews are important to capture knowledge about causes of failures, how they were addressed, and the best practices identified in a project.

### Appendix B - Knowledge Transfer Tools

**Search Engines.** A coordinated set of programs that includes: (1) a spider (also called a "crawler" or a "bot") that goes to every page or representative pages on every web site that wants to be searchable and reads it, using hypertext links on each page to discover and read a site's other pages; (2) a program that creates a huge index (sometimes called a "catalogue") from the pages that have been read; and (3) A program that receives the user's search request, compares it to the entries in the index, and returns results to the user.

**Skills Yellow Pages.** Electronic documents containing a list/profile of key employees with expertise and experience.

**Succession Planning.** A formal process designed to groom specific employees for a role once the incumbent leaves the company. This facilitates the transfer of mainly tacit knowledge between the successor and the incumbent.

**Training.** A way of gaining knowledge through tuition, by formal and planned tuition or on the job (e.g. action on task or tool).

**Video conferencing.** Software technologies that supports interactive face-to-face meetings through computers.

**Virtual Reality Tools.** This provides visualisation effect or sensory information (sight, sound and others) through a three-dimensional computer simulation that surpass CAD systems to make the user feel in a 'place'.

## Knowledge Transfer Framework

### Appendix C - Measures for monitoring transfer

The following measures are based on selected techniques and technologies.

Scope	Techniques	Examples of ENTRY LEVEL Measures	Examples of ADVANCED LEVEL Measures
Individual Metrics	Mentoring	Frequency of meetings	Feedback (qualitative and quantitative)
	Conferences	Number of conferences	Evidence of positive impact/learning
Team Metrics	Brainstorming	Frequency of sessions	Documentation and dissemination of session result
	Communities of Practice	Number of active communities	Satisfaction survey of community members
Corporate Metrics	Project Reviews	Evidence that it occurs	Frequency Participation level Process change requests Lessons learned updates
	Succession Planning	Evidence of succession planning	Evidence of structured action plan

Scope	Technologies	Examples of ENTRY LEVEL Measures	Examples of ADVANCED LEVEL Measures
Individual Metrics	Extranet	Level of use	Pattern of use Level of satisfaction
	Discussion Forum	Level of Use	Pattern of use Level of satisfaction
Team Metrics	Document Management System	Level of use	Pattern of use Level of satisfaction
	Groupware	Availability	Level of traffic
Corporate Metrics	Skills Yellow Pages	Number of entries	Number of users Frequency of updates
	Video Conferencing	Level of use	Usage level Frequency of use

## Appendix D - Organisational Readiness



### Organisational Readiness for Knowledge Transfer



Loughborough  
University

#### Aim...

This questionnaire aims to investigate the organisation's readiness for knowledge transfer on PFI projects. Questions are divided into three categories as follows:

- **Organisational Characteristics;**
- **Resource Requirements;** and
- **Results Monitoring Mechanism.**

Use this scorecard to prepare an Action Plan to address areas with 'low readiness' scores.

#### Outcome...

On completion of the questionnaire you will be automatically presented with a readiness report, which includes:

- A summary of average scores in each category using traffic light indicators.
- A graphical representation of your overall readiness in the three categories.
- A summary of all your responses.

#### Instructions...

Please read the following instructions **before you proceed**:

- Please ensure that all questions are answered in **one sitting** (approximately 10 mins).
- Questions for each category are on separate pages (**3 pages** in total).
- **Responses cannot be altered** after the 'continue' button is hit. Please ensure you are completely satisfied with your responses before you 'continue'. Reset can be used to start afresh.
- Please **answer all questions** in order to produce a meaningful readiness report.

Start

If you have any queries or problems please send an email to Dr Pat Carrillo:  
[p.m.carrillo@lboro.ac.uk](mailto:p.m.carrillo@lboro.ac.uk)

# Knowledge Transfer Framework

## Appendix D - Organisational Readiness

### Organisational Readiness for Knowledge Transfer

#### ORGANISATIONAL CHARACTERISTICS...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The organisation recognises the importance of sharing PFI knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. People are willing and motivated to share knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Organisational/ cultural issues such as power relations, barriers promoting 'silo' behaviour or knowledge hoarding have been addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There is a knowledge transfer strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There is a reward and incentive system for knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. A change management programme has been implemented to facilitate knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Issues relating to confidentiality, copyright and reliability have been addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue >>

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1 of 3 Pages

### Organisational Readiness for Knowledge Transfer

#### RESOURCES REQUIREMENTS...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The organisation has identified the type of PFI knowledge needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There is a budget to develop and implement the knowledge transfer strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. There is leadership supported by senior management for developing and implementing the knowledge transfer strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There are core and support teams to implement knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There are dedicated non-IT tools to support knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. There is an IT infrastructure (hardware and software applications) to support knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Problems relating to the learning capacity of the recipients of knowledge have been addressed to improve their capability of receiving new knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Knowledge Transfer Framework

## Appendix D - Organisational Readiness

### Organisational Readiness for Knowledge Transfer

#### RESULTS MONITORING MECHANISM...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The organisation monitors its PFI successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knowledge transfer activities are explicitly linked to performance measures to evaluate impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The incentive system for knowledge transfer is linked to performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The cost of knowledge transfer solutions in PFI have been identified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The benefits of knowledge transfer in PFI have been identified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Knowledge Transfer Framework

## Appendix E - Worked Example: Stage 1 Template

### Stage 1 Template: Improving Participation and Exploring Opportunities

Stage	Tasks	
1.1	PFI stage to consider	Outline Business Case (OBC)
1.2	Description of issue	Affordability based on quality of output specification
1.3	Identify the PFI sector that the issue relates to	Education and Health
1.4	What are the current practices with respect to the issue?	Limited funding from central government; Technical standards and specifications dictate output; Balance of funding therefore needs to come from other sources; Incorrect advice from consultants who are not aware of recent standards.
1.5	Identify how current practices can be improved	Schemes may have to be re-scoped to enable more value for money as a result of economies of scale (e.g. 6 schools instead of 2 in one project; Review Facility Management performance requirements; Increase council tax.
1.6	Identify the scope for learning/ knowledge transfer associated with the issue	Benchmarking using regional data and type of site. High scope for learning.

# Knowledge Transfer Framework

## Appendix F - Worked Example: Knowledge Characteristics

Note: A Client Focus was adopted for the example below

Knowledge on: Benchmarking

<b>Individual</b>	Current	1	2		4	5	<b>Shared</b>
	Future	1	2	3		5	

<b>External</b>	Current		2	3	4	5	<b>Internal</b>
	Future	1		3	4	5	

<b>Explicit</b>	Current	1		3	4	5	<b>Tacit</b>
	Future			3	4	5	

# Knowledge Transfer Framework

## Appendix G - Worked Example: Stage 2 Template

### Stage 2 Template: Building a knowledge map and transfer capability

Stage	Tasks	
2.1	Type of knowledge required	Benchmarking
2.2	State the <b>current</b> characteristics of the knowledge for each type listed in 2.1	Benchmarking knowledge is mainly: Individual; External; and Tacit.
2.3	What are the current mechanisms/ways for sharing this knowledge	Benchmarking knowledge: IT systems and reference material (e.g. quantity surveyor's "little black book")
2.4	Identify the barriers currently associated with existing mechanisms	Quality of information, reliability and confidentiality issues exist.
2.5	Identify the <b>future</b> knowledge characteristics.	Benchmarking knowledge should become more: Shared; Internal; and Explicit.
2.6	Identify barriers relevant to moving from the existing to future characteristics.	Unavailability/lack of knowledgeable resources leading to single-point expertise; Individual divisions not sharing knowledge with others leading to inefficiencies across the organisation requiring a cultural change towards sharing between divisions; and Not recording and sharing project out-turn performance details (e.g. costs, duration, resources and quality) resulting in the loss of valuable benchmarking information.

# Knowledge Transfer Framework

## Appendix H - Worked Example: Organisational Readiness

### Organisational Readiness for Knowledge Transfer

#### Background Information...

Company Name	<input type="text" value="Fanest"/>	*
Last Name	<input type="text" value="Carrillo"/>	*
First Name	<input type="text" value="Dr Pat"/>	*
Job Title	<input type="text"/>	
Comments	<input type="text" value="This is a report on organisational readiness for knowledge transfer"/>	

[Please note that all fields marked \* are required]

Continue >>

### Organisational Readiness for Knowledge Transfer

#### ORGANISATIONAL CHARACTERISTICS...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The organisation recognises the importance of sharing PFI knowledge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. People are willing and motivated to share knowledge	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Organisational/ cultural issues such as power relations, barriers promoting 'silo' behaviour or knowledge hoarding have been addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. There is a knowledge transfer strategy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There is a reward and incentive system for knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. A change management programme has been implemented to facilitate knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Issues relating to confidentiality, copyright and reliability have been addressed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue >>

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# Knowledge Transfer Framework

## Appendix H - Worked Example: Organisational Readiness

### Organisational Readiness for Knowledge Transfer

#### RESOURCES REQUIREMENTS...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The organisation has identified the type of PFI knowledge needed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There is a budget to develop and implement the knowledge transfer strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. There is leadership supported by senior management for developing and implementing the knowledge transfer strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. There are core and support teams to implement knowledge transfer	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There are dedicated non-IT tools to support knowledge transfer	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. There is an IT infrastructure (hardware and software applications) to support knowledge transfer	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Problems relating to the learning capacity of the recipients of knowledge have been addressed to improve their capability of receiving new knowledge	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Organisational Readiness for Knowledge Transfer

#### RESULTS MONITORING MECHANISM...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The organisation monitors its PFI successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Knowledge transfer activities are explicitly linked to performance measures to evaluate impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. The incentive system for knowledge transfer is linked to performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. The cost of knowledge transfer solutions in PFI have been identified	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The benefits of knowledge transfer in PFI have been identified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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# Knowledge Transfer Framework

## Appendix H - Worked Example: Organisational Readiness

### Organisational Readiness for Knowledge Transfer

You have successfully completed the questionnaire!

\*Thank you for your participation\*

You will now be presented with a Readiness Report that includes the following:

- A summary of **average scores** in each category using traffic light indicators.
- A **radar diagram** showing your overall readiness in the three categories.
- A **summary** of all your responses.

[View Report](#)

### Organisational Readiness for Knowledge Transfer

(To print this report go to **File >Print** option on your Browser's menu bar)



Dept. of Civil & Building Engineering,  
Loughborough University,  
LE11 3TU  
Leicestershire

Prepared on November 26, 2004. 3:24 pm

#### READINESS REPORT FOR :

Company : **Fanest**  
Prepared by : **Dr Pat Carrillo**

I. Your average scores in each category are summarised in the table below:

Category Name	Average Score	Traffic Light Indicator
Organisational Characteristics	2.43	
Resources Requirements	3.14	
Results Monitoring Mechanism	4.00	

#### KEY



NOT READY. These aspects need urgent attention.



NEUTRAL. These aspects need attention to achieve readiness.

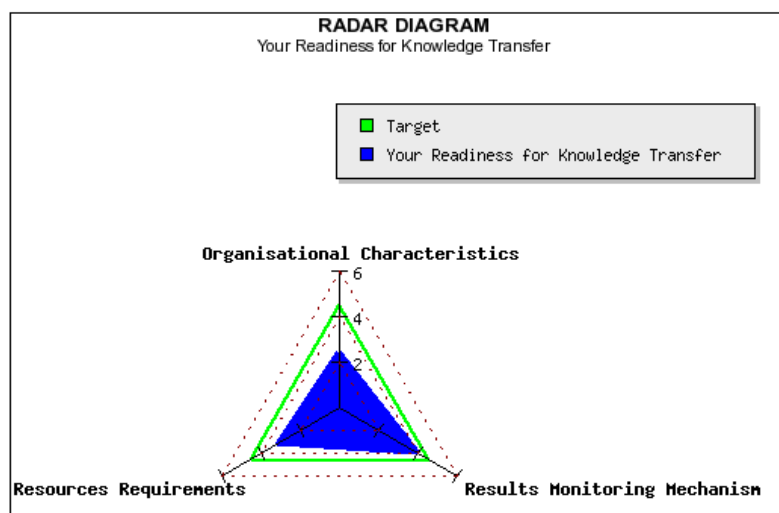


READY. Your organisation has adequate capability and maturity in these aspects.

# Knowledge Transfer Framework

## Appendix H - Worked Example: Organisational Readiness

II. Radar diagram showing your average score in each category. The diagram highlights areas of strengths and weaknesses on which to base your Action Plan.



III. Summary of your responses.

(Please note that only those aspects that need attention are highlighted as 'red' or 'amber', depending on the level of urgency.)

### Organisational Characteristics...

1. The organisation recognises the importance of sharing PFI knowledge
2. People are willing and motivated to share knowledge
3. Organisational/ cultural issues such as power relations, barriers promoting 'silo' behaviour or knowledge hoarding have been addressed
4. There is a knowledge transfer strategy
5. There is a reward and incentive system for knowledge transfer
6. A change management programme has been implemented to facilitate knowledge transfer
7. Issues relating to confidentiality, copyright and reliability have been addressed

Your Score	Take Action
1	<input type="checkbox"/>
2	<input type="checkbox"/>
4	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
2	<input type="checkbox"/>
1	<input type="checkbox"/>
Average Score	2.43

### Resources Requirements...

1. The organisation has identified the type of PFI knowledge needed
2. There is a budget to develop and implement the knowledge transfer strategy
3. There is leadership supported by senior management for developing and implementing the knowledge transfer strategy
4. There are core and support teams to implement knowledge transfer
5. There are dedicated non-IT tools to support knowledge transfer
6. There is an IT infrastructure (hardware and software applications) to support knowledge transfer
7. Problems relating to the learning capacity of the recipients of knowledge have been addressed to improve their capability of receiving new knowledge

Your Score	Take Action
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
2	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
3	<input type="checkbox"/>
Average Score	3.14

### Results Monitoring Mechanism...

1. The organisation monitors its PFI successes
2. Knowledge transfer activities are explicitly linked to performance measures to evaluate impact
3. The incentive system for knowledge transfer is linked to performance
4. The cost of knowledge transfer solutions in PFI have been identified
5. The benefits of knowledge transfer in PFI have been identified

Your Score	Take Action
4	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
2	<input type="checkbox"/>
5	<input type="checkbox"/>
Average Score	4.00

<b>Stage 3 Tasks</b>					
3.1 Restate type of knowledge	Benchmarking				
<b>Knowledge transfer solution</b>	Improvement Activities / Tasks	Measures for monitoring knowledge transfer		Responsible person and position	Review / completion time / key date
		Entry level metrics	Advanced level metrics		
3.2 Existing techniques to be improved (non-IT tools)	Review project performance on a regular basis	Number of quarterly project review meetings held	N/A at this point	A.N. Other, Managing Director	Quarterly reviews starting 20/04/05
3.3 New techniques required (non-IT tools)	Set up Benchmarking group	Level of activity undertaken	N/A at this point	A.N. Other, Managing Director	Benchmarking group set up in 6 months (20/07/05)
3.4 Existing technologies to be improved (IT tools)	Publish report status information	Number of hits on project database on intranet	N/A at this point	B.S. Brown, IT Manager	Quarterly reviews starting 20/04/05
3.5 New technologies required (IT tools)	Design, develop and implement an FM cost database	Number of hits on FM database	N/A at this point	B.S. Brown, IT Manager	FM costs database completed in 12 months (20/01/06)
<b>Organisational readiness</b>					
3.6 Identify organisational weakness to address in the short-term	Establish process for identifying lessons learned on PFI projects	Lessons learned for three projects recorded and published on the intranet		C.A. Smith, Business Improvement Manager	Process in place in 3 months (20/04/05)
3.7 Identify organisational weakness to address in the long-term	Provide IT to Support Benchmarking	Access to benchmarking data within 60 seconds		B.S. Brown, IT Manager	Intranet pages available in 12 months (20/01/06)



## Templates in black and white

## Knowledge Transfer Framework: Stage 1

Stage	Tasks	
1.1	PFI stage to consider	
1.2	Description of issue	
1.3	Identify the PFI sector that the issue relates to	
1.4	What are the current practices with respect to the issue?	
1.5	Identify how current practices can be improved	
1.6	Identify the scope for learning/ knowledge transfer associated with the issue	

## Knowledge Transfer Framework: Stage 2

Stage	Tasks	
2.1	Type of knowledge required	
2.2	State the <b>current</b> characteristics of the knowledge for each type listed in 2.1	
2.3	What are the current mechanisms/ways for sharing this knowledge	
2.4	Identify the barriers currently associated with existing mechanisms	
2.5	Identify the <b>future</b> knowledge characteristics.	
2.6	Identify barriers relevant to moving from the existing to future characteristics.	

Stage 3 Tasks					
3.1 Restate type of knowledge					
Knowledge transfer solution	Improvement Activities / Tasks	Measures for monitoring knowledge transfer		Responsible person and position	Review / completion time / key date
		Entry level metrics	Advanced level metrics		
3.2 Existing techniques to be improved (non-IT tools)					
3.3 New techniques required (non-IT tools)					
3.4 Existing technologies to be improved (IT tools)					
3.5 New technologies required (IT tools)					
Organisational readiness					
3.6 Identify organisational weakness to address in the short-term					
3.7 Identify organisational weakness to address in the long-term					