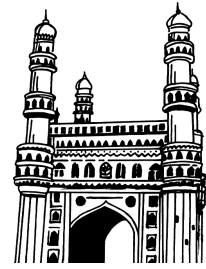


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**Talent Management:** Meaning, importance, Evolution, Talent Management System, Talent Reservoir – Components, Talent Management Grid, Talent Management Assessment Tools, Process of Talent Management, Competence –Core Competency, Competency Assessment, Competency Modeling – Steps in developing a valid competency model, Potential Forecast.

## UNIT - II

**Succession and Career Planning:** Succession Planning – Traditional Approaches, Contemporary Approaches, Talent Acquisition - Talent Identification & Business Alignment, Recruiting & Assessment, Talent Development – Training & Coaching – Action-Oriented Coaching, Remedial Coaching, Attitude Based Coaching; Performance Based Coaching, Executive Coaching, Talent Management Strategies.

## UNIT - III

**Knowledge Management:** Concept, Forces Driving Knowledge Management, Knowledge Management Systems, Issues in Knowledge Management, Knowledge Management Strategies, Technologies for Knowledge Management, Factors influencing Knowledge Management.

## UNIT - IV

**Nature of Knowledge:** Data, Information, Knowledge, Wisdom, Views of Knowledge – Subjective and Objective, Types of Knowledge – Location of Knowledge – Knowledge in People, Knowledge in Artifacts, Knowledge in Organizational Entities, Knowledge Management Assessment – Types of Assessment, Importance of KM Assessment.

## UNIT - V

**Knowledge Management Solutions:** Knowledge Management Processes – Discovery, Capture, Sharing, Mechanisms, Technologies, Knowledge Management Approaches – Hansen-Earl's Seven Schools of Knowledge Management, Alversson and Karreman's knowledge management, Knowledge Management Infrastructure, Organizational Impacts of Knowledge Management – on People, on Processes, on Products, on Organizational Performance.

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1. Create a talent Management System where, 'organisations need to recruit people who have the requisite talent and relation them.

*Ans :* (Dec.-19, Imp.)

Refer Unit-I, Q.No. 7

2. Explain briefly about Talent Management Grid.

*Ans :* (Imp.)

Refer Unit-I, Q.No. 9

3. Evaluate the Talent Management Assessment Tools.

*Ans :* (Dec.-19, Imp.)

Refer Unit-I, Q.No. 11

4. Explain the various stages in Talent Management Process ?

*Ans :* (Sep.-20, Imp.)

Refer Unit-I, Q.No. 13

5. What is competency model ? What are the steps involved in developing a valid competency model ?

*Ans :* (Sep.-20, Dec.-19, May-19, Imp.)

Refer Unit-I, Q.No. 18

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1. Explain briefly about Succession planning outline the steps of succession planning.

*Ans :* (Dec.-19, May-19, Imp.)

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2. Briefly Explain about The Action - Oriented Method of Coaching.

*Ans :* (Sep.-20)

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3. What is Remedial Coaching ? What are its Objectives ?

*Ans :* (May-19)

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4. What is Attitude based coaching ? How managers will deal with in the work place ?

*Ans :* (Sep.-20)

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5. Briefly explain Talent Management Strategies.

*Ans :* (Dec.-19)

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1. Define knowledge management, and explain how knowledge management is viewed in organization.

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2. Explain the characteristics of know- ledge management.

*Ans :* (May-19)

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3. What are the forces driving KM. Justify?

*Ans :* (Dec.-19, May-19, Imp.)

Refer Unit-III, Q.No. 8

4. Explain the various issues involved in Knowledge Management ?

*Ans :* (May-19, Dec.-19)

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5. Discuss various knowledge manag-ement strategies ?

*Ans :* (Dec.-19)

Refer Unit-III, Q.No. 13

6. Explain the technologies for Knowledge Management.

*Ans :* (Sep.-20)

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7. Discuss the factors which influence knowledge management ?

*Ans :* (Dec.-19)

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**UNIT - IV**

1. Explain briefly about data, information, knowledge wisdom?

*Ans :* (Dec.-19)

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2. Differentiate subjective and objectives forms of knowledge.

*Ans :* (May-19, Imp.)

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3. What are the types of knowledge ?

*Ans :* (Sep.-20, Dec.-19)

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*Ans :* (Imp.)

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2. Write a brief note on Hansen - Earl's seven school of knowledge management.

*Ans :* (Sep.-20, Dec.-19, Imp.)

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3. Write about Alvesson and Kärreman's knowledge management approaches.

*Ans :* (May-19, Imp.)

Refer Unit-IV, Q.No. 5

4. Describe briefly about knowledge management infrastructure.

*Ans :* (Imp.)

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5. Explain in brief how knowledge management can impact people, processes, products and organisational performance in an organisation.

*Ans :* (Sec.-20, Oct-19, Dec-19, Imp.)

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12. How does knowledge management impacts people in an organisation ?

*Ans :* (Sep.-20, Imp.)

Refer Unit-IV, Q.No. 12

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# UNIT I

**Talent Management** : Meaning, importance, Evolution, Talent Management System, Talent Reservoir – Components, Talent Management Grid, Talent Management Assessment Tools, Process of Talent Management, Competence – Core Competency, Competency Assessment, Competency Modeling – Steps in developing a valid competency model, Potential Forecast.

## 1.1 TALENT MANAGEMENT

### 1.1.1 Meaning of Talent Management

**Q1. Explain the concept of Talent Management ?**

*Ans :*

#### Introduction

A talent management is a strategic approach which is engaged in recruiting, integrating, developing, rewarding and retaining the highly multi-skilled, talented and competent personnel in an organization to accomplish the strategic objectives of the firm. The nature of talent management deals with the flow of talent throughout an organization to gain competitive edge over the rivals.

Talent management system for organizational excellence can be implemented by adopting an approach named as "talent reservoir" which consists of three components i.e., designing and building a talent reservoir solution, capturing the talent reservoir solution in a software package and implementing an integrative talent reservoir process.

Talent management is an integral part of human resource management. Talent management can be defined as a deliberate approach implemented to recruit or hire, develop and retain people with required aptitude or skills to meet the present and future goals or needs of the organization. It is the creation and maintenance of a supportive and pro-people organizational culture. Talent management is, therefore, the commitment of an organization to recruit, develop, retain the

most talented and qualitative employees available in the job market.

Talent management has become almost an inevitable management process in modern days. Due to tough competition in every sphere of business world today, organizations are vying for the best people from the job market. However, attracting the best talent from the job market is not everyone's cup of tea. It requires a lot of competence, expertise and experience on the part of the organization to recruit the best in the industry. Major part of the Human Resource Department is devoted to talent management, which is mostly dedicated to the purpose of recognizing, sourcing and poaching best talent.

Talent Management starts with identification of the appropriate skilled people required for the organization and then there is proper selection of people with requisite potentials and skills in desired job. After identification and selection of the right kind of people, Talent Management implements competitive compensation that may include attractive pay-package, periodical increment, health insurance, paid leaves, etc. for the employees. The selected workforce is provided with training and regular refreshment programs so as to match the emerging requirements of the organization.

Talent management is the process of finding, developing, training and keeping employees whose skills best align with the needs and objectives of the company. The goal of talent management is to hire the best employees the business can afford so that the company reaches its maximum potential for success.

Talent management refers to the anticipation of required human capital for an organization and the planning to meet those needs. 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.

Talent management is a set of integrated organisational workforce processes designed to attract, develop, motivate and retain productive, engaged employees. The goal of talent management is to create a high-performance, sustainable organisation that meets its strategic and operational goals and objectives.

### 1.1.2 Importance of Talent Management

#### Q2. Discuss the importance of Talent Management in Organisation ?

*Ans :*

Talent management can be a discipline as big as the HR function itself or a small bunch of initiatives aimed at people and organization development. Different organizations utilize talent management for their benefits. This is as per the size of the organization and their belief in the practice.

It could just include a simple interview of all employees conducted yearly, discussing their strengths and developmental needs. This could be utilized for mapping people against the future initiatives of the company and for succession planning. The benefits are:

- **Right Person in the right Job** : Through a proper ascertainment of people skills and strengths, people decisions gain a strategic agenda. The skill or competency mapping allows you to take stock of skill inventories lying with the organization. This is especially important both from the perspective of the organization as well as the employee because the right person is deployed in the right position and employee productivity is increased. Also since

there is a better alignment between an individual's interests and his job profile the job satisfaction is increased.

- **Retaining the top talent:** Despite changes in the global economy, attrition remains a major concern of organizations. Retaining top talent is important to leadership and growth in the market place. Organisations that fail to retain their top talent are at the risk of losing out to.
- **Competitors** The focus is now on charting employee retention programs and strategies to recruit, develop, retain and engage quality people. Employee growth in a career has to be taken care of, while succession planning is being performed those who are on the radar need to be kept in loop so that they know their performance is being rewarded.
- **Better Hiring :** The quality of an organization is the quality of workforce it possesses. The best way to have talent at the top is have talent at the bottom. No wonder then talent management programs and trainings, hiring assessments have become an integral aspect of HR processes nowadays.
- **Understanding Employees Better :** Employee assessments give deep insights to the management about their employees. Their development needs, career aspirations, strengths and weaknesses, abilities, likes and dislikes. It is easier therefore to determine what motivates whom and this helps a lot Job enrichment process.
- **Better professional development decisions:** When an organization gets to know who its high potential is, it becomes easier to invest in their professional development. Since

development calls for investment decisions towards learning, training and development of the individual either for growth, succession planning, performance management etc., an organization remains bothered where to make this investment and talent management just make this easier for them.

Apart from this having a strong talent management culture also determines how organization rate their organizations as work places. In addition if employees are positive about the talent management practices of the organization, they are more likely to have confidence in the future of their organization. The resultant is a workforce that is more committed and engaged determined to outperform their competitors and ensure a leadership position in the market for their organization.

### Q3. Explain the benefits of Talent Management ?

*Ans :*

Talent management refers to the skill of attracting and nurturing highly skilled employees, integrating new employees, and developing and retaining current employees to meet the current and future business objectives. It is also known as **Human Capital Management**.

Human capital management involves the following important processes:

- ▶ Sourcing, attracting, recruiting qualified and skilled people
- ▶ Managing and defining competitive salaries
- ▶ Training and development opportunities
- ▶ Performance management processes
- ▶ Retention programs such as promotion and transitioning.



### Benefits of Talent Management

Talent management is integral to modern businesses and is one of the crucial management functions in an organization. Here, we have listed down the major benefits that Talent Management has to offer :

- ▶ It helps the organization fulfill its vision with the help of efficient and promising talented people.

- ▶ Talent management also assists the organization to build a talent pool comprising a list of talented people to meet future exigencies.
- ▶ It makes the organization more competitive and progressive.
- ▶ It paves the way for future leadership.
- ▶ It helps automate the core processes and helps capture data for making better decisions.
- ▶ Automates repetitive tasks like creating salaries thereby releasing time and resources for making strategies and more critical decisions.

**Q4. Explain the various strategies of talent management.**

*Ans :*

Talent Management, usually referred as Human Capital Management, is the process recruiting, managing, assessing, developing and maintaining an organization's most important resource it's people.

The typical strategies include:-

1. Merge talent management data by having incorporated exceptional capabilities in learning, performance, and compensation management software
2. Automate the talent management process into an online solution there by reducing time and costs of performance reviews.
3. Recognize and close employee performance gaps by instantly turning automated performances appraisals into training development plans.
4. Align training demand with performance needs and strategic goals directly there by reducing time and money spent on non-strategic training activities.

5. Eliminate conflicting evaluation criteria by applying a standardized solution that impose consistent language, feedback, and evaluation criteria.
6. Use reliable, fair pay-for-performance initiatives.

**1.1.3 Evolution of Talent Management.**

**Q5. Briefly explain about evolution of Talent Management.**

*Ans :*

The term was coined by McKinsey & Company following a 1997 study. It was later the title of a book by Ed Michaels, Helen Handfield-Jones, and Beth Axelrod however the connection between human resource development and organizational effectiveness has been established since the 1970s. The profession that supports talent management became increasingly formalized in the early 2000s. While some authors defined the field as including nearly everything associated with human resources, the NTMN defined the boundaries of the field through surveys of those in corporate talent management departments in 2009–2011.

Those surveys indicated that activities within talent management included succession planning, assessment, development and high potential management. Activities such as performance management and talent acquisition (recruiting) were less frequently included in the remit of corporate talent management practitioners.

Compensation was not a function associated with talent management. The issue with many companies today is that their organizations put tremendous effort into attracting employees to their company, but spend little time into retaining and developing talent .

A talent management system must be worked into the 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 must be practiced at all levels of the 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. The talent management strategy may be supported by technology such as HRIS (HR Information Systems) or HRMS (HR Management Systems).

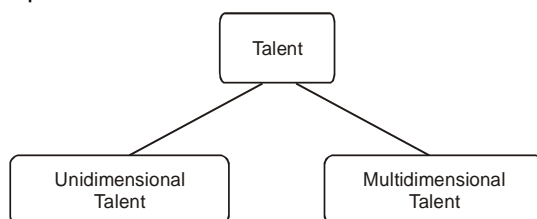
**Q6. Explain the type of talent management.**

*Ans :*

Talent management includes within its fold those individuals who can make a difference to the organization's goals, either through their immediate contribution or in the long run. Talent is a composite state made up of various elements. An Individual is said to be talented when he/she possesses or acquires the following elements.

- ▶ Skills, knowledge, intelligence, and experience
- ▶ Ability to learn and grow
- ▶ Judgment, attitude, character
- ▶ Perseverance and self-motivation

Talent is a set of unique abilities possessed by individuals. There are two types of talent found in an organization. They are **unidimensional** and **multidimensional**. Both types of talent have the same objective, however, with different perspectives.



**1. Unidimensional Talent**

In an organization, we observe that some employees are best in a particular skill and ability. For instance, some employee may be best in administration, some of them best in sales, while some employees may be best in their respective functions. When individuals possess a singular talent in any particular field, it is called unidimensional talent.

**2. Multidimensional Talent**

On the other hand, in an organization we also observe that employees are adept at multiple skills and abilities. For example, one employee is best in administration sales, accounting and production at a stretch. Such an employee is said to possess multi-dimensional talent.

Multi-dimensional talent is much sort after by organizations. Every organization seeks to retain employees with multidimensional talent as they prove highly beneficial in bridging the gap between organizational objectives and goals.

Skill and Knowledge as Defined in Talent Management Skill and knowledge both are the abilities of individuals. Knowledge is information-based and skill is the ability to perform a particular task in the required time frame.

- ▶ **Knowledge :** It is the theoretical and practical understanding of any subject. It provides the foundation to gain skills on any subject or action. For example, an employee having good knowledge of English language and grammar may not be able to speak in good English, because communicating in English is a distinct skill.
- ▶ **Skill :** One can develop skills through experience, training, and continuous effort. For example, an employee can develop communication skills while continuously practicing and communicating with colleagues or subordinates.



## 1.2 TALENT MANAGEMENT SYSTEM

**Q7. Create a talent Management System where, 'organisations need to recruit people who have the requisite talent and relation them.**

*Ans :* (Dec.-19, Imp.)

Talent management is sometimes referred to as human capital management. It is the process of recruiting, managing assessing, developing and maintaining an organizations, most important resource -namely its people.

In the current Hungry market place, one of the greatest challenges that organizations are facing is to successfully attract, assess, train and retain talented employees. Talent Management (TM) is the end to end process of planning, recruiting, developing, managing and compensating employees in the organization. The four pillars to I'M are recruiting, performance management learning management and compensation management. These four have combined to provide TM solutions which help an organization to recruit better, get more out of the employee appraisal process, manage learning to develop employees strategically-critical competencies and compensate employees fairly.

TM solutions removes the stress of writing employee performance reviews by automating the task and using the exact workflow. Organizations can now establish and communicate critical corporate goals, measure employee performance improvement and ensure that all levels of the organization are aligned and working towards achieving the -ne objectives.

Talent management is a key business process which converts a set of inputs into the desired output. It seeks to develop the capabilities of individuals.

## Process of Talent Management

The input - output process of talent management involves the following steps

### Step 1

Conversion of the organization's mission, vision to objectives and measuring the capabilities required to fulfill these objectives.

This is through alignment of a person's values with the organizations values and vision lead to an understanding of the organization, its value leading to confidence building and trust which helps in team orientation.

### Step 2

There is assessment of the talent to determine the quality of capacities and competencies present in an organization.

This is through development of knowledge and the thought process which in turn leads to the growth of the individual who can accept different roles according to the changing environment

### Step 3

The development path is identified through the help of individual, so that they can realize their lull potential which is only through learning. This knowledge is then tapped to give an outstanding performance.

## The Focus of Talent Management (Core Contents)

Talent management focuses on developing the following human capacities.

1. Capacity to learn/learning quotient
2. Capacity to think/conceptual quotient
3. Capacity to relate/relationship quotient
4. Capacity to act/action quotient.

**1. Capacity to Learn/Learning Quotient**

Learning improves an individual's capacity and awareness. It helps to explore new unexplored horizons. The learning environment also matters where there should be good mentoring.

Capacity involves introspection, reflection and contemplation.

- Introspection is the ability of an individual to look on his present and previous actions and learn from it.
- Reflection/contemplation is the ability of an individual to observe himself, actions, thought processes and use it for his betterment.

Both of these lead to a flow of thoughts and learning experience.

**2. Capacity to Think/Conceptual Quotient**

Learning leads to thinking, creating images in mind which in turn leads to creativity.

Capacity to think involves analysis and creativity.

- Analysis is comprehension of complex things into simpler ones.
- Creativity means generation of new thoughts breaking from the structured pattern of thoughts.

Both analysis and creativity lead to judgement which helps in taking decisions.

**3. Capacity to Relate / Relationship Quotient**

Capacity to relate means an individual's ability to relate his knowledge learn and thoughts. Capacity to relate consists of empathizing and listening.

- Empathizing is the ability to understand another person's point of view.

- Listening is the ability to hear with full understanding the concept being put across without any prejudice or preconceived notions.

Both of them lead to trust which is about reality and openness.

**4. Capacity to Act/Action Quotient**

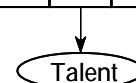
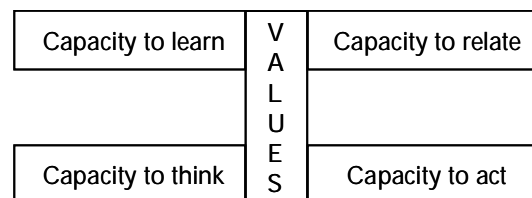
Capacity to act is the sum result of capacity to learn, think and relate. How an individual's intentions are enacted.

Capacity to act comprises of organizing and implementing.

- Organizing is the ability to manage the time and resources so that intentions are converted into reality.
- Implementing - means putting into action the intentions, focus on the right process.

Both of these enable an individual to work under pressure and constraints without stress.

An individual's values help to take decisions and enhance capability.



Talent translates into performance through vision/ mission/strategy, skills and competencies, role and structure, opportunity, encouragement and recognition, training and development, coaching, action plan and goals and resources. This combined with the performance management system gives performance.

Talent management develops an individual's intrinsic capacities along with culture

building and change management whereby talent is converted into performance.

Talent management focuses on,

- (a) Talent appreciation
- (b) Potential enhancement
- (c) Acquisition of talent
- (d) Knowledge management.

**(a) Talent Appreciation**

Talent appreciation is evaluation of an individual's capabilities for possible career development and succession planning.

This helps in drawing up individual development plans, which may be beneficial for future business needs.

**(b) Potential Enhancement**

Potential enhancement involves enhancing the talent and potential of individuals, through capacity and competency building modules. They focus on enhancing the capacities of individuals and their specific skills like problem solving, process designing, interviewing skill etc.

**(c) Acquisition of Talent**

Acquisition of talent is the acquiring of talent by the organization as regards,

- Roles for specific leadership positions.
- Identification of competency for each job.
- Determination of each individual's capacity for learning, thinking to acquire the competencies needed.
- Identification of potential candidates.
- Recruitment of individuals by organizations through acceptable contracts.

**(d) Knowledge Management**

Knowledge management involves the harnessing of knowledge for the organization. This in turn creates a suitable environment for transforming talent into performance.

**1.3 TALENT RESERVOIR**

**Q8. Write about Talent Reservoir. Briefly explain the components of Talent Reservoir.**

*Ans :*

The solutions to the problems related to the talent management can be designed by a senior executive team. Such solutions are provided by incorporating the CEO input, accountability and approval. The entire process is facilitated by the senior executives and other employees of human resources. Consultants are the individuals in the large organizations who are responsible for driving the functions of the large organizations, whereas, the internal staff constitutes the driving bodies in small organizations.

For designing the human resource processes, talent reservoir teams need to be formed which are responsible for collecting information about the structure of an organization, job hierarchy, demographics of the employees, organizational values and so on. The data collected on the various aspects of the organization becomes relevant information only after conducting interviews with the CEO and members of the executive staff.

The core elements of the talent reservoir solution acts as an important inputs in the development and the implementation of the assessment tools and the talent management processes.

**Design, Build and Segmenting Talent Reservoir**

1. Talent reservoir is a talent management process that takes into account the various aspects of the assessment process to identify competencies required by the organization. It identifies key areas of risk management and organizational deficiencies. Talent reservoir integrates all components of talent management: selection (both internal and external), competency and performance evaluation, coaching and staff development, and succession planning.

The goal of Talent Reservoir is to build a reservoir of high-talent people capable of supporting an organization's current and future business requirements. An overwhelming majority of firms want to fill 80 percent or more of their senior management positions (general manager and above) with internal candidates. Yet few are coming near that goal, and the percentage is going down. Companies report that corporate downsizing has left them with fewer middle managers, of whom too many lack the competencies and career experience necessary to run a third-millennium corporation.

A major reason for the dearth of ready-to-promote managers is the failure of traditional succession-management and planning systems. In such systems, senior managers spend an inordinate amount of time considering and naming potential replacements for themselves and lower-level managers, applying such labels as ready now or ready in two years. These systems are often expensive, forms-driven, bureaucratic, and out of touch with organizational strategy. There's usually little focus on skill development; most of the attention

concentrates on job placement. Most important, the majority of traditional programs are inaccurate: Fewer than 30 percent of senior management positions are filled by those handpicked backups. If organizations are going to have the executive talent they need in the next decade and beyond, a drastic change is needed. One answer to this dilemma is to use the acceleration pool system as the vehicle for grooming executive talent. Rather than targeting one or two people for each senior management position in a traditional succession planning, an acceleration pool develops a group of high-potential candidates for undefined jobs at the executive level.

As the name implies, the development of these pool members is accelerated through "stretch" assignments that offer the best learning and highest-visibility opportunities. Pool members spend less time in assignments, get more training, attend special developmental experiences such as university executive programs and in-company action learning sessions, and get more feedback and coaching. With an acceleration pool system, senior managers no longer need to worry about figuring out who's going to back up whom in their organization except for the top four or five positions. With that task removed, they can focus on skill and knowledge development. Sink or swim A midsize company (1,000 to 5,000 employees) might have one acceleration pool aimed at developing people for top management positions. Nominations are made by the management of

2. Each strategic business unit, based on job performance and, sometimes, assessment center results. The pros and cons of accelerated development are explained to the

candidates, and they decide whether to join the pool. There's no stigma to opting out. People might be in the pool for one to 15 years, depending on when they enter and their development needs. Pool members have an assigned mentor or a team of two to three executives to aid their development. Assessment centers help define specific individual development needs and act as the basis for individual development plans. A senior management team reviews each participant's job performance, competency development, and job-experience growth at least twice a year.

The team makes appropriate assignment and development decisions for the good of the organization and the candidate. Organizational movement can be horizontal or vertical, with heavy use of task-force assignments to minimize family relocation. Training focuses on management and interpersonal skills, with the training delivered through action learning assignments, virtual teams, Web-based self-study, and classroom instruction. Though most people become part of the pool relatively early in their careers, the door is always open for late bloomers, and they can be dropped if they aren't adequately performing in their assigned jobs or meeting their development goals. Not everyone named to senior positions will come from the pool, but most of the internal promotions will. Segmenting the Talent Reservoir There are many variations on the basic acceleration pool model. A large organization might have three pools—one starting at the supervisory level, one at middle management, and one directly below senior level.

The size of a pool depends on the number of positions above it and the selection

ratio that the organization would like to have in filling target positions. The number of acceleration pools reflects how a company thinks about its people and how it's organized. For example, an acceleration pool in a manufacturing firm might exist to fill top plant management positions, while the purpose of a pool of middle managers might be to fulfill a range of positions. Some people might be in two or three pools as they advance. Some managers might never be out of an acceleration pool; they might jump from one pool to another as they move up. Being in the right lane Acceleration pools are built around several factors that define the characteristics of the top managers needed to move the organization forward.

**Competencies or dimensions** - These are clusters of behavior, knowledge, technical skills, and motivations important to success in senior management. Examples include change leadership, strategic direction, global marketing, entrepreneurial insight, and the building of business partnerships. Job challenges - This refers to the kinds of situations that a person entering into top management should have experienced or at least been exposed to. For example, carrying an assignment through from beginning to end; being heavily involved with a merger, an acquisition, a strategic alliance, or a partnership opportunity; implementing a companywide change; developing and

3. Implementing a plan to cut costs or control inventories; negotiating agreements with external organizations; and operating in high-pressure or high-visibility situations. Organizational knowledge - This term encompasses the areas of an organization that a senior manager must understand to perform effectively—such as line and staff,

home office and field offices, domestic and international, and management and sales. Benchmark organizations use a combination of job performance, interview, and assessment-center data to identify high-potential people and to diagnose competency-development needs.

One organization looking for top managerial potential decided to put people with certain organizational titles through assessment centers to help identify those with promise. One of the assessment centers had people who managed 2,000 or 3,000 employees, along with a young man who was responsible for only three employees. He stood out because he hadn't gone to college, while most of the other managers being evaluated had M.B.A.s from leading schools. Yet, this young man performed admirably—one of the best of the hundreds of people who went through the centers. The organization jumped on the opportunity and sent him to an executive development program at Harvard, gave him some behavioral training he needed, and promoted him.

Every few years, it moved him to different key assignments around the world. In every job, he exceeded expectations, and within a few years he was leading one of the largest sectors of the organization. These are the lessons from that story :

- ▶ All organizations have more good people than they think; the trick is to find them.
- ▶ The assessment center method is a good system for spotting potential.
- ▶ An assessment center is an excellent tool for diagnosing specific development needs, which can be the target of effective training interventions.

Modern day assessment centers can play an important role in succession and development planning :

- ▶ Assessment centers provide insights far beyond those than can be obtained by quicker, easier methods such as paper-and-pencil tests and interviews. Extensive research has proven their effectiveness.
- ▶ The use of outside professional assessors provides an accurate and unbiased view of competencies.
- ▶ The assessment center is perceived by participants as being fair, job relevant, and accurate.
- ▶ Assessment centers allow for an accurate comparison of people throughout the world.

Staying afloat Acceleration pool members develop through a combination of short, high-impact, targeted training programs; short-term learning experiences such as attending conferences or hosting a delegation of foreign customers; and, most of all, from meaningful, measurable job assignments. For each development activity, acceleration pool members are prepared for success. They understand why the learning opportunity is important to their current and future job success, and

4. They define desired outcomes relative to competencies, challenges, and organizational knowledge. Specific measurable learning application objectives are established to keep the focus on application rather than on learning completion. For example, acceleration pool members are not evaluated by completing a training program but on how they apply the training concepts on a measurable way back on the job. By having

application targets defined before taking training, pool members can focus their attention on application during the training. They can also tap into the instructor's special knowledge or get coaching from other people in the training class, relative to the targeted application.

Pool members develop their learning goals and have a strong sense of ownership of their own development. After completing a learning event, pool members evaluate their success against their objectives and document their achievements. The pool members and the organization can use that information to gauge their developmental achievements on the road to senior management positions. Why not just develop everyone? There are several good reasons.

- ▶ Every organization has a limited number of good developmental positions, in which a person can be given an unusual amount of freedom and authority to make decisions.
- ▶ Organizations have only enough time to develop a subset of their managers.
- ▶ Development is expensive in terms of special education opportunities, executive coaches, and sending people to conferences.
- ▶ Developing people burns a great deal of management energy. One of the biggest hurdles is getting managers to focus on their assigned development responsibilities.
- ▶ Not everyone wants to be in an acceleration pool. There are negatives in terms of travel, necessary changes of residence, and amount of work.

In the past, some organizations used the term talent pool to describe their high-potential

people. The problem is that it implies that people outside the pool don't have talent. The assumption of an acceleration pool is that everyone in the organization has talent, has the right to be developed, and has the right to be considered for promotion, but only a few people will be accelerated in their development. Not being selected for an acceleration pool doesn't mean a manager's career development is stifled.

In fact, many high-potential people decide that they don't want to be in an acceleration pool because of the pool's demand on lifestyle and other issues. As organizational success depends more on having the right people for the right jobs at the right time, there's a need to become more active in developing internal talent. Tired, old systems that didn't work in the past will almost certainly not work in the fast-moving, dynamic organizations of this millennium. The acceleration pool system meets the needs of many organizations because pools focus executives' time on developing the competencies of high-potential people instead of wasting time with needless paperwork trying to nominate people for jobs that are likely to change.

5. Acceleration pools are an attractive alternative because they fit the current culture's young managers by offering intensive self-development, job flexibility, and self-management of their careers. Many corporations face a dearth of internal executive talent, mainly due to the failure of traditional succession planning, which focuses on identifying rather than developing future leaders.
  - ▶ An acceleration pool provides an ongoing supply of constantly developing high-potential candidates.

- ▶ Acceleration pools emphasize competencies, job challenges, and organizational knowledge. Executive Assessment Center An assessment center is a process designed to identify an individual's strengths, weaknesses, and potential in a current or future role.

The assessment process is characterized by: - Multiple participants rated by multiple assessors on several varied exercises, - Many of these exercises are designed to assess competencies, - Data integration: a structured evaluation of the participant in which assessors present objective evidence and reach a consensus decision. The outcome of an assessment center are :

- ▶ Written reports detailing a participant's competencies as they relate to job requirements
- ▶ One-to-one sessions examining the reports How Assessment Center Works? Approximately two weeks in advance, the executive assessee receives information about the hypothetical organization in which he or she will be involved. It includes extensive background information on the organization, key employees, plans for the future, and so forth. Assessee often receive a videotape to help them visualize the outputs of the hypothetical organization and to acquaint them with some of the people with whom they will interact.

Sometimes the assessee is asked to study a proposed reorganization plan or other corporate issue and bring the results of the analysis to the assessment center. On arriving at the assessment center, which is staffed by professional assessors, the assessee is briefed further about what's currently happening at the hypothetical organization and then goes to a room fully equipped with all modern

communication devices. The assessee can bring his or her own computer, or one is made available. There is access to the hypothetical organization's email and voicemail systems. Faxes can be sent and received.

The assessee receives an outline of the day's (in some cases, the session lasts one-and-a-half days) activities indicating when meetings are scheduled and what they're about. During times between those events, the assessee has time to prepare and handle in-basket items, as well as items that come in via email, voicemail, and fax. The assessee can respond to those items in any way (voicemail, email, or fax).

6. Assessee doesn't deal with other assessee in the center. In group situations, assessment professionals role play the other meeting attendees. When exercises require an assessee to handle a staff problem, an assessment professional assumes the role of the employee whose performance is inadequate. Thus, one person at a time can be assessed in a modern assessment center; this provides important scheduling flexibility. Throughout the assessment process, the assessee is treated as a respected adult. He or she can spend as little or as much time preparing for individual or group meetings, writing reports, and so forth as he or she deems appropriate.

#### 1.4 TALENT MANAGEMENT GRID

**Q9. Explain briefly about Talent Management Grid.**

*Ans :*

**(Imp.)**

The nine box grid or matrix, is believed to have originated within McKinsey to assess different business units and to prioritize the investment in individuals. This was developed for GE in the late



1960s and 1970s to enable them assess the potential of individuals in its business and prioritize their investment and overall strategy. It is claimed that it is based on the Boston Consulting Group and their "Boston Box" of business or product potential, applied to individuals The GE McKinsey nine-box matrix).

### Identify and Retain Talent

Before we can retain key talent we need to identify who and what key talent is. We also need to understand and that not every quality employee is a High Potential. High Performer employee. Just because someone performs well in their current role does not make them a potent performer in lie next role. Indeed, many managers and leaders fail as they were promoted on live basis of their technical job performance, not their management or leadership potential.

### The Concept

The horizontal of 3 boxes assesses (leadership performance and the vertical assesses to leadership potential). A combination of these makes up the box within the grid that the leader is placed.

### Use of Nine Box Grid

1. It's a straight forward way to assess any population of leaders on two important dimensions
2. It's a useful tool to facilitate a dialogue amongst a senior leadership team. Teams can use it to calibrate their expectations and ratings
3. With an open debate, the multiple perspectives provide for a much more accurate assessment compared to one person's opinion
4. The process when used by all managers can facilitate a shared sense of ownership for the organization's talent pool.

5. It's an effective way to identify the development needs of individuals and explore the transition towards development planning
6. Provides a framework for succession planning.

Talent management is a key element to an organization's succession planning process. Let's have a look at the various categories in the above grid :

#### 1. Enigma

These are the kind of employees who are completely wasted in an organization. They are the people with high potential but deliver low performance. They are either wrongly placed or are working under wrong managers who have been unable to harness their full potential. This scenario requires external intervention and a heart to heart with the employee and the manager can yield good results.

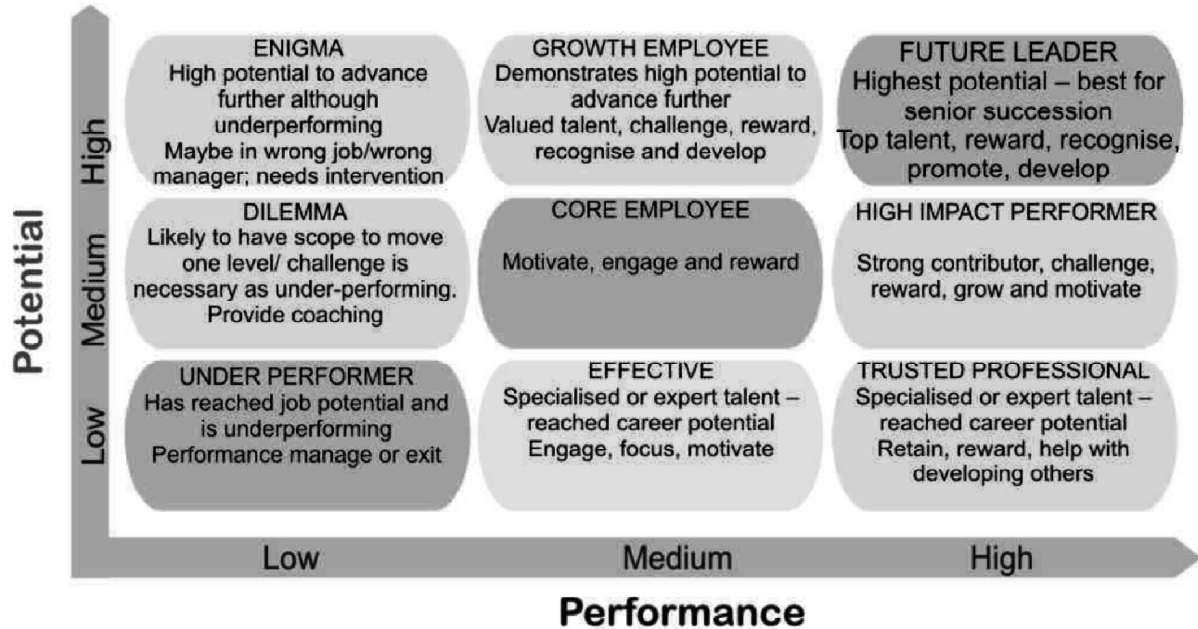
#### 2. Dilemma

The employees having average potential but showing low performance fall under this category. The reason could be many: not upgrading as per the job requirement, not falling in line with the changes in the company. They can perform better if given proper opportunities and motivation.

#### 3. Under performer

These employees are the individuals with low potential coupled with low performance. They under perform and don't show any scope for improvement. Here the management has to take a tough decision of either throwing the ball into their court and giving them some time to improve their performance or asking them to leave the organization.

# Talent Management



## 4. Growth employees

This category has employees that constantly show high potential but the performance is not up to that standard. They may not be getting enough motivation or inspiration to move forward.

The company should value the talent and should try to extract the best out of every employee. These kinds of employees can become great assets for the company by giving them enough challenges and by praising them as they achieve goals. It further instills a sense of confidence and the performance is bound to increase.

## 5. Core employees

This category has employees that more or less perform up to the job potential but there is always a chance to achieve higher performance by giving them necessary push. They are just like employees in the category dilemma but are more promising.

## 6. Effective

These are people with specific talents as they show higher performance as compared to their potential. They may have reached their full career potential so here the talent management team can keep them engaged, focused and motivated to get the desired results.

## 7. Future leaders

These employees are the leaders of tomorrow and are the best possible options for succession at senior positions. They depict leadership qualities and yield results. People listen to them and they know how to get the work done. Talent management team should recognize their efforts and

should reward them appropriately. Promote them and give them the chance to grow as an individual and also as a part of the organization.

### 8. High Impact Performers

High impact performers are those who by some grooming and motivation can become die future leaders. They may have lost pace with the changes in the organization like dilemma and core employees but can be among the top talent.

### 9. Trusted professional

Trusted professionals perform much higher than their potential because of some special talent they may be having. Your effort should be to retain them by rewarding and recognizing their efforts. You can always take their help to develop high performers.

This nine box model shows how you can do effective talent management by recognizing the categories of employees using the appropriate techniques to retain and groom the top talent pool. The talent management system is of even more importance in tough economic times as it helps in optimizing the performance of the employees and achieving profound growth in the organization. So go ahead and execute a proper talent management system.

### Q10. How is a talent reservoir segmented through talent management grid.

*Ans :*

With the help of a talent management grid, the talent reservoir is segmented by evaluating the performance of each employee in terms of his/her capabilities and core competencies thereby systematically arranging the positions of the employees in the grid.

		Performance				
		1	2	3	4	5
Potential	1	LG	LG	LG	LG	1
	2	LG	LG	LG	MG	1
	3	LG	LG	MG	MG	SG
	4	LG	MG	MG	SG	TG
	5	1	1	SG	TG	TG

Grid insight

Top Group (TR) 4 - 5	Superior Group (SG) 3 - 5	Middle Group (MG) 2 - 4	Lower Group (LG) 1 - 4	Inconsistent (I) Performers (or) Anomalies
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The higher ratings in a grid are occupied by the super keepers. Even, the individuals possessing leadership qualities also have great potential in a talent management grid.

### Employee and Job Demographics

The talent management system provides the frame of reference for the assessment of employee and job demographics, which is essential for decision making relating to the human resources plan. For the accurate assessment, demographic data is necessary. Demographic information includes the information about name of the employee, job title, his/her hiring data, current position, retiring date, designation of the current job position and EEO class. Too much information leads to confusion, thus precise and relevant data is found to be effective while designing the human resources plan.

Apart from this data, organization must maintain a directory consisting of the information of all employee's titles of current positions and their future positions as per the human resources plan which must be accessible to all assessors and employees. This data portrays the aggregate career opportunities and the growth for the employees. Employees must be provided with the data of competency mapping and weighting processes linked with the position directory, so as to outline the current competency assessments with the competency requirements of their positions thereby planning accordingly for avoiding complications/ambiguities.

### Capturing the Talent Reservoir Solution in Software

All the gathered data is compiled into a manual, which must be feeded in an operating system for the easy maintenance of records which will facilitate the analysis, iteration and the interpretation of the collected data. It is found that Microsoft Access is simple and is an inexpensive software which is suitable for realizing the goals and objectives of an organization.

Consider an example of a system (or computer) generated input sheet consisting of the relevant information about the employees.

#### Illustration

Name	XYZ	ID#	203	Position	Blue-collar Employee	Location	ABC	EEO	
Class		Key position		Assessor		Supervisor		Assessment	
date	25/6/2000	Performance	3	Potential	4				
<b>Core Competencies</b>									
Action orientation	4	Interpersonal skills	5						
Communication	5	Leadership skills	4						
Innovation	3	Teamwork	4						
Decision making	4	Functional expertise	4						
Next position 1.	White-collar	Next position 2.							
Next position 3.		Next position 4.							
Action plans (Remedial measures)									
1. Requires training for getting awareness about the advanced approaches and strategies for performing the assigned tasks.									

### Implementing the Integrated Talent Management Process

Talent management plan is a repetitive activity in most of the organizations and could be developed by utilizing in iterative approach. Manager and employee evaluate the performance and identifies the gaps simultaneously for making corrective actions during the appraisal which constitutes the first step. Manager may gather more information by considering the feedback from the entire organization. The extended feedback in terms of rates and opinions, provide insights about the employee's strengths and developmental needs to the manager. Supervisor meets and evaluates each employee's data and prepares the primary abstract of a talent management plan.

### Creating the Talent Reservoir Plan

While establishing the talent reservoir, supervisor is responsible for the final evaluation and recommendations. The talent management plan stems in a formal way when the supervisor includes the data related to employee assessment. Replacement and career planning into the plan. The gathered data needs to be classified into special type of reports. Some of them are bench strength summary, replacement summary and core competency summary.

#### Replacement Summary

Positions	Incharges	Replacement
Executive vice president	3	2
Vice president and CFO	2	1
Vice president HR	1	2
Vice president, R&D	2	1
Total	8	6

#### Core Competency Summary

Core Competency (of an employee)	Rating (Previous year)	Rating (Current year)	Gap
Initiation	30.00	28.00	2.00
Communications	30.21	28.68	1.53
Innovation	29.73	28.11	1.62
Customer orientation	29.80	28.13	1.67
Interpersonal skills	30.12	28.78	1.34
Leadership skills	30.37	28.84	1.53
Teamwork	29.90	28.54	1.36
Functional expertise	30.11	28.36	1.75
	30.00	28.00	2.00

**Bench Strength Summary**

S.No.	Circumstances	Recommendations (Actions)
1.	Additional position available. More than one candidate for the job and the incumbent is promotable.	a) Deserving candidate can be promoted when position is available and other candidates can be replaced by this job. b) If the promotion time is very long then the super keeper is required to switch to some other assignment.
2.	Additional position is not available ; More than one candidate for a job and the incumbent cannot be promoted.	a) If an incumbent's performance is above the standards then they must be promoted, if positions are not available then they must be moved or rotated to or must be assigned with special job. b) Action of termination must be taken if the incumbent's performance is below the expectations.
3.	Void positions with no replacements.	a) Super keepers are recruited from outside during void situations. Existing incumbents of the organisations are not replaced for even the key positions.

Each of these summaries furnish guidance to the supervisors on circumstances arising with regard to human resources in the organization and recommends several actions to deal with the varied situations. Moreover, some additional instructions are provided in the organization to their managers to evaluate the incumbents in terms of rewards, training and development, career opportunities, growth and recognition. It is depicted in the following figure.

**Strategic Approaches by Employee Type**

Strategic Approaches	Superkeepers	Keepers	Solid Citizen	Misfit
1. Compensation	Superkeepers are offered with compensation packages where their pay is usually computed at a higher rate than the market pay rate.	Keepers are also offered with the compensation package where their pay is much higher than the usual market rates.	They are offered at higher rates until the competitive level is reached.	No hikes in their salaries even though they are discharging high performance.
2. Training/ Development	Requires huge investments.	Substantial investments on training the keepers.	Investing on the improvement of competencies required for current/future business situations.	Involves huge investments on training as such programmes are conducted only for those jobs that have reasonable probability of success.

3. Career paths	Posses huge career opportunities.	Have career opportunities but their intensity are low than the career opportunities of superkeepers.	Such individuals have moderate career opportunities.	No growth opportunities for misfits.
4. Recognition	Such individuals are greatly recognized individuals. Whose absence may lead to the downfall of the organization.	They are also recognized individuals but their recognition rate is low when compared to superkeepers.	Recognized individuals.	—

When the first step is outlined, the assessor presents the plan to the supervisor or before presenting to the supervisor, he may be discussing the prepared abstract with that of the fellow workers and adjusts accordingly before submitting it to the supervisor. Thereby the process is repeated at different levels of the organization until a complete detailed plan is made for the entire organization. After the development process, implementation is done by communicating the changes and action plans to all the managers, each manager must proceed with the action plans at their level.

### 1.5 TALENT MANAGEMENT ASSESSMENT TOOLS

**Q11. Evaluate the Talent Management Assessment Tools.**

*Ans :*

(Dec.-19, Imp.)

#### Talent Management Assessment Tools

##### 1. Performance Appraisal

To appraise is to assess the value or worth. In an industrial context, performance appraisal is a systematic evaluation of personnel performance by their supervisors. In other words, it is the process of assessing or evaluating the performance and potential of an employee or group of employees for future development.

Performance appraisal and merit rating are used synonymously. But they both differ. Performance appraisal is a broader concept and focuses on performance and future potential of the employee whereas, merit rating focuses on judging the calibre of an employee so as to decide salary increment, merit rating and measuring the person i.e., traits, whereas performance appraisal measures individual actions i.e., performance.

##### 2. Potential Forecast

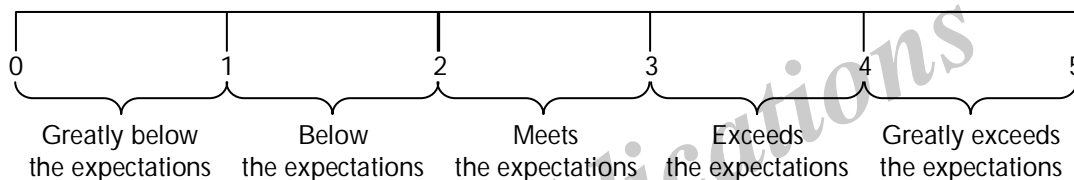
Through potential forecast, the progress of the employer can be predicted as to how many levels. He/she has passed by being performing at high standards potential forecast is essential for tracing

the past performance records of the employees, identifying the training and developmental needs for comparing the actual performance with that of the standard performance and so on.

### 3. Measurement Scales for Performance and Potential

For measuring the performance and potential a five point scale is used by most of the organizations implementing the talent management process. The performance measurement scale consists of 5 attributed which are ranked on a five point scale. They are,

	Performance Attributes	Rating
1.	Greatly exceeds the expectations	5
2.	Beyond expectations i.e., exceeds the expectations	4
3.	Meets expectations	3
4.	Below the expectations	2
5.	Greatly below the expectations	1



Whereas, the potential of employers are assessed as follows.

High potential	5
Promotable	4
Lateral	3
Marginal	2
None	1

Five-point scales are simple and are capable of generating the accurate results.

### 4. Core/institutional Competencies

Adoption of behavioural or core competencies are essential for the success of an organization. These are about 30 core competencies identified under a specific study. However, most of the organizations are using about 9-11 competencies as their "core competencies". They are as follows,

#### Types of Core Competencies

- a) **Action-oriented Competencies** : Such competencies plays a vital role in the achievement of preset targets by overcoming the obstacles. As the name itself indicates, they are responsible for taking several measures towards the development and growth of organization by setting the result-oriented environment.
- b) **Communication Related Competencies** : Employees must have good communication skills (both written and verbal skills) so as to efficiently show their ideas, viewpoints and other relevant information.



- c) **Creativity/innovation** : These skills enable the individuals in improving the existing systems and also in developing the new systems which helps in overcoming the problems associated with status quo. By the uptake of these skills, employers assumes the risk of innovation.
- d) **Critical Judgement** : With the help of these competencies, an individual has the ability of identifying and defining the issues for achieving the most appropriate workable solutions.
- e) **Customer Orientation** : Such competencies are essential for establishing good rapport with the customers. Because if strong relationship is maintained with the customers then the organizations are capable of successfully meeting their needs and expectations.
- f) **Interpersonal Skills** : Interpersonal skills are essential for developing trust, credibility and confidence with others.
- g) **Technical/functional Expertise** : Required for exhibiting knowledge about the business and the strategic and financial processes. Employees who possess these competencies have strong technical/functional proficiency and knowledge.

## 5. Mapping and Weighing Competencies

Competencies could be mapped for identifying the most desirable behaviours which needs to be adopted at each level of an organization. Such type of mapping is essential for assigning the numerical weights to the various competencies of each job. The competencies and their respective weights operate in the same manner as that of a point-factor job evaluation system.

Based on the cultural tolerance, resources and the sophistication of talent management, organizations may take-up one of the following alternatives for mapping and weighing the competencies.

	<b>Alternative – I</b>	<b>Alternative – II</b>	<b>Alternative - III</b>
Features	In this alternative, glossaries, maps and weights aren't used for identifying the competencies instead a five point rating scale is used	A list of behaviours is used to define the job-related competencies	For comparing the behaviour of the employees with that of specific expectations, maps and weights are used.

Before incorporating the maps and the weights into the talent reservoir process, it needs to be reviewed and finally modified by the CEO. Periodical review is necessary for efficiently dealing with both current and future business needs as the competencies, maps and weights are highly dynamic in nature.

## Q12. What are the various Talent Development Approaches ?

*Ans :*

Once the competencies are identified, they need to be incorporated into the talent reservoir solution along with institutional competency coaching, training and development and so on.

By linking the implemented actions with that of the assessment data, managers get the insight about the various aspects that play a key role in improving the performance and competencies thereby bringing rapid growth in the career paths of the employees.

The existing potential of employees must be assessed. After assessing, the skills or competencies which they are lacking needs to be developed. They can be developed by adopting any one of the approaches.

### 1. On the Job Coaching/monitoring

In this method, the trainee is placed under the guidance of a supervisor. The supervisor assess the employee performance, provides him the feedback and offers some suggestions of improvement. In this method the trainee also shares the responsibilities of the supervisor. The main drawback of this method is that the trainee does not have any freedom to express his ideas.

- ▶ **Goal :** Its main objective is to develop the core competencies associated with the various phases of the current job.
- ▶ **Focus/scope :** Such an approach is most suitable for the immediate manager or a staff specialist. It can also be applied to all the employees of the organization.
- ▶ **Suitable Time for its Conduction :** There is no specific timing for the conduction of coaching programme as it would be established based on the developmental need of a required competency.

### 2. Staff Meeting on Current Problems

In a staff meeting, different employees belonging to various departments discuss on the specific issues prevailing in an organization and adopts appropriate strategies for resolving them.

#### Goal

- i) To provide various resolution mechanisms for solving the problems.

- ii) To develop and to decide upon the most appropriate problem solving technique.
- iii) To motivate the employees for participating in decision making.
- iv) To estimate the abilities of those employees which are most suitable for the current problems.

▶ **Focus/scope :** Basically, it is designed for the staff or line managers belonging to all levels of the organizational hierarchy.

▶ **Appropriate Time of Conduction :** Such meetings are conducted when the problems arise in an organization.

### 3. Job Rotation

Job rotation is the movement of an employee from one job to the other of same nature. This method provides an opportunity to enhance the knowledge and skills of an employee and make him competent in several jobs rather than one. Though this method is advantageous, frequent movement of employees may disturb the regular job.

#### Goals

- i) To expand the existing knowledge base
- ii) To nourish and to help the employees to identify the talent capabilities.
- iii) To design the framework for selecting the most talented employees.
- iv) To discover the extent or limits of breadth and versatility.

▶ **Focus/scope :** It is mainly designed for superkeepers and keepers.

▶ **Appropriate Time of Conduction :** It needs to be prepared as per the standardized schedule for the acquisition of competencies.

#### 4. Emergency fill-in Assignments

During emergency situations, employees are provided with certain assignments.

- ▶ **Goals** : To assess the stress and adaptability levels of employee.
- ▶ **Focus/scope** : It mainly focuses on superkeepers and keepers. Such assignments are directed by the immediate supervisor.
- ▶ **Appropriate Time of its Conductions** : As, the name indicates, such assignments are directed only during emergency situations.

#### 5. Special-one Person Projects Goals

- (i) To identify and to develop competencies in a specific area
- (ii) To widen the horizons as an individual contributor
- (iii) To get awareness about the specific needs or requirements.
- ▶ **Focus/scope** : Recommended by immediate supervisor which is specifically used to monitor the performance of superkeepers and keepers.
- ▶ **Appropriate Time** : No specific time for its implementation as they are implemented whenever they are required.

#### 6. Task-force Assignment

##### Goals

- (i) To develop abilities which are required for leading and participating in group activities.
- (ii) To develop managerial skills among the competent and career-oriented employees.

- ▶ **Focus/scope** : Such assignments are designed generally for all the employees by the immediate supervisor.
- ▶ **Appropriate Time for its Conduction** : They are highly situational.

### 1.6 PROCESS OF TALENT MANAGEMENT

**Q13. Explain the various stages in Talent Management Process ?**

*Ans :* (Sep.-20, Imp.)

#### Talent Management Process/Stages

The various stages of Talent Management are as follows:

- ▶ **Identifying the goals**: This is the cardinal stage and pivotal to the success of the entire talent management process. The first step is to identify what the organization aims to achieve and what characteristic qualifications and skills the recruits should possess to realize the goals.
- ▶ **Attracting the talent**: The main aim of talent management process is to hire the best talent for an organization. Organizations at this stage make effort to attract the best talented people from the job market.
- ▶ **Sourcing the talent**: In this stage, the talent management personnel looks for appropriate sources in the job market or industries where the targeted people can be hired or recruited.
- ▶ **Recruitment**: This is the first stage of hiring the best talented people for the organization. Skilled and qualified people are invited to join the organization.



- ▶ **Selection:** This is the stage where the objective of talent management becomes a reality. It is when truly talented people are recruited or hired in various roles.
- ▶ **Training and development:** At this stage, the selected recruits are provided with necessary training to make them productive and efficient to work towards the goals of the organization.
- ▶ **Retention:** The notable objective of talent management is not only hiring talent but also ensuring their retention in the organization. Factors upon which the retention rate depends are attractive pay package, job specification, safety and security of the employees, personal development of an employee, recognition and culture of the organization, and the fit between the job and talent.
- ▶ **Assessment:** Periodical assessment of employees' skills, abilities, improvements and competencies enable the organization to know if they are fit for continuation and promotion.
- ▶ **Performance appraisal:** It is a measurement of the actual performance of the employees in the job. It enables the organization to ascertain if the person can be loaded with extra responsibilities.
- ▶ **Promotion:** It refers to job enrichment. It keeps the energy level high of the employees and they are inspired to continue to work for the organization.
- ▶ **Career planning:** If an employee is found befitting to handle work pressure and extra responsibilities well, the management needs to plan his/her career so that he or she feels elevated and rewarded. Such recognition and rewards inspire the employees to remain with the organization for a long time.

- ▶ **Succession planning:** This deals with the replacement of people within the organization. Employees who have given their best to the organization and have been serving for long deserve to hold higher positions.
- ▶ **Exit stage:** This is the final stage of talent management process that ends in the retirement of the employees and they are no more a part of the organization.

### 1.7 COMPETENCE

#### Q14. Define Competency ?

*Ans :*

(May-19)

The word competency is defined as “a set of knowledge, skill and behaviours which are needed in the various managerial situations”.

- **Severn Trent Vvutti**

Some authors defined competencies as “Skills and capabilities, which can be monitored, compared and trained easily”. These skills and capabilities are essential for attaining top level organizational performance”. Objectives or goals of the organisation mainly ‘What is the performance level, which the organization wants to reach whereas, hard competencies refers to “How such performance levels are attained”. In other words competencies acts as a means for achieving deals with objectives.

The competencies and need for competency development are changed into a personal development plan which is connected with the organizational objectives for better results. Competency development is the process of acquiring information with respect to the performance of organizations, managers and workforce in their regular activities. This process aims at identifying the particular knowledge, talent, skills and other individual characteristics which are

needed for effective performance in a give job or role and business.

Competencies describes those behaviours/ characteristics features of employees, which helps them to give extraordinary performances in the organisation. Competencies mainly deals with knowledge, talent, skills, expertise, opinions, desires, behaviors etc. An employees performance is judged by his behaviour and his way of thinking at a workplace.

With a change as per the changes in the organizational culture and work atmosphere competencies also changes. To achieve excellent performance in an organization, existing competencies have to be improved and new competencies have to be developed on a continuous basis.

The competencies required for a particular position are identified and this competencies are compared with the competencies possessed by employees. The gap found in this measurement is known as competency gap. After identifying this gap, competency development programs are undertaken for developing and improving the employees competencies. Some behaviours which are essential for attaining effective performance levels are as follows,

- a) Communication skills
- b) Innovative thinking
- c) Leadership skills and ability to manage team members
- d) Achievement orientation
- e) Ability to make business decisions
- f) Capability to plan and manage projects/ assignments
- g) Self-determination
- h) Capability to face the changing environment and stress concerning it

- i) Analytical ability
- j) Interpersonal skills
- k) Tactical thinking
- 1) Ability to solve problems quickly.

In simple words, competency is a measurable characteristic feature which can change the performance level of an employee in an assigned job/position.

**Q15. What are the characteristics of Competency ?**

*Ans :*

**Characteristics of Competency**

Every organisation requires the distinctive competencies which are different from the others. Core competencies determine the success of any business enterprise.

For understanding the core competencies, the knowledge of value chain and core product is necessary. The concept of value chain was proposed by Micheal E. Porter. Every organisation has key processes which determine the quality of its products and services. Such processes enable the organisations in designing, marketing and delivering its products. Each activity of a value chain provide an additional value to its customers, who constitute one of the important stakeholders of the company. According to Porter, value chain has five main activities, which include,

1. Inbound logistics
  2. Operations
  3. Outbound logistics
  4. Marketing and sales
  5. Service.
- 1. Inbound Logistics :** Receiving raw materials, storing them in warehouse and distributing them to factories so as to produce the products.

- 2. Operations :** Creating and manufacturing the products.
- 3. Outbound Logistics :** Distributing the products to the customers for trading and billing.
- 4. Marketing and Sales :** Generating information and presenting it in such a way which create a need or desire for the product in the customer.
- 5. Service :** Providing value-added services for the customers after the sale.

These five activities have to be performed in coordination in the following four elements :

1. Infrastructure management, (Governance)
2. HR Management
3. Technology and development i.e.. R & D
4. Procurement of materials (Obtaining the materials for the production of products).

Successful and unique organisations consider competency their key factor. Every organisation can excel in all the value chain activities, then they undertake only those activities which are their strengths and outsource those activities in which they are not excelling. For instance the Nike excels in search and development, design and marketing. They outsource manufacturing activities and distribution which is in building and capitalising on its core competencies.

**1.7.1 Core Competency**

**Q16. Define Core Competency ? Explain different types of competencies ?**

*Ans :*

**Definition of Competency**

Boyatzis (1982) defined competency as a capacity that exists in a person that leads to behaviour that meets the job demands within the

parameters of the organizational environment and that, in turn, brings about desired results, in turn, brings about desired results”.

### Meaning of Competency's

The meaning of competencies given by Rankin (2004) competencies represent the language of performance. They play a vital role in influencing the outcomes of individuals and also the activities through which these outcomes are achieved. As competencies are the easiest way to describe the expected performance of an individual, they can be easily understood by each and every member of an organization. Types of Competencies

### Types of Competencies

The following are the various types of competencies,

1. Behavioural competencies
2. Technical competencies
3. National Vocational Qualification (NVQs) and Scottish National Vocational Qualification (SNVQ).

Let us deal with each competency in detail :

#### 1. Behavioural Competencies

In 1973, the concept of the behavioural competency approach was first advocated by McClelland. According to this approach in criterion-referenced Assessment or validation must be used for assessing the behavioural competencies of an employee, which help in differentiating his effective and ineffective performances at workplace. Through behavioural competencies various types of behaviours that are necessary to produce the desired results can be identified. Such behaviours are essential for maintaining an effective communication among team members, team functionality and decision making. Under certain circumstances, they are also called as “soft skills” which forms the basis for the development of a competency framework.

According to Boyatzis, there is no single factor which holds control over the employees performance which is indeed responsible for differentiating their effective performance from less effective performance. Such factors include personal motives, experience, qualities and behavioural characteristics.

#### 2. Technical Competencies

This category of competencies include those skills that must be known to an employee to deliver effective results. Technical competencies may be role specific (individual competencies) or non-specific competencies (generic). Even though both behavioural based competency and technical competency are closely linked, but they cannot constitute the basic elements of behavioural-based competency framework.

#### 3. National Vocational Qualification (NVQ) and Scottish National Vocational Qualification (SNVQ) Competencies

In U.K, during the process of developing the standards for NVQ and SNVQ, the competence concept was emerged. This was useful in setting the standards for achieving the tasks and various activities. In NVQ, competence means describing something which the people in a particular area of work are able to perform or to do.

### 1.8 COMPETENCY ASSESSMENT

**Q17. What are the various assessments used in Talent Management ?**

*Ans :*

#### (a) Workforce Competency Assessment

TMIS helps to assess the competencies of the organizational workforce. It assist the firm to know the talent pool it possesses and the talents that it may require in future.

Competency assessment can be in the form of supervisory rating or carrying out a complex 360 degree survey. The management may correlate the competency assessment data with performance data such as sales, cost control etc.

**(b) Organizational Succession**

An important goal of TMIS is to provide crucial information about employees who possess skills, knowledge, competencies and other attributes. Such employees can be promoted to higher managerial positions as and when required.

**(e) Assist with Training and Development**

Information from the TMIS may be used to develop and design effective training and development programs. These programs are developed after thoroughly assessing the competency needs of the organization.

**(d) Compensation Administration**

A fair and objective compensation system may be developed by aligning the existing compensation system with the TMIS. It helps to encourage better performance as salaries and other incentives are related to the talent and performance of the employees.

objectives. Each and every employee of the organization is supposed to set standards for themselves. This is the first step in building competency model. Competency model guides employees in meeting standards or benchmarks. As competencies of employees differ from one another, the standards set by them also differ accordingly.

Standards set by the employees should neither be too high nor too low. In case of high standards, average performers will fail in achieving them and may get disappointed. On the other hand, in case of low standards, excellent performers will not get the opportunity to use their capabilities fully, in order to avoid the above risks, Standards must be set carefully with due consideration.

Competency model is an effective tool which can be used in the following activities.

- ▶ Succession planning
- ▶ Performance management Performance evaluation
- ▶ Career development
- ▶ Employee development
- ▶ Training and
- ▶ Employee orientation.

Companies such as Federal Express, Amoco, Sony and Procter and Gamble have been building competency models with an aim to enhance their employer performance levels and to enhance the quality of employees hired into the organisation.

Indian oil corporation is planning to link competency mapping with performance management system, this corporation has used competency mapping to assess their top level managers. The competency gap is identified by comparing the standard competencies with the competencies possessed by the top level managers. This gap is used as basis for framing training and development programs.

## 1.9 COMPETENCY MODELING

**Q18. What is competency model ? What are the steps involved in developing a valid competency model ?**

*Ans :* (Sep.-20, Dec.-19, May-19, Imp.)

**Competency Model**

Competency model is the "Road Map" which depicts the skills, knowledge and behavioral characteristics required to achieve the set-objectives. Competency model not only shows the desired objectives but also shows the ways to achieve such



The competency framework should be represented in a clear and easy to understand language, without which it is very difficult to specify the level of competency achieved by an employee. While defining competencies, an assurance must be given that the competencies used in performance management or in competency related pay could be assessed.

Development of a behavioral competency framework in alignment with organizational culture and objectives is not an easy task as it involves a lot of hard work and communication between the staff members.

### **Steps in Competency Frame Work**

The various steps involved in the development of a competency framework include,

#### **Step 1 - Preparation of a Project Plan**

The first and foremost step is to decide about the purpose of the framework. The HR process for which this framework is used. Development of a business plan which focuses mainly on different areas of organization such as, improved performance management of programmes, making efficient and effective selection process, development of employees, reward management and so on. A project plan must be prepared, which involves the assessment of various resources and the costs associated with them.

#### **Step 2 - Involvement and Communication**

As competency framework is established for employees; both employees, line managers objectives of a framework to its staff.

#### **Step 3 - Design of Framework for listing of Competencies**

In this step, the task force is required to make a list of core competencies and business values which have an impact on the behaviour of employees. This in turn forms the basis for analyzing the competencies that are required by organizational employees. The main objective of designing is to identify the critical behaviours that are responsible for achieving the success of an organization so as to form a strong link between the competencies of people and the core competencies of an organization.

Brainstorming is an appropriate HR technique for preparing the list of competencies which helps in comparing this list with the examples of other competency frameworks. Such comparisons are done to avoid replications. A competency framework is essential which should fit and reflects the organizational values, culture, core competencies and operations.

#### **Step 4 - Design of Framework by which define Competencies**

The definition of competencies should be clear and must ensure that such competencies serve their purpose. The four questions given by Mirabile (1998), to test whether a competency is valid and useful includes,

1. Can you describe the competency in terms that others understand and agree with?
2. Can you observe it being demonstrated or failing to be demonstrated?
3. Can you measure it?
4. Can you influence it on some way by training, coaching or by some other method of development.

#### **Step 5 - Defining the Use of Competency Framework**

Defining the way through which the competency framework is required to be used which is inclusive of various applications such as performance management, learning and development, recruitment, reward and so on.

#### **Step 6 - Testing the Framework**

The framework should be tested by taking the opinions or reactions of line managers and employees, so as to make them realize the importance of such frameworks. The framework can also be pilot-tested in live situations for its proposed applications.

#### **Step 7 - Finalizing the Framework**

The framework should be amended as per the requirements of employees. Notes of such framework should be prepared which act as guidelines for employees for its usage.

**Step 8 - Communication**

Everyone in the organization should be communicated about the results of the project prepared, (i.e.,) the details of the framework, its description, the importance and its means of achievement must be communicated to the employees.

**Step 9 - Train**

Training should be provided to the line managers and HR staff explaining them the effective ways of using the framework.

**Step 10 - Monitor and Estimate**

Monitor the applications of framework and subject it to evaluation, so as to make necessary' improvements in the framework (wherever it is required).

**Q19. What are the steps involved in competency assessment of an employee?**

**OR**

**Explain the framework of competency assessment.**

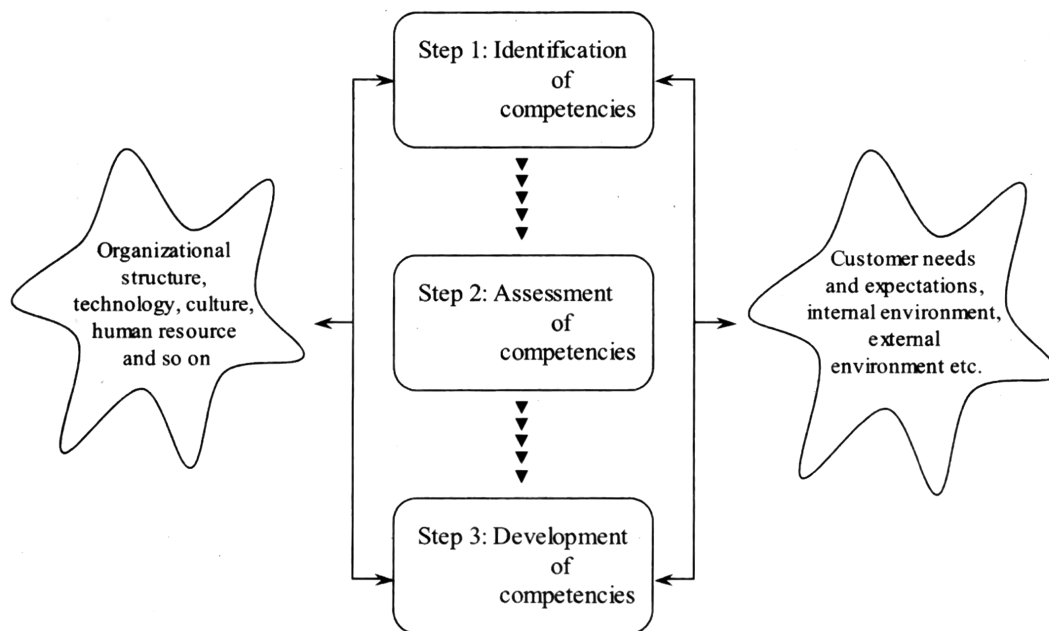
*Ans :*

According to Tovey "To attain success in a competency assessment process, a thorough knowledge regarding organizational activities and core competencies is very essential". Competency assessment process is directly connected to organizational strategy and customer needs and expectations. Customer expectations in hotel, bank and manufacturing business are shown in the following table.

Customer expectations in hotel business		Customer expectations in banking business	Customer expectations in manufacturing business
1.	Customized food as per the taste of customers.	Guidance in investment decisions.	Innovative products.
2.	Treat customers in a friendly manner.	Correct information regarding transactions	Reasonable prices.
3.	Comfortable environment.	Quality services.	Value for money
4.	Politeness.	Polite behaviour.	Quick complaint handling facilities.
5.	Respect to customers.	Friendly behaviour	Timely delivery
6.	Helpful during Emergencies.	Efficient complaint handling mechanism	Respect to customers.
7.	Value for money	—	Customer satisfaction.
8.	—	—	Quality products.

Organizations need to make efforts to identify the competencies (i.e., knowledge, skills, behaviour etc.,) are essential for meeting customer needs and expectations.

The following figure depicts the framework for competency assessment.



**Figure: Framework for Competency Assessment**

The three steps/stages in competency development process are,

### **Step 1: Identification of Competencies**

Competency identification is done on the basis of customer needs and expectations because every business aims at satisfying their customer needs and expectations.

Competencies can be identified in the following ways,

- By conducting interviews and focussed discussions with managers or executives.
- By identifying customer needs and expectations.
- Through the information gathered from surveys.
- By communicating customer needs and expectations to the managers of various departments.

### **Step 2: Assessment of Competencies**

The competencies identified are compared against the competencies possessed by managers. This stage is known as competency assessment stage.

Competencies can be assessed through following methods,

- Competencies can be evaluated through various techniques like business games, simulation exercise, psychometric tests, role-plays and so on.
- Educating managers about the need for the development of competencies.
- Interviewing and counselling managers through business experts or panel.
- By conducting self-assessment.

**Step 3: Development of Competencies**

At this stage, personal department will take up various development programs to develop those competencies which are not possessed by the managers.

Competency development involves following steps,

- a) Feedback on competency assessment should be provided to managers without any care.
- b) Educate managers regarding the role of competency development in attaining organizational success.
- c) Managers of all departments need to prepare an action plan to attain their objectives during stipulated time periods.
- d) Proper guidance and supervision from near supervisors, personnel department managers and department heads.

**1.9.1 Potential Forecast**

**Q20. How do you create future workforce by utilizing new companies ?**

*Ans :*

**Creating Workforce of Future**

The generic competency models that are developed may assist in creating organisation culture and values but impedes the career planning and succession planning. This is because of,

- The increased job complexities
- Flattened organisation hierarchy
- Increase in matrix and interdependent roles.

The competencies at different levels of management include :

- (a) At operational levels, the competencies are required to develop high functional performance managers from frontline managers.
- (b) At middle level, the managers need to perform well to add value to business.
- (c) At executive level, the manager required KSA's to deliver functional leaders in strategic roles.

Lack of proper management of the following aspects may impede the effectiveness of the key roles in an organisation.

- (a) The talent requirements of a firm depends on the structure, size and complexity of the organisation strategy.

**For example:** Functional organisation facilitates decision making at top whereas matrix organization facilitate decision making across the different units of organisation.

- (b) The significance of potential requirements for an individual to perform a job differ across the organisation levels of hierarchy. At lower levels, the potential should be high and long-term whereas at high levels the adequate potential should be as per the job requirements and the contribution of the role for the success of an organisation. Thus, the function of talent demand and supply will be more with the roles at higher levels of organisation.

- (c) The available core talent management processes should be utilized to support and accomplish the business objectives.

### **Organizational Transitions with Varying Implications for Talent and Competencies**

The simple competency solutions simplify the complex organisation challenges which will have an adverse effect on the long term growth of the key talents in origination. The factors that leads to organisation success in long run can be predicted for lower level positions and these factors do not change if the employees are moved to higher positions. In general the higher positions are complex and require high competency levels in order to differentiated them from average performers.

#### **(a) Entry Levels and Learning Professional Excellence**

According to talent management view, the education qualifications of an individual play a key role in developing the employees potential to grow from entry levels to outstanding performers/managers. The following are the four research based competencies that are necessary for the development of leaders across global populations. They are:

1. Eagerness to learn
2. Ability to widen the perspectives
3. Understanding others
4. Personal maturity.

An employee can achieve high results if the job requirements match their competencies, otherwise they cannot grow to higher levels. The performance and potential of an individual for their growth are not related/dependent factors.

#### **(b) Demonstrating Excellence in Defined Area**

After successfully completing the entry level, managers at middle levels have both mastery and experience about the career aspirations. The success of the managers can be determined by considering the self-image, perceptions about problems as opportunities, and sense of their capabilities. In order to move to high levels of management, the managers have to demonstrate their excellence regarding the business activities. As these levels are complex and required excellence in related area in terms of technical, and managerial skills, ability to work independently and to build inter relationship with other members. In order to develop in terms of competencies, an employee should be adaptive, active in learning and highly competent.

#### **(c) Synthesis - Becoming an Executive**

After entering the executive level, a manager should demonstrate high potential and ability to handle increase in strategic roles as the movement of employee from lower to higher levels do not mean that they can act as a leader or can handle strategic position. The executive position should be fulfilled with highly potential and talented managers. Great performance reflects the perfect match between the job requirements and the competencies of the manager. The different executive positions require different professional skills and knowledge.

**According to Hay,** the talented people with general attributes can be moved from one role to other. The roles of executives are generally classified into three groups.

**(a) Operational Roles**

The executives associated with operational roles are directly responsible for the business outcomes and require self confidence, flexibility and result orientation competencies.

**(b) Advisory Roles**

The executives associated with these roles are somewhat responsible for the business outcomes and the competencies they require include high conceptual and influencing skills, complete knowledge about organisation and high levels of integrity.

**(c) Collaborative Role**

The executives associated with these roles are responsible for the business outcomes but lack direct control over operations. They require both operational and advisory competencies and in addition they require high predictable, flexible and eager to gain information from different sources.

**Executive Pitfalls**

The pitfalls that are common at the higher/executive levels of organisation include,

- i) Side tracking due to lack of job diversification.
- ii) The movement of leaders into the line position may cause organisation disruption.
- iii) Lack of proper cultural fit in case of external hirings.
- iv) For small organizations, the unique talent management benefits do not results in effective outcomes.
- v) The lack of significant role of board in talent management processes for top position results in adverse outcomes.

## Short Question and Answers

### 1. Talent Management

*Ans :*

#### Introduction

A talent management is a strategic approach which is engaged in recruiting, integrating, developing, rewarding and retaining the highly multi-skilled, talented and competent personnel in an organization to accomplish the strategic objectives of the firm. The nature of talent management deals with the flow of talent throughout an organization to gain competitive edge over the rivals.

Talent management system for organizational excellence can be implemented by adopting an approach named as "talent reservoir" which consists of three components i.e., designing and building a talent reservoir solution, capturing the talent reservoir solution in a software package and implementing an integrative talent reservoir process.

Talent management is an integral part of human resource management. Talent management can be defined as a deliberate approach implemented to recruit or hire, develop and retain people with required aptitude or skills to meet the present and future goals or needs of the organization. It is the creation and maintenance of a supportive and pro-people organizational culture. Talent management is, therefore, the commitment of an organization to recruit, develop, retain the most talented and qualitative employees available in the job market.

Talent management has become almost an inevitable management process in modern days. Due to tough competition in every sphere of business world today, organizations are vying for the best people from the job market. However, attracting the best talent from the job market is not everyone's cup of tea. It requires a lot of competence, expertise and experience on the part

of the organization to recruit the best in the industry. Major part of the Human Resource Department is devoted to talent management, which is mostly dedicated to the purpose of recognizing, sourcing and poaching best talent.

### 2. Benefits of Talent Management

*Ans :*

Talent management is integral to modern businesses and is one of the crucial management functions in an organization. Here, we have listed down the major benefits that Talent Management has to offer :

- ▶ It helps the organization fulfill its vision with the help of efficient and promising talented people.
- ▶ Talent management also assists the organization to build a talent pool comprising a list of talented people to meet future exigencies.
- ▶ It makes the organization more competitive and progressive.
- ▶ It paves the way for future leadership.
- ▶ It helps automate the core processes and helps capture data for making better decisions.
- ▶ Automates repetitive tasks like creating salaries thereby releasing time and resources for making strategies and more critical decisions.

### 3. Type of talent management.

*Ans :*

#### i) Unidimensional Talent

In an organization, we observe that some employees are best in a particular skill and ability. For instance, some employee may be best in administration, some of them best in

sales, while some employees may be best in their respective functions. When individuals possess a singular talent in any particular field, it is called unidimensional talent.

## ii) **Multidimensional Talent**

On the other hand, in an organization we also observe that employees are adept at multiple skills and abilities. For example, one employee is best in administration sales, accounting and production at a stretch. Such an employee is said to possess multi-dimensional talent.

Multi-dimensional talent is much sort after by organizations. Every organization seeks to retain employees with multidimensional talent as they prove highly beneficial in bridging the gap between organizational objectives and goals.

## 4. **Talent Management Assessment Tools.**

*Ans :*

### i) **Performance Appraisal**

To appraise is to assess the value or worth. In an industrial context, performance appraisal is a systematic evaluation of personnel performance by their supervisors. In other words, it is the process of assessing or evaluating the performance and potential of an employee or group of employees for future development.

Performance appraisal and merit rating are used synonymously. But they both differ. Performance appraisal is a broader concept and focuses on performance and future potential of the employee whereas, merit rating focuses on judging the calibre of an employee so as to decide salary increment, merit rating and measuring the person i.e., traits, whereas performance appraisal measures individual actions i.e., performance.

### ii) **Potential Forecast**

Through potential forecast, the progress of the employer can be predicted as to how many levels. He/she has passed by being performing at high standards potential forecast is essential for tracing the past performance records of the employees, identifying the training and developmental needs for comparing the actual performance with that of the standard performance and so on.

### iii) **Measurement Scales for Performance and Potential**

For measuring the performance and potential a five point scale is used by most of the organizations implementing the talent management process. The performance measurement scale consists of 5 attributed which are ranked on a five point scale.

## 5. **Types of Core Competencies**

*Ans :*

a) **Action-oriented Competencies** : Such competencies plays a vital role in the achievement of preset targets by overcoming the obstacles. As the name itself indicates, they are responsible for taking several measures towards the development and growth of organization by setting the result-oriented environment.

b) **Communication Related Competencies** : Employees must have good communication skills (both written and verbal skills) so as to efficiently show their ideas, viewpoints and other relevant information.

c) **Creativity/innovation** : These skills enable the individuals in improving the existing systems and also in developing the new systems which helps in overcoming the problems associated with status quo. By the uptake of these skills, employers assumes the risk of innovation.



- d) **Critical Judgement** : With the help of these competencies, an individual has the ability of identifying and defining the issues for achieving the most appropriate workable solutions.
- e) **Customer Orientation** : Such competencies are essential for establishing good rapport with the customers. Because if strong relationship is maintained with the customers then the organizations are capable of successfully meeting their needs and expectations.
- f) **Interpersonal Skills** : Interpersonal skills are essential for developing trust, credibility and confidence with others.
- g) **Technical/functional Expertise** : Required for exhibiting knowledge about the business and the strategic and financial processes. Employees who possess these competencies have strong technical/functional proficiency and knowledge.

#### 6. Job Rotation

*Ans :*

Job rotation is the movement of an employee from one job to the other of same nature. This method provides an opportunity to enhance the knowledge and skills of an employee and make him competent in several jobs rather than one. Though this method is advantageous, frequent movement of employees may disturb the regular job.

#### Goals

- To expand the existing knowledge base
- To nourish and to help the employees to identify the talent capabilities.
- To design the framework for selecting the most talented employees.
- To discover the extent or limits of breadth and versatility.

- ▶ **Focus/scope** : It is mainly designed for superkeepers and keepers.
- ▶ **Appropriate Time of Conduction** : It needs to be prepared as per the standardized schedule for the acquisition of competencies.

#### 7. Define Competency ?

*Ans :*

The word competency is defined as "a set of knowledge, skill and behaviours which are needed in the various managerial situations".

**- Severn Trent Vvutti**

Some authors defined competencies as "Skills and capabilities, which can be monitored, compared and trained easily". These skills and capabilities are essential for attaining top level organizational performance". Objectives or goals of the organisation mainly 'What is the performance level, which the organization wants to reach whereas, hard competencies refers to "How such performance levels are attained". In other words competencies acts as a means for achieving deals with objectives.

#### 8. Characteristics of Competency ?

*Ans :*

- Inbound Logistics** : Receiving raw materials, storing them in warehouse and distributing them to factories so as to produce the products.
- Operations** : Creating and manufacturing the products.
- Outbound Logistics** : Distributing the products to the customers for trading and billing.
- Marketing and Sales** : Generating information and presenting it in such a way which create a need or desire for the product in the customer.
- Service** : Providing value-added services for the customers after the sale.

These five activities have to be performed in coordination in the following four elements :

- a) Infrastructure management, (Governance)
- b) HR Management
- c) Technology and development i.e.. R & D
- d) Procurement of materials (Obtaining the materials for the production of products).

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## 9. Competency Model

*Ans :*

Competency model is the “Road Map” which depicts the skills, knowledge and behavioral characteristics required to achieve the set-objectives. Competency model not only shows the desired objectives but also shows the ways to achieve such objectives. Each and every employee of the organization is supposed to set standards for themselves. This is the first step in building competency model. Competency model guides employees in meeting standards or benchmarks. As competencies of employees differ from one another, the standards set by them also differ accordingly.

Standards set by the employees should neither be too high nor too low. In case of high standards, average performers will fail in achieving them and may get disappointed. On the other hand, in case of low standards, excellent performers will not get the opportunity to use their capabilities fully, to avoid the above risks, Standards must be set carefully with due consideration.

Competency model is an effective tool which can be used in the following activities.

- ▶ Succession planning
- ▶ Performance management Performance evaluation
- ▶ Career development
- ▶ Employee development
- ▶ Training and
- ▶ Employee orientation.

## UNIT II

**Succession and Career Planning:** Succession Planning – Traditional Approaches, Contemporary Approaches, Talent Acquisition - Talent Identification & Business Alignment, Recruiting & Assessment, Talent Development – Training & Coaching – Action-Oriented Coaching, Remedial Coaching, Attitude Based Coaching; Performance Based Coaching, Executive Coaching, Talent Management Strategies.

### 2.1 SUCCESSION PLANNING

**Q1. Explain briefly about Succession planning outline the steps of succession planning.**

*Ans :*

(Dec.-19, May-19, Imp.)

Succession planning is one of the most critical functions of an organization. This is the process that identifies the critical and core roles of an organization and identifies and assesses the suitable candidates for the same.

The succession planning process ramps up potential candidates with appropriate skills and experiences in an effort to train them to handle future responsibilities in their respective roles.

Succession planning is applicable for all critical roles in the organization. The upper management of each practice or department is responsible of coming up with a suitable succession plan for each core position under his or her department.

#### Steps of Succession Planning

There are four main important steps in planning for succession.



**Step 1: Recruitment and staffing**

This is one of the key steps of the succession planning. Hiring the right and skilled employees is the key to growing human resources in the organization. Sometimes, some companies require a paradigm shift in order to retain in the business.

In such cases, the organization requires to let go or redefine the roles and responsibilities of the portion of existing staff. Then, the organization hires the new blood in order to acquire the required skills and expertise.

When it comes to succession planning, organization should always hire people, who will have the potential to go up the corporate ladder.

**Step 2: Training and development**

All the organizational training can come under two categories; skills training and management training.

- **Skills training:** Employees are trained to enhance their skills, so their day-to-day work becomes easy.
- **Management training:** A selected set of employees undergoes training where they are trained to take over management responsibilities.

**Step 3: Compensation and performance management**

Based on their performance, the employees, who have the potential to become leaders in the organization should be appropriately compensated.

These employees should be considered for fast track promotions and special compensation benefits.

**Step 4 : Talent management**

Talent management is one of the key factors that contribute for succession planning. The right candidate will have the required level of skills in order to execute responsibilities of the new role.

The upper management and mentors of the staff member should always make sure that the employee is constantly enhancing his/her skills by accepting challenging responsibilities.

**Q2. What are the typical activities involved in Succession Planning.**

*Ans :*

Succession planning has many activities involved. Some of these activities are sequential and others can be performed in parallel to others.

Following are the core activities involved in succession planning.

- Identification of the critical roles for the growth of the company. There are many tools such as Pareto charts in case if you need any assistance in prioritizing the roles.
- Identification of gaps in the succession planning process. In this step, the process of succession planning is analyzed for its strength. If there are weaknesses and gaps, they will be methodologically addressed.
- In this step, the possible candidates for the potential role will be identified. This will be done by analyzing their past performances as well and for some other characteristics such as age.
- All short-listed employees for potential roles will be then educated about their career path. The employees should understand that they are being trained and their skills are being developed in order to fill critical roles in the organization.
- When it comes to training and developing people, they should be developed for the positions that exist in the company as well as the positions (roles) that will be introduced in the future.
- Have a clear understanding of the timeline required for filling key roles. For this, an understanding of when key roles will be vacant is necessary.

- Conduct regular meetings on the succession plans of the organization.
- Identify top players of every department and make necessary arrangements to keep them in the company for a long time.
- Review past succession that took place based on the succession plan and review success. If there are issues, make necessary changes to the succession plan.

### Conclusion

Every organization requires succession planning. By succession planning, organization's key roles are constantly maintained with talented people, so organizations can maintain its strength.

When selecting people for key roles, their adherence to organization's mission and vision is important. This is how visionary leaders are sprung in organizations with commitment for the company's growth.

## 2.2 APPROACHES IN SUCCESSION PLANNING

### 2.2.1 Traditional, Contemporary Approaches

**Q3. Briefly Explain various Approaches to succession planning and management.**

*Ans :* (May-19, Imp.)

There is not a "one-size fits all" approach to succession planning—what works in one organization may not work in another, given different contexts and resources. Moreover, an approach may evolve over time as an organization learns what works and what needs to be improved.

Different organizations are at different stages in their approach to succession planning. You can use the following chart to assess the state of succession planning in your organization. The information you gather can be used to build a more comprehensive, leading approach to succession planning.

### 1. Traditional Approach

#### Replacement Planning

- Focus is limited to executive-level positions.
- Focus is on identifying immediate and short-term replacements.
- Plans are limited to identifying one or two potential successors for senior positions.
- Plans are linked to individual job requirements.
- Potential candidates are identified based solely on feedback from their immediate supervisor.
- Succession planning is done in isolation from other HR disciplines (e.g. diversity initiatives, recruitment, and learning, training and development).

### 2. Leading Approach /Contemporary Approach

#### Succession Planning and Management

- Focus is on key areas and positions at different levels.
- Focus is on the development of talent for the longer term.
- Plans include developing pools of talent for key areas and positions.
- Plans are linked to building competencies and skills that are required to achieve current and future business goals.
- A systematic process is used to assess candidates based on feedback from multiple perspectives and sources of information.
- Processes are in place to integrate succession planning with other HR disciplines.

**Q4. Assess the state of succession planning and management in your organization?***Ans :***1. Current state**

- Is succession planning currently done? If so, how?
- To assess the current state, consider starting discussions among key decision makers and stakeholders, establishing a committee or conducting a survey.
- What areas need improvement?
- Is succession planning linked with the broad human resources planning process and aligned with business planning?

**2. Desired state**

- How will you involve representatives from other human resources disciplines (e.g. performance management; training, learning and development; staffing and recruitment; and employment equity and official languages) to ensure succession planning is integrated with the broad human resources planning process?
- How will you involve representatives from program planning (e.g. corporate and strategic planners) to align succession planning and to minimize the impact of any organizational changes (e.g. changes in priorities, restructuring).
- Have you defined the business case and communicated it to enhance engagement of key stakeholders (e.g. managers, employees and bargaining agents)?
- Have the roles and responsibilities of stakeholders been determined and clearly communicated?

- Which aspects of the succession planning process will be decentralized to the business unit level and which will be kept at the corporate level?
- Is there a communications plan, including key messages (e.g. that succession planning does not guarantee promotions for individual candidates)?
- How will you ensure the transparency of the process?
- What data and technology are needed?
- What resources (e.g. financial, human, technological) are needed?
- What tools (e.g. procedures, templates) are needed to support the process?
- Have you considered implementing a pilot project?
- How will effectiveness be tracked, monitored and reported?

**Q5. Define Career Planning. Explain the Features of Career Planning.***Ans :***Definitions**

1. A career may be defined as 'a sequence of jobs that constitute what a person does for a living'.
2. According to Schermerborn, Hunt, and Osborn, 'Career planning is a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment'.
3. Career planning is the process of enhancing an employee's future value.
4. A career plan is an individual's choice of occupation, organization and career path.

Career planning encourages individuals to explore and gather information, which enables them

to synthesize, gain competencies, make decisions, set goals and take action. It is a crucial phase of human resource development that helps the employees in making strategy for work-life balance.

#### **Features of Career Planning and Career Development:**

1. It is an ongoing process.
2. It helps individuals develop skills required to fulfill different career roles.
3. It strengthens work-related activities in the organization.
4. It defines life, career, abilities, and interests of the employees.
5. It can also give professional directions, as they relate to career goals.

#### **Q6. Explain the Objectives of Career Planning.**

*Ans :*

The major objectives of career planning are as follows:

1. To identify positive characteristics of the employees.
2. To develop awareness about each employee's uniqueness.
3. To respect feelings of other employees.
4. To attract talented employees to the organization.

#### **Q7. Explain the Benefits of Career Planning.**

*Ans :*

1. Career planning ensures a constant supply of promotable employees.
2. It helps in improving the loyalty of employees.
3. Career planning encourages an employee's growth and development.
4. It discourages the negative attitude of superiors who are interested in suppressing the growth of the subordinates.

5. It ensures that senior management knows about the calibre and capacity of the employees who can move upwards.
6. It can always create a team of employees prepared enough to meet any contingency.
7. Career planning reduces labour turnover.
8. Every organization prepares succession planning towards which career planning is the first step.

#### **Q8. Explain briefly about career planning process.**

*Ans :*

The career planning process involves the following steps:

- (a) **Identifying individual needs and aspirations:** Most individuals do not have a clear cut idea about their career aspirations, anchors and goals. The human resource professionals must, therefore, help an employee by providing as much information as possible showing what kind of work would suit the employee most, taking his skills, experience, and aptitude into account. Such an assistance is extended through workshops/seminars while the employees are subjected to psychological testing, simulation exercises, etc. The basic purpose of such an exercise is to help an employee form a clear view about what he should do to build his career within the company. Workshops and seminars increase employee interest by showing the value of career planning. They help employees set career goals, identify career paths and uncover specific career development activities. These individual efforts may be supplemented by printed or taped information. To assist employees in a better way, organisations construct a data bank consisting of information on the career histories, skill evaluations and career preferences of its employees (known as skill or talent inventory).

- (b) **Analysing career opportunities:** Once career needs and aspirations of employees are known, the organisation has to provide career paths for each position. Career paths show career progression possibilities clearly. They indicate the various positions that one could hold over a period of time, if one is able to perform well. Career paths change over time, of course, in tune with employee's needs and organisational requirements. While outlining career paths, the claims of experienced persons lacking professional degrees and that of young recruits with excellent degrees but without experience need to be balanced properly.
- (c) **Aligning needs and opportunities:** After employees have identified their needs and have realised the existence of career opportunities the remaining problem is one of alignment. This process consists of two steps: first, identify the potential of employees and then undertake career development programmes with a view to align employee needs and organisational opportunities. Through performance appraisal, the potential of employees can be assessed to some extent. Such an appraisal would help reveal employees who need further training, employees who can take up added responsibilities, etc. After identifying the potential of employees certain developmental techniques such as special assignments, planned position rotation, supervisory coaching, job enrichment, understudy programmes can be undertaken to update employee knowledge and skills.
- (d) **Action plans and periodic review:** The matching process would uncover gaps. These need to be bridged through individual career development efforts and organisation supported efforts from time to time. After initiating these steps, it is necessary to review the whole thing every now and then. This will help the employee know in which direction he is moving, what changes are likely

to take place, what kind of skills are needed to face new and emerging organisational challenges. From an organisational standpoint also, it is necessary to find out how employees are doing, what are their goals and aspirations, whether the career paths are in tune with individual needs and serve the overall corporate objectives, etc.

**Q9. Explain the effective steps involved in career planning.**

*Ans :*

**Effective Career Planning**

It's clear from the above table that systematic career planning efforts offer innumerable benefits to both the individuals and organisations. To ensure success here, a number of steps should be taken.

- (a) **Support:** Career planning efforts must receive consistent support and continued blessings from the top management.
- (b) **Goals:** The corporate goals must be laid down clearly. It is not possible to develop appropriate goals for human resources if you are not very sure about your journey in the next 5 or 10 years.
- (c) **Reward performance:** Employees must be willing to expand their abilities; trainers must be willing to coach, counsel and share their knowledge with employees. There must be appropriate rewards for people from both sides who show promise.
- (d) **Placement:** Every effort must be made to put employees on jobs that are in tune with their capabilities. If a talented employee is put on a routine job, he will quit in frustration.
- (e) **Career paths:** The career paths for different types of employees must be laid down clearly. Fast track promotions should be available to talented people, seniors could be used on jobs requiring experience and judgement, juniors could be used for jobs that demand routine application of rules and procedures, etc.



- (f) **Continuous tracking:** Career planning efforts should be carried out on a continuing basis keeping the changing needs of employees and the organisation in mind. A record of career movements of employees must be kept and periodic assessment of who has gone where should be made.
- (g) **Publicity:** Everyone should be aware of the career opportunities within the organisation.

**Q10. Explain the advantages and limitations of career planning**

*Ans :*

**Advantages**

1. **Benefits to employee:** The employee has advance knowledge of career opportunities within the company. He knows where he stands, where he wants to go, who is ahead of him, how to scale the corporate ladder. This helps him set his career goals more realistically and take appropriate steps to realise them.
2. **Benefits to organisation:** Organisations can base their decisions more systematically. Fast tracks for stars could be arranged, training to slow movers can be provided, replacements can be planned in advance, hard-working, talented people can be retained through offering attractive career options and compensation plans; job assignments can be made based on merit, etc.
3. **Relations:** Relations between the employer and the employee would become more cordial; employee skills could be used properly; valued employees could be retained, there will be an expanded image of the company as a people developer.

**Limitations**

1. For small units (where there are very few opportunities for the vertical growth of employees) it is not suitable.
2. Several environmental factors such as government policy, laws of the land, reservation based on castes, regional pressures, union demands may upset career planning and development efforts
3. If the organisation fails to focus on any of the career related issues clearly, problems may crop up (e.g., early career issues, mid career issues, late career issues, minority groups, dual career couples, failure to match task and emotional needs, post retirement issues, forced lay-off issues, etc.).

**Q11. Differences between career planning and succession planning.**

*Ans :*

BASIS FOR COMPARISON	CAREER PLANNING	SUCCESSION PLANNING
Meaning	Career Planning is the process through which an individual selects the goals of his work life and finds ways to reach the goals.	Succession Planning is a process who tends to spot and develop the employees, that can occupy the key positions in the organization, when they become vacant.
Subset of	Career Management	Succession Management
What is it?	Individual Planning	Organizational Strategy
Position	One employee holds different positions, in his/her work life.	One position is held by different employees, over a period of time.
Ensures	Success in one's career.	Continuity in leadership for all key positions.

## 2.3 TALENT ACQUISITION

### Q12. Define Talent Acquisition.

*Ans :*

Talent acquisition is the process of finding and acquiring skilled human labor for organizational needs and to meet any labor requirement. When used in the context of the recruiting and HR profession, talent acquisition usually refers to the talent acquisition department or team within the Human Resources department. The talent acquisition team within a company is responsible for finding, acquiring, assessing, and hiring candidates to fill roles that are required to meet company goals and fill project requirements.

Talent acquisition as a unique function and department is a relatively new development. In many companies, recruiting itself is still an indistinct function of an HR generalist. Within many corporations, however, recruiting as a designation did not encompass enough of the duties that fell to the corporate recruiter. A separate designation of talent acquisition was required to meet the advanced and unique functions. Modern talent acquisition is a strategic function of an organization, encompassing talent procurement, but also workforce planning functions such as organizational talent forecasting, talent pipelining, and strategic talent assessment and development.

Talent acquisition is quickly becoming a unique profession, perhaps even distinct from the practice of general recruitment. Talent acquisition professionals are usually skilled not only in sourcing tactics, candidate assessment, and compliance and hiring standards, but also in employment branding practices and corporate hiring initiatives. Talent acquisition as a function has become closely aligned with marketing and PR as well as Human Resources. As global organizations need to recruit globally with disparate needs and requirements, effective recruiting requires a well thought out corporate messaging around hiring and talent development.

Talent acquisition professionals often craft the unique company message around the approach the company takes to hiring and the ongoing development of employees. The employment brand therefore encompasses not only the procurement of human capital, but the approach to corporate employee development. The unique needs of large companies especially to recruit and hire as well as attract top talent led to the development of a unique talent acquisition practice and career.

### Q13. Briefly explain the talent acquisition process.

*Ans :*

The process of hiring talent often involves many steps over several months. But generally, it can be organized into 6 steps :

#### 1. Sourcing and Lead Generation

Starting with a irresistible job description, you'd start identifying social networks, industry events and conferences, online forums, and communities where specialists in your industry gather. There, you can network and schmooze, build relationships, and make your talent needs widely known. In doing so, you'll generate a large pool of promising candidates, and an even stronger pipeline of potential hires.

#### 2. Recruiting and Attracting

Building a strong company brand, promoting your unique company culture, and designing a competitive compensation package are key components of attracting and retaining stars in your industry. Candidate relationship management is as well, which means: creating a positive candidate experience, courting leads, and keeping in touch with those who aren't a perfect fit now, but could be in the future.

#### 3. Interviewing and Assessing

Identify the 3-5 most essential tasks that the position requires and the key performance indicators that will help define success. Then,

you can build your interview questions based around behaviors, such as, "What have you done that is like this...?" Aim for questions that suss out a candidate's ability to solve problems, be resourceful, and think on their feet. You can also assess candidates using other tools: a skills test (like a sample writing or programming task), a personality or cognitive evaluation, or a demonstrated pitch or close.

#### 4. **Checking References**

Many hiring managers skip this step, but checking a candidate's references can solidify your gut feeling about a candidate's fit. Validate your choice by checking references to see if there are any final concerns or impressions you may have missed. If the reference agrees the candidate has the character and qualifications you're looking for, you're set to start making offers.

#### 5. **Making Final Selections**

Have a system for selecting from your strongest candidates. Use people tracking and evaluative software or an internal grading system both for your own talent team, but also any other stakeholders involved in the decision making. Assuming your C-suite and other employees are as busy as you are, make this final selection process as clear and hassle-free as possible.

#### 6. **Hiring and Onboarding**

Although hiring and onboarding doesn't necessarily fall under the responsibilities of the talent acquisition team, it's certainly the last and final step of hiring top talent. Note that a strong onboarding process can make or break a new employee relationship, so prepare for and streamline this process as much as possible before your new employee starts.

#### **Q14. What are the best practices to score top talent for Effective Talent Acquisition.**

*Ans :*

Here are some general best practices to help you and your recruitment team score top talent:

##### **1. Forecast**

Identify which roles at your company are hardest to hire for and prioritize them. Niche skills, highly-specific experience, tech or engineering jobs, and senior leadership all fall into positions that can take 3-6 months or longer to fill. Hiring just the right person for the job, or building an entire team on short notice, are much easier with some forward thinking.

##### **2. Build a Pipeline**

Keep track of the candidates you find, whether in a simple spreadsheet at a smaller company, or organized via specialized software or platform (such as LinkedIn Recruiter) if your organization has larger talent needs. Make sure to also carve out and schedule time — daily or weekly — for talent acquisition activities: networking, outreach, inputting and updating candidate details, and most importantly, building relationships that could be useful when you have a future role to fill.

##### **3. Get Everyone on Board**

Don't silo the efforts of your HR and talent acquisition team and keep an open mind about where quality candidates can come from. Get the department or even entire company involved. Consider introducing employee referral programs, monetary rewards for key hires, etc. If employees at your company know what roles you're hiring for, what kinds of people you're looking to fill those roles, and your vision about where the company is headed, you'll likely find great candidates faster.

#### 4. Spend the Time

Interviewing is a hugely important part of the talent acquisition process. You want to see how a candidate will act in a “formal” setting, and how they’ll think and perform under fire. But often, some of your best intuitions about people, performance, and cultural fit comes from outside the conference room. Casual phone conversations, lunch meetings, even an informal negotiation over a cocktail are ways to get to know your prospective hire that won’t be evident from a one standard interview. And if the team needs more face-to-face time with a potential candidate, don’t hesitate to bring them back in to meet with multiple stakeholders. High performers will probably like the extra chance to size everyone up as well.

#### Q15. What are the various Talent Acquisition Strategies ?

*Ans :*

Talent acquisition strategies vary widely. But here are a few common tactics for finding and hiring great employees:

##### 1. Boost your Brand

A strong brand can be your greatest strength in recruiting quality candidates, so make sure your organization’s website, social profiles, and company culture speak not only to your target customer, but also to potential career-seeking candidates. Your branding efforts, often led by marketing, communications, or HR departments, are hugely important in grabbing the attention of top talent and making them want to apply.

##### 2. Get Niche

It may seem counterintuitive, but the more specific you can get about the past experience

and projects you’re looking for from candidates, the more success you’ll have finding exactly what you need. Niche roles in specialty industries can narrow the pool of candidates way down—particularly in the fields of technology, cybersecurity, medicine, law, and financial management. And, a smaller talent pool can often make outreach and networking efforts more manageable.

#### 3. Do Some Succession Planning

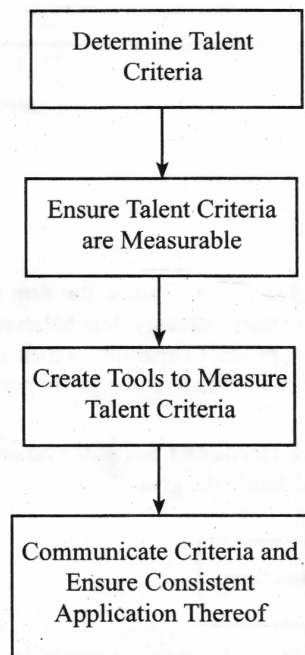
This business and HR strategy grooms and promotes employees internally, instead of going outside your company to fill open positions. It starts with identifying peak performers within the company, and taking the time to train and prepare them to take on more responsibility and leadership. An organization can work towards this months or even years ahead by offering regular and detailed feedback, internal mentorship programs, high-quality employee training, stretch assignments, and offering interim / trial runs for qualified candidates. Circulate a list of your open roles on a regular basis via an internal wiki or email so employees can be aware.

### 2.4 TALENT IDENTIFICATION

#### Q16. Explain in detail talent identification process.

*Ans :*

Many companies have some type of talent identification process. The usefulness and maturity of these processes vary in different companies in which they are not used regularly and are not conveyed efficiently to employees. The following figure shows the talent identification process.



**Fig. : Talent Identification Process**

#### 1. Determine Talent Criteria

Talented employees are the people who are having capability to enhance the current and future performance of a firm. They are the employees who possess the capability to take up the firm to the higher position and thus they are considered as future leaders of the firm. Best practice indicated that the talent criteria must emphasize on the following areas.

- (a) Associate with the short-term and long term business strategy.
- (b) Make use of competencies to determine the behavioural characteristics of talent within the business.
- (c) Make use of transparent set of indicators for determining the star talent qualities of a firm.

#### 2. Ensure Talent Criteria are Measurable

The talent criteria which is determined in above step should be measurable.

#### 3. Create Tools to Measure Talent Criteria

The tools which are used to measure talent criteria are,

#### (a) The Nine-Box Matrix/Grid

During past 1960's General Electric has used the nine-box matrix/grid in order to allow the firm to evaluate the capability of employees in its business and to set up their investment and whole talent strategy. It is believed that nine box grid is depended on Boston Consulting Group's "Boston Box" of business or product capability which is applicable to employees. This is an easy tool which will helps in defining talent in which it enables leaders to classify performance level as well as capability level for a group of employees.

#### (b) The Drotter Talent Pipeline

Leadership pipeline has been introduced by Drotter as succession blueprint for shifting leaders through a correctly planned pipeline which will evaluate them in their present levels and make them effective in all the above levels.

Six transitions for passage points are involved in this model. At every model, developed leader should be moved to a new layer of accountability and performance.

#### 4. Communicate Criteria and Ensure Consistent Application Thereof

There is a continuous argument that whether the employees must communicate about their talent status or not. Few perceived that clarity about the talent status of employee develops envy between those who are not in the high potential list and can develop a sense of entitlement among the selected employees who appear in the list. Few others think that if status is kept secret then it is flexible to make high potential list.

It is immature to believe that the information of the talent status can be kept confidentially as high capabilities can be

recognized easily as an outcome of development opportunities provided to the individuals. And if the firm fails to convey to the talented individuals that they are valued by the firm as top talent may make them to look for opportunities from other firms. Evidence also indicated that the level of transparency and formality in recognizing high-capable talent will have direct effect on retention numbers and commitment of a firm. It appears that the formal or transparent identification processes will improve the feeling of self-worth and develop the commitment of employees towards the firm. The Center for Creative Leadership has investigated 199 leaders are managing leadership development programmes relating to firm's talent management activities. They found an important proof which is showing the value of formal identification of high capabilities. The following are the advantages of conveying the high potential status openly.

- (a) Development will be the shared responsibility of every one who is involved in it not only human resources.
- (b) Recognition of fairness about the talent management process is developed.
- (c) Quality assurance processes are examined by every one who is involved in it.
- (d) Transparency will encourage motivation in terms of visible opportunities.

It is an essential question that whether the talent status must be kept secret or not but what data must be communicated and how this must be conveyed.

Managers must be motivated to have growth and career communications with all their employees and must convey to all employees about their growth potential without making use of unnecessary labels. Thus, an employee may be informed that he/she has capability without defining the particular level

of ability. A clear communication strategy must be developed by the firm once they determine the level of transparency of talent information. The following are the few reflections which must be taken into account,

1. Each and every employee must be aware of the criteria for high-potential status.
2. Any new needs for high potentials must be conveyed to all employees.
3. Criteria must be regularly conveyed to all business units so that the idea of fairness can be promoted all over the business units.
4. It is suggested that information stating that high potential status will not assure promotion and also it is not permanent should be consistently.

## 2.5 RECRUITING & ASSESSMENT

**Q17. How talent acquisition differ from recruiter.**

*Ans :*

Recruiters, sourcers, HR professionals, hiring managers. Combined, these powerhouse functions make up Talent acquisition (TA) the organizational task of, quite simply, finding the right person for the job. In a corporate setting, it's often placed under the human resources (HR) umbrella, and involves sourcing, attracting, interviewing, hiring, and onboarding employees.

### **Recruiters in Talent Acquisition**

Since the bulk of a successful TA team relies on recruiters, let's break down what it takes to be a rock star one. First, it helps to be a people person. You're comfortable cultivating and maintaining relationships, especially across jobs, industries, and personality types. People who tend to do well in this role are also good at thinking big-picture about the needs of their company, and how to fulfill them. And since you want to always be signing top talent, a background in sales can be tremendously helpful,

as you're ultimately in the business of selling jobs to promising candidates and promising candidates to top stakeholders.

But maybe most importantly, talent acquisition professionals need to think like hunters: always on the prowl for top talent and relentless in their pursuit.

### **Talent Acquisition vs. Recruiting**

It's easy to confuse these two. In many ways, they share the same goals: placing people into open positions.

But, there are differences. Job recruiting addresses a company's short-term headcount needs. Talent acquisition, on the other hand, is an overall business and HR strategy that factors in an organization's long-term goals, and acknowledges that people (or talent) can play a huge role in a company's future successes. Unlike simply filling seats, talent acquisition is an ongoing process that tends to identify and vet appropriate candidates for executive-level positions, leadership roles, and jobs that require specialized training.

## **2.6 TALENT DEVELOPMENT**

### **Q18. Briefly explain about Talent Development Programme.**

*Ans :*

A talent development program from a business management school can help young managers boost their leadership effectiveness. But not every talent development program delivers the same high-impact training. Even among the best schools for business management, only a small handful excels in high-impact executive education.

A well-designed talent development program helps talented managers who already have demonstrated their ability and who want to become more compelling leaders. Such programs boost your capacity to lead individuals, teams and large groups with authority, trust and conviction. You should be able to focus on the core skills you need to consistently perform at a high level. This involves

discovering more about your leadership roots, diagnosing your tasks as a leader and charting a path that ensures you can inspire and persuade others to do better.

Here are a few pointers on what to look for in a talent development program that will truly hone your leadership skills and give you the knowledge and tools to take the next step in your career.

### **Q19. Discuss about management Leadership.**

*Ans :*

Management leadership training is becoming more important for executives facing an increasingly complex business environment. The responses of the past in many cases no longer meet the needs of today and tomorrow. You may be challenged to flex your influence with more impact and to manage change and complexity with greater conviction. Even seasoned business leaders face pressures to enhance and expand their leadership skills.

An effective talent development program can help you meet such challenges with confidence. Look for a program where you can learn to communicate a clear, "playing-to-win" strategy for your organization. Also look for one that teaches you how to leverage your strengths and how to focus your mind for success. Such mental preparation is what successful business leaders, world-class athletes, outstanding musicians and renowned artists all have in common.

### **Developing the right mindset**

Understanding the mindset of high-performance leaders is one of the keys to improving the way you lead. By studying critical patterns for success and analyzing leadership success stories — as well as the failures — you can improve your own leadership style. A talent development program should offer a variety of methods to help you influence those you interact with more powerfully. Negotiation skills training, for example, can improve your communications skills, your ability to persuade others and your competence to manage conflict. Becoming a better negotiator at all levels and understanding how to avoid being held hostage to other individuals and predicaments will make you a stronger leader.

### Challenging your belief systems

You stand to gain most from management leadership training that challenges your belief systems and your previous success. The best programs are no less than life-changing. In addition to faculty lectures and classroom discussions, look for executive leadership training courses that offer learning techniques such as:

- Self-awareness and visualization exercises
- Hands-on practice and role-playing
- Intense interaction with other participants
- Coaching from experts, individually and in small groups
- Intense individual feedback

### Meeting your unique needs

The best executive development programs address real-world business needs that best help executives - and provide the best return on investment. Business schools that collaborate with executives and companies to develop leadership programs will deliver programs tailored to meet your needs. You should also expect to receive action plans that you can use on a personal level and to guide your organization. These are just a few of the hallmarks of a great talent development program.

## 2.7 TRAINING & COACHING

### Q20. Define Training.

*Ans :*

#### Meaning of Training

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Training differs from exercise in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's capability, capacity, and performance.

### Definition of Training

"Training is an organized procedure by which people learn knowledge and skill for a definite purpose".

– Dale S Beach

"Training is any attempt to improve employee performance on a currently held job or one related to it".

– John Bernardin

"Training is a process which enables the trainees to achieve the goals and objectives of their organization".

– Chowdhary D.P

"Training is a set of activities that provides the opportunity to acquire and improve job-related skills".

– Schermerhorn, Hunt and Obsorn

"Training is the process of acquiring the skills necessary to do the job".

– Robert N. Lussier

"Training is the continuous, systematic development among all levels of employees of that knowledge and their skills and attitude which contribute to their welfare and that of the company".

– Planting, Cord and Efferson

### Q21. Discuss about Purpose of Training.

*Ans :*

1. **To improve Productivity :** Training leads to increased operational productivity and increased company profit.
2. **To improve Quality :** Better trained workers are less likely to make operational mistakes.
3. **To improve Organizational Climate :** Training leads to improved production and product quality which enhances financial incentives. This in turn increases the overall morale of the organization.
4. **To increase Health and Safety :** Proper training prevents industrial accidents.



5. **Personal Growth** : Training gives employees a wider awareness, an enlarged skill base and that leads to enhanced personal growth.

**Q22. What are the objectives of Training ?**

*Ans :*

The purpose of training and development can be explained as follows :

1. **Improving quality of workforce**

Training and development programs can help in improving the quality of work produced by the workforce of organization. Mostly, training is given in a specific area like finance, marketing or HR, which helps in improving the quality of work in that particular area.

2. **Enhance employee growth**

By attending these training and development programs, employees are able master the work of their jobs and that's how they develop and grow themselves in a professional way.

3. **Prevents obsolescence**

These programs help employees to keep themselves up to date with the new trends in latest technology, which reduces the chances of termination of the job.

4. **Assisting new comer**

These programs help new employees to adjust themselves in a new working environment, culture and technology. They feel themselves as regular employees of that organization.

5. **Bridging the gap between planning and implementation**

It helps organizations to easily achieve their targets and goals what they actually planned for. Employees know their job better and they deliver the quality performance according to needs of top management. That's why organizations can easily implement their plans.

6. **Health and safety measures**

Training and development program clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company.

**Q23. What is the importance of training ?**

*Ans :*

The importance of Training Discussed below.

1. **Increased Productivity**

Training improves the performance of employees. A trained works handles machines and materials more economically which results in increased productivity

2. **Higher Employee Morale**

A trained worker derives happiness and job satisfaction. Hence morale of the employees will increase.

3. **Less Supervision**

The degree of supervision required for a trained worker will be learning. He carries out his job independently will least supervision. Trained worker is also a disciplined worker and as a result managerial problems come down.

4. **Less Wastage**

The wastage of material, down time of machines will come when they are operated by a trained worker. When the wastage is less, productivity is increased. Also the accident rate will drastically come down because of trained operators.

5. **Easy Adaptability**

A trained worker can be more adaptable to change in technological advances compared to untrained workers.

**6. Reduced Turnover and Absenteeism**

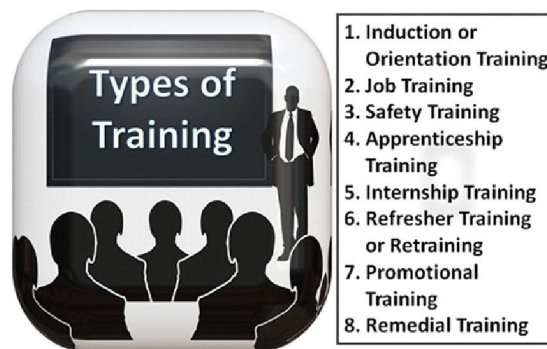
As job satisfaction is high due to training the labour turnover and Absenteeism is less.

**7. Employee Development**

Training helps in the development of an employee. Training locates the talent and later develops in an employee.

**Q24. Explain the various types of training.**

*Ans :*



- 1. Induction or Orientation Training:** Introducing a new employee to the organization's environment comprising of a day to day functioning, products, services, rules and regulations are termed as Induction or orientation training. The purpose of such training is to reduce the nervousness of a new joiner, by making him accustom to the working environment. It is also called as an orientation training, which means giving a fair idea to the new employee about, what he is supposed to do in the organization.
- 2. Job Training:** This training is job specific and is given to the employee who has to perform that job. Under this training, the information about the machine, the process of production, methods to be used, the safety measures to be undertaken, etc. are explained. Through this training, the employee develops the confidence and the necessary skills, that enables him to perform his job effectively and efficiently.
- 3. Safety Training:** The safety training is given to the employees so as to minimize the number of accidents caused due to the handling of machines or other equipment. Under this training, the employees are given the safety instructions on the usage of machinery and the other dangerous devices.
- 4. Apprenticeship Training:** Under this training, the worker earns while learning. This training is generally given to the technical staff, craftsmen, plumber, etc. who are required to work under the superior for a relatively longer period, until he gains the expertise in that particular field.
- 5. Internship Training:** Under this type, the educational or vocational institutes have an arrangement with the industrial institutes to provide practical knowledge to its students. Sometimes, the companies also offer the pre-placement offers to the trainees on the basis of their performance during their internship program.

6. **Refresher Training or Retraining:** As the name implies, the retraining or refresher training is given to the old employees with the purpose of improving their efficiencies. They are introduced to the new methods and technologies that would result in the increased productivity and reduces the monotony in their daily work.
7. **Promotional Training:** This training is given to the potential employees, who can be promoted to the senior position in the organization. The promotional training is given in advance so that employee gets accustomed to the new roles and responsibilities and do not get nervous at the time of promotion.
8. **Remedial Training:** This training is given in order to overcome the shortcomings in the behavior and performance of old employees. Due to the invention of technology, the employees may resist to accept the change and cause a disturbance in the organization. Therefore, such training is given to make them understand the importance of change and its necessity in the operations of business. This training is generally given by the psychological expert.

Thus, different kinds of training are imparted to the employees depending on their job position and the skills required to perform a particular kind of a task.

**Q25. Explain briefly about coaching.**

*Ans :*

Coaching is a kind of daily training and feedback given to employees by immediate supervisors. It involves a continuous process of learning by doing. It may be defined as an informal, unplanned training and development activity

provided by supervisors and peers. In coaching, the supervisor explains things and answers questions; he throws light on why things are done the way they are; he offers a model for trainees to copy; conducts lot of decision making meetings with trainees; procedures are agreed upon and the trainee is given enough authority to make divisions and even commit mistakes. Of course, coaching can be a taxing job in that the coach may not possess requisite skills to guide the learner in a systematic way. Sometimes, doing a full day's work may be more important than putting the learner on track.

When to use coaching usefully ? Coaching could be put to good use when :

- an employee demonstrates a new competency
- an employee expresses interest in a different job within the organisation
- an employee seeks feedback
- an employee is expressing low morale, violating company policies or practices or having performance problems
- an employee needs help with a new skill following a formal training programme.

Effective working, obviously, requires patience and communication skills. It involves:

- explaining appropriate ways of doing things
- making clear why actions were taken
- stating observations accurately
- offering possible alternatives / suggestions
- following up

**Q26. Explain the process of coaching.**

*Ans :*

**Coaching Process**

The coaching process involves of six steps, which are as follows,

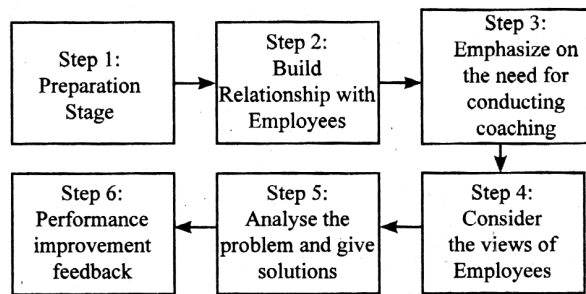


Fig. : Coaching Process

### 1. Preparation Stage

The first step in coaching is making the employees aware of the need and requirements of coaching. The details about the date, venue and timings of scheduled coaching must be informed to the employees.

The supervisor needs to be competent and should possess skills to provide coaching to those who lack certain skills. He should conduct the coaching according to the employee's performance and must schedule his coaching in such a way that his work assignment should not clash with the coaching timings.

### 2. Build Relationship with Employees

It is necessary to build good relationship with the employees, as positive and healthy relationship encourages the employee to discharge better performance at work. It is important to understand and share the feelings of the employees by putting ourselves in the same condition/ situation. By understanding the situations of employees, the coaching is provided. Doing so, will encourage the employee to share their views, problems and thoughts with the management.

### 3. Emphasize on the Need for Conducting Coaching

The employee should be informed about the need for conducting coaching by emphasizing

on its benefits to both employee and the organization. Once the importance of coaching is stated to the employees, it will enable them to proceed towards the coaching programme.

### 4. Consider the Views of Employees

Most of the employees have valid reason for their low level performance. In this situation, it is necessary to listen to the problems of those employees. Under such circumstance, the supervisor is required to be a good listener, gather all the necessary information which is useful to diagnose the causes of problem and also for making the performance of the employee effective. Management must give importance to the views of the employees and ask them to suggest the most suitable approach which might improve their performance.

### 5. Analyse the Problem and Provide Solutions

There are number of reasons for the non-performance or poor performance of the employees. Identify those employees who are ineffective in their jobs and provide them with supportive data which may be useful in improving the performance of the employees. Most of the time, the employee is not communicated properly about his performance, so he may be unaware of his/her mistakes.

### 6. Performance Feedback

Feedback means expressing the opinion (both positive as well as negative opinions) on the performance of the employees. The performance is checked by the management, customer and consultants and resultant feedback is provided. The management has different approaches of giving the feedback based on their behaviour as follows,

**(i) Positive Feedback**

The feedback is given in a positive way by appreciating the employee and recognizing his/her contribution towards the accomplishment of task. The management has full faith on such employees and expect them to carry the same performance in future also.

**Examples**

- (a) Excellent performance, keep moving ahead.
- (b) We will be continuing with your leadership for the next 2 years on account of your outstanding performance.

**(ii) Negative Feedback**

The performance related results are conveyed in a negative manner to the employees. Sometimes it is also conveyed in aggressive manner containing negative emotions like anger, frustration, despair etc. The employee may lose his self esteem, feel bad and may leave the job.

**Examples**

- (a) "Try to maintain professional attitude during the working hours".
- (b) "Reduce your mistakes in solving numericals".

**(iii) Neutral Feedback**

This feedback is free from any kind of emotions. , In this type, the feedback is given only on the basis of performance but not on the basis of individual attributes or competencies. This type of feedback is easy to convey and is also welcomed by the employees.

**Example**

The manager conveys the feedback by stating both the strengths as well as the weaknesses to the employees. Further, it provides assistance and gives appreciation and encouragement for good performers.

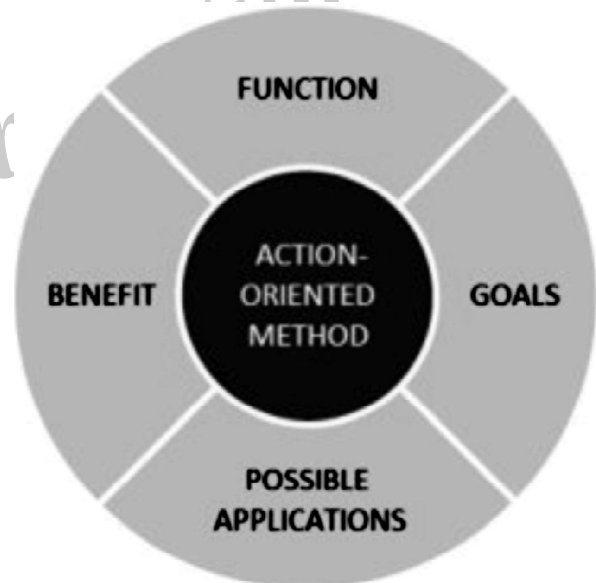
**2.7.1 Action-Oriented Coaching**

**Q27. Briefly Explain about The Action - Oriented Method of Coaching.**

*Ans :*

**(Sep.-20)**

For many years Action - Oriented Learning has been successfully used in organization and Human Resources Development by a variety of companies.



EDEN combines professional development with holistic learning experience. We combine development issues with action-learning (indoor or outdoor) and thus guarantee the greatest possible learning success for our customers. With us you are not just talking about success, you experience it.

The mere transfer of knowledge is not enough for us. We measure our work in sustainable and positive developments. Our workshops and

coaching are based on established concepts. We offer you professional tools and the latest scientific theories combined with the best form of learning for adults – the action-oriented methodology.

It is about reality-based team and leadership situations (tailored to your specific business situation). Through intensive feedback sequences, each participant can recognize, check, and refine the impact of the “experienced” team and leadership behavior in a productive way. It is about different dimensions of competence, such as perception, analysis, and evaluation of situations and corporate contexts, self-leadership, values, attitudes, impact and influence on employees (objectives, delegation, motivation, communication, etc.). The learning effect is increased by an interplay of action and theory sessions to the corresponding team and management topics.

The action-oriented methodology of our consultations, seminars, and coaching are based on well-known, proven concepts and theories. Whether individual hours in your facilities or a multi-day seminar in an attractive learning environment. You can combine your development issues as required with different experience modules, whether out- or indoor.

### Function

Action learning is always based on the action, behavior or practical deeds. Real and realistic challenges are processed in direct relation to the workplace.

From action-oriented team tasks in the seminar hotel to trekking or snowshoe tours (in a chalet) with navigational orientation tasks. From ferrata, raft building, rafting, sailing, rope bridge building (for example, over a river) to e-learning elements of coaching or managerial role plays and simulations during a workshop. All action-oriented elements serve a sustainable learning experience and the successful development of workplace-defining culture in everyday business.

Action-oriented learning takes place in a real environment. Participants learn various management and strategy tools that they can apply directly to strategic issues in the future. Theory impulses deepen the understanding. Based on the shown behaviour, strengths, and areas for development are identified and can be promoted more effectively. Behaviours can be tested and reflected upon and existing patterns can be optimised.

By immersing in a “simulated reality”, the highest form of learning is created: learning from experience from the immediate real-world situation. It is certainly the most efficient way of learning for adults. Important caregivers, group dynamics, and the operating team are analyzed for reflection and the testing of new solutions, as well as personal development.

There is a certain need for spontaneous action. The feedback is direct, complex, and systematic. Consultants or trainers assist in the reflection, evaluation of the experience, and the crucial transfer into everyday life. There is a certain simultaneity of problem solving and learning (or of personal and organizational development).

### Arguments of Benefit

Holistic and natural success are the focus of our workshops and consultations. Because even if the success is planned in your “head”, the plans and strategies still have to be successfully implemented by your “hands”. To this end, the participants of our workshops get the opportunity to experience the effects of their own behaviour on others in different situations.

Through a wide range of tasks, everyday working life of the target group is realistically simulated, thus allowing a high gain in knowledge and learning transfer.

Participants in our workshops receive personal and constructive feedbacks and will, given

the chance, adopt different perspectives to a situation. Each participant is actively involved at all times. This ensures a high efficiency of our workshops.

Both success and failure are ensured by performance assessment and process analysis. This creates insights and additional motivation to achieve better results by directly working on ones behaviour.

Experience, recognize. and develop leadership and management competences in the following areas: Information & communication, delegation & coordination, goal orientation & control, employee orientation, organization & design, assessment & decision behaviour in challenging situations.

### Goals

- Correctly identify, use, and develop individual potentials to unfold the success of the company
- Recognize and reflect the situational ability to act (as a person or organization)
- Development of specific management and leadership skills
- Successfully develop reality-based action skills
- Active self-reflection, individual behaviour change and lasting competence development
- Individual tension build-up and high accuracy of fit
- Development of personal, team, and leadership skills (instead of pure knowledge transfer)
- Reinforcement of an active and self-responsible learning culture in the company
- Individually experience compact and efficient learning through precise and structured self-reflection
- Systematic summary of the findings and deduction of transfer measures

- Generate insight and motivation to work on the individual potentials

In Action-oriented learning, the important soft skills for the success of a company, or project, become very apparent. Thus, the participants are made aware of their decisive influence and develop a greater willingness to continue working on these issues.

### Applications

- Action-oriented, holistic learning experiences (for example, by problem solving tasks both indoors and outdoors)
- Interactive practical workshop with exciting experience and transfer sequences
- Self-image and self-reflection as well as individual and group work
- Lectures and discussions, evaluations, reflections, transfer
- Cooperative team tasks and/or practical leadership challenges
- Real or realistic projects with coaching guidance
- Collegial practical consulting, quality circle
- Familiarisation and application of helpful leadership and team-tools e.g. in roll or business games, simulations and action learning in "real projects"
- Situational and behavioral analysis in typical challenges (critical incidents)
- Systemic approaches, coaching, supervision, counseling
- Analysis tools from for business and personality assessment
- Transaction analysis and topic-centered interaction according to Ruth Cohn
- Feedback tools such as the Johari Window or sociograms help to consolidate and increase self-confidence and authenticity or to resolve conflicts

- Analysis of key corporate areas: orientation, processes, roles, communication, values and culture
- Mediation and conflict resolution theories (for example, with the de-escalation model from Glasl)
- Metaphorical learning (working with analogies, for example, from sports or nature)

### 2.7.2 Remedial Coaching

**Q28. What is Remedial Coaching ? What are its Objectives ?**

*Ans :* (May-19)

The organization strives to develop specific competencies of the employees that may contribute to their academic and professional success. In this context mentoring of employees is immensely important. We have accepted the value of mentoring and the members try to informally mentor the employees. Teacher's help employees interpret undergraduate programme guidelines and clarify different aspects of curriculum. They constantly encourage employees to come forward with their ideas at all stages of development. Employees are motivated to expand their skills.

Managers are approachable and help in advancing the academic and professional goals through sharing guidance, experience and expertise.

Employees come from an increasingly diverse background, therefore managers personally interact and try to help them to adapt to changes in a graceful manner. Employees start identifying with the manager. Mentoring supports employees' advancement in pedagogical skill. They can handle stressful or difficult situation well. It also lowers stress level and builds confidence of the employees. As we have employees from different strata of society and with the experience of interacting with the employees our college managers have developed two different type of coaching to employees:

The scheme aims at improving the academic skills and linguistic proficiency of the employees in the various subjects and raising their level of comprehension in such subjects where qualitative technical and laboratory work is involved and reduce their failure and dropout rate. In pursuance of this our college has also introduced the scheme for slow learners.

### Objectives of the Program

Remedial coaching is being organized at UG and PG level with the following objectives:

- To improve the academic skills and linguistic proficiency of the employees in various subjects.
- To raise their level of comprehension of basic subjects to provide a stronger foundation for further academic work.
- To strengthen their knowledge, skills and attitudes in subjects where qualitative and quantitative techniques and laboratory activities are involved, so that the necessary guidance and training provided under the program may enable the employees to come up to the level necessary for pursuing higher studies efficiently and to reduce their failure and dropout rate.
- To provide career guidance and psychological counseling for capacity building to those who are in need of such counseling.

### Organization of the Scheme:

The employees classified into groups, each consisting of not more than 25 employees in each subject and each group may be placed under the charge of one teacher. So that the responsibility could be fixed and managers are in a position to develop rapport with the assigned group and monitor the progress of the employees. Coordinator will be responsible for coordination and ensure effective implementation of the coaching programme, in addition to actual teaching in the classes.



**Method of Teaching:**

Remedial Classes are organized on working days after the regular teaching hours of the college are completed. Remedial coaching classes are completed before the commencement of exams and model question papers are solved with the employees by the respective subject managers.

**Enhancement Coaching:**

Some employees not only have the necessary KSAs (knowledge, skills, and abilities) to be successful, but fail in properly utilizing them for academic enhancement. Such employees remain in the Average Learners Category even though they should be in Advanced Learners Category. There may be occasional performance issues, and our teacher's primarily focus on helping them achieve even greater goals and plans. It is these high performance employees who can bring many laurels to our college from time to time.

**Method of Teaching :****1. Offer a Range of Texts**

Advanced Learners are offered a range of text books and reference book available with the managers and college library to understand the topic in more depth.

**2. Ask Deeper Questions**

Advanced Learners are encouraged to move from the factual to the conceptual.

**3. Do the Research**

Advanced Learners are also motivated and encouraged to participate in various Inter-College, Inter-University, National Level and International Level curricular or research programmes.

**4. Get Creative**

In addition to participating in international economic conferences they are also made to participate in Literary and Debating, Essay Competitions and so on.

**2.7.3 Attitude Based Coaching**

**Q29. What is Attitude based coaching ? How managers will deal with in the work place ?**

*Ans :*

**(Sep.-20)**

Coaching attitudes is one of the toughest things that managers will have to deal with in the work place. Attitudes will make or break companies. There are typical mistakes that managers will make when coaching their employees which affects their attitude development. They spend little time cultivating attitudes and more time trying to correct attitudes. When coaching attitudes in the workplace, it takes on a different approach than what is typically done. You cannot teach someone to change their attitude or to get a new attitude. You can, however, impact someone's attitude. Ultimately, you are giving someone the choice to change their attitude. If someone does not want to improve or change their attitude, they are not going to do it because their manager or even a co-worker arbitrarily tells them they need to.

Coaching attitudes is about getting someone to look at their own attitude to see how they are behaving in the workplace and ultimately giving them a choice to change it. Anyone can be coached by choice, but if a manager is skilled enough with coaching then the employee is in a better position to be coached. Coaching is a two-step process. The first step is about getting someone to look in the mirror and the second step is getting them to take action on the first step. The goal is to get the employee to see how they are behaving in the workplace and to take action on their behavior.

Managers tend to want to correct their employees' attitudes instead of cultivating positive attitudes. If an employee is being coached on their negative or arduous attitude, they will not be as willing to be coached if all they hear are negative things. When coaching employees to change their attitude, it is important to ask questions rather than

telling them what they need to do and that they need to change their attitude. Asking questions will help to determine what is affecting their attitude. Some of the questions to ask the employee would be:

- Does the employee know what is expected of them?
- Does the employee feel they have an open, comfortable work environment?
- Does the employee feel they have part in decision making in their current position?

How do you coach someone to improve their attitude? There are a variety of methods to use when coaching employees, but the main objective is to help facilitate the employee's choice to change their attitude. The manager should schedule the following activities:

- Observe other employees with positive attitudes
- Assign a learning project such as inspirational books, articles, motivational CD's, etc.
- Set-up role-playing with team members - for example, practice how to keep up a positive attitude even when dealing with a tough customer.

After any of the above activities, it is important to ask questions or have them report back what they have learned from their activities from a positive perspective. This transfers the ownership from the manager demanding the performance change to the employee who makes the choice to make the improvement.

Coaching employees to help them develop positive attitudes can give them more confidence, creativity, motivation and optimism. All these attributes will help create a better working environment for everyone. As previously stated, managers can encourage employees to change their attitude but cannot change or control their attitudes. That is a choice that they have to make on their own. You do, however, have control over

your own attitude. Attitudes can be contagious and if you portray a positive and upbeat attitude throughout the day, your employees are more likely to do the same.

#### 2.7.4 Performance Based Coaching

##### Q30. How Performance Based Coaching helps in Success Planning ?

*Ans :*

"One Size All"—fits no one well and everyone poorly! And one size fits all performance coaching fits employees worse. Every individual does not relate well to the same style of coaching and performance feedback. Research confirms that performance coaching must vary with the individual and the situation in order to maximize performance levels and maintain strong manager/employee relationships.

Coaching is the most critical activity for managers and supervisors to get a return on the investment of their time and influence—the two resources they have for managing the performance of others. The quality of this influence is dependent on the ability of the manager to be flexible in the way they coach performance.

Managerial flexibility is determined by how well a manager utilizes behavior patterns that consist of specific behavioral paradoxes (behavior traits that on the surface seem opposing) that must be understood and mastered in order to improve their coaching style range and accurate performance assessment. Behavioral paradoxes that impact a manager's influence ability include:

##### Manager's influence ability include:

- (a) Authoritative behaviors and Collaborative behaviors - balancing individual decision making with shared decision making.
- (b) Enforcing behaviors and Warmth/Empathy behaviors - willingness to hold people accountable, yet expressing positive feelings and affinity towards others.

- (c) Analytical behaviors and Intuitive behaviors  
- using facts and evidence to assess performance, while simultaneously using personal 'hunches' and gut instincts.

Performance Based Coaching is a process that organizes behavioral choices into a tactical model for effective performance coaching and provides a framework that recognizes employee performance differences, instructing managers on how best to adapt their behavior accordingly. Without mastery of the influencing behavioral paradoxes managers are left with "reactive" approaches to performance management.

#### Process

This challenging and highly engaging workshop includes personal assessments, case studies, coaching simulations, and performance diagnostic activities. This innovative workshop is powerful and pragmatic and based on a simple model of how to adapt coaching behavior-why and when!

#### Business Results

Clarity and alignment of performance expectations.

Improved performance diagnostic skills regarding results and motivation.

Performance driven coaching behavior adaptability.

Dealing with performance problems—quickly and effectively.

Improved individual and work group performance.

Positive impact on employee motivation and retention.

Improved manager/employee relationships.

#### 2.7.5 Executive Coaching

##### Q31. What is Executive Coaching ? Why should you hire Executive Coach ?

*Ans :*

People come to coaching for several reasons: They could be "stuck" and can't think of what else to do in order to move the organization forward; there may not be anyone at their level that they can have confidential conversations with, or they believe if they were to change/improve something within themselves, the greater organization would benefit. Maybe they are ready to do something different but are not sure what that "something" is. Perhaps they are looking for change, a different perspective, or have important goals to reach. Executive or "business" coaching focuses on helping individuals go from where they are, to where they want themselves and their company to be.

Whatever the reason, distinct from other forms of training, coaching focuses on a specific way of "learning" for the executive. It is believed that "the more an individual is involved in identifying problems, in working out and applying solutions for them and in reviewing results, the more complete and the more long-lasting the learning is. This form of self-improvement tends to bring about learning with a deeper understanding than learning that is taught." Given the right circumstances, one-on-one interaction with an objective third party, who is not tied to the organization or other executive or company influences, can provide a focus that other forms of organizational support cannot. Coaching develops the leader in "real time" within the context of their current job while allowing them to maintain their day-to-day responsibilities.

In order to help put coaching into perspective, the model on the opposite page will help to show the differences between coaching, mentoring, counseling/therapy, and consulting.

"Unlike therapy, which goes into depth about various issues usually dealing with the past and consulting which generally results in giving the client answers, coaching is more action-oriented and

focuses primarily on the present and future.” Coaching focuses on what the client wants and utilizes a process through the one-on-one coaching sessions to enable the client to self-discover, learn and determine their own “answers”. It is the client who determines the goals and commits to their goal, while allowing the coach to help hold them accountable.

### **Why should you hire an Executive Coach?**

In today’s demanding business environment (cost pressures leading to flatter organizations, executive managers with more direct reports, “speed to market” as a competitive advantage with time pressure, etc.) executives have limited opportunity to devote time and energy to their own development as leaders. “Most executives struggle to fulfill the responsibilities of their positions and are too busy and too stressed to step back and learn from their experiences or to implement changes to satisfy best management practices.”

The reasons for choosing coaching go beyond the need to correct or resolve problem behaviors or poor performance issues. Executive coaching is also chosen to develop executive-level skills, developmental and growth needs which impact the entire organization.

In a study by Diane E. Lewis, respondents identified a variety of reasons for hiring executive coaches. The reasons cited below encompass both problem solving and developmental emphases. They could also be described as change-oriented, with an emphasis on supplementing and refocusing the participant’s skills, or growth-oriented, with an emphasis on accelerating the learning curve for high-potential or recently promoted executives. The percentage of respondents citing that particular reason is in parenthesis:

- To develop the leadership skills of high-potential individuals (86%).
- To improve the odds that newly promoted managers would be successful (64%).
- To develop management and leadership skills among their technical people (59%).
- To correct behavioral problems at the management level (70%).
- To help leaders resolve interpersonal conflicts among employees (59%).

### **Q32. Briefly Explain the process of Executive Coaching & Explain Various Coaching Options.**

*Ans :*

Each coaching engagement begins with a “discovery” session of some sort. This is the time where the potential client and coach have a conversation to determine and discuss several items which may include:

- What the client is looking for in the coaching relationship
- What the coaching relationship is and isn’t
- The style of the coach and how that resonates with the client
- Rules of engagement and protocol (Coaching is confidential and priority to the client, no one else!)
- The coach’s credentials relative to the client’s needs
- Timing and logistics of the coaching
- How success for coaching will be measured
- Agreement to move forward

PROCESS	MENTORING	CONSULTING	THERAPY	COACHING
Thought	My experience is... I know how...	I am an expert. This is what you are paying me to tell you.	I will help you heal from the cause.	How can I support your learning? Where would you like to go from here?
Statement	"This is how I would do it."	"This is how to do it." "This is how you should do it."	"Tell me about your past." "What was it you went through?"	"What have you tried? How has that served/disserved you? What else is possible?"
Action	Guidance & Advice	Direction, method, technique & information	Probe, psychoanalyze, deep reflection, come to terms	Explore, experiment, learn new ways of working, thinking, doing, personally and professionally.

### Examples of Coaching Options

In a majority of cases, the coaching sessions happen weekly (3 to 4 times per month). Since the client expects to make changes and/or improvements for themselves, weekly sessions help keep the process on track and also serve as an "accountability" measure to the incremental improvement, along with addressing any other situations the client wishes to discuss with the coach.

### Developmental Coaching (8 – 15 hours)

Normally, this is for three months or less. The focus of the work is to identify and prioritize developmental needs. This work is usually done in conjunction with the executive and the executive's supervisor or HR. Interviews are conducted and a developmental plan is created with the client. This coaching jump-starts the plan with a quick transition to client independence with the supervisor and HR support for continued progress. This coaching is described more as a three-way partnership between the executive, the coach, and the organization, in which all involved agree on specific goals and parameters. Issues discussed in a coaching session however, outside of the set parameters, are considered "personal and confidential".

### Executive Coaching (30 – 60 hours)

This coaching is for a minimum of six months up to one year. The focus is to identify and prioritize developmental issues and goals with an action plan. The coach will gather data via a client questionnaire, a 360 degree feedback process, and/or other diagnostic assessments such as Myers-Briggs, Strength Finders, etc. The coach is responsible for working with the executive to determine the plan, its implementation and subsequent follow-up. The coach also lends support to the client in addressing and focusing on strategic issues of the organization, while simultaneously addressing personal developmental issues.

### Team Coaching (30 – 60 hours)

Many times, an executive team will have an off-site conference where the company's strategic plan is discussed, vision & values are established, and/or team goals are determined. As a result of this different team process, individuals make a "commitment" to change in order to help the organization move forward or to the next level. In other words, if change is to happen, everyone has to commit to doing something differently than they have done previously. Individual executive coaching then follows the off-site meeting

for six to twelve months to ensure the team objectives are being met and remain in focus. The above description of Executive Coaching would apply. Quarterly "check-ins" with the team are held to validate progress and ensure main priorities are still correct.

## 2.8 TALENT MANAGEMENT STRATEGIES

**Q33. Briefly explain Talent Management Strategies.**

**(OR)**

**What Steps would you Consider for developing a successful Strategic Talent Management.**

*Ans :*

**(Dec.-19)**

The concept of talent management is all about an organization's dedication to doing all they can to attract, retain, and more importantly, develop the best employees and candidates in the market.

**1. Understand the power of job descriptions**

A simple but essential strategy that in many ways defines who comes in to represent your company, and in turn defines your organization's success. A concise job description outlines from the get-go what you expect from your candidates. Be sure to include these specifications at the least:

- Job title
- Overall duties
- Necessary skills
- Work relationships
- Tools and equipment used
- Salary and benefits

**2. Assess candidate cultural fit**

Tied in with creating the right job descriptions, is the necessity to select candidates who fit right your organization's culture.

Your company's culture can be a tricky thing to put into words or define, so how can you actually assess cultural fit? As the talent management strategist, it's up to your own experience and expertise. But here a few you ways u can screen a candidate:

- Tone of voice
- Language
- Passion
- Personal values

**3. Learn to become a coach**

When I say coach, I don't mean like your high school football coach who would scream at you implicitly for doing the slightest thing wrong. But more so a mentor, and someone who is readily available to give counseling or feedback to employees.

Mentoring and employee coaching is essential to keep your employees happy, and more importantly, engaged. Wherever you see fit offer appreciation to employees, and whenever necessary offer constructive feedback. Creating a culture of trust between you and your employees is essential, whereby they look to you for consistent feedback and improvement.

**4. Provide continuous training and development opportunities**

Training is all about developing the potential of your employees. Your organization will in most cases lose your talented employees if they are underused or bored. So it's imperative you hold regular meetings with your employees to discuss what areas they want to improve.

You might have even noticed an area where one of your employees needs that little bit of improvement, but he or she isn't actively seeking to learn something else, then it's up to you equip them with the tools they need to ensure they maximize their own potential.

**5. Give back to employees with rewards and recognition**

Along with training, rewards and recognition play a vital part in the maintenance of employees. You want to make employees feel recognized, appreciated and important.

For example, if your department exceeds your organization's profit targets, then consider putting together some sort of a bonus scheme for them. Or if an employee has gone over and beyond what is expected of him or her, then consider some sort of gift or reward.

While rewards aren't always important, they play a part in the retention aspect of your talent management strategy. Rewards help mitigate the chance your employees go somewhere else because they feel appreciated. Even tiny gifts here and there can go a very long way.

**6. Cultivate an honest career path**

In larger organizations cultivating a genuine career path can be very tricky, employees tend to feel far more engaged when they are under the impression that the sky is the limit for them in terms of how far they can grow.

Don't make any promises though, but tell your employees that you will provide them with all the necessary tools to ensure they are making the most out of themselves. Career advancement is never ever a guarantee and that's something your employees should always be aware of.

## Short Question and Answers

### 1. Succession planning

*Ans :*

Succession planning is one of the most critical functions of an organization. This is the process that identifies the critical and core roles of an organization and identifies and assesses the suitable candidates for the same.

The succession planning process ramps up potential candidates with appropriate skills and experiences in an effort to train them to handle future responsibilities in their respective roles.

Succession planning is applicable for all critical roles in the organization. The upper management of each practice or department is responsible of coming up with a suitable succession plan for each core position under his or her department.

### 2. Define Career Planning.

*Ans :*

1. A career may be defined as 'a sequence of jobs that constitute what a person does for a living'.
2. According to Schermerborn, Hunt, and Osborn, 'Career planning is a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment'.
3. Career planning is the process of enhancing an employee's future value.
4. A career plan is an individual's choice of occupation, organization and career path.

Career planning encourages individuals to explore and gather information, which enables them to synthesize, gain competencies, make decisions, set goals and take action. It is a crucial phase of human resource development that helps the employees in making strategy for work-life balance.

### 3. Explain the Objectives of Career Planning.

*Ans :*

The major objectives of career planning are as follows:

1. To identify positive characteristics of the employees.
2. To develop awareness about each employee's uniqueness.
3. To respect feelings of other employees.
4. To attract talented employees to the organization.

### 4. Explain the Benefits of Career Planning.

*Ans :*

1. Career planning ensures a constant supply of promotable employees.
2. It helps in improving the loyalty of employees.
3. Career planning encourages an employee's growth and development.
4. It discourages the negative attitude of superiors who are interested in suppressing the growth of the subordinates.
5. It ensures that senior management knows about the calibre and capacity of the employees who can move upwards.
6. It can always create a team of employees prepared enough to meet any contingency.
7. Career planning reduces labour turnover.
8. Every organization prepares succession planning towards which career planning is the first step.



## 5. Advantages of Career Planning

*Ans :*

- 1. Benefits to employee:** The employee has advance knowledge of career opportunities within the company. He knows where he stands, where he wants to go, who is ahead of him, how to scale the corporate ladder. This helps him set his career goals more realistically and take appropriate steps to realise them.
- 2. Benefits to organisation:** Organisations can base their decisions more systematically. Fast tracks for stars could be arranged, training to slow movers can be provided, replacements can be planned in advance, hard-working, talented people can be retained through offering attractive career options and compensation plans; job assignments can be made based on merit, etc.
- 3. Relations:** Relations between the employer and the employee would become more cordial; employee skills could be used properly; valued employees could be retained, there will be an expanded image of the company as a people developer.

## 6. Differences between career planning and succession planning.

*Ans :*

BASIS FOR COMPARISON	CAREER PLANNING	SUCCESSION PLANNING
Meaning	Career Planning is the process through which an individual selects the goals of his work life and finds ways to reach the goals.	Succession Planning is a process who tends to spot and develop the employees, that can occupy the key positions in the organization, when they become vacant.
Subset of	Career Management	Succession Management
What is it?	Individual Planning	Organizational Strategy
Position	One employee holds different positions, in his/her work life.	One position is held by different employees, over a period of time.
Ensures	Success in one's career.	Continuity in leadership for all key positions.

## 7. Define Training.

*Ans :*

### Meaning of Training

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Training differs from exercise in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's capability, capacity, and performance.

### Definition of Training

"Training is an organized procedure by which people learn knowledge and skill for a definite purpose".

– Dale S Beach

"Training is any attempt to improve employee performance on a currently held job or one related to it".

– John Bernardin

"Training is a process which enables the trainees to achieve the goals and objectives of their organization".

– Chowdhary D.P

'Training is a set of activities that provides the opportunity to acquire and improve job-related skills".

– Schermerhorn, Hunt and Obsorn

"Training is the process of acquiring the skills necessary to do the job".

– Robert N. Lussier

'Training is the continuous, systematic development among all levels of employees of that knowledge and their skills and attitude which contribute to their welfare and that of the company".

– Planting, Cord and Efferson

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**8. Discuss about Purpose of Training.**

*Ans :*

1. **To improve Productivity :** Training leads to increased operational productivity and increased company profit.
  2. **To improve Quality :** Better trained workers are less likely to make operational mistakes.
  3. **To improve Organizational Climate :** Training leads to improved production and product quality which enhances financial incentives. This in turn increases the overall morale of the organization.
  4. **To increase Health and Safety :** Proper training prevents industrial accidents.
  5. **Personal Growth :** Training gives employees a wider awareness, an enlarged skill base and that leads to enhanced personal growth.
- 

**9. What are the objectives of Training ?**

*Ans :*

The purpose of training and development can be explained as follows :

**1. Improving quality of workforce**

Training and development programs can help in improving the quality of work produced by the workforce of organization. Mostly, training is given in a specific area like finance, marketing or HR, which helps in improving the quality of work in that particular area.

**2. Enhance employee growth**

By attending these training and development programs, employees are able master the work of their jobs and that's how they develop and grow themselves in a professional way.

**3. Prevents obsolescence**

These programs help employees to keep themselves up to date with the new trends in latest technology, which reduces the chances of termination of the job.

**4. Assisting new comer**

These programs help new employees to adjust themselves in a new working environment, culture and technology. They feel themselves as regular employees of that organization.

**5. Bridging the gap between planning and implementation**

It helps organizations to easily achieve their targets and goals what they actually planned for. Employees know their job better and they deliver the quality performance according to needs of top management. That's why organizations can easily implement their plans.

**6. Health and safety measures**

Training and development program clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company.

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**10. Explain briefly about coaching.**

*Ans :*

Coaching is a kind of daily training and feedback given to employees by immediate supervisors. It involves a continuous process of learning by doing. It may be defined as an informal, unplanned training and development activity provided by supervisors and peers. In coaching, the supervisor explains things and answers questions; he throws light on why things are done the way they are; he offers a model for trainees to copy; conducts lot of decision making meetings with trainees; procedures are agreed upon and the trainee is given enough authority to make divisions and even commit mistakes. Of course, coaching can be a taxing job in that the coach may not possess requisite skills to guide the learner in a systematic way. Sometimes, doing a full day's work may be more important than putting the learner on track.

## UNIT III

**Knowledge Management:** Concept, Forces Driving Knowledge Management, Knowledge Management Systems, Issues in Knowledge Management, Knowledge Management Strategies, Technologies for Knowledge Management, Factors influencing Knowledge Management.

### 3.1 CONCEPT OF KNOWLEDGE MANAGEMENT

**Q1. Define knowledge management, and explain how knowledge management is viewed in organization.**

*Ans :* (Dec.-19)

Knowledge management (KM) or knowledge sharing in organizations is based on an understanding of knowledge creation and knowledge transfer. In implementation, KM is an effort to benefit from the knowledge that resides in an organization by using it to achieve the organization's mission

**Knowledge management (KM)** comprises a range of strategies and practices used in an organization to identify, create, represent, distribute, and enable adoption of insights and experiences. Such insights and experiences comprise knowledge, either embodied in individuals or embedded in organizational processes or practice.

An established discipline since 1991 KM includes courses taught in the fields of business administration, information systems, management, and library and information sciences. More recently, other fields have started contributing to KM research; these include information and media, computer science, public health, and public policy.

Many large companies and non-profit organizations have resources dedicated to internal KM efforts, often as a part of their 'business strategy', 'information technology', or 'human

resource management' departments. Several consulting companies also exist that provide strategy and advice regarding KM to these organizations.

In other words, Knowledge Management is a process that, continuously and systematically, transfers knowledge from individuals and teams, who generate them, to the brain of the organization for the benefit of the entire organization.

KM efforts typically focus on organizational objectives such as improved performance, competitive advantage, innovation, the sharing of lessons learned, and continuous improvement of the organization. KM efforts overlap with Organizational Learning, and may be distinguished from by a greater focus on the management of knowledge as a strategic asset and a focus on encouraging the exchange of knowledge.

#### KM Definitions

There are several different, and sometimes quite confusing statements that claim to be a definition of Knowledge Management' and there are different perspectives on what Knowledge Management is. For example :

- ▶ KM is about systems and technologies
- ▶ KM is about people and learning organisations
- ▶ KM is about processes, methods and techniques
- ▶ KM is about managing knowledge assets

- ▶ KM is a holistic initiative across the entire organisation
- ▶ KM is not a discipline, as such, and should be an integral part of every knowledge workers

### Some well known KM Definitions

"Knowledge Management is the discipline of enabling individuals, teams and entire organisations to collectively and systematically create, share and apply knowledge, to better achieve their objectives"

**- Ron Young,**

"Most activities or tasks are not one-time events. Whether its drilling a well or conducting a transaction at a service station, we do the same things repeatedly. Our philosophy is fairly simple: every time we do something again, we should do it better than the last time".

**- Sir John Steely Browne,**

"The capabilities by which communities within an organisation capture the knowledge that is critical to them, constantly improve it and make it available in the most effective manner to those who need it, so that they can exploit it creatively to add value as a normal part of their work"

**- Glaxo Smith Kline**

"Knowledge management will deliver outstanding collaboration and partnership working. It will ensure the region maximizes the value of its information and knowledge assets and it will help its citizens to use their creativity and skills better, leading to improved effectiveness and greater innovation".

**- West Midlands Regional Observatory,- UK**

"We recognise that our most important asset is people and their knowledge. We understand Knowledge Management (KM) as the cultivation of an environment within which people are willing to share, learn and collaborate together leading to improvement".

**Care Services Improvement  
Partnership (CSIP)**

Knowledge as "Information that changes something or somebody either by becoming grounds for actions or by making an individual (or an institution) capable of different or more effective action."

**- by Peter Drucker**

"Knowledge Management ('KM') comprises a range of practices used by organisations to identify, create, represent, and distribute knowledge. It has been an established discipline since 1995 with a body of university courses and both professional and academic journals dedicated to it. Many large companies have resources dedicated to Knowledge Management, often as a part of 'Information Technology' or 'Human Resource Management' departments. Knowledge Management is a multi-billion dollar world wide market.

### Simple Definition

Knowledge Management (KM) refers to a multi-disciplined approach to achieving organizational objectives by making the best use of knowledge. KM focuses on processes such as acquiring, creating and sharing knowledge and the cultural and technical foundations that support them.

### Knowledge Management may be viewed in terms of :

- ▶ **People** – how do you increase the ability of an individual in the organisation to influence others with their knowledge
- ▶ **Processes** – Its approach varies from organization to organization. There is no limit on the number of processes
- ▶ **Technology** – It needs to be chosen only after all the requirements of a knowledge management initiative have been established. Or
- ▶ **Culture** –The biggest enabler of successful knowledge-driven organizations is the establishment of a knowledge-focused culture

- ▶ **Structure** – the business processes and organisational structures that facilitate knowledge sharing
- ▶ **Technology** – a crucial enabler rather than the solution.

**Q2. Explain the characteristics of knowledge management.**

*Ans :* (May-19)

**Characteristics of Knowledge Management**

1. **Knowledge Management is about people.**  
It is directly linked to what people know, and how what they know can support business and organizational objectives. It draws on human competency, intuition, ideas, and motivations. It is not a technology-based concept. Although technology can support a Knowledge Management effort, it shouldn't begin there.
2. **Knowledge Management is orderly and goal-directed.** It is inextricably tied to the strategic objectives of the organization. It uses only the information that is the most meaningful, practical, and purposeful.
3. **Knowledge Management is ever-changing.** There is no such thing as an immutable law in Knowledge Management. Knowledge is constantly tested, updated, revised, and sometimes even "obsoleted" when it is no longer practicable. It is a fluid, ongoing process.
4. **Knowledge Management is value-added.** It draws upon pooled expertise, relationships, and alliances. Organizations can further the two-way exchange of ideas by bringing in experts from the field to advise or educate managers on recent trends and developments. Forums, councils, and boards can be instrumental in creating common ground and organizational cohesiveness.

5. **Knowledge Management is visionary.** This vision is expressed in strategic business terms rather than technical terms, and in a manner that generates enthusiasm, buy-in, and motivates managers to work together toward reaching common goals.

6. **Knowledge Management is complementary.** It can be integrated with other organizational learning initiatives such as Total Quality Management (TQM). It is important for knowledge managers to show interim successes along with progress made on more protracted efforts such as multi year systems developments infrastructure, or enterprise architecture projects.

**Q3. What are the dimensions of Knowledge Management ?**

*Ans :*

**Dimensions of Knowledge Management**

There are many dimensions around which knowledge can be characterized. In this chapter several characteristics of knowledge will be examined, storage media, accessibility, typology, and hierarchy. In the typology section, the relationships between dimensions are explored. In addition, some principles about knowledge are offered for consideration.

- 1) **Knowledge Storage Media :** First, there are several media in which knowledge can reside, human mind, organization, document and computer. Knowledge in the human mind is often difficult to access, organizational knowledge is often diffuse and distributed, document knowledge can range from free text to well structured charts and tables, computer knowledge is formalized, sharable and often well structured and well organized.
- 2) **Knowledge Accessibility :** Next, there is a dimension of knowledge accessibility.

Nonaka and Takeuchi have divided accessibility into two categories, tacit and explicit. In this author's view, three stages of accessibility tacit, implicit and explicit. Accessibility can be mapped to storage media. Knowledge gains in value as it becomes more accessible and formal.

- 3) **Tacit (Human Mind, Organisation) :** Accessible indirectly only with difficulty through knowledge elicitation and observation of behaviour.
- 4) **Implicit (Human, Mind, Organisation) :** Accessible through querying and discussion, but informal knowledge must be first be located and then communicated.
- 5) **Explicit (Document, Computer) :** Readily accessible as well as documented into formal knowledge sources that are often well organized.
- 6) **Knowledge Typologies :** Typologies are defined, categorized and described in terms of knowledge type conversion, structural features, elementary properties, purpose and use and conceptual levels. Nonaka and Takeuchi suggest the following types of knowledge.

#### Q4. Explain the functions of Knowledge Management.

*Ans :*

##### Functions of Knowledge Management

1. **Externalization:** Externalization is capturing knowledge in an external repository and organizing it according to a classification framework or taxonomy. The role of externalization is to make your captured knowledge available to knowledge seekers through internalization or intermediation.
2. **Internalization :** Internalization tries to discover bodies of knowledge relevant to a

particular user's need. With internalization, we extract knowledge from the external repository and filter it to identify what is relevant to the knowledge seeker. Internalization helps a researcher communicate a problem or point of interest and map that against the bodies of knowledge already captured through externalization. Internalization focuses on the transfer of explicit knowledge.

3. **Intermediation:** Intermediation brokers tacit knowledge. It matches a knowledge seeker with the best source of knowledge. By tracking the experience and interests of individuals, intermediation can link people who need to explore certain subjects with people who appear to harbor knowledge in that area.
4. **Cognition :** Cognition is the application of knowledge that's been exchanged through the preceding three functions and is the ultimate goal of knowledge management.

#### Q5. Explain the scope of knowledge management.

*Ans :*

##### Scope of KM

The Knowledge Management (KM) Division focuses on the characteristics and processes through which organizations facilitate the creation, sharing and use of knowledge.

The Division's approach to knowledge management is characterized by :

- An interest in all dimensions of knowledge as acquired and developed by members to be used for their organizations, including analysis and synthesis of this knowledge into tools for learning, using, developing and sharing through a variety of means including but not limited to documenting knowledge for later use.

- ▶ Attention to all aspects of the knowledge life cycle, including but not limited to knowledge creation, sharing, capture, organization, management, reuse, and preservation.
- ▶ Innovative means to link and enable people to directly exchange ideas and learning to increase the relevant knowledge available for use in their organizations.
- ▶ Concern for all aspects of an organization, including culture, policy, process, management and technology, that affect its ability to create and transfer knowledge.
- ▶ Focus on techniques and tools for collaboration, for organizing knowledge repositories (e.g. taxonomies, ontologies), for demonstrating the economic value of KM activities, for promoting organizational learning techniques and applications; and for increasing understanding of knowledge economics.
- ▶ Fostering networking and collaborating with all parts of the organization, including but not limited to information technology, human resources, research & development, document management and management, to facilitate a continuous learning environment and reduce knowledge hoarding.

The Knowledge Management Division offers broad-based programs, communications, and resources that enable participants to expand their competencies in implementing knowledge management in organizations of all types.

We involve information users and facilitators from across the landscape; corporate, academic,

research, and service vendor populations. We envision a community of thinkers involved in using, designing, reviewing, and revising the existing techniques, tools and trends in this rapidly expanding and important domain.

If you are involved in knowledge management in any way or just want to learn more about the variety of processes and roles in this growing field, consider joining this new division.

#### **Q6. Explain the importance of knowledge management.**

*Ans :*

#### **Importance of Knowledge Management**

Knowledge Management has been recognized as an essential component of a proactively managed organization. The key concepts include converting data, organizational insight, experience and expertise into reusable and useful knowledge that is distributed and shared with the people who need it.

Knowledge Management addresses business challenges and enhances customer responsiveness by creating and delivering innovative products or services; managing or enhancing relationships with existing and new customers, partners and suppliers; and administering or improving more efficient and effective work practices and processes.

Effective solutions are aligned with the organization's business strategy and result in enhanced individual and organizational performance. Several factors that contribute to the importance of managing knowledge are referenced below :

- ▶ **Competitive Advantage** - Knowledge can be an organization's most competitive advantage. Wealth results when an organization uses its knowledge to create customer value by addressing business problems. "A firm's competitive



advantage depends more than anything on its knowledge, or to be slightly more specific, on what it knows how it uses what it knows - and how fast it can know something new." -

- ▶ **Technology** - Because of the tremendous advances in technology, enormous amounts of information can be disseminated to people regardless of their geographic location or time zone. The speed of transmission and frequency in which this information is received requires an adaptable, skilled and educated workforce.
- ▶ **Organizational Change** - Due to organizational changes, restructuring, mergers and acquisitions, companies have lost some of their valued history and cultural norms. An organization's ability to create, acquire, process, maintain and retain old and new knowledge in the face of complexity, uncertainty and rapid change is critical.
- ▶ **Enhanced Decision-Making** - Learning from and applying past experiences can accelerate the completion of future work and enhance the decision-making process.
- ▶ **Workforce Demographics** - An aging workforce, coupled with retiring baby boomers and the loss of intellectual capital or institutional memory are creating a new sense of urgency for organizations. Although predicting employee separations is at times challenging, knowledge transfer is vital to sustaining critical business functions. While many employees may continue employment beyond retirement eligibility, these employees will inevitably leave the workforce.

**Q7. Explain the benefits of knowledge management.**

*Ans :*

Knowledge Management (KM) helps develop competitive advantage and maximize productivity, quality and profitability by facilitating collective thinking, innovation, learning and execution.

- ▶ Increases the collective capability of organizations to maintain leadership position
- ▶ Improves operational performance and maximizes organizational agility
- ▶ Accelerates learning and innovation through sophisticated KM processes
- ▶ Facilitates knowledge convergence and enrich the corporate memory
- ▶ Minimizes reinvention and knowledge evaporation
- ▶ Drives best practices for "creative and productive working environment" Benefits for Enterprises
- ▶ Maximizes brand-image and status in the marketplace and helps attain and sustain leadership position
- ▶ Helps understand customers better, deliver quality and timely response to meet the highest expectations
- ▶ Helps develop and retain employees & partners and maximizes their collective mind power
- ▶ Helps create a connected organization by linking business functions and related knowledge to maximize productivity and profitability
- ▶ Empowers development, sales, marketing, support and other business functions to make it more effective and valuable.

- ▶ Helps educate customers on the continuously changing environment and make them self-sufficient Benefits for Educational Institutions
- ▶ Helps transform the educational institutions into connected “knowledge centers” and expand the campus around the globe
- ▶ Helps manage distance learning and e-learning effectively
- ▶ Brings together teachers, students and alumni across campuses and enables collaboration for collective learning.
- ▶ Helps simulate experiential learning model to gain more insights into the subject area
- ▶ Improves students’ self-sufficiency, confidence level and learning potential by improving the quality of learning programs to help face the real-life challenges
- ▶ Empowers faculties to deliver high quality learning programs in a smart and scalable way Benefits for Governments
- ▶ Helps serve citizens and make them smart to maximize nation's wealth
- ▶ Improves national wealth and standard of living through intellectual capital
- ▶ Reduces frustrating information searches and the cost of various functions
- ▶ Connects departments and various ministries to increase their efficiency
- ▶ Helps manage knowledge community initiatives of e-governance to transform into “knowledge society”
- ▶ Helps develop “Knowledge Centers” for agriculture, education and administration.

### 3.2 FORCES DRIVING KNOWLEDGE MANAGEMENT

**Q8. What are the forces driving KM. Justify?**

*Ans :* (Dec.-19, May-19, Imp.)

The main drivers behind knowledge management efforts are :

1. **Knowledge Attrition** : Despite the economic slowdown, voluntary employee turnover remains high. A recent survey by the global consulting firm Drake Beam Morin revealed an average voluntary employee turnover rate of 20 percent with 81 percent of organizations citing employee turnover as a critical issue. Estimated annual costs of employee turnover was a staggering \$129 million per organization. Much of this cost is due to knowledge attrition, which can be effectively minimized using knowledge management techniques.
2. **Knowledge Merging**: Since 1980, the annual value of mergers has risen 100 fold reaching a cumulative \$15 trillion in 1999. Over 32,000 deals were announced, triple the number of 10 years earlier and more than 30 times as many as in 1981. The recent frenzy of corporate mergers coupled with the increased need to integrate global corporate communications requires the merging of disparate and often conflicting knowledge models.
3. **Content Management** : The explosion of digitally stored business-critical data is widely documented. Forester Research estimates that online storage for Global 2,500 companies will grow from an average of 15,000 gigabytes per company in 1999 to 153,000 gigabytes by 2003, representing a compound annual growth rate of 78%. As the volume

of digital information expands, the need for its logical organization is critical for purposes of information retrieval, sharing and reuse.

4. **E-Learning:** As the economy becomes more global and the use of PCs more pervasive, there has been a dramatic increase in e-learning, also known as computer based training. E-learning is closely linked to and overlapping with, but not equal to knowledge management. E-learning can be an effective medium for knowledge management deliverables.

### 3.3 KNOWLEDGE MANAGEMENT SYSTEMS

**Q9. Write about knowledge management systems.**

*Ans :*

(Dec.-19)

Knowledge management systems support the knowledge management process by using different knowledge management mechanisms and technologies. Based on the four major knowledge management processes, knowledge management systems are divided into four types as follows,

1. Knowledge discovery systems
2. Knowledge capture systems
3. Knowledge sharing systems and
4. Knowledge application systems.

#### 1. Knowledge Discovery Systems

Knowledge discovery systems are the systems which supports the creation of knowledge which is generated either from data, information or by combining existing knowledge. They support the development of tacit and explicit knowledge for creation of explicit knowledge. The knowledge discovery systems support two KM sub- processes related with the knowledge discovery. It facilitates the combination process.

It makes use of mechanisms like group activities of problem solving, joint decision making and collaborative creation of documents in explicit forms such as manuals, documents, etc. Knowledge discovery systems support the discovery of tacit knowledge by supporting socialization process. It uses those mechanisms which helps in socialization like meetings, brainstorming sessions, cross-functional projects and an initiation process for new employees.

#### 2. Knowledge Capture Systems

Knowledge capture systems supports the process of retrieving either tacit and explicit knowledge from different locations such as people, artifacts and organisational entities. These systems helps in capturing knowledge from various internal and external sources like customers, suppliers, consultants, competitors, old and new employees. They help two processes namely externalization and internalization processes.

It supports externalization by converting the tacit knowledge into explicit knowledge and it supports internalization by converting the explicit knowledge into tacit knowledge. Externalization is supported by the development of models, prototypes and clear understanding to best practices or lessons. These are few examples of externalization mechanisms. The mechanisms which supports the internalization process includes learning by doing, on-the- job training, learning by observation and face-to-face meetings.

#### 3. Knowledge Sharing Systems

Knowledge sharing systems support the process via tacit or explicit knowledge which is then communicated to others. Based on tacit and explicit types of knowledge they support knowledge sharing i.e., socialization for tacit knowledge and exchange for explicit knowledge. Various mechanisms such as discussion groups, chat applications and so on to enable socialization process. They also makes use

of exchange mechanisms like letters, presentations, ; manuals, reports and so on.

#### 4. Knowledge Application Systems

Knowledge application systems support the process by utilizing the knowledge to make decisions. Mechanisms and technologies facilitate knowledge application by facilitating direction and routines. Mechanisms used in this system can either be within the organisation or an external software support help desk. Direction processes use mechanisms like traditional hierarchical structure, support systems, and help desks. Routines on the other hand use mechanisms like organisational policies, norms, rules, procedures etc.

#### Q10. Explain the features of knowledge management system ?

*Ans :*

##### Features of KMS

Distinguishing features of a KMS can include :

1. **Purpose:** a KMS will have an explicit Knowledge Management objective of some type such as collaboration, sharing good practice or the like.
2. **Context:** One perspective on KMS would see knowledge is information that is meaningfully organized, accumulated and embedded in a context of creation and application.
3. **Processes:** KMS are developed to support and enhance knowledge-intensive processes, tasks or projects of e.g., creation, construction, identification, capturing, acquisition, selection, valuation, organization, linking, structuring, formalization, visualization, transfer, distribution, retention, maintenance, refinement, revision, evolution, accessing, retrieval and last but not least the application of knowledge, also called the knowledge life cycle.

4. **Participants:** Users can play the roles of active, involved participants in knowledge networks and communities fostered by KMS, although this is not necessarily the case. KMS designs are held to reflect that knowledge is developed collectively and that the "distribution" of knowledge leads to its continuous change, reconstruction and application in different contexts, by different participants with differing backgrounds and experiences.

5. **Instruments:** KMS support KM instruments, e.g., the capture, creation and sharing of the codifiable aspects of experience, the creation of corporate knowledge directories, taxonomies or ontologies, expertise locators, skill management systems, collaborative filtering and handling of interests used to connect people, the creation and fostering of communities or knowledge networks.

#### Q11. Explain the benefits of knowledge management systems.

*Ans :*

Some of the advantages claimed for knowledge management systems. systems are:

1. Sharing of valuable organizational information throughout organisational hierarchy.
2. Can avoid re-inventing the wheel, reducing redundant work.
3. May reduce training time for new employees
4. Retention of Intellectual Property after the employee leaves if such knowledge can be codified.

### 3.4 ISSUES IN KNOWLEDGE MANAGEMENT

**Q12. Explain the various issues involved in Knowledge Management ?**

*Ans :* (May-19, Dec.-19)

Knowledge awareness benefits entire organizations. With today's emphases on sustainable competitive advantage, added value, and improved productivity, a firm's management needs to create, innovate, monitor, and protect its knowledge inventory. More specifically, a KM environment means a focus on generating new knowledge, transferring existing knowledge; embedding knowledge in products, services and processes; developing an environment for facilitating knowledge growth; and accessing valuable knowledge from inside and outside the firm. When this happens, it is beyond survival. In fact, it is beyond intranets and databases - the technology that supports KM.

Some sources claim that 20 percent of organization knowledgeable personnel can operate 80 percent of the organization day-to-day business. The human resources manager can play an important role in identifying the knowledge core of the organization, recommending ways to preserve this critical core, and building a robust, long range plan to ensure top-quality operation. Without such preparation, corporate talent could potentially erode through a brain drain that spells disaster for any business. At the same time, professionals with expertise are naturally drawn to organizations that recognize and reward expertise, especially when that expertise directly contributes to the firm's productivity. Such matches explain the stability and growth of many successful "learning" companies.

Several ideas should be considered for how a company should perform in order to create and maintain sustainable competitive advantage. First, there should be more emphasis on tapping, sharing,

and preserving tacit knowledge and the total knowledge base of the company. A company's knowledge base includes explicit and tacit knowledge and exists internally in the business as well as within the firms external connections. Second, companies should focus on innovation and the processes that convert innovation to new products and services. Knowledge sharing and an emphasis on the total knowledge base promote innovation.

Finally, it is important to consider a renewed focus on organizational learning systems and systematic thinking throughout the organization. This is a realistic expectation, because knowledge is closely related to learning, which is the outcome of regular and continuous interactive learning. Systems thinking mean understanding how the various parts of the company work. This includes learning behavioural patterns in the system and the culture or system environment in which employees and administrators operate. In other words, systematic thinking is expected to support innovation and continuous improvement processes social competence, and interactions, as well as the total knowledge base.

What good is knowledge if it cannot be shared? If knowledge is power, sharing it will multiply power across the business. Unfortunately, sharing knowledge is an unnatural thing. One person's knowledge is an added value to that person's career path. Knowledge management is designed to solve the problem of unrecycled knowledge. Systems have been developed to gather, organize, refine and distribute knowledge throughout the business. Virtually all such systems should have six key attributes; learning capability, improving with use, knowing what you want, two-way communication between the system and you, recalling past actions to develop a profile, and unique configuration to your individual specifications in real time.

In the final analysis, communication and connection make knowledge sharing an ongoing activity. Technology can only do so much to create a formal system. Success with KM exists when the culture is ready to communicate and connect. „ The end result is “community” built around knowledge and based on vision.

### 3.5 KNOWLEDGE MANAGEMENT STRATEGIES

**Q13. Discuss various knowledge management strategies ?**

*Ans :* (Dec.-19)

The commonly employed strategy is to design and develop systems and practices to obtain, organize, restructure, warehouse or memorize and distribute knowledge. This strategy enables organizations to dramatically reduce cycle time and costs, increase sales and effectively bring the knowledge of the organization to bear on customer needs. An approach, based on this strategy, results in improvement in operations or to develop and deliver products and services tailored to the market requirements. Building of teams, relationships and networks forms the basis for effective transfer, besides approaches of encouraging collaborative knowledge transfer.

Many organizations especially those in the service industry adopt a strategy with a strong focus on their customer. This customer-focused knowledge strategy is directed towards capturing, developing and transferring knowledge and understanding of customers' diverse needs, preferences, and businesses. These efforts bring about a significant improvement in sales and use the collective knowledge of the organization to solve customer problems. This strategy recognizes and facilitates learning from customers and understand their needs better and development of effective solutions to take them.

By establishing personal responsibility for knowledge, organizations are recognizing that individuals must be supported and made accountable for identifying, maintaining, and expanding their own knowledge as well as renewing and sharing their knowledge assets. Companies are now realizing the value of each knowledgeable and capable employee and recognize the key fact that the development of their skills lay with employee themselves and not with the organization. Some firms are building incentives into their appraisal system and offering other motivators to encourage the development of a knowledge-intensive culture.

Another important strategy revolves around leveraging assets such as patents, technologies, operational and management practices, customer relations, organizational arrangements, and other structural knowledge assets and concentrates on renewing, organizing, valuing, safekeeping, increasing availability of, and marketing these assets.

The final strategy, innovation and knowledge creation emphasizes the creation of new knowledge through basic and applied research and development. Organizations adopting these strategies need to ascend the knowledge spiral and continually discover new and better ways of functioning and innovating. They recognize that innovation is central to growth and that unique knowledge and expertise enhances their competitive value in the marketplace.

### 3.6 TECHNOLOGIES FOR KNOWLEDGE MANAGEMENT

**Q14. Explain the technologies for Knowledge Management.**

*Ans :* (Sep.-20)

**Knowledge Management Technologies** are information technologies that can be used to facilitate knowledge management. Knowledge

Management Technologies are intrinsically no different from information technologies, but they can focus on knowledge management rather than information processing.

Knowledge Management Technologies also support knowledge management systems and benefit from the knowledge management infrastructure, especially the information technology infrastructure. KM technologies constitute a key component of KM systems.

Technologies that support KM include **artificial intelligence** (AI) technologies including those used for knowledge acquisition and case-based reasoning systems, electronic discussion groups, computer-based simulations, databases, decision support systems, enterprise resource planning systems, expert systems, management information systems, expertise locator systems, video conferencing, and information repositories including best practices databases and lessons learned systems. KM technologies also include the emergent **Web 2.0 technologies**, such as wikis and blog (Becerra-Fernandez and Sabherwal, 2010).

Knowledge Management Mechanisms and Technologies work together and affect each other. You can follow the following video-clips to learn more about how information technology influence knowledge management :

**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.

### Q15. Explain the need of technology for knowledge management.

*Ans :*

#### Introductions

Knowledge Management requires technologies to support the new strategies, processes, methods and techniques to better create, disseminate, share and apply the best knowledge, anytime and anyplace, across the team, across teams, across the organisation and across several organisations, especially its clients, customers, partners, suppliers and other key stakeholders.

The key technologies are communication and collaboration technologies that are web based for internet and intranet usage, as well as mobile technologies such as PDA's, PC's, telephone and video conferencing. New technologies are rapidly emerging that act as intelligent agents and assistants to search, summarise, conceptualise and recognise patterns of information and knowledge.

For an effective KM initiative across the organisation, there needs to be in place, at least:

#### a) Knowledge Portal

There is often confusion between the terms 'information portal' and 'knowledge portal'.

An information portal is often described as a gateway to information to enable the user to have one, more simplified way of navigating towards the desired information.

However a 'knowledge portal' is far more than an information portal because, as well as information navigation and access, it contains within it software technologies to, at least, support the processes of virtual team communication and collaboration and software technologies to support the 9 step process of managing knowledge. Furthermore, it contains intelligent agent software to identify and automatically distribute information and knowledge effectively to knowledge workers based on knowledge profiling.

#### b) Knowledge Profiles

Within the knowledge portal, each knowledge worker can update and maintain a personal 'knowledge profile' which identifies his/her specific knowledge needs, areas of interest and frequency of distribution.

#### c) Collaborative workspaces

Within the knowledge portal, shared work spaces can be set up for each new team or project. These will become knowledge repositories from which new knowledge will be distilled regularly and systematically and shared across other teams in the organisation. Within the shared and collaborative workspace, at least, the following communication and collaboration functions could be performed:

- ▶ Shared vision and mission
- ▶ Specific team objectives
- ▶ Knowledge Plan
- ▶ Team members roles and responsibilities

- ▶ Team contract
- ▶ Best Knowledge Bases or Banks
- ▶ Expert locator
- ▶ Task management
- ▶ Shared Calendar management
- ▶ Meeting management
- ▶ Document libraries
- ▶ Discussion forums
- ▶ Centralised email
- ▶ Capturing of new learnings and ideas
- ▶ Peer reviews, learning reviews, after action reviews
- ▶ New knowledge nominations

#### d) Urgent requests

Within the knowledge portal, it is very useful to have a facility and underlying process to enter any 'Urgent Request' into the portal and receive back any responses from across the organisation. Rather than needing to know 'who might know' the request is entered blindly and responses will be made if it is known in the organisation and people are willing to support and respond to this activity. This is a very effective way of better leveraging the knowledge across the organisation.

#### e) Document Libraries

The document library is typically the location where all documents are stored. The library should be context relative and allow the ease of control over any document type. Many organisations now employ an Electronic Document and Records Management System (EDRMS) for this requirements but the integration of the EDRMS with all other relevant information and knowledge sources is imperative.



**f) Knowledge Server and services**

In order to foster knowledge networking across the entire organisation and support knowledge processes for creating, retaining, leveraging, reusing, measuring and optimising the use of the organisational knowledge assets, a centralised knowledge server is required that will:

- ▶ Manage the communications and collaboration between networks of people.
- ▶ Enable the access, creation and sharing of knowledge between them.

The centralised knowledge server will manage the processes and knowledge services that generate and disseminate knowledge assets.

The key components of a generic knowledge server are:

- ▶ A knowledge portal interface designed around a knowledge asset schema (see KM consulting section) as a gateway to user access, security and applications
- ▶ Knowledge banks
- ▶ Advanced search capabilities
- ▶ Collaboration services
- ▶ Search and discovery services
- ▶ Publishing services based on user knowledge needs and knowledge profiling
- ▶ A knowledge map (taxonomy)
- ▶ Knowledge repository for information and process management
- ▶ Text summarising and conceptualising
- ▶ Intelligent agentware
- ▶ An Intranet infrastructure for integrated email, file servers, internet/intranet services

**Q16. Define Artificial Intelligence. Discuss the historical perspective of Artificial Intelligence (AI).**

*Ans :*

**Artificial Intelligence (AI)**

AI is a branch of computer science that deals with systems that exhibit some form of intelligence. AI deals with the study of those systems that can think like humans, that can act like humans, that can learn new concepts, draw useful conclusions, etc. AI programs show high level of intelligence. Intelligence is the ability to acquire knowledge, understand that and apply it when needed.

**History of Artificial Intelligence**

**1. Development of AI During 1943-55**

- a) McCulloch and Walter Pitts has first started the work on AI. They work on three things,
  - i) Fundamental knowledge of physiology.
  - ii) Function of neurons in the brain.
  - iii) Formal analysis of propositional logic.
- b) Donald Hebb introduced a rule know as Hebbian learning rule for updating the connection strengths between neurons so as to perform learning.
- c) In 1951, Minsky and Edmonds first developed the neural network computer named SNARC.
- d) Alan Turing was one of the first to articulate the complete vision of AI. He then developed machine learning, Turing test and reinforcement learning.

**2. Birth of Artificial Intelligence During 1956**

- ▶ After completing his graduation, McCarthy shifted to Dartmouth college

which is considered as the birth place of AI. He requested Shannon, Minsky and Rochester to bring researchers who are interested in neural nets, artificial intelligence and automata theory.

- ▶ Newell and Simon developed a reasoning program named "logic theorist", which can think non-numerically and can give solution to the venerable mind-body problem.

### 3. Great Expectations of AI During 1952 to 1969

- a) Allen Newell and Simon has developed the General Problem Solver (GPS). GPS program represents the "thinking humanly" method.
- b) Newell and Simon also established "physical symbol system" as a result of GPS success.
- c) In 1958, McCarthy shifted to MIT and made three contributions.
  - i) Developed a high-level language called LISP
  - ii) Published a paper called "programs with common sense".
  - iii) Invented time sharing in MIT.

### 4. Knowledge Based System During 1969 to 1979

- a) In 1969, the first successful knowledge intensive system called Dendral program was developed at Stanford.
- b) Feigenbaum, Buchanan and Edward introduced MYCIN to cure blood infections.
- c) A huge number of reasoning languages like logic, frames etc., were developed.
- d) Roger Schank developed programs with an intent of understanding natural language.

### 5. AI Transformed as an Industry During 1980s

- a) The operation of first commercial expert system named R1 is started at digital equipment corporation.
- b) In 1981, Japanese claimed the 'fifth generation project'. The duration of the project was 10 years and the intent was to establish intelligent computers executing prolog language.
- c) Hence, the AI industry improved from few million dollars to billions of dollars.

### 6. The Re-entry of Neural Networks

- a) David Rumelhart and Geoff Hinton proceeded with the study of neural-net model.
- b) In 1969, Bryson and Ho first established backpropagation learning algorithm.

### 7. AI Transformed as Science During 1987

- a) Methods that support Hidden Markov Models (HMMs) are introduced to dominate the field of speech recognition.

- b) In 1980's, much of the work on neural networks was carried out in order to distinguish neural networks from traditional techniques.
- c) 'Belief network' formalism was introduced to represent rigorous reasoning with uncertain knowledge.
- d) Judea Pearl, Eric Horvitz and David Heckerman have popularized the idea of "normative expert systems".

#### 8. Emergence of Intelligent Agents During 1995

- a) Whole agent problem How do an agent, embedded in real environments, behave when continuous sensory inputs are provided.
- b) Internet is the crucial environment for intelligent agents.
- c) AI technologies support internet tools like search engines, recommender systems and so on.

### 3.7 FACTORS INFLUENCING KNOWLEDGE MANAGEMENT

**Q17. Discuss the factors which influence knowledge management ?**

*Ans :*

(Dec.-19)

The factors which influence knowledge management are as follows,

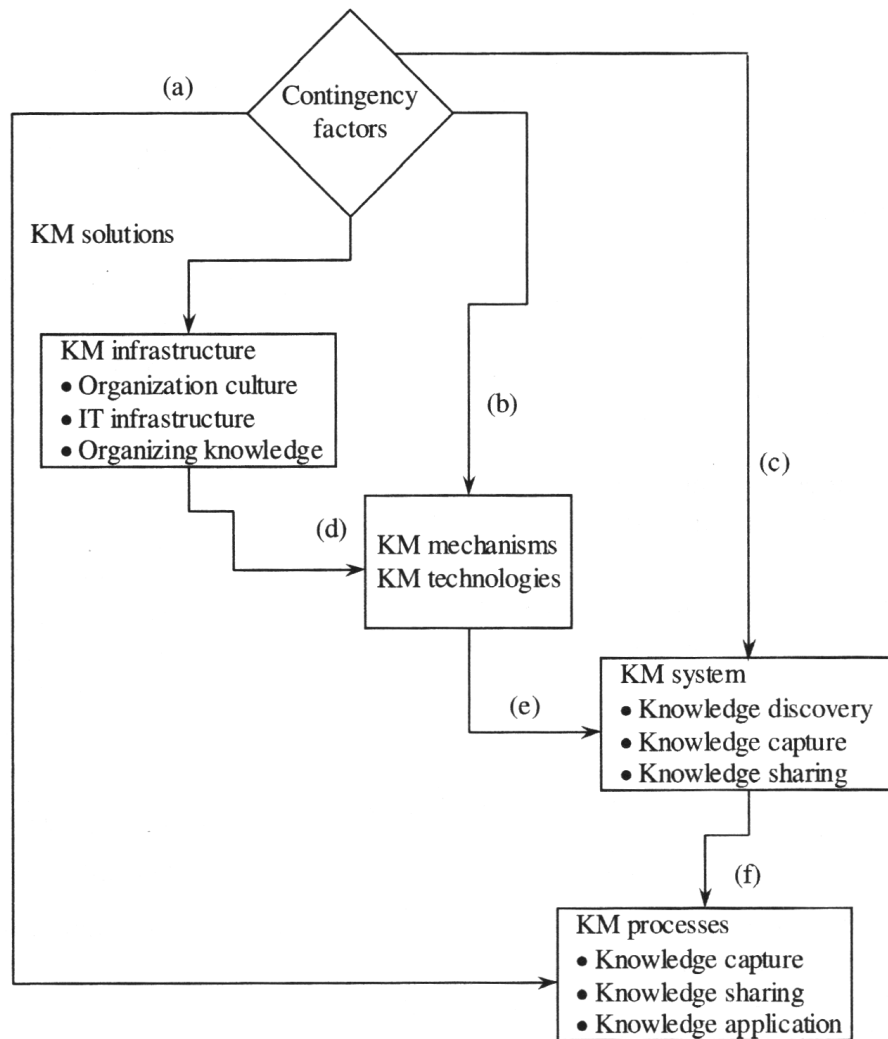
1. Contingency view of knowledge management
2. Effects of task characteristics
3. Effects of knowledge characteristics
4. Effects of organizational and environmental characteristics
5. Identification of appropriate knowledge management solutions.

#### 1. Contingency View of Knowledge Management

Contingency view deals with no particular approach as such in the organisation to deal with the problems. On the other hand, universalistic view of Knowledge Management (KM) deals with a single path to successful performance. The single path is standard in universality approach and that single path is applied to gain success and efficiency. Contingency view considers multiple alternative path and suitable path among the multiple path are applied to make the process successful. The path to be applied in the knowledge management totally depends upon the circumstances.

Becerra - Fernandez and Sabherwal supported the contingency approach.

The following figure shows the relationship existing between contingency factors and KM solutions.



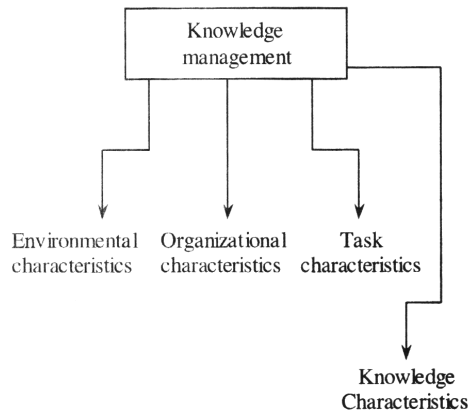
**Fig. : Contingency Factors and KM Solutions**

From the figure, we observed that contingency factors and KM solutions are interrelated. The first step is to identify KM processes because these processes are used as a supporting factors for KM systems, KM mechanism and technologies and KM infrastructure. It is also observed that KM infrastructure have indirect influence on KM processes.

Contingency factors having major impact on KM processes consists of,

- (a) Characteristics of the tasks performed
- (b) The knowledge managed
- (c) The organization and the organizations environment.

The following figure shows the contingency factors influencing KM processes,



**Fig : Categories of Contingency Factors**

The following are the two ways in which contingency factors and KM infrastructure influences KM processes are,

- (a) The need to manage knowledge in a specified way either by lowering or rising and
- (b) The organisation's ability towards managing knowledge in a specified way either by lowering or rising.

## 2. Effects of Task Characteristics

The KM processes which are suitable for an organizational subunit are based on the nature of the task existing. This implies that each subunit belonging to the aggregate level depends upon the predominant nature of its task.

The following figure shows the effects of task characteristics on KM processes,

Task interdependence	Low	Internalization externalization routines	Direction
	High	Exchange combination Routines	Direction socialization
		High	Low
		Task uncertainty	

According to Jarvenpaa and staples, the second critical aspect of task characteristics is task interdependence and it shows the extent to which subunits achievement of its goals depends on the efforts of other subunits.

According to Kusunaki, the tasks rely mainly on distinctive units of knowledge like "functional knowledge embodied in a specific group of engineers, elemental technologies, information processing devices, databases and patents".

According to Maturana and Varela, with the help of externalization the individual makes the knowledge more agreeable and understandable to others in the group, whereas with the help of internalization the individual absorbs knowledge held by others in the group.

The following are the views of different authors in relation to KM processes. They are,

- (i) The structure appropriate for a subunit depends on task difficulty, or on the problems in analyzing and stating performance procedures and task variability or on the variety of problems encountered in the tasks.

**- Van de Ven and Delbecq**

- (ii) The authors emphasized on a task characteristic task uncertainty at the subunit level and found from the study that subunits that perform certain predictable tasks to be more effective when they were formally structured.

**- Lawrence and Lorsch**

- (iii) The two characteristics namely task uncertainty and task interdependence are considered as influencing the appropriate KM processes.

**- Spender**

Task uncertainty leads to high externalization and internalization on account of changing problems and tasks. The elements like direction or socialization are suggested under high task uncertainty. In the case of low task uncertainty routines are considered for the knowledge supporting factors. The other elements considered in low task uncertainty are exchange, combination, internalization or externalization.

According to Grant, socialization and combination processes both of which help integrate prior knowledge to create new knowledge are therefore appropriate for interdependent tasks.

As per the figure, independent tasks considers internalization and externalization and interdependent tasks considers exchange, combination and socialization. Directions and routines can be utilized for both independent and interdependent task because of their suitability towards tasks uncertainty. The four-cell matrix also shows the following suitability,

- i) Directions-Uncertain independent task
- ii) Direction and socialization - Uncertain independent task
- iii) Exchange, combination and routines - Certain interdependent tasks
- iv) Internalization, externalization and routines - Certain independent tasks.

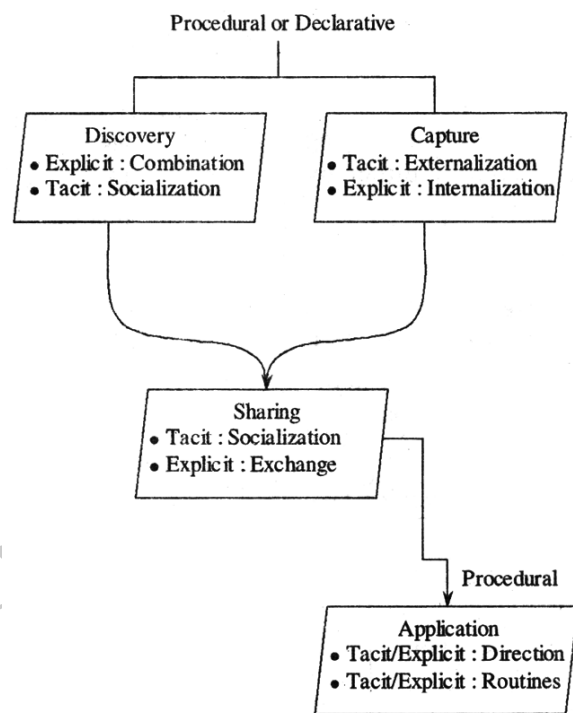
### 3) Effects of Knowledge Characteristics

The three knowledge characteristics includes,

- (i) Explicit Vs tacit
- (ii) Procedural Vs declarative and
- (iii) General Vs specific.

The knowledge characteristics such as, explicit Vs tacit and procedural Vs declarative have major influence on KM processes.

In the views of spender, the underlying contingency argument is that certain KM processes may have greater impact on the value that one type of knowledge contributes to the organization, on the other hand other KM processes mainly influences the value of another type of knowledge.



**Fig. : Effects of Knowledge Characteristics**

The difference existing between KM processes suitable for explicit and tacit knowledge totally depends on the main difference between these knowledge types. In case of knowledge discovery, combination is more suitable for coordinating multiple streams of explicit knowledge. Socialization is suitable for coordinating multiple streams of tacit knowledge. In case of knowledge capture, externalization, is more suitable for tacit knowledge. The reason for its suitability is externalization can convert tacit knowledge in to explicit. In case of knowledge sharing, exchange is suitable for explicit knowledge and socialization is suitable for tacit knowledge.

In the views of Gupta and Govindarajan, KM process could contribute much to the value of

knowledge if it is both effective and efficient for managing that knowledge. KM processes cannot contribute much to the given type of knowledge due to factors like ineffective management or expensiveness or too slow or operating at lower cost etc.

For tacit and explicit knowledge, there is no difference between direction and routines. Directions and routines are mainly applied to procedural knowledge and also applied to tacit or explicit knowledge. In the KM processes the elements applied for declarative or procedural knowledge are discovery, capture and sharing.

#### 4) Effects of Organizational and Environmental Characteristics

The factors mainly influences different KM processes are three, the two organizational characteristics which are size and strategy and one characteristic from environment that is uncertainty.

The following table shows the effects of organizational and environmental characteristics.

KM processes are also influenced by organization size because they affect two processes supporting knowledge applications and the two processes supporting knowledge sharing.

Effects of environmental and organizational characteristics on KM process.

Characteristic	Level/Type	Recommended KM Process
1. Organization size	Small	Knowledge sharing (socialization) Knowledge application (direction) Knowledge discovery (combination, socialization) Knowledge capture (externalization, internalization)
	Large	Knowledge sharing (exchange) Knowledge application (routines) Knowledge discovery (combination) Knowledge capture (externalization, internalization)
2. Business strategy	Low cost	Knowledge application (direction, routines) Knowledge capture (externalization, internalization) Knowledge sharing (socialization, exchange)
	Differentiation	Knowledge discovery (combination, socialization) Knowledge capture (externalization, internalization) Knowledge sharing (socialization, exchange)
3. Environmental uncertainty	Low	Knowledge sharing (socialization, exchange) Knowledge capture (externalization, internalization)
	High	Knowledge discovery (combination, socialization) Knowledge application (direction, routines)

For knowledge application, big organizations can benefit from routines on account of high standards. Small organization are not bureaucratic and does not have standardization and rules so they get benefit from direction. Hence, knowledge sharing through exchange is suitable for large organizations and socialization is suitable for small organizations.

The effect of business strategy in the views of various authors are as follows,

As per porter, effect of business strategy can be analyzed through typology of low-cost and differentiation strategies.

Organizations pursuing a low-cost strategy should focus on applying existing knowledge instead of creating new knowledge, whereas organizations following a differentiation strategy are more likely to innovate (langarek), seek new opportunities (miles and snow) and frequently develop new products (Hambrick) organizations having low-cost or differentiation strategies generally get benefitted from knowledge capture and sharing processes.

The environmental uncertainty also influences KM processes. In case of organizations undergoing low levels of uncertainty the suitable factors incorporated are knowledge sharing and knowledge capture processes. In case of organizations undergoing high level of uncertainty the suitable factors recommended are knowledge application and discovery.

According to Connor and prahalad and Alavi and Leidner, knowledge application contributes in uncertain environment by enabling individuals to address problems based on solutions indicated by those possessing the knowledge, instead of the more time consuming processes of sharing knowledge.

According to Davenport and Prusak, knowledge discovery processes contribute by enhancing the organizations ability to develop innovative solutions to emergent problems.

## 5) Identification of Appropriate Knowledge Management Solutions

Identification of appropriate knowledge management solutions.

This methodology consists of the seven steps. They are,

- (a) Assess the contingency factors,
- (b) Identify the KM processes based on each contingency factor,
- (c) Prioritize the needed KM processes,
- (d) Identify the existing KM processes,
- (e) Identify the additional needed KM processes,
- (f) Assess the KM infrastructure and
- (g) Develop additional needed KM systems mechanisms and technologies.

### Step (a) : Assess the Contingency Factors

This step deals with assessing contingency factors like characterizing the tasks, the knowledge, the environment and the organisation and the factors they take to handle uncertainty. The purpose of using KM should be clearly stated in terms of task interdependence and task uncertainty. The type of knowledge like general or specific or declarative or procedural or tacit or explicit should be clearly stated. Environmental uncertainty may arise due to changes in competition, economic conditions and government rules and regulations etc. An organisation can be large or small that depends totally on its competitors.

### Step (b): Identify the KM Processes Based on Each Contingency Factor

The next step is to identify KM processes which are based on each contingency factor. This



identification helps in making KM processes effective in carrying out its tasks and the various factors which are responsible for influencing KM processes.

#### **Step (c): Prioritize the Needed KM Processes**

The sequential next step is to prioritize the needed KM processes. For carrying out the task of needed KM processes value of 1.0 is assigned to those factors in which KM processes is suitable for a contingency variable and value of 0.0 is assigned to those factors in which KM processes is not suitable for a contingency variable. When KM processes become suitable for all states of contingency variables then the value of 0.5 is assigned.

#### **Step (d): Identify the Existing KM Processes**

In carrying out this step, to identify the existing KM processes a survey is conducted in order to assess the extent to which KM process can be successful in the organisation.

#### **Step (e): Identify the Additional Needed KM Processes**

After identifying the existing KM processes the next step is to identify additional needed KM processes. By doing so a comparison can be made between the existing KM processes and additional KM processes. The factors which are most suitable to the process are taken which can be from existing KM processes or additional needed KM processes.

#### **Step (f): Assess the KM Infrastructure and Identify the Sequential Ordering of KM Processes**

KM processes are also indirectly affected by KM infrastructure. The elements which are

responsible for knowledge sharing and creation are organisation culture, organisation structure and physical environment. The factors supporting KM processes are information technologies and organizing knowledge helps in knowledge sharing and application processes.

#### **Step (g): Develop Additional Needed KM Systems Mechanisms and Technologies**

Steps (a) to (f) deals with identify the right resources where as step (g) deals with developing the KM system by integrating all those resources. The contributing factors for KM infrastructure are KM systems, mechanisms and technologies.

#### **Q18. Explain the challenges and futures of knowledge management ?**

*Ans :*

In its basic form, knowledge management is about converting available raw data into understandable information. The information is then placed in a reusable repository for the benefit of any future need based on similar kinds of experiences. Knowledge management contributes towards streamlining the ideas problems, projects and deployment driving towards productivity.

But, it's more than just knowing everything your organization knows, it's creating a synthesis between the people and the information to the point that the whole is more than the sum of the parts.

#### **Today's Knowledge Management Challenges**

1. **Security.** Providing the right level of security for knowledge management is key. Sensitive information should be shielded from most users, while allowing easy access to those with the proper credentials.

2. **Getting people motivated.** Overcoming organizational culture challenges and developing a culture that embraces learning, sharing, changing, improving can't be done with technology. There is no use in launching a tool if there is no drive to share the knowledge.
3. **Keeping up with technology.** Determining how knowledge should be dispensed and transferring it quickly and effectively is a huge challenge. Constantly changing structures mean learning how to be smart, quick, agile and responsive – all things a KM tool must be able to accomplish.
4. **Measuring knowledge.** Knowledge is not something that can be easily quantified, and is far more complex because it is derived out of human relationships and experience. The focus should be on shared purpose rather than results or efforts.
5. **Overcoming shared leadership.** KM tools allow others to emerge as voices of power within an organization. Workers are given a "voice", which can sometimes cause internal conflict.
6. **Keeping data accurate.** Valuable data generated by a group within an organization may need to be validated before being harvested and distributed. Keeping information current by eliminating wrong or old ideas is a constant battle.
7. **Interpreting data effectively.** Information derived by one group may need to be mapped or standardized in order to be meaningful to someone else in the organization.
8. **Making sure information is relevant.** Data must support and truly answer questions being asked by the user, and requires the appropriate meta-data to be able to find and reference. Data relevancy means avoiding overloading users with unnecessary data.
9. **Determining where in the organization KM should reside.** Does KM fall under HR, IT, communications? This decision will determine what drives your knowledge sharing initiative and who will be responsible for maintaining the community.
10. **Rewarding active users.** Recognizing the users who actively participate and contribute to a knowledge database will not only encourage them to continue contributing, but will also encourage other users to join.

### Overcoming Knowledge Management Challenges

Knowledge, learning and sharing come from people and their relationships with one another, not necessarily from the tools, databases and technological aids used. However, with the proper technology in place you can facilitate better communication and overcome these challenges to have an up-to-date, secure and organized knowledge base.

## Short Question and Answers

### 1. Define knowledge management

*Ans :*

Knowledge management (KM) or knowledge sharing in organizations is based on an understanding of knowledge creation and knowledge transfer. In implementation, KM is an effort to benefit from the knowledge that resides in an organization by using it to achieve the organization's mission

Knowledge management (KM) comprises a range of strategies and practices used in an organization to identify, create, represent, distribute, and enable adoption of insights and experiences. Such insights and experiences comprise knowledge, either embodied in individuals or embedded in organizational processes or practice.

"Knowledge Management is the discipline of enabling individuals, teams and entire organisations to collectively and systematically create, share and apply knowledge, to better achieve their objectives"

**- Ron Young,**

"Most activities or tasks are not one-time events. Whether its drilling a well or conducting a transaction at a service station, we do the same things repeatedly. Our philosophy is fairly simple: every time we do something again, we should do it better than the last time".

**- Sir John Steely Browne,**

"The capabilities by which communities within an organisation capture the knowledge that is critical to them, constantly improve it and make it available in the most effective manner to those who need it, so that they can exploit it creatively to add value as a normal part of their work"

**- Glaxo Smith Kline**

"Knowledge management will deliver outstanding collaboration and partnership working. It will ensure the region maximizes the value of its information and knowledge assets and it will help its citizens to use their creativity and skills better, leading to improved effectiveness and greater innovation".

**- West Midlands Regional Observatory, - UK**

### 2. What are the dimensions of Knowledge Management ?

*Ans :*

- i) **Knowledge Storage Media :** First, there are several media in which knowledge can reside, human mind, organization, document and computer. Knowledge in the human mind is often difficult to access, organizational knowledge is often diffuse and distributed, document knowledge can range from free text to well structured charts and tables, computer knowledge is formalized, sharable and often well structured and well organized.
- ii) **Knowledge Accessibility :** Next, there is a dimension of knowledge accessibility. Nonaka and Takeuchi have divided accessibility into two categories, tacit and explicit. In this author's view, three stages of accessibility tacit, implicit and explicit. Accessibility can be mapped to storage media. Knowledge gains in value as it becomes more accessible and formal.
- iii) **Tacit (Human Mind, Organisation) :** Accessible indirectly only with difficulty through knowledge elicitation and observation of behaviour.

- iv) **Implicit (Human, Mind, Organisation) :** Accessible through querying and discussion, but informal knowledge must be first be located and then communicated.
- v) **Explicit (Document, Computer) :** Readily accessible as well as documented into formal knowledge sources that are often well organized.
- vi) **Knowledge Typologies :** Typologies are defined, categorized and described in terms of knowledge type conversion, structural features, elementary properties, purpose and use and conceptual levels. Nonaka and Takeuchi suggest the following types of knowledge.

### 3. Functions of Knowledge Management

*Ans :*

- i) **Externalization:** Externalization is capturing knowledge in an external repository and organizing it according to a classification framework or taxonomy. The role of externalization is to make your captured knowledge available to knowledge seekers through internalization or intermediation.
- ii) **Internalization :** Internalization tries to discover bodies of knowledge relevant to a particular user's need. With internalization, we extract knowledge from the external repository and filter it to identify what is relevant to the knowledge seeker. Internalization helps a researcher communicate a problem or point of interest and map that against the bodies of knowledge already captured through externalization. Internalization focuses on the transfer of explicit knowledge.
- iii) **Intermediation:** Intermediation brokers tacit knowledge. It matches a knowledge seeker with the best source of knowledge. By tracking the experience and interests of individuals,

intermediation can link people who need to explore certain subjects with people who appear to harbor knowledge in that area.

- iv) **Cognition :** Cognition is the application of knowledge that's been exchanged through the preceding three functions and is the ultimate goal of knowledge management.

### 4. Scope of knowledge management.

*Ans :*

The Knowledge Management (KM) Division focuses on the characteristics and processes through which organizations facilitate the creation, sharing and use of knowledge.

The Division's approach to knowledge management is characterized by :

- ▶ An interest in all dimensions of knowledge as acquired and developed by members to be used for their organizations, including analysis and synthesis of this knowledge into tools for learning, using, developing and sharing through a variety of means including but not limited to documenting knowledge for later use.
- ▶ Attention to all aspects of the knowledge life cycle, including but not limited to knowledge creation, sharing, capture, organization, management, reuse, and preservation.
- ▶ Innovative means to link and enable people to directly exchange ideas and learning to increase the relevant knowledge available for use in their organizations.
- ▶ Concern for all aspects of an organization, including culture, policy, process, management and technology, that affect its ability to create and transfer knowledge.

- ▶ Focus on techniques and tools for collaboration, for organizing knowledge repositories (e.g. taxonomies, ontologies), for demonstrating the economic value of KM activities, for promoting organizational learning techniques and applications; and for increasing understanding of knowledge economics.

#### 5. Benefits of knowledge management.

*Ans :*

- ▶ Increases the collective capability of organizations to maintain leadership position.
- ▶ Improves operational performance and maximizes organizational agility.
- ▶ Accelerates learning and innovation through sophisticated KM processes.
- ▶ Facilitates knowledge convergence and enrich the corporate memory.
- ▶ Minimizes reinvention and knowledge evaporation.
- ▶ Drives best practices for "creative and productive working environment" Benefits for Enterprises.
- ▶ Maximizes brand-image and status in the marketplace and helps attain and sustain leadership position.
- ▶ Helps understand customers better, deliver quality and timely response to meet the highest expectations.
- ▶ Helps develop and retain employees and partners and maximizes their collective mind power.

#### 6. Features of knowledge management system.

*Ans :*

- i) **Purpose:** a KMS will have an explicit Knowledge Management objective of some type such as collaboration, sharing good practice or the like.

- ii) **Context:** One perspective on KMS would see knowledge is information that is meaningfully organized, accumulated and embedded in a context of creation and application.

- iii) **Processes:** KMS are developed to support and enhance knowledge-intensive processes, tasks or projects of e.g., creation, construction, identification, capturing, acquisition, selection, valuation, organization, linking, structuring, formalization, visualization, transfer, distribution, retention, maintenance, refinement, revision, evolution, accessing, retrieval and last but not least the application of knowledge, also called the knowledge life cycle.

- iv) **Participants:** Users can play the roles of active, involved participants in knowledge networks and communities fostered by KMS, although this is not necessarily the case. KMS designs are held to reflect that knowledge is developed collectively and that the "distribution" of knowledge leads to its continuous change, reconstruction and application in different contexts, by different participants with differing backgrounds and experiences.

- v) **Instruments:** KMS support KM instruments, e.g., the capture, creation and sharing of the codifiable aspects of experience, the creation of corporate knowledge directories, taxonomies or ontologies, expertise locators, skill management systems, collaborative filtering and handling of interests used to connect people, the creation and fostering of communities or knowledge networks.

#### 7. Benefits of knowledge management systems.

*Ans :*

Some of the advantages claimed for knowledge management systems. systems are:

- i) Sharing of valuable organizational information throughout organisational hierarchy.
- ii) Can avoid re-inventing the wheel, reducing redundant work.
- iii) May reduce training time for new employees
- iv) Retention of Intellectual Property after the employee leaves if such knowledge can be codified.

### 8. Contingency View of Knowledge Management

*Ans :*

Contingency view deals with no particular approach as such in the organisation to deal with the problems. On the other hand, universalistic view of Knowledge Management (KM) deals with a single path to successful performance. The single path is standard in universality approach and that single path is applied to gain success and efficiency. Contingency view considers multiple alternative path and suitable path among the multiple path are applied to make the process successful. The path to be applied in the knowledge management totally depends upon the circumstances.

Becerra - Fernandez and Sabherwal supported the contingency approach.

The following figure shows the relationship existing between contingency factors and KM solutions.

From the figure, we observed that contingency factors and KM solutions are interrelated. The first step is to identify KM processes because these processes are used as a supporting factors for KM systems, KM mechanism and technologies and KM infrastructure. It is also observed that KM infrastructure have indirect influence on KM processes.

### 9. Effects of Task Characteristics

*Ans :*

The KM processes which are suitable for an organizational subunit are based on the nature of the task existing. This implies that each subunit belonging to the aggregate level depends upon the predominant nature of its task.

The following figure shows the effects of task characteristics on KM processes,

Task interdependence	Low	Internalization externalization routines	Direction
	High	Exchange combination Routines	Direction socialization
		High	Low
		Task uncertainty	

According to Jarvenpaa and Staples, the second critical aspect of task characteristics is task interdependence and it shows the extent to which subunits achievement of its goals depends on the efforts of other subunits.

According to Kusunoki, the tasks rely mainly on distinctive units of knowledge like "functional knowledge embodied in a specific group of engineers, elemental technologies, information processing devices, databases and patents".

According to Maturana and Varela, with the help of externalization the individual makes the knowledge more agreeable and understandable to others in the group, whereas with the help of internalization the individual absorbs knowledge held by others in the group.

The following are the views of different authors in relation to KM processes. They are,

- (i) The structure appropriate for a subunit depends on task difficulty, or on the problems in analyzing and stating performance procedures and task variability or on the variety of problems encountered in the tasks.

- *Van de Ven and Delbecq*

- (ii) The authors emphasized on a task characteristic task uncertainty at the subunit level and found from the study that subunits that perform certain predictable tasks to be more effective when they were formally structured.

- *Lawerence and Lorsch*

- (iii) The two characteristics namely task uncertainty and task interdependence are considered as influencing the appropriate KM processes.

- *Spender*

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### 10. Identification of Appropriate Knowledge Management Solutions

*Ans :*

Identification of appropriate knowledge management solutions.

This methodology consists of the seven steps. They are,

- (a) Assess the contingency factors,
- (b) Identify the KM processes based on each contingency factor,
- (c) Prioritize the needed KM processes,
- (d) Identify the existing KM processes,
- (e) Identify the additional needed KM processes,
- (f) Assess the KM infrastructure and
- (g) Develop additional needed KM systems mechanisms and technologies.

## UNIT IV

**Nature of Knowledge:** Data, Information, Knowledge, Wisdom, Views of Knowledge – Subjective and Objective, Types of Knowledge – Location of Knowledge – Knowledge in People, Knowledge in Artifacts, Knowledge in Organizational Entities, Knowledge Management Assessment – Types of Assessment, Importance of KM Assessment.

### 4.1 DATA INFORMATION, KNOWLEDGE, WISDOM

**Q1. Explain briefly about data, information, knowledge wisdom?**

*Ans :* (Dec.-19)

Data, information, and knowledge are closely interconnected. Data lies at the lowest layer in the knowledge chain and acts as the raw material for the knowledge process as described in the previous chapter. Data refers to the unformatted, unstructured material freely available around us which by itself does not provide any meaning. The various signals—acoustic, visual, tactile and otherwise that are around us could be interpreted as having information. The relation between data and information formally is that, information is a structuring of data that reduces uncertainty. Information value of a message is higher if it reduces more uncertainty. In a more informal way, it could be said that information is interpreted data. Knowledge is the interpretation of information in the eye of a beholder using his own history, his experiences, insights and interpretation. It is because of this reason that the same information may lead to different knowledge for various individuals. In other words,

Data + Context — Information

or

Information = Interpreted Data  
and

Knowledge = Interpreted Information

or

Information + Experiences, Insights, Judgment (of an individual) = Knowledge

#### **Wisdom**

Wisdom is a state of the human mind characterized by profound understanding and deep insight. It is often, but not necessarily, accompanied by extensive formal knowledge. Unschooled people can acquire wisdom, and wise people can be found among the common class of people. Wherever it exists, wisdom exhibits itself as a perception of the relativity and relationships among things. It is an awareness of wholeness that does not lose sight of particularity or concreteness, or of the intricacies of interrelationships. It signifies the ideal blending of the left and right hemispheres of the human brain resulting in a perfect synergy of logic and practicality. Wisdom cannot be confined to a specialized field, nor is it an academic discipline; it is the consciousness of wholeness and integrity that transcends both. The amount of knowledge that is available to the present generation is considerable. However, there has been no correlative increase in wisdom. There are several factors that contribute to wisdom. Some of these factors are the sense of proportion; the capacities to take account of all the important factors associated with a problem and understand its weightage. This has become more difficult owing to the extent and complexity of the specialized knowledge required by individuals from various disciplines.



Wisdom is needed not only for social purposes, but equally in private life. It is essential in determining the choice of ends to be pursued and in the process assure of liberation from personal prejudice. The essence of wisdom lies in viewing the world with impartiality and thereby contributing to the growth of the individual as well as the society at large. During the initial stages of progression from knowledge to wisdom, an individual is concerned only about his own physical condition. Gradually, with the years, an individual widens his/her horizon in proportion to his/her thoughts and feelings and in the process becomes less personal and less concerned with their own physical states, thereby achieving growing wisdom.

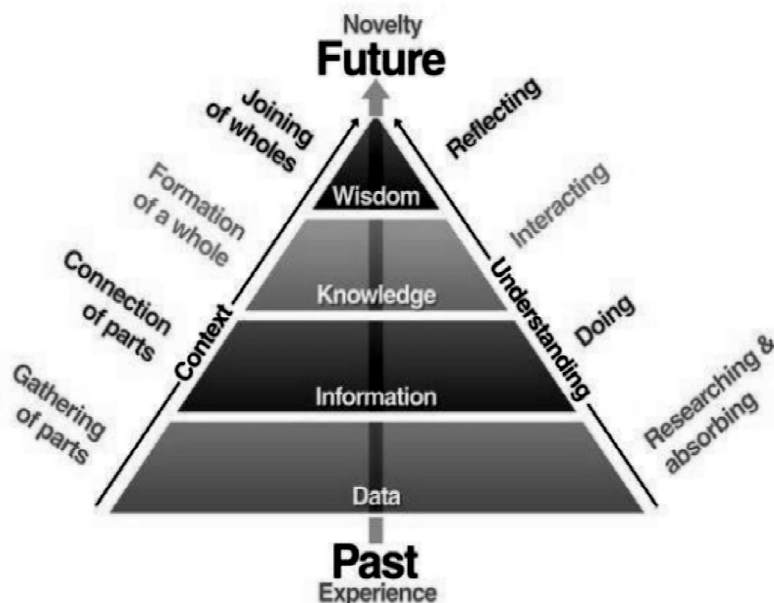
The question that is likely to emerge in the minds of the readers at this point of time is whether wisdom can be taught. Wisdom in some degree can be taught. This teaching should have a larger intellectual element than has been customary in what is been thought of as moral instruction. The kind of specialized knowledge which is required for various kinds of skill has very little to do with wisdom. But it should be supplemented in education by wider surveys calculated to put it in its place in the total of human activities. With increase of knowledge and skill, wisdom becomes more necessary. This augments our capacity to realize individual as well as organizational purposes, and therefore augments individual as well as organizational capacity to perform unwarranted acts.

#### Example:

The following example would highlight the progression from data to wisdom through information and knowledge:

This example uses a bank savings account to show how data, information, knowledge, and wisdom relate to the principal, interest rate, and interest.

**Data** The numbers 100 or 5%, devoid of context, are just pieces of data. Similarly, the words interest, principal, and interest rate, by themselves are out of context and are not of any value as each has multiple meanings which are context dependent.



**Information** For an individual wishing to open a bank savings account (context), the terms interest, principal, and interest rate become meaningful in that context, with specific interpretations. In this case, principal would refer to the amount of money, Rs.99, deposited/to be deposited within the savings account. The Interest rate, 7%, would be the factor used by the bank to compute interest on the principal.

**Knowledge** Knowledge refers to the realization of the individual that if he deposited Rs.99/- in the savings account, and the if the bank provided 7% interest yearly, then at the end of one year, the amount in his bank account would be Rs.105.93. This pattern represents knowledge which allows the individual to understand how the pattern will evolve over time and the results it will produce. Understanding the pattern is equivalent to gaining knowledge for the individual. The individual thus realizes that if he deposited more money in his account, he would earn more interest, whereas if he withdrew money from the account, the interest would be reduced.

**Wisdom** The progression to wisdom based on the above facts is a little complicated and is contained in the systems principles. The principle is that, any action which produces a result and which encourages more of the same action, produces an emergent characteristic called growth. And, nothing grows forever, for sooner or later growth runs into limits. If one studied all the individual components of this pattern, which represents knowledge, they would never discover the emergent characteristic of growth. Only when the pattern connects, interacts, and evolves over time, does the principle exhibit the characteristic of growth. Thus over a period of time, the individual would realize that bank rates may not be steady and the current return may

not be valid for the tenure of deposit or alternately the presence of better avenues of investment.

In light of the above example, a person with a higher level of wisdom would be able to comprehend that even though some cooperative banks may offer a higher rate of return, the associated risks are higher. Hence it would be prudent to invest in a well known nationalized bank.

Knowledge, in contrast to data and information, is highly related to the person who possesses the knowledge. However, knowledge itself is not something that is readymade in someone's cognition. Knowledge has to be mentally restructured and constructed again and again depending on the circumstances of application. This is one of the key contributory factors that make it difficult to grasp or to lay a hand on knowledge in content or in form.

## Q2. Explain briefly about Knowledge life Cycle.

*Ans :*

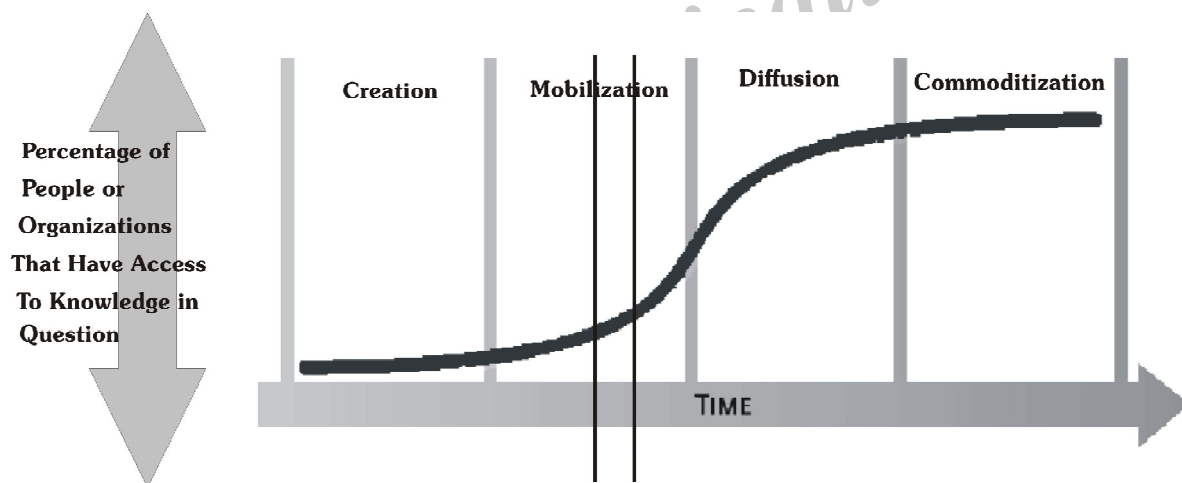
Knowledge progresses through four stages as it develops over time. As it becomes accessible to more and more people — first in one organization, then in many, and finally to the general public — companies must use different strategies to realize its maximum value.

Knowledge starts out as nothing more than an idea in someone's head — a scientist in an R&D department experimenting with a new drug compound, say, or a management consultant toying with a new model of organizational change. At this stage, the idea may be rather abstract (and not even well understood by the individual who thought of it) but coherent enough for testing — in a laboratory by the scientist or in conversation with a client by the consultant. Many ideas in the creation stage will run into dead ends or fail to generate interest, but some will become more clearly formed and make it to the mobilization stage.

In this part of the cycle, an idea becomes more concrete and its broader value is established through continued testing and validation. Those involved with the idea's development begin to codify their tacit knowledge. The scientist may write an academic paper explaining her findings, thereby allowing others with similar training to run their own tests. The management consultant might write up his insights and make them available to colleagues in the same firm. The defining characteristic of the mobilization stage is that the originators share their knowledge with people who make up part of a trusted community.

An idea that clears hurdles within a trusted group passes to the next stage. It is then broadly diffused and becomes widely understood in the relevant marketplace. The scientist's breakthrough will be reverse-engineered or successfully imitated by other companies, and the consultant's tool will be adapted by many other firms.<sup>3</sup> In the diffusion stage, the idea as it has been developed and tested is available to virtually anyone who wants to use it.

But the idea's progress through life isn't yet over. In the commoditization stage, the idea is so well known as to be common knowledge or, in economic language, a public good. It may be taught in school or easily found in a library book or on an Internet site. Examples from this stage include knowledge about the molecular structure of aspirin and the design of the internal-combustion engine. In the field of management, a good example is quality management, once a highly specialized and esoteric technique, now standard practice in many companies.



### 1. Creation

The essence of the creation stage is that no one fully understands the idea or emerging body of knowledge, not even those creating it. The process of creation is messy by nature and does not respond well to formal methodologies or rigid timelines.

For businesses, the dominant strategy for working with early-stage knowledge is to flesh out an idea to a point at which its commercial viability can be tested. Thus a software company will put together a prototype to test on beta sites, and a management consultant will look for an existing client who is interested in trying out a new tool. To encourage such activity, companies need to create an environment that allows creativity and experimentation while also providing some structure and discipline

**2. Mobilization**

In this stage, knowledge continues to be refined, and the company that developed the idea attempts to extract value from it. To do that, the company must find ways to mobilize the knowledge internally while keeping it hidden from outsiders — ideally, by keeping it proprietary.

Patent protection locks in proprietary knowledge for a time, but many services based on knowledge cannot be meaningfully protected. And even if a term can be protected — the Balanced Scorecard, for example — it is almost impossible to stop imitators from using the same concept under a different name. The best policy in such cases is to keep the knowledge relatively uncoded while creating internal mechanisms for exploitation.

**3. Diffusion**

In the diffusion stage, the company no longer tries to keep an idea or technology under wraps — quite the opposite. It accepts the fact that leakage and imitation are bound to occur and begins to propagate the idea deliberately — selling it to a broad base of customers, marketing the concept through various media, and to some degree inviting others to join the bandwagon. Rather than attempt to protect the unprotectable, it makes far more sense to extract value from the knowledge by diffusing it.

Many knowledge-based service companies have good reason to move their ideas rapidly into the diffusion stage. In the world of computer software, for example, diffusing the product builds usage, creates network economies, and preempts competitors; the money is made, according to this strategy, by selling upgrades and service contracts. In the consulting business, concepts are hard to patent and easy to copy (even if many are copied very badly).

**4. Commoditization**

This stage is about how to manage knowledge that is already well known. At this point, the basic ideas have been thoroughly diffused.

Many companies will take the attitude that once knowledge is widely understood, there is nothing they can do with it — they might as well move on to more interesting areas. But the truth is, there are plenty of opportunities to extract value from knowledge that has reached commodity status. Consider an engineering firm that specializes in the construction of skyscrapers. While the knowledge required to build such structures has been well known for some time, the events of September 11 mean that old principles have to be revisited and new ones generated. There are a number of approaches to extracting value at this stage:

**4.2 VIEWS OF KNOWLEDGE - SUBJECTIVE & OBJECTIVE**

**Q3. Explain various perspectives of knowledge.**

**OR**

**Differentiate subjective and objectives forms of knowledge.**

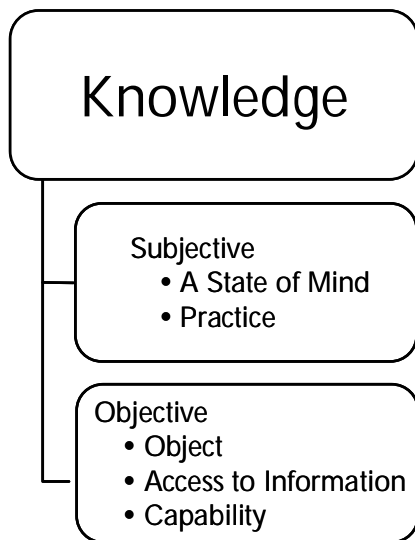
*Ans :*

**(May-19, Imp.)**

Alternative Views of Knowledge Knowledge is embodied in humans as the capacity to understand, explain and negotiate concepts, actions and intentions. Knowledge is knowing, familiarity gained by experience; person's range of information; a theoretical or practical understanding of; the sum of what is known.

Knowledge can be viewed from two perspectives as follows :

- (i) Subjective view and
- (ii) Objective view.



### (i) Subjective View

According to the subjective view, reality is socially built via interaction with individuals which has a greater influence of social practices. It is devoid of any physical location as it cannot exist independently without social practices and individual experiences. Subjective view is further divided into,

- (a) Knowledge as state of mind
- (b) Knowledge as practice.

#### (a) State of Mind

It refers to the knowledge possessed by an individual's state of mind. Organizational knowledge is believed to be organizational specific which can differ from person to person because of the difference in their knowledge due to their diverse backgrounds, beliefs, experiences, environment etc. It basically focuses on enhancing individual areas of knowledge in order to achieve the organizational goals.

#### (b) Practice

This type of subjective view of knowledge explains that knowledge acquired through practice cannot be disseminated to others.

For example, the knowledge that a group possesses cannot be broken down to individual units. It can neither be possessed by a single person nor can it be transferred to or stored in another place. Usually knowledge does not reside in one's brain but it is present in practice. Here, knowledge is a set of beliefs of a group rather than a single person which can be seen in organizational work and in the mindset of the individuals working in it. Knowledge is naturally undefined and is in the continuous process of evolution,

### (ii) Objective View

The objective view is totally contrasting in nature when compared to the subjective view of knowledge. It basically depends on the derived logic and theory concepts rather than on human perceptions. It is located as an object which can be identified as a competence which can be improved by an individual. Objective view perceives knowledge in three forms. The following which are as follows,

- (a) Objects
- (b) Access to information
- (c) Capability.

#### (a) Objects

In this knowledge is considered as the objects i.e., a set of acceptable beliefs which can be stored, transferred and changed from different locations.

#### (b) Access to Information

Extending further that knowledge exists as objects. This view explains that information is accessible and can be utilized. In this view knowledge is considered as the ability to access the information.

**(c) Capability**

This perspective of knowledge is entirely different from the earlier views. This shows the ability to influence action and perceives knowledge as the strategic tool to gain the edge in competition.

**4.3 TYPES OF KNOWLEDGE****Q4. What are the types of knowledge ?**

*Ans :* (Sep.-20, Dec.-19)

**Types of Knowledge**

Knowledge can be divided into two types, Tacit knowledge and Explicit knowledge. Tacit knowledge is implicit, whereas Explicit knowledge is rule-based knowledge that is used to match actions to situations by invoking appropriate rules. An organization promotes the learning of Tacit knowledge to increase the skills and creative capacities of its employees and takes advantage of Explicit knowledge to maximize efficiency.

**A) Tacit Knowledge**

- ▶ Tacit knowledge includes hands-on skills, best practices, special know-how, and intuitions. Personal knowledge that is difficult to articulate.
- ▶ Tacit knowledge in an organization ensures task effectiveness. It also provides for a kind of creative vitality – intuition and spontaneous insight can often tackle tough problems that would otherwise be difficult to solve.
- ▶ Traditionally the transfer of Tacit knowledge is through shared experience, through apprenticeship and job training.
- ▶ Tacit knowledge is cultivated in an organizational culture that motivates through shared vision and common purpose.

**B) Explicit Knowledge**

- ▶ Explicit knowledge is used in the design of routines, standard operation procedures, and the structure of data records. These forms of knowledge can be found in any organization.

- ▶ It allows an organization to enjoy a certain level of operational efficiency and control.
- ▶ Explicit knowledge promotes equitable, consistent organizational responses.

An organization must adopt a holistic approach to knowledge management that successfully combines Tacit and Explicit knowledge at all levels of the organization. Personal knowledge is leveraged with Explicit knowledge for the design and development of innovative products, services and processes.

**C) Embedded Knowledge:**

Embedded knowledge refers to the knowledge that is locked in processes, products, culture, routines, artifacts, or structures. Knowledge is embedded either formally, such as through a management initiative to formalize a certain beneficial routine, or informally as the organization uses and applies the other two knowledge types. The challenges in managing embedded knowledge vary considerably and will often differ from embodied tacit knowledge. Culture and routines can be both difficult to understand and hard to change. Formalized routines on the other hand may be easier to implement and management can actively try to embed the fruits of lessons learned directly into procedures, routines, and products.

**4.4 LOCATION OF KNOWLEDGE****Q5. What are the various places where knowledge is located ?**

*Ans :*

There are many different locations in which the knowledge exists. Knowledge is located in people, artifacts and organizational entities. These locations are also known as reservoirs of knowledge.

**I) People**

Knowledge resides in people both in individuals and in groups.

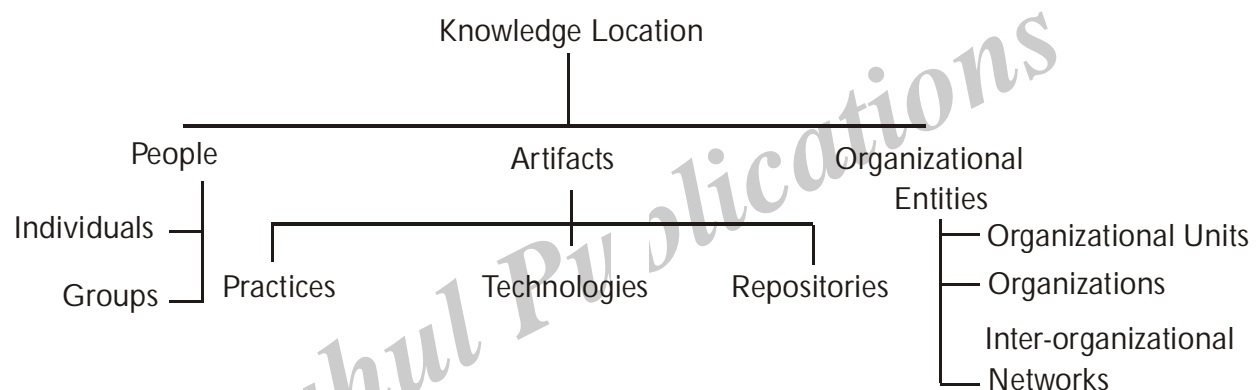
**a) Individuals**

Individuals are the key people in the consulting and legal organization. In these firms, a single person is responsible for handling various clients and if that person retires or resigns, then it creates a knowledge gap in the organisation. Therefore, many organisations are planning to retain the knowledge of such persons.

**b) Groups**

Knowledge is also located in a group where a team of people who are working together have knowledge about each other's strengths, weaknesses, capabilities, working styles etc. They can share knowledge with each other on any work based problem. Their collective knowledge is superior to what an individual possesses. It gives them an enhanced decision making capability where they know their priorities and things which can be ignored.

### Location of Knowledge

**II) Artifacts**

Apart from people, knowledge is also stored in the artifacts of an organisation.

**a) Practices**

Knowledge can be located in organizational norms, procedures, practices, routines or sequential patterns of interactions. This knowledge is developed over a period of time. For example, McDonalds achieved success through its patented process flow and uniformity across all stores worldwide.

**b) Technologies**

Substantial amount of knowledge is also stored in systems and technology. Apart from storing data, computer based information systems also stores knowledge about the relationships. They store the trends, patterns, timelines etc., which are required for decision making.

**c) Repositories**

The third way of storing knowledge in artifacts is the knowledge repositories. The knowledge is stored in repositories like paper based or electronic based. Paper based repositories include books, papers, personal notes and other documents. Electronic- based repositories like the Frequently Asked Questions (FAQs) in a website stores knowledge electronically.

**III) Organizational Entities**

There are three organizational entities in which the knowledge is stored. They are organizational units, the entire organisation and the inter-organizational relationships.

**a) Organizational Units**

In the organizational units like the functional divisions, departments and branches, the knowledge is located/stored in the relationships between the members of the units. A formal grouping of people who are working to achieve a common goal or accomplish a task or working on a project can be called as an organisational unit.

The organizational unit is bound not only by a common interest but also by the organisational structure. This knowledge is shared among them and is partly present in each individual. When a person leaves the organisational unit and is replaced by other person, all the knowledge developed by them is not inherited. The subordinate or co-worker partly inherits the knowledge. This knowledge is acquired by the systems, procedures and relationships which are present in the organisational unit. A specific organisational unit possesses contextually specific knowledge related to that unit.

**b) Organisation**

An organisation as a whole also stores knowledge in its norms, practices, values and culture which is not a part of any individual but still exists in its environment. The manner in which the organization responds to environmental events rely on the knowledge of the entire organization, individuals and organisational units. This knowledge is specific to contexts and is developed over the years through many good and bad experiences.

**c) Inter-organisational relationships**

The knowledge also resides in inter-organisational relationships which are the relationships that an organization builds with its customers and suppliers. The organization utilizes the knowledge which is stored in these relationships. Customers and suppliers have ample knowledge about the organization's products and services and their strengths and weaknesses. Customers gain knowledge about the products by their regular usage and suppliers gain the knowledge as they supply the necessary components for the organisation's products. Often organisations learn from the experiences of their customers after using the products which helps them in making further improvement of the products and new product developments.

**Q6. Who is Knowledge Worker ? What are the Characteristics of Knowledge Worker ?**

*Ans :*

One who is a non-manual worker & employed by firms to carry out innovative activities. He uses knowledge to be more productive. He is a person who works for a living at the tasks of developing or using knowledge. He does planning, acquiring, searching, analysing, organising, storing, programming distributing & marketing. He uses his brain to accomplish his task. He has been schooled to use knowledge, theory & concept, rather than physical force/manual skill. He uses his intellect to convert his ideas into products, services or processes.

He creates knowledge, knows how to tap & share it, reuses it whenever necessary & works against a deadline. He is a problem solver. He uses his intellect rather than manual skills to earn a living. He is an individual who needs high level of autonomy. He is a manipulator of symbols & paid for quality of judgement rather than speed of work. He uses unique processes for his creation. He possesses unmodified knowledge which is difficult



to duplicate. He sources between his ears. He uses knowledge & information to add to deeper knowledge & information.

**1. "Possessing Factual & Theoretical Knowledge"**

Knowledge workers are conversant with specific factual & theoretical information. College Faculty possesses information regarding specialized subject matter, teaching strategies & learning theories. Sales Representative has factual knowledge of product he sells & theoretical knowledge to create interest in the product by customers. Prospective knowledge workers need years of formal education for mastery to enter into a field of work. They will be acquiring additional information on a continual basis.

**2. Finding and Accessing Information**

Operations of today's information society depends on knowledge that is continually growing & changing. Distribution of information has become a problem as employees need massive amount of information. Knowledge workers should know how to identify & find such information. They need to know which sources provide the information they need. How to use these sources in order to locate information successfully.

**3. Ability to Apply information**

Knowledge workers use information to answer questions, solve problems, complete writing assignments & generate ideas. They use analogical reasoning & relevant\* judgment to address successfully personal customer related issues.. Analogical reasoning is a knowledge-based problem-solving processes in which information from precedents are applied to new situations. Relevance judgment is the process by which individuals decide whether or not a precedent is applicable to Problem at hand. The non-repetitive nature of knowledge workers' jobs makes crucial his ability to apply information to new situations.

**4. Communication Skills**

Emphasis on quality customer service & customization of goods & services to meet customers' needs brings knowledge workers into close contact with customers. Successful knowledge workers can present clearly in spoken & written word, both factual & theoretical information. The goals of organizational effectiveness & continual improvement of products, require communication between, supervisor & supervised & among team mates or colleagues. Knowledge Workers possess communication skills that enable them to collaborate with one another for goal-setting, decision-making & idea generation.

**5. Motivation**

Nature of knowledge work requires continual growth, in terms of mastery of information & skill development on the part of knowledge worker. Knowledge workers must become & remain interested in finding, information, memorising that information and applying it to their work. New technological developments call on knowledge workers to change continuously the way they accomplish their work. They must maintain a desire to apply their talents toward incorporating new information & new technologies into their work.

**6. Intellectual Capabilities**

Knowledge workers must have intellectual capabilities for understanding, recall, processing & application of specialized information. Persons who perform knowledge work must possess the abilities needed to acquire appropriate communication skills. To learn how to figure out where and how information can be located. To learn how to perform abstract reasoning. To have intellectual capacity to understand value of acquiring & maintaining knowledge & skills needed to accomplish their work.

**4.5 KNOWLEDGE MANAGEMENT ASSESSMENT****Q7. Discuss about Knowledge Management Assessment of an Organization.***Ans :***(Imp.)****Knowledge Management Assessment**

Assessment means 'to evaluate'. Thus knowledge management assessment implies evaluating how the organization manages its knowledge pool. Knowledge Management (KM) assessment aims to evaluate the need for KM, its use in the organization. It also helps to understand the usage of KM by individuals, and teams for enhancing the overall organizational performance.

KM assessment helps to capture, discover, share and use KM solutions to the optimum levels. In fact, it is a critical element of KM implementation.

A survey carried out by earnest and young, in 1997 conclude that in the present day business world, where knowledgeable employees are the most important asset of any organization, measuring the net value of organizational KM and its contributions to the business is a major challenge faced by many organizations. The survey also found that only 4% of firms stated that they are good at measuring the value and impact of KM.

**Approaches to KM Assessment**

There are a variety of different approaches / methods that organizations can use for the assessment of the KMS. The most popular approaches are discussed as follows

**1. Intangible Asset Monitor Framework (IAMF)**

This method was developed by Sveiby in the year 2000. It states that just like the financial/monetary assets of a firm, the non-monetary/intangible assets such as organizational talent, relationship with customers, and suppliers brand name, trade marks etc. need to be considered for evaluating the network of the firm.

This approach uses a Swedish computer software to measure the value of non-monetary indicators such as customer value, organizational value, competency value and so on.

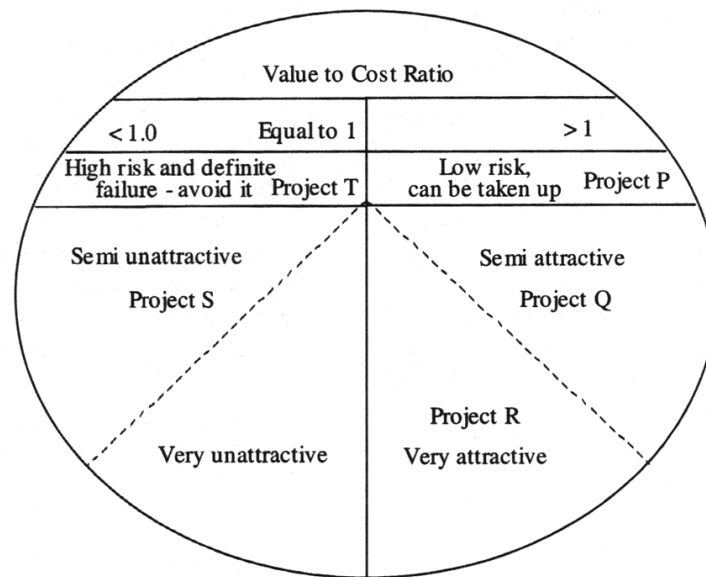
**2. Skandia Method**

The Swedish insurance company Skandia Ltd, has developed this method to assess K.M. It consist of a variety of tools, ratios and techniques that can be employed to measure the past, present and future status of an organizations intellectual capital.

The publicly available information on the company's website states "at Skandia, we have a number of methods and tools, among them the Skandia navigator to manage what we call our intellectual capital (K.M)"

**3. Real Options Approach**

Using this method, KM can be assessed as, a portfolio of investments that is, value to cost ratio. It measures each KM investment as a ratio of net value to the total cost. It employs an option space with different segments and KM projects are placed and measured according to their contribution towards the network. The following schedule is an illustration of option space, used under the real option approach. The firm may pursue project P (as it is low risky) and discontinue/avoid project T as it is definately bound to fail.



#### 4. Balance Scorecard Method

The concept of balanced scorecard was primarily developed by Kaplan and Norton in an article in the Harvard Business Review. The balanced score card - measures the drive performance'. It developed great levels of interest for the senior business managers which resulted in the further development. The attention was basically diverted from short-term measurement to creation of growth, learning and value-added services to the consumers.

Several organizations are making of the balanced scorecard as a supporting or underlying structure for making vital process decisions. The performance measurement process has been converted into strategic management system due to the recent development of balanced scorecard.

Balanced scorecard is defined as a conceptual framework which is used for converting the strategic objectives of an organization into a group/collection of performance indicators which are divided into four areas i.e., financial, customer, internal business processes and learning and growth.

#### 5. Benchmarking

Benchmarking is defined as a "process of measuring the performance of an organization against the best in class companies, finding out the way in which the best-in-class companies attain those performance levels and making use of this information as a basis for setting the organizational targets, strategies, policies and implementation. In other words, it is a process of adopting the world-class best practices" which are being followed by the successful and best-in-class companies.

The benchmarking process not only helps the firm in identifying its own strengths and weaknesses but also helps in the identification of the best-in-class companies' strengths and weaknesses so that the best practices can be implemented in their own operations. The best practices of the 'best-in-class' companies are usually identified by customers or the industrial experts. These benchmarking practices help in increasing the production level by making effective use of technology and manpower.

#### 4.5.1 Importance of Knowledge Management Assessment

##### Q8. What is the importance of Knowledge Management Assessment ?

*Ans :*

In today's cut throat competitive world, it is necessary for firms to be well informed about the KM status, for the following reasons.

1. KM assessment acts as a powerful tool to identify the impact of KM towards the organization.
2. It helps to answer questions such as how is KM assisting individuals and the firm to enhance their performances? What is the contribution of KM towards facilitating innovation, creativity, improved efficiency etc.
3. KM assessment helps the firm understand the contribution and development of intellectual capital within the organization. It provide answers to questions such as "KM tools employed adequately, as per the organizational needs?" If yes, are they assisting towards producing intellectual capital?
4. It helps the top management decide whether or not it is financially feasible to invest in KM programs. Through KM evaluations the management can know the cost of KM programs and the benefits derived from it
5. It helps to justify the expenditure of specific KM projects by show casing the resultant benefits from it.
6. It helps in knowing the knowledge gap analysis. It answers key questions such as,  
What KM solutions the organization currently lacks?  
  
What are the "deficiencies in the present KM programs of the organization"?

7. An objective KM assessment may acts as an evidence, which may be used by the human resource department to convince the top management to invest further in new and expensive KM solutions, (as required by the organization.)

Thus we may conclude that KM assessment is quite essential for every progressive organization.

#### 4.5.2 Types of KM Assessment

##### Q9. What are the various types of Knowledge Management assessment ?

*Ans :*

(Imp.)

##### Types of Knowledge Management Assessment

Knowledge management assessment has been categorised into different types based on the three criteria. They are

- (a) Timing of assessment
- (b) Nature of knowledge management assessment
- (c) Other aspects that need to assessed.

##### 1. ORGANISATIONAL PERFORMANCE

###### (a) Timing of Assessment

Knowledge management assessment is classified into three types based on the timing of assessment i.e., when to assess the knowledge management.

- (i) Periodical assessment
- (ii) Pre-project assessment
- (iii) Post-project assessment

###### (i) Periodical Assessment

A knowledge management can be performed periodically either for individual units or the whole organisation by using employee survey or questionnaires with ranking from 1 to 5 for each statement. Periodical assessment is

aimed at evaluating the performance of solutions generated by knowledge management (thereafter as KM) in terms of quality, intellectual capital and their impact on different units of the organization. Periodical assessment helps the management of organisation to identify the areas of improvements in KM.

If the management is using questionnaire as the assessment tool, the response of the employee for all the statements need to be averaged for each business unit or whole organisation. This will represents the quality of the knowledge management solutions in the organisations.

### (ii) Pre-project Assessment

A KM assessment can be done at the beginning of the KM project in an organisation. It aims at identification of drawbacks in the present KM of the organisation and describes the benefits offered by the proposed KM project.

#### Example

The proposed KM project of an organisation focused on reducing the waiting time in a service centre queue which may incur costs for increasing the speed of service offered by the system. Then the project will identify the cost savings by 20%. The assessment of KM project in this case should be performed at the beginning of the project. The management should ensure that the proposed KM project will offer several benefits to organisation than the current KM.

### (iii) Post-project Assessment

A KM assessment can also be done at the end of the project. The objective of this assessment is determining the effect of KM project on the business unit or whole organisation. The outcomes of the KM project can be assessed by comparing them with the previous results. The following aspects should

be assessed in order to evaluate the performance of KM project,

- (i) Periodical assessment
- (i) Improvement in knowledge management processes.
- (ii) Improvement in the knowledge available in the project areas.
- (iii) The financial benefits such as cost savings, increase in returns, ROI etc.
- (iv) The increase in awareness about the importance of KM in organisation.
- (v) Increase in the recognition of knowledge areas and it's value in the organisation.
- (vi) Increase in knowledge sharing in the organisation.
- (vii) The level of satisfaction of the users with KM.

Post-project assessment can be performed through an assessment tool called communication of practice.

### (b) Nature of Assessment

Assessment of KM is classified into quantitative and qualitative assessments based on the nature of KM.

#### (i) Qualitative Assessment

The purpose of qualitative assessment is to determine the performance of KM in the organisation. Qualitative assessment can be performed through both informal meetings with the employees and formal interviews consists of both structured and semi-structured questions with only selected employees. The results of qualitative assessment represents the degree of performance of KM and the areas that require improvements in KM. The different situations of success explains the quality of effective decisions, innovation, technology and it's

transfers and issues such as ability to cope up with technology, career development, confidence etc. Qualitative assessment can be either periodical assessment or pre-project or post-project assessment. It also emphasis more on the organisation's KM strategy and it's development.

## (ii) Quantitative Assessment

It aims at determining the performance of KM in each unit or whole organisation in terms of numerical ranks. Quantitative assessment can be carried out by using employee-surveys or questionnaires. The performance of KM can also be assessed in terms of financial returns such as cost savings, ROI, increase in returns etc. The performance can be measured in ratios, percentages of employee retention rate or % of training expenditure on payroll.

Compared to qualitative assessment development of quantitative measures is somehow difficult. It is advisable to an organisation that qualitative assessment are preferable at the initial stages and in later stages after gaining experience in KM, they can use quantitative assessment. In uncertain conditions, quantitative assessment can yield more benefits to an organisation which is highly experienced in KM.

## (c) Aspects that are to be Assessed

KM assessment is classified into 3 types based on the various aspects that need to be assessed. The aspects include,

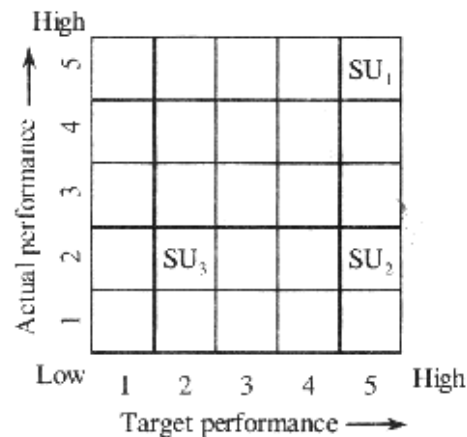
- (i) Solutions of KM
- (ii) Knowledge sharing or produced
- (iii) Impact of KM solutions on organisation units,

## (i) Solutions of Knowledge Manage-ment

This assessment aims at evaluation of the performance of KM on the following four dimensions or processes discovery, capture, sharing and application i.e., the impact of the dimensions in KM and the use of KM techniques and systems for these processes. The measures of these dimensions are somehow quantifiable and some depends on perceptions.

According to collision and parcell the KM solutions can also be evaluated in terms of knowledge sharing throughout the organisation or in each critical unit of the organisation. The key organisation activities that require knowledge sharing include planning, scheduling, execution, management of spares etc. The actual and target performance of each unit of organisation can be assessed using interviews with managers. This assessment facilitates the managers to identify the gaps between the actual and target performance in each subunit. The following figure represents the matrix of the target and actual performance of different subunits of the organisation.

- (i) Subunit 1 ( $SU_1$ ) is very important activity and need to be performed well as both targeted and actual performances are high.
- (ii) In ( $SU_2$ ) subunit 2 only the target performance is high. It represents that this activity is important but can be performed/ executed poorly.
- (iii) Subunit 3( $SU_3$ ) is less significant and poorly performed activity where both actual and target performance are less.



Knowledge sharing between the two subunits SU1, and SU2 will yield more benefits to organisation. An organisation can avail benefits through knowledge sharing with these subunits (SU3). The tools that are available for assessment of KM solutions include knowledge advisors, metrics that matter”.

## (ii) Assessment of Knowledge

In order to assess the knowledge, the management of the organisation should follow the following steps,

- Identify the relevant areas of knowledge. The first step in knowledge assessment is identification of areas that require knowledge in an organisation. For this, the management of organisation need to identify atleast 6 to 8 critical success factors that mostly influence and contribute for the success of the organisation and then need to identify the knowledge require-ments for each critical factor.
- Second step in this is to assess the extent and quality of the available knowledge that is stored in employees minds, organisation database and documents in each area of the organisation. This can be done by using surveys/interviews with employees and by providing them evaluation forms for evaluating using 1 -5 point rating scales. The average of all the points (1-5) will represent the quality of the available knowledge.

KM can also be assessed by evaluating the value of the knowledge available in the organisation. The assessment include tangible measure of the benefits such as both direct or monetary including cost and price whereas indirect or non-monetary benefits including increase in the quality of decisions.

## (iii) Assessment of Impacts of KM Assess-ment

KM has either direct or indirect impact on the performance of the organization at different levels of management. They include employees, products, processes and whole organisation performance. Hence, it is necessary to assess the impact of knowledge management solutions along with the assessment of KM solutions and knowledge.

**Q10. How does the KM assessment influence the behaviour of employees, organizational processes, products and organizational performance ?**

**OR**

**Write in detail about the various impacts of KM assessment.**

*Ans :*

**(Imp.)**

KM has either direct or indirect impact on the performance of the organization at different levels of management. They include employees, products, processes and whole organisation performance.

**1. Assessment of Impact of Employees :** KM has a considerable impact on the employees of the organisation. It enables the employees,

- i) To acquire knowledge from their co-workers, superiors and external sources.
- ii) To respond flexibly to the changing conditions.
- iii) To be favourable to change.

This facilitates the employees in achieving high levels of job satisfaction through learning, knowledge and skills acquisition. Table (i) represents the measures of KM impacts on people.

Dimension		Measures	
(i)	Employee learning	(a)	Average amount of time spent by an employee on training, attending seminars /lectures, and training other employees.
		(b)	Average amount of learning acquired by the employee in an year.
(ii)	Employee adaptability	(a)	Average no. of areas other than the regular area of working that are engaged by an employee.
		(b)	Average no. of areas in which the employee has worked earlier.
		(c)	No. of countries in which he worked total no. of countries in which the business is operating.
(iii)	Employee job satisfaction	(a)	$\frac{\text{No. of high performing employees}}{\text{Total no. of jobs in organisation}}$
		(b)	$\frac{\text{No. of critical employees retained/year}}{\text{Total no. of employees}}$
		(c)	Percentage of openings required

**Table (1): Measures of Impact of KM on Employees**

**2. Assessment of Impact on Processes :** KM have a significant effect on organisation processes such as marketing, manufacturing, accounting, engineering and public relations. It facilitates the



improvements in organisation processes with 3 dimensions such as efficiency, effectiveness and degree of innovation. The table 2 represents the measures of KM impact on processes. Eg: An organisation KM system for offering electronic goods has increased its efficiency and effectiveness by emphasising more on customer service and fast delivery.

Dimension		Measures	
(i)	Efficiency	(a)	Reduction in costs.
		(b)	Quicker decisions.
		(c)	Fast delivery.
(ii)	Effectiveness	(a)	Increased customer service.
		(b)	Improvements in project management.
		(c)	Reduced percentage of complaints from customers.
(iii)	Innovativeness	(a)	Percentage of products introduced in previous year.
		(b)	Increase in no.of patents/ employee.
		(c)	No. of new ideas in KM database.
		(d)	Organisation changes according to the competitor actions.

**Table (2): Measures of Impact of KM on Processes**

3. **Assessment of Impact on Products** : KM also have significant impact on the development of value added products and knowledge based products in an organisation. These products possess high value when compared to others. Eg: software development products

The table 3 represents the measures of impact on products.

Dimension		Measures	
(i)	Value-added products	(a)	Frequent product introductions and improvements.
		(b)	Increase in profits to price of the products.
(ii)	Knowledge based products	(a)	Increase in product related information that is offered to customers.
		(b)	Increase in customers access to products through online.

**Table (3): Measures of Impact of KM on Products**

4. **Assessment of Impact Organisation Performance** : KM also affect the performance of entire organisation either directly or indirectly. Directly effect of knowledge management on the performance of organisation can be measured as increased returns and reduced costs. Occured by aligning the KM strategy with organisations strategy.

Indirect effect of knowledge management on the performance of organisation can be measured as Economies of scope and scale, competitive advantage.

One should assess the value of investment in KM processes in an organisation and its effect on discounted cash flow. The improvements in cash flows of a firm also affect the measures and other areas such as improved problem solving, increase in creativity, building harmonious relations between employees and customers etc., Thus, an organisation can improve their real cash flows by following these measures,

- a) Reducing the expenses and costs.
- b) Increasing efficiency and profitability.
- c) Increasing revenues and sales.
- d) Reducing taxes and tax liabilities.
- e) Use of capital regulation strategies.
- f) Reducing the cost of debt.

Rahul Publications

## Short Question and Answers

### 1. Tacit Knowledge

*Ans :*

- ▶ Tacit knowledge includes hands-on skills, best practices, special know-how, and intuitions. Personal knowledge that is difficult to articulate.
- ▶ Tacit knowledge in an organization ensures task effectiveness. It also provides for a kind of creative vitality – intuition and spontaneous insight can often tackle tough problems that would otherwise be difficult to solve.
- ▶ Traditionally the transfer of Tacit knowledge is through shared experience, through apprenticeship and job training.
- ▶ Tacit knowledge is cultivated in an organizational culture that motivates through shared vision and common purpose.

### 2. Explicit Knowledge

*Ans :*

- ▶ Explicit knowledge is used in the design of routines, standard operation procedures, and the structure of data records. These forms of knowledge can be found in any organization.
- ▶ It allows an organization to enjoy a certain level of operational efficiency and control.
- ▶ Explicit knowledge promotes equitable, consistent organizational responses.

An organization must adopt a holistic approach to knowledge management that successfully combines Tacit and Explicit knowledge at all levels of the organization. Personal knowledge is leveraged with Explicit knowledge for the design and development of innovative products, services and processes.

### 3. Embedded Knowledge

*Ans :*

Embedded knowledge refers to the knowledge that is locked in processes, products, culture, routines, artifacts, or structures Knowledge

is embedded either formally, such as through a management initiative to formalize a certain beneficial routine, or informally as the organization uses and applies the other two knowledge types. The challenges in managing embedded knowledge vary considerably and will often differ from embodied tacit knowledge. Culture and routines can be both difficult to understand and hard to change. Formalized routines on the other hand may be easier to implement and management can actively try to embed the fruits of lessons learned directly into procedures, routines, and products.

### 4. Artifacts

*Ans :*

#### a) Practices

Knowledge can be located in organizational norms, procedures, practices, routines or sequential patterns of interactions. This knowledge is developed over a period of time. For example, McDonalds achieved success through its patented process flow and uniformity across all stores worldwide.

#### b) Technologies

Substantial amount of knowledge is also stored in systems and technology. Apart from storing data, computer based information systems also store knowledge about the relationships. They store the trends, patterns, timelines etc., which are required for decision making.

#### c) Repositories

The third way of storing knowledge in artifacts is the knowledge repositories. The knowledge is stored in repositories like paper based or electronic based. Paper based repositories include books, papers, personal notes and other documents. Electronic- based repositories like the Frequently Asked Questions (FAQs) in a website store knowledge electronically.

**5. Organizational Entities**

*Ans :*

There are three organizational entities in which the knowledge is stored. They are organizational units, the entire organisation and the inter-organizational relationships.

**a) Organizational Units**

In the organizational units like the functional divisions, departments and branches, the knowledge is located/stored in the relationships between the members of the units. A formal grouping of people who are working to achieve a common goal or accomplish a task or working on a project can be called as an organisational unit.

The organizational unit is bound not only by a common interest but also by the organisational structure. This knowledge is shared among them and is partly present in each individual. When a person leaves the organisational unit and is replaced by other person, all the knowledge developed by them is not inherited. The subordinate or co-worker partly inherits the knowledge. This knowledge is acquired by the systems, procedures and relationships which are present in the organisational unit. A specific organisational unit possesses contextually specific knowledge related to that unit.

**b) Organisation**

An organisation as a whole also stores knowledge in its norms, practices, values and culture which is not a part of any individual but still exists in its environment. The manner in which the organization responds to environmental events rely on the knowledge of the entire organization, individuals and organisational units. This knowledge is specific to contexts and is developed over the years through many good and bad experiences.

**c) Inter-organisational relationships**

The knowledge also resides in inter-organisational relationships which are the relationships that an organization builds with

its customers and suppliers. The organization utilizes the knowledge which is stored in these relationships. Customers and suppliers have ample knowledge about the organization's products and services and their strengths and weaknesses. Customers gain knowledge about the products by their regular usage and suppliers gain the knowledge as they supply the necessary components for the organisation's products. Often organisations learn from the experiences of their customers after using the products which helps them in making further improvement of the products and new product developments.

**6. Knowledge Management Assessment**

*Ans :*

Assessment means 'to evaluate'. Thus knowledge management assessment implies evaluating how the organization manages its knowledge pool. Knowledge Management (KM) assessment aims to evaluate the need for KM, its use in the organization. It also helps to understand the usage of KM by individuals, and teams for enhancing the overall organizational performance.

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A survey carried out by earnest and young, in 1997 conclude that in the present day business world, where knowledgeable employees are the most important asset of any organization, measuring the net value of organizational KM and its contributions to the business is a major challenge faced by many organizations. The survey also found that only 4% of firms stated that they are good at measuring the value and impact of KM.

**7. Importance of Knowledge Management Assessment**

*Ans :*

- i) KM assessment acts as a powerful tool to identify the impact of KM towards the organization.
- ii) It helps to answer questions such as how is KM assisting individuals and the firm to enhance their performances? What is the

- contribution of KM towards facilitating innovation, creativity, improved efficiency etc.
- iii) KM assessment helps the firm understand the contribution and development of intellectual capital within the organization. It provide answers to questions such as "KM tools employed adequately, as per the organizational needs?" If yes, are they assisting towards producing intellectual capital?
  - iv) It helps the top management decide whether or not it is financially feasible to invest in KM programs. Through KM evaluations the management can know the cost of KM programs and the benefits derived from it.

### 8. Qualitative Assessment

*Ans :*

The purpose of qualitative assessment is to determine the performance of KM in the organisation. Qualitative assessment can be performed through both informal meetings with the employees and formal interviews consists of both structured and semi-structured questions with only selected employees. The results of qualitative assessment represents the degree of performance of KM and the areas that require improvements in KM. The different situations of success explains the quality of effective decisions, innovation, technology and it's transfers and issues such as ability to cope up with technology, career development, confidence etc. Qualitative assessment can be either periodical assessment or pre-project or post-project assessment. It also emphasis more on the organisation's KM strategy and it's development.

### 9. Assessment of Knowledge

*Ans :*

- Identify the relevant areas of knowledge. The first step in knowledge assessment is identification of areas that require knowledge in an organisation. For this, the management of organisation need to identify atleast 6 to 8 critical success factors that mostly influence and contribute for the success of the organisation and then need to identify the knowledge require-ments for each critical factor.

➤ Second step in this is to assess the extent and quality of the available knowledge that is stored in employees minds, organisation database and documents in each area of the organisation. This can be done by using surveys/interviews with employees and by providing them evaluation forms for evaluating using 1 -5 point rating scales. The average of all the points (1-5) will represent the quality of the available knowledge.

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# UNIT V

**Knowledge Management Solutions:** Knowledge Management Processes – Discovery, Capture, Sharing, Mechanisms, Technologies, Knowledge Management Approaches – Hansen-Earl's Seven Schools of Knowledge Management, Alversson and Karreman's knowledge management, Knowledge Management Infrastructure, Organizational Impacts of Knowledge Management – on People, on Processes, on Products, on Organizational Performance.

## 5.1 KNOWLEDGE MANAGEMENT PROCESS

**Q1. Explain briefly about Knowledge Management Process.**

*Ans :*

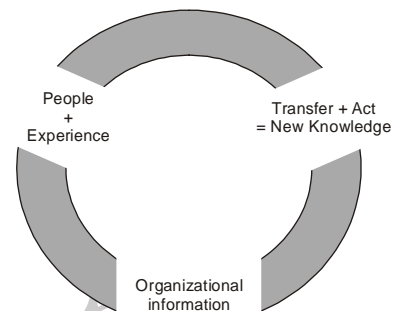
**(Imp.)**

The knowledge processes and function play a very crucial role in leveraging the IC of an organisation. They are responsible for the extraction of knowledge from the various data and information sources within an organisation, their storage and flow within the organisation. KM implementations involve distinct and repeatable cycles or processes irrespective of the terminologies used or the path followed.

There are five distinct processes that are as follows :

1. Knowledge creation
2. Knowledge acquisition/capture
3. Knowledge organisation
4. Knowledge sharing
5. Knowledge renewal

These should not be confused with the concept of knowledge life cycle mentioned earlier in this chapter. These processes confirm to the organisational knowledge life cycle. KM involves connecting people to people and people to information and in the process creates sustainable competitive advantage for organisations. The subsequent section presents the five key knowledge process as listed above.



**Fig. : Organisational Knowledge Transfer**

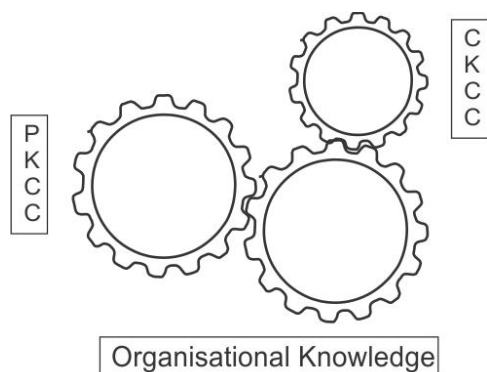
### 1. Knowledge Creation

One of the fundamental questions that would arise in the minds of the readers would be "Is knowledge created or is it discovered?". In the normal course of an individual's or an organisations work, knowledge is created, discovered, transformed, and shared. The process is cyclic and contributes to the development of the knowledge base of an organization. The following sections would highlight the above concepts. Organisational knowledge can and does take many forms. Some of these forms are as mentioned below:

- i) Competitor knowledge
- ii) Customer knowledge
- iii) Supplier knowledge
- iv) Product knowledge
- v) Technology knowledge
- vi) Process knowledge

The consistent components of these types of knowledge is the organisational context and the

ways in which they are created, and are commonly referred to as the knowledge creation cycle. Generally, knowledge within organisations is created in two distinct cycles as mentioned below. While these two cycles and types of knowledge are created and often used differently, they are interrelated as illustrated in the figure below.



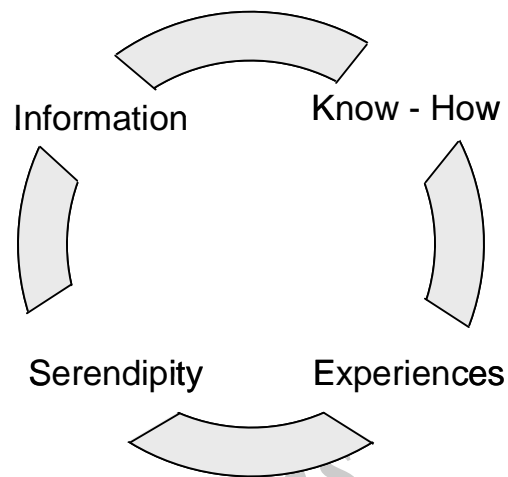
PKCC Personal Knowledge Creation Cycle  
CKCC Collective Knowledge Creation Cycle

**Fig. : Organizational Knowledge Creation Cycle**

➤ **Personal Knowledge Creation Cycle**

Personal knowledge is created through the experimental exposure to information. The input (information) can and does take several forms. It can be conversational, reports, memos and papers, etc. This input is then refined based on personal experience, expertise, and through the serendipity factor, which has the effect of building upon or adding to one's existing knowledge that can then be used as new input to the cycle as illustrated in the figure below. This type of knowledge when applied within the organisational context generates new knowledge that can then

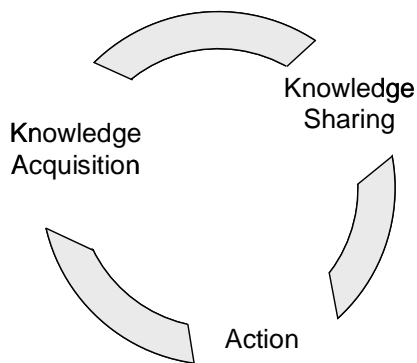
be applied to the organisation, thus creating or enhancing the organisation's knowledge.



**Fig. Personal Knowledge Creation Cycle**

➤ **Collective Knowledge Creation Cycle**

The organisation and the information within its context constitute collective knowledge. This knowledge is generated by the application of context sensitive personal knowledge derived through the personal knowledge creation cycle, as well as the explicit information contained in systems (procedures, processes or technology). In a normal cycle, information is acquired, shared, and subsequently acted upon. This actionable information is, in turn fed back into the collective knowledge creation cycle (illustrated in the figure below) and acts as further input to the personal knowledge process described above.



**Fig.: Collective Knowledge Creation Cycle**

## 2. Knowledge acquisition/capture

In today's internet age, enormous amount of data is available to individuals as well as organisations at the click of a mouse. This has fuelled a growing need to manage explosive amounts of information effectively. Although indexing and linking documents and other information sources is an important step, capturing the knowledge contained within these diverse sources is crucial for the building as well as effectively using organisational information repositories.

Knowledge acquisition has been a challenging area of research in artificial intelligence and has stemmed from the initial efforts to develop expert systems. Driven by the modern Internet culture and by knowledge-based industries, the study of knowledge acquisition has a renewed importance. Although there has been considerable work in the area of knowledge-based industries, the study of knowledge acquisition has a renewed importance. Although there has been considerable work in the area of knowledge capture, activities has been distributed across several distinct research communities.

## 3. Knowledge organisation

Knowledge organisation refers to the design and development of a knowledge base or knowledge repositories and the associated conceptual access structure in order to ensure and easier retrieval, creation and sharing of knowledge for user communities. The organizational KM system has to ensure strategically that all important knowledge assets and flows are known, utilized and enhanced according to their respective long-term contribution to the business value. In order to provide the most useful subject access points for various user communities, developers who generate indexes have to judge the potential subjects of an item within a collection from various viewpoints.

## 4. Knowledge sharing

Traditional institutional frameworks and static disciplinary boundaries are major impediments in the development of critical knowledge and creative approaches that are needed to solve complex problems. The educational needs and skill set of practitioners need to undergo rapid changes to accommodate increasing specialization of knowledge and the fast pace of technological development.

The sharing and reuse of accumulated knowledge would lead to increase in the productivity of the associated KM system which would be further enhanced by the incorporation of the following three mechanisms :

1. Libraries of multiple layers of reusable knowledge bases that could either be incorporated into software or remotely



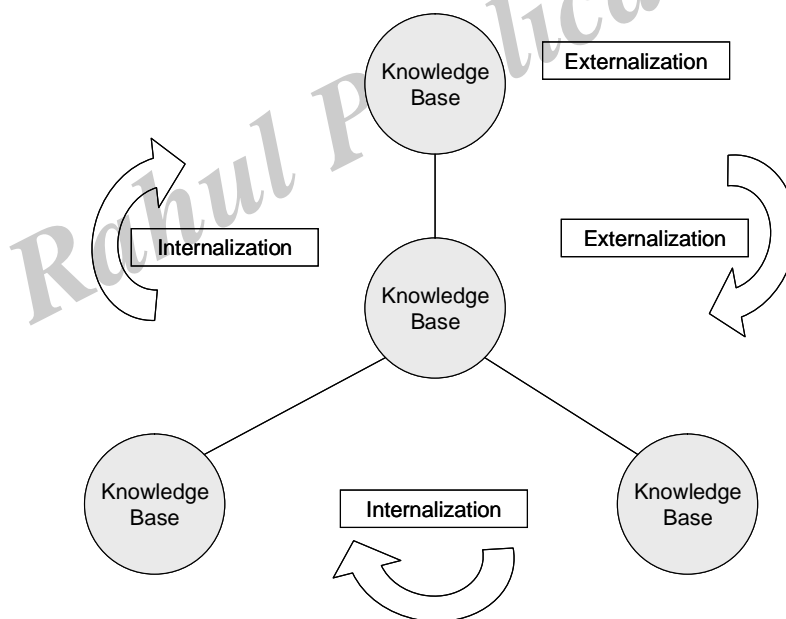
consulted at execution time. Layers in such knowledge bases capture conceptualizations, tasks, and problem solving methods.

2. System construction will be facilitated by the availability of common knowledge representation systems.
3. The ability (compartment) to translate between the various representation systems.

This new reuse-oriented approach will offer tools and methodologies that allow developers to find and use library entries useful to their needs as well as pre-existing services built on these libraries. These tools will be complemented by systems that allow developers to offer their work for inclusion in the libraries.

## 5. Knowledge renewal

The processes used to create, communicate, and apply knowledge results in the generation of new knowledge and resultant expansion of the organisation's knowledge base. This cycle process transform data into information, which is enhanced and converted into knowledge whose application creates new data and information thereby repeating the cycle, as depicted in the figure below.



**Fig.: Organizational Knowledge Conversion / Renewal**

The most critical issue that has to be addressed by any KM system or by any knowledge based application is the process of converting tacit knowledge within an organisation into explicit knowledge and building of a self sustaining system that will channel this knowledge back to the knowledge workers thereby enhancing the quality, while providing a channel for dissemination of knowledge.

### 5.1.1 Mechanisms & Technologies

#### Q2. Write about knowledge management mechanisms and technologies.

*Ans :*

**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.

Knowledge mechanism is the framework which is used to develop knowledge management in an organisation. Knowledge management systems are supported by the knowledge management infrastructure. They may or may not use any technology but they get themselves engaged in few kinds of organizational arrangement or social or structural means to enable knowledge management.

Knowledge management mechanisms include the different learning processes such as learning by doing, on-the-job training, learning by observation, and face-to-face meetings which are followed in the organisations. Mechanisms may also include appointing a Chief knowledge officer, cross cooperative functional projects, organisational policies, standards for new employees, established hierarchies, job rotations, conventional organizational relationships and so on.

Knowledge management technologies are a key component of knowledge management. It is supported by the knowledge management infrastructure and particularly the information technology infrastructure.

Artificial Intelligence (AI) is one of the technologies which is being used in knowledge management. It is also being used in knowledge acquisition, case-based reasoning systems, expert systems, electronic discussion groups, computer-based simulations Decision Support Systems (DSS), enterprise resource planning (ERP) systems, management information systems (MIS), video conferencing systems, databases and information repositories which include systems with best practices and learned lessons stored in databases and specially designed support systems.

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## 5.2 KNOWLEDGE MANAGEMENT APPROACHES

**Q3. Explain the Approaches for Knowledge Management.**

*Ans :*

The single question that emerges from the above discussion is regarding the approach that needs to be adopted by organizations in implementing a KM system. Most of the approaches undertaken by most organizations are generally linked to the strategies adapted to harness and leverage their intrinsic knowledge. These strategies are elaborated in the next section.

- **Repository Model Approach** : This is one of the most common approaches to KM employed by organizations. The key focus of this approach is on document management and the reuse of explicit forms of knowledge.
  - **Communities of Practice (COP) Approach** : This approach facilitates the transfer of knowledge by experts within affinity groups through dialogue and interpersonal discussions.
  - **Continuous Learning Approach** : This approach facilitates the application of the knowledge acquired by individuals in problem solving as well as enhanced decision making.
  - **Business Intelligence Approach** : This approach involves the creation of enterprise wide repositories and the extraction of valuable information and knowledge through the mining of these repositories.
- Besides the above-mentioned approaches, the following could also be employed by organizations in their quest for leveraging their intellectual capital.
- **Innovation** : This involves placing an emphasis on R&D, marketing and knowledge acquirement for new products and services.
  - **Quality Control** : The goal is improvement of quality by means of quality control systems.
  - **Strategic Competency Development** : This includes the control and extension of the core competence, emphasis on key knowledge and competitive advantages.
  - **Networking** : The major objective is to foster knowledge sharing, through intensifying collaboration agreements and alliances between entities internal as well as external to an organization.

- **Knowledge Technology** : Emphasis on the transfer of knowledge, made explicit in knowledge systems.
- **Human Resource Management (HRM)** : Emphasis on self-governing teams, cooperation, motivation and stimulation of leadership to aid people within organizations adjust and to change.
- **Learning Organization** : This involves stimulation of organizational learning and management of change.
- **Information and Communication Technologies** : Emphasis on the contribution of information and communication technology to the coordination, communication and sharing of knowledge.
- **Organizational** : This approach places due emphasis on organizational development to implement KM.
- **Intellectual Capital** : This approach is characterized by placing emphasis on representing knowledge for the benefit of valuation.
- **Customer Focus** : The organizational focus is on developing products and services tailored to meet customer requirements.

#### 5.2.1 Hansen-Earl's Seven Schools of Knowledge Management

**Q4. Write a brief note on Hansen - Earl's seven school of knowledge management.**

*Ans :* (Sep.-20, Dec.-19, Imp.)

##### Earl's 7 Knowledge Management Schools

Knowledge, being such slippery and elusive term to define, has led to so many theories and assumptions to prop up with no converge - more confusion and chaos. Knowledge Management Systems (KMS) - some commentators call them Expert Systems (ES) - have been developed to aid the knowledge management efforts. These KMSs

try to simulate the intellect of the human expertise in creating, storing, sharing and transferring knowledge. Simply said, KMS is a process, not knowledge itself.

However, the management of this knowledge needs some sort of classification to give some semblance of order. In 2001, Michael Earl tried to map knowledge management into a taxonomy of seven KMS schools, each based on existing and observable practice. This taxonomy grouped these schools into three categories, namely:

- ▶ Technocratic
- ▶ Economic
- ▶ Behavioural

In their supplemental paper to Earl's framework, Deborah Blackman and Steven Henderson (Blackman and Henderson, 2005) have helped summarise the seven schools as follows:

##### ▶ **Systems school**

This school puts emphasis on knowledge creation with no help available, that is further validated by esteemed peers, codified and stored in a KMS. To me, this is "*learning the hard way*". A question arises: What criteria is used to label one an esteemed peer, or who holds these esteemed peers in such high esteem?

##### ▶ **Cartographic school**

In this school, KMS identifies only the knower of the tacit knowledge i.e. it is a directory of experts

##### ▶ **Process school.**

This school consists of two components arising from business process reengineering (BPR) i.e. the description of the process plus output generated by such process. It seems to be a hybrid between systems and cartographic schools.

Earl classified these three schools i.e. process, cartographic and systems in the "technocratic" category. They lack knowledge on business performance improvements, even though this missing knowledge is available within the organization and can be transferred effectively and accurately.

► **Commercial school.**

As the name suggests, this school seeks to market and sell knowledge as a commodity. Unlike the technocratic schools where knowledge is accessed and shared to knowledge seekers, this school restricts knowledge to customers an organization considers profitable. It is the only one Earl categorized as "economic".

► **Organizational school.**

This school focuses on collaborating knowledge in a learning community by strengthening the ties between different knowledge holders. It is a community of practice (CoP).

► **Spatial school.**

This school fronts its argument that modern management practices - such as hierarchical structures -, commercial buildings and technology are an antithesis to a conducive environment for learning, knowledge sharing, discussions and bonding. It suggests that space must be set aside for exciting new ideas to emerge. Thus the name spatial.

► **Strategic school.**

The name says it all. A word of caution though: it doesn't mean that all the other schools cannot support an organization's competitive strategy. The difference of thought with this school compared to others is that in the other schools, not all knowledge is immediately strategic. Also, this school looks at, in addition to the internal improvements and problem solving, the bigger corporate picture.

## 5.2.2 Alvesson and Karreman's Knowledge Management

**Q5. Write about Alvesson and Karreman's knowledge management approaches.**

*Ans :* (May-19, Imp.)

In 2001, Alvesson and Karreman proposed four knowledge management approaches. They differentiated these four approaches with their analytical nature. They suggested that organizations may be unlikely to use a single approach and indeed uses a combination of these approaches. They are two dimensions around which these approaches are built. They are,

- i) Mode of managerial intervention and
- ii) Medium of interaction.

**(i) Mode of Managerial Intervention**

Mode of managerial intervention is associated with the strength of management control. It is sub divided into two other dimensions 'co-ordination' mode for weak management control and 'control' mode for a strong management control.

**(ii) Medium of Interaction**

The medium of interaction dimension focuses on controlling behaviour and employee attitudes. It is further divided into two other dimensions, 'social dimension' and 'techno-structural' dimension. Social dimension focuses on attitude based control and techno-structural dimension focuses on behaviour based control.

The combinations of these dimensions gives rise to four approaches. They are,

1. Extended library approach
2. Community approach
3. Normative control approach
4. Enacted blueprints approach.

**1. Extended Library Approach**

This approach integrates techno-structural focused controls with a weak form of coordinated management. It is a top-management controlled approach which is bureaucratic in nature. It is centrally created and located in managed databases. The workers are encouraged to codify their knowledge and experiences for allowing the staff to utilise the same whenever the knowledge is required. It follows a top-down approach which flows from the senior management and is more dependent on IT systems.

**2. Community Approach**

This approach integrates the coordination of weak and limited management interventions with socially focused management controls. The focus in this approach is on direct sharing of knowledge between people due to the tacit nature of knowledge. Unlike the earlier approach, this is not much dependent on IT systems. The managerial emphasis in this approach is more on developing an environment which promotes positive culture in the organisation to encourage the sharing of knowledge.

**3. Normative Control Approach**

This approach has the similar focus on socially focused control as that of the community approach but with stronger managerial intervention. This approach follows a culture management method of knowledge management which gives significance to the creation of a culture which supports, appreciates and rewards employee participation in organisational knowledge processes and encourages them to adopt that culture.

**4. Enacted Blueprints Approach**

The fourth approach is a combination of strong form of managerial intervention and techno-structural managerial controls. This approach focuses on the creation of codified databases which provides predefined templates for specific roles and tasks for guiding their actions. Like the normative control approach, enacted blueprints approach also involves a lot of managerial efforts. This helps in codification and distribution of best practices at work. This approach is labeled as 'Taylorism' as it restricts workers' autonomy.

**Q6. Explain briefly about Knowledge Management Architecture.**

*Ans :*

**Introduction**

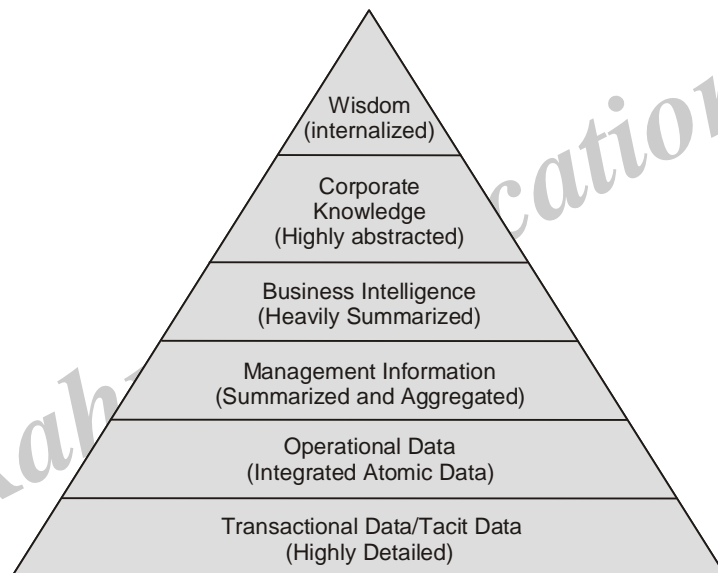
In today's competitive business environment, most organisations are struggling to meet the ever-increasing demands put upon them by their customers, competitors, investors, and regulators. Organisations that excel at leveraging their know-how in a systematic way will create and sustain a competitive advantage that will exceed the current and future demands placed upon them.

It is therefore imperative to create an appropriate KM strategy, corresponding architecture and deployment of effective knowledge systems. The key to leveraging the knowledge of an organisation is providing insight, thought, leadership and context to those who benefit the most in generating and using organisational knowledge. As discussed in the preceding chapter and the introductory section above, KM is not a single problem or series of programmes or projects, but the synthesis of core business processes that should permit every aspect of an organisation.

A holistic approach to managing the knowledge of an organisation is very critical to the value proposition. The holistic vision encompasses the creation of a KM strategy and architecture that synchronizes with the organization's mission and strategy, and development of an appropriate mindset that creates cultural norms – trust, sharing, common goals, caring, quest for learning, and acceptance of change – that permeates every aspect of the organisation and rewarding those stakeholders who put their own human capital at risk to make an organisation succeed.

### Organizational Knowledge Progression

The organisational knowledge hierarchy begins with the rules that an individual within the organisation controls, followed by the next step or know-how, which comprises the rules established and controlled by forces external to the organization as well as the individual. The highest level is represented by competence, which highlights the ability of the organization to reflect upon and change rules. The organizational knowledge hierarchy can be represented as a pyramid as shown in the figure below.



**Fig. : Organisational Knowledge Hierarchy**

The pyramid also reflects the progression from the raw data available as a part of the organisational transactional systems to knowledge and available as a part of the organisational transactional systems to knowledge and finally the plateau of wisdom. The following are the key components of the organizational knowledge pyramid:

1. The transaction data at the bottom of the pyramid represents the data or alphanumeric strings stored in databases that represent the data generated by the various departments and divisions within the organisation. For example, the instantaneous data output of room temperature recording machine.
2. The operational data at the next level represents complete transactions, which by itself does not have any context. For example, the hourly/daily data output of room temperature recording machine.

3. The management information level contains data that has been grouped, sorted and organized to reveal a context. However, this data does not represent knowledge and provides basic information to managers to take decisions. For example the data output of the room temperature recording machine for a particular location for a particular period of time or season.
4. Business intelligence level provides aggregated data along with rules that describe the sequences of processes associated with the information. For example, the data output of the room temperature recording machine for a particular location for a particular period of time or season along with the prescribed idea maximum and minimum temperature limits for the region.
5. Further summarization of the information provided by the preceding layer leads to knowledge, which represents insights derived from the information that can be acted upon in a variety of ways. For example, the data output of the room temperature recording machine for a particular location for a particular period of time or season along with the prescribed ideal maximum and minimum temperature limits for the region along with the historic and current trends and future predictions.
6. The top of the pyramid represents Widsom, the most abstract and time independent knowledge or the knowledge that has been absorbed and made completely tacit and reflects itself in every action and decision. For example, the intrinsic knowledge of the ambient temperature conditions and the possibilities of variations.

### 5.3 KNOWLEDGE MANAGEMENT INFRASTRUCTURE

**Q7. Describe briefly about knowledge management infrastructure.**

*Ans :* (Imp.)

There are different approaches in defining the knowledge management infrastructure.

knowledge and information infrastructure “mean all the things that combine to facilitate the flow of information and knowledge in support of the myriad tasks and actions and decisions that comprise organisational activity. Hence, information infrastructure does not just mean the technical IT infrastructure, although it includes that. It also encompasses human, social and organisational elements. Within your information infrastructure you will normally find information management policies, process and practice routines, standards, arrays of tools and resources that are visible to their users, conventions and assumptions, shared vocabulary and categories (eg taxonomies).”

Information and knowledge management infrastructure reflects the long-term foundations for information and knowledge management.

#### **Components of knowledge management infrastructure**

The knowledge management infrastructure is divided into five components. They are,

- i) Organisational culture
- ii) Organisational structure
- iii) Information technology infrastructure
- iv) Common knowledge
- v) Physical environment.

#### **(i) Organisational Culture**

Organisational culture represents wide set of beliefs and values that influence the human behaviour of the members working in it. It is



an important factor which enables knowledge management in an organisation. The 1 attributes of knowledge management which enable ; organisational culture are,

- (a) Being aware of values and advantages of knowledge management practices.
- (b) Receiving adequate support from management at all levels in terms of allocation of time and financial resources.
- (c) Encouraging interaction to create and share knowledge and rewarding the same with incentives.
- (d) Motivating the employees to attain the financial benefits of knowledge management.

#### **(ii) Organisational Structure**

The hierarchical nature of the organisation affects the people's interaction with each other in knowledge sharing which they normally do with the same people frequently. Traditional reporting structures determines the flow of data and decision making in a group which in turn affects the creation and sharing of knowledge. The organisation decentralization eliminates the organizational layers and places more responsibility on individuals. Subsequently, the sharing of knowledge is done with a large number of groups.

All these groups report to an individual member making the organisation more leadership oriented rather than relying on departmental structure. Along with this, it emphasizes on matrix structure which facilitates easy sharing of knowledge in the organisation. Organisational structure also helps knowledge management through communities of practice. 'Communities of practice' is a group of individuals who are geographically divided but frequently communicate the regular issues of common interests.

#### **(iii) Information Technology Infrastructure**

Information Technology (IT) infrastructure is very important for any organisation to succeed in knowledge management. Apart from specially designed knowledge management systems, the organisation's information systems also support knowledge management needs. The IT infrastructure consists of data processing, storage and communication technologies and systems which facilitate in performing routine activities like data warehousing, transaction processing, management of information, decision making, enterprise resource planning etc. Based on the capabilities it offers, IT infrastructure can be classified into four aspects i.e., Reach, Depth, Richness and Aggregation. These capabilities are based on data accessibility, quantity of information, capability of data carrying medium and amount of data stored and accessed.

#### **(iv) Common Knowledge**

Common knowledge is a set of organisation's collective experiences of knowledge and expertise and the organizing principles which help in communication and coordination. Common knowledge unites the organisation through a common language, vocabulary, identifying individual knowledge, psychological framework and share rules and aspects of specialized knowledge common to all in an organisation. Common knowledge integrates individual's expert knowledge with other's knowledge. It creates value in the organisation. Due to its nature of being specific to a particular organisation, it is only shared within the organisation and hinders its transfer outside of it.

#### **(v) Physical Environment**

The physical environment of an organisation such as building design, partitions, size,

location, meeting rooms, cafeterias, etc., greatly influences the knowledge management. It encourages knowledge sharing by providing meeting opportunities to employees. Places like canteens, water coolers, coffee vending machines and corridors etc., act as venues for informal sharing of knowledge, ideas and experiences which are often better than formal meetings and documentations.

**Q8. Explain the dependency of information technology infrastructure on the knowledge management infrastructures.**

*Ans :*

Information Technology (IT) infrastructure has become quite essential for the organisations to succeed in knowledge management. Beside the designed knowledge management systems the organisation's information systems also supports the knowledge management needs. The IT infrastructure consists of data processing, storage and communication systems which helps in carrying out the routine activities like data warehousing, transaction processing, management of information, decision making, enterprise resource planning and so on. Based on the capabilities it offers, IT infrastructure is being classified into four aspects as follows,

1. Reach
2. Depth
3. Richness and
4. Aggregation.

**1. Reach**

It signifies the connectivity and the access to a worldwide network spread across different geographical locations.

**2. Depth**

It defines the amount of depth and quantity of information that can be exchanged over a network.

**3. Richness**

Richness is the inbuilt capacity to carry out information in a medium which gives faster feedbacks, natural language types, personalized messages and multiple cues at the same time.

**4. Aggregation**

It is the capacity to store and quickly process large amount of information from multiple sources.

**5.4 ORGANIZATIONAL IMPACTS OF KNOWLEDGE MANAGEMENT - ON PEOPLE, PROCESS PRODUCES & ORGANIZATIONAL PERFORMANCE**

**Q9. Define Organization Knowledge ?**

*Ans :*

**Definition**

Individual knowledge paired with that of other individuals in an organization. Organizational knowledge is the type of company asset to which no value can be named. When individuals pool their knowledge within an organization, that knowledge can give the organization advantages over others in the same field.

**Organizational Knowledge Resources**

Business knowledge can exist on several different levels :

**1. Individual**

Personal, often tacit knowledge/know-how of some sort. It can also be explicit, built must be individual in nature, e.g. a private notebook.

## 2. Groups/community

Knowledge held in groups but not shared with the rest of the organization. Companies usually consist of communities (most often informally created) which are linked together by common practice. These communities of practice (Lave & Wenger 1991) may share common values, language, procedures, know-how, etc. They are a source of learning and are pository for tacit, explicit, and embedded knowledge.

## 3. Structural

Embedded knowledge found in processes, culture, etc. This may be understood by many or very few members of the organization. E.g. the knowledge embedded in the routines used by the army may not be known by the soldiers who follow these routines. At times, structural knowledge may be the remnant of past, otherwise long forgotten lessons, where the knowledge of this lesson exists exclusively in the process itself.

### Q10. Explain the characteristics of Organizational knowledge.

*Ans :*

#### Organizational Knowledge Characteristics

Organizational characteristics are features originating from the management model adopted by the organization, through its structure or strategy, and from the company culture embodies in the nature of its membership and relationships. It follows that these afore mentioned organizational characteristics could also be broadly referred as organizational influences. The acquisition of knowledge in the organization will greatly depend on its structure, knowledge storage on its membership attribute, knowledge diffusion on its relationship pattern, and knowledge implementation on its strategy.

## 1. Culture:

The concept of organizational culture was adapted from anthropology for organization management research. Almost every scholar has his/her special attitude of mind for culture, and different scholars have different definitions of organization culture. Douglas (1985) pointed out that organization culture was the emergent result of the continuing negotiations about values, meanings and proprieties between the members of that organization.

## 2. Top Management Support:

Top management support is considered as one of the important potential influences on organizational knowledge. Numerous studies have found top management support essential to creating a supportive climate and providing sufficient resources emphasized the importance of the visible top management's support to organizational knowledge sharing climate. Moreover, the perception of top management encouragement of knowledge sharing intentions is necessary for creating and maintaining a positive knowledge sharing culture in an organization.

## 3. Reward & Incentive:

It encourages encourage knowledge management activities amongst employees play an important role as an enabler. Incentives are things that have the ability to incite determination reaction by employees in an organization. Rewards, on the other hand, can be broadly categorized as being either extrinsic or intrinsic. Extrinsic rewards are positively valued work outcomes that

CREC, Dept of MBA. Page 20 are given to the employee in the work setting whilst intrinsic rewards are positively valued

workout comes that are received by the employee directly as a result of task performance

#### 4. **Organization Structure:**

Size is an important variable that affects various organizational aspects as well as overall organizational performance. Whereas the impact of size on group dynamics has been well explored in the social sciences literature, the discussion of organizational size has received less attention in management. For example, prior research has examined the impact of organizational size on information technology innovation adoption but the results appeared to be mixed and inconsistent because of the influence of other unaccounted variables.

**Q11. Explain in brief how knowledge management can impact people, processes, products and organisational performance in an organisation.**

*Ans :* (Sec.-20, Oct-19, Dec-19, Imp.)

Knowledge management can either directly or in-directly effect an organisation. There are four dimensions which are effected by knowledge management in an organisation is as follows,

1. People
2. Processes
3. Products
4. Organisational performance.

#### 1. **People**

Knowledge management improves the learning in the organisation among the employees. It can be done either from the employees (internal source) or from an external source. Learning helps the organisation to grow constantly and maintain pace with the changing business environment

like market conditions, economy, technology and so on. Knowledge management helps in bringing flexibility in the employees and also increases their job satisfaction. This is due to their wide knowledge of solving problems and ability to get solutions from prior experiences.

There are three different dimensions of impact of knowledge management which affects people in an organisation. They are employee learning, employee adapt-ability and employee job satisfaction. Employee learning is the opportunity which is offered by knowledge management in the organisation to enhance their knowledge and skills. Employee adaptability is the ability to accept and adapt to changes that takes place in internal and external environment inside and outside the organisation. Employee job satisfaction is the satisfaction which is achieved by the employees given by knowledge management.

#### 2. **Processes**

There is definitely a scope for improvement in organisational processes by using the knowledge management. It helps in improving various functions like marketing, sales, advertising, engineering, accounting, production and so on in the organisation. The impact can be observed in three different dimensions namely effective-ness, efficiency and innovation.

Effectiveness refers to making of the best possible decision and performing on the best possible action. Efficiency refers to performing in a more quick and cost effective manner. Innovation refers to doing things in a most creative and innovative way in order to increase effectiveness, efficiency and marketability.

### 3. Products

The impact can either be directly or indirectly by knowledge management or knowledge generated by knowledge management. Knowledge management impacts organisational products in two ways as Value-added products and Knowledge based products. Value-added products are those products which are improved by adding additional value to it. It is done by using existing products to add extra features and values to the product. In order to achieve this knowledge management is applied for identifying the customer needs, study the market conditions and create innovative products. Knowledge based products and services like software, consulting, legal expertise and so on makes use of knowledge management to offer innovative and customized solutions to customers and clients.

### 4. Organisational Performance

Knowledge management directly or indirectly effects the overall performance of an organisation. Knowledge empowers and helps the employees in increasing their learning, efficiency, solve customer problems, improving quality and create innovative solutions for customer and client needs. Due to this the organisational performance will be improved and would contribute in the knowledge management.

Knowledge management directly impacts organisational performance when the major source of organisational revenue is innovative products created by using knowledge management and also when the knowledge management strategy is in alignment with the organisational strategy. The indirect impact of knowledge

management on organisational performance can be attributed to things which are not directly linked to organisational vision, strategy goals, profits, costs etc. Direct impact is measurable whereas indirect impact cannot be measured.

### Q12. How does knowledge management impacts people in an organisation ?

*Ans :* (Sep.-20, Imp.)

Knowledge Management can either directly or indirectly effect an organisation. 'People' is one of the four dimensions who are effected by the knowledge management in an organisation.

Knowledge Management helps in learning process in the organisation among the employees. It can be done either from each other or from an external source. Learning helps the organisation in constantly growing and keeping pace with the changing business environment like market conditions, economy, technology etc. Knowledge management helps in bringing the flexibility in the employees and increases their job satisfaction. This is due to their broadened knowledge on solving problems and ability to seek solutions from prior experiences.

#### (a) Employee Learning

Knowledge management provides an opportunity to increase one's knowledge and learn new and latest things in their area of interest or work. This can be done through process of externalization, internalization, socialization and communities of practice.

#### (b) Employee Adaptability

In the knowledge management process employees learn to adapt themselves to the changing circumstances. Employees should be prepared to respond to change and also accept it. This can be done through creation of new ideas and also through employee

participation in discussions. This would bring adaptability in the employees.

**(c) Employee Job Satisfaction**

The impact of knowledge management on employee learning and preparedness for change makes it easier for them to acquire knowledge, improve their learning curve, increase their market value and improve performance when compared to the employees of other organisations. This would help the employees to feel better and achieve higher satisfaction levels. As part of knowledge management, mentoring and training would also help in motivating the employees leading in increased job satisfaction.

**Q13. Describe how knowledge management can impact products in an organisation.**

*Ans :*

On the basis of the type of product, knowledge management effects the organisational products in two different ways as follows,

- (a) Value-added products
- (b) Knowledge based products.

The effect can either be directly or indirectly by knowledge management or knowledge generated by knowledge management.

**(a) Value-added Products**

Knowledge management facilitates the organisations to come up with new and enhanced product offering which adds additional value to the existing products. Knowledge management develops the process innovation which further helps the organisation in producing the value-added products.

**(b) Knowledge Based Products**

Knowledge management greatly effects the knowledge based products and services like software, consultation, legal expertise and so

on. They use the stored knowledge again and again in order to produce the best solutions to customer and solve the client's problem.

**Q14. Explain how knowledge management effects/influences the organisational performance.**

*Ans :*

Knowledge management directly or indirectly effects the overall performance of an organisation. Knowledge empowers and helps the employees in increasing their learning, efficiency, solve customer problems, create innovative solutions for customer and client needs and improving quality. Due to this, the organisational performance will be improved and would contribute in the knowledge management.

**(a) Direct**

Knowledge management directly effects the organizational performance incase when the major source of organizational revenue is innovative products which are created by using knowledge management and also in case when the knowledge management strategy is in alignment with the organizational strategy. This kind of revenue generating or profitable impact can be linked to the organizational vision and strategy. Return On Investment (ROI) can be used to measure the direct effect on organisational performance.

**(b) Indirect**

It can be attributed to things which are not directly linked to organisational vision, strategy goals, profits, costs etc. This kind of effect cannot be measured as it is non-transactional in nature. There are three sub-types of indirect effects of knowledge management on organisational performance as follows economies of scale, economies of scope and sustainable competitive advantage.

## Short Question and Answers

### 1. Knowledge Creation

*Ans :*

One of the fundamental questions that would arise in the minds of the readers would be "Is knowledge created or is it discovered?". In the normal course of an individual's or an organisations work, knowledge is created, discovered, transformed, and shared. The process is cyclic and contributes to the development of the knowledge base of an organization. The following sections would highlight the above concepts. Organisational knowledge can and does take many forms. Some of these forms are as mentioned below:

- i) Competitor knowledge
- ii) Customer knowledge
- iii) Supplier knowledge
- iv) Product knowledge
- v) Technology knowledge
- vi) Process knowledge

The consistent components of these types of knowledge is the organisational context and the ways in which they are created, and are commonly referred to as the knowledge creation cycle.

### 2. Knowledge organisation

*Ans :*

Knowledge organisation refers to the design and development of a knowledge base or knowledge repositories and the associated conceptual access structure in order to ensure and easier retrieval, creation and sharing of knowledge for user communities. The organizational KM system has to ensure strategically that all important knowledge assets and flows are known, utilized and enhanced

according to their respective long-term contribution to the business value. In order to provide the most useful subject access points for various user communities, developers who generate indexes have to judge the potential subjects of an item within a collection from various viewpoints.

### 3. Knowledge sharing

*Ans :*

Traditional institutional frameworks and static disciplinary boundaries are major impediments in the development of critical knowledge and creative approaches that are needed to solve complex problems. The educational needs and skill set of practitioners need to undergo rapid changes to accommodate increasing specialization of knowledge and the fast pace of technological development.

The sharing and reuse of accumulated knowledge would lead to increase in the productivity of the associated KM system which would be further enhanced by the incorporation of the following three mechanisms :

1. Libraries of multiple layers of reusable knowledge bases that could either be incorporated into software or remotely consulted at execution time. Layers in such knowledge bases capture conceptualizations, tasks, and problem solving methods.
2. System construction will be facilitated by the availability of common knowledge representation systems.
3. The ability (compartment) to translate between the various representation systems.

**4. Organisational Culture***Ans :*

Organisational culture represents wide set of beliefs and values that influence the human behaviour of the members working in it. It is an important factor which enables knowledge management in an organisation. The 4 attributes of knowledge management which enable ; organisational culture are,

- (a) Being aware of values and advantages of knowledge management practices.
- (b) Receiving adequate support from management at all levels in terms of allocation of time and financial resources.
- (c) Encouraging interaction to create and share knowledge and rewarding the same with incentives.
- (d) Motivating the employees to attain the financial benefits of knowledge management.

**5. Organisational Structure***Ans :*

The hierarchical nature of the organisation affects the people's interaction with each other in knowledge sharing which they normally do with the same people frequently. Traditional reporting structures determines the flow of data and decision making in a group which in turn affects the creation and sharing of knowledge. The organisation decentralization eliminates the organizational layers and places more responsibility on individuals. Subsequently, the sharing of knowledge is done with a large number of groups.

All these groups report to an individual member making the organisation more leadership oriented rather than relying on departmental structure. Along with this, it emphasizes on matrix structure which facilitates easy sharing of knowledge in the organisation. Organisational structure also

helps knowledge management through communities of practice. 'Communities of practice' is a group of individuals who are geographically divided but frequently communicate the regular issues of common interests.

**6. Define Organization Knowledge.***Ans :***Definition**

Individual knowledge paired with that of other individuals in an organization. Organizational knowledge is the type of company asset to which no value can be named. When individuals pool their knowledge within an organization, that knowledge can give the organization advantages over others in the same field.

**Organizational Knowledge Resources**

Business knowledge can exist on several different levels :

**1. Individual**

Personal, often tacit knowledge/know-how of some sort. It can also be explicit, built must be individual in nature, e.g. a private notebook.

**2. Groups/community**

Knowledge held in groups but not shared with the rest of the organization. Companies usually consist of communities (most often informally created) which are linked together by common practice. These communities of practice (Lave & Wenger 1991) may share common values, language, procedures, know-how, etc. They are a source of learning and are pository for tacit, explicit, and embedded knowledge.

**3. Structural**

Embedded knowledge found in processes, culture, etc. This may be understood by many or very few members of the organization.



E.g. the knowledge embedded in the routines used by the army may not be known by the soldiers who follow these routines. At times, structural knowledge may be the remnant of past, otherwise long forgotten lessons, where the knowledge of this lesson exists exclusively in the process itself.

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## 7. Organisational Performance

*Ans :*

Knowledge management directly or indirectly effects the overall performance of an organisation. Knowledge empowers and helps the employees in increasing their learning, efficiency, solve customer problems, improving quality and create innovative solutions for customer and client needs. Due to this the organisational performance will be improved and would contribute in the knowledge management.

Knowledge management directly impacts organisational performance when the major source of organisational revenue is innovative products created by using knowledge management and also when the knowledge management strategy is in alignment with the organisational strategy. The indirect impact of knowledge management on organisational performance can be attributed to things which are not directly linked to organisational vision, strategy goals, profits, costs etc. Direct impact is measurable whereas indirect impact cannot be measured.

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## 8. Value-added Products

*Ans :*

Knowledge management facilitates the organisations to come up with new and enhanced product offering which adds additional value to the existing products. Knowledge management develops the process innovation which further helps the organisation in producing the value-added products.

## 9. Knowledge Based Products

*Ans :*

Knowledge management greatly effects the knowledge based products and services like software, consultation, legal expertise and so on. They use the stored knowledge again and again in order to produce the best solutions to customer and solve the client's problem.

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## 10. Knowledge acquisition

*Ans :*

In today's internet age, enormous amount of data is available to individuals as well as organisations at the click of a mouse. This has fuelled a growing need to manage explosive amounts of information effectively. Although indexing and linking documents and other information sources is an important step, capturing the knowledge contained within these diverse sources is crucial for the building as well as effectively using organisational information repositories.

Knowledge acquisition has been a challenging area of research in artificial intelligence and has stemmed from the initial efforts to develop expert systems. Driven by the modern Internet culture and by knowledge-based industries, the study of knowledge acquisition has a renewed importance. Although there has been considerable work in the area of knowledge-based industries, the study of knowledge acquisition has a renewed importance. Although there has been considerable work in the area of knowledge capture, activities has been distributed across several distinct research communities.

## *Internal Assessment (Mid Examinations)*

The pattern of Mid Exams or Continuous Internal Evaluation (CIE) prescribed by the JNTU-H as per the Regulations 2019 (R19) for all the semesters is as follows,

- There would be two Mid Exams or Continuous Internal Evaluation (CIE) for each semester,
  - The **I<sup>st</sup> Mid Term Examinations** would be conducted during the Middle of the Semester.
  - The **II<sup>nd</sup> Mid Term Examinations** during the last week of instructions.
- The Mid Exam I and II would have the same pattern of question paper which would carry **25 Marks** each and the time duration for conducting each Mid exam would be 120 min.
- The pattern of Mid Exam Question Paper would consist of two parts i.e., **Part-A** and **Part-B**.
  - **Part-A** consist of 5 compulsory questions each carries 2 marks (i.e  $5 \times 2 = 10$  marks).
  - **Part-B** consist of 5 questions out of which 3 questions should be answered, each question carries 5 marks (i.e  $5 \times 3 = 15$  marks).
- The average of the two Mid exams will be added with the 75 marks of External end examination which equals to 100 marks (i.e  $25 + 75 = 100$ ).

### **UNIT - I**

#### **Part - A**

1. Talent Management (Refer Unit-I, SQA-1)
2. Type of talent management. (Refer Unit-I, SQA-3)
3. Types of Core Competencies (Refer Unit-I, SQA-5)
4. Define Competency. (Refer Unit-I, SQA-7)
5. Competency Model (Refer Unit-I, SQA-9)

#### **Part - B**

1. Create a talent Management System where, 'organisations need to recruit people who have the requisite talent and relation them. (Refer Unit-I, Q.No. 7)
2. Explain briefly about Talent Management Grid. (Refer Unit-I, Q.No. 9)
3. Evaluate the Talent Management Assessment Tools. (Refer Unit-I, Q.No. 11)
4. Define Core Competency ? Explain different types of competencies ? (Refer Unit-I, Q.No. 16)
5. What are the various assessments used in Talent Management ? (Refer Unit-I, Q.No. 17)
6. How do you create future workforce by utilizing new companies ? (Refer Unit-I, Q.No. 20)

**UNIT - II****Part - A**

1. Succession planning (Refer Unit-II, SQA-1)
2. Define Career Planning. (Refer Unit-II, SQA-2)
3. Explain the Objectives of Career Planning. (Refer Unit-II, SQA-3)
4. Define Training. (Refer Unit-II, SQA-7)
5. What are the objectives of Training ? (Refer Unit-II, SQA-9)
6. Explain briefly about coaching. (Refer Unit-II, SQA-10)

**Part - B**

1. Explain briefly about Succession planning outline the steps of succession planning. (Refer Unit-II, Q.No. 1)
2. Briefly Explain various Approaches to succession planning and management. (Refer Unit-II, Q.No. 3)
3. Briefly explain the talent acquisition process. (Refer Unit-II, Q.No. 13)
4. Explain in detail talent identification process. (Refer Unit-II, Q.No. 16)
5. What is Remedial Coaching ? What are its Objectives ? (Refer Unit-II, Q.No. 28)
6. Briefly explain Talent Management Strategies. (Refer Unit-II, Q.No. 33)

**UNIT - III****Part - A**

1. Define knowledge management (Refer Unit-III, SQA-1)
2. Functions of Knowledge Management (Refer Unit-III, SQA-3)
3. Benefits of knowledge management. (Refer Unit-III, SQA-5)
4. Features of knowledge management system. (Refer Unit-III, SQA-6)
5. Identification of Appropriate Knowledge Management Solutions. (Refer Unit-III, SQA-10)

**Part - B**

1. Define knowledge management, and explain how knowledge management is viewed in organization. (Refer Unit-III, Q.No. 1)
2. Explain the characteristics of know- ledge management. (Refer Unit-III, Q.No. 2)
3. What are the forces driving KM. Justify? (Refer Unit-III, Q.No. 8)
4. Write about knowledge management systems. (Refer Unit-III, Q.No.9)

5. Explain the need of technology for knowledge management. (Refer Unit-III, Q.No. 15)
6. Explain the challenges and futures of knowledge management ? (Refer Unit-III, Q.No. 18)

**UNIT - IV****Part - A**

1. Tacit Knowledge (Refer Unit-IV, SQA-1)
2. Explicit Knowledge (Refer Unit-IV, SQA-2)
3. Artifacts (Refer Unit-IV, SQA-4)
4. Knowledge Management Assessment (Refer Unit-IV, SQA-6)
5. Importance of Knowledge Management Assessment (Refer Unit-IV, SQA-7)
6. Qualitative Assessment (Refer Unit-IV, SQA-8)

**Part - B**

1. Explain briefly about data, information, knowledge wisdom? (Refer Unit-IV, Q.No. 1)
2. Explain various perspectives of knowledge. (Refer Unit-IV, Q.No. 3)
3. What are the types of knowledge ? (Refer Unit-IV, Q.No. 4)
4. What are the various places where knowledge is located ? (Refer Unit-IV, Q.No. 5)
5. Discuss about Knowledge Management Assessment of an Organization. (Refer Unit-IV, Q.No. 7)
6. What are the various types of Knowledge Management assessment ? (Refer Unit-IV, Q.No. 9)

**UNIT - V****Part - A**

1. Knowledge Creation (Refer Unit-V, SQA-1)
2. Knowledge organisation (Refer Unit-V, SQA-2)
3. Knowledge sharing (Refer Unit-V, SQA-3)
4. Define Organization Knowledge. (Refer Unit-V, SQA-6)
5. Knowledge Based Products (Refer Unit-V, SQA-9)
6. Knowledge acquisition (Refer Unit-V, SQA-10)

**Part - B**

1. Explain the Approaches for Knowledge Management. (Refer Unit-V, Q.No. 3)
2. Explain briefly about Knowledge Management Architecture. (Refer Unit-V, Q.No. 6)
3. Describe briefly about knowledge management infrastructure. (Refer Unit-V, Q.No. 7)
4. Explain the characteristics of Organizational knowledge. (Refer Unit-V, Q.No. 10)
5. Describe how knowledge management can impact products in an organisation. (Refer Unit-V, Q.No. 13)

# JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

M.B.A IV Semester Examination, September - 2020

## TALENT AND KNOWLEDGE MANAGEMENT

R17

Time : 2 Hours]

[Max. Marks : 75

**Note : Answer any Five questions**

**All questions carry equal marks**

### ANSWERS

1. Discuss the process of Talent management. (Unit - I, Q.No. 13)
2. Differentiate Action -Oriented Coaching and Attitude Based Coaching (Unit - II, Q.No. 27, 29)
3. Explain the various technologies for knowledge management (Unit - III, Q.No. 14)
4. Explain the different types of knowledge. (Unit - IV, Q.No. 4)
5. Discuss Hansen-Earl's Seven Schools of Knowledge Management (Unit - V, Q.No. 4)
6. Explain the organizational impact of knowledge management:
  - (a) On people (Unit - V, Q.No. 12)
  - (b) On Processes. (Unit - V, Q.No. 11)
7. Discuss the advantages of Remedial coaching. (Unit - II, Q.No. 28)
8. Explain the steps in developing a valid competency model. (Unit - I, Q. No.18)

## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

M.B.A IV Semester Examination, December - 2019

## TALENT AND KNOWLEDGE MANAGEMENT

R17

Time : 3 Hours]

[Max. Marks : 75

PART - A (5 × 5 = 25 Marks)

## (Short Answer Questions)

**Note :** This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answers all questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit.

Each question carries 10 marks and may have a, b, c as sub questions.

**ANSWERS**

1. (a) Discuss the purpose of Talent management as a business strategy?

*Ans :*

Talent management is a business strategy that organizations hope will enable them to retain their topmost talented and skilled employees. Just like employee involvement or employee recognition, it is the stated business strategy that will ensure the attraction of top talent in competition with other employers.

The purpose of talent management is to identify, recruit and hold on to people who drive the success of your organization. It's a top priority, strategic process for forward-looking People Companies who understand that their company performance depends on their workforce. Performance and talent management is a key function of the modern HR department.

- (b) How a career development can be a value for the organization?

Discuss.

*Ans :*

Gutteridge defines career development as the "outcomes of actions on career plans as viewed from both individual and organizational perspectives". Breaking that down, career development is viewed from two points of view: the employer (the organization) and the employee (the individual).

The organization's objective is to maximize its human resources productivity to achieve its goals, and career development aids in that outlook by ensuring the "best match between people and jobs". The organization will place importance on how its employees are managing their respective careers, and will take steps that provide structure to the employees' progress on their chosen career paths.

From the point of view of the employee, career development is very important, since it serves as a useful tool or even a launching pad for them to obtain their objectives, which could be anything from getting higher pay or receiving incentives and bonuses, to achieving job flexibility and satisfaction.

- (c) What do you understand by Knowledge management systems and Strategy? Explain. (Unit - III, Q.No. 9,13)

- (d) How Wisdom is above knowledge? Distinguish between subjective and objective knowledge. (Unit - IV, Q.No. 1)

*Ans :*

The progression to wisdom based on the above facts is a little complicated and is contained in the systems principles. The principle is that, any action which produces a result and which encourages more of the same action, produces an emergent characteristic called growth. And, nothing grows forever, for sooner or later growth runs into limits. If one studied all the individual components of this pattern, which represents knowledge, they would never discover the emergent characteristic of growth. Only when the pattern connects, interacts, and evolves over time, does the principle exhibit the characteristic of growth. Thus over a period of time, the individual would realize that bank rates may not be steady and the current return may not be valid for the tenure of deposit or alternately the presence of better avenues of investment.

- (e) What impact does knowledge management have on organization? (Unit - V, Q.No. 11)

**PART - B (5 × 10 = 50 Marks)**

**(Essay Type Questions)**

2. What do you understand by the Talent management life cycle? (Unit - I, Q.No. 7, 11)  
Explain the tools of Talent Management

OR

3. 'Competency modeling can and should be tailored to each organization's own priorities, objectives, resources and timelines, as well as its own unique challenges'. Discuss. (Unit - I, Q.No. 18)
4. What are the benefits talents of Succession planning? What steps would you consider for building a strategic succession planning process? (Unit - II, Q.No. 1)

*Ans :*

- Aligning strategic goals and human resources to enable the "right people in the right place at the right time" to achieve desired business results
- The development of qualified pools of candidates ready to fill critical or key positions
- Providing stability in leadership and other critical positions to sustain a high-performing public service and ensure the uninterrupted delivery of services and programs to New Brunswickers
- Identifying workforce renewal needs as a means of targeting necessary employee training and development
- Helping individuals realize their career plans and aspirations within the organization
- Improving employees' ability to respond to changing environmental demands, and
- The opportunity for timely corporate knowledge transfer

OR

5. Differentiate between talent management and talent development? (Unit - II, Q.No. 33)  
What steps would you consider for developing a successful strategic talent management?

*Ans :*

### **Talent Development**

Talent development is specifically focused on how to develop employee skills and competencies. It has to do with organizations providing learning opportunities and tools for them to advance their overall careers. The goal of talent development is to create a place where people are engaged, have a high work performance, and are constantly learning and growing.

Many people assume talent development is only about training programs. Training programs are a great way to help people develop a specific skill, but growth opportunities should also occur on the job. This on-the-job model of learning from coworkers can enable people to acquire relevant skills and develop knowledge in a more personalized way.

### **Talent Management**

Talent Management is a bit broader and is an organization's commitment to recruiting, staffing, and succession planning for the highest-quality staff members that they can find. In simpler terms, talent management is a strategy that involves hiring the right people and enabling each of them to maximize their individual talent. By managing talent strategically, companies can build a high-performance workplace, add value to their branding, and contribute to diversity management.

6. Explain the concept of Knowledge Management? What are the forces driving KM? Justify. (Unit - III, Q.No. 1, 8)

OR

7. (a) Discuss the factors which influence the Knowledge Management ? (Unit - III, Q.No. 17)  
(b) What are the major issues involved in Management of Knowledge. (Unit - III, Q.No. 12)
8. If intelligence is the capacity to acquire and apply knowledge, what is knowledge? How you can distinguish knowledge with information and data. (Unit - IV, Q.No. 1)

OR

9. What do you understand by Semantic knowledge? Discuss the various types knowledge in detail with the help of examples. (Unit - IV, Q.No. 4)
10. (a) What are the key inhibitors of Knowledge Transfer or Sharing.

*Ans :*

- **Resources – Mainly time.** Time constraint is a key barrier in construction organizations given that projects are characterized by fixed time scales. Employees frequently cite a lack of time to share knowledge.
- **Low level of training / intellectual capital.** the loss of intellectual capital due to the lack of means for knowledge is one of the several reasons why sharing knowledge projects fail in the construction industry. The lack of standard work processes highlighted as a barrier to knowledge sharing is partly connected with the low level of training of the employees.



- **High turnover.** Staff leaving the organization was pointed out as being one of the main barriers of the knowledge sharing process. High staff defection is also seen as of the main obstacle in the implementation of knowledge management.
- **Culture.** Culture has been a recurrent theme in the knowledge management literature as it can enable or inhibit an organization's knowledge management strategy. Several studies outlined cross-cultural sharing barriers based on organizational culture.

(b) Write a brief note on Hansen-Earl's Seven Schools of Knowledge Management.

(Unit - IV, Q.No. 4)

OR

11. What are the challenges faced by an organization in capturing knowledge? Explain the various Knowledge Capturing techniques.

(Unit - III, Q.No. 18)

*Ans :*

### **Knowledge acquisition**

In today's internet age, enormous amount of data is available to individuals as well as organisations at the click of a mouse. This has fuelled a growing need to manage explosive amounts of information effectively. Although indexing and linking documents and other information sources is an important step, capturing the knowledge contained within these diverse sources is crucial for the building as well as effectively using organisational information repositories.

Knowledge acquisition has been a challenging area of research in artificial intelligence and has stemmed from the initial efforts to develop expert systems. Driven by the modern Internet culture and by knowledge-based industries, the study of knowledge acquisition has a renewed importance. Although there has been considerable work in the area of knowledge-based industries, the study of knowledge acquisition has a renewed importance. Although there has been considerable work in the area of knowledge capture, activities has been distributed across several distinct research communities.

- learning by being told
- learning by observation
- ad hoc sessions
- road maps
- learning histories
- action learning
- e-learning
- learning from others through business guest speakers and benchmarking against best practices

# JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

M.B.A IV Semester Examination, April / May - 2019

## TALENT AND KNOWLEDGE MANAGEMENT

R17

Time : 3 Hours]

[Max. Marks : 75

### PART - A (5 × 5 = 25 Marks)

**Note :** This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answer all questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit.

Each question carries 10 marks and may have a, b, c as sub questions.

### ANSWERS

1. (a) What do you understand by competency ? How is it different from skill ? (Unit - I, SQA.7)
- (b) What is the importance of succession planning to organization's growth and development? (Unit - II, Q.No.1)
- (c) What are the issues facing knowledge management ? (Unit - III, Q.No.12)
- (d) Describe how knowledge differs from data and information.

*Ans :*

### Information

Information is a set of data that is processed in a meaningful way according to the given requirement. It is processed, structured, or presented in a given context to make it meaningful and useful.

Information assigns meaning and improves the reliability of the data. It helps to ensure undesirability and reduces uncertainty. Therefore, when the data is transformed into information, it never has any useless details. It includes data that possess context, relevance, and purpose. It also involves the manipulation of raw data which eventually becomes knowledge.

### Knowledge

Knowledge is a combination of information, experience, and insight that helps the individual or the organization. It is linked to doing and implies know-how and understanding. Knowledge is possessed by each individual and is an outcome of his or her experience. It also covers the norms to evaluate new inputs from his surroundings.

- (e) What is Alversson and Karreman's knowledge management ? (Unit - V, Q.No.5)

### PART - B (5 × 10 = 50 Marks)

2. What is competency modeling ? Explain briefly the process of competency modeling. (Unit - I, Q.No. 18)

OR

3. Point out clearly the present day talent management challenges.

*Ans :*

**(i) Higher total compensation demands**

Employees constantly feel pressure to provide well for themselves and for their dependents. When they feel their compensation isn't fair, they won't hesitate to speak up about the situation. In a recent survey, employees stated that pay is the most important contributing factor to their overall job satisfaction.

**(ii) Tightening talent market**

When the unemployment rate skyrocketed back in the late 2000s, employers were easily able to find talented new recruits because the pool of applicants was huge. Now that it's fallen to less than 5 percent in some countries, however, it's much more difficult to find new personnel.

**(iii) Increased employee turnover**

HR managers are constantly battling against a high employee turnover ratio. The Center for American Progress states that, on average, a company will pay approximately one-fifth of an employee's salary on recruitment costs to find a suitable replacement. This number is typically much higher for jobs that require a high level of education or specialized training.

**(iv) Lack of leadership**

According to the Society for Human Resource Management, top executive positions are experiencing the highest level of turnover. This creates a unique problem for HR: a lack of leadership within the organization. To combat this problem, HR managers should talk to the current leaders to develop a plan for training new executives as old ones are replaced. It's a tough task to undertake, but the future of the company may very well depend on these proactive measures.

4. How is coaching different from mentoring ? What is the relevance of relevance coaching in talent development?

**(Unit - II, Q.No. 28)**

*Ans :*

Aspect	Coaching	Mentoring
Duration of relationship	Relationship generally has a set duration typically from 6-18 months.	Ongoing relationship that might last beyond mentor's/mentee's employment term.
Structure	Generally structured and more regular	Generally informal and ad-hoc meetings may be called if mentee needs advice or whenever necessary
Focus	Short- term focus on specific development areas / issues	Long-term focus and takes a holistic view of the mentee.

Relationship	Partnership between coach and coachee	Tends to be advisory. Typically between more experienced (mentor) and less experienced (mentee) members.
Experience required	Coach does not need to have direct experience of their coachee's formal occupational role.	Mentor has more experience within the organization, and is able to give the mentee a big picture' view of the mentee's role in the organization
Use of diagnostic tools	Profiting tools (e.g 360 degree feedback, personality questionnaire) are commonly used to offer alternative insights.	Not often used

OR

5. What is succession planning ? What are the traditional approaches to remedial planning? (Unit - II, Q.No. 1,2)
6. (a) What is the importance of measurement of results in Organizational Knowledge Management strategies?

*Ans :***(i) Achieving Objectives**

One crucial goal during the implementation of a knowledge management strategy includes demonstrating that your investment will provide value to your organization. ROI can be demonstrated through benchmarking. This gives you a quantifiable measurement to justify the expenditure and show the effectiveness of your knowledge management strategy. This provides a framework for evaluating and tracking the strategy and identifying potential adjustments. A balanced scorecard will include metrics for both outcome and leading indicators.

Outcome metrics analyze the achievement of organizational goals. They evaluate past performance at various levels, and you can design a tailored set of outcome metrics to address your specific needs. Frequently, a financial analysis is appropriate in the metrics hierarchy for providing data on shareholder value for public corporations.

**(ii) Measuring Performance**

Performance metrics analyze the satisfaction of the system users. You may be investing considerable resources in tools and infrastructure to enable knowledge management across your organization. You want proof of its usefulness, value, and adoption.

**(iii) Using Metrics to Measure Success**

Knowledge management is now an accepted component in nearly every industry. Companies have high expectations for their strategy and investment to play a key role in sharpening their competitive edge. Measuring the effectiveness of your knowledge management strategy also involves quantifiable data.

(b) Bring out the important strategic drivers of Knowledge Management. **(Unit - II, Q.No. 8)**

OR

7. (a) What is the effect of organizational size on Knowledge management?

*Ans :*

Knowledge Management (KM) continues to develop as an emerging discourse within business and management. The area is eclectic in nature and covers the systematic management of knowledge, of all kinds, within all levels and types of organizations. However, the majority of studies, in common with other emergent business philosophies, are focused on larger organizations where, for example, readily available implementation resources is an underlying assumption. The results indicate that KM can be applied to small organizations without innate effects of lack of resources and skills. However, while many knowledge-orientated issues are applicable to all organizations, the manner in which they are addressed differs slightly depending on organization size.

(b) Point out the effect of task characteristics on Knowledge Management processes. **(Unit - III, Q.No. 2)**

8. (a) Explain how the subjective view of knowledge differs from objective view. **(Unit - IV, Q.No. 3)**

(b) What is specific knowledge? Illustrate the types of specific knowledge with examples. **(Unit - IV, Q.No. 4)**

OR

9. How does knowledge both enable creation and utilization of information? Illustrate your answer with some examples.

*Ans :*

**(i) To enable and encourage knowledge sharing**

On the tactical side, as described in the previous subsection, management must understand where and in what forms knowledge exists. They must then provide the right forums for knowledge to be shared. For tacit knowledge this implies a particular emphasis on informal communication, while for explicit knowledge this implies a focus on a variety of IT systems. On the strategic side (to be discussed in-depth later), management must create/design the right environments, processes, and systems that provide the means and willingness for it to take place.

**(ii) To create a suitable work environment**

This includes the notion of creating an interplay between knowledge and knowing. It implies offering relevant courses and education, but most importantly allowing new knowledge to be created through interaction, practice, and experimentation. Botha et al (2008) point to the importance of shared experiences in the knowledge creation process when dealing with tacit knowledge, and the need for

an environment where these can be formed. They advocates environments where we recognize that goals can be created through action, where intuition is accepted and valued, and where experience is nothing more than a theory. These concepts bring us back to the concept of theory in use (referring to work environments that do not follow strict, “official” rules and procedures), and the acceptance and support of environments that allow brainstorming, trial and error, and unstructured interaction.yy

10. (a) Which are the major tools for capturing knowledge over the internet ? (Unit - V, Q.No. 2)  
(b) What are the barriers to discovery of knowledge?

*Ans :*

Knowledge discovery may be defined as the development of new tacit or explicit knowledge from data and information or from the synthesis of prior knowledge. The discovery of new explicit knowledge relies most directly on combination, whereas the discovery of new tacit knowledge relies most directly on socialization.

New explicit knowledge is discovered through combination, wherein the multiple bodies of explicit knowledge (data and/or information) are synthesized to create new, more complex sets of explicit knowledge. This happens through communication, integration, and systemization of multiple streams of explicit knowledge. Existing explicit knowledge, data and information are reconfigured, recategorized, and recontextualized to produce new explicit knowledge.

**Example:** Data mining techniques may be used to uncover new relationships among explicit data that may be lead to create predictive or categorization models that create new knowledge

In the case of tacit knowledge, the integration of multiple streams for the creation of new knowledge occurs through the mechanism of socialization. Socialization is the synthesis of tacit knowledge across individuals, usually through joint activities rather than written or verbal instructions.

**Examples:** By transferring ideas and images, apprenticeships help newcomers to see how other think.

OR

11. (a) What is the barrier to use of knowledge sharing systems?

*Ans :*

**(i) Personal knowledge sharing barriers**

- general lack of time to share knowledge, and time to identify colleagues in need of specific knowledge;
- dominance in sharing explicit over tacit knowledge such as know-how and experience that requires hands-on learning, observation, dialogue and interactive problem solving;
- use of strong hierarchy, position-based status, and formal power (“pull rank”);
- insufficient capture, evaluation, feedback, communication, and tolerance of past mistakes that would enhance individual and organizational learning effects;
- differences in experience levels;

**(ii) Organisational knowledge sharing barriers**

- integration of KM strategy and sharing initiatives into the company’s goals and strategic approach is missing or unclear;

- lack of leadership and managerial direction in terms of clearly communicating the benefits and values of knowledge sharing practices;
- shortage of formal and informal spaces to share, reflect and generate (new) knowledge;
- lack of transparent rewards and recognition systems that would motivate people to share more of their knowledge;
- existing corporate culture does not provide sufficient support for sharing practices;
- deficiency of company resources that would provide adequate sharing opportunities

**(iii) Technological knowledge sharing barriers**

- lack of integration of IT systems and processes impedes on the way people do things;
- lack of technical support (internal and external) and immediate maintenance of integrated IT systems obstructs work routines and communication flows;
- unrealistic expectations of employees as to what technology can do and cannot do;
- lack of compatibility between diverse IT systems and processes;
- mismatch between individuals' need requirements and integrated IT systems and processes restrict sharing practices

(b) What is the direct impact of Knowledge management on organizational performance?

(Unit - V, Q.No. 11)

Rahul Publications

# JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

M.B.A II - Year IV - Semester Examination

**R19**

## MODEL PAPER - I

### TALENT AND KNOWLEDGE MANAGEMENT

Time : 3 Hours]

[Max. Marks : 75

PART - A (5 × 5 = 25 Marks)

(Short Answer Questions)

#### ANSWERS

1. (a) Talent Management (Unit-I, SQA-1)
- (b) Differences between career planning and succession planning. (Unit-II, SQA-6)
- (c) What are the dimensions of Knowledge Management ? (Unit-III, SQA-2)
- (d) Explicit Knowledge (Unit-IV, SQA-2)
- (e) Knowledge Creation (Unit-V, SQA-1)

PART - B (5 × 10 = 50 Marks)

(Essay Type Questions)

2. Briefly explain about evolution of Talent Management. (Unit-I, Q.No. 5)
- OR
3. What are the steps involved in competency assessment of an employee? (Unit-I, Q.No.19)
4. Explain briefly about Succession planning outline the steps of succession planing. (Unit-II, Q.No.1)
- OR
5. What is Attitude based coaching ? How managers will deal with in the work place ? (Unit-II, Q.No.29)
6. Explain the characteristics of knowledge management. (Unit-III, Q.No.2)
- OR
7. Explain the challenges and futures of knowledge management ? (Unit-III, Q.No.18)
8. Explain briefly about data, information, knowledge wisdom? (Unit-IV, Q.No. 1)
- OR
9. Discuss about Knowledge Management Assessment of an Organization. (Unit-IV, Q.No. 7)
10. Explain Knowledge Management Process. (Unit-V, Q.No. 1)
- OR
11. Explain in brief how knowledge management can impact people, processes, products and organisational performance in an organisation. (Unit-V, Q.No.11)



## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

M.B.A II - Year IV - Semester Examination

R19

## MODEL PAPER - II

## TALENT AND KNOWLEDGE MANAGEMENT

Time : 3 Hours]

[Max. Marks : 75

PART - A (5 × 5 = 25 Marks)

(Short Answer Questions)

ANSWERS

- |                                              |                    |
|----------------------------------------------|--------------------|
| 1. (a) Benefits of Talent Management         | (Unit-I, SQA -2)   |
| (b) Define Training                          | (Unit-II, SQA-7)   |
| (c) Features of knowledge management system. | (Unit-III, SQA- 6) |
| (d) Organizational Entities                  | (Unit-IV, SQA- 5)  |
| (e) Organisational Structure                 | (Unit-V, SQA 5)    |

PART - B (5 × 10 = 50 Marks)

(Essay Type Questions)

- |                                                                   |                      |
|-------------------------------------------------------------------|----------------------|
| 2. Explain the concept of Talent Management ?                     | (Unit-I, Q.No.1)     |
| OR                                                                |                      |
| 3. Explain the various stages in Talent Management Process ?      | (Unit-I, Q.No.13)    |
| 4. Briefly explain the talent acquisition process.                | (Unit-II, Q.No.13)   |
| OR                                                                |                      |
| 5. Briefly explain Talent Management Strategies.                  | (Unit-II, Q.No.33)   |
| 6. Write about knowledge management drivers ?                     | (Unit-III, Q.No. 8)  |
| OR                                                                |                      |
| 7. What are the factors influencing knowledge management ?        | (Unit-III, Q.No. 17) |
| 8. Explain briefly about Knowledge life Cycle.                    | (Unit-IV, Q.No. 2)   |
| OR                                                                |                      |
| 9. What are the various places where knowledge is located ?       | (Unit-IV, Q.No. 5)   |
| 10. Write about knowledge management mechanisms and technologies. | (Unit-V, Q.No. 2)    |
| OR                                                                |                      |
| 11. Describe briefly about knowledge management infrastructure.   | (Unit-V, Q.No. 7)    |

## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

M.B.A II - Year IV - Semester Examination

R19

## MODEL PAPER - III

## TALENT AND KNOWLEDGE MANAGEMENT

Time : 3 Hours]

[Max. Marks : 75

PART - A (5 × 5 = 25 Marks)

(Short Answer Questions)

ANSWERS

- |                                                                  |                    |
|------------------------------------------------------------------|--------------------|
| 1. (a) Competency Model                                          | (Unit-I, SQA-9)    |
| (b) Succession planning                                          | (Unit-II, SQA-1)   |
| (c) Identification of Appropriate Knowledge Management Solutions | (Unit-III, SQA-10) |
| (d) Knowledge Management Assessment                              | (Unit-IV, SQA 6)   |
| (e) Knowledge acquisition                                        | (Unit-V, SQA-10)   |

PART - B (5 × 10 = 50 Marks)

(Essay Type Questions)

- |                                                                    |                     |
|--------------------------------------------------------------------|---------------------|
| 2. Explain briefly about Talent Management Grid.                   | (Unit-I, Q.No.9)    |
| OR                                                                 |                     |
| 3. What are the various Talent Development Approaches ?            | (Unit-I, Q.No. 12)  |
| 4. Discuss about management Leadership.                            | (Unit-II, Q.No. 19) |
| OR                                                                 |                     |
| 5. Briefly Explain about the Action - Oriented Method of Coaching. | (Unit-II, Q.No.27)  |
| 6. Write about knowledge management systems.                       | (Unit-III, Q.No. 9) |
| OR                                                                 |                     |
| 7. Explain the technologies for Knowledge Management.              | (Unit-III, Q.No.14) |
| 8. What are the types of knowledge ?                               | (Unit-IV, Q.No. 4)  |
| OR                                                                 |                     |
| 9. What are the various types of Knowledge Management assessment ? | (Unit-IV, Q.No. 9)  |
| 10. Explain Earl's seven schools of KM.                            | (Unit-V, Q.No. 4)   |
| OR                                                                 |                     |
| 11. Explain briefly about Knowledge Management Architecture.       | (Unit-V, Q.No. 9)   |