Knowledge Management & Strategic Communications Guide and Toolkit

April 2016

This publication was developed during the State Partnership for Accountability, Responsiveness and Capability (SPARC) programme, an initiative of the Nigerian and UK Governments, which worked to improve governance and reduce poverty in Nigeria from 2008 to 2016. The two governments supported reforms in 10 of Nigeria's 36 states: Anambra, Enugu, Jigawa, Kaduna, Kano, Katsina, Lagos, Niger, Yobe and Zamfara. The programme is indebted and grateful to the state government partners that worked tirelessly to develop, test, adapt and improve on tools and resources developed jointly with SPARC technical teams.

Disclaimer

Contents

Abbreviations and acronyms

AAR	After Action Review
CMS	Content Management System
CoP	Communities of Practice
DBMS	Database Management System
DFID	Department for International Development
DMS	Document Management System
HR	Human Resources
ICT	Information and Communication Technology
IGR	Internally Generated Revenue
IT	Information Technology
KM	Knowledge Management
MDAs	Ministries, Departments and Agencies
M & E	Monitoring & Evaluation
MoU	Memorandum of Understanding
NGO	Non-Governmental Organisation
PSA	Public Service Announcement
SG	State Government
SPARC	State Partnership for Accountability, Responsiveness and Capability
SPM	State Programme Manager

Preface

The State Partnership for Accountability, Responsiveness and Capability (SPARC) was designed by the UK Government's Department for International Development (DFID) to improve governance for better service delivery in originally five, now ten, state governments of the Federal Republic of Nigeria.

Currently in Nigeria, reforms are taking place within all the three tiers of government; one of the emerging approaches or methodologies is the use of knowledge management (KM) as an effective tool to enhance service delivery. Over the years, an important aspect of SPARC's work has been to capture learning and pass this on both between SPARC-supported states and to other states not directly supported by the programme. It is not just technical skills that are important; often it is the processes of reform – the methodology and approach – that is the useful knowledge to be transferred. Most often, these ideas are not entirely new; they are based upon existing knowledge and the local adaptation of successful experiences from elsewhere, that can be adopted to fit specific state requirements.

The Knowledge Management and Strategic Communications Guide and Toolkit has been developed to help build the capacity of Ministries, Departments, and Agencies (MDAs) staff to recognize the opportunities for discovering, managing and sharing their knowledge resource. A strategic outcome is to facilitate flows of knowledge within and between MDAs, and ultimately the audience all local MDAs serve. It is acknowledged that when dealing with reform and the issue of KM in MDAs there can be no one-size-fits-all product. The Toolkit has been developed with this in mind, and with the view to providing signposts for all MDAs, who want to improve their KM initiatives. In this respect, the Toolkit will complement activities that MDAs may already have been carrying out in their respective states. However, it should be noted that KM is still an emerging discipline in Nigeria, hence the degree of integration of KM into the governance reform initiatives varies. In some states, senior civil servants are not familiar with the concept, and as such, not aware of the potential of KM to improve efficiency and productivity.

The various governance reform initiatives across the country have led to questions regarding how to use new information that has been gathered and how to store it and share it, so that it is useful beyond specific initiatives. States have begun to record and share experiences and practices with counterpart states. For instance, Lagos State Government has emerged as a leader in the development and implementation of Internal Generated Revenue (IGR) strategies and has over the years shared its experience with others states.

KM can help create, apply, store and share knowledge within the state institutions and MDAs, and has been proven to empower staff and improve service delivery. This ensures that institutional knowledge is retained and challenges (and successes) are recorded. Effective KM also allows work done by consultants to be stored and used for future activities, (an excellent example is the SPARC Resource Centre), thereby reducing long-term dependence on consultants and expensive external resources.

There is no generic approach to KM for State Governments, given their different context and responsibilities. This toolkit provides guidelines for implementing KM within State Government institutions and MDAs, and tools for integrating KM into work practices, applicable for State Governments with different levels of resources.

The tools in this guide are of three types:

- Checklists that help you understand your KM position as an organisation and action plans to enhance KM capabilities where you work;
- Action Plans that can help your organisation improve knowledge management capabilities;
- Tips to provide suggestions on tackling various tasks along the way; and
- Microsoft Word, PowerPoint and PDF files contained in the CD which can be adapted to suit state governments, or to be used for training purposes.

Effective communication and knowledge management go hand in hand and are crucial to development - whether in the form of dissemination, guidelines, recommendations, advocacy, promotion, press relations, persuasion, education, conversations, round-tables, consultations, dialogue, counseling or entertainment. Sometimes, providing information is the most powerful strategy available. Information is a tool that helps people help themselves, in a 'fishing-pole-rather-than-fish' sort of way. Information is also the lever that people need to hold government accountable and to ensure transparency in participative and empowering processes.

Communication is often about more than providing information. It is about fostering social awareness and facilitating public democratic dialogue. It is about contributing to evidence-based policy, and about building a shared understanding, which can

lead to social change. It is about creating space for the voices of the poor to be heard, and, ultimately, it is about redistributing power. However, these positive effects of communication do not come automatically. More communication does not automatically mean more development. In fact, in certain situations, disempowering or esoteric communication dynamics can dramatically hinder development – just think of gender and power issues, or the provision of incorrect information. This is why it is important to communicate better.

SPARC has therefore added a section on effective and strategic communications, to help states complement their knowledge management initiatives, and to address challenges of governance reform more effectively.

How the toolkit is organized

This toolkit is based on ideas and experiences not only from SPARC but other KM initiatives that have been involved in governance reforms. Thus, this toolkit is not a blueprint for developing and implementing KM in States. It is a learning tool, designed to be browsed and dipped into rather than read in a linear fashion. The tools included can be combined and are practical, not prescriptive.

The toolkit is divided into five sections. Section 1 is an introduction to KM. Section 2 explores how to Build Learning Organisations based on effective use of KM, while Section 3 outlines the interconnectedness of KM and Information Technology. Section 4 outlines some of the most important KM tools, and Section 5 focuses on strategic communications for state governments.

An electronic version of this guide, along with communications and KM tools can be found in the accompanying CD. Folders are organised in the following manner: KM Resources, which contains KM Tools including a Communities of Practice (CoP) Guide; Strategic Communications Resources, which contains a Situational Analysis Questionnaire, a Communications Strategy Template, a Sample Action Plan, etc.; Media Relations, which contains a number of media tools such as press releases, interview techniques, etc.; and a Train-the-Trainers Toolkit on Strategic Communications, for MDAs who are interested in conducting training internally.

Section 1: Introduction to Knowledge Management

1.1 The Basics of KM

"When knowledge is added to knowledge, new knowledge is created."

What is Knowledge?

Think of a great library. All the information you might require is packed on the shelves. That information will stay on the shelves, quite useless – unless it is used. Once used – by being comprehended by a reader and, added to all of the other information and experience that the reader has built-up in life – it becomes knowledge.

"Knowledge is not information and it is not data. Knowledge is what is KNOWN."

What is a Knowledge-centred Institution?

A knowledge-centred institution recognizes the value of the intangible asset: what the institution knows, or more accurately, what is known by its people (Tacit Knowledge). The value of knowledge is recognised through the implementation of a practical, deliberate, institution-wide commitment to practices and procedures that encourage the flow of knowledge across all traditional boundaries.

What is Knowledge Management?

In essence, KM describes the process of capturing, distributing and effectively using knowledge. For the purpose of this toolkit, KM is understood to be the harnessing or gathering, sharing, implementation or application and use of monitoring & evaluation of KM activities.

KM is not simply IT systems or information management. KM emphasises culture and work practices, adding value to information stored in an accessible manner on databases, and interpreting information by people. KM is a strategic function in an incremental process, which means that State Governments can start small and build up. KM strategies can therefore be based on specific reform outcomes, and should be reviewed periodically.

Knowledge harnessing or gathering

Organisational knowledge is created by people through their daily work activities and general life experience. This knowledge, also known as "explicit" knowledge, can be retained by individuals by documenting the information.

A good deal of knowledge that individuals possess is called "tacit" knowledge. It is the knowledge that people carry in their minds that is rooted in their experiences. It comprises people's viewpoints, beliefs and know-how, and includes practical crafts and skills. For example, knowing how to ride a bicycle is tacit knowledge that isn't easily documented on paper.

Tacit knowledge is usually transmitted by personal experience, observation or practical training by an instructor or mentor. This type of knowledge is valuable, because it provides insight about people, places, ideas, and experiences that can be useful to an organisation. Tacit knowledge has to be actively sought in order to be shared; providing a range of opportunities for staff to share their experiences can help to draw out some of their tacit knowledge.

Knowledge sharing

Knowledge sharing is a very important aspect of KM, because sharing places value and importance on learning from the practices of colleagues and peers. It rests on the assumption that if we pool our individual knowledge and experience so that it becomes collective knowledge, we will be able to move forward more quickly and effectively in our work.

Knowledge implementation or applications

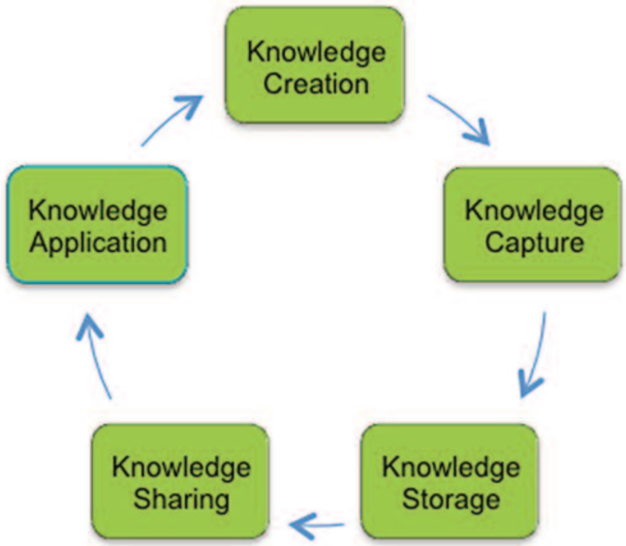
Once knowledge has been gathered and shared, it is possible to apply it in practice on an ongoing basis or in new situations, as appropriate. This is the stage in which progress is made and innovation takes place. And the process starts all over again. See Figure 1 for an illustration of the KM cycle.

KM succeeds fully when it is woven into the fabric of an organization and becomes intrinsic to an organization's processes. It involves getting the right information to the right people at the right time, and helping people create and share knowledge and act in ways that will measurably improve individual and organizational performance.

Monitoring and evaluation of knowledge management activities

It is important to develop some indicators or measures to determine whether the association's KM activities are achieving the expected results. Based on the evaluation, you can then refine your activities or processes to make improvements.

Figure 1: Knowledge Management Cycle



The key to effective KM is developing a KM culture that ensures that people understand the value of sharing what they do and of learning from others. This is supported by institutional structures and systems that facilitate the capture, storage and sharing of information and knowledge.

1.2 Knowledge-Centred Institutions

The key elements of a knowledge-centred institution should include the following:

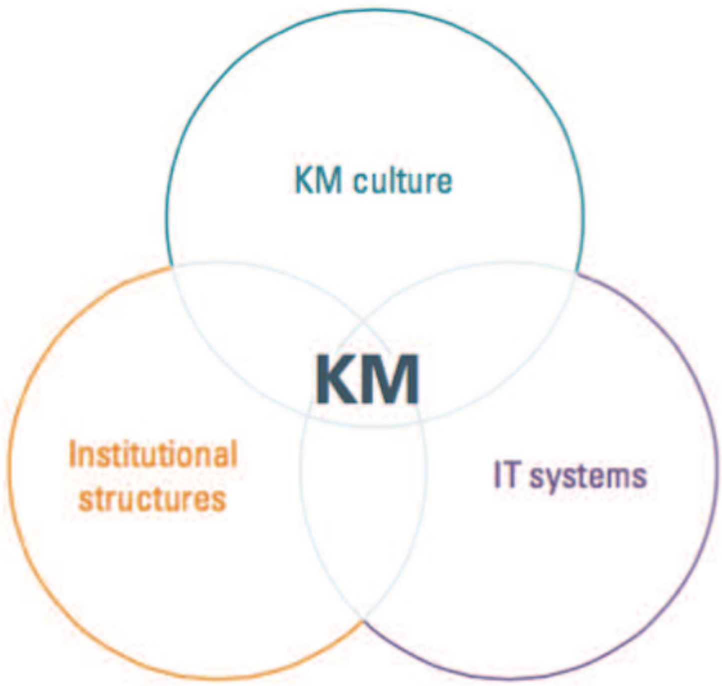
1. KM Culture
   - KM is considered everybody's business and is publicly acknowledged;
   - People are treated like assets and feel free to offer an opinion or a new idea;
   - People see themselves as members of multiple communities and routinely share their ideas, technology or methods within and among departments;
   - Failure is considered an opportunity to learn, success an occasion to share.

2. Institutional Structure
   - A KM policy and framework are established and broadly supported by senior management;
   - A group/person leads the KM effort, and KM techniques are integrated into strategic planning and reports;
   - Processes for sharing knowledge exist. For example, exit interviews, post-project meetings, also known as After Action Reviews (AARs), face-to-face interactions and electronic communications;
   - A state programme is in place to recognize knowledge contributions made by staff.

3. IT System

- A fully integrated IT platform ensures seamless information flow across an MDA within a state;
- All staff are able to search across a wide variety of applications and databases;
- Requests for knowledge posted to the intranet or discussion forums are easy to understand;
- The formation of different, cross-boundary networks of people is promoted. (See diagram below).

Figure 2: Cross-boundary networks



Questions that state institutions that want to embark on a KM process are listed below:

1. What are we currently doing?

These checklists compare statements that identify levels of Knowledge Management awareness. In each, a Level One (or *Knowledge Blocked*) institution is in the left-hand column, with a Level Two (*Knowledge Aware*) in the centre and a Level Three (*Knowledge Centred*) in the right-hand column.

The first checklist below will enable you to get a picture of what your institution is currently doing in the area of KM.

Knowledge Blocked	Knowledge Aware	Knowledge Centred
We do not have a KM policy	We have discussed our KM policy and begun implementation in one (or more) section(s)	We have an institution-wide KM policy that is well-established and broadly supported
We do not have an institution-wide communications capability (e.g. intranet)	We have partial networking but some parts of the institution continue to work on incompatible platforms	We have a fully integrated IT platform ensuring seamless information flow across the institution
KM is not explained to new staff joining the institution	KM as a work practice is sometimes mentioned to new staff in some areas of the institution	KM as a part of the institution's policy is always explained to new staff on joining the institution
We do not conduct exit interviews	Some sections conduct exit interviews but there is no formal process for sharing the results of the interviews	Exit interviews are an established practices across the institution and there is a clearly understood process for feeding knowledge gained into the institution
KM is not a consideration in developing strategic, financial, management or other plans for the institution	KM principles have been recognised in some aspects of our planning	KM is always included in developing the institution's plans
We do not have an incentives or recognition program for staff contributing knowledge	Certain areas in certain circumstances reward staff for knowledge contribution	We have an institution-wide and generally understood program for recognising knowledge contributions made by staff
We do not have regular formal or informal meetings across section or departmental boundaries	We sometimes organise meetings across departmental or section boundaries	Section boundaries are not recognised as a limitation on those who may be able to make contributions to meetings

The following questions will allow you to develop a KM plan for your institution.

2. How do we find knowledge?

We often don't know what we know until we need it, or are asked about it. The following action plan below offers some ideas on what steps should now be taken to find where knowledge is and where it is blocked.

Action Plan	Who Should be Involved	"To Do"
Scan across our departments and sections to identify knowledge or technology that is currently used by only one section	Staff at all levels and from all departments and, importantly, from all physical locations where the institution operates	Develop an IT audit that identifies issues of compatibility and so obvious reasons for blockages to the flow of knowledge
Determine how our policies support or hinder cross-segment cooperation to develop and share knowledge	All levels of management to respond to an explanation of the principles of KM and determine whether there are practices in place which encourage/ discourage appropriate practices	Prepare written brief so that all managers understand the concept of KM and, particularly, the need for a climate of trust in which knowledge is encouraged to flow across traditional boundaries; convene meeting
Collect information about what other institution in the sector are doing with regard to KM	Colleagues in other local government institutions throughout the state	Prepare and circulate report on interesting and successful initiatives reported by councils of similar size and/or situation

1.3 KM + Good Governance for State Governments

At the State Government level, knowledge is already shared in different ways but often in a scattered and fragmented manner. KM systems therefore enable MDAs to build up organisational knowledge through the systematic capturing and organising of the wealth of knowledge and experience of staff, consultants, stakeholders, beneficiaries and partners.

KM empowers and motivates staff and supports innovation and learning. It is important that KM strategies are aligned to the State Government's overall strategy and that a culture of sharing and learning is encouraged.

In institutions with mature KM programs, there is evidence of:

- Improved job satisfaction leading to better retention rates;
- Specific instances of innovation arising from shared knowledge; and
- Efficiencies born of knowledge rather than skill – where solutions shared by practitioners during a meal saved their employer's time and money whilst making colleagues' work easier through the exchange of on-the-job learning.

Section 2: Building Learning Organisations

2.1 What are KM Resources?

People create, share and use knowledge; it is therefore important to identify a KM champion within the State Government and within the MDAs and to allocate a budget to the KM function. The key to successful KM is people, not cutting edge technology. These people need to be enthusiastic about sharing knowledge, learning from each other and institutions, and be well placed to carry forward the strategic use of knowledge. Equally important is having senior civil servants who will support the KM champion.

KM Champion

The KM champion is responsible for driving the KM process and may be employed from outside the State Government or be appointed internally with the role being incorporated into their existing job description. Many State Governments may not be able to set up an entire department or to employ someone who is solely responsible for KM. What is important is that the person or people who work on KM have the following characteristics:

- Are enthusiastic and committed to developing the sharing and learning functions of an MDA;
- Have an understanding of the strategic goals of the MDA and the importance of that sharing the knowledge throughout the MDA to achieve these;
- Have the ability to see the integrated nature of work across departments and to assess what information is needed to create useful knowledge for departmental officials and senior management;
- Are good communicators who can motivate and assist in entrenching a KM culture within the MDA.

Supporters of the KM champion

These are people, usually senior government officials, who are able to serve as a reference group, to support the knowledge champion and to promote the concept within the MDAs. Two types of people are necessary in such a group: those who are able and willing to do the investigative motivational work involved, and those who are strategically placed within the MDAs and can encourage support among senior leaders.

- The champion (or champions) charged with introducing Knowledge Management into their MDAs may have to recommend priorities;
- Perhaps the impetus for change may have come externally. Many states have seen the opportunity to investigate the advantages of KM as a result of changes to legislation (accountability and FOI are examples);
- Effective KM means, ultimately, a whole-of-institution acceptance of a new way of thinking, communicating and valuing. In this context, “understanding your institution” means understanding the barriers to change.

2.2 Assessing the Institution – Mapping Knowledge

The basis for KM is knowing what an institution knows, and how that knowledge flows – or is blocked from flowing – throughout the institution. Developing an understanding of what is known, and how knowledge flows has become known as “knowledge mapping”.

The only way to gather knowledge for the map is to ask. A concept that is recommended again and again in establishing knowledge is gathering knowledge through conversations. Once people start to tell stories – of what they have done and what happened, what went right and what went wrong, conversations that explore the tacit knowledge, describing things we didn’t realise we knew – you have the beginning of building the map.

Trust

Knowledge Management is a two-way process: people surrender exclusive possession of their know-how and they gain the knowledge that others have. The institution benefits and the individual benefits, but the idea of sharing knowledge is often seen as threatening, because knowledge is what makes us particularly valuable in our jobs. Many large institutions, seeking to foster trust and a willingness to share knowledge, have introduced incentives that are sometimes associated with actual rewards. Other institutions have rewarded people with no more than status and acknowledgment of the contributions made.

That is the "how" of asking; the checklist below sets a framework for "what" should be asked.

The checklist below helps to examine the institution from the point of view of:

1. How it assesses knowledge;
2. How it acquires knowledge;
3. How it builds knowledge;
4. How it learns knowledge;
5. How it contributes knowledge; and
6. How it uses knowledge.

What do you ask?	What are you learning?
What is known?	This is a good example of where narrative helps: ask someone what they know and they will only tell you what they know they know. Ask them how they do a certain job or reach a certain decision and they will begin talking about a process and reveal the knowledge that they employ almost unthinkingly
Where is it known?	"Map" areas of overlap – particularly where there is expertise in common areas, even if it derives from quite different responsibilities
Who knows it?	This question can be posted on the intranet
How do we know that they know it?	Also intranet – but storytelling will often get people to think about how they know what they know
How does/can knowledge flow?	These conclusions can be drawn from the stories as they accumulate and paint the picture of how people in the organisation have come to know what they know
What prevents knowledge flowing in a given direction?	This can best be established in a storytelling way where anecdotes reveal occasions where it was hard for people to complete a job or discover the things that they needed to know

2.3 What is a KM strategy?

A KM strategy is simply a plan that describes how a State Government will manage its knowledge better. It refers to the entire process of developing and evaluating a KM implementation plan, including continuous adapting and monitoring of the plan to improve a programme's performance. A KM strategy should be closely aligned to the State Government's broader strategy.

A good, clear KM strategy helps increase awareness and understanding of KM in the MDAs and communicates good practice. By providing a plan about where the MDAs is, where it wants to go and how it plans to get there, the KM strategy gives the MDAs a basis against which to measure progress. A KM strategy consists of different components, which are not necessarily completed in consecutive order. The order in which they are completed will depend on the needs and resources of the MDAs.

The recommended components of a KM strategy are:

1. **Establish principles** - These principles provide a vision for KM within the State Government (MDAs). They do not need to be complicated but should spell out how the state views KM;
2. **Identify the strategic objectives** - The KM objectives should link to the strategic objectives of the State Government by referring to existing strategic plans;
3. **Identify KM activities** - For each KM objective, the key issues and knowledge needs of the State Government and its stakeholders should be summarised, creating a list of activities to improve performance and meet objectives. Activities will require people, processes or systems, and technology, such as websites, databases, and email. Some activities will focus on connecting people with information (to share explicit knowledge), and others will focus on connecting people with people (to share tacit knowledge);
4. **Do a gap analysis** - A knowledge assessment identifies what knowledge exists within the State Government (MDAs) and identifies gaps. Knowledge mapping can be used for such a gap analysis.

The action plan below suggests a design that can be adapted to the KM implementation plan that has been developed.

In the left hand column, the specific initiatives are listed that will be introduced and then, according to the resources within the state Government or MDAs, support and needs of your organization, the checklist boxes will be completed.

Knowledge Initiatives	Who should do it?	What do we need?	Where can we find examples?	When do we do it?
Formal KM Plan				
Exit interview				
Informal Meetings				
Notice board/intranet				
Physical workplan				

Consultation
One of the keys to the success of a Knowledge Management program is broad and continuing consultation – both to ensure that the intelligence which informs the creation of strategy is accurate and to foster the climate of trust that is essential to success. Conversation is also a basis for building trust. People prefer being spoken to, and being asked, rather than being sent bulletins. Collating input and providing feedback are key aspects of KM, and support KM objectives and processes.

IT Implications
It is not inevitable that a KM strategy will have IT implications. Email and word processing software capabilities are such measures. Additional IT tools such as MDA intranets and databases can be instrumental to the successful implementation of a KM strategy. MDAs are, by their very nature, frequently scattered across various buildings and depots. The physical image of a KM exchange – the tea room, the open plan office, the water cooler – is difficult to sustain in such an organisation. Where this is the case, the intranet can be valuable. Ensuring that all staff know how to access and contribute to the resource is fundamental to achieving maximum value. It is not necessary for MDAs to invest in expensive intranet software and hosting platforms. Free open software, such as OneNote, is easy to use, and provides a lot of space for document storage.

Implementation
A KM implementation plan is the practical manifestation of a KM strategy. It details what will be done, when and by whom. A KM implementation plan should be simple, user-friendly, flexible, and include an evaluation section. The implementation also serves as a basis for allocating human and financial resources and enables progress to be monitored and evaluated.

Like any whole-of-organisation initiative, KM will be best served by an advocacy team that not only assumes responsibility for implementation, but also for explanation and, where required, mediation. In order to ensure the successful adoption of KM, representation of key departments on the management structure of the team will be an advantage – and will serve the added purpose of maintaining open lines of communication across the organisation.

Implementing the Strategy
The KM strategy defines what is going to be done and how - it defines the ways in which knowledge is to be harvested and shared – through meetings, debriefings, a change to workplace structures, the use of exit interviews and so on.

Effective KM will require across the organisation adoption of principles. As a means of demonstrating the value of adopting such changes, a pilot program may be favoured. Individual organisations will have to determine the scope of such a program, which may take two forms:

1. Broad implementation of limited KM principles, such as the creation of a Community of Practice, the introduction of Exit Interviews or the establishment of an Intranet; or
2. The introduction of a range of KM principles into a limited section of the organisation (such as a department, depot, or number of sections grouped as a Community of Practice).

Reporting and Performance Measurement
A regime of regular reporting through management, whole-of-staff and external (ratepayers) communities should be established with clear guidelines as to the method (addressing council, mail-outs, convened meetings) and cycle (monthly, six monthly etc.). It is valid to use measurement in two areas throughout the implementation stage:

1. In the measurement of received experience – in other words, how people feel about the effect of KM on their work; and
2. The objective measurement of efficiencies in job execution, turnaround, client response and other measurable areas.

Encouraging Feedback (internal & external)
Feedback as a way of assessing the success of the KM strategy; and will be of great value. It is important, at the evaluation stage, to take a proactive approach to feedback. Both internally and externally, those charged with evaluation should encourage feedback in any form.

2.4 Knowledge Assessment within State Governments

A knowledge assessment maps out what knowledge and information exists, where the gaps are, and where knowledge flows need to be improved in order to address an MDA's developmental goals. It answers the question: how does the State Government or MDA assess, acquire, build, learn, contribute and use knowledge? A knowledge assessment may look at knowledge assets (identifies knowledge products and content) and knowledge flows (shows existing knowledge sharing patterns and gaps using flowcharts or maps that highlight bottlenecks). A knowledge assessment is also called a knowledge audit or a knowledge scoping exercise. For additional information on conducting a knowledge assessment, please refer to the CD folder titled KM Resources.

How does an organization access Knowledge?
This checklist below will allow you to identify the ways in which your institution assesses (identifies and values) knowledge and compare this to the "best practice" responses, which are always those given in the right-hand "Knowledge Centred" column.

Knowledge Blocked	Knowledge Aware	Knowledge Centred
We do not consider knowledge as part of our asset base	We recognise the value of knowledge but do not think of it as an organisational asset	We recognise that knowledge is part of our asset base
KM is never mentioned in reports about the institution	Senior management is aware of KM principles but does not include KM in reports about the institution	Members of senior management include knowledge management in reports on the state of the institution
KM is not part of the organisation's policy and is not referred to in communications	KM is acknowledged but there is no general program and no organisation-wide updates	We regularly publish updates on the knowledge management program
KM is not part of our strategic planning	KM is considered when strategic planning takes place but is not recognised as a necessary factor to be incorporated into plans	We have developed a framework that integrates knowledge management techniques into strategic planning
We avoid new business ideas	Some departments may endeavour to use the resources and skills we have in place when testing a new business idea	We endeavour to use the resources and skills we have in place when testing a new business idea
We do not have a framework which links knowledge, information and behaviours across sections and departments	We recognise that there is interaction between departments but do not have a formal framework for measuring and mapping these interactions	We have a framework that describes how our institution's knowledge assets interact with one another
We do not apply knowledge management in any assessment process	The inclusion of knowledge measurement in assessment is left to the discretion of individual managers	We experiment with different ways of measuring how well we are using our knowledge
People are reluctant to share their knowledge because of job security concerns	People offer their knowledge only when they are directly asked	People feel free to volunteer knowledge as they identify it
The flow of knowledge across the institution is not recognised as relevant or useful information	The flow of knowledge is recognised as a valuable aspect of the institution's effectiveness but has not been mapped	We have mapped the process flow of knowledge across the institution

ACTION PLAN

- Establish an education/information program so that people become aware of and interested in the concept of knowledge;
- Review the institution's business plan, customer service charter and performance measurements;
- Identify areas where knowledge is recognised to be a major contributor to success;
- Introduce a job/skill sharing program where staff sit with colleagues to gain full understanding of other skills/ responsibilities;
- Introduce a mentoring scheme in which experienced staff can pass on their tacit ("rule of thumb") knowledge to less experience colleagues.

How does an organization acquire Knowledge?
This checklist will allow you to identify the ways in which your institution acquires (and shares/distributes) knowledge and compare this to the "best practice" responses, which are always those given in the right-hand "Knowledge Centred" column.

Knowledge Blocked	Knowledge Aware	Knowledge Centred
Groups and individuals never share their expertise	Groups and individuals never share their expertise	Groups and individuals never share their expertise
The electronic and physical places where we store our knowledge are not kept up to date	Electronic and physical places where we store our knowledge are kept up to date in some departments	The electronic and physical places where we store our knowledge are kept up to date
The organisation does not allocate resources to communities of specialists that wish to manage their knowledge	The organisation allocates resources to specialists that wish to manage their knowledge within sections or departments	The organisation allocates resources to communities of specialists that wish to manage their knowledge
The organisation allocates resources to communities of specialists that wish to manage their knowledge	The organisation has an intranet capability but its use for knowledge requests and knowledge sharing has not been promoted	Requests for knowledge posted to the intranet or discussion forums are generally easy to understand
Experts never identify important knowledge for other users	Experts sometimes play a role in identifying important knowledge for other users	Experts play a role in identifying important knowledge for other users
People are never asked to search for information beyond departmental or other boundaries defined by their job descriptions	When people are given the task of searching for information they have difficulty fulfilling the request across boundaries	When people are given the task of searching for information they are able to fulfill the request across boundaries
Staff are not able to search across a wide variety of applications and databases	Some staff are able to search across a wide variety of applications and databases	All staff are able to search across a wide variety of applications and databases
The institution has not created physical meeting places which enable people to share knowledge	The institution has created some physical meeting places which enable people to share knowledge in limited worksites	The institution has created physical meeting places which enable people to share knowledge

ACTION PLAN

- Encourage a system (such as a centrally stored disc on a network) for storing and retrieving email attachments;
- Standardise software suites on all staff PCs to ensure access to all databases and data types (e.g. PowerPoint presentations);
- Review areas where a department or section interacts with customers and talk to staff about how best to share the interaction/feedback;
- Review areas where a department or section interacts with suppliers/sub-contractors and talk to staff about how best to share the interaction/feedback;
- Review areas where a department or section interacts with other parts of the organisation and talk to staff about how best to share the interaction/feedback.

How does an organization build Knowledge?

This checklist will allow you to identify the ways in which your organisation builds (encourages and distributes) knowledge and compare this to the "best practice" responses, which are always those given in the right-hand "Knowledge Centred" column.

Knowledge Blocked	Knowledge Aware	Knowledge Centred
Ideas, technology or methods developed in a department or section are not communicated to other parts of the institution	Ideas, technology or methods developed in a department or section can be used by other parts of the institution but they have the responsibility to find out what is being done	Ideas, technology or methods developed in a department or section will be automatically communicated to other parts of the institution
Knowledge management is no one's responsibility within our institution	Electronic and physical places where we store our knowledge are kept up to date in some departments	The electronic and physical places where we store our knowledge are kept up to date
The institution does not allocate resources to communities of specialists that wish to manage their knowledge	We believe that knowledge management is the business of delegated specialists	We believe that knowledge management is everybody's business
We do not believe that non-work related experiences could benefit the institution	We recognise that non-work related experiences could benefit the institution but have no procedure for encouraging people's input	We encourage people to think about how their non-work related experiences could benefit the institution
Our IT systems are not fully compatible across departmental boundaries	Our IT systems partially enable the formation of cross-boundary networks of people	Our IT systems promote the formation of different, cross-boundary networks of people
Our institution regards people as costs	Our institution recognises that people are assets rather than costs on the basis of their skills, but does not recognise the value of knowledge	Our institution treats people like assets rather than costs and acknowledges that knowledge is an important asset
We do not have knowledge management efforts	We have a knowledge management effort but have not appointed anyone to lead the program	We have launched a group (or appointed a person) to lead our knowledge management effort
We do not share technology and ideas across unit, section or departmental boundaries	We share technology and ideas across unit, section and departmental boundaries but do not have a formal policy that ensures we do	We have a formal policy that ensures we share technology and ideas across unit, section and departmental boundaries
People do not share knowledge	People do not know when it is inappropriate to share knowledge externally	People know when it is not appropriate to share knowledge externally

ACTION PLAN

- Appoint a Knowledge Manager and make it a rotating position so that other members of staff understand and share the responsibility;
- Standardise IT infrastructure so that all staff have access to databases;
- Introduce an intranet with a KM message board – or build such a page on the existing Intranet;
- Encourage departments and sections to include "knowledge" as defined in this kit, and as distinct from information, into their records/databases;
- Ensure that sharing knowledge is understood as a way of gaining efficiency, not losing power.

How does the organization learn knowledge?
This checklist will allow you to identify the ways in which your organisation learns (communicates and ratifies) knowledge and compare this to the "best practice" responses, which are always those given in the right-hand "Knowledge Centred" column.

Knowledge Blocked	Knowledge Aware	Knowledge Centred
When people finish projects they never take the time to meet with their team to analyse the experience and discuss what could be done better	When people finish projects they sometimes take the time to meet with their team to analyse the experience and discuss what could be done better	When people finish projects they always take the time to meet with their team to analyse the experience and discuss what could be done better
Our planning process is a "top down" decision-making system	Our planning process does not include looking at a number of scenarios so that we can think through how to respond to different situations	Our planning process includes looking at a number of scenarios so that we can think through how to respond to different situation
Feedback from our patrons is not incorporated into planning	Our learning process seldom includes gathering feedback from our patrons	Our learning process often includes gathering feedback from our patrons
People are never confident enough to admit when they fail	People are sometimes prepared to admit when they fail	People are always ready to admit when they fail so that the lessons learned can be shared throughout the institution
People do not apply the ideas they learned in past work situations to new ones	People apply the ideas they learned in past work situations to new ones but do not share the knowledge	People apply the ideas they learned in past work situations to new ones and share their knowledge with colleagues
We do not practice group discussion or debrief	When we have a success we sometimes talk together about what we did well but have no formal process for ensuring this takes place	When we have a success we talk together about what we did well
In our institution failure is always viewed negatively	In our institution failure is sometimes considered an opportunity to learn	In our institution failure is considered an opportunity to learn
Our institution does not support activities that promote group learning	Our institution offers ad hoc practical support to activities that promote group learning but does not have a policy in place	Our institution offers practical support to activities that promote group learning

ACTION PLAN

- Establish formal means for discussing learned experience – meetings, email/intranet posting – across boundaries and without self-censoring because you never know what knowledge might be useful to someone else;
- Encourage informal knowledge exchanges and advocate physical workplace changes to facilitate informal gathering;
- If the institution plans "top down", with no tradition of encouraging multi-disciplinary input, organise role-play sessions so that staff can "feel" what it is like to contribute at an unfamiliar level;
- Encourage broad participation in debriefing and reviews of completed projects;
- Put forward a proposal for the future delivery of cross-boundary group learning opportunities.

How does the organization contribute new knowledge?

This checklist will allow you to identify the ways in which your institution contributes (grows new knowledge by adding knowledge to knowledge) knowledge and compare this to the "best practice" responses, which are always those given in the right-hand "Knowledge Centred" column.

Knowledge Blocked	Knowledge Aware	Knowledge Centred
The institution does not encourage sharing across groups	The institution has determined that knowledge sharing across groups might yield mutual benefits but has not committed itself to any implementation policy	The institution has determined that knowledge sharing across groups will yield high mutual benefits and has a KM policy to facilitate sharing
Face-to-face interactions do not occur	Face-to-face interactions are sometimes used to strengthen electronic communications	Face-to-face interactions are used to strengthen electronic communications
People fear that sharing knowledge diminishes the individual's value to the institution	People are yet to be fully convinced that sharing knowledge does not diminish the individual's value to the institution	People would agree that sharing knowledge does not diminish the individual's value to the institution
People see themselves as being of their sections or departments	People recognise that there are common interests, activities and responsibilities across departments	People see themselves as being members of multiple communities, making it easier to transfer knowledge across boundaries
Staff do not cross departmental boundaries	People are encouraged to think across traditional institution units and functional groups in order to promote knowledge sharing but no policy is in place to facilitate the exchange	We link people across traditional institution units and functional groups in order to promote knowledge sharing
Face-to-face situations do not occur	Face-to-face situations are only used on an individual initiative	Face-to-face situations are used to facilitate the transfer of tacit knowledge that can be difficult to articulate
People have little or no knowledge of others in the institution beyond their immediate job area	People can identify others in the institution who might benefit from their knowledge on the basis of direct experience only	People can identify others in the institution who might benefit from their knowledge
Knowledge sharing is not acknowledged	Knowledge sharing is recognised but examples of it are not recognised across the institution	Knowledge sharing is publicly acknowledged and recognised

ACTION PLAN:

- Consider an audit of staff interests and out-of-work activities as a way of creating informal networks within the institution of people who did not know they had interests in common;
- Try running an "old fashioned" day where internal email is not allowed and people have to physically go to and communicate with colleagues;
- Survey the staff to discover what sort of out-of-work events (at which people will network and talk about work) are likely to be supported;
- Publicise the idea of Communities of Practice and get people to jot down all of the areas (IT, HR, planning, etc.) to which they should belong – circulate the lists;
- Plan for the introduction of a system for publicly acknowledging (via staff bulletin, newsletter or intranet) knowledge sharing – encourage staff to tell their stories.

How does your organization use knowledge?

This checklist will allow you to identify the ways in which your institution uses (shares and illustrates the way in which it values) knowledge and compare this to the "best practice" responses, which are always those given in the right-hand "Knowledge Centred" column.

Knowledge Blocked	Knowledge Aware	Knowledge Centred
Space is used as a symbol of status or seniority in our institution	Space is only partially used as a symbol of status or seniority in our institution	Space is not used as a symbol of status or seniority in our institution
Nobody is able to describe how their input can affect overall institution performance	Some people are able to describe how their input can affect overall institution performance	Everyone is able to describe how their input can affect overall institutional performance
People would never say that changes to the workplace are based as much on a need to collaborate as to cut costs	People would say that some changes to the workplace are based as much on a need to collaborate as to cut costs	People would say that changes to the workplace are based as much on a need to collaborate as to cut costs
Nobody feels free to speak up if they have an opinion or idea to offer	Some people feel free to speak up if they have an opinion or idea to offer	Everyone feels free to speak up if they have an opinion or idea to offer
Ideas are given thorough consideration only if they have been asked for	Ideas are given thorough consideration, no matter who they come from, so long as they come through the proper channels	We give all ideas thorough consideration, no matter who they come from
All meetings are formally structured	Some of our meetings are formally structured	We make a point of not structuring our meetings because it helps us to think creatively about problem-solving
We do not expect staff to have to move from their workspaces	Our workspace makes it difficult for us to take our work to where we need to be with very little effort	Our workspace enables us to take our work to where we need to be with very little effort
People would describe our institution as rigid rather than flexible	Experience within our institution varies depending on department, some being flexible and others rigid	People would describe our institution as flexible rather than rigid
Our workspace discourages the flow of ideas between work groups and departments	Our workspace hampers the flow of ideas between work groups and departments	Our workspace is designed to promote the flow of ideas between work groups and departments
All staff identify themselves as working for their section or department	Some staff identify themselves as working for the institution, rather than for a section or department	All staff identify themselves as working for the institution, rather than for a section or department

ACTION PLAN:

- Try holding sessions (including formal planning sessions) in an informal setting;
- Encourage suggestions for simple alterations to workplace layout that will facilitate flow of knowledge and face-to-face meeting – and plan to implement the best suggestions;
- Publicise any section or department that has reformed its work space and report on the benefits gained;
- Arrange for positive publicity for ideas tendered that are outside of an individual's obvious staff responsibilities;
- Explain how perceptions of status as a barrier (the corner office with the door closed and the PA on guard) are barriers to knowledge flow; begin the process of reforming the way in which space is used to denote status.

Section 3: Using ICT as an effective platform to implement KM

ICT is often used in knowledge management programmes to inform clients of latest innovations and developments in the business sector as well as to share knowledge among employees. Also, ICT facilitates accumulating organizational knowledge, providing access to retrievable knowledge and enhancing collaboration for knowledge sharing and creation.[1]

The main role of ICT use in knowledge management is to step up the speed of knowledge transfer to workers. ICT facilities, infrastructure and applications (such as the World Wide Web, Facebook, Twitter, YouTube, Multiply, video and teleconferencing) are catalysts[2] in the Knowledge Management process; ICT has rapidly changed the way organizational members communicate.

By efficiently selecting and organizing useful information, ICT plays a vital role in information retrieving, because it allows simple access to large amounts of independent information sources. For example, Yahoo, one of the most popular public web knowledge portals that evolved from information portals, is currently widely used in a variety of organizations to support internal knowledge retrieving.

Several KM enabling ICT tools and networks play a significant role in assisting organisations to carry out KM roles. These include Knowledge Portals, Electronic Document Management Systems (DMS), Academic Publishing, Academic Contents and Exchanges, Database Management Systems (DBMS), Data Warehousing, Data Mining, Groupware, Communities of Practices (CoP), Social Communities of Interests, and Individual Communities of Interests.

ICT Tools/Network	Description of Roles	Examples
Knowledge Portals	Search and access to web-based knowledge	Google, Yahoo
E-Documents	Knowledge repositories created by individual academic institutions	Digital Library
Management Systems	Knowledge repositories created by individual academic institutions	Digital Library
Academic Publishing	Proprietary digital libraries for electronic access to academic publishing	Emerald, Elsevier
Academic Contents and Exchanges	Electronic collections of course materials and learning objects	MIT Open Courseware
Database Management System (DBMS)	Set of computer programs that control the creation, maintenance, and the use of a database.	Civil Servants Records
Data Warehouse	A repository that facilitates reporting and analysis of data	Financing data, budgeting data
Data Mining	The process of extracting patterns from data	Civil service profiling
Groupware	Is designed to help people involved in a common task achieve their goals	Knowledge Forum, Synergeia, Wikis

[1] *(Ryan and Prybutok, 2001)*
[2] *Robbins and Coulter (2009)*

Communities of Practice (CoP)	Groups of practitioners networking in a particular field of endeavour to define a practice and knowledge domain	Consortia, Educational Research Services
Social Communities of Interest	Social networks drawn together to share knowledge and build relationships	Facebook, MySpace, Flickr
Individual Communities of Interest	Tools for individuals to manage personal knowledge and networks	Blogs, Twitter

Challenges of ICT

There are some challenges of ICT use in knowledge management. For example, transfer of tacit knowledge requires controlled face-to-face interactions, which ICT cannot often facilitate. Other barriers include distance, cultural differences and language, the time-consuming nature of regular activities coupled with the human tendency to focus on immediate tasks, resistance to change and people's reticence to share knowledge.

A challenge that many governments face is a lack of trained staff and ICT facilities. Capacity building is a major problem; without proper training and education, available resources will be under-utilized.

Section 4: KM Tools

4.1 A range of specific KM tools for State Institutions

This section provides an overview of common knowledge KM tools and methods that can help promote and facilitate knowledge management within state institutions. They are guidelines and not intended to be a "how to" manual.

For each tool, a guideline is given for when and how to use the tool, expected outcomes and some tips on using the tool. Where tools can be combined or used together, this is indicated on the tool pages.

AFTER ACTION REVIEW (AAR)

When to use

- To enable people to provide constructive suggestions and actionable recommendations during or after a project or activity;
- To apply lessons and recommendations at any point of a project;
- To capture the knowledge gained in a project or activity before a team disbands.

Outcomes of the tool

- Documented knowledge of successes, mistakes and recommendations for immediate or future application;
- Shared team perspective on which future work can be based.

How to use the tool

- Call a meeting and include the project manager, key team members and people who are about to undertake similar work;
- State that the objective is to extract lessons from the project to improve future projects;
- Appoint an objective facilitator to guide the discussion and include all participants;
- Revisit the project's objectives and deliverables, asking 'what were we trying to do' and 'what did we achieve'. A flowchart is useful for showing what happened when;
- Identify key achievements, asking 'what went well' and 'why did it go well';
- Identify the challenges and problems, asking 'why didn't it go well' and 'what could be done better';
- Document the AAR session and include background information, lessons and guidelines for the future, key people and documents such as project plans or reports;
- Ensure the AAR documentation is readily accessible. Consider using a knowledge database, intranet or library to share the lessons and recommendations.

TIPS

- Conduct the AAR as soon as possible after the project ends and possibly during the project;
- Prepare some lead-in questions in case the participants are slow to respond;
- The facilitator can gather individual responses to questions before the session;
- Take detailed notes of the session and request that recommendations are specific.

BRAINSTORMING

When to use

- To generate ideas quickly about a question, problem or opportunity, through stimulating the creativity and innovation of a group of people;
- Particularly useful at the beginning of a project, as well as when problems arise.

Outcomes of the tool

- High quality ideas and results in a short space of time;
- Motivated participants and broader support within the institutions for projects and initiatives.

How to use the tool

- Have a clearly stated objective or purpose, agreed meeting guidelines, and appropriate brainstorming techniques for your circumstances;
- Invite all participants to share in the session, which takes place in a room or an electronic space (e.g. conference call);
- Reassure the participants that their responses will be anonymous (if the topic is sensitive);
- Ask participants to respond to the question or problem with as many ideas or suggestions as possible, using one word, a phrase, or a short sentence;
- Encourage innovative and different suggestions, and make no comment or judgements on the feasibility of any suggestion.
- Record all responses in writing, electronically, on a flipchart or on cards;
- Group the responses by themes/topics;
- Prioritise and analyse the responses, elaborating on further steps needed.

TIPS

- State the question/problem correctly and simply to ensure people give appropriate responses;
- Do not criticise anyone for their idea, as this stifles creativity and may prevent the best solutions being put forward;
- Include people from different levels (junior and senior) and departments, to encourage cross-fertilisation of ideas and to generate more innovative solutions;
- Select facilitators who guide discussion and encourage all participants to contribute freely;
- Choose facilitators who are not direct seniors of the participants (i.e. not their line managers), so people are willing to put forward more outrageous suggestions;
- Ensure a comfortable physical environment and provide water, coffee, tea and snacks;
- Ask participants to switch off their cell phones, so that they are not distracted.

BRIEFINGS

When to use

- To inform senior managers or the executive of a project or policy issue;
- To reflect on the results or outcome of a project or an event;
- To check content issues, clarify questions and communicate clear guidelines efficiently.

Outcomes of the tool

- Efficient transfer of information or knowledge;
- Documented information or post-project learning in concise form.

How to use the tool

- Decide on the audience and topic of a briefing. Briefings may be needed before the start of a project or following the completion of a project, in the form of a debriefing;
- Call a meeting and invite interested parties;
- Supplement oral briefings with written communication. A good briefing note contains a clearly stated issue, topic or purpose and why this is important, a summary of the facts or background, what is currently happening, key considerations and a conclusion or recommendation;
- Keep the briefing to the point and specific to the issue. Invite reflection from all parties;
- Circulate key points and outcomes in writing to all parties.

TIPS

- Make briefing notes short, clear and reliable;
- Consider the audience and edit the note to meet the audience's needs;
- A debriefing is an opportunity to glean tacit knowledge from project participants including perceptions and ideas for the future.

COMMUNITIES OF PRACTICE (CoP)

When to use
- To enable experts to collaborate in sharing their tools, practices and experiences related to a specific topic over an extended period;
- To stimulate learning across institutional boundaries and hierarchies and link different units and departments.

Outcomes of the tool
- Greater professional collaboration and discussion between domain experts in the field;
- Learning from the past experiences and current practices of others;
- Creation of new knowledge and assets to advance an area of professional practice within the institution.

How to use the tool
- Identify the audience, purpose and goals of the proposed CoP by starting discussions with a core group;
- Contact potentially interested people by phone, email, and in informal talks during workshops and gatherings;
- Specify the technologies, processes, roles and activities of the CoP, which may include meetings, online discussions, contributions in newsletters, posts on the website and intranet;
- Pilot the CoP with knowledge-sharing activities by the core group and pay attention to developing roles within an inner core group (owner, facilitator, convenor);
- Roll out the community to a broader audience and welcome newcomers. An outer group will form in addition to the inner core group;
- Grow the community by encouraging participation in knowledge sharing through group projects and networking events. Strive to produce and disseminate concrete products that encourage a cycle of participation and contribution;
- Sustain the CoP by cultivating and assessing the knowledge produced and providing opportunities for members to play new roles and participate in new activities.

TIPS
- Be sure to reward and recognise members for their contributions, so as to increase motivation and participation;
- Remember that facilitating a CoP is not a one-time event but requires ongoing commitment and activities to encourage collaboration and knowledge sharing;
- If a CoP is becoming less relevant, consider phasing it out or determine whether a reorientation might open a new vision.

A Communities of Practice handbook was developed by SPARC in 2010 and can be accessed in the toolkit CD KM Resources Folder.

CONFERENCES AND SEMINARS

When to use
- To provide employees with opportunities to network, interact with and learn from peers working in a similar field;
- To share with and present the experiences, good practice and lessons learned in one MDA to other MDA and interested parties.

Outcomes of the tool
- Professional development and training for individuals;
- Creation of contacts and networks beyond the MDA;
- Bringing back and sharing of good practice within the MDA.

How to use the tool
- Establish the potential benefits for the individual and the institution of attending a conference or seminar. If appropriate, ask potential attendees to motivate for attendance by stating their goals in writing;
- Confirm budget, travel and dates with all parties;
- If the employee is presenting or participating at the conference, confirm scope of presentation and allocate preparation time;
- Confirm all equipment such as audiovisual requirements.

- On completion of the conference, organise a feedback session, so knowledge gained can be disseminated through the institution. Convene a workshop to communicate lessons learned and post on intranet or website or via other internal communications;
- Store and publicise any relevant conference materials such as presentations, videos and documents on the intranet or website.

TIPS

- Set clear goals for attending a conference;
- Establish at the outset how the attendee will share knowledge gained at the conference.

DIRECTORY OF EXPERTS

When to use

- To help employees find others who have the necessary knowledge and expertise for a particular task or project;
- To discover skills, experience and interests of employees and colleagues;
- To seek guidance from co-workers situated elsewhere in the institution.

Outcomes of the tool

- Electronic round table for specific tasks and projects;
- Fast answers and solutions to queries and problems.

How to use the tool

- When setting up the Directory, include common fields such as job title, team, brief job description, past job titles, qualifications and areas of interest. Include an option for personal information and a photograph;
- Include additional information in the employees' profiles that is outside the field they currently work in;
- Encourage employees to write descriptions of their skills and a list of projects they are working on, which can then be posted on the Directory;
- Make employee input into the Directory part of the employees' annual performance review, as getting the correct information in the system is critical;
- Send out automatic reminder notices if an individual hasn't updated their profile in the last six months;
- Record in the Directory the name and contact details of the main author or key people responsible, which should appear in all reports and documents produced by the MDA.

TIPS

- Remember that employees gain new skills and new insights all the time and so make updating their profile easy;
- A Directory of Experts is only as good as the quality of the information provided, so the system requires vigilant attention;
- Get feedback from users on a regular basis, to ensure that the Directory of Experts is indeed helpful and being used.

EXIT INTERVIEWS

When to use

- To understand why an employee is leaving;
- To gather employee feedback on how to improve the role or job area;
- To ensure vital knowledge is not lost when an employee leaves.

Outcomes of the tool

- Capture of previously unknown information about issues of concern or ideas that may lead to institutional improvement;
- Gathering of information and knowledge that will be helpful to a new incumbent or others in a similar role;
- Employee may leave with a more positive view of the institution.

How to use the tool

- Plan the handover and interview as soon as you know that a person is leaving;
- Identify who in the organisation might benefit from that person's knowledge and what they will need to know;
- To capture explicit knowledge, make sure the leaver moves relevant files – both hard copy and electronic – into shared folders or a document library;
- Conduct a face-to-face interview to glean tacit knowledge. Base the interview discussion on the leaver's job description or annual performance plan, probing for what knowledge or skills are required and what problems or pitfalls are of concern.
- Ask the leaver about their network of contacts or sources of knowledge;
- After the interview, review and reflect on the answers and take action as necessary. Inform others who might benefit from the information.

TIPS

- Ask 'what/why/how' open-ended questions rather than 'yes/no' questions to promote an atmosphere of sharing and openness;
- While face-to-face interviews are preferable, consider electronic or postal questionnaires if an employee is reluctant to attend a face-to-face meeting;
- Consider both tacit and explicit knowledge of the person leaving.

GOOD PRACTICE

When to use

- To generate and share lessons from an issue, practice or project that has worked well so that the lessons can be reproduced or adapted in other situations;
- To share knowledge with people from different departments who perform similar tasks;
- To record and share tacit knowledge.

Outcomes of the tool

- Sharing of knowledge or improvement in planning and performance;
- Greater communication among people in different departments performing similar tasks.

How to use the tool

- Identify the areas and people needing attention due to poor performance or recurring challenges;
- Consider how staff will access and use good practices, e.g. via a database;
- Find out who is producing excellent results, by asking internal and external experts for their good practices. Other tools can be used here e.g. Communities of Practice, AARs and exit interviews;
- Document good practices by recording on a template, which may include a brief description of the context, processes and steps followed, skills and resources used, improvement measures, lessons learned, links to resources (such as experts' contact details or transcripts of review meetings), tools and techniques used, and, if possible key words to assist in searching a database. Lessons learned can also be used to document good practice;
- Ensure a demonstrable link between what is practiced and the end result. For example, get a review panel of experts and peers to evaluate a potential good practice against their knowledge of existing practice. Good practice should be based on sound research evidence and on-the-job experience;
- Publicise documented good practices (via email, intranet or websites). Good practices can be shared through communities of practice, visits to other departments or MDA, and exchanges or study tours.

TIPS

- Be sure to document good practices so that they are easily accessible to others;
- Don't be too prescriptive and rigid when identifying and documenting good practice. People will be more motivated to be involved if they are allowed some flexibility.

IT-BASED TOOLS

Information technology (IT) provides tools and systems help KM fulfil its goals. As presenting the thousands of available options is beyond the scope of this toolkit, an overview of the main categories is provided.

Groupware systems

- Groupware refers to technology designed to help people collaborate. Applications include communication tools (e.g. email, wikis), conferencing tools (e.g. video conferencing) and collaborative management tools (e.g. information management systems).
- Successful groupware implementation happens in institutions with a culture where collaboration and sharing are the norm.

Intranet and extranet

- An intranet is a computer network using the same protocols and technology as the internet, but restricted to users within an institution. It provides easy access to commonly used documents, stores data securely online and creates a community in the virtual environment. Its most important function is knowledge sharing and collaboration, through publishing, searching, transacting, interacting and recording functions;
- An extranet extends the intranet to the organisation's external network, which might include suppliers, partners, etc. It can enhance collaboration with partners. For security reasons, access to internal information and resources should be limited. A content management system usually manages the content of both intranets and extranets.

Content and document management systems (CMS and DMS)

A CMS is software used to create, review and publish electronic text. Content is created, managed and distributed on the intranet, extranet or website. It is also easy to edit and control versions and allows for collaborative work. If properly implemented, a CMS improves the quality of explicit knowledge, provides limited support to tacit knowledge and supports collaborative projects. Often part of a CMS is a DMS, which is a computer system used to track and store documents. It captures (scans), classifies (using metadata), searches and retrieves, and stores and manages the different versions of documents. A DMS reduces operational costs, improves efficiency and speed of retrieval, consistency and safety (in terms of file backups and security measures).

Data warehousing and mining

Warehousing data is when data from multiple sources is stored in a centralised system. If properly designed and implemented, data warehousing can drastically reduce the time required in the decision-making process. Data warehousing is commonly used to analyse trends and patterns. Data mining is a very complex process that analyses and summarises data from different perspectives into useable knowledge or information.

KNOWLEDGE FAIRS

When to use

- To showcase information about the MDA or a particular topic/issue;
- To recognise employee and team achievements;
- To foster informal networking and problem solving.

Outcomes of the tool

- The institution's learning assets are increased;
- Knowledge shared with a wide range of people.

How to use the tool

- Get top-level support and publicise the Fair widely;
- Choose a location where there is a lot of foot traffic (e.g. in the main hall);
- Use a common theme across booths, to have an integrated look;
- Be realistic about how much time it takes to prepare and display;
- Allow presenters to organise their own booths (don't be prescriptive);
- Showcase the activities of your communities of practice;
- Have fun and capture what happens (e.g. take pictures, interview participants);
- Reflect on and publicise the event by creating publications and social media.

TIPS

- Have technicians on standby in case something breaks down;
- Encourage people to visit the booths by organising an activity such as a treasure hunt – visitors have to find answers to questions or 'knowledge nuggets' from the various booths;
- Make eye contact and smile at visitors – the more people around your booth, the more you will attract!

LESSONS LEARNED

When to use

- To learn from mistakes at the end of any project or activity;
- To help in the planning and preparation of new projects;
- To give credit to individual or team efforts made during a project.

Outcomes of the tool

- Collection and documentation of experiences, mistakes and risks during a project;
- Improved project management through avoiding making the same mistakes in the future.

How to use the tool

- Establish the area of activity and scope for which lessons are to be drawn and who might have an interest in the lessons;
- Invite participants to a physical meeting or ask questions by email;
- Ask specific questions such as 'did we do it right?' and 'did we do the right thing?' for a particular issue;
- Collect answers to these questions and capture any other spontaneous ideas;
- Consolidate individual lessons into lessons for teams or the institution;
- Present the lessons learned with relevant context to interested parties. Use tools such as good practice and study tours and delegations to share lessons learned.

TIPS

- Remember that individual team members often draw different lessons despite going through the same process and may require help to consolidate their differences in order to arrive at team lessons learned;
- Be aware that strategic considerations may lead to the institution drawing conclusions that are different from those of a team or individuals.

MENTORING

When to use

- To enable inexperienced staff or people in new jobs to acquire new skills and knowledge;
- To use existing expertise and knowledge in the institution to develop junior or inexperienced staff;
- To transfer tacit knowledge and retain expertise within the institution.

Outcomes of the tool

- Enhanced sense of professional skills;
- Stronger professional ties with colleagues;
- More cohesive organisational culture and working climate.

How to use the tool

- Identify mentors who are familiar with the MDAs procedures and culture, willing to share their experiences, self-aware and good at listening;
- Select mentees who are active in their own development, able to discuss issues openly and accept challenges willingly;
- At the first meeting, clarify the respective roles of the mentor and mentee, agree on specific outcomes and set regular meeting times;

- Follow a set agenda at the meetings. An agenda might be: hellos; tasks to be covered in the session; update on progress since last meeting; challenges and successes encountered; future actions/tasks to do;
- At the end of each discussion, write down the agreed actions/tasks;
- Ensure that a process for checking in between sessions is in place.

TIPS
- Maintain regular contact between mentor and mentee;
- Provide constructive feedback;
- Remain professional at all times.

PARTNERSHIPS

When to use
- To improve the knowledge base of the MDA by drawing on expertise from research communities such as tertiary education facilities;
- To learn and share knowledge and information between the parties;
- To enhance skills, knowledge and service delivery.

Outcomes of the tool
- A formalised relationship, through partnership agreement or memorandums of understanding (MOU), between the academic institution and the MDA;
- Specialised academic research that informs MDA planning and activities;
- Practical experience of MDAs that influences academic research.

How to use the tool
- Select an academic institution, based on its specialised research focus areas;
- Identify the objectives of the MOU or partnership agreement;
- Agree on areas of collaboration (e.g. research outputs, sharing of knowledge, information and expertise, human capacity development, and academic support);
- Establish a steering committee;
- Agree on roles and financial responsibilities of each party;
- Sign the agreement;
- Record any proposed expenditure as agreed by both parties in a separate document attached to the agreement as an annexure.

PEER ASSIST

When to use
- To gather knowledge before embarking on a project;
- To gain inputs and insights from people outside the team;
- To identify new lines of enquiry when facing a specific challenge.

Outcomes of the tool
- Solutions to problems based on prior experience of others;
- Mitigation of risks by ‘learning before doing’.

How to use the tool
- Clarify your purpose and define the specific problem. Find out who else has already solved a similar problem. Share with other teams so that they can also assist, if necessary, in the peer assist;
- Get a facilitator and plan a date for the peer assist early in the project;
- Select the 6–8 participants with the necessary diversity of knowledge, skills and experience from across the institution;
- Be clear on what you hope to achieve during the peer assist and provide participants with any briefing materials in advance, to give them adequate time to prepare;

- Allow time for socialising, so that the teams can get to know each other and will be able to work more openly together;
- Define the purpose, set the ground rules and share information and context;
- Encourage the visitors to ask questions and give feedback, while considering what else they need to know to address the problem and where to find that knowledge;
- Analyse and reflect on what has been learned and examine options;
- Present the feedback and agree actions;
- Acknowledge the contribution of all team members.

TIP
Consider carrying out an AAR following your peer assist to look at whether the process went according to plan, what was different and why, and what can you learn from that for the next time.

PEER COACHING

When to use
- To accelerate the development of leaders;
- To focus on a particular area of personal or professional development;
- To share new ideas between colleagues or to solve problems in the workplace.

Outcomes of the tool
- Improved and wider repertoire of professional skills;
- Reduced isolation among leaders and stronger professional ties with colleagues;
- More cohesive institutional culture and working climate.

How to use the tool
- Match the peers so that their personal values and levels of ambition are aligned (can be one-on-one or a group);
- Agree on a specific performance issue for the coaching interventions (with objectives);
- Set regular meeting and checking-in times;
- Follow an agenda. For example: hellos; summary of issues from last session; update on problems talked about in the previous session; progress; update on actions; results;
- Use questions to guide the discussion. For example, what is your goal and is it challenging enough? What is the situation right now? How did you solve this challenge last time? What are you going to do about it?
- At the end of each discussion, write down and distribute the actions agreed on.

TIPS
- Check in regularly with the other peer coaches;
- Make time to reflect on the value of peer coaching sessions;
- Consider pairing coaches across departments.

PUBLICATIONS

When to use
- To share knowledge around particular practices, events and information;
- To engage employees in the activities of the MDA.

Outcomes of the tool
- Informed and motivated staff;
- Attractive and informative knowledge assets to showcase the MDA’s practice;
- Culture that promotes sharing of information, good practices and lessons learned.

How to use the tool

- Determine the audience and purpose of the publication. Consider whether the publication will be for external and/or internal communication;
- Consider the format and delivery of the publication. This may be print or electronic;
- Establish the frequency and style of the publication. A newsletter may be a regular online publication, while a formal report may be less frequent and delivered in print;
- Appoint an editor or project leader and assign resources. Confirm a publication and delivery schedule;
- If a new publication, commission a designer to develop a template;
- Determine the content required and commission writers;
- If interviews are required, identify subjects and commission interviewers. Commission photographs where necessary, obtaining necessary permissions;
- Develop content for publication. If a content management system is in place, the publication may be incorporated into the CMS workflow;
- Arrange for typesetting and layout;
- Edit and proofread final publication;
- Distribute publication or upload to relevant electronic repository (website or intranet).

TIPS

- Make the publication available in both print and electronic formats for maximum exposure and use the intranet, website or email to publicise the publication's availability;
- Consider frequent low-cost electronic newsletters rather than print-based publications for information that needs to be communicated soon after the event or which will lose currency if delayed.

SOCIAL MEDIA

When to use

- To facilitate informal, self-directed and social learning using online (often free) web-based resources;
- To encourage knowledge sharing and networking through collaborative and social tools;
- To connect and communicate with stakeholders, customers and partners.

Outcomes of the tool

- Creation and sharing of learning resources;
- Culture of lifelong and informal learning practices;
- Engagement with stakeholders and citizens to promote transparency.

How to use the tool

- Develop a social media strategy with a clear purpose for why social media is used in the institution. For example, to encourage informal learning and collaboration within the MDA, or to interact with citizens and stakeholders using social media;
- Establish and communicate to all staff a social media policy that outlines the level of access to social media sites, with guidelines for appropriate use for internal and external communications;
- Develop infrastructure to support social media engagement such as intranet pages, Facebook business pages or Twitter accounts;
- Offer appropriate training in social media etiquette and monitor use;
- Evaluate effectiveness of social media strategy on an ongoing basis.

TIPS

- Establish clear goals for a social media strategy;
- Encourage and reward the creation and sharing of content via social media to inculcate a culture of knowledge sharing and collaborative learning.

STORYTELLING

When to use
- To share knowledge, values and institutional culture;
- To develop trust and commitment;
- To capture past knowledge that can be adapted to the present.

Outcomes of the tool
- Shared understanding about future direction;
- Lasting personal connections and reusable stories;
- Shifts in attitudes and behaviour.

How to use the tool

Weaving in narrative elements into more traditional reports can be a powerful way to get your points across. Storytelling can be used in conjunction with other tools, such as Good practice or Lessons learned.
- Identify your story's main point or lesson learned, which should be a moment of change;
- Close your eyes and think of a response to the question 'what do other people need to know about my story';
- Write down key points of your story;
- Make sure your story has a clear beginning, middle and end;
- Create strong visual images;
- Tell your story to your partner (or the group), describing the events before, during and after the moment of change;
- Allow your partner (the group) to ask questions in order to get more details;
- Record the key points of the story, the names of the author (or narrator) and co-author (partner).

TIPS
- Allow time for people to accept storytelling as a valuable tool for sharing knowledge;
- Keep your stories short enough to be remembered and focus on the positive;
- Balance anecdotal knowledge (i.e. from a story) with evidence-based knowledge.

STUDY TOURS AND DELEGATIONS

When to use
- To interact and discuss with people doing similar work;
- To enable knowledge sharing between MDAs and state government counterparts internationally;
- To develop networks and communities of practice with peers to reflect on good practice.

Outcomes of the tool
- Development of contacts and networks across State Governments;
- Increased capacity and knowledge of individuals on the study tour or delegation;
- Establishment of international relationships within state governments in Africa and worldwide.

How to use the tool
- Have a focused or practical goal for the study tour or visit. Recognise where your organisation or department needs to improve and what you want to find out. Answer the question 'why do we want to do a study tour' (or 'what do we want to achieve from this visit', in the case of a delegation);
- Select participants based on certain criteria such as experience, commitment, observation skills, diversity and availability. It is important to match participants and tour/visit objectives;
- Before a study tour or visit, share your ideas and expectations for the day with your hosts, so that they can understand what you want to achieve. Specify who you would like to meet;
- If hosting a delegation or visit, issue invitations, circulate a draft programme and make hospitality and accommodation arrangements;

- Prepare a final agenda and programme. This may include general discussions and/or one-on-one meetings with individual delegates. Tools such as peer assist may be useful;
- During the tour/visit, record discussions through notes, photos, etc;
- After the tour or delegation visit, share knowledge among colleagues and take action as necessary. Use tools such as Good practice and Lessons learned;
- Disseminate shared learning materials by posting on the intranet and through social media.

TIPS
- International visits need to be planned in good time to allow for paperwork, visas and associated administration;
- Appoint a liaison person for each study tour or delegation to be the main point of contact;
- For high level delegations, confirm protocol arrangements.

TRAINING PROGRAMMES

When to use
- To learn and acquire new skills and qualifications;
- To enable ongoing professional development;
- To motivate and retain key employees.

Outcomes of the tool
- Skilled and qualified staff;
- Culture that promotes professional development.

How to use the tool
- Determine the skills or qualification required. Reviewing an employee's performance appraisal or job description may highlight training needs;
- Select a training provider. Consult with Human Resources (HR). Determine the nature of the training intervention required (short-term, long-term, classroom based or online/e-learning);
- Ask for the course outline and determine if any content needs customising for the MDA context or skills set required.
- Agree with employee/managers about dates and time away from the job to complete the training, including time for completing any assessments;
- If the training is delivered onsite, book venue and arrange for catering. If the training is delivered online or via e-learning, confirm technical equipment is adequate;
- Agree on a method to evaluate the training's effectiveness. This may include formal assessment as part of the training and/or sharing of good practice and outcomes on completion of the training. Tools such as sharing Good practice and Lessons learned may be useful;
- Enable application and practising of new skills on the job, with feedback from managers and other appropriate staff.

TIPS
- A training intervention will be more effective if employees are encouraged to reflect on and apply the new skills to the job with support by managers;
- Members of a Community of Practice can be good sources of information for training providers and experts;
- Mentoring, Peer coaching and learning in a Community of Practice can supplement or enhance formal training and development programmes.

Section 5: Strategic Communications

5.1 Role of Strategic Communication in Policy Reform

This toolkit aims to assist government professionals working in MDA communications departments and press units by presenting a range of key concepts on internal and external strategic communications. Additionally, this guide introduces good practices on achieving measurable results through stakeholder consultation and feedback, while improving government professionals' understanding of the use of media in communicating reforms.

Strategic Communication is the process of communicating a concept (ex: regulations and policies) that satisfies an organisation's long-term strategic goals through facilitated advanced planning.

Strategic communication for MDAs can be defined as the MDA's efforts to engage with key stakeholders and understand their needs in order to encourage conditions that promote the advancement of its policies and objectives through the use of coordinated strategies and plans.

On-going dialogues are planned and facilitated regularly between Government, Media, Civil Society and the general public to improve policy-making, reforms and service delivery to:

- Identify policy needs;
- Develop policies;
- Monitor policy implementation.

Strategic Communication is planned and sustained over a period of time, until goals and objectives are reached. It is not ad-hoc, spontaneous or reactive.

Strategic Communication is:

- A tool to help increase the chances of success in any programme, policy or public service by moving beyond reactive communications, instinct and spontaneity to targeted communications and on-going dialogue;
- A structured approach that combines information (one-way) and dialogue (two-way) methods to achieve specific results;
- A goal-driven system to raise awareness, by facilitating participatory decision-making and public dialogue to build support and influence behaviour.

Using strategic communication techniques means that the right messages and information, get to the right people, and by the right people, at the right time, using the right media, to achieve the right effect.

Key elements of strategic communication include:

- Awareness and Opinion Research, where the MDA has an idea in advance of the general feeling of the people in the state, in order to mitigate and address potential risks and concerns that will lead to non-compliance of new policies;
- Segmented Target groups who will be profiled and separated into supporters, opponents, influencers, and non-influencers;
- Specific Messages for Specific Groups developed to address concerns, or sway opinion towards supporting new policies and reforms;
- Use of Non-mass Media Channels to interact and consult with stakeholders particularly at the grassroots level who will be affected by the policy, or opponents close to the MDAs who may be affected by the reform;
- Coordination of Communication Activities with other groups particularly when several MDAs are involved or if the policy will be carried out in collaboration with private sector groups (a sample action plan is included in the toolkit CD in the Strategic Communication Tools and Resources);
- Focus on Internal Audiences (staff) who will be responsible for carrying out reforms (they should not hear about the new policy in the press, rather they should be involved and carried along to ensure buy-in);
- Consideration of Government staff communication capacity, and what is feasible to achieve given what resources are available, and what will need to be sourced externally.

5.2 Developing a Communications Strategy – Step-by-Step

As mentioned above, strategic communications are targeted, an on-going until the objective is achieved. Having in place an effective communication strategy will ensure that all activities and stakeholders are clearly identified, and all messages and media and non-media tools are listed, for easy referral by all involved.

An effective communication strategy can be devised by completing seven simple steps. The steps are used as a guide and need not result in a lengthy document.

Step 1: Assess the context for policy and communication and media. In this step, a few paragraphs can define what the policy or reform were designed to address, what the mood in the state is towards the policy/reform, and what media can be used to disseminate information, and to create effective dialogue.

Step 2: Define the objectives – they are never only focused on awareness-raising. The objectives of an effective communication strategy are not only to share information internally and externally, but should also address issues regarding end-users for a policy. The public should have an opportunity to communicate their needs to the MDA, and the MDA should provide feedback on how those concerns are being addressed.

Step 3: Specify the stakeholders, target groups. Identify internal groups within government who will be affected, identify external influencers outside government who will support or oppose the policy, identify influential community leaders such as traditional heads or religious leaders that can help ensure compliance, and identify the members of the public who the reform will most benefit or affect adversely. More information on this step can be found in the Mapping stakeholders section below.

Step 4: Decide the message(s) they need to receive … *and* who are the best "*messengers*." If your goal is to reduce under 5 mortality in the state then different messages will need to be developed for the various stakeholders. For example, a traditional leader will want to hear that children in his community are dying of common childhood diseases and could be saved if immunised. A mother in a community will need to hear that immunisations will save her children, and that these will be provided free of charge by the state, and in collaboration with a private sector organisation or a non-governmental organisation (NGO). The private sector will want to hear that they are being paid for the vaccines in a timely manner. The government will want to speak with the NGO and give them messages about the importance of monitoring, and handing over the data to the State Bureau of Statistics.

Step 5: List the best actions, activities to meet your goals. This will ensure that those involved in implementing the strategy will know exactly when is the next activity, or what it should, how much will it cost, and who is responsible to carry out that activity. In the toolkit CD provided, a sample action plan is included that can be adapted to fit the needs of the MDA.

Step 6: Specify how performance will be measured, identify monitoring methods. The key to the success of an effective communications plan/strategy to support any reform is monitoring. If literacy rates in the state are low, and resources have been spent to advertise in the newspapers, it is likely that awareness and compliance levels with the new policy will be low, and the strategy will be ineffective. It is therefore important to decide how to monitor the different actions implemented through the policy, and assign responsibility, and to review the strategy if actions taken are not working.

Step 7: Assign responsibility for implementation. It is important that the strategy identifies individuals or MDA departments who will be responsible for implementing the policy. Ownership of the different tasks will ensure success, and of course, support from the top levels of government are very important in the strategy's success.

Strategy Template

Time Frame: Describes the time period for which the Communication Strategy shall apply (part of, or whole, project period with regular and periodic revisions, campaign-specific, etc.).

Introduction: Description of the overall objective(s) of the project/programme. What role will communication play in the project/programme? Explain why it is important to prepare a project/programme-specific Communication Plan.

Analysis of present situation: (This analysis needs to include both internal/inside and external/outside communication.) Description of all stakeholders involved and related to the project/programme. Which are the basic preconditions that will affect communication related to the project/programme? For on-going projects, an analysis of the existing communication (include possible problems and opportunities) should be included.

Target Groups: Includes the identification of the most important and relevant stakeholders (for the project/programme). Out of these, the "target groups" for the communication activities will be selected.

Communications Goals: Description of the aims and overall objectives of this Communication Strategy.

Messages: Description of the overall message(s) that need to be transferred to the target group(s).

Methods: Describes the different methods that will be used in order to reach the communication goals. These will later be further concretised into activities in the Action Plan; channels, one-way, two-way, combination.

Critical Success Factors/Limitations: What are the limitations of this Communication Strategy? It is important to limit the planned communication to the objectives, areas and target groups that are prioritised for the project/programme.

Capacity building: Does the MDA have staff with Communications experience? Or do they need training?

Monitoring & Evaluation: How can we assure that the communication plan is put into effect and how do we follow up and measure results? (important to appoint a person/function as responsible for the follow up of the Communication Strategy, as well as for the various activities included in the Action Plan).

5.3 Mapping Stakeholders

A variety of different groups have a stake in the outcome of any reform. Stakeholder mapping is the process of analysing the positions and attitudes of key players (individuals and organisations), who are likely to be positively or negatively impacted by MDA policies, reforms and programs. The level of importance and roles that stakeholders play are highly specific to the reform issue and the political, social, and economic environment. All reform efforts must identify and prioritise the main proponents and opponents among MDAs and lawmakers, private sector actors, opinion leaders, civil society/media and other influential people or groups. Mapping them according to their respective interest and influence levels helps ensure that our communication activities are prioritised so that resource-use is optimal and our messages maximally effective.

Why map your stakeholders?

1. So we chose the best:
   - Messages
   - Tools, Approaches
   - Messengers

2. So we avoid the risks of:
   - Not reaching priority stakeholders
   - Diluting our messages
   - Tuning people out, creating animosity
   - Wasting time, money, other resources

Mapping Stakeholders Step – by – Step

Step 1: Identify all stakeholder groups that will be affected by the reform´s objectives—positively or negatively.

Step 2: Research/Understand the awareness and attitudes of stakeholders to the proposed reform as well as their primary concerns, fears/opposition, interests and expectations. Benchmarking stakeholder views will help create a basis from which to measure progress and provide an entry point for dialogue. It shows that you are interested in their thoughts/concerns and are working differently. This can be done via polls, surveys, focus group discussions, questionnaires, etc.

Step 3: Analyse the results of stakeholder research to assess degrees of support/opposition, comparative levels of influence, willingness to engage in the issue, access to media and non-media outlets, preferred communication channels, etc. Do they prefer radio, TV or face-to-face? How often do they want to engage? Do any people or groups have potential conflicts of interest that might threaten the reform? Understanding, respecting and applying this will send a message that you have paid attention and are responding in a way that will encourage them to engage and support you.

Step 4: Categorize & Prioritise each of the groups and sub-groups.

How to Prioritise Stakeholders

Some questions to answer to assist in prioritising stakeholders include:

1. What is the result we want to achieve? What do we need them to do? To think?
2. Who must receive our message in order to reach our objectives? Those who oppose? Supporters?
3. Who does not need it?
4. What is the link between them?

Stakeholder Categories

To help prioritise, it can be useful to categorise each stakeholder group.

The two defining criteria are:

1. The level of influence each group (or sub-group) has in the reform/policy issue;
2. The level of interest or 'stake' they have in the outcome.

That then leads us to four (4) essential categories of stakeholder in any given issue.

1. **Interested in the issue/reform** and ***must*** be involved for the reform/advocacy to succeed;
2. **No interest in the issue/reform**, but must be involved;
3. **Interested** or wants to be involved, but is **not a "must"**; the reform can succeed without them;
4. **Not interested** in the issue/reform and **not necessary** for success.

Stakeholder Map

A useful tool for doing this analysis is the stakeholder map. For each reform initiative or governance issues, plot each stakeholder group and key sub-groups to rank them in importance relative to achieving the reform objective.

REFORM ISSUE	Little/No Influence	Some Influence	Unknown	Moderate Influence	Significant Influence
Support is Strong		Private Sector/Members			Government leadership
Support is Moderate	Citizens			International Media	Line Ministries, Departments, Agencies
Unknown		Civil servants Implementers	Local Media		
Opposes Moderately					
Opposes Significantly					

Effective Dialogue and Consultation

Consultation is an interactive process in which participants expect their opinions to be listened to, understood and reflected in policy reforms. Additionally, consultation is a crucial element of any communication strategy—internal or external.

To put the interests of MDA constituents first, MDAs must <u>know</u> – simply assume – what their stakeholders' interests and priorities are. In fact, their interests are changing all the time. Therefore, MDAs must "check in" with them regularly. They do that via consultation.

Feedback Loops

MDAs might consult citizens or the private sector to gain feedback on a particular policy. Government in turn feeds back how stakeholders' views were taken into account in forming the policy. Effective consultation requires first defining the issue(s) on which people's views are sought and then providing the information that participants need to engage as partners in the dialogue. Consultation is often the first step to achieving active participation or public-private partnership in policy-making.

There is growing appreciation among MDAs for this approach, but it must be understood that lobbying and other practices to secure preferential treatment remain entrenched in many parts of the world. Overcoming that will take leadership, time, effort and evidence that consultation and participatory policy-making is more sustainable.

> Tip:
> When is the right time to consult?
> The short rule is: <u>Always</u> consult... and do it as <u>early</u> in the reform process as possible.

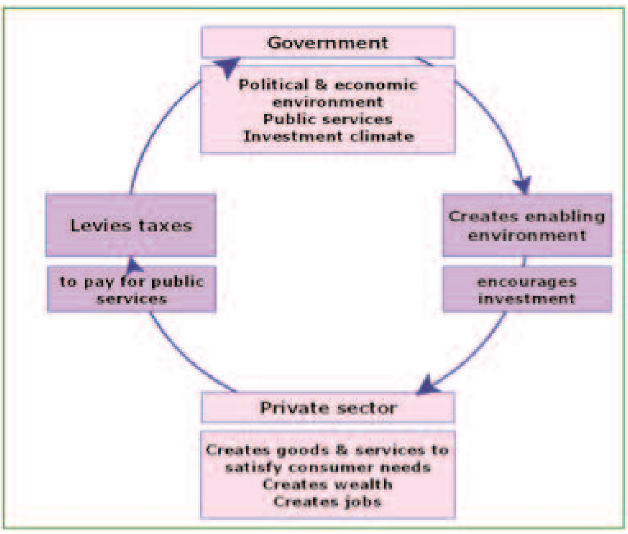
Stakeholder Consultation – 12 Key Principles [3]

1	**Access** – Consultation exercises should be designed to be accessible to, and clearly targeted at those people the exercise is intended to reach.
2	**Breadth** – Consult widely; the private sector and civil society are multidimensional.
3	**Targeted** – Some groups are more directly affected by the report, and must be targeted for inclusion.
4	**Diversity** – Use a variety of consultation methods.
5	**Focus and Clarity** – Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence, and the key messages.
6	**Efficiency** – Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if stakeholders' buy-in to the process is to be obtained.
7	**Quality of Input** – Provide suggestions or establish gu idelines for the type of feedback according to relevance.
8	**Timeliness** – Formal consultation should take place at a stage when there is a scope to influence the policy outcome and people have a chance to provide real input.
9	**Duration** – Allow enough time for feedback (3 months is good practice).
10	**Responsiveness** – Consultation practices should be analysed carefully and clear feedback should be provided to participants following the consultation, including how their input has influenced the policy reform process.
11	**Implementation** – Continue dialogue after the policy's approval to address implementation issues. How is the reform working in practice?
12	**Capacity** - Develop and share lessons for the future. What worked? What did not work? How did participants add value?

Consultation Tools of Engagement for Stakeholder Consultation

Like other elements of communication, consultation can and does happen spontaneously, but it works better if it is planned. The tools often used to consult MDA stakeholders—internally and externally-- are similar. Your job is to consider the context and objectives of each engagement and choose the most suitable tools. Below are some tools used in stakeholder consultation:

- Events: Seminars, presentations, workshops, department meetings, retreats, committee meetings, etc.
- Suggestion boxes, Hotlines, Citizen scorecards, SMS surveys
- Media programming—TV & radio call-in programmes
- Focus group discussions, surveys, questionnaires
- Public hearings, town hall meetings, speeches/Q&A
- Website, Intranet, SMS
- Social media—Facebook, Twitter, etc.



[3] *Effective Dialogue, Step by Step Guide for Consultation & Dialogue in Nigeria, DFID ENABLE.*

How to Use Feedback and Why

Feedback enables MDAs to obtain vital assessments about the appropriateness of policy interventions and perceptions of MDA stakeholders' about the policy or public service. It also provides a channel for MDAs to obtain advice— alternative policy and implementation options grounded in the unique experience and 'insider' knowledge of the people affected most. Feedback is the very essence of participatory democracy and monitoring— crucial for keeping Government policy and services relevant and on track.

But, it is not enough to merely collect feedback. As MDA communicators, you must help your MDAs provide feedback 'back'— complete the virtuous circle of good governance by explaining how and why stakeholder feedback was used or not used in order to earn and keep people's trust in our motives and objectives. It also ensures that you can rely on them for feedback when we ask again.

5.4 Media Relations – Getting MDA News Covered

National and local media are unique stakeholders in business environment reforms— not core constituents, but vital intermediaries for informing and engaging business people/citizens in dialogue about business environment policy and the issues surrounding them.

Citizens and business people rely on broadcast, print and web-based news outlets as primary sources of news about Government and business activity. Journalists and especially editors serve as 'gatekeepers' of mainstream forums for public debate. At the same time, journalists and editors are key opinion leaders, setting the agenda for public dialogue.

The public ranks issues on the policy agenda are based mainly on the issue agenda of the news media. What the news media present as the most important issues of the day also strongly influences stakeholders' opinions on the issue/reform. MDAs must have sound strategies for getting out their news. In the toolkit CD, consult the folder on Media Relations to access tools and guidance on effective media and press relations.

Proven Tools for MDA Communicators

Below are descriptions and techniques for the use of some of the most common media relations tools. A combination of these tools makes up a communications campaign:

- **Media Advisories / Media Alerts** are brief, one-page, written notices designed to invite the media of an upcoming news event, such as a news conference. Advisories include the who, what, where, when and why of your activity, may include visuals and also point reporters to the right person in your MDA who can offer further information. Advisories should be sent out a few days before the event and followed up by a phone call.
- **Press Releases/News Releases** offer more information than media alerts. A news release may precede a news event you want covered, be used to make an announcement or provide a response to a current issue or recent story. If possible, limit your news release to one page (no longer than two) and monitor which newspapers, TV stations and radio stations are covering it.
- **Fact Sheets** are similar to a media alert and contain key facts, statistics, dates and targets, as well as an overall picture for readers.
- **Press Conferences** should be used when you need to get information to a large number of media outlets with a wider reach of the general public.
- **Radio and TV shows** provide a format for guests to present issues and concerns of interest. Identify the most appropriate programs for reaching your intended audience. Send a pitch letter to the talk show producer indicating why the issue is important to listeners and viewers. Follow-up with a phone call/meeting to make your pitch.
- **Public Service Announcement (PSAs)** are another good way to reach the public. PSAs are used by print and broadcast media as a means of providing messages to the general public. PSAs are generally 15, 30 or 60 seconds in length and should run free of charge by the station. Stations will have different requirements for placing a PSA, so it's important to call and inquire.
- **Print and Broadcast Editorials** are used to react to recent events, published news or editorials, to state a fact or offer an opinion and or to correct misinformation. Editorials can be submitted to a newspaper, TV or radio station.

1. **Letters to the Editor** should be submitted within a few days of the event or activity to which you are responding. Letters should be well-written, succinct and to the point. Generally, 75-100 words is the maximum length recommended. Each publication has their own format, so call ahead and find out requirements before you submit.

2. **Opinion-Editorials (Op-Eds)** should be written in a news article format, but in an opinionated fashion, outlining your MDA's persuasive points and solutions to issues, and citing necessary statistics to reinforce your opinions. Op-Eds should be submitted to the Editorial Page Editor of a newspaper. Maximum length is generally 450 to 600 words but it is important to inquire about requirements of each paper.

3. **Broadcast Editorials** serve the same purpose as a letter to the editor or op-ed piece. Broadcast Editorials should be directed to the station manager of a TV or radio station. It's always a good idea to call in advance and ask about the specific requirements for submission, including length and format.

4. **Editorial Board Briefings** are another option for voicing your opinion. In an editorial briefing, key members from your MDA can sit down with the editorial board of the newspaper or broadcast media and discuss the policy at hand in length. To arrange for an editorial board briefing, submit a letter of request to the editorial page editor and follow up with a phone call. Be prepared to send background information.

- **Media Contacts** are a critical element of a successful media relations plan. It doesn't matter how newsworthy or important the story is, if it is not received by the right person, it can be sidelined.

- **Long Lead Publications** such as industry newsletters and regional magazines, are another good media for promoting your policies or your MDA's objectives. Keep in mind that the focus of the article should connect with the intended readers (audience).

- **Following Up and Monitoring** are important parts of media campaigns. Keep issues alive by writing letters to columnists and responding to articles and editorials. Make follow-up calls to ensure that your news release or op-ed lands in the right hands. To track successful media placements, utilize online sources and search engines.

- **Visual Ideas** are excellent media tools for getting your messages out to the general public, as they have wider reach. Facilities tours, safety demonstration videos, policy poster boards, and other visual tools can help disseminate your MDA's messages over time.

5.5 Monitoring & Evaluation Techniques

Confirming that the intended results are being achieved or whether modifications are needed is a crucial part of any strategy. A plan for M&E is even more important for communication and advocacy because it can be difficult to draw a causal link showing that a particular initiative was responsible for a particular result. It is also key in holding MDAs to their commitments to implement the strategies they prepare.

How the results of each activity in the Communication/Advocacy Strategy will be monitored assessed and measured is an integral part of the strategy design process. It cannot wait until after strategy implementation has started because some communication initiatives may not be chosen if there is no feasible way to monitor their implementation or evaluate their effectiveness in delivering the intended results. What are the indicators of success? And how will we obtain them?

"M" = Inputs/Outputs and "E" = Results/Impact
In short, monitoring looks at the inputs and outputs of communication/advocacy activities. What resources were used (inputs) and how were they used (outputs). Evaluation looks at results/outcomes and the qualitative impact the strategy achieved.

Results/Outcomes
Were the number of tariffs for importing textiles reduced? Was the time needed to secure a license for veterinary pharmaceuticals reduced?

Impact

Did foreign investment into the state increase after rules for expatriating profits were eased? Did the number of people applying for home mortgages increase after the Governor's consent was removed?

The 3 stages of M & E

Essentially, there are three (3) stages for M&E in any communication or advocacy strategy.

1. During the design of the strategy - The starting point for designing any strategy is to develop an understanding of stakeholders' awareness and attitudes toward the business environment issue. This establishes the "before" part that allows us to evaluate the "after" results generated by our strategies.

The best way to do this is to conduct structured stakeholder research via surveys, questionnaires, interviews with key players/opinion leaders or focus group discussions. Due to a lack of appreciation among MDAs of the importance of establishing benchmarks against which to measure progress, but also due to the time and expense needed to do it, baseline studies are rarely conducted. It is a disturbing weakness. At minimum, a communication assessment must be done and should include a scaled, bare-bones poll of stakeholders— MDA staff, public service consumers.

Tip: Transparency helps MDAs stay committed

Implementing a communication strategy requires time and resources used over many months. MDAs must understand that up front. To help support M&E tools built into the Implementation Plan (and build stakeholder engagement), it can be useful to inform stakeholders of progress and setbacks during implementation. Transparency in implementation can be a powerful way to keep the spotlight on MDAs so they follow through on their commitments.

2. During implementation of the strategy - We cannot wait until after implementing the entire strategy to evaluate whether it is working as we'd intended. As we progress with the various initiatives and activities in the strategy, it is important to:

(1) Verify that planned activities actually take place;

(2) Monitor their effectiveness so that we can alter our approaches as needed. Determining how each activity will be monitored needs to be decided up front and who will be responsible for doing it. That forms a key part of the Implementation Plan.

Main questions to be answered by M&E

- What changes in attitude or action did we catalyse?
- How did that affect support for reform or its results?
- What would results likely have been without our comms/advocacy?

3. After the strategy has been implemented - This is where we draw a conclusion as to whether the strategy delivered on the objective(s). It is also where we assess what went well and what worked less well— the things to learn from and improve upon where needed.

Did we convince the Governor and a majority of legislators in Kaduna to set aside land as grazing reserves? Are 30% more SMEs in Nigeria aware of changes to tax filing requirements? A majority of businesses and private users are satisfied with Lagos State's new Mass Transit policy, etc.

Annex I: Glossary

Communities of Practice (CoP): Networks of people who work on similar processes or in similar disciplines, and who come together to develop and share their knowledge in that field for the benefit of both themselves and their organization(s). They may be created formally or informally, and they can interact online or in person.

Content management: 'Content' in this context generally refers to computer-based information such as the content of a website or a database. Content management is about making sure that content is relevant, up-to date, accurate, easily accessible, well organized etc., so that quality information is delivered to the user.

Content Management Systems: A CMS is software used to create, review and publish electronic text. Content is created, managed and distributed on the intranet, extranet or website. It is also easy to edit and control versions and allows for collaborative work. If properly implemented, a CMS improves the quality of explicit knowledge, provides limited support to tacit knowledge and supports collaborative projects.

Explicit Knowledge: Organizational knowledge created by people through their daily work activities and general life experience and documented on paper or through IT systems.

Groupware: Refers to technology designed to help people collaborate. Applications include communication tools (e.g. email, wikis), conferencing tools (e.g. video conferencing) and collaborative management tools (e.g. information management systems).

Information and Communications Technology (ICT): ICT is often used as an extended synonym for information technology (IT). It is a more extensive term (i.e. more broad in scope) that stresses the role of unified communications[1] and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information.

Knowledge Resources: The location, availability, ease of access, relevance, usability and format of knowledge resources were assessed, together with the users and custodians of the resources. Intra-directorate access was found to be significantly better than inter-directorate access. However, document sharing was limited and only staff keeping the documents knew about them, which led to poor document update and poor content management.

Knowledge Mapping: A knowledge asset map was developed which showed that knowledge is to a large extent preserved in silos within organisations. However, some processes, information and knowledge flow between Legal, Supply Chain, Payroll, Internal Audit and Finance.

Knowledge Management (KM): Is about building organisational intelligence by enabling people to improve the way they work in capturing, sharing, and using knowledge. It involves using the ideas and experience of employees, customers and suppliers to improve the organisation's performance. Building on what works well leads to better practice, strategy and policy.

Strategic Communication: Is the process of communicating a concept (ex: regulations & policies) that satisfies an organisation's long-term strategic goals through facilitated advanced planning.

Tacit Knowledge: Knowledge that people carry in their minds that is rooted in their experience. It comprises people's viewpoints, beliefs and know-how, and includes practical crafts and skills. For example, knowing how to ride a bicycle is tacit knowledge that isn't easily documented on paper.

Annex II: Useful Websites

http://www.kmworld.com/Articles/Editorial/What-Is-.../What-is-KM-Knowledge-Management-Explained-82405.aspx This is an online publisher and information provider in the area of knowledge management, information sharing, and documentation.

http://www.knowledge-management-tools.net This is a knowledge management site covering the theories, frameworks, models, tools, and supporting disciplines that are relevant to both the student and the practitioner. The goal of this site is to provide a comprehensive overview of knowledge management by examining its objectives, scope, strategy, best practices, knowledge management tools, and so on.

http://www.kminstitute.org The KM institute offers training and certification in knowledge management.

https://www.mindtools.com/pages/article/newISS_87.htm - This site offers management training and leadership training on-line.

http://www.unpan.org/elearning/onlinetrainingcentre/tabid/1456/language/en-us/default.aspx UNPAN online training courses are available to anyone with Internet access and are provided free of charge.

Knowledge Management & Strategic
Communications Guide and Toolkit