

Abstract ID: 11195

Title: Improving Knowledge Transfer Across the Globe

Subcommittee: Education

Abstract Text: Traditional organizational assessments broadly analyze the basic health and well-being of an organization, but don't often have the ability to adapt and focus on one of the most critical pieces of organizational survival and advancement—knowledge. This study looks at a 17-step knowledge assessment process, developed and refined through multiple large-scale assessments with a variety of US Army, US Air Force, world aid, and corporate entities. This knowledge assessment process was developed to help organizations obtain an indication of their health in terms of knowledge flow, knowledge creation and transfer, and ultimately knowledge management processes, strategies, and approaches by looking at how the people, processes, technology, and culture integrate as methods of informal learning. The process focuses on identifying performance gaps between what an organization is doing and what it needs to be doing given its current goals. It also highlights the gaps between what an organization currently knows and what it needs to know to achieve its goal. It does this by identifying the causes and contributing factors of identified gaps, the impact each gap has on the organization, measures of effectiveness and priorities for addressing each gap, and recommended training and education strategies for closing the gaps and improving individual and organizational performance. The end result of this knowledge assessment is a targeted knowledge strategy, which is designed to help the organization develop knowledge management, training, and education approaches and methods to close the gaps. This paper looks at the application of this knowledge assessment process with the United Nations Development Programme and US Army Programs and addresses the knowledge gaps and strategies for improving formal and informal learning and knowledge transfer across multiple countries and cultures.

Will this paper have one or more authors from outside the U.S.? No

Discussion Points:

1. Knowledge Management
2. Knowledge Assessment
3. Informal Learning
4. Organizational Assessment

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Biography:

Holly C. Baxter, Ph.D., Chief Scientist of Strategic Knowledge Solutions, has spent more than a decade specializing in Instructional Design, Evaluation Metrics, Organizational Development, and Training in both military and commercial environments. Her experience includes developing effective vignette-based training for enhancing situational awareness, designing embedded training solutions for damage control personnel, developing evaluation metrics for simulation-based training, identifying cognitive training requirements utilizing expertise in Cognitive Task Analysis (CTA), and using knowledge management tools to capture tacit knowledge in the field and turn that knowledge into effective just-in-time vignette-based training. Dr. Baxter has published numerous articles in the field of cognitively-based training solutions, has been an invited speaker at multiple conferences and events, and has given many workshops on CTA, Vignette Development, Intuitive Decision-making, and Leadership Development. Dr. Baxter earned a Ph.D. from Indiana University in Organizational Communication and Management with a focus on Instructional Design.

Status: APPROVED

IITSEC ABSTRACT SCORING FORM

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Title: Improving Knowledge Transfer Across the Globe

Primary Author: Baxter

Committee: Education

Education: Instructional and educational methods, theories, and approaches to promote or advance learning.

This subcommittee is seeking papers on the principles of learning, including the processes, lessons learned and qualitative and quantitative evaluation applied in academic or organizational programs. Papers in this subcommittee focus on the specific application of these principles in the areas of advanced distributed learning, interactive multimedia, immersive learning environments, blended learning solutions and courseware development.

Evaluation

Substance. The controlling idea and the support for it. The total concept the author wants to present. A good idea can survive mechanical flaws, but perfect spelling and grammar can't save poor ideas.

Originality. A new concept that furthers the evolution of the committee's subject area. A repeat of past theories that add nothing to the community of knowledge are generally unacceptable, unless the prospective abstract/paper promises to impart knowledge that may be of substantive value to a novice audience.

Acceptance

Accept Reject Discuss Sales Pitch Similar Abstract
 International Abstract (Specify ID Ref No.) Transfer to

Key Words or Concepts

Other Comments/Remarks