

**Sharing Knowledge, Improving Practice, Changing Lives**  
**A Knowledge Management Strategy and Action Plan for Social Services**



Knowledge Services

# **Sharing Knowledge, Improving Practice, Changing Lives**

## **Appendices**

## Appendix 1: Bibliography

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## Appendix 2: Methodology

The consultation and analysis process employed to develop this strategy was in four stages as outlined below.

### ***Stage one***

Stage one began during June 2008 with two workshops gathering together key strategic and operational stakeholders to discuss initial thoughts on the need for a knowledge management strategy for social services in Scotland. These workshops provided early insights into vision and benefits as well as possible enablers.

A literature search, 16 interviews and three shadowing sessions took place during September to November 2008. The literature search provided contextual research and policy information, across the field. This was then used to devise an interview schedule and methodology. In advance of the interview, participants were provided with a copy of the interview schedule (see appendix five), intended to focus discussions on the national *Changing Lives*<sup>i</sup> priorities and the ways in which knowledge and information support could support their organisations in fulfilling their individual business objectives. A schematic was also forwarded outlining high-level conceptual connections between knowledge and information management and the key themes of *Changing Lives*<sup>ii</sup>. The interviews were approached flexibly, but these conceptual models were always kept in mind as the loose overall structure for the discussion.

The interviews were informal in nature and were recorded. Each interview was transcribed and returned to the interviewees for comment. Thematic analysis established themes and key priorities for information and knowledge management, identifying key quotations while maintaining interviewees' anonymity.

The three days of shadowing took place which afforded the opportunity to speak to frontline practitioners, delivering services on the coal face. These shadowing sessions were informal in nature but provided great insights into what is currently being done well in the sector and also areas where knowledge and information could support and enhance service delivery. After the three days of shadowing, the points noted after each session were grouped into the key ingredients of any successful knowledge management initiative:

- *People*
- *Processes*
- *Technology*

Knowledge and information solutions not only emerged from these sessions, but were also suggested from front line practitioners. These solutions have been incorporated throughout the discussion paper.

In combination, the literature review, series of interviews with senior strategic stakeholders and shadowing sessions, have formed the basis for the current discussion paper, they

afforded valuable insights into the existing knowledge and information infrastructure within Social Services in Scotland, together with key strategic needs and issues which the future knowledge management strategy will need to support.

## ***Stage two***

The findings from stage one formed the basis of a strategic discussion paper outlining options for potential improvements and solutions for knowledge management for the social services sector. The proposals focused on developing two approaches - *creating a national infrastructure to support access to knowledge*; and *setting out actions to be delivered on the ground by organisations, teams and individuals*. This discussion paper was consulted widely and prioritised during February and March 2009.

The aims of this second phase of consultation were to:

- Identify practical solutions and improvements for the strategy and implementation plan, teasing these out of the high-level strategic findings of phase 1.
- Highlight and underline how the emerging knowledge management strategy underpins the goals of *Changing Lives* and its supporting national work streams for research, workforce development and continuous learning.
- Promote the principles of a networked, collaborative approach to development across organisations and sectors.
- Involve and engage as wide a range of stakeholders as possible in the process of developing the strategy, in understanding its benefits, and committing to involvement in its implementation in the context of a networked, collective approach.

The consultation followed a consensus-building approach, in three stages:

## 1. Face to face consultation event

This was held at Glasgow Royal Concert Hall on February 6<sup>th</sup> 2009<sup>i</sup>

Discussion was based upon the strategy discussion paper produced as a result of the first phase of stakeholder consultation. Participants were sent a copy of the strategy discussion paper in advance of the event.

The event used two approaches to gathering views and gaining a consensus:

1. 6 key questions which were grouped under the following headings:
  - Knowledge sharing and collaboration
  - Ownership and measurement
  - Management and recommendations
2. A Knowledge Café approach was used to encourage conversation and to gather a range of views and opinions.

26 deliverables were rated by groups in accordance to their importance and urgency to build consensus on priority areas of focus and to inform the action plan timeline.

## 2. Questionnaire surveys

A questionnaire seeking clarification on priorities and to gain a consensus on the themes from the first phase of consultation was distributed throughout the sector. Distribution channels were: email (recipients were asked to cascade to colleagues), website links (SSKS, IRISS, Changing Lives) and existing networks (Learning Networks, Centres of Excellence, Voluntary Workforce Unit) which were asked to forward through their channels, to reach a varied audience. The questionnaire focused on the same two key areas as the consultation event.

A second questionnaire was distributed during March 2009 in partnership with IDOX Information Services. This explored specific requirements for information tools and services

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<sup>i</sup> To listen to the Keynote speech from Alan Baird, President of ADSW, follow this link - <http://tinyurl.com/alanbaird>, and to view some photos of the day, follow this link - <http://tinyurl.com/consultationphotos>. Annex 1 provides feedback on the value of the consultation event.

and the potential for collaborative purchasing of resources across social service organisations.

### 3. One-to-one sessions with representatives of Shadow MKN organisations

Upon completion of the consultation event and questionnaire, face to face meetings were held with members of the MKN steering group to ensure that there was a shared understanding of the concept of the MKN and to discuss:

- Purpose and function of Social Services MKN
- What is involved for their organisation in belonging to the MKN
- What their organisation could gain from the MKN
- What their organisation could bring to the MKN

#### Outputs

In combination, the face to face consultation, online questionnaire and MKN one-to-one sessions and these operational plans were used to build a roadmap setting out actions, objectives and implementation timelines within five work streams mapped to the goals of *Changing Lives*.

### ***Stage three***

Stage three took place during May to June 2009 where the next iteration of the draft strategy was disseminated for written consultation and feedback. The steps included:

- Validation of the roadmap by MKN steering group members and incorporation of their feedback
- Investigation of knowledge resources and services requirements – results analysis of the collaborative questionnaire with IDOX Information Services
- The development technological infrastructure – SSKS user group established to guide the development of the portal
- Development of a draft summary of the strategy aimed at front line practitioners, service users and carers



## Outputs

The feedback gathered during this stage fed into the refinement of the workstreams to ensure that they strengthened the links with *Changing Lives*. The action plan was reviewed to ensure that it reflected the needs uncovered during all stages of the consultation. The findings from the collaborative questionnaire with IDOX and the SSKS user group meeting provided the basis for a wider SSKS consultation event. Feedback on the draft summary document indicated that various mechanisms would be required in order to communicate the strategy effectively.

## Stage four

Stage four took place during June to August 2009, when the next iteration of the draft strategy was disseminated for written consultation and feedback. An online questionnaire focused on:

- The vision
- The workstream approach being proposed
- The deliverables
- Suggestions for how individual organisations could get involved

A consultation event attended by over fifty people to discuss the future redesign of Social Services Knowledge Scotland.

Additional steps included:

- Initial discussions with the Chairs of the Local Practitioner Forum on the strategy and how the outcomes could benefit the Forum as well as their organisations
- Engagement with the Scottish Consortium for Learning Disabilities Service User and Carer group, sharing insights and experiences as service users of the role of information support.
- One-to-one sessions with the Centres of Excellence to consider their possible involvement in the implementation of the strategy
- Further discussions with potential MKN member organisations in local authority, independent and voluntary sectors.

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## **Outputs**

Final revision of strategy to strengthen focus on service user and carer needs, engagement of frontline staff, detail of SSKS redesign, and links with continuous learning and workforce development.

## Appendix 3: Managed Knowledge Network steering group members

Alan Baird – *Shadow steering group Chair*

Neil Ballantyne

Alan Chapman

Lisa Curtice

Grainne Hamilton

Yvonne Leathley

Susan Lindner

Mike Martin

Mike McLean

Judith Midgley

Lisa Pattoni

Keith Quinn

Catherine Rainey

David Rennie

Yvonne Robson

Geoffrey Seaman

Bill Sim

Diane Gwynne Smith

Annette Thain

Ann Wales

Ian Watson

Gordon Watt

Dundee City Council and Association of Directors of Social Work

The Institute for Research and Innovation in Social Services  
Dementia Services Development Centre

Scottish Consortium for Learning Disability

Scottish Social Services Learning Networks

Scottish Social Services Learning Networks

NHS Education for Scotland and The Institute for Research and Innovation in Social Services

Joint Improvement Team

The Improvement Service

Voluntary Sector Social Services Workforce Unit

Voluntary Sector Social Services Workforce Unit

Scottish Social Services Council

Scottish Government

Private Care Sector Workforce Initiative

Association of Directors of Social Work

Perth and Kinross Council

Scottish Borders Council

Social Care Institute for Excellence

NHS Education for Scotland

NHS Education for Scotland

The Institute for Research and Innovation in Social Services

Scottish Government

## Appendix 4: Individual contributions

**Sincere thanks are expressed to all who participated in the project. Special thanks to:**

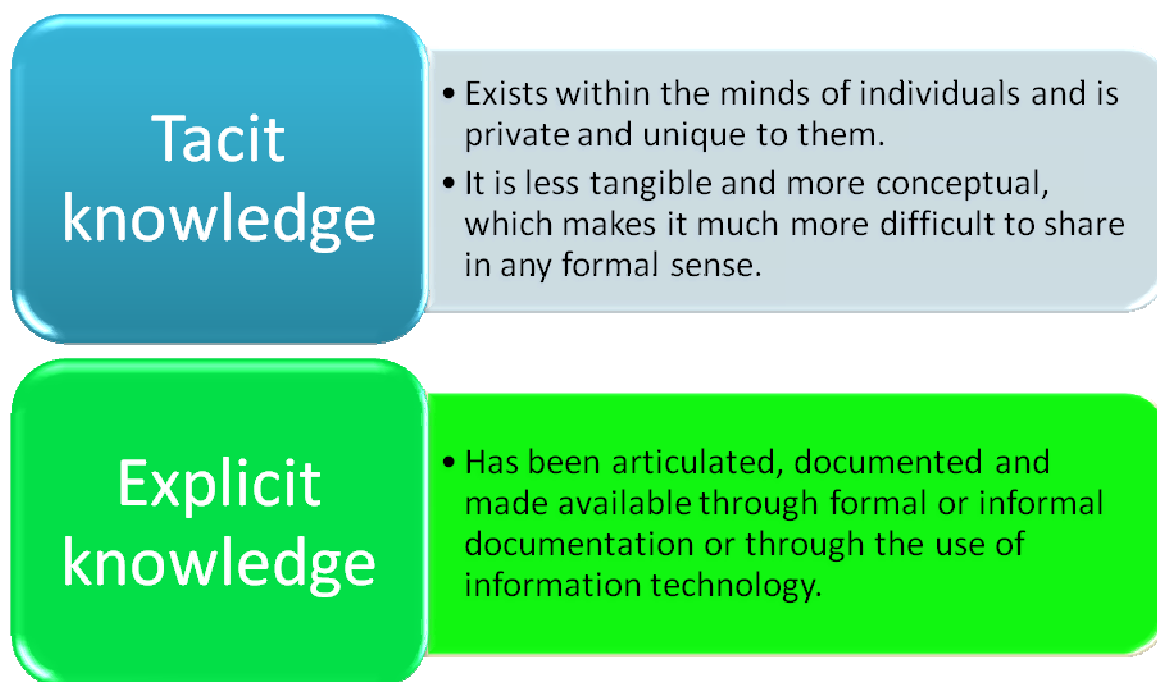
- Collin Adams and his team, Child and Family services, South Lanarkshire Council
- June Andrews, The Dementia Services Development Centre
- Alan Baird, Dundee City Council
- Joy Barlow, Scottish Training on Drugs and Alcohol
- Andrew Bruce, Scottish Government
- Fiona Clark, Scottish Social Services Council
- Ben Coburn, Scottish Government
- Lisa Curtice, The Scottish Consortium for Learning Disability
- Ian Davidson, Scottish Government
- Grainne Hamilton, Scottish Social Services Learning Network
- Helen Hayes, Scottish Training on Drugs and Alcohol
- Andrew Kendrick, Glasgow School of Social Work
- Wendy Laird
- Romy Langeland, Association of the Directors of Social Work
- Yvonne Leathley, Scottish Social Services Learning Network
- Pam Linton, Angus Council
- Local Practitioner Forum Chairs
- Jane Mackenzie, Improvement Service
- Ranald Mair, Scottish Care
- Willie McAllan, South Lanarkshire Council
- Katy McColgan Scottish Social Services Learning Network
- Judith Midgley, Voluntary Sector Social Services Workforce Unit
- Jackie Morrison and her team, Oaklands Daycare Centre, Dundee City Council
- Steven Paterson, Scottish Institute for Residential Child Care

- Wendy Paterson, Scottish Social Services Learning Network
- Lisa Pattoni, Voluntary Sector Social Services Workforce Unit
- Cathy Pratt, Glasgow City Council
- Keith Quinn, Scottish Social Services Council
- Catherine Rainey, Scottish Government
- Sandy Riddell, Moray Council
- Jane Ross and her team, Child and Family services, South Lanarkshire Council
- Celia Rothero, Scottish Social Services Learning Networks
- Paula Aldin-Scott, Scottish Social Services Learning Networks
- Bill Sim, Scottish Borders Council
- SCLD Service User and Carer group
- Linda Anne Smith, Smithsquared
- Diane Gwynne Smith, Social Care Institute of Excellence
- Ann Tavendale, Scottish Social Services Learning Network
- Lynsey Turner, Scottish Social Services Learning Network
- Bill Whyte, The Criminal Justice Social Work Development Centre for Scotland
- Bryan Williams, Institute for Research and Innovation in Social Services
- Isabella Wyatt, Windyhall Care Home

## Appendix 5: Definitions and concepts

### Knowledge

Knowledge exists in two states, tacit and explicit<sup>iii</sup>:



### Differences between knowledge and information management

Knowledge management builds on information management and focuses on translating information into action. This includes developing the human and organisational skills and culture of evaluating, combining and sharing information.

Knowledge management	Information management
Emphasises adding actionable value to content by filtering, synthesising, interpreting and sharing	Emphasises delivery and accessibility of content
Balances focus on technology and culture/work practice	May have a technology focus
Requires ongoing human input and linkage to communities	Aims to standardise and often automate information capture

Organisational culture is best understood in terms of<sup>v</sup>

**Beliefs**

- Shape interpretations of information (Guha et al, 1997).

**Values**

- Relate behaviours across levels of the organisation (Guha et al, 1997).
- Can resist change because of their shared nature (Fitzgerald, 1988).

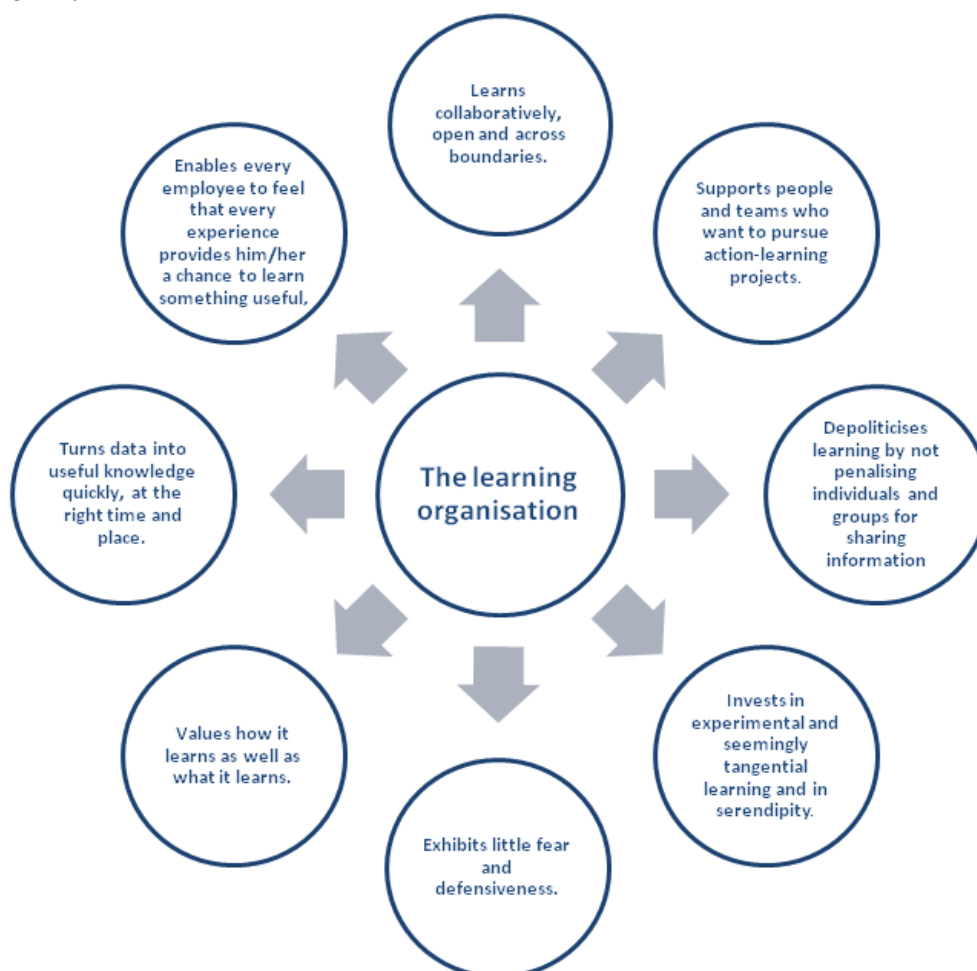
**Norms**

- Promote change through risk taking, openness, shared vision, respect and trust, focus on quality.
- Or discourage change include risk avoidance, group think and excessive competition (Saffold, 1988).

## Organisational learning

Knowledge management is rooted in the concepts of organisational learning. When the workforce collaborate and communicate ideas, teach and learn, knowledge is transformed and transferred from individual to individual<sup>v</sup>, therefore learning is essential for knowledge creation<sup>vi</sup>. The concept of a learning organisation has been developed over the past thirty years as attempts are made to identify the key characteristics of successful organisations<sup>vii</sup>

SCIE highlight five key features of a learning organisation; structure, culture, information systems, human resource practices and leadership<sup>viii</sup>, which stress that organisational learning is not only concerned with training and education, but it is a way of sharing and disseminating knowledge throughout the organisation to improve its performance.<sup>ix</sup> A learning organisation is an organisation creating, acquiring and transferring competence and being able to change its behaviour according to new knowledge and views<sup>x</sup>. Learning organisations promote the requirements necessary for a knowledge management culture in the following ways:



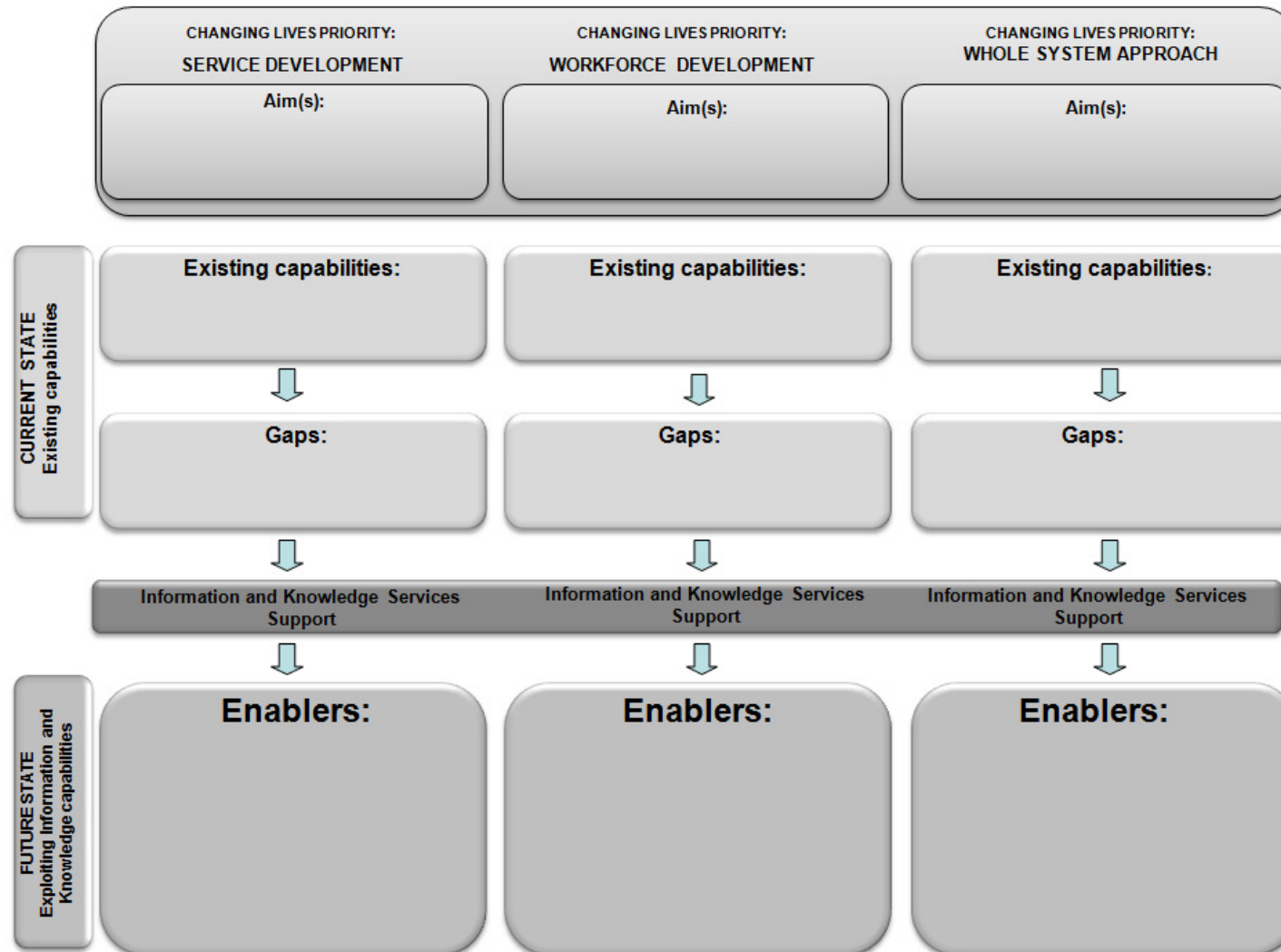
Learning organisation characteristics<sup>xi</sup>

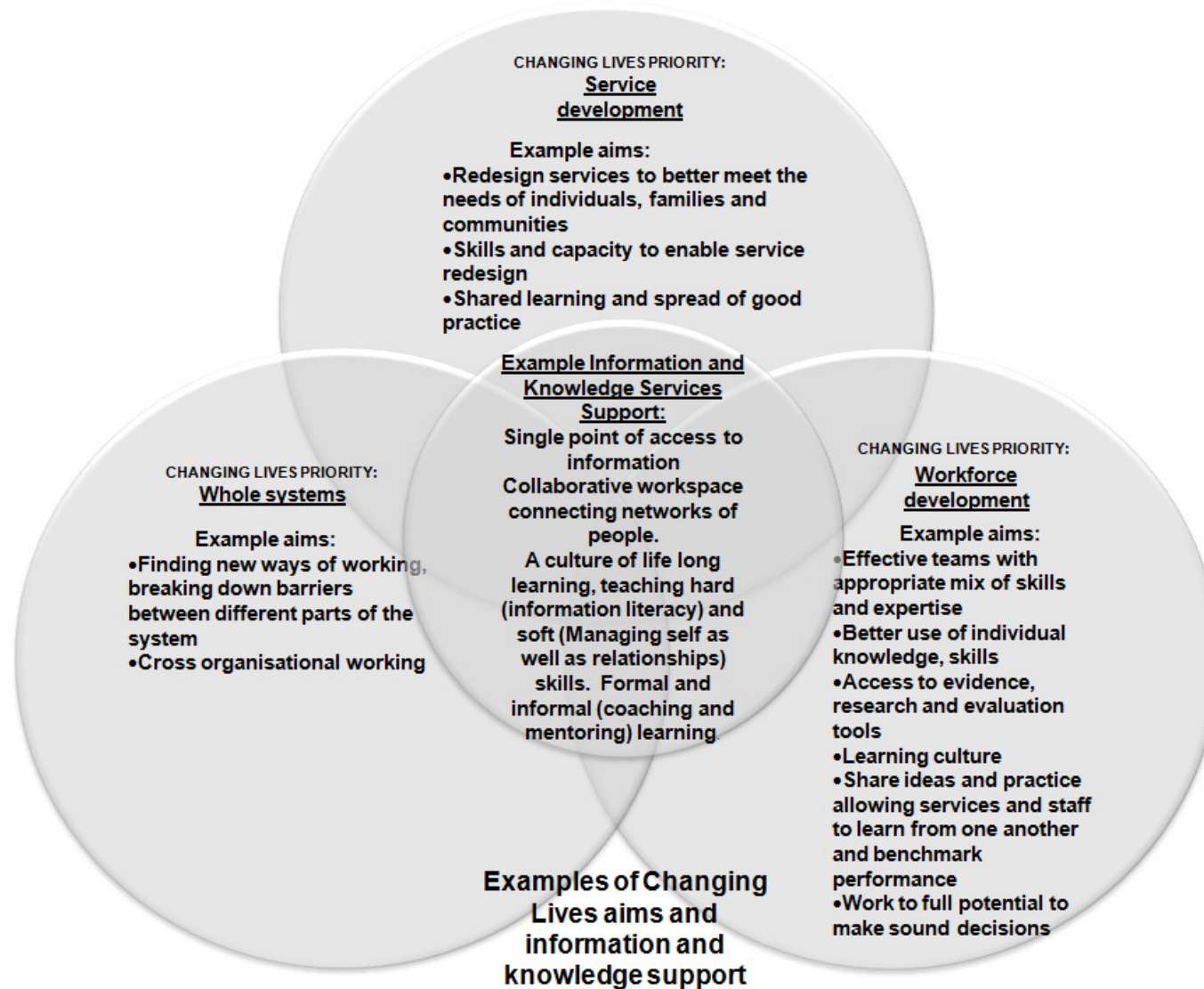


## Glossary of terminology utilised in the discussion paper:

<b>Action learning sets</b>	Small groups of individuals who support one another in learning and development in an area where they have an interest and wish to increase their expertise. The focus is on the real-life issues and problems that individuals bring and planning future action with the structured attention and support of the group.
<b>Chief Knowledge Officer</b>	A chief knowledge officer is an organizational leader, responsible for ensuring that the organization maximizes the value it achieves through 'knowledge'.
<b>Communities of practice</b>	Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.
<b>Information literacy</b>	See page 17 for further information.
<b>Knowledge broker</b>	Person that provides links, knowledge sources, and in some cases knowledge itself (i.e. know-how, sector insights, etc) to organisations in its network.
<b>Managed knowledge network (MKN)</b>	See page 13 for further information.
<b>Network office</b>	See page 19 for further information.
<b>Reflection</b>	'Reflection is the process of stepping back from an experience to ponder, carefully and persistently, its meaning to the self through the development of inferences; learning is the creation of meaning from past or current events that serves as a guide for future behaviour.' <sup>xii</sup>
<b>Social learning</b>	Process in which individuals observe the behaviour of others and its consequences, and modify their own behaviour accordingly.
<b>Toolkit</b>	A collection of information, resources, and advice for a specific subject area or activity.
<b>Whole systems approach</b>	An inclusive approach that recognises the contribution that all partners make to the delivery of high quality care and ensures that all stakeholders are involved in both planning and delivery.

### Appendix 6: Interview methodology tools





## Appendix 7: References

- <sup>i</sup> 21st Century Social Work Review Group (2006) Changing Lives: Report of the 21st Century Social Work Review. Edinburgh: Scottish Executive. Available at, <http://www.scotland.gov.uk/Publications/2006/02/02094408/16>
- <sup>ii</sup> 21st Century Social Work Review Group (2006) Changing Lives: Report of the 21st Century Social Work Review. Edinburgh: Scottish Executive. Available at, <http://www.scotland.gov.uk/Publications/2006/02/02094408/16>
- <sup>iii</sup> Nonaka, I. (1994), "The knowledge creating company", Harvard Business Review, November-December.
- <sup>iv</sup> Schein, E (1990); 'Organisational Culture and Leadership'; Jossey-Bass; San Francisco.
- <sup>v</sup> Turbin, E, McLean, E & Wetherbe, J (2002); 'Information Technology for Management - Transforming Business in the Digital Economy'; John Wiley & Sons Inc; New York.
- <sup>vi</sup> Bhatt, GD (2000); 'Information Dynamics, Learning and Knowledge Creation in Organisations'; The Learning Organisation; Volume 7; Number 2; Pages 89-99.
- <sup>vii</sup> <http://www.scie.org.uk/publications/learningorgs/key/index.asp>
- <sup>viii</sup> <http://www.scie.org.uk/publications/learningorgs/key/index.asp>
- <sup>ix</sup> Wild, RH (2002); 'A Framework for E-learning as a Tool for Knowledge Management'; Industrial Management and Data Systems; Volume 102; Number 7; Pages 371-380.
- <sup>x</sup> Garvin, D.A. (1993), "Building a learning organisation", Harvard Business Review, July-August, pp. 78-91.
- <sup>xi</sup> Adapted from European Guide to good Practice in Knowledge Management - Part 2: Organisational Culture, pages 21-22 (<ftp://cenftp1.cenorm.be/PUBLIC/CWAs/e-Europe/KM/CWA14924-02-2004-Mar.pdf>)
- <sup>xii</sup> Daudelin, M. W. 1996. Learning from experience through reflection. Organizational Dynamics 24(3): 36-48.