

Learning for success: ensuring that information and experience are shared

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CommonGround



“Resource Management” and people

- ... the dawning recognition that while natural resource management and conservation is an *end*, people are the *means*.
- ... natural resources may be what we are *about*, but it is *through* enrolling people in their care and stewardship that we achieve our goals.
- ... an integrated catchment management seeks to take on the whole of the system – people, knowledge and nature.
- What part does the Council play in managing knowledge as part of the *business* of resource management?



Stage 2 of the investigation

- The first stage looked at formal information flows within the council – the kind of information relating to resource consents that gets captured on *files*.
- That didn't yield a lot of insight about what really goes on. When we spoke to staff, *one to one*, a new picture emerged.



Science uptake

Adverse responses: “Science uptake” suggests

- “Science” too narrow a term
- Transfer is one-way
- Knowledge comes from the “outside” – of themselves, the council, of the community.

Conversely, positive response: “Science” suggests

- A rigorous framework with peer review
- Not everything needs to be reinvented locally (there is value in seeking general principles).



Predominant information sources

Number of responses

- Reports and publications 1
- Plans 1
- Fragments of information 1
- Internet www 1
- Quality interactions with people 5
- Colleagues 6



Knowledge capital increasing?

- Over 90% reported an *ongoing increase* in what they know...
- But that the increase is:
 - Not fast enough
 - Requires learning in too many topic areas



How do they learn?

- Show and tell/visual learners 2
- Fragments in the jigsaw 2
- Doing/on-site 3
- Conferences
- “Playing around with data”
- Talking
- A range of approaches
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How do they communicate what they learn?

- Team/informal 10
- They don't 5



Stage 2 of the investigation

- When we spoke to staff in Environment and Planning Division together, a richer picture emerged.
- This set the scene for setting up a *pilot group* for the project framed around an organisational learning approach.



Pilot group



The value for formal information systems

- Staff report favourably on *Explore Tasman* as a spatial framework for a corporate information system.
- More widely, metadata systems are beginning to emerge to allow information to be discovered, accessed, and its quality maintained over time.
- XML based systems allow textual information to be re-used for different purposes (published reports, web sites, community newsletters, internal knowledge bases).
- However ... *what may be missing could be:*
 - Is the information and knowledge being captured?
 - Is information being stored and shared?
 - Is information being powerfully used?



How information gets shared



Steps in progress

- Pilot group workshops
- Individual and buddy work
 - Reflection (being more observant)
 - Tracking processes and consents
 - Starting to build alternative scenarios (what if?).
- Group work
 - Effectiveness of interaction
 - Surfacing issues for collective action
 - Interaction between sub-groups



Summary

- Business case focuses on enhancing:
 - Skills
 - Systems
 - Shared values
- Pilot group provides a mechanisms for learning about how information *really* flows within the Council, and surfacing openings for enhancement.
 - *First, the pilot group has to learn to work effectively as a pilot group*
- A complement to the formal information management systems development.

