

If only we knew what we know!

a.k.a. Knowledge Management

Introduction

- Survey
- Compelling positive vision
- Background and definitions

Process

- Create
- Collect
- Identify
- Adapt
- Organize
- Use

Facilitators

- Culture
- Structures
- Policies

Wrapping up

Final thoughts

Appendices

- ❖ Domains and examples for KM content
- ❖ Log form
- ❖ Suggestion form – general and specific
- ❖ Yellow pages form
- ❖ The OWL Librarian
- ❖ Advanced knowledge management systems

Self-assessment Survey

1	2	3	4	5
Strongly disagree // Not very true of me	Disagree	Average / Okay // Somewhat true of me	Agree	Strongly agree // Very true of me

- | | | |
|------------------------------------|---|-------|
| 1 | The new nurse knows what practices have been used in the past, what worked well, and what didn't without having to ask any questions. It is all a matter of reference. | _____ |
| 2 | Knowledge is a staff perk/convenience. For example, what to do on time off and days off is well researched and available. Directions to everywhere of interest are easily referenced. Hikes/attractions around camp are thoroughly documented. Exceptional activities to use with campers that are tried and true are readily available. No one has to be asked for any of this information. | _____ |
| 3 | If there is a perplexing behavior management problem, counselors and supervisors (for counselor problems) can consult distilled, relevant, adapted knowledge categorized for easy reference and utility. | _____ |
| 4 | If staff want to know about special events (e.g., carnival, evening programs, special days, etc.), they can learn their nature, purpose, details, history, and what has flopped at any time without asking anyone. | _____ |
| 5 | One day, when I leave my position, most of what I learned and know will have been captured in a very user-friendly format for my successor. | _____ |
| 6 | New kitchen staff (including the chef) need very little personal training. Virtually everything they need to know about the job is already at their fingertips, including lessons learned in past years, so the wheel doesn't have to be reinvented or re-taught. | _____ |
| Combined score (average these out) | | |
| 7 | <ul style="list-style-type: none"> ○ It would be very easy to put my hands on return rates for the last decade. ○ Training materials are complete and could be picked up and delivered by any qualified person without assistance. What works and what hasn't is well documented, organized, and useful. ○ Our program, the vision, mission, philosophy, goals, outcomes, processes, structures, and policies are all clearly spelled out and available for anyone to review at any point in time. | _____ |
| Combined score (average these out) | | |
| 8 | <ul style="list-style-type: none"> ○ Every activity area has a system that tracks what works and what doesn't. ○ That information can be easily referenced for the past several years without assistance. ○ Excellent lesson plans and best-practice methods are a matter of record. | _____ |
| 9 | There is a knowledge center that allows all staff to learn what they need to know, when they need to know, so that they can do a better job. Books are not the main (or very large) ingredient here. | _____ |
| 10 | Staff <i>frequently</i> reference <u>and</u> contribute to the knowledge center. The knowledge database is available anytime staff want access without obstacles of any sort. | _____ |
| 11 | Leadership is enthusiastic about knowledge sharing and puts money, staff, and time resources behind it. | _____ |
| 12 | Lessons learned by individuals or groups in this camp are quickly shared with coworkers who can use them. | _____ |
| 13 | The same questions and problems requiring explanation don't pop up year after year. | _____ |
| 14 | People are <i>actively</i> and <i>frequently</i> recognized and rewarded for sharing knowledge. | _____ |
| 15 | Camping Magazine articles, conference sessions, and portions of books have been summarized, adapted to our specific situation, and made as easy as possible for people to turn that knowledge into valuable action. | _____ |
| TOTAL | | _____ |

How did you score? (15 – 75)

15 – 34	Just what the doctor ordered
35 – 54	Room to grow stronger
55 – 75	You Rock!

Project O.W.L. Domains

Place a number next to each area indicating the degree of value and stage of implementation

- “1” Element of very high value. Should be the first to be instituted.
- “2” Element of high value, but can wait until kinks are worked out with stage 1 domains.
- “3” Element of value, but there isn’t going to be a run on this knowledge very soon.
- “4” Element of little value, but when time presents itself, the capturing and managing of this knowledge would add some value
- “ ” Left blank, because these are unlikely to be worth managing. The capturing of this knowledge would be a waste of time.

The below domains and examples are intended to get the juices flowing.
They are not supposed to be exhaustive.

Program

- ⌞ All activity areas in separate binders. Examples:
archery, arts and crafts, baseball, basketball, BMX bike course, camp craft, canoeing, ceramics, climbing wall, dance, drama & theater, fencing, fishing, fitness, golf, gymnastics, horse back riding, kayaking, lacrosse, mountain biking, music, nature, newspaper, photography, radio station, riflery, rocketry, ropes course, sailing, singing, soccer, softball, street hockey, swimming, tennis, tripping, volleyball, water skiing, windsurfing, woodshop, wrestling.
- ⌞ Counselor in training program (CIT, CILT, LIT, LDP, etc.)
- ⌞ Game evening programs
- ⌞ Campfire programs
- ⌞ Chapel
- ⌞ Council fire
- ⌞ Vespers
- ⌞ Color war, spirit days, league days, etc.
- ⌞ Special meals (themes, special event, etc.)
- ⌞ Regular meals – table games, good topics of conversation, things to do and not do, etc.
- ⌞ Special event days (Carnival, 70’s, Treasure Island, Australian Experience, Art Fest, etc.)
For example, for Carnival, content might include: A list of every booth that has been ever been done. How to run it. Words to the wise. All carnival themes listed with supporting activities. Organizer words to the wise. Good roles for non-counseling staff to take during carnival.
- ⌞ Rainy days
- ⌞ Skits
- ⌞ Early morning experiences
- ⌞ Activities for cabin time
- ⌞ Cookouts with your cabin
- ⌞ Things to do with rest hour
- ⌞ Embers/things to do with your cabin before lights out (see Forgotten Period resource)
- ⌞ 50 screened stories with abstracts and processing questions
- ⌞ Camper guide/activities for camp (every camper gets one)
- ⌞ Pickup games (see Smorgasbord resource)
- ⌞ New games and group initiatives
- ⌞ Special free period activities
- ⌞ First and last day of camp
- ⌞ Songs (song book, how to play songs on piano and guitar, audio to listen to songs, posters for teaching songs, etc.)
- ⌞ Hikes around camp – full directions, activities when you get there, things to do along the way, . . .
- ⌞ Large group leadership – tools and lessons (e.g., getting everyone’s attention, 10 creative ways to make an announcement, etc.)

Marketing

- ~ The statistical camp (historical camper return rates, counselor return rates, percent full, date filled by, etc.)
- ~ Letters, brochures, videos, and archived websites used historically
- ~ Key messages, supportive evidence, and historical changes
- ~ Database of customers and prospects
- ~ Fundraising
- ~ Forms and surveys

Human Resources

- ~ Best practice hiring methods
- ~ Finding staff – resources, tools, and processes
- ~ The Goof List – mistakes are recorded so that they will be remembered and not repeated. Sometime called lessons from the school of hard knocks.
- ~ Staff meetings (good openers, closings, reflective questions, words to the wise, inspirational bits, check lists, etc.)
- ~ Staff perks (how to conduct all of them)
- ~ Staff development plans
- ~ Staff behavior issues – what has worked and what hasn't for categories of issues
- ~ Staff training
 - Leadership styles, greeting staff when they arrive, training closings, behavior management, understanding the program, the vision and mission of the camp, process models for camp outcomes explained, specifics about areas of camp, familiarization with people's individual areas, dining hall specifics, group development stages, outdoor living skills, games, practice being playful, emotional intelligence training, modeling, on-going training throughout summer, etc.
- ~ Evaluation forms and methods
- ~ Job descriptions
- ~ Organizational chart
- ~ What to do on days off
 - Local opportunities, staying around camp, distant destinations, etc. Which hotels are the best. Rental car information. Camp friendly establishments. Maps. Reviews from past staff. Whatever staff would find useful.
- ~ Yellow Pages (expertise directories – see separate form)
- ~ Dealing with stress
- ~ Sleep
- ~ Knowledge management – why, how to, lessons learned, etc.
- ~ Life story of administrators (for staff to review for their information and to make more accessible)
- ~ Board information and development
- ~ Committees and volunteers
- ~ Do-it-yourself personal development

Camper development and behavior (Binder components)

- ~ Camper development plans
- ~ Behavior management 101
 - Overview and principles (see behavior management resource), plus specific information about how to handle common issues such as: camper not making bed or doing chore, scapegoat, bully, negative leader, woodwork child, child is embarrassed to shower, bedwetting, homesickness, etc.
- ~ Outcomes, processes, structures, and policies – see mission and purpose

Traditions, history, and culture

- ~ The story of the directors (past and present)
- ~ Changes the camp has gone through
- ~ Artifacts and old photos and videos
- ~ Logs/scrolls from years gone by

- ⌞ Why the cabins/tents/groups/buildings and camp itself have the names they do
- ⌞ Organizational history. These are things saved for staff and often only administrators. Decisions and incidents and past methods with their implications can be included. Lessons learned, words to this wise, funny events, etc. Things that would be of interest and use to people down the line.

Transportation (Binder components)

- ⌞ Directions to everywhere
 - Local bus terminals, towns, airport, major cities, rivers, mountains, trails, hiking maps, shops within a town, etc. In the end, people won't need to ask for directions, because detailed maps and instructions will exist for most everything – pull and use.
- ⌞ Vehicle information
- ⌞ Driver training
- ⌞ Logs, emergency procedures, safety, etc.

Mission & Purpose (Binder components)

- ⌞ Outcomes of the camp experience with process models indicating how they are achieved
 - When available, evaluation information that indicates performance on each outcome
- ⌞ Vision and mission
- ⌞ Values
- ⌞ Culture analysis

Food Service (Binder components)

- ⌞ Place and role of food service in the camp
- ⌞ Food service manager role
- ⌞ Menu planning and client satisfaction
- ⌞ Budgeting, cost controls and purchasing options
- ⌞ Health and sanitation regulations
- ⌞ Words to the wise & lessons learned

Site and Facilities (Binder components)

- ⌞ Camp director's role in facility operation
- ⌞ Maintenance plan
- ⌞ Maintaining records
- ⌞ Words to the wise

Target Population and Diversity (Binder components)

- ⌞ Planning for diversity
- ⌞ External statistical information, market area and demographics
- ⌞ Identification of client base
- ⌞ Diversity in staff recruitment and training

Risk Management (Binder components)

- ⌞ Steps in development of risk management plan
- ⌞ Role of camp staff in risk management
- ⌞ Record keeping and analysis of incidents and safety
- ⌞ Role of regulation and accreditation
- ⌞ Crisis management

Business and Finance (Binder components)

- ⌞ Process of developing and monitoring budgets
- ⌞ Use of budget as management tool
- ⌞ Development of cash flow planning process
- ⌞ Purchasing
- ⌞ Protecting the asset
- ⌞ ACA accreditation information

Strategic Planning (Binder components)

- ⌞ Identifying needs and interests of client base
- ⌞ Planning to achieve mission
- ⌞ Evaluate capabilities
- ⌞ Assess external environment
- ⌞ Set goals and strategies
- ⌞ Ability of site and facility to meet the mission and program goals

Leadership (Binder components)

- ⌞ Role of camp director as leader, supervisor, and administrator
- ⌞ To do lists and reminders that are perennial
- ⌞ Leadership styles and characteristics
- ⌞ Interpersonal skills, attitudes and ethical behaviors
- ⌞ Handling isolation and stress

Health and Wellness (Binder components)

- ⌞ Role of health and wellness in camp mission
- ⌞ Recruiting and hiring health care staff
- ⌞ Interaction with state, county and local regulatory bodies
- ⌞ Screening and eligibility for activities
- ⌞ Reviewing health histories, preventing communicable diseases
- ⌞ Writing health care plan, keeping records, and evaluating incidents
- ⌞ Medication management
- ⌞ Specific topics relevant to health needs at your camp
- ⌞ Words to the wise

I don't know what the other areas are where Knowledge Management will be vital to your camp, but I do know that there are at least six more domains. Often those few other areas are critical ones, which add enormous value. Keep your eyes and ears open for them.

- ⌞ _____
- ⌞ _____
- ⌞ _____

- ⌞ _____
- ⌞ _____
- ⌞ _____

PowerPacks – have same look and feel for ease of use

- Contents sheet and references to other information
- Distilled, core, need-to-know information
- Models and/or lesson plans
- Extremely relevant articles
- Snippet stories of traveling down the wrong road “Down the road more traveled”

Project OWL Suggestions

Please write down what you like about OWL (continue), what you don't like (stop), and what you would like to see happen to make OWL and the process of using it more effective (start). If you put your name, we will get back to you.

START

STOP

CONTINUE

Specific OWL Resource Critique

Your name: _____

Binder: _____

Date: _____

Resource: _____

In what way can this resource be improved?

If you were given the time, could you make the improvements?

How long would it take you?

Yellow Pages Entry for _____

Years at camp: _____ Positions held: _____ Meyers-Briggs Type: _____

Other jobs I've held in my life: _____

Camp Specific Skills:

1 = Teach alone, 2 = Co-teach, 3 = Knowledgably assist

- | | | |
|--|--|--|
| <input type="checkbox"/> Archery | <input type="checkbox"/> Golf | <input type="checkbox"/> Sailing |
| <input type="checkbox"/> Arts and crafts | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Singing |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Horse back riding | <input type="checkbox"/> Soccer |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Kayaking | <input type="checkbox"/> Softball |
| <input type="checkbox"/> BMX bike course | <input type="checkbox"/> Lacrosse | <input type="checkbox"/> Street hockey |
| <input type="checkbox"/> Camp craft | <input type="checkbox"/> Mountain biking | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Music | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Ceramics | <input type="checkbox"/> Nature | <input type="checkbox"/> Tripping |
| <input type="checkbox"/> Climbing wall | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Photography | <input type="checkbox"/> Water skiing |
| <input type="checkbox"/> Drama & theater | <input type="checkbox"/> Radio station | <input type="checkbox"/> Windsurfing |
| <input type="checkbox"/> Fencing | <input type="checkbox"/> Riflery | <input type="checkbox"/> Woodshop |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Rocketry | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Fitness | <input type="checkbox"/> Ropes course | |

Other skills I have (reference skills index for brainstorming):

Something(s) you probably didn't know I could do:

Something(s) you didn't know about me:

Favorite quote(s):

The OWL Librarian

It is the very rare camp that would be able to hire someone even part time to take on these roles. Instead, these tasks are likely going to be tacked on to people's existing job duties. In Nirvana, the below tasks would be accomplished to their fullest. In reality, they get done when their priority makes it high enough on the list of other very worthy items. Camp folks are busy, and the OWL Librarian or Knowledge Management hat may not get dusted off that frequently. Wherever you are in terms of staff and monetary resources, the below descriptions will help better frame the things that should be done when possible.

Knowledge engineer

- Collect and create information, and identify information of value.
- Adapt information. Turn it into knowledge.
 - Sort the wheat from the chaff
 - Distill information to knowledge of value.
 - Improve the information or knowledge so it is of higher value.
 - Take tacit knowledge and make it explicit
- Everyone has this role – many hands make very light work here.

Knowledge analyst

- Organize the collected knowledge. Examples include updating the catalog, yellow pages, and binders.
- Fights the knowledge junkyard.
- Sometimes does research into areas or specific elements that are not represented, but would add a lot of value.

Knowledge manager

- Focused on getting the knowledge center used and evaluating its use.
- Keeps an eye on the culture as it relates to knowledge management.
- Organizes OWL parties and works with people creating new content.
- In general, this person is focused on use, and the structural, policy, and culture facilitators.

Knowledge broker

- Takes a step back to see the forest for the trees. Finds out where the needs are for people-to-people knowledge sharing. Tacit knowledge broker.
- Acts as a matchmaker for the knowledge exchange. Sees who should get together and then makes it happen.

Advanced KM Systems, Applications, and Technology

Knowledge management and the database

Database that houses information beyond the normal demographics and vital statistics. For example, this database might include: counselor letter, counselor notes on campers, supervisor notes, camper development plan, notes on phone conversations, e-mails, photograph, etc.

Communities of practice

For very large or distributed organizations, a community of practice is a (usually) virtual way to get together and practice the art of knowledge management. There would be a file or resource database, discussion groups, and the ability to get in-person training should that be necessary. Associations usually carry out such tasks.

The digital KM system

- Digital video of knowledge areas that can be learned through modeling (video footage) is made available to staff through a click of the mouse. For example, learning how to use the kiln in ceramics is better facilitated through video (on your site with your kiln) than with words on paper.
- Audio of songs as MP3 files. People can learn songs (and perhaps even contribute them) as they need them and when they have the time. Staff could listen to other areas of interest as well (putting a cabin to bed, campfires, etc.).
- Web links for outside content.
- Intranet system instead of the binders.

Customer relationship (website)

Self-service

- All forms
- Parent handbook
- Directions
- Anything else they might need or want, even if they almost never ask for it

Educate / Partnering / Selling without talking

- Behavior management plan and advice for parents
- Best practices in character education applied to camp and the family
- Environmental knowledge, statistics, and activities
- Great stories for parents to use at home
- Self-esteem knowledge for parents
- Encouraging a culture of profiting from mistakes at camp and with the family
- How to play great camp games with your family
- Working with bullies
- Book (video) reviews and summaries of the key books in child development
- Form to request more/specific content