

EFFECTIVE KNOWLEDGE WORK

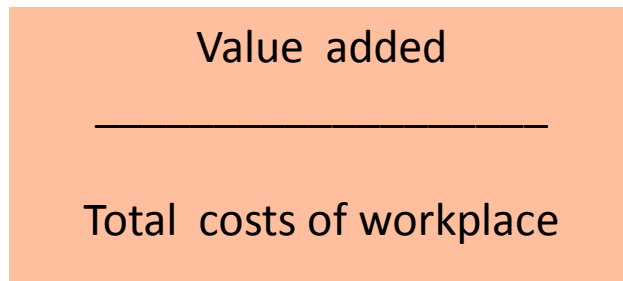
Answers to the Management Challenge of the 21st Century

by Klaus North & Stefan Gueldenberg

Three reasons to engage in effective knowledge work

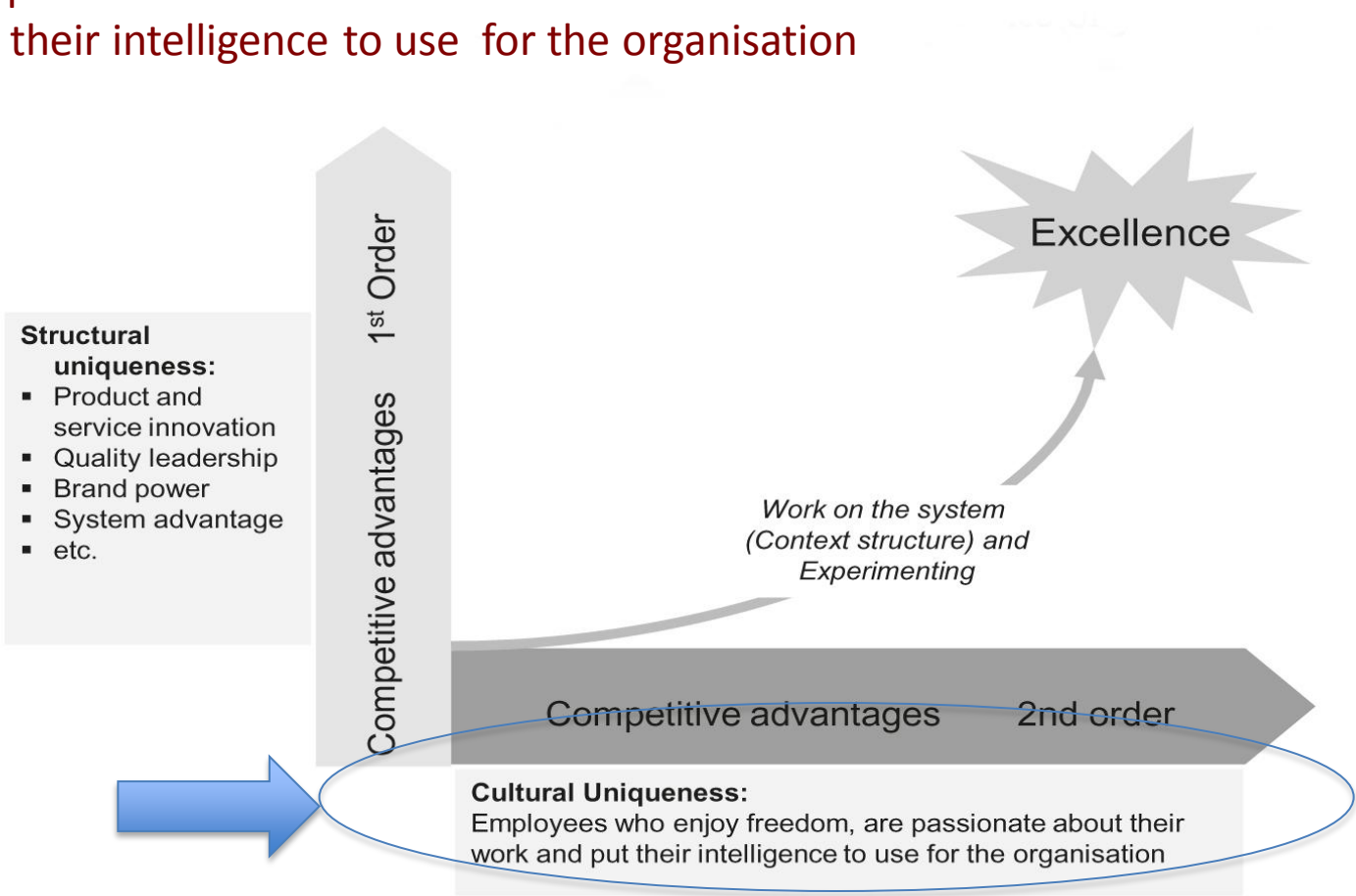
Reason no 1:

Knowledge workers need to know : What is
the value of my work ?

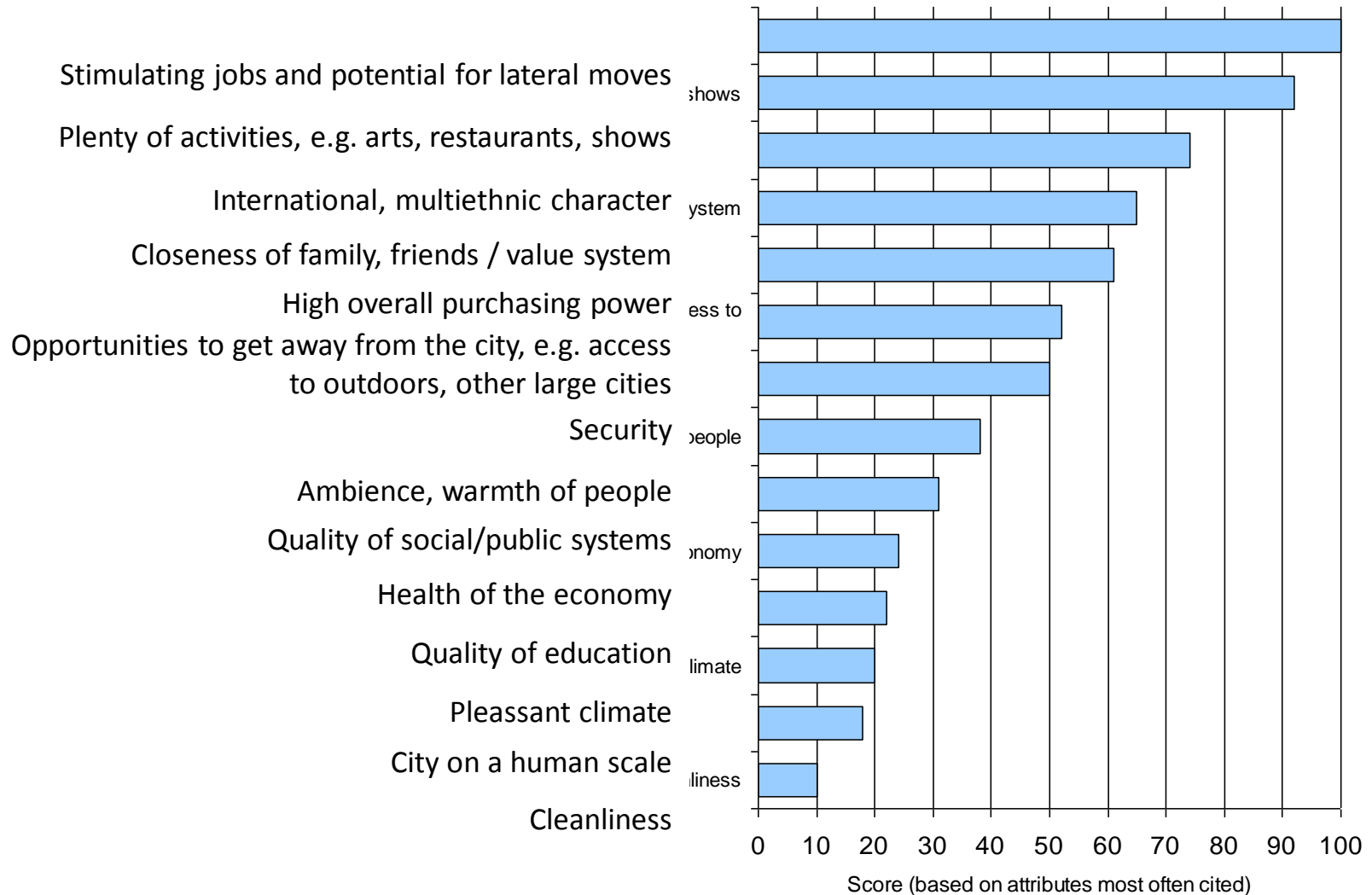


Reason no 2: Organisations need to develop 2nd order competitive advantages (Wüthrich et al., 2007):

→ Employess who enjoy freedom, are passionate about thier work and put their intelligence to use for the organisation



Reason no 3: Regions need to attract talent



Source: Montreal Knowledge City Advisory Committee(2003)

„Human Capital Leading Indicators“ are closely correlated to local prosperity

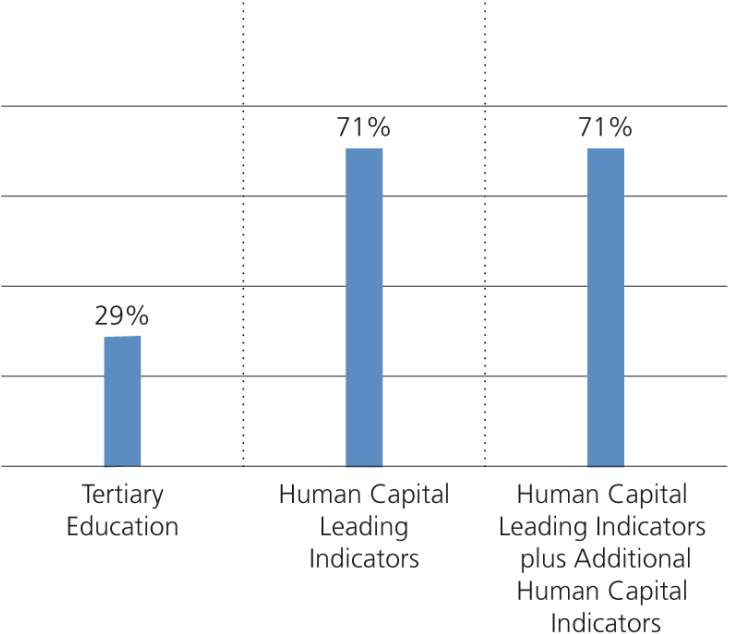
If a region can score well in all four indicators, it means that region is likely to be a wealthy, prosperous and socially cohesive one:

- 1) the **number of complex jobs** in a region or city;
- 2) the **number of jobs available for young people** and the ease with which young people can find employment,
- 3) the **ability to get the unemployed back to work** (thereby avoiding high levels of longterm unemployment),
- 4) The **intensity of investment in research and development** and the volume of local patent applications, a proxy for the “innovativeness” of the region.

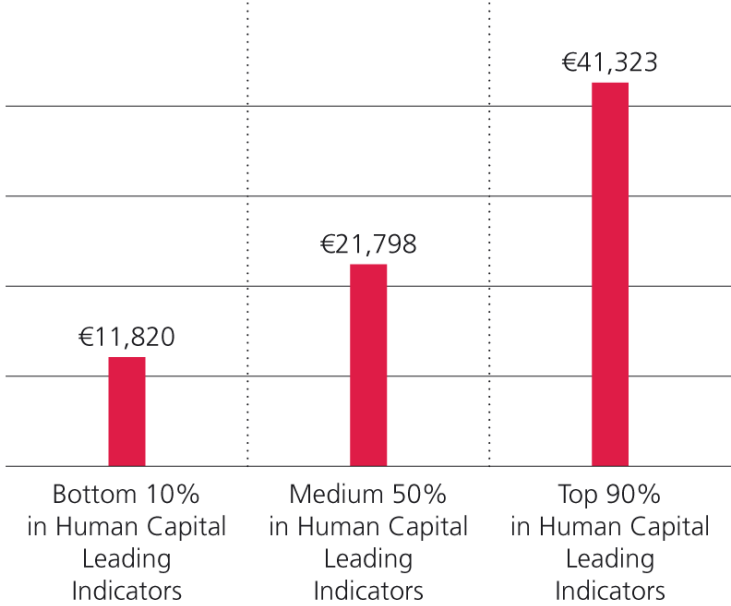
Source: Lisbon Council policy brief : Ederer/Schuller/Wilms: How Europe´s Regions and cities can drive growth and foster social inclusion.

High correlation of „Human Capital leading indicators“ with GDP per Capita

Correlation* of Regional GDP per Capita with Human Capital Indicators



Regional GDP per Capita and Performance in Human Capital Leading Indicators



* Based on a multivariate linear regression
 Source: Eurostat – European Regional and Urban Statistics Database

Lisbon Council policy brief : Ederer/Schuller/Wilms: How Europe´s Regions and cities can drive growth and foster social inclusion.

The organizational perspective

"Increasingly, the ability of organizations to survive will come to depend on their "comparative advantage" in making the knowledge worker more productive.

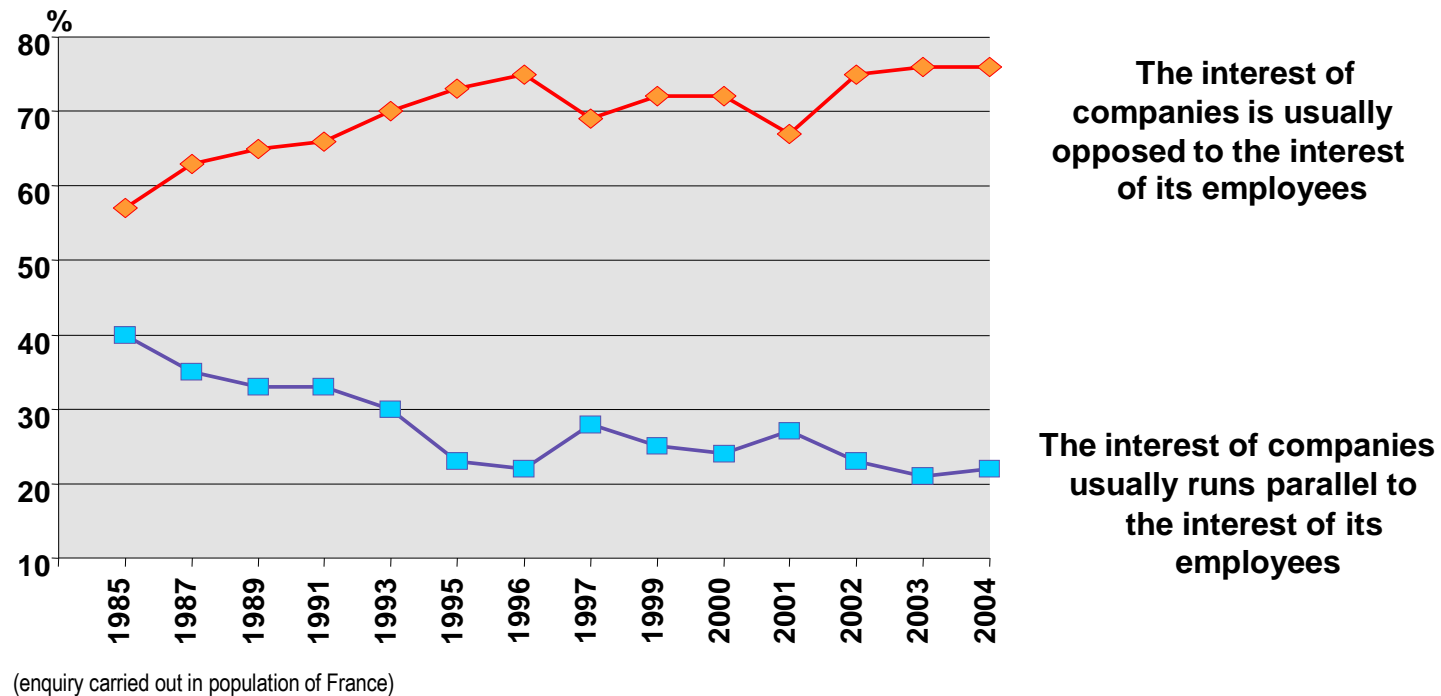
The ability to attract and hold the best of the knowledge workers is the first and most fundamental precondition" (Peter F. Drucker 1999).

Change unproductive behaviours – „the daily madness“

- ...Knowledge workers spend 15-30% of their working time with actively searching for information, of which about 50% is considered to be successful
- ...2,1 hours per day are lost by interruptions and diverting attention in a multitasking environment (Basex 2006).
- ...27 subjects reacted to 40% of the e-mails within 4 seconds. They needed 15 minutes to resume their tasks. (Iqbal & Horwitz 2007)
- ...57% of all work tasks are not terminated (Gonzales & Mark 2004).

The economic crisis is also a leadership crisis

Towards a divorce between firms and people



Improvement potential 1: Leadership to support professional motives

- What makes you feel professionally satisfied?
- What makes you feel proud of your work?
- What keeps you motivated to go to work every day?
- What inspires you?
- What gives your work meaning and purpose?
- What do you want others to say about your professional skills and your career?

Improvement potential 2. Knowledge workers have to manage themselves

From individual expertise to joint value creation: knowledge workers have to learn to collaborate!



Improvement potential 3: ...continuous learning but equally continuous teaching



Source: GEO 5/2009 : Gute Ärzte, schlechte Ärzte, S. 118 ff :

Surgery Team at Hospital in Scuol (GR, Switzerland) mentally walk through their roles before starting an operation

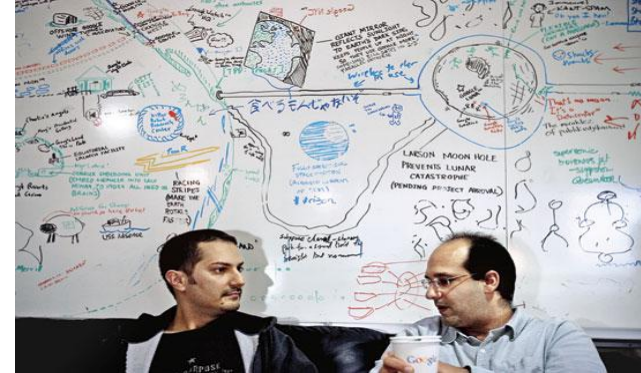
Knowledge work in manufacturing: The Daimler Production Learning System (PLS)

for training, standardization and process improvement

The central image shows a computer workstation with a monitor displaying a network diagram, a keyboard, and a mouse. Above the monitor is a sign that reads "PLS". The workstation is connected to six surrounding software interface screenshots:

- Abbildung des Fachbereichs**: A screenshot showing a network diagram of a production area, titled "Fachbereich: WMPAT7 - Montage BR 900".
- Kompetenzen**: A screenshot showing a table of competencies for a specific task, with columns for "Fachwissen", "Methoden", "Funktionsverständnis", and "Mittelverwendung".
- Lexikon**: A screenshot of a search interface for technical terms, titled "Lexikonsuche", with a search bar and a list of results.
- Standarbeitsblätter**: A screenshot of a standard work sheet, showing a table with columns for "Aufgabenstellung", "Vorgehensweise", "Werkzeuge", and "Materialien".
- Qualifizierungsmatrix**: A screenshot of a qualification matrix, showing a grid with columns for "A", "B", "C", "D", "E", "F", "G", "H", "I", "J", "K", "L", "M", "N", "O", "P", "Q", "R", "S", "T", "U", "V", "W", "X", "Y", "Z" and rows for different tasks.
- Tätigkeiten pro Arbeitsplatz**: A screenshot showing a list of tasks for a specific workstation, titled "Arbeitsplatz: A020 Montage Ölzieher".
- Arbeitsschritte als Netzbilder**: A screenshot showing a network diagram of work steps, titled "Arbeitsschritte als Netzbilder", with a central node labeled "Ölzieher" and surrounding nodes for "Ölzieher an D10", "Ölzieher an D11", "Ölzieher an D12", "Ölzieher an D13", "Ölzieher an D14", "Ölzieher an D15", "Ölzieher an D16", "Ölzieher an D17", "Ölzieher an D18", "Ölzieher an D19", "Ölzieher an D20".

Improvement potential 4: spaces to experiment and innovate.....

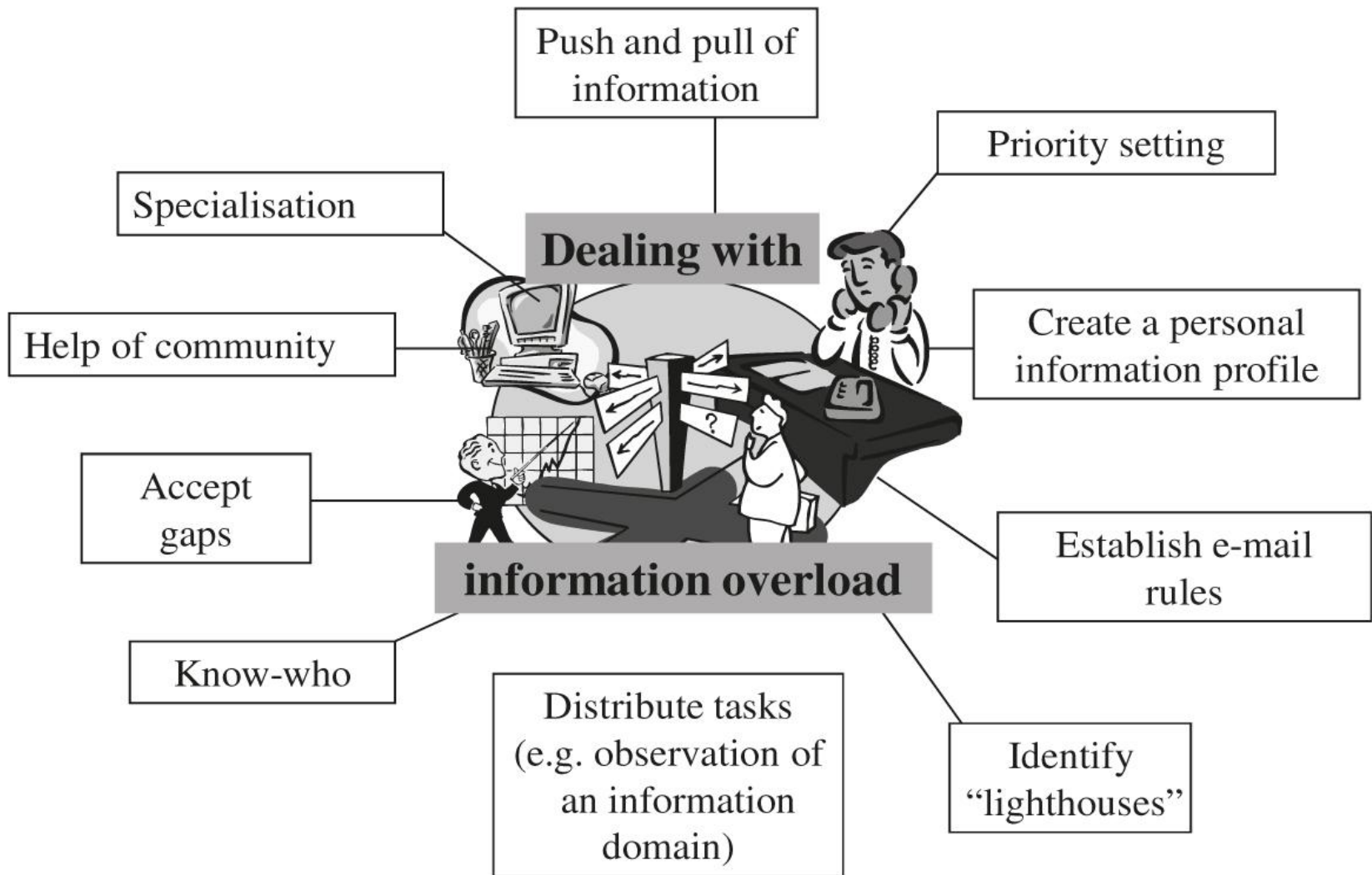


Create sense and enable opportunities for non-routine interaction



Improvement potential 5:

Learn to cope with the information overload



Improvement potential 6: „Healthy thinking“

What causes stress ?

1. Contradictory work goals
2. Disparity between tasks and resources
3. Disparity between tasks and learning
4. Disparity between individual and professional goals and expectations
5. Conflict between professional and personal life



"We know now that the source of wealth is something specifically human: knowledge.

If we apply knowledge to tasks we already know how to do, we call it '**productivity**'.

If we apply knowledge to tasks that are new and different we call it '**innovation**'."

Only knowledge allows us to achieve these two goals.

Source: Drucker 1992 p23