

Münchner Wissensmanagement-Stammtisch **(GfWM-Stammtisch und DGQ/WIM-Treffen)**

29.7.2010, Tieto, Sandstraße 33, 80335 München

Agenda

- Vorstellungsrunde: Ihre WM- Erfolge - Probleme - Lösungen
- Vorstellung unseres Gastgebers Tieto: Präsentation des Future Office Ansatzes
- Schwerpunktthema: "Motivation, Vertrauen, Offenheit fürs Wissenteilen – wie schaffen wir das am besten?„
- Nächstes Treffen: Do., 30. Sept., wo?:
 - Neue Themen?
 - 3. Rang mit 7 von 12 (Mai 2010): Wissensvernetzung: u.a. neue Lösungen und Einsatzerfahrungen via Social Networking ??
 - Beitrag unserer Mitglieder von WissensWert: Über das richtige WM aufklären
 - oder Wissensvernetzung in der Wirtschaft – Stadtwirt Hofer?

hier wurde beschlossen:
nächstes Treffen wieder in einer Wirtschaft,
aber mit so ruhigem Nebenraum, dass der
WissensWert-Beitrag diskutiert werden kann

Motivation, Vertrauen, Offenheit fürs Wissenteilen – wie schaffen wir das am besten?"

Kurz-Beitrag

Münchner GfWM-Stammtisch, 29.7.2010

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Integriertes Management des Intellektuellen Vermögens -

Kompetenzen | Vernetzung | Information | Ideen | Patente | Standards

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Goal orientations and the motivation to share knowledge

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Abstract

Purpose – *The purpose of this paper is to develop a model that takes into account both personal and contextual factors in explaining individuals' motivation to share their knowledge.*

Design/methodology/approach – *Drawing from research on achievement motivation and social exchange, it is posited that goal orientations provide a framework for individuals' knowledge sharing by shaping how they cognitively value the costs and benefits associated with sharing their knowledge. It is argued each of the goal orientations is associated with preferences for sharing specific types of knowledge and is that a focus on different aspects of the knowledge provider-recipient relationship.*

Research limitations/implications – *The model provides a possible explanation for some of the inconsistencies in existing knowledge-sharing research on the factors that motivate knowledge sharing as well as expanding understanding of the conditions that facilitate knowledge sharing.*

Practical implications – *For organizations to encourage the desired knowledge sharing, they may need to maintain human resource management (HRM) practices that recognize the different motivations associated with each of the goal orientations.*

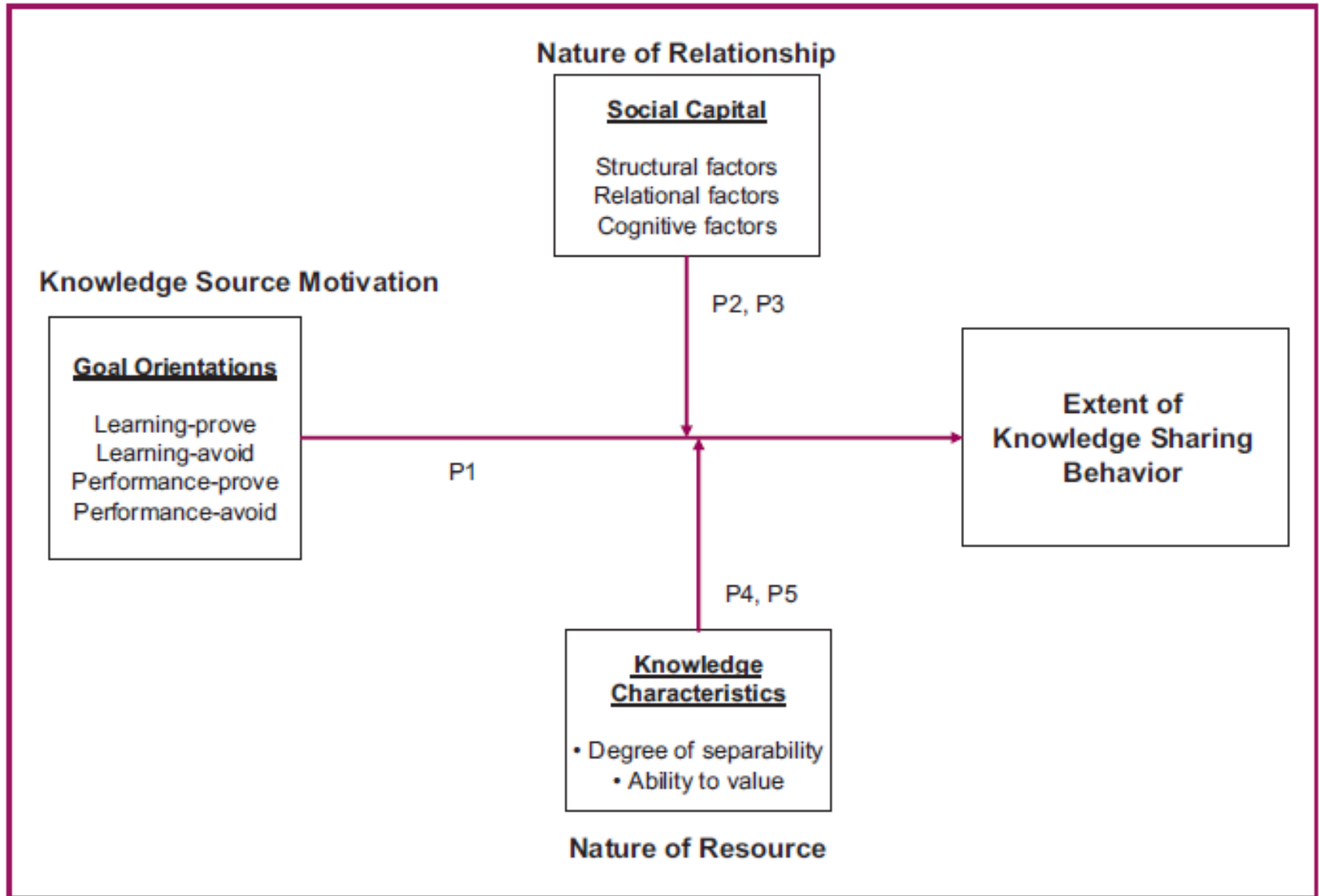
Originality/value – *The model developed integrates research on goal orientations and knowledge transfer to expand understanding of how individuals cognitively value the costs and benefits of sharing their knowledge.*

Keywords Knowledge management, Knowledge sharing, Social values

Paper type Conceptual paper

Figure 1 Goal orientations and knowledge sharing

**Modell:
Voraus-
setzungen
P1 ...5 für
den Umfang
des
„Wissen-
teilen-
Verhaltens“**



Goal Orientations und eigene Beispiele

- Learning-prove – Beispiel:
Studenten Inhalt erklären, den man gut weiß, gerne überprüft und dabei dazu lernt
- learning-avoid – Beispiel:
Studenten Inhalt erklären, bei dem man unsicher ist / den man nicht vollständig hat, aber es dabei belassen will, d.h. Blamage vermeiden und nichts dazu lernen will
- performance-prove – Beispiel:
bei einer Vortragsdiskussion als kompetenter Zuhörer interessanten Beitrag liefern und Eindruck machen
- performance-avoid – Beispiel:
bei einer Vortragsdiskussion nur marginalen Beitrag bringen, da unsicher / Blamage drohen könnte

Nature of relationship

A central condition affecting social exchange processes is the nature of the relationship between exchange participants.

The relationships employees maintain with other organizational members:

- The **structural** dimension of a relationship encompasses the linkages between people or units. This involves who you can reach and how you reach them and often has often been looked at in terms of the presence or absence of network ties between actors. The position of an individual within a social structure (e.g., his/her centrality), or properties of the overall structure (e.g., density, connectivity, hierarchy) are examples of “structural” connections between actors or units.
- The **relational** dimension focuses on the quality of the relationship between actors such as whether the relationship includes respect, friendship, trust, and/or perceived obligations.
- The **cognitive** dimension refers to whether there are shared meaning, language, representations, and interpretations among parties. Shared languages and codes can be particularly salient in the context of knowledge sharing and creation. ... On-going social interactions, particularly within communities of practice, can facilitate shared cognitive frames and the exchange of knowledge, especially forms of knowledge that are difficult to articulate ...

Though these three dimensions can be analytically separated, these dimensions are obviously related to one another . For purposes of simplicity however, we discuss each of these dimensions separately and how each of them affect knowledge sharing behaviors.

Nature of resource

- Different resources are exchanged in different ways
- The resource of knowledge can be differentiated according to a set of characteristics that influence an individual's knowledge sharing behavior. It varies in term of
 - how easy it is to value (i.e., how concrete or universal it is)
 - how easy it is to separate from its source.
- Knowledge has been characterized along many dimensions - two important dimensions highlighted in this research stream:
 - the extent to which knowledge can be articulated (tacit ... explicit)
 - the extent to which knowledge is available (publicly available ... privately held)

Some conclusions

- Propositions 1...5, s. Artikel
Beispiel P5: *The ability to value knowledge will affect the relationship between goal orientations and sharing behaviors for those with “avoid” motivations (i.e. both learning-avoid and performance-avoid) such that they are more likely to share knowledge that is easier to value (i.e. public knowledge) than knowledge that is harder to value (i.e. private knowledge).*
- Some forms of knowledge are shared irrespective of individuals' goal orientation while other forms of knowledge, such as tacit private knowledge, are likely to be shared by those with a learning-prove goal orientation.
- Organizations may need to develop selection processes that increase the probability of hiring individuals with a learning-prove goal orientation, especially in positions that require high levels of knowledge sharing. Matching an individual's goal orientation with the knowledge sharing required in a particular position may increase organizational effectiveness.
- Practices that encourage an orientation towards learning rather than demonstrating competence can lead to more knowledge sharing.
- Certain HRM practices, such as training in creativity and empowerment as well as internal feedback and compensation systems that reward knowledge and group outcomes are positively associated with knowledge sharing behaviors. ... practices that encourage an orientation towards learning rather than demonstrating competence can lead to more knowledge sharing. Other HRM practices that encourage learning orientations such as providing opportunities for employees to stay professionally current as well as encourage risk-taking should also be explored. These types of practices may lead to greater knowledge sharing by moving individuals away from performance goal orientations towards learning goal orientations. Additionally, if goal orientations are associated with preferences for the types of knowledge individuals are willing to share and with whom they are willing to share, HRM practices are also needed that facilitate a wide variety of coworker relationships to help employees develop awareness of each others' expertise, a common language, and the trust that facilitates the sharing of knowledge.

Zusammenhänge

Table I Summary of relationships between goal orientations and knowledge-sharing behaviors

	<i>Proposition 1</i> <i>Extent of knowledge sharing</i>	<i>Propositions 2 and 3</i> <i>Key considerations in deciding with whom</i>			<i>Propositions 4 and 5</i> <i>Primary types of knowledge shared</i>			
		<i>Cognitive</i>	<i>Relational</i>	<i>Structural</i>	<i>Tacit, private</i>	<i>Tacit, public</i>	<i>Explicit, private</i>	<i>Explicit, public</i>
Learning-prove orientation	Highest	+			×	×	×	×
Learning-avoid orientation	Moderate	+	+			×		×
Performance-prove orientation	Moderate	+		+			×	×
Performance-avoid orientation	Lowest	+	+	-				×

Kontakt

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