Successful Sharing of Project Knowledge: Initiation, Implementation and Institutionalisation

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Abstract: Interdisciplinary project teams foster the creation of new ideas and innovations to meet customer needs and to challenge competition under the pre-condition that the team and knowledge transfer processes are running smoothly and efficiently. In practice knowledge created in projects often is lost when the team splits up and the members return to their tasks in the organisation. This leads to inefficiency as time and money is spent in inventing things, which are already known inside the organisation. The case study outlines how knowledge and potentials for improvement can be explored and synergies can be realised. 0ur approach offers guidelines to accumulate transfer and utilize knowledge acquired in projects to improve future business. Through a knowledge-oriented concept the consulting and software implementation process of the case study's company is optimised. This offers the possibility to integrate organisational change management know-how and furthermore it gives the opportunity for a critical reflection of finished and ongoing projects. In this process "best practices" and "lessons learned" are explored to foster a better planning and realisation of projects on the long run.

Keywords: knowledge sharing, best practice, lessons learned, knowledge creation, community of practice

1. Introduction

The paper highlights the importance of an intelligent approach to knowledge sharing demonstrated on a practically approved procedure of knowledge sharing on a project management level. Furthermore the concept and process for a successful institutionalisation of Knowledge Management to foster communication and sharing among people is described via a case based systematic through a procedure of "knowledge-oriented project supervision". Starting from the case's background and major occurring problems (chapter 2), the necessity of sharing mechanisms in practice and the possiblilites to initialise knowledge sharing is explained (chapter 3). It illustrates how experienced lessons learned of old projects could be integrated to improve new projects. The implementation of knowledge sharing procedures needs specific guidelines (chapter 4); following the case a process-oriented focus to optimise project management via Knowledge Management techniques is visualised. Specific criteria for success are needed to foster and promote and institutionalise the whole process (chapter 5). Key facts are reflected and different points for a further discussion are highlighted (chapter 6).

2. Background and problem identification

The case study's company is dealing with specialised "Customer Relationship Management" (CRM) software and wants to optimise processes in the consulting department. The consultants are responsible for the implementation of the software in banks worldwide. Over 90 % of the turnaround is realised with international customers in Europe, Africa and Asia. The marketing and sales department is responsible for the acquisition of customer orders; software specialists develop the individualised software solutions in house. Marketing and sales passes the projects to the consultants; their main task is the implementation of the software on-site at the customer. The consultants are working in different project teams, work overextends them and there is no time to train newcomers. The consultants are specialists in CRM-software but most of them are not experienced in organisational change processes, which are accompanying software implementations. They are aware of the importance of accompanying organisational support in software implementation processes and see the necessity to improve their organisational change know-how. The consultants have changing roles in different projects because the project teams are arranged depending on urgency and disposability. Dealing with special customer requests they have to be familiar with every detail of the software features. In addition they need competence in consulting, organisational development and change management to ensure a successful implementation of the software at the customer. The project managers are coordinating different projects. Due to the fact that one team's project manager can be a participant of another team, overlaps and bottlenecks might arise. There is a lack of planning, structures and processes for

Reference this paper as:
Grillitsch, W Müller-Stingl, A and Neumann R (2007) "Successful Sharing of Project Knowledge: Initiation, Implementation and Institutionalisation" *The Electronic Journal of Knowledge Management* Volume 5 Issue 1, pp 19 - 28, available online at www.ejkm.com

the projects – the whole project management has to be evaluated, reflected and improved. The consultants are acting according their own experience; they have to improvise quite often.

As a result of these conditions the training of newcomers proves to be a long-term process and important projects are predominantly processed omers have no chance to be actively integrated in present projects, they become frustrated and the fluctuation is relatively high. To provide good customer service and avoid internal problems the top management wants to improve project management through Knowledge Management. As the enterprise has few experiences with Knowledge Management methods, our institute as external partner is authorised for the implementation of knowledge sharing processes. The consulting department of the company is selected as Knowledge Management's first field of realisation. Exchange of experience in this area promises a high profit because coordinating the software project and the implementation processes are challenging and frequently similar difficulties occur at different customers. The project should also help to integrate and inform "newcomers" that they become familiar with typical software implementation procedures. Another reason for the project initiative is that experiences gained in projects are only partly available for colleagues because they are not systematically shared and documented; exchange of experience works only through informal talks. If required meetings within the individual project teams are called up; a general and organised exchange between project teams does not take place. Frequent problems and solutions are not analysed and productively used for new projects. Consultants are often out of the office; therefore informal knowledge exchange is difficult. The systematic approach towards Knowledge Management should help to conquer these problems and to discover and use synergy potential.

3. Initialisation of project knowledge sharing

Theory and practice show that employees spend about 30 minutes per day to search for needed information to work effectively. This is approximately five per cent of the whole working time (Heck, 2002). Initiatives to share knowledge or to show ways how to use knowledge sources help to minimise this search time and the related costs. Rosenkopf advises to focus on dynamic knowledge networks (e.g. among employees) to realise competitive advantages. These networks influence technological and performance outcomes whereby a systematic approach to

by the experienced consultants. Furthermore employees are called "newcomers" who are not new anymore but already one or two years within the company. So the term "new" means in this context "having no project experience" which is a consequence of the lacking systematic knowledge sharing and training. Therefore newc

information and knowledge is needed (Rosenkopf, 2000). Company project experiences consistently show that projects mostly stay unquestioned. This can primarily be seen as a reflection of the existing project culture of a company, e.g. a company jumps from project to project without questioning relevant criteria for success or failure of specific project steps. If anything is questioned than just who are the ones responsible for the failure: a play of accusing and justification instead of learning from failures and improving systems, procedures or processes in the organisation. Learning from each other seems to be out in the age of "distance learning" via CD-ROM or e-learning tools (Pfeffer/Sutton, 2001) but learning by doing and learning from experiences is very effective. In many cases when problems have to be solved or "new avenues to fast track thinking and innovation" have to be explored (Rylatt, 2003): gather the right people around the table!

Because of the aforementioned problems and basic conditions in the working environment of the consultants, knowledge-oriented project supervision meetings are introduced in order to conquer the increasing pressure of quality in consulting. In this context first the term "knowledge-oriented" refers to knowledge acquisition, reflection and use that is realised in these project supervision meetings. Second the term "supervision" is originally rooted in the American linguistic area and means control and/or monitoring (Scobel 1995). In this process "best practices" and "lessons learned" are explored to foster a better planning and realisation of projects. Through this process in our case the consultants have the chance to improve their work and to practice critical reflection. Internal facilitators are trained for a better future knowledge transfer. Furthermore the possibility for holistic learning is enhanced trough the documentation and transfer of the results to all involved colleagues. Regarding holistic learning a "Management of Knowledge" is not the best approach as it concentrates primarily on explicit knowledge, which can be seen as one of the slightest parts of knowledge inside an organisation. Through these circumstances the efficiency and actual practicality of Knowledge Management attempts of this kind can be evaluated as rather superficial. On the contrary the creation of the context for promotional, organisational, general conditions (constraints) is

the basis for the generation, transfer, actualisation and usability of knowledge itself. This is why knowledge management should deal with the design of promoting circumstances for the preferential treatment of the resource knowledge. This leads to the demand for a "Management for Knowledge" and the necessity of a composition of "contextually sensitive organisational consciousness" and "management knowledge". From a practical point of view following factors, which definitely determine the success, are needed:

- Strategic relevance of knowledge for the organisation
- Commitment from top-deciders (promotion and active participation)
- Ensure employee acceptance (communicate objectives and benefits)
- Knowledge-oriented organisational-diagnostic (organisational status-quo)
- Integrative concept (design, program, road map)
- Development of promoting contexts (incentive system, structures etc.)
- Constitution of a knowledge-oriented organisational culture (trust, cooperation, reflection, learning)
- Continuous development of competences (at management and employee level)
- Construction of a usable IT-infrastructure (technologies and media for knowledge transfer, saving, retrieval and integration of existing structures and systems)
- Promotion of integrative processes (interaction, communication and participation of employees)
- Coordination of planning and control processes (indicators/measuring system)
- Knowledge transfer from the environment into the company (external experts/partners and stakeholders)
- Documentation of „lessons-learned" and „best practices" (use and sharing of experience)
- Evaluation of the effects of KM-strategies and methods (and communication of the results within the organisation)

The principle of "Management for Knowledge" follows the system- and structure-theoretical basis, which says that the (re)producing self-developed order in the deep structure of the organisation continuously manages the handling of knowledge rather invisible through monitoring, interpretation, combination and associated meanings (Neumann 2000). The "organisational order of knowledge" (Neumann 2000) takes over the main function of a pre-anticipated management system, because it determines what kinds of data develop to information, what kind of knowledge will be generated, integrated, distributed, used or refused. Furthermore it establishes the knowledge-based acting inside the organisation. This order is based on knowledge that is embedded in structures, routines, competences, technologies etc. and on which current acting implicitly referred to.

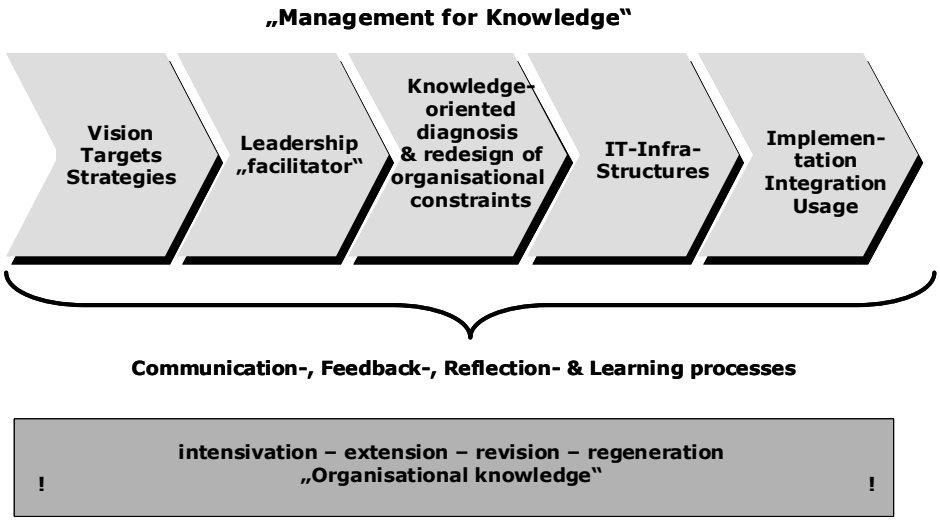


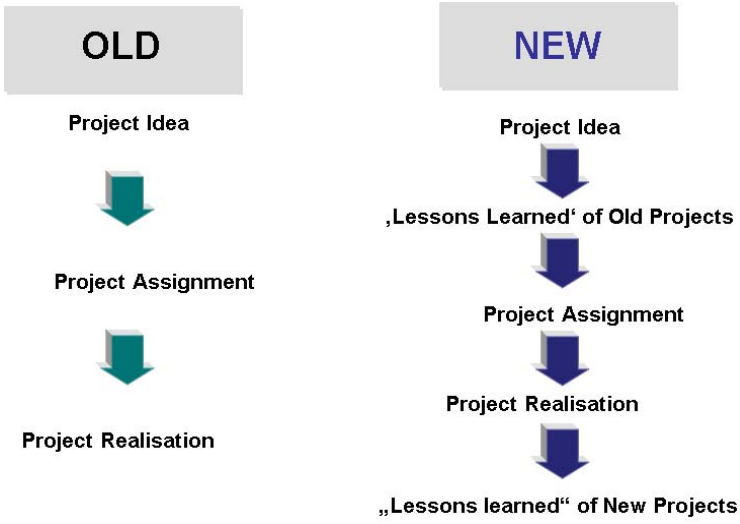
Figure 1: Success criteria of the "Management for Knowledge"

For knowledge-oriented project-initiatives it is recommendable to start with the constructive reflection of ongoing or already finished projects. In our case consultants who had to implement a specific IT-system shared their knowledge in continuous project supervision meetings to discuss their project experiences in a structured way. It makes sense to use projects and the consequentially gained "lessons learned" and "best practices" in the sense of KM to learn for

similar future projects. For that purpose it is necessary to openly ask and honestly answer critical questions during project meetings as well as during a concluding project-review, and to document the results: (1) What was good, what was bad? (2) What would we change as a project team, if the project started again? (3) What did we learn from the specific project? (4) What do we know now and what didn't we know before? With questions like that project meetings get a new structure.

This certainly means a change in the sense of a knowledge-oriented handling of projects that are always a mirror for the organisation and its organisational culture. The results of the supervision meetings have to be documented and shared with the colleagues; information and communication technologies are helpful in this context to foster knowledge transfer. The following illustration shows how "lessons learned" can be included to improve new project activities. The left column shows the old way; projects stay unquestioned and the potential for learning and further development is lost. The right column underlines an ideal solution to improve current and future processes through including "lessons learned".

Figure 2: Integration of project experience in new projects



Project risks like planning-, conversion- and surrounding field risks (Redlefsen 1997) need to be made conscious and prevented purposefully. External supervisors accompany the meetings, in order to ensure that relevant, usable final results in the form of "best practices" and "lessons learned" are developed. In this connection supervision is not top down guided as a form of control, but is organised as a cooperative, critical and steered process. Central aims of knowledge-oriented project supervision are: systematic examination of the own work, the production of ideas and mental impetuses by the experience of others and gaining insights in colleague's work. The participants develop individual learning and consulting competence through the detailed analysis of projects and the discussion in supervision-groups, whereby their work is substantially facilitated and professionalised at the customer. Ideally these attempts lead to the projection of a positive image of the company regarding products and their implementation as well as to satisfied customers and motivated consultants.

4. Implementation of project knowledge sharing mechanisms

Knowledge Management projects are successful when they have direct positive influence on day-to-day business. KM initiatives have to be aligned at strategic goals, should influence or even change them in a future oriented way. Prerequisite for that is comprehensive understanding of knowledge assets and knowledge needs within an organisation. (Palass/Servatius 2001) In this case study especially knowledge about customer-oriented software implementation processes is missing which is critical for the future of the organisation. The consultants are aware of the fact that successful implementation needs more than high quality software but also high quality processes and context-oriented organisational change know-how. Therefore the next step is to find a suitable process for sharing knowledge about these sensitive procedures at the customers to ensure a quick and efficient knowledge flow. Starting knowledge-oriented project supervision the

respective project must be defined, whereby tasks, goals and strategies are considered and the basic conditions for the project are clarified. On the basis of a prepared problem list, completed during the meetings, background and causes are analysed. Resuming ideas for solution and a process design are developed, which are operationalised and concretised in an action-list. Measures must be evaluated for negotiability and practical fit ("obstacle course") through a critical test of the action-list, whereby simulations and worst-case scenarios can be used as supporting tools. Due to experiences in projects and reflection in the meetings "lessons learned" are documented and possibilities for improvement are compiled. A structured and clearly communicated procedure for introduction of knowledge-oriented project supervision contributes crucially to a successful progress. The transparency of the process reduces uncertainty and contributes to the acceptance by the concerned employees.

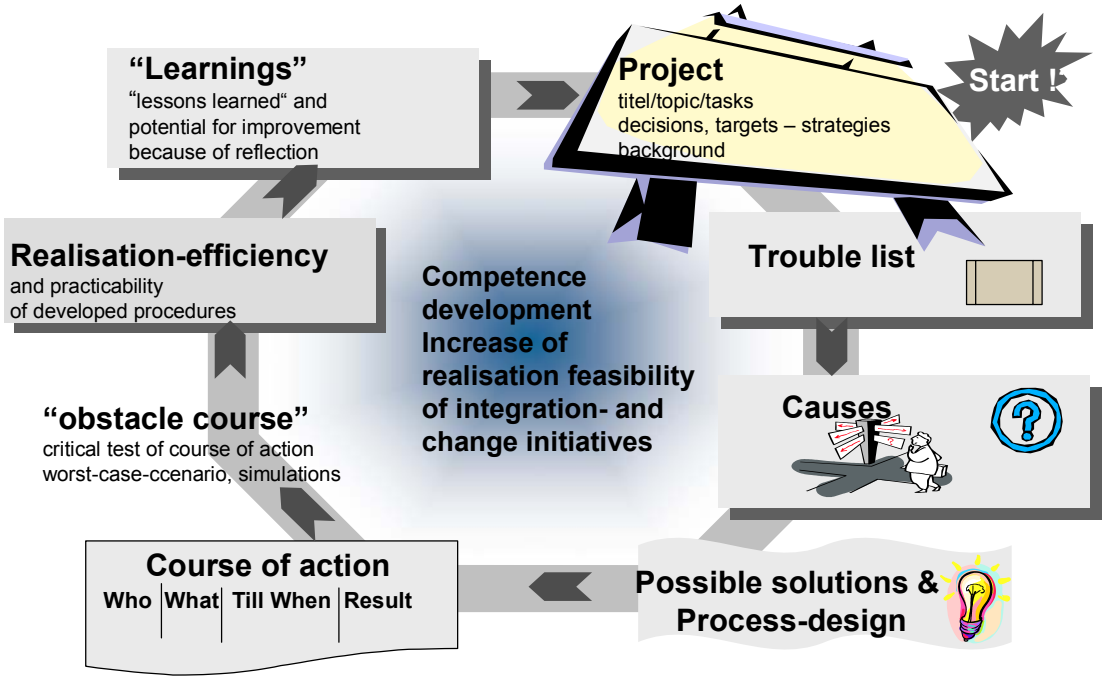


Figure 3: Guidelines for a knowledge-oriented project supervision process

The supervision takes place in a multi-personal-setting, i.e. the consultants meet in relatively regular intervals in a "group-system", which stands "differently connected to the institutionalised social systems" (Schreyögg 1991), whereby each participant has the task to actively describe a "learning project". Per meeting a learning project is presented, discussed and analysed by the supervision group. "Learning projects" are respective problem fields and challenges as well as solutions from the work of the consultants, whereby the following conditions should be given:

- Work basis: The respective subject should be related to the field of activity during the project.
- Significance: The questions brought into the supervision group are important for the respective participant (no "alibi" exercises).
- Relevance: In the supervision circle behaviour, structure and process questions are raised.
- Influence: Each supervision participant has direct influence.
- Process: Problem solutions are developed through an ongoing process.
- Interaction: Communication and co-operation are crucial preconditions for a problem solution (link to KM: knowledge transfer processes).

Important for the success of knowledge-oriented supervision meetings are open communication and the development of a productive meeting culture. The team has to know exactly what are the reasons and the outcome of the meetings and of their contribution. If the team is not yet familiar with each other a team-building phase has to be included. From the structure-theoretical point of view an integration and use of knowledge result only, if the involved actors ("knowledge agents") reproduce their knowledge-enriched actions; they have to use "lessons learned" and "best practices" in daily work. Furthermore they refer in their interactions to changing structures, sets of rules and resources. The definition of rules for the supervision meetings, suitable for the respective context, is therefore essential during the supervision process. For the successful

knowledge exchange between the consultants it is crucial to establish a meeting culture, which promotes the open exchange, the expression of constructional criticism and the development of solutions.

To guarantee a high quality regarding content, the participants receive a precise workflow for the project supervision in form of a checklist. This list assists the consultants in planning the reflection and presentation of their projects whereby the following topics have to be considered:

- Project based review about the software implementation procedure and regarding milestones, workflows
- Personal review about the processes, problems and barriers
- Critical reflection of the whole project
- Future prospects for running projects and potential for improvement and simplification
- Problem solutions and action list
- Critical view of the action list
- Learning's and discussion within the supervision group

The discussion of the projects along different criteria and the exploration of learning experiences are central for a successful knowledge-oriented project reflection. In this regard the supervisor's role as a facilitator is demanded to give necessary mental impetuses to the group, without an anticipatory solution or a too strong influence on participants. The use of different observation levels during the supervision process is crucial, whereby e.g. the following three dimensions should be considered (Scala/Grossman 1997, p. 70 ff.):

- Personal characteristics of the supervisor
- Personal relations and group dynamic
- Formal and informal structures of the organisation

The supervisor is constantly monitoring the processes to be able to set interventions for the promotion of a target oriented reflection and to foster a fruitful culture within the group during the whole project supervision process. The supervisor's role is crucial as sensitive context steering and sensibility for group dynamics are indispensable. For this task an experienced and accepted person is needed – external supervisors are a good choice to get professionally started with the knowledge-oriented project supervision process.

5. Institutionalisation of project knowledge sharing for future success

At the beginning of KM intentions one must define the strategy and targets of KM attempts. The strategic orientation regarding knowledge-based processes and practices depends on considerations about the organisational purpose. A "strategic architecture" (Hamel/Prahalad, 1995) for the purpose of knowledge development has to be created which determines how the specific company will meet its competition in future. This conception contains perceptions about the future of the specific company, formulated in universal metaphors, analogies, symbols and models, which represent the core concepts of the company and clarify the self-conception (Neumann, 2000; Neumann/Stingl/Grillitsch, 2002 und 2004). The design of the "strategic architecture" depends on the organisation, its processes, procedures, cultural characteristics, core competences and core knowledge. The "strategic architecture" should be as holistic as possible because the success of knowledge-oriented project management depends on promoting organisational frameworks and supporting IT-infrastructure. The investment in knowledge management needs to be directly interconnected with the consciousness and ability to change and transfer the organisation step by step according to present and future needs. Knowledge-oriented project supervision meetings are one step toward intelligent, self-reflecting and collaborating employees who can act as "change agents" in their own work environment. Central experiences, findings and potential solutions to problems have to be documented and communicated. In this case study "feedback meetings" are used to explore the relevant information of the different knowledge-oriented supervision meetings and to think about necessary organisational changes within the software implementation process. These meetings are also used to reflect about the performance of the supervision meetings themselves to ensure a productive learning environment for all participants and to realise potential for improvement within the learning process as well.

To use the advantages of knowledge-oriented project supervision in the long run, the supervision meetings must be institutionalised in the organisation. Therefore some organisational preconditions are necessary. In our case the following steps are undertaken:

- Commitment of top management for the project supervision meetings
- Structured procedure for the implementation
- Training of internal moderators

- Collection and documentation of "best practices" and "lessons learned"
- Reflection and evaluation of the project supervision meetings
- Improvement of the meetings and the documentation according to participants needs
- Supporting IT-infrastructure to foster knowledge transfer
- Clear roles and responsibilities, in meetings and for documentation

The quality of the supervision meetings depends on the quality of the participant's contributions and particularly on communication and reflection culture in the supervision group. Supervision acting forms the basis of the "supervision culture" (Petzold, 1998), which is coined by perception parameters, normative guidance concepts, interpretation work and action strategies for supervision work. In order to succeed the desired supervision culture must be created and institutionalised from the beginning. Qualitative team supervision provides the feeling of action in a "safe place", in which the group tackles sensitive topics guided by a reliable supervisor. Without "direct action and decision pressure" an area for suppressed questions, conflicts and problematic topics is generated where these issues can be addressed, reflected and clarified (Pühl, 1998). In this regard the supervisor's role as a facilitator must give necessary mental impetuses to the group, without an anticipatory solution or a too strong influence on participants. Through the spontaneous, in a way self-organised creation of rules, the locally existing knowledge of the knowledge agents is used in the best way. In rules about learning- and selection processes, the knowledge and the experiences of the different experts are integrated. Only through the possibility of relating to knowledge in a current action, knowledge is effective as an "accurate or valid awareness" (Giddens, 1984) about a situation or problem. In the collective reflection of activities/projects the problem solving potential is activated. New or improved solutions can be found which leads in our case to process innovation. These collective activities lead to a self-referential circle and act as a starting point for further actions, which finally shape the identity of the system. Everyone is responsible for "sparking ideas" and their transformation into "useful innovation" (Mauzy/Harriman, 2003). KM has always to do with change whereby the degree of change should suit the aimed-at purpose to be effective. The most important influential factors for excellent companies' performance results and according KM-attempts are fruitful relationships among people, result-based leadership, communication and teamwork.

The cases IT-software Company decides to implement an IT-Tool adapted to the special needs and wants of the consultants to facilitate their software implementation work. Software experts in house design a specific programme in cooperation with the consultants. The programme contains five different key areas: (1) the role and work of a consultant, (2) important aspects of change management, (3) process consultation and process modelling, (4) communication mediums and methods, (5) a step-by-step consulting process model. Findings of the supervision meetings are documented in the system and the consultants are adding new information constantly. Apart from facilitating the consultant's work this tool also helps newcomers to get insights into project processes, workflows, tasks, problems and possible solutions. Regarding IT-systems an ongoing check is recommendable to what extent the instrument is actually used, which supporting functions are really needed and if the content is still actually relevant. According to Romhardt all instruments which are used repeatingly develop a specific self-dynamic and tend to remain unchanged and unreflected - finding suitable and usable instruments and dispose the other ones is real live problem solving (Romhardt 2002). IT-systems should be easy to handle for the users, with a transparent structure and relevant, up to date information. One or more responsibles (depending on the systems dimensions) are needed for administrative support – then a system can be successfully institutionalised.

For systems, people, processes and instruments learning and reflection are the basis for a strategic orientation towards Knowledge Management, which helps to adapt to new conditions, and can offer effective methods for solving new problems. Active solution- and application-oriented Knowledge Management forms the foundation for a broad, in-house knowledge base. Therefore employees need time to reflect experiences, communicate with colleagues and to document their knowledge (e.g. into IT-systems). Wildemann demands that promised time resources are earmarked for Knowledge Management, these resources should be used for trainings how to handle knowledge bases as well for knowledge input, searching and active use in daily business (Wildemann 2001). A target oriented and efficient exchange of experiences requires high initial investments into the system along with the conception and organisation of feedback mechanisms. These points mentioned have to be integrated in a concise general concept to ensure knowledge transfer, which only emerges from the reflection and evaluation of new methods,

processes and experiences. (Della Schiava / Rees 1999)

6. Discussion and suggestions

In this chapter we summarise core ideas and aspects of successful knowledge-oriented project supervision meetings from our experience. A practical and structured approach to Knowledge Management ensures transparency, orientation for the participants and clear tasks, roles and procedures. Therefore we recommend considering at least three stages for KM-initiatives, which are the stages of "initialisation", "implementation" and "institutionalisation". Initialisation - in the sense of „cultural change" knowledge management projects are always highly complex, multi-dimensional, far reaching challenging areas with numerous impacts (looking right and left, back and forth, etc.), this results in a mostly consequently, concentrated and adjusted way of a cascading realisation of separate steps of change. Rethinking and reframing (change of paradigms, change in consciousness) need to be started at the managerial top-level, because it is transmitted and carried by them. This means a creation of organisational consciousness through kick-off workshops and sensibilisation seminars for the realisation of the organisational processes, the identification of problem areas and for the necessary changes. The top and middle management activity and commitment is an important multiplier for the success of knowledge management initiatives. Through the personal commitment and the willingness to realise KM, multiply available single-activities of KM are constituted as a broad movement (Palass/Servatius 2001). The main task of managers lies in the creation of a promoting work environment, in which many people have access to established knowledge and are able to act according to it. Managers take the position of role models through their activities. They create standards, through the desired frankly handling and transfer of knowledge (give a limit and demand). Managers need to be the facilitators of knowledge management projects and they should promote management for knowledge as an essential criterion for success.

Besides of an evaluation of "present" data, for an analysis and description of the company's situation, a specific data feedback and a resulting holistic company diagnosis in the sense of "dual management" (hard facts resp. indicators for economic situation, market share, capacity, utilisation, production course, product-market combination etc. and soft facts like character, identity, sense, behaviour, communication, climate, culture, management, etc.), a target-oriented realisation of developed measures and a concerning control of success is necessary. This leads to a cyclic, iterative process in the sense of a rolling planning to realise the whole target "step by step". Many unplanned side effects, backlashes and blowbacks of separate process steps and systemic interventions need to be played through (in the sense of worst case scenario planning) for the reduction of unexpected effects. The process of diagnosis carries specific importance. The diagnosis does not describe just symptoms, but moreover the actual causes for problems, nuisance, emotions of discontentment and learning-barriers. One should find out, why the organisation is like it is; why specific results are reached, etc. Every organisation is perfectly designed (structures, strategies, culture, behaviour, etc.) to get the results, it gets. There are also many different methods, instruments and techniques. We think that the principle of "put the whole system in the room" is the most useful. This means to work together with a representative community of organisational members (picture the organisation with its characteristics and ways of functioning) in a workshop on the possible causes of specific problems. This creates transparency; makes the problem landscape more conscious; decreases one-sided interpretations, prejudices, attribution, fantasies and projections and furthermore promotes an open discourse process.

Implementation - time plays a mostly underestimated and important role for the initiation of planned knowledge management and change-programs as well as for the right timing (kairos) of interventions (window of opportunity). The related relevant questions are: "How much change is necessary at what point in time?" and "How much change is useful at the present development stage?" Through the ongoing serious, open and collaborative answering of the questions an excessive demand as well as unnecessary burden can be prevented (following the "right" company's velocity). Communications, exchange of information and media work are essential criteria's for success in the sense of „management of knowledge and change". Team development and team supervision should help to build, develop and reflectively assist teamwork. The separate task and target-oriented configured groups pass consequently the diverse team-dynamic phases of development till they are a powerful, effective, target-oriented, learning and result-responsible team which is based on functional trust. The primary interest of the task force is the improvement of the cause, but they know about the interpersonal relations and their impact on the task's success probability. The team members need to know about each one's strengths, potentials, affinities, interests as well as

weaknesses for the classification and acceptance of roles. Besides this social competence the teams moreover need to have professional competence and knowledge regarding project management, method and tool use, techniques of decisioning and problem solving. If it is necessary this can be conveyed in separate training elements.

Institutionalisation - through team supervision the lonesome existence of the realisation goal getter is reduced. Different process- and result owners come continuously together in supervisory groups to expand the project specific problems. This means they collectively diagnose the specific starting situation, promoting and hindering framework, plan separate steps of action and alternative processes, reflect and prove them reciprocally and go back to practice with concrete realisation arrangement plans. They use the knowledge of many group-members in similar situations. They interchange knowledge within a community, communicate and pick up role-specific problem areas, expectations and misgivings as a central theme. That way they can assist each other, what again leads to incentives and staying power. Besides this supervisory meetings (escorted by external consultants in the role of reflectors, process specialists and if necessary responsible for input) the specific team-members meet each other in the mean time. This helps each other in the way of an "intervision" for the specific project-work and leads to an identification and use of existing employee potential. Communication and participation is essential in each step of the KM-initiative: In the initialisation phase participants need a clear transmission of vision, target, and strategy as well as a concise concept for the KM-attempt. During ongoing processes of the implementation phase responsibles depend on feedback, reports of actual steps, problems, possible solutions and intermediate results to provide motivation and help to avoid critical errors. In the institutionalisation phase core outcomes are communicated and the whole KM-project should be reflected and evaluated. Furthermore it is essential to consider the right time, intensity, use of media and an informational and communicative language.

7. Conclusion

The cognitive comprehension about the necessity of an efficient utilisation of knowledge in the company's code of practice permanently increases, though the company's pressure of troubles and change in an increasing knowledge competition primarily provides the increasing probability for serious steps towards realisation. For this case not only established theoretical models need to be generated but also feasible ways of implementation in sense of a systemic Management for Knowledge. For a successful, systematic integration of KM in applied project management and furthermore for an enhancement of excellent procedures, cross-project supervision meetings are one possible solution to transfer "best practices" and "lessons learned". These structured supervision meetings crucially contribute on the one hand to the social dimension of enterprises (formal and informal communication and information) and on the other hand they optimise project processes and give the opportunity to learn from already realised projects (do not reinvent the wheel!). Effective and efficient knowledge-oriented project management lays in the balance of organisational framework and supporting IT-infrastructure. Each company needs its own specifically designed and adjusted KM solution to foster innovation and development of business excellent strategies, structures, processes and products. Organisational consciousness, as the ability to think in structures and processes (Buchinger 1997), is the core principle of knowledge-oriented project supervision. This competence is developed systematically, supported by external supervisors, through the analysis of projects. But even knowledge management is only a kind of construction of reality among many others and does not supply universal rules for the development of companies. Investment in KM needs to be directly connected with change and improvement of the organisation step by step. It lies in the hand of the company itself to put one's money where one's mouth is.

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