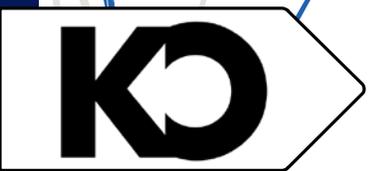


Planning Tool for Knowledge Creation

Your
Growth
Toolbox



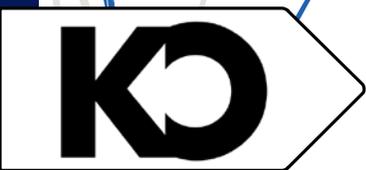
Planning Tool for Knowledge Creation

Phase 1: Understand the Problem

Summarise
the
task/problem

[Refer to the
example](#)

| 1 | | | 2 | 3 | 4 | 5 | 6 | Notes |
|------------------------------|--------------------------|---|---|--|--------------------------|--------------------------|--------------------------|-------|
| Learning Phase and Tasks | | | Using the action verbs define the expected outcome of this task | Describe how and where to codify the knowledge | S Skills | K Knowledge | A Attitude | |
| Understand the problem | Encounter the problem | 1 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Identify knowledge | 1 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Need to know more | 1 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Define the problem | 1 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

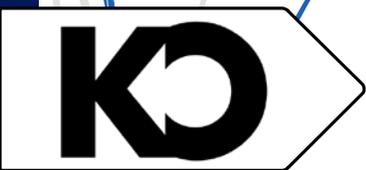


1

Planning Tool for Knowledge Creation

Phase 2: Explore the Problem

| 1 Learning Phase and Tasks | | 2 Using the <u>action verbs</u> define the expected outcome of this task | 3 Describe how and where to codify the knowledge | 4 S Skills | 5 K Knowledge | 6 A Attitude | Notes |
|-------------------------------|-----------------------------|---|---|--------------------------|--------------------------|--------------------------|-------|
| Explore the problem | Gather Information | 1 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Share Information | 1 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Generate possible solutions | 1 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



2

Planning Tool for Knowledge Creation

Phase 3: Resolve the Problem

| 1 Learning Phase and Tasks | | 2 Using the <u>action verbs</u> define the expected outcome of this task | 3 Describe how and where to codify the knowledge | 4 S Skills | 5 K Knowledge | 6 A Attitude | Notes |
|-------------------------------|-----------------------------|---|---|--------------------------|--------------------------|--------------------------|-------|
| Resolve the problem | Determine best-fit solution | 1 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 2 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 3 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | 4 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |




Planning Tool for Knowledge Creation

Phase 3: Resolve the Problem

Problem:

Various databases exist in an organisation. The organisation has decided to merge all data strategically into one database. The manager must instruct a team of knowledge workers to solve this problem. This is her plan.



Example

| | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------------------|-----------------------------|--|---------------------------------|------------|-------------|------------|
| Learning Phase and Tasks | | Outcomes derived from action verbs | Codification of knowledge | S Skills | K Knowledge | A Attitude |
| Understand the problem | Encounter the problem | Clarify the problem | On the WIKI | Yes | Yes | No |
| | Identify knowledge | Identify existing knowledge about the problem. | On the WIKI | Yes | Some | Yes |
| | Need to know more | Categorise what one needs to know. | On the WIKI | Yes | Yes | Yes |
| | Define the problem | Extrapolate tasks to be completed. Identify successful completion criteria. | On the WIKI On the WIKI | Yes Yes | Yes Yes | Yes Yes |
| Explore the knowledge base | Gather information | Summarise the aims of the various databases. Map the detailed functions of each database. | On the WIKI | Yes | Yes | Yes |
| | | Outline the functionality of each database in the work environment. | On the WIKI | No | Yes | Yes |
| | | Construct models of existing databases. | On the WIKI | No | Yes | Yes |
| | Share information | Using the findings create a presentation | Presentation tool | Yes | Yes | Yes |
| | Generate possible solutions | Integrate the various functionalities of these databases into one proposed database structure. | On the WIKI | Yes | Yes | Yes |
| Resolve the problem | Determine best-fit solution | Construct a solution | On the WIKI | Yes | Yes | Yes |
| | | Test the solution | Record results on the WIKI | Yes | Yes | Yes |
| | | Execute the solution | Record instructions on the WIKI | Yes | Yes | Yes |

Planning Tool for Knowledge Creation

Action verbs

1

Cognitive Domain: Understand the problem

Identify

Retrieve

Discuss

Describe

Identify

Summarise

2

Cognitive Domain: Explore the Problem: Apply

Solve

Show

Use

Illustrate

Construct

Complete

Examine

Classify

2

Cognitive Domain: Explore the Problem: Analyse

Analyse

Compare

Contrast

Experiment

Examine

Differentiate

Distinguish

2

Cognitive Domain: Explore the Problem: Evaluate

Assess

Defend

Judge

Support

Evaluate

5

Cognitive Domain: Explore the Problem: Knowledge Creation

Arrange

Develop

Compose

Propose

Construct

Organise

Create

Manage

Design



Planning Tool for Knowledge Creation

Action verbs: definitions

| | |
|----------------------------|---|
| Identifying | To recognise a problem, need, fact, etc. and to show that it exists |
| Retrieving/remember | To find and bring back something |
| Clarifying | To make something clear or easier to understand by giving more details or a simpler explanation |
| Paraphrasing | To repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer |
| Representing | To express or complain about something, to a person in authority |
| Translating | To change something into a new form, especially to turn a plan into something real |
| Illustrating | To show the meaning or truth of something more clearly, especially by giving examples |
| Categorising | To put people or things into groups with the same features |
| Summarising | To express the most important facts or ideas about something or someone in a short and clear form |
| Concluding | To complete an official agreement or task, or arrange a business deal |
| Abstracting | An abstract argument or discussion is general and not based on particular examples |
| Generalising | To say or write something very basic, based on limited facts, that is partly or sometimes true, but not always |
| Extrapolating | To guess or think about what might happen using information that is already known. To add words to a text. |
| Interpolating | In the mathematical field of numerical analysis, interpolation is a method of constructing new data points within the range of a discrete set of known data points. |
| Predicting | To say that an event or action will happen in the future, especially as a result of knowledge or experience |
| Contrasting | To show an obvious difference between two or more things |
| Mapping | The activity or process of creating a picture or diagram that represents something |
| Constructing Models | To build something or put together different parts to form something whole |
| Matching | Having the same colour or pattern as something else |
| Executing | To do or perform something, especially in a planned way |

| | |
|--------------------------|--|
| Implementing | To start using a plan or system |
| Using | To put something such as a tool, skill, or building to a particular purpose |
| Discriminating | Able to know and act on the difference between good and bad |
| Distinguishing | To be able to see the difference between two things |
| Focusing | To notice or understand the difference between two things |
| Selecting | To give a lot of attention to one particular subject or thing |
| Finding coherence | To choose a small number of things, or to choose by making careful decisions |
| Integrating | The situation when the parts of something fit together in a natural or reasonable way |
| Outlining | To combine two or more things in order to become more effective |
| Parsing | A description of the main facts about something |
| Structuring | Parsing or syntactic analysis is the process of analysing a string of symbols, either in natural language or in computer languages, conforming to the rules of a formal grammar. |
| Deconstructing | To plan, organise, or arrange the parts of something |
| Coordinating | The act of breaking something down into its separate parts in order to understand its meaning, especially when this is different from how it was previously understood |
| Detecting | To watch and check a situation carefully for a period of time in order to discover something about it |
| Monitoring | To do something in order to discover if something is safe, works correctly, etc., or if something is present |
| Testing | To form, give, or have as an opinion, or to decide about something or someone, especially after thinking carefully |
| Judging | To give a possible but not yet proved explanation for something |
| Hypothesizing | To make or draw plans for something, for example systems or hardware components |
| Designing | To build something or put together different parts to form something whole |
| Constructing | |

