Item:

Knowledge Management Strategy 2004

Knowledge Management: Share what you know, learn what you don’t

Synopsis:

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Action plan

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Action Required:

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Knowledge Management Strategy 2004

Knowledge Management: Share what you know, learn what you don’t

1. Introduction

Knowledge management is a much discussed and talked about topic and the range of activity that comes under this heading is broad and at times can be confusing. This document provides a definition and identifies the scope of and produces a strategic framework for knowledge management for the Trust, which is inline with the strategic aims of the Trust.

The overall aim of the Knowledge Management strategy is to support Surrey & Sussex Healthcare NHS Trust in achieving its major objective of providing the best quality patient care. It will become one of the many building blocks, which will enable the Trust to meet the objectives and goals laid out annually in the Trust Service Plan.

Trust mission statement

‘The patient is at the heart of all that we do. As an organisation we are committed to lifelong learning and to modernising our services. The challenges we have set will provide effective care based on the best credible clinical evidence, providing equity of access based on need.”

2. Knowledge Management

Knowledge Management is not about IT. Its purpose is to create an environment where it is the habit to routinely capture, share and use information in support of all clinical, clinical support and corporate activities so that it becomes part of our daily work. Connecting people with people and connecting people with knowledge, through the use of the most appropriate media. It should be organisation wide and cover all knowledge – both explicit sources (internal and external) and implicit or tacit knowledge of both staff and patients. The latter coming from an individual’s personal experience and is affected by their beliefs, values and perspectives. It therefore aims to provide all staff with access to formal and informal knowledge based systems to enable them to develop appropriate skills through which to inform their practice and provide quality patient care.

1 Committed to supporting lifelong learning and modernising services. Providing effective care based on the best available clinical evidence, equity of access, based on need.
2 http://web/corporate/trustboard.htm
This will facilitate the access to knowledge required to support clinical governance. Providing people with the skills to access and appraise evidence based practice record their own and others practice and to share their knowledge (experience and expertise) with others. Ensuring that local non-published knowledge is made easily available.

Knowledge Management, by helping to share knowledge across and within the organisation can contribute to the essential area of corporate governance. More specifically, through the use of the intranet, lunch and learns and other specific Knowledge Management techniques, the issues of risk management, financial and non-financial guidelines will be covered. Along with clinical governance, this will help to improve the governance arrangements within the Trust and in doing so provides an important input into the way we run the Trust for the benefit of patients.

The distinction between knowledge and information needs to be clearly understood, and is defined in appendix 1.3

In the public sector the central theme for Knowledge Management (KM) is to work smarter in order to improve the services being provided, in the NHS this means patient care. In recent years many of the government’s healthcare policy documents have had the use of knowledge as an underlying theme. 4

The Director of the Modernisation Agency David Fillingham, states

*It is only by testing ideas, learning what works best and sharing our knowledge that we really make things better for our patients.*

3. The Vision

Knowledge management is not an end in it’s self it is a means of ensuring that people (staff and patients) have: the right knowledge; at the right place; and at the right time.

The Trust therefore needs to develop a culture and environment where knowledge sharing is a basic and core activity, which is appropriately rewarded and recognised. In which people are encouraged:

- To interact with others to share, learn and be creative
- To reflect; to innovate; to have and to build ideas
- To use good quality information and knowledge for policy and for operational decision making
- To use appropriate technology for communication and information and knowledge flows.

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3 Appendix: From Data to Knowledge Management
4 Such as: An organisation with a memory (2000); The NHS Plan (2000); Working together: Learning together (2001); Building on the information core (2001); Learning from Bristol (2002).
5 www.modern.nhs.uk/improvementguides/reading/sustainability.pdf
How will we know when we have succeeded? To quote the Modernisation Agency document on sustainability

*We will know we have succeeded when knowledge about an improvement developed anywhere in the system rapidly becomes common knowledge and is actually used everywhere*.

### 4. Guiding Principles

This knowledge management strategy has been derived from guiding principles in relation to five main elements: Commitment, Culture, Content, Skills and Enablers:

#### 4.1 Commitment

The Trust's strategy, policy, service development and practice should be based on the best evidence available (from research and from practice). It is an explicit aim of the Trust to make information available to staff and patients and to ensure the practical mechanisms are in place to back this up. It is everyone’s responsibility from the Chief Executive and throughout the organisation and is not a technology led process.

#### 4.2 Culture

One of the five key goals of the Trust’s Human Resources Strategy is the development of the Knowledge Economy within the Trust.

*The NHS does not have a product as such and the service it delivers is dependent on the knowledge, skills and attributes of its employees. Some of this knowledge is professional and based on occupations, some of it is more generic and could be termed attitudinal. Whatever the knowledge, the NHS and the Trust are dependant on it in order to survive and flourish.*

By fostering the development of a learning organisation, staff will be empowered to gain the knowledge and skills required to implement best practice. We will do this by establishing links between groups on the Trust Committee Structure and clinical teams with the Knowledge Management Steering Group. We will look at developing Knowledge Management ‘champions’ or ‘change managers’ across the organisation who will be able to assist and advise staff on mechanisms for sharing knowledge and information and will ensure that the Knowledge Management Steering Group are aware of the views of staff.

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6 Modernisation Agency Ibid

7 p8 Surrey and Sussex Healthcare NHS Trust. Human Resources Strategic Framework: The next 5 years. 2001
The knowledge management lead has begun this work by setting up the Lunch and Learns.

**Lunch and Learns** is a platform for both clinical and non-clinical staff to share information about new ways of working, good practice and other work activities with their colleagues.

Within a Trust the size of ours it is important that we have the ability to get information through to staff at all levels. Lunch and Learns do not replace our well-established channels for official communications. The aim is primarily to give staff the chance to find out what is going on, to ask questions, to discuss and to reflect.

The plan is to make these a regular monthly event, held alternately at East Surrey and Crawley Hospitals. The topic may be directly relevant to someone’s work or they may just want to find out more, all staff are welcome.

### 4.3 Content

To achieve health improvements, professional and organisational development and research (carried out by trust staff as part of their work or study) there needs to be access to the knowledge base including both tangible knowledge resources such as books, journals, papers and minutes and intangible knowledge such as people’s know-how and experience.

### 4.4 Skills

Staff need support:
- To gain skills in finding, sharing, evaluating and organising knowledge,
- In using it to achieve change, keep up-to-date and to support clinical, managerial and policy decision making

All staff should be encouraged to develop these skills.

**Reflective Practice for all staff**

Recently some housekeeping staff asked a librarian, “What have you got in here for us then?” The librarian asked them what their jobs involved and if there was anything that concerned them or that they felt they would like to know more about.

Initially they hesitated, before saying that they would like to know more about MRSA, as part of their job was to strip down the beds of MRSA infected patients, they were then moving onto other beds without changing their clothes first. They were concerned that they may carry MRSA to the beds of other patients.

The librarian helped them to perform a literature search and advised the housekeeping staff that they should take this evidence back to their supervisors. The impact that this evidence had will be followed up.
4.5 Infrastructure or Enablers
Providing staff with and making knowledge accessible in a user-friendly form by:
- Improving access to corporate information and
- Making available evidence of clinical effectiveness
- Encouraging staff to share their ‘know-how’ with colleagues.
- Providing space to reflect
- Providing time to reflect

5. A collaborative approach
The knowledge strategy will be achieved through collaborative working, influencing and contributing to a range of initiatives across the Trust in Clinical Governance, Education and Training, Human Resources, IM & T, Library and Information Services, Freedom of Information, NHSU local provider, Communications and Research and Development. It will seek to involve staff at all levels and in both clinical and non-clinical areas.

There will also be commitment to work with external stakeholders such as universities and colleges of further education and the commissioning process for education and training through the Workforce Development Directorate of Surrey and Sussex Strategic Health Authority.

There needs to be a joined up approach across the whole health economy with: East Surrey PCT, East Elmbridge and Mid Surrey PCT, Crawley PCT, Horsham and Chanctonbury PCT, Surrey Oaklands NHS Trust, West Sussex Health and Social Care Trust, Surrey Ambulance Trust, Sussex Ambulance Trust, and the Strategic Health Authority. It is unclear whether Knowledge Management will become part of the HIS, if it does not it must work closely with it. In the first instance this will be done through the Knowledge Management Steering Group.

6. Key Objectives
The Knowledge Management Steering Group will work collaboratively with colleagues across the Trust to meet the following key objectives in order to facilitate the development of Knowledge Management in the Trust:

6.1 Developing a learning culture
To encourage the development of communities of common interest through which colleagues can question, learn and collaborate, to develop and to grow their shared expertise.

The ultimate goal is to get people to participate willingly and freely in building virtual communities where knowledge and expertise can be shared and created.

For Knowledge Management to work it needs to become part of the culture of the Trust as a means of developing ways of sharing experience and promoting good practice, so that there is greater innovation and building on ideas of others.

Becoming an organisation, which gives people the confidence: to believe that other people will find their knowledge useful; to be sure that they will not be losing control if
they do share their knowledge; and where the organisation is increasingly responsive to its “customers” needs using shared knowledge.

6.2 Content: Facilitating access to the knowledge base

To scope existing and identify potential new sources of corporate knowledge.

To audit systems and processes on a regular basis to make sure old irrelevant knowledge is removed.

To promote the use of high quality information, improving access to sources of pre-appraised evidence, clinical guidelines, bio-medical databases and the National electronic Library for Health (NeLH)

To develop the intranet as a corporate resource and as a gateway to high quality external resources

6.3 Skills: Enabling staff to develop skills

To develop peoples’ skills so that reports, policies, presentations and decision making are more effective.

To promote training and skills in knowledge literacy (including critical appraisal)

To develop an effective education and awareness programme including staff induction to highlight and promote the benefits of knowledge sharing and knowledge management

To develop an education programme through which to promote critical evaluation skills for the assessment and appraisal of evidence and information

To promote training and skills in IM & T and other essential skills (such as innumeracy and literacy)

6.4 Enablers

To advise on policies, standards and controls around the management of information so that there is a robust and effective infrastructure to enable the systematic capturing and sharing of information

To develop the intranet: as a virtual library, a learning centre and as a corporate resource.

To ensure appropriate technology is available to support knowledge management objectives, which is accessible and user friendly.

To continue to develop a Web (Internet) presence that reflects the Trust’s aspirations in its primary role as a healthcare provider.

To support the use of electronic communication, as the preferred medium for written communication within the Trust, but at the same time to emphasise the value of verbal and face-to-face communication.
To create web links which facilitate access to high quality information and knowledge for staff and patients.

To review progress, investigate areas for improvement, and solve organisational blockages.

To review changing knowledge needs.

7. Next Steps

Section two of this strategy is an action plan of work in progress and proposed developments. The Head of Library Services and Knowledge Management will lead on this work, supported by the Knowledge Management Steering Group (appendix 2), which is chaired by the Director of Strategic Development. Progress will be reported to the IM&T Strategy Group.
Appendix one: From Data to Knowledge Management

The relationship and difference between information and knowledge needs to be clearly defined.

<table>
<thead>
<tr>
<th>Data</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A set of facts, concepts or statistics that can be analysed to produce information.</td>
<td>Data that has been organised within a context and translated into a form that has structure and meaning.</td>
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| Information management                                              |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| The management of an organisation's information resources in order to improve the performance of the organisation |

| Knowledge                                                            |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Knowledge is derived from information but it is richer and more meaningful than information. It includes familiarity, awareness and understanding gained through experience or study, and results from making comparisons, identifying consequences, and making connections. In organisational terms, knowledge is generally thought of as being 'know how', 'applied information', 'information with judgement' or 'the capacity for effective action'. |

| Knowledge Management                                                |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| "The creation and subsequent management of an environment which encourages knowledge to be created, shared, learnt, enhanced, organised and utilised for the benefit of the organisation and its customers" (TIPL) |

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8 The wording of the terms has been adapted from the glossary on the NeLH Knowledge Management Library Portal [http://www.stuff.co.uk/knowledgemanagement/glossary/glossary.asp#i](http://www.stuff.co.uk/knowledgemanagement/glossary/glossary.asp#i) April 03
Appendix two: From Data to Knowledge Management

Surrey and Sussex Healthcare NHS Trust
Knowledge Management - Steering Group

Purpose

The members are:

- Head of Library Services and Knowledge Management
- Nursing Representative (Snr Nurse Critical Care)
- Associate Director IM&T
- Director of Strategic Development (Chair)
- Deputy Director of HR and Head of Training and Development
- Web Development Manager
- Associate Director of Clinical Governance
- Knowledge Manager, Surrey and Sussex Strategic Health Authority

1. Support the KM Lead in the development of the KM agenda within the Trust.
2. Raise awareness of KM in the Trust and in particular with the wider group (KM champions)
3. Plan Lunch & Learn sessions, with external/internal speakers, who would share their experience of KM.
4. Identify areas within the Trust were KM pilot could be run.
5. The pilot activity would be reported back at a later Lunch & Learn and so the momentum will build.
6. The KM Steering group report to the IM&T Board.

Rachel Cooke
January 04