## Exercise: Understanding Our Own Knowledge Management Practices

**Objectives**

1. To guide participants in understanding key knowledge management (KM) practices
2. To guide discussions around stories shared by groups, connecting back to KM practices

**Overview**

This exercise allows participants to reflect on individual and organizational KM practices that they are already participating in. This activity is started out in pairs, with individuals exchanging stories and selecting which story illustrates the most significant impact on program outcomes. This process is repeated with another pair (group of four), and then once more with another group of four (final group total of eight). Once each group of eight has selected their top story, the selected stories are shared with the entire group, with guidance from the facilitator.

**Time**

This activity will take approximately 45 minutes.

No advance preparation is needed.

**Implementing the Activity**

1. The Trainer will need 5–10 minutes to explain the activity and to allow pairs and groups to form in between discussions. Pass out index cards to the participants.
2. Following the activity, the participants will need to summarize the key takeaways from the group discussions.

**Activity Steps**

1. Instruct participants to split up into pairs. Ask the participants to share with each other examples of challenges they encounter at work that have a knowledge component to them. You can share some relevant examples with the group to get the participants thinking in the right direction. For example:
   * + National service delivery guidelines are updated, but they are not implemented or they are implemented incorrectly
     + Health program managers cannot tell which field workers are performing well and which are not
     + Communication materials contain conflicting messages, causing confusion among service providers and their clients
     + A health program manager recognizes how technology could help her program, such as using mobile phones to facilitate communication between field workers and supervisors, but does not know how to incorporate it
     + Health workers quit because they feel they are not growing professionally, don’t receive recognition, and/or feel isolated
     + A health worker believes that if he refers to a job aid, he will appear incompetent
     + A health worker is frustrated and worried because her clients fail to follow her instructions
2. Now ask the participants to share with each other a time when knowledge **collection, synthesis, exchange, or dissemination** helped solve a challenge and achieve a program objective (these do not necessarily need to correspond to the challenges identified in step 1).
3. After the participants have shared with each other ideas for #1 and #2, ask each pair to decide **which story has the most significant effect on the program.** They can jot down key points of the story on index cards to help remind them of the main points. And ask each pair to tell *their top story* to another pair (new group of four). The other pair will also share their most significant story.
4. Repeat process with another group of four (new group of eight). Each time the story is told new details may emerge either from the storyteller or from participants who may know the story already (contributed to it, took part in it). Participants can capture these new details on index cards so they can see that the story was stronger when told collectively.
5. The story that is selected to have had the most significant effect is then shared with the group as a whole.

*Note to trainer*: Make amendments to the structure of sharing based on group size. For example, if there are 24 participants, split into three groups, Use the visual below to help explain the process.

