Knowledge Management Capability - Self-Assessment

	KM Strategy	Leadership Behaviours	People and networks	Learning before, during and after	Capturing knowledge
Level 5	Clearly identified Intellectual assets. KM strategy is embedded in the business strategy. Framework and tools enable learning before, during and after.	Leaders recognise the link between KM and performance The right attitudes exist at the top to share and use others' know-how. Leaders reinforce the right behaviour and act as role models.	Clearly defined roles and responsibilities in networks. Networks and Communities have a clear purpose, some have clear deliverables, others develop capability in the organisation. Networks meet annually.	Prompts for learning built into business processes. People routinely find out who knows and talk with them. Common language, templates and guidelines lead to effective sharing.	Knowledge is easy to get to, easy to retrieve. Relevant knowledge is pushed to you. It is constantly refreshed and distilled. Networks act as guardians of the knowledge.
Level 4	Discussions are ongoing about organisation's Intellectual assets. A KM strategy exists but is not linked to business results. A clear framework and set of tools for learning is widely communicated and understood.	KM is everyone's responsibility; a few jobs are dedicated to managing knowledge. "Knowledge sharing is power." Leaders set expectations by "asking the right questions", and rewarding the right behaviours.	Networks are organised around business needs. Networks have a clear governance document. Supportive collaboration technology is in place and is well used.	Learning before, during and after is embedded in "the way we do things around here". "Customers" and partners participate in review sessions.	Just-in-time-knowledge is current and easily accessible. Individuals with passion distil and refresh it; many others contribute. That individual acts as the owner.
Level 3	There is no framework or articulated KM strategy. Some job descriptions include knowledge capture, sharing and distillation. People are using a number of tools to help with learning and sharing.	KM is viewed as the responsibility of a specialist team. Some leaders talk the talk, but don't always walk the walk!	People are networking to get results. An expertise directory exists and is well used. Networks and communities are created and are visible. People can choose to participate.	People can easily find out what the company knows. Examples of sharing and using knowledge are recognised. Peers are helping peers across organisational boundaries.	Networks take responsibility for their knowledge; collect their subject's knowledge in one place in a common format. (e.g. a Wiki or knowledgebase) Searching before doing is encouraged. Little or no distillation.
Level 2	Most people say sharing know-how is important to the organisations success. People are using some tools to help with learning and sharing	Some managers give people the time to share and learn, but there is little visible support from the top.	Ad hoc networking to help individuals who know each other. Basic directories of people information exist, but they are inconsistently populated.	People learn before doing and programme review sessions. They capture what they learn for others to access. In practice few do access it.	Teams capture lessons learned after a project. Teams look for knowledge before starting a project. Access to lots of knowledge, though not summarised.
Level 1	A few people express that know-how is important to the organisation. Isolated people with a passion for KM begin to talk and share how difficult it is.	KM viewed as a management fad. Leaders are sceptical as to the benefits. Leaders think networking leads to lack of accountability. "Knowledge is power".	Knowledge hoarders seem to get rewarded. It is difficult to identify people with specific expertise and experience.	People are conscious of the need to learn from what they do but rarely get the time. Sharing is for the benefit of the team.	Some individuals take the time to capture their lessons in any number of cupboards and databases. They are rarely refreshed, few contribute, even fewer search.