**Remote Field Crisis Management**

Session Title: 1.4 Learning Activity 1

Duration: 45 minutes

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| **Aim of the session**  | To enable participants to recognize the importance of knowledge and encourage knowledge transfer within their organizations. |
| **Objectives:**By the end of this session participants will be able to:* Differentiate data, information and knowledge
* Map the gaps in security knowledge in their organisations

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| **Key Learning points:*** **Knowledge is what we know**. Think of this as the map of the World we build inside our brains. Plan and facilitate a short role play.
* Data is/are the **facts of the World**; in many ways, data can be thought of as a **description of the World**.
* Information allows us to expand our knowledge beyond the range of our senses. We can **capture data in information**, then move it about so that other people can access it at different times.
* People need *knowledge* in order to make good decisions; information is not enough.
* There tends to be lots of security information in our organisations and not nearly enough security knowledge
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| **Timing** | **What to do and say *(methodology)*** | **What you need *(resources)*** |
| 15’ | **Data vs. Information vs. Knowledge**Show participants the Infogineering diagram on **Slide 2** and ask them what they perceive the difference between data, information and knowledge are.Use the **Slide 3** to explain the theory and show the DIKW model. Ask the group if they can give examples of each of the different categories in relation to their work. For example, sensors across the world capture facts on the weather (data), then computers turn this into TV forecasts (information), from which we can know (knowledge) what the weather is likely to be tomorrow. We can then choose (decision) to cancel our hiking trip.Use the example on the **Slide 4** to illustrate from a security perspective.The key learning point here is that people often confuse information with knowledge. Situation reports and analysis are all information. Knowledge is all the experience and learning in your brain that enables you to make a decision based on that new information. Have some discussion on this. |  |
| 15’ | **Groupwork: Knowledge Maps**Explain to the group that we are going to consider how we might make better use of that knowledge within our organisations. This involves a two-stage process;1. mapping knowledge
2. identifying knowledge flow and enabling that

Work in groups in groups of three (from the same organization) to draw a “KNOWLEDGE MAP” of security in their organization: 1. Start with a diagram of teams and individuals in the organization.2. Next try to indicate on that diagram where there are high levels of knowledge around (security) risk management (the gaps are just as important as the points here)- Remember that knowledge can be in an individual’s brain in the form of experience or it could be in instructions or training for people.- Remember this should include your own knowledge!3. If you have time try to indicate whether you think this knowledge is being used or under used – or maybe it is trapped! NOTE: Ensure that they do not draw an organagram, as they might get stuck on individuals and relationships of power. It might be better to map between teams or places where information/knowledge get stored or stuck. | Flipchart, markers and sticky notes |
| 10’ | **Groupwork: Knowledge Transfer**Explain to participants that we now have a knowledge map – the next step is to identify how we can encourage knowledge transfer and use. Give the following instructions to participants1. Draw where you want the knowledge to go from and to.2. Come up with some ideas on how that could happen – remember that knowledge is transferred in a range of formal ways (how much knowledge is transferred in the kitchen or where people have a cigarette outside the office?!) | Flipchart, markers and sticky notes |
| 5’ | Close the session explaining that knowledge management creates a real opportunity for most organizations and could be really helpful for you in encouraging integrated security management.Tell participants to keep their maps because they’ll be using them again tomorrow. |  |

**Supporting information for facilitators:**

*(Include notes, models, background information, etc. to support facilitators in delivering this module.)*

**Knowledge**

Knowledge is what we know. Think of this as the map of the World we build inside our brains. Like a physical map, it helps us know where things are – but it contains more than that. It also contains our beliefs and expectations. “If I do this, I will probably get that.” Crucially, the brain links all these things together into a giant network of ideas, memories, predictions, beliefs, etc.

It is from this “map” that we base our decisions, not the real world itself. Our brains constantly update this map from the signals coming through our eyes, ears, nose, mouth and skin.

You can’t currently store knowledge in anything other than a brain, because a brain connects it all together. Everything is inter-connected in the brain. Computers are not artificial brains. They don’t understand what they are processing, and can’t make independent decisions based upon what you tell them.

There are two sources that the brain uses to build this knowledge - information and data.

**Data**

Data is/are the facts of the World. For example, take yourself. You may be 5ft tall, have brown hair and blue eyes. All of this is “data”. You have brown hair whether this is written down somewhere or not.

In many ways, data can be thought of as a description of the World. We can perceive this data with our senses, and then the brain can process this.

Human beings have used data as long as we’ve existed to form knowledge of the world.

Until we started using information, all we could use was data directly. If you wanted to know how tall I was, you would have to come and look at me. Our knowledge was limited by our direct experiences.

**Information**

Information allows us to expand our knowledge beyond the range of our senses. We can capture data in information, then move it about so that other people can access it at different times.

Here is a simple analogy for you.

If I take a picture of you, the photograph is information. But what you look like is data.

I can move the photo of you around, send it to other people via e-mail etc. However, I’m not actually moving you around – or what you look like. I’m simply allowing other people who can’t directly see you from where they are to know what you look like. If I lose or destroy the photo, this doesn’t change how you look.

(source: infogineering.net)