

## Knowledge Management, Organizational Memory and Organizational Learning

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The research domain framed by the concepts of organizational knowledge, memory and learning remains strong. Last year, this mini-track reviewed 26 papers and accepted 12 for publication. This year, the number of papers submitted was 22, and again 12 were accepted. The acceptance rates are not reflective of the quality of the submittals, but the result of constraints on how many papers could be presented.

The profile of accepted papers reflects the breadth and diversity of the research domain that this mini-track supports. An examination of topic areas of the papers shows that the emphasis is on Knowledge Management (9 papers address it in some form), but that Organizational Memory (3 papers) and Organizational Learning (4 papers) are also key topics of interest. Three papers address multiple subject areas concurrently. From the standpoint of methodology, 7 papers are empirical and 5 are non-empirical. Five of the empirical papers report case studies that are aimed at building theories, or describe implementation of KM systems. The remaining empirical papers report experiments on systems or processes designed to aid organizational memory and organizational learning development. The non-empirical papers express either conceptual issues or developmental frameworks. Finally, from the standpoint of location, papers were submitted and accepted from 7 countries on 2 continents.

The accepted papers are organized into four sessions of three papers each. The first session addresses infrastructure issues of organizational memory and knowledge management. The second session introduces frameworks for knowledge management, organizational memory, and organizational learning. The third session describes systems for supporting organizational memory, knowledge management, and organizational learning. The fourth session reports case studies that explore effectiveness of knowledge management, organizational learning, and organizational memory systems.

Session 1: Michael Atwood explores why communities of practice fail to develop information technology support for their organizational memories. Dick Stenmark uses personal knowledge theory to show why information technology and systems fail to capture and convey knowledge to users not familiar with tradition or context of the knowledge. Adekunle Okunoye and Helena Karsten discuss the effects of information technology availability on knowledge management initiatives through the presentation of a case study looking at six research organizations in sub-Saharan Africa.

Session 2: Simone Stoiber and Chris Stary present an organizational learning based simulation methodology for modeling changes to business models. Lina Zhou and Zhang Dongsong present a rapid ontology development (ROD) methodology for building ontology for underdeveloped domains. Stefan Smolnik and Ludwig Nastansky explore the use of Topic Maps to aid knowledge discovery in shared databases.

Session 3: Carsten Sorensen and Masao Kakihara propose a theoretical method attempting analytical synergy between information technology optimism for supporting knowledge management systems and the social science skepticism with providing context. Dave Croasdell presents a system for actualizing organizational memory with respect to specific tasks. It is called the task-oriented organizational memory system (TOOMS). Rikard Lindgren presents Competence Visualizer, a knowledge management system for generating competence patterns in teams and organizations.

Session 4: Pieter Bots and Hans de Bruijn propose a model for assessing effectiveness of a knowledge management system from both the analytical perspective and the actor perspective. Sue Newell, Harry Scarborough, Maxine Robertson, Jacky Swan, and Bob Galliers and discuss a case study of knowledge management in health care and propose that knowledge is embedded in organizational processes and cannot be easily shared. Murray Jennex and Lorne Olfman close the mini-track with a paper that describes a longitudinal study of knowledge management, organizational memory, and organizational learning in an engineering organization, propose a success model for these systems, and discuss why new members of an organization use knowledge differently than established members.

As always, we appreciate the efforts of all our colleagues who submitted papers for publication, the 40 persons who faithfully served as referees for the submitted papers – all of those asked to be referees met their obligations and their deadlines – and without whom we would not be able to hold this mini-track, and attended (or will attend) the conference sessions. Through their efforts, we continue to see the interrelated research domains grow and flourish.