

STARS and the Knowledge Cycle

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“I know that I don’t know everything, but I hope I know what I need to know.”

Abstract

An understanding of the importance of knowledge is the knowledge society requires an understanding of how knowledge is gained and used. This has an impact on how information and knowledge must be handled to provide efficient and effective knowledge use and improved return on investment. This article briefly describes the STARS Knowledge Cycle and how it is used in STARS via information layers.

Keywords

Knowledge cycle, knowledge layers, STARS, adoption and learning curves.

The STARS Knowledge Cycle

We have progressed from the Information Society [1] to the Knowledge Society. Knowledge is becoming more important as we rely even more on thinking and less on acting. Our value in society is based on who and what we know, and how we use this knowledge. Various authorities have written about and sponsored work in this area [2],[3]. The STARS Knowledge cycle depicts how people gain and use knowledge. It shows the relationship between data, information and knowledge. It depicts both the adoption/learning cycle, when we invest time and effort into gaining knowledge, and the application cycle when we apply knowledge. The diagram shows how we collect data, convert it into information, and then into knowledge and intelligence, apply it to gain competence, and integrate it into expertise and mastery.

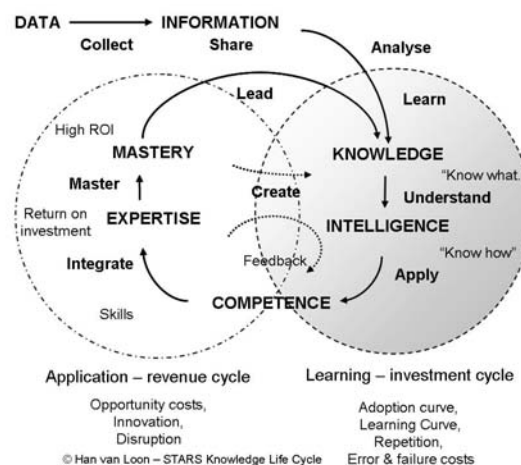


Figure 1. STARS knowledge Cycle

At each point in the cycle, we take actions:

- ☆ We collect DATA
- ☆ We share INFORMATION (sharing data turns it into information)
- ☆ We analyse and learn information to convert it into KNOWLEDGE (“Know what”).
- ☆ When we understand our knowledge we gain INTELLIGENCE (“Know how” in theory).
- ☆ When we apply out intelligence, we gain COMPETENCE (we are able to use it).
- ☆ When we integrate our applied competence with other competencies, we develop EXPERTISE.
- ☆ When we master our expertise, we assume MASTERY of our knowledge and that enables us to lead others and leads to new knowledge.
- ☆ The interaction between learning and application produces feedback that can create, correct and improve our knowledge.

In the STARS Knowledge cycle, the right hand side of the diagram represents our learning cycle. How we analyse, learn and apply knowledge is called the learning curve. It really consists of two aspects: the adoption curve and the learning curve. The adoption curve shows our personal reaction when we encounter something new or changed. Sometimes we react quickly and with enthusiasm, and then the adoption curve is short in time and with little frustration. Sometimes we react negatively and slowly, we are shocked by something that clashes strongly with our personal values and what we normally expect (our norms). Then the adoption curve may be longer in time and with greater emotional reactions (e.g. frustrations). The length of time and the level of emotional well-being vary depending experience, type of change, whether we seek or are forced to change, amongst other factors [6]. The way we manage adoption of change is part of our Emotional Intelligence [4], [5].

Application of the STARS Knowledge Cycle.

The STARS Knowledge Cycle specifically addresses various levels of ability to use knowledge. These are shown as competence, expertise and mastery. It is important to identify these various levels of use, because people at these different levels of ability, use knowledge differently. The first aspect is how much people use tacit versus explicit knowledge and information. As people become more ‘knowledgeable’ they rely more on tacit knowledge and less on explicit information. The second aspect is that the amount of information needed in order to do something decreases as people progress from being competent to being experts or masters.

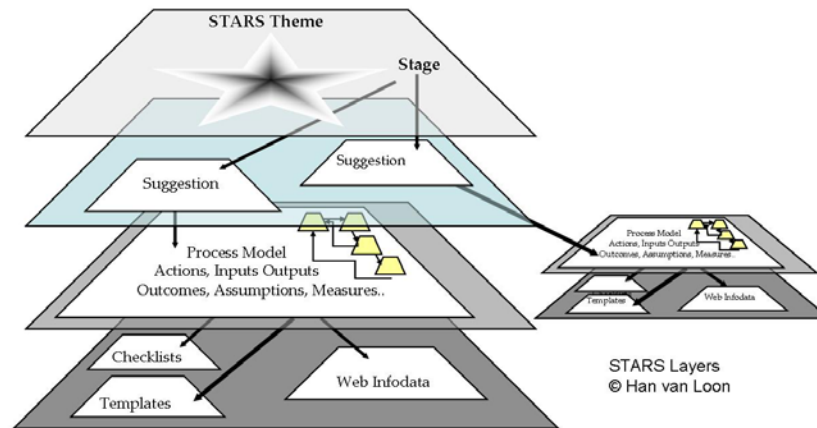
It is possible to show where knowledge resides and is used, from a personal, team and organization perspective. This can then be mapped to suggested ways to gain and use knowledge, as well as information needed and knowledge enablers¹. These factors influence the way to improve knowledge and information management, including the way to improve training and education, information, knowledge and collaboration

¹ It is not possible to show the detail here due to article size restrictions. Readers should contact the author directly.

systems. The overall result is that STARS categorizes knowledge and information in layers. By layering knowledge, a person can select the appropriate level of detail needed in order to do something. In STARS, the top layer is called a Theme. It describes a holistic view of an important thematic subject. For example, the fundamental STARS theme is the Personal Theme, which describes all the five stages to achieve successful personal quality management and improvement (i.e. Set Goals, Think, Act, Review, Supply improvements).

There are four (4) layers in the STARS information model. A person using the STARS methodology has the following options:

- ☆ You can choose one or more **STARS** Themes.
- ☆ You can choose one or more **STARS** Stages.
- ☆ You can choose one or more **STARS** Suggestions for how to perform a Stage.
- ☆ You can choose to follow a **STARS** Process model to help you with the details.
- ☆ You can choose to use checklists, templates and various sources of data and information, for example from the world wide web (web infodata).



The layering of data, information, knowledge (and intelligence) ensures that knowledge management tools are designed to help people, rather than become a burden. This is further described in the author's book: Reach for the STARS [6].

References

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