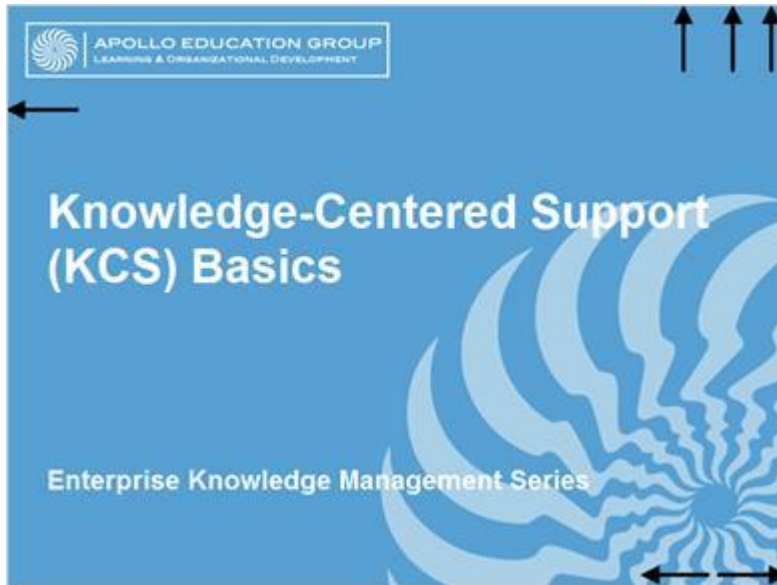


KCS Methodology Basics – FIS14-75

1. Intro

1.1 Knowledge-Centered Support Basics



Notes:

Welcome to Knowledge-Centered Support (KCS) Basics, part of the Enterprise Knowledge Management Series.

Narration for this course will display in the panel on the left.

In the top right, use the **Home** button to return to this page at any time, the question mark for help completing this course, and the **Resources** button for links mentioned throughout the course.

Using the controls in the lower right corner, click the **PREV** and **NEXT** buttons to move back or ahead in the course. Now, click the **Next** button to continue.

1.2 TOC

Table of Contents

Upon completion of this course, you will be able to

- describe knowledge and the purpose of a knowledge base;
- define Knowledge-Centered Support (KCS);
- explain the organizational value of KCS and the benefits of sharing knowledge;
- identify the four basic concepts of KCS;
- identify KCS roles and responsibilities; and
- identify the key components of the Solve and Evolve Loop process.

You must view this course in its entirety to receive credit for completing it.

To begin the course, click the first lesson below.

Lesson	Completed
--------	-----------

Course Progress:

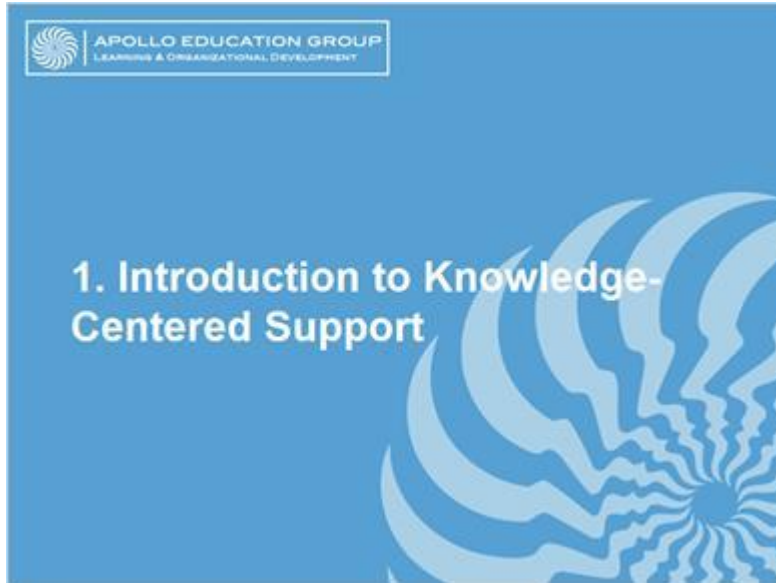
■

Notes:

-

2. Lesson1

2.1 Introduction



Notes:

In the first lesson, we will explore the nature of knowledge, expectations of knowledge, and introduce our knowledge management strategy, which is called Knowledge-Centered Support.

2.2 Knowledge-Centered Support (KCS)



Notes:

Apollo Education Group is promoting a knowledge-sharing culture by adopting the Knowledge-Centered Support (KCS) methodology, a set of practices and processes for creating and maintaining knowledge as a key asset of the organization. The Consortium for Service Innovation created and maintains the KCS methodology.* Click the logo to learn more about the Consortium.

Untitled Layer 1 (Slide Layer)

The slide features the same photograph of two people high-fiving at a podium. The title 'Knowledge-Centered Support (KCS)' is at the top. A list of bullet points is displayed in a white box. The Consortium for Service Innovation logo is at the bottom left, and a disclaimer is at the bottom right.

- Non-profit alliance of customer service organizations working together to solve industry-wide challenges
- Consortium was created in 1992 and maintains Knowledge-Centered Support (KCS) methodology
- Goal was to design and share best practices for capturing, structuring, and reusing knowledge
- Apollo Education Group became a member in January 2012

*KCS is a service mark of the Consortium for Service Innovation.

2.3 We are All Knowledge Workers



Notes:

Adopting the KCS methodology is beneficial for all types of workers in virtually any industry. We all need access to different types of knowledge to support our customers both internal to the company and external.

The real challenge is adapting KCS practices into our individual workflow. KCS is not something we do in addition to work, KCS becomes integrated into the way we work.

Before we get into specifics about the practices and roles of KCS, let's take some time to think about what knowledge is and how we use it. Click on the icons to explore how different job roles use knowledge.

L1 (Slide Layer)

We are All Knowledge Workers



"I handle a lot of calls with varying complexity. Sometimes it is a simple question that I have answered a hundred times before and sometimes it is an issue that requires research and knowledge of policy and process."

-Call Center role



Employee B
Grad team role




Employee C
Business role



Employee D
New hire


L2 (Slide Layer)

We are All Knowledge Workers




"I work with students to help them achieve educational goals. Although I do some standard activities, most of the time I am handling complex issues where I need to consider the student's specific situation, the options we have that could meet the need, and how to navigate the processes and policies to get the right student outcome."

-Grad team role



Employee A
Call center role




Employee C
Business role




Employee D
New hire

L3 (Slide Layer)


We are All Knowledge Workers




Employee A
Call center role



Employee B
Grad team role




Employee D
New hire




"I do a lot of project-based work so my knowledge needs change from day to day and project to project."
-Business role

L4 (Slide Layer)


We are All Knowledge Workers




Employee A
Call center role



Employee B
Grad team role



Employee C
Business role



"I learned so much in training and every day I realize there is still so much more to learn about the industry, the different job roles, and the specifics of how things work in our company."
-New hire

2.4 Knowledge-DNA



Notes:

What is knowledge?

Defining knowledge itself is a challenge because knowledge is intangible, and is measurable by the value it creates for the recipient.

Knowledge is not just content, information made up of data, facts, procedures, concepts, and ideas.

Once content is organized for a specific purpose and context, we can then act upon this structured information.

Knowledge is information upon which people can act.

2.5 Knowledge-DNA



Notes:

What is knowledge?

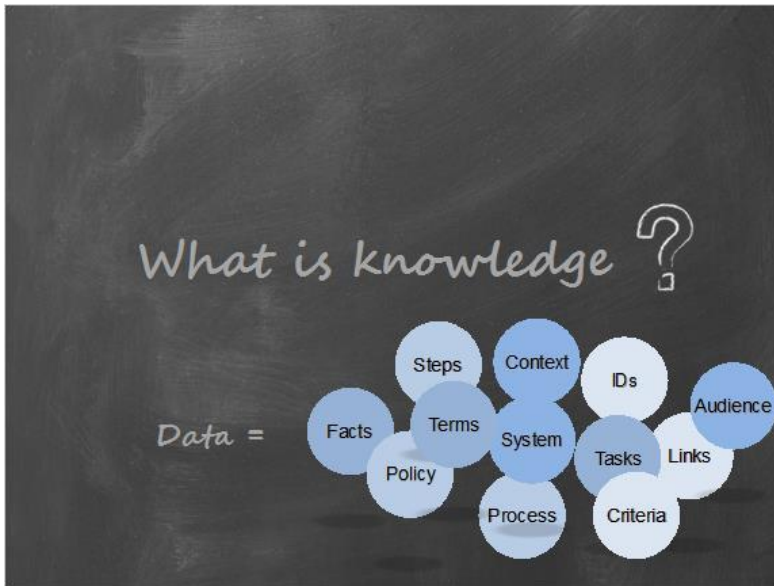
Defining knowledge itself is a challenge because knowledge is intangible, and is measurable by the value it creates for the recipient.

Knowledge is not just content, information made up of data, facts, procedures, concepts, and ideas.

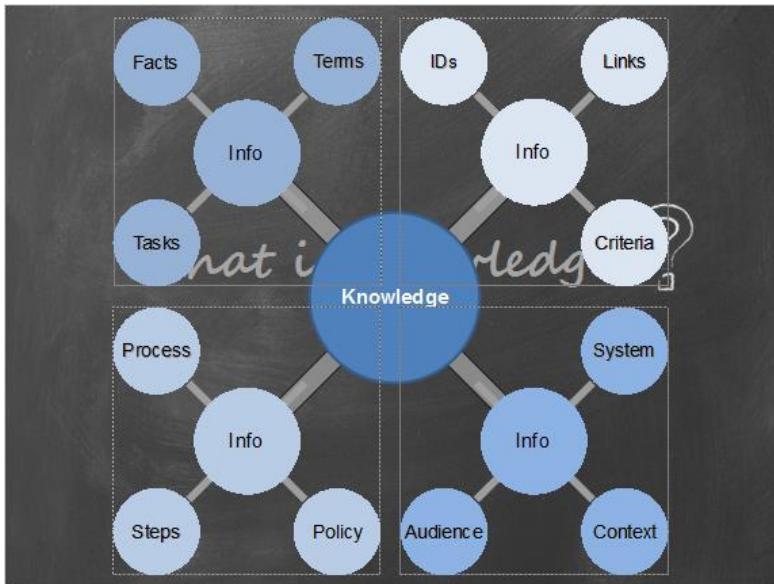
Once content is organized for a specific purpose and context, we can then act upon this structured information.

Knowledge is information upon which people can act.

Scrambled - Initial (Slide Layer)



DNA (Slide Layer)



2.6 What is Knowledge?



Notes:

[Trainer:] People's expectation of a knowledge base or a knowledge management methodology is perfect, pristine knowledge approved by experts. We have to change people's expectations of what managing knowledge is if we really want to capitalize on the collective experience of the organization. We all have knowledge that we bring into any situation, gained through our life and work experiences. Think about something that others come to you to get advice about or assistance with, something that you are very knowledgeable about.

[New Hire:] Hmm. I am really good at creating tables and reports in Excel and am always asked to help my coworkers with formulas.

[Trainer:] How did you get that knowledge?

[New Hire:] Well I took a course for the basics, but am mostly self-taught through research and trial and error on projects. I also learned a lot from coworkers in the beginning.

[Trainer:] When did you stop learning?

[New Hire:] Never. I learn on every project, even if it is only a more efficient way to do something. Plus, the application has improved over time, so with every version of Microsoft® Office I have something new to learn.

[Trainer:] How confident are you in your knowledge? Are you 100% confident in what you know?

[New Hire:] Well, my confidence depends on the situation and how often I have done something. Plus things never stop changing and I learn new things. Even if I am really sure that I know something, I still wouldn't say 100% confident.

[Trainer:] How did you gain confidence in what you know?

[New Hire:] Through experience and working with others.

[Trainer:] Exactly right. We are constantly gaining new perspectives and enhancing what we know. And we gain confidence in what we know by trying it, the same way we gain it initially, through experience.

Knowledge is:

- Gained through interaction and experience
- Constantly changing (we never stop learning)
- Never 100% complete or 100% accurate
- Validated through use, experience, and interaction (not by subject matter experts)

2.7 Value of KCS



Notes:

If you have used a knowledge base before, then you may be asking yourself how KCS is different. The difference is that a knowledge base is technology and KCS is a holistic methodology that incorporates people, processes, and technology. The technology piece is important to get right, but people and processes are what make or break KCS.

People (Slide Layer)



2.8 Maintain the Knowledge



Notes:

Managing the knowledge base takes place in real time by the people who use the knowledge. Each of us is responsible for generating and maintaining the knowledge in an ongoing process represented by the acronym U.F.F.A.

Hover over each of the four icons to learn more.

1 (Slide Layer)



2 (Slide Layer)



3 (Slide Layer)



4 (Slide Layer)



2.9 Without KCS



Notes:

In the absence of KCS or another knowledge management strategy, employees will do their best to get the knowledge they need to serve their customers.

Click on the five question mark buttons to explore typical sources of knowledge and common results.

L1 (Slide Layer)

Without KCS

Action Taken

Ask a coworker

- Talk over the cube
- Send an email
- Find someone available on IM

Result

- Ask two people - get conflicting answers
- Out-of-date information
- No one else benefits

L2 (Slide Layer)

Without KCS

Action Taken

Ask your manager

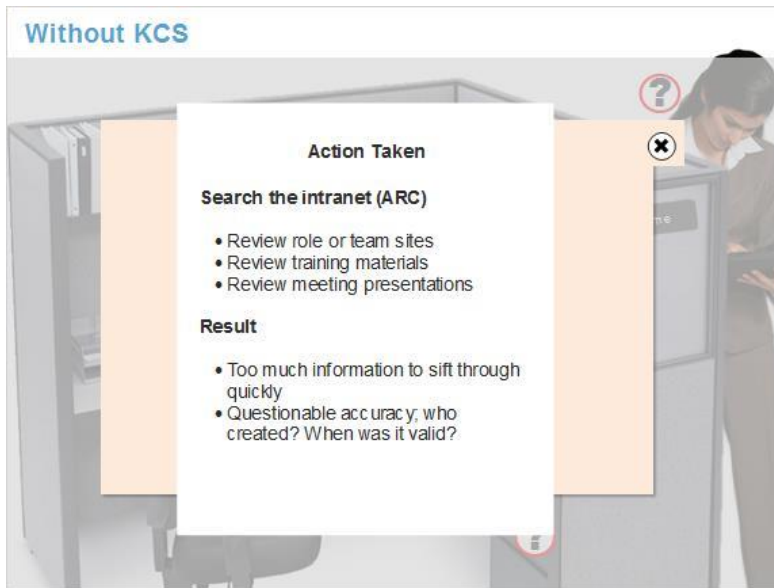
- Telephone your manager
- Walk over to your manager's desk
- Email your manager

Result

- Unavailable - talking on the phone, with a peer, in a meeting
- Distance from procedures, doesn't do the job every day

L3 (Slide Layer)

Without KCS



Action Taken

Search the intranet (ARC)

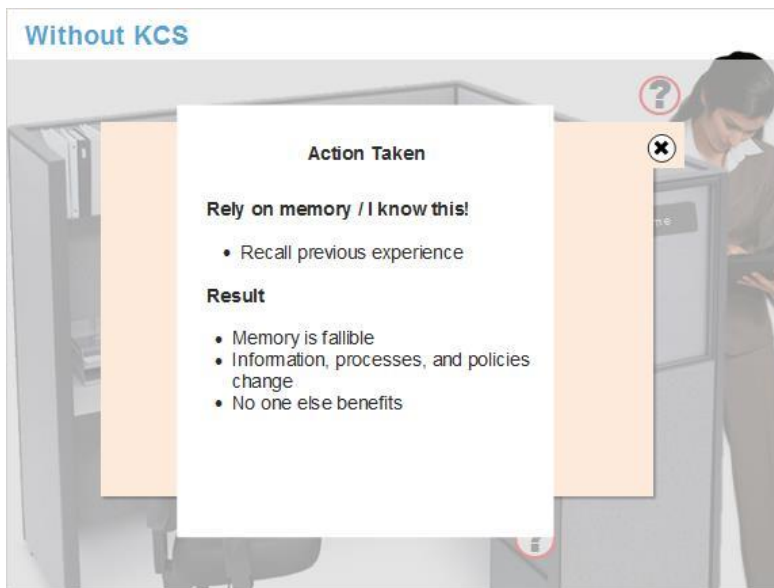
- Review role or team sites
- Review training materials
- Review meeting presentations

Result

- Too much information to sift through quickly
- Questionable accuracy; who created? When was it valid?

L4 (Slide Layer)

Without KCS



Action Taken

Rely on memory / I know this!

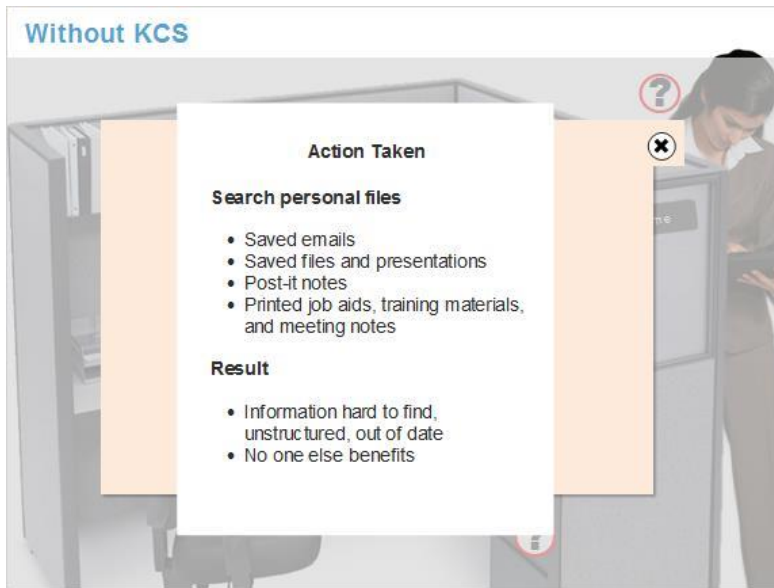
- Recall previous experience

Result

- Memory is fallible
- Information, processes, and policies change
- No one else benefits

L5 (Slide Layer)

Without KCS



Action Taken

Search personal files

- Saved emails
- Saved files and presentations
- Post-it notes
- Printed job aids, training materials, and meeting notes

Result

- Information hard to find, unstructured, out of date
- No one else benefits

2.10 Consequences

Consequences of a Weak Knowledge Strategy

Consequences of not consistently creating and sharing knowledge:



Customer

Employee

Organization




Notes:

Click each stakeholder image to reveal consequences of not consistently creating and sharing knowledge.

Customer (Slide Layer)

Consequences of a Weak Knowledge Strategy

Consequences of not consistently creating and sharing knowledge:

-  **Customer**
 - Inconsistent answers reduce confidence
 - Delays and callbacks
 - Can't help themselves
-  **Employee**
-  **Organization**

Employee (Slide Layer)

Consequences of a Weak Knowledge Strategy



Consequences of not consistently creating and sharing knowledge:

-  **Customer**
-  **Employee**
 - Time wasted looking for answers
 - Lack of "real-time, fingertip knowledge" causes the need for specialization
 - Confusion due to multiple ways to do things
-  **Organization**

Organization (Slide Layer)

Consequences of a Weak Knowledge Strategy




Consequences of not consistently creating and sharing knowledge:

-  Customer
-  Employee
-  Organization
 - Outdated information due to changes - roles, areas of expertise, teams, processes, policies, terminology
 - Lack of easy knowledge increases time to efficiency for new hires
 - Loss of historical information and expertise with attrition

ALL (Slide Layer)

Consequences of a Weak Knowledge Strategy

Consequences of not consistently creating and sharing knowledge:

-  Customer
 - Inconsistent answers reduce confidence
 - Delays and callbacks
 - Can't help themselves; vetted knowledge could be used for self-service
-  Employee
 - Time wasted looking for answers
 - Lack of "real-time, fingertip knowledge" causes the need for specialization
 - Multiple ways to do things, the best option should be the standard
-  Organization
 - Change happens - roles, areas of expertise, teams, processes, policies, terminology
 - Lack of easy knowledge increases time to efficiency for new hires
 - Loss of historical information and expertise with attrition

2.11 Benefits



Notes:

Click each stakeholder image to reveal benefits of consistently creating and sharing knowledge.

Customer (Slide Layer)



Employee (Slide Layer)

Benefits of a Strong Knowledge Strategy

Benefits of consistently creating and sharing knowledge:

-  Customer
- **Employee**
 - Standard solutions
 - Feel personal empowerment and recognition
 - Receive peer feedback
 - Broader expertise and job satisfaction
-  Organization

Organization (Slide Layer)

Benefits of a Strong Knowledge Strategy

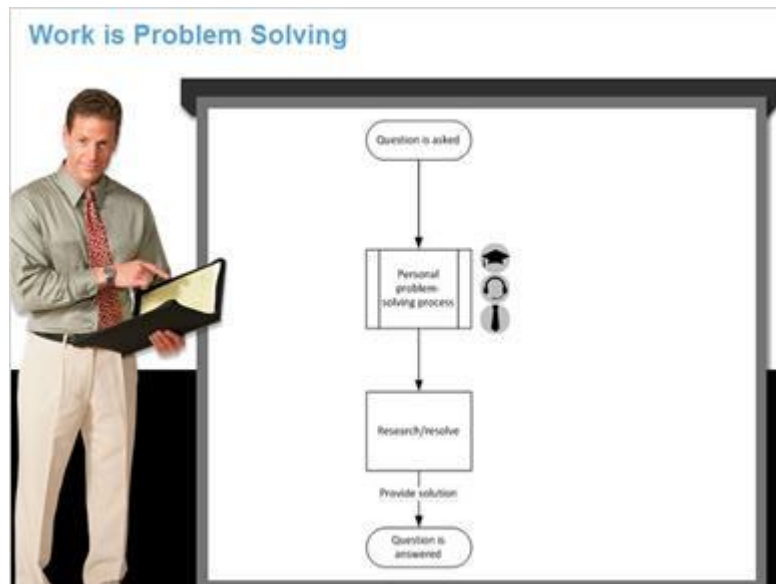
Benefits of consistently creating and sharing knowledge:

-  Customer
-  Employee
- **Organization**
 - Improved effectiveness and efficiency
 - Evolving resources and expertise (capacity)
 - Improved relevance and loyalty

ALL (Slide Layer)



2.12 Work is Problem Solving



Notes:

At a basic level, we can think about our work and interactions with others as a series of questions to be answered. We naturally go through a problem-solving process multiple times a day, usually without much thought about the mechanics of how we solve problems, answer questions, and generally get things done.

Your process probably looks something like this:

A Question is asked.

You go through a process of attempting to solve the problem.

You research, resolve and provide a solution which answers the question.

Let's look at each of these steps more closely.

The question asked could be a student question, a question from a coworker, a personal question, or a process or project question.

The process of solving the problem requires you to think through the problem...

Do I know the answer from memory?

Have I asked or been asked this before?

Do I need more information?

Are there other variables or concerns?

Is there a process, policy or system involved?

Once you have researched and resolved the issue, you provide a solution, you are ready to move on to the next question, interaction or task.

But, what happens when the same or similar question is asked again?

You begin reworking the problem, and the process starts all over again.

Didn't I already answer this?

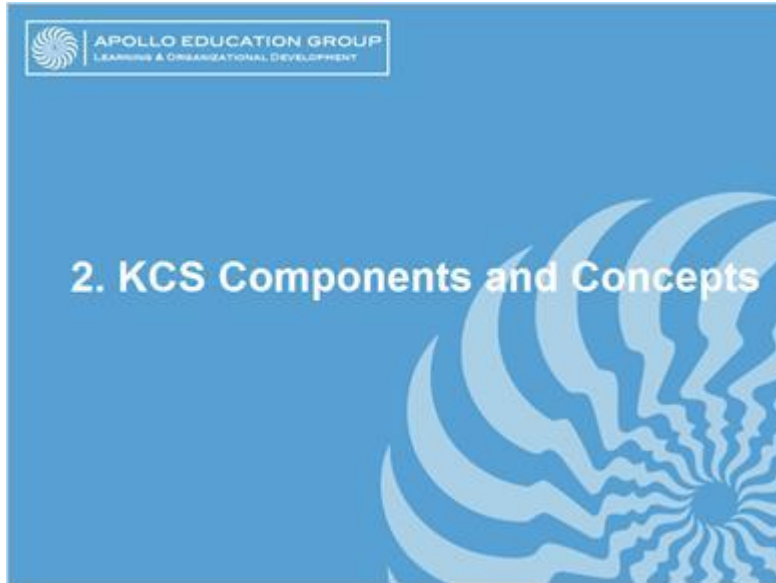
Where is that email or documentation?

There has to be an easier way!

There is a better way! KCS gives us a structured way to solve problems and capture the information in an article for reuse by ourselves and others.

3. Lesson2

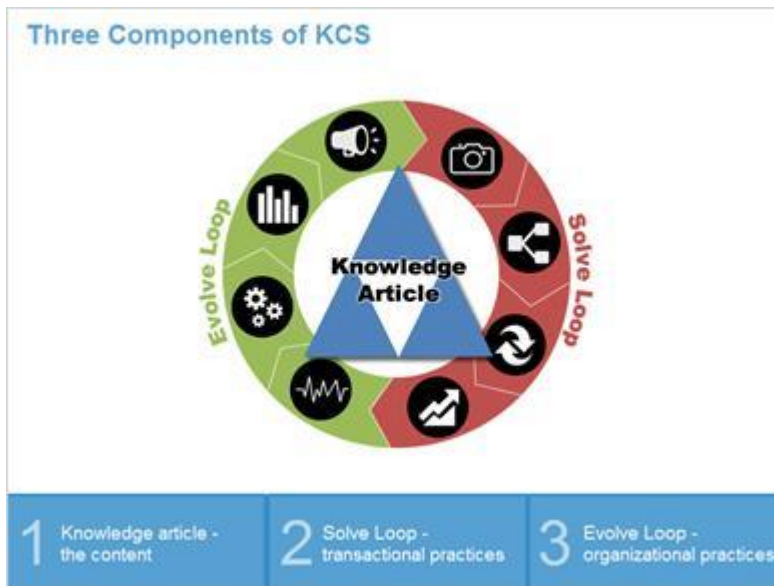
3.1 2. KCS Components and Concepts



Notes:

Next we will look at the three main components of the KCS methodology and the four basic concepts summarizing the KCS philosophy.

3.2 Three Components of KCS



Notes:

KCS is broken into three main components.

Click each tab to learn more about the three main components of KCS.

1. The Knowledge article containing the content

Knowledge is at the heart of KCS.

Knowledge must be

- timely;
- findable; and
- usable by a target audience.

How do we ensure our knowledge articles are timely, findable, and useable by the right audience? The eight practices of KCS are divided into two loops, the Solve loop and the Evolve loop, that reinforce each other and are focused on creating and maintaining knowledge articles through regular business practices.. There is no chronological order to these practices; the activities and techniques can happen at any time and in any order.

2. The Solve Loop comprised of four transactional practices

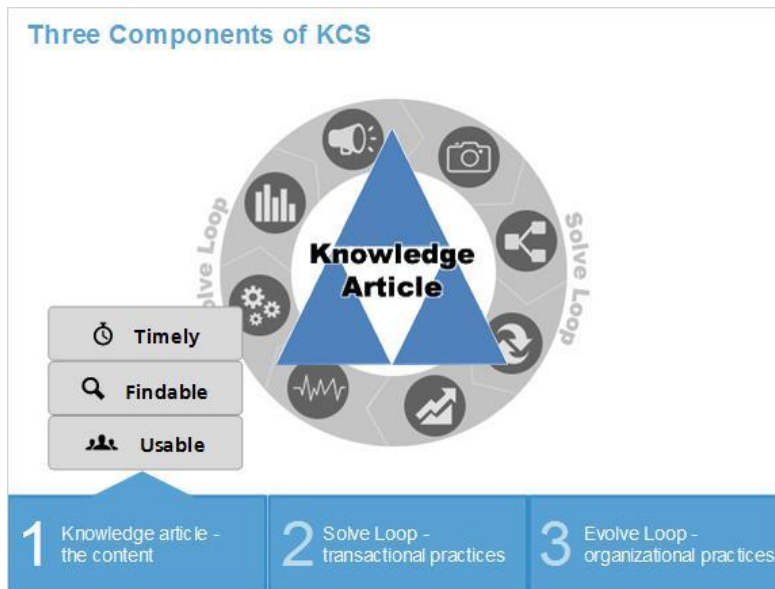
The first loop, called the Solve Loop, represents daily activities and techniques that enable knowledge-sharing and collaboration including capturing, structuring, reusing, and improving a knowledge article. Some examples could be addressing a student's question, creating a knowledge article, making a suggestion, or correcting an article.

1.

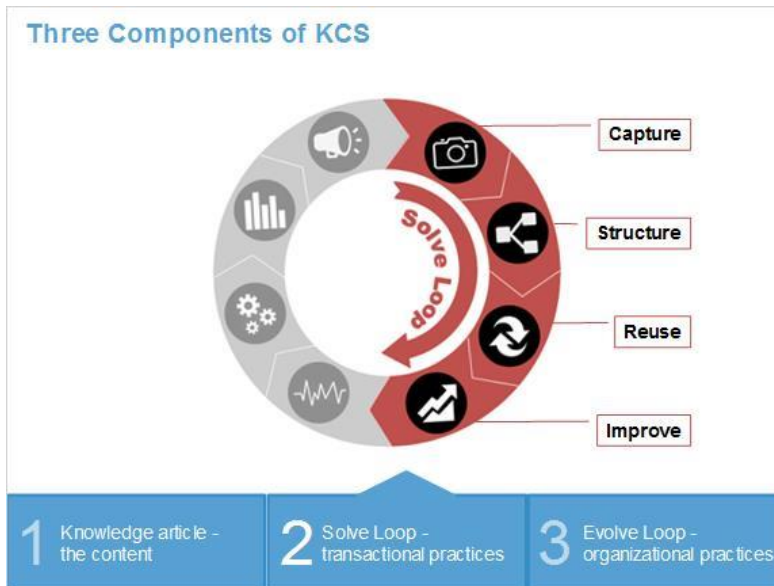
3. The Evolve Loop comprised of four organizational practices

The Evolve Loop represents the processes and techniques that support knowledge-sharing and collaboration at the organizational level. These are practices that help set the stage for the quality of the knowledge article. This involves activities such as monitoring content health, integrating knowledge processes, overall performance assessment, and leadership and communication.

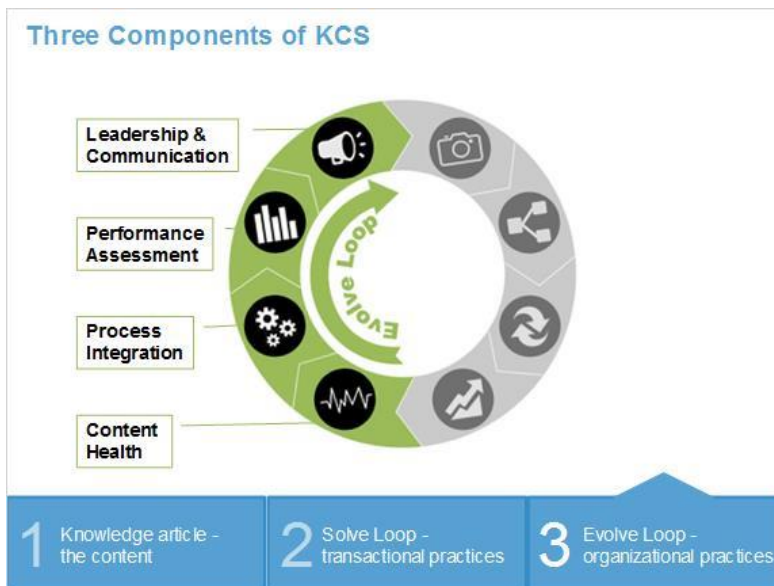
1-ka (Slide Layer)



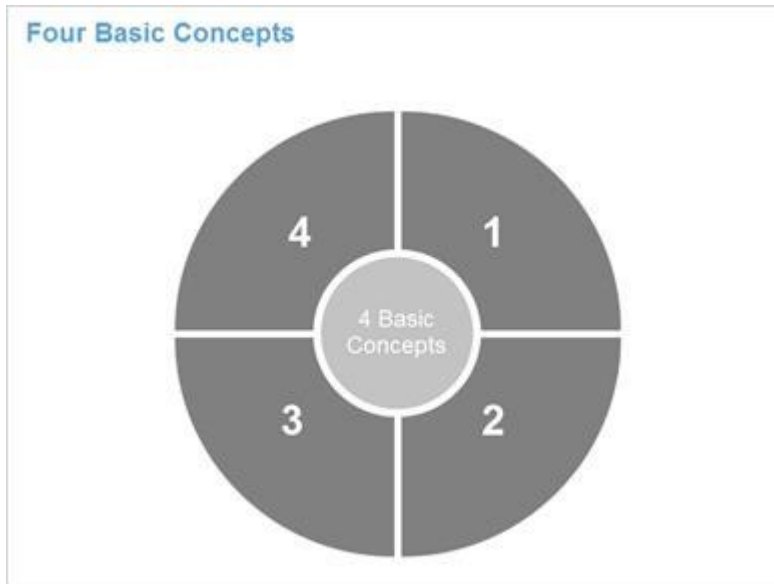
2-solve (Slide Layer)



3-evolve (Slide Layer)



3.3 4 Basic Concepts



Notes:

The KCS methodology can be summarized in four basic concepts enabled by all the KCS roles and practices.

Directions: Click each number, starting with 1, to review the four basic concepts encompassing the KCS methodology.

1 - Create articles as a by-product of solving issues.

KCS becomes integrated into the way we work only through making a conscious effort at first, but it will become second nature over time.

We need to get to the point where KCS is not something we do in addition to work, KCS becomes the way we work. For example, creating an article and sharing a solution to a common or complex question with others.

2 - Evolve articles based on demand and usage.

Articles are reviewed and updated only when they are used. That means that we only spend time on additional styling and validation for those articles that are being searched for and valued. An article in Not Confirmed status has not been searched for and used enough to trigger it to be reviewed, validated, and put into a Confirmed status. Over time, some articles will be put into Approved status and be published for use by external customers, and some articles will be Archived due to lack of use.

3 - Develop knowledge base of articles representing our collective experience to date.

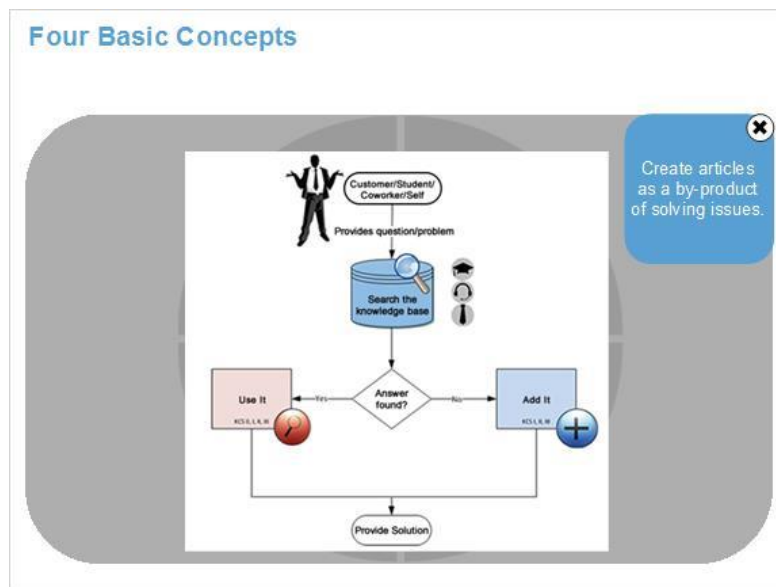
KCS breaks through the limitations of traditional knowledge strategies and enables organizations to deliver greater value with more efficiency. The secret? Capitalizing on what we already have - knowledge.

This increased value is created and managed by capturing the collective experience of the organization in solving problems and answering questions for internal and external customers. Making that knowledge reusable and evolving it to reflect organizational-level knowledge creates huge leverage.

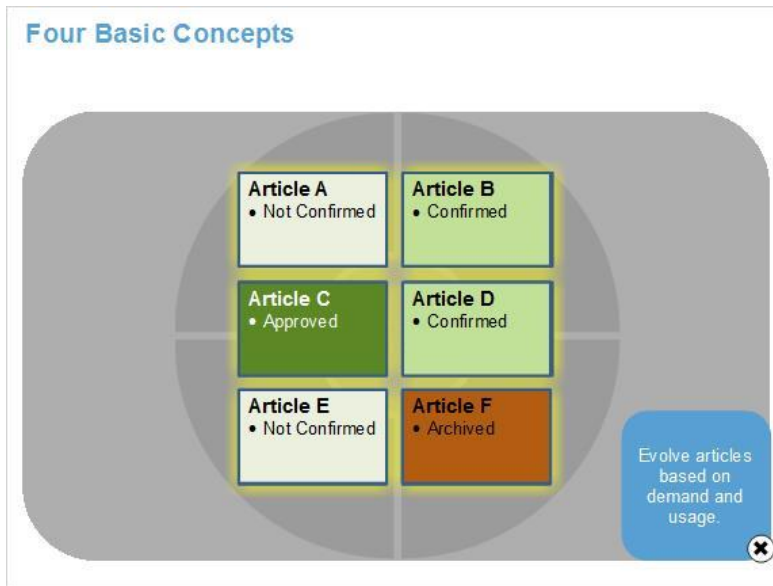
4 - Reward learning, collaboration, sharing, and improving.

For most organizations, the adoption of KCS represents a major shift in thinking. It requires a shift in the organization's culture (values and focus) from

1-popup (Slide Layer)



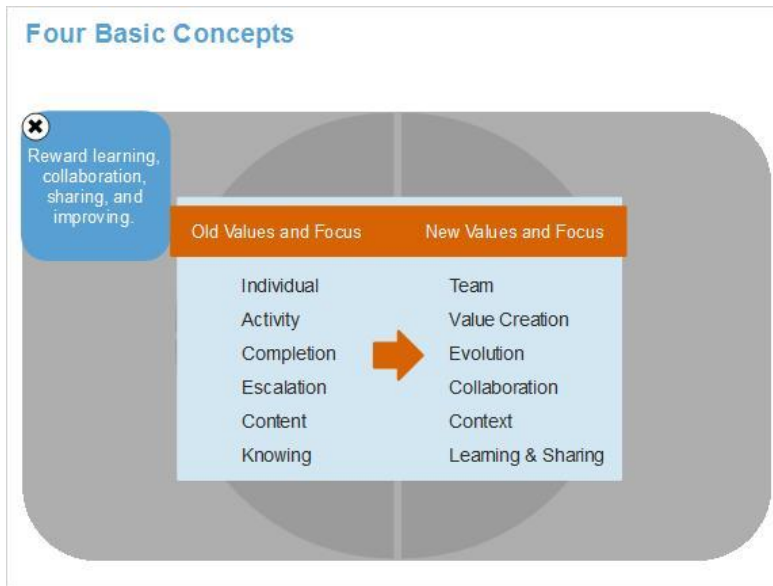
2-popup (Slide Layer)



3-popup (Slide Layer)

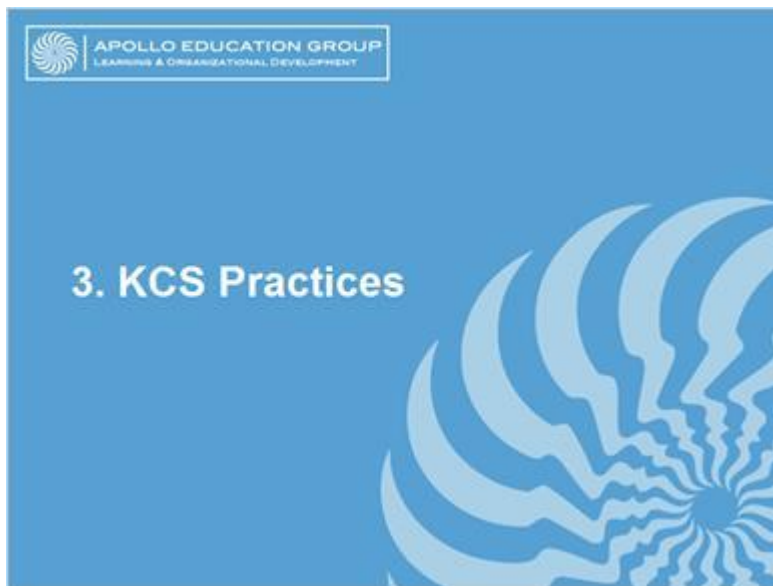


4-popup (Slide Layer)



4. Lesson3

4.1 3. KCS Practices



Notes:

Next we will take a closer look at each of the KCS Practices.

4.2 Eight Practices



Notes:

The KCS Methodology is comprised of eight practices within the Solve and Evolve Loops. Each practice provides guidance and techniques to answer fundamental questions that must be addressed when implementing a knowledge management strategy. There is no chronological order to these practices; the activities and techniques can happen at any time and in any order. Click on each practice to learn more.

Check the **Resources** link for a printable version of the KCS Practices information.

4.3 Performance Assessment

The screenshot shows a practice card titled "Performance Assessment" with a bar chart icon. It is divided into two columns. The left column contains a "Big Picture" section with the question "How do we measure how we are doing?" and a "Summary" section with the text: "Performance Assessment techniques cover the various roles and measurements of the individual as well as departments, and defines how value is created and measured." The right column contains a "Techniques" section with a list: "1. Establish KCS Roles and the Licensing Model", "2. Plan Phases of Adoption", and "3. Determine the Balanced Scorecard". At the bottom right, there is a note: "To learn more about this practice and supporting techniques, visit the KCS Practices Guide link in Resources."

4.4 Capture

The screenshot shows a practice card titled "Capture" with an eye icon. It is divided into two columns. The left column contains a "Big Picture" section with the question "How do we capture knowledge?", a "Summary" section with the text: "Capture knowledge as part of your daily workflow.", and a "Techniques" section. The "Techniques" section contains four colored boxes: "Capture Knowledge in the Moment it Becomes Explicit" (green), "Capture the Customer's Context" (yellow-green), "Capture Relevant Content" (teal), and "Search Words are Potential Knowledge" (light green). The right column is empty. On the right edge of the card, there is a vertical sidebar with labels: "Practice", "Technique 1", "Technique 2", "Technique 3", and "Technique 4".

Practice (Slide Layer)

Capture

Big Picture
How do we capture knowledge?

Summary
Capture in the workflow: While solving the problem, we capture the customer's context (his or her words and phrases), as well as our own knowledge. If it is worth solving, then it's worth saving!

Techniques
Select each note to review techniques used in this practice.

- Capture Knowledge in the Moment it Becomes Explicit
- Capture the Customer's Context
- Capture Relevant Context
- Search Words are Potential Knowledge

Practice
Technique 1
Technique 2
Technique 3
Technique 4

Technique 1 (Slide Layer)

Capture

Big Picture
How do we capture knowledge?

Summary
Capture knowledge as part of your daily workflow.

Techniques

Technique 1: Capture Knowledge in the Moment it Becomes Explicit

Tacit knowledge is know-how, intuitive knowledge rooted in context, and experience. Knowledge moves from tacit (know-how) to explicit (know-what) when it is documented.

We capture knowledge through the process of doing the job and problem-solving. The integration of the knowledge base into the problem-solving process (search early, search often) improves effectiveness and greatly reduces the likelihood that we are reinventing the wheel when someone else has already captured the best solution.

- Capture Knowledge in the Moment it Becomes Explicit
- Capture the Customer's Context
- Capture Relevant Context
- Search Words are Potential Knowledge

Practice
Technique 1
Technique 2
Technique 3
Technique 4

Technique 2 (Slide Layer)

Capture

Big Picture
How do we capture knowledge?

Summary
Capture knowledge as part of your daily workflow.

Techniques

- Capture Knowledge in the Moment it Becomes Explicit
- Capture the Customer's Context
- Capture Relevant Content
- Search Words are Potential Knowledge

Technique 2: Capture the Customer's Context

- Seek to fully understand the situation before solving.
- Context is as important as content - to make knowledge relevant and findable, it is captured and structured during the problem solving process and in the context of the target audience which could be internal or external.
- Consider the audience. Is the customer an internal employee or could the information eventually be published to students?
- Add employee context such as search words to increase findability!

Practice
Technique 1
Technique 2
Technique 3
Technique 4

Technique 3 (Slide Layer)

Capture

Big Picture
How do we capture knowledge?

Summary
Capture knowledge as part of your daily workflow.

Techniques

- Capture Knowledge in the Moment it Becomes Explicit
- Capture the Customer's Context
- Capture Relevant Content
- Search Words are Potential Knowledge

Technique 3: Capture Relevant Content

- Words and phrases the customer used
- Environment (system, student program)
- Differentiating information (anything unique that could identify a specific solution; a program version, state, military status)
- Solution information (answer or steps taken)

Practice
Technique 1
Technique 2
Technique 3
Technique 4

Technique 4 (Slide Layer)

Capture

Big Picture
How do we capture knowledge?

Summary
Capture knowledge as part of your daily workflow.

Techniques

- Capture Knowledge in the Moment it Becomes Explicit
- Capture the Customer's Context
- Capture Relevant Content
- Search Words are Potential Knowledge

Technique 4: Search Words are Potential Knowledge

Searching is a form of capture because we can see trends and other valuable information from what people search for.

When you search and don't find an article, then you have identified a need for an article to be created.

Search words can be added to existing articles to increase findability!

Search words can be either internal business jargon or a specific way a customer or student refers to something.

Practice
Technique 1
Technique 2
Technique 3
Technique 4

4.5 Structure

Structure

Big Picture
How do we make the knowledge readable and findable?

Summary
Structure knowledge for reuse and readability.

Techniques

- Utilize Simple Templates
- Write Complete Thoughts Not Complete Sentences

Practice
Technique 1
Technique 2

Practice (Slide Layer)

Structure

Big Picture
How do we make the knowledge readable and findable?

Summary
Structure for reuse: Consistent structure, simple templates, and a crisp style improve KCS article readability. We can identify existing KCS articles and their relevant elements quickly to solve the problem.

Techniques
Select each note to review techniques used in this practice.

Utilize Simple Templates

Write Complete Thoughts Not Complete Sentences

Practice
Technique 1
Technique 2

Technique 1 (Slide Layer)

Structure

Big Picture
How do we make the knowledge readable and findable?

Summary
Structure knowledge for reuse and readability.

Techniques

Utilize Simple Templates

Write Complete Thoughts Not Complete Sentences

**Technique 1:
Utilize
Simple Templates**

Keep it simple. A little bit of formatting and structure helps improve readability, usability, and promotes consistency.

Example Template

Question:
How do I?

Answer:
To update..., perform the following:

1. Select **Options**
2. Click **Status**
3. Select **Existing**
4. Click **Save & Close**

Related Information

- Item
- Item

Practice
Technique 1
Technique 2

Technique 2 (Slide Layer)

Structure

Big Picture
How do we make the knowledge readable and findable?

Summary
Structure knowledge for reuse and readability.

Techniques

- Utilize Simple Templates
- Write Complete Thoughts Not Complete Sentences

Technique 2: Write Complete Thoughts Not Complete Sentences

Just the relevant facts. Short and succinct, complete thoughts increases readability.

Too much:
The student called to report she is unable to log into eCampus from her phone while traveling.

Just enough:
Student unable to log into eCampus from mobile phone.

Practice
Technique 1
Technique 2

4.6 Improve

Improve

Big Picture
How do we keep content current and accurate?

Summary
Employees consistently review and improve the KCS articles as they are being used.

Techniques

- Reuse is Review
- Flag it or Fix it
- License to Modify

Practice
Technique 1
Technique 2
Technique 3

Practice (Slide Layer)

Improve

Big Picture
How do we keep content current and accurate?

Summary
As employees, we take responsibility for the articles we interact with. If we see something that is wrong or that we do not understand, we have the responsibility to "flag it" or "fix it." If this sense of ownership is developed, reuse becomes review.

We consistently review and improve the KCS articles as they are being used.

Techniques
Select each note to review techniques used in this practice.

Reuse is Review Flag It or Fix It
License to Modify

Practice
Technique 1
Technique 2
Technique 3

Technique 1 (Slide Layer)

Improve

Big Picture
How do we keep content current and accurate?

Summary
Employees consistently review and improve the KCS articles as they are being used.

Techniques

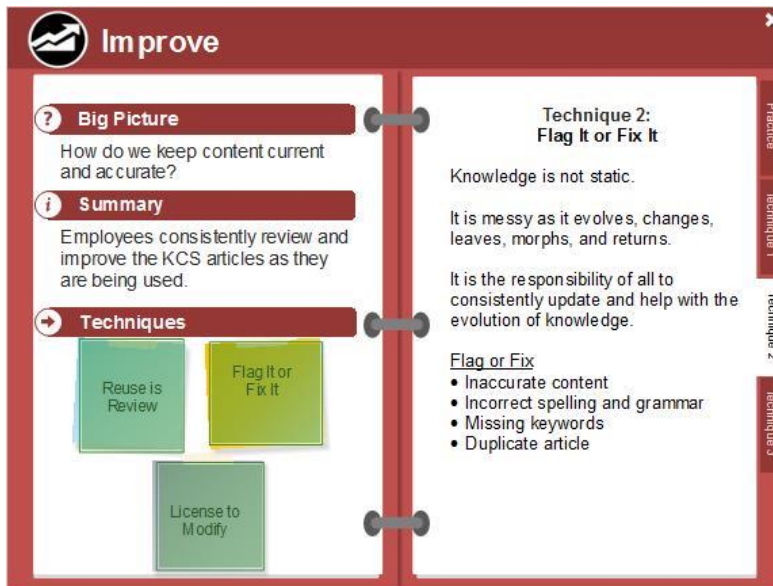
Reuse is Review Flag It or Fix It
License to Modify

Technique 1: Reuse is Review
Searching on every issue/question, even when you believe you know the answer, is a form of review. When we reuse information we are indicating that it is correct, that we validated the content, and we are building confidence in the information for the next person.

Since articles are reviewed and updated only when they are used, we only spend time on additional styling and confirmation for those articles that are being searched for and validated.

Practice
Technique 1
Technique 2
Technique 3

Technique 2 (Slide Layer)



Improve

? Big Picture
How do we keep content current and accurate?

i Summary
Employees consistently review and improve the KCS articles as they are being used.

Techniques

- Reuse is Review
- Flag It or Fix It
- License to Modify

Technique 2: Flag It or Fix It

Knowledge is not static.

It is messy as it evolves, changes, leaves, morphs, and returns.

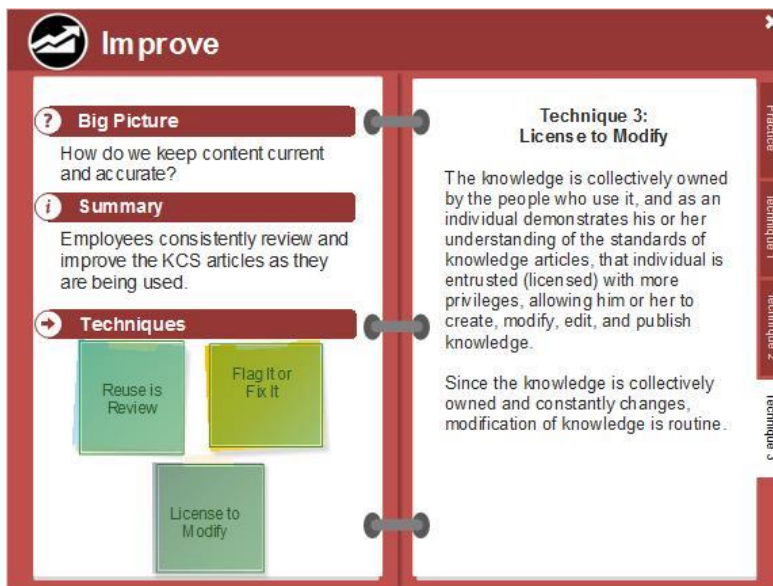
It is the responsibility of all to consistently update and help with the evolution of knowledge.

Flag or Fix

- Inaccurate content
- Incorrect spelling and grammar
- Missing keywords
- Duplicate article

Practice
Technique 1
Technique 2
Technique 3

Technique 3 (Slide Layer)



Improve

? Big Picture
How do we keep content current and accurate?

i Summary
Employees consistently review and improve the KCS articles as they are being used.

Techniques

- Reuse is Review
- Flag It or Fix It
- License to Modify

Technique 3: License to Modify

The knowledge is collectively owned by the people who use it, and as an individual demonstrates his or her understanding of the standards of knowledge articles, that individual is entrusted (licensed) with more privileges, allowing him or her to create, modify, edit, and publish knowledge.

Since the knowledge is collectively owned and constantly changes, modification of knowledge is routine.

Practice
Technique 1
Technique 2
Technique 3

4.7 Reuse

Reuse

Big Picture
How do we leverage existing knowledge?

Summary
Reuse existing knowledge articles to avoid rework and gain from collective experience.

Techniques

- Search early, search often
- Seek to understand what we collectively know
- Link to the Source

Practice (Slide Layer)

Reuse

Big Picture
How do we leverage existing knowledge?

Summary
Searching the knowledge base is part of the problem solving process. "Search early, search often" ensures that we are not re-working a problem that already has an answer and that we benefit from the collective experience of the organization.

Techniques
Select each note to review techniques used in this practice.

- Search early, search often
- Seek to understand what we collectively know
- Link to the Source

Technique 1 (Slide Layer)

The screenshot shows a slide layer titled "Reuse" with a navigation icon on the left and a close button on the right. The slide is divided into two main sections. The left section contains three expandable items: "Big Picture" (question mark icon), "Summary" (information icon), and "Techniques" (arrow icon). The "Techniques" section is expanded, showing three boxes: "Search early, search often" (green), "Seek to understand what we collectively know" (yellow), and "Link to the Source" (green). The right section is titled "Technique 1: Search Early, Search Often" and contains the following text: "Information and processes change! Even when you know the answer, search the knowledge base." "Searching frequently ensures that you are following correct processes and advising properly." "Searching before creating prevents creation of duplicates." "Search using the customer's context." "Each search and article selection increases the intelligence of the knowledge base." A vertical sidebar on the right side of the slide contains the text "Practice", "Technique 1", "Technique 2", and "Technique 3".

Technique 2 (Slide Layer)

The screenshot shows a slide layer titled "Reuse" with a navigation icon on the left and a close button on the right. The slide is divided into two main sections. The left section contains three expandable items: "Big Picture" (question mark icon), "Summary" (information icon), and "Techniques" (arrow icon). The "Techniques" section is expanded, showing three boxes: "Search early, search often" (green), "Seek to understand what we collectively know" (yellow), and "Link to the Source" (green). The right section is titled "Technique 2: Seek to Understand What We Collectively Know" and contains the following text: "Reusing existing articles improves our speed, accuracy, and consistency." "We shouldn't waste resources solving the same problem over and over again. Solve it once, reuse, and evolve!" A vertical sidebar on the right side of the slide contains the text "Practice", "Technique 1", "Technique 2", and "Technique 3".

Technique 3 (Slide Layer)

Reuse

Big Picture
How do we leverage existing knowledge?

Summary
Reuse existing knowledge articles to avoid rework and gain from collective experience.

Techniques

- Search early, search often
- Seek to understand what we collectively know
- Link to the Source

Technique 3: Linking

When appropriate, link articles to related articles to help others find additional relevant information.

You should also link to other content resources (policies, websites, manuals, other knowledge bases) rather than copy the information into the article.

By linking to the source when an update is made everyone will be made aware of those changes immediately.

Some departments will link articles to cases or customer accounts.

Practice
Technique 1
Technique 2
Technique 3

4.8 Content Health

Content Health

Big Picture
How do we keep our knowledge base content relevant?

Summary
Content Health addresses article structure and life cycle. These techniques help guide in creating a style guide, identifying required information, evaluating an article, and standardizing how to assess the value of an article.

Techniques

1. Define KCS Article Structure
2. Define KCS Article Life Cycle
3. Develop a Content Standard
4. Manage KCS Article Quality
5. Create Evolve Loop Articles
6. Perform New vs. Known Analysis
7. Plan for Self-service Success
8. Assess the Value of Articles

To learn more about this practice and supporting techniques, visit the KCS Practices Guide link in **Resources**.

Practice
Technique 1
Technique 2
Technique 3

4.9 Process Integration

The screenshot shows a digital flipbook with a green header and footer. The left page is titled 'Big Picture' and 'Summary'. The right page is titled 'Techniques' and contains a numbered list of four items. At the bottom of the right page, there is a note about resources.

Process Integration

Big Picture
How are we going to create good content?

Summary
Process Integration addresses the adoption of tools and methods to make the Solve Loop seamless, and addresses the generation of knowledge through the process of problem solving.

Techniques

1. Incorporate Structured Problem Solving
2. Strive for Seamless Technology Integration
3. Enhance Search Technology for KCS
4. Implement Closed Loop Feedback for the Whole System

To learn more about this practice and supporting techniques, visit the KCS Practices Guide link in **Resources**.

Notes:

4.10 Leadership & Communication

The screenshot shows a digital flipbook with a green header and footer. The left page is titled 'Big Picture' and 'Summary'. The right page is titled 'Techniques' and contains a numbered list of six items. At the bottom of the right page, there is a note about resources.

Leadership & Communication

Big Picture
How do we get people to buy in and change how they do their jobs?

Summary
Leadership and Communication are imperative to the success of any initiative. KCS is integrated into the culture by creating a compelling vision that is in alignment with department and company goals.

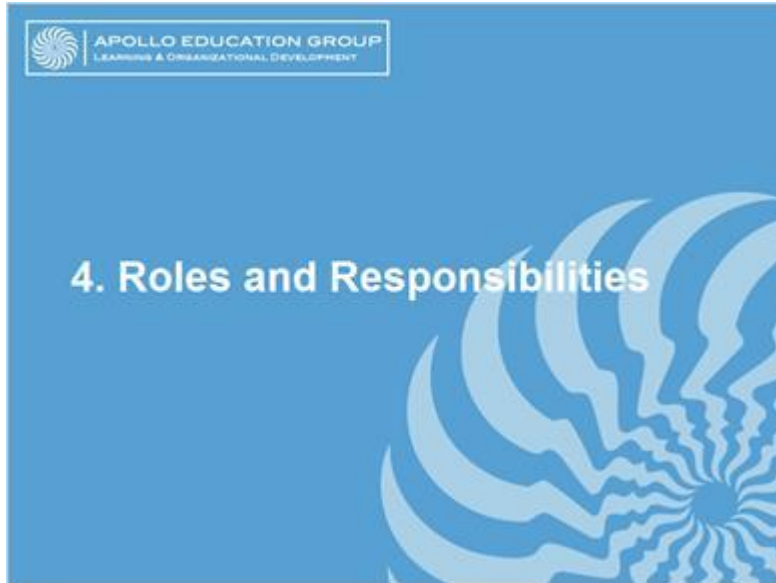
Techniques

1. Align to a Compelling Purpose
2. Create a Strategic Framework
3. Promote Teamwork
4. Tap into Internal Motivators
5. Create Reward and Recognition Programs
6. Remember Communication is the Key

To learn more about this practice and supporting techniques, visit the KCS Practices Guide link in **Resources**.

5. Lesson4

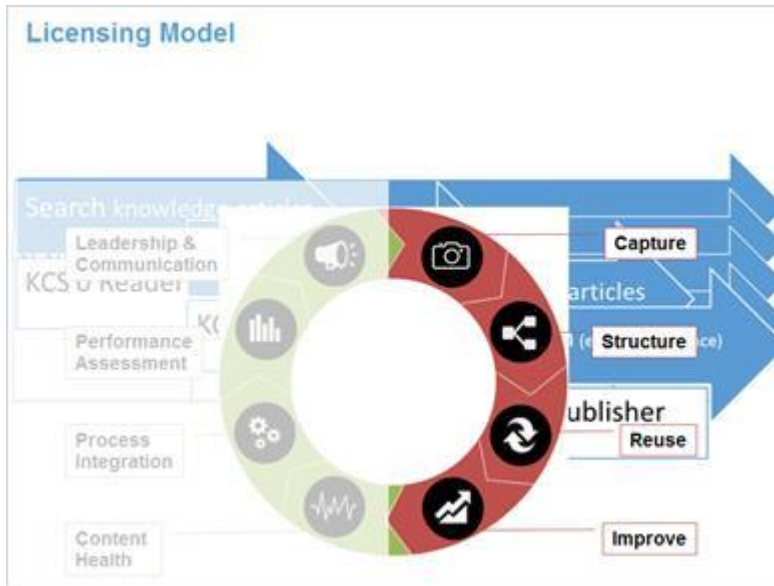
5.1 4.0



Notes:

Next, we will explore KCS Roles and responsibilities.

5.2 Licensing Model



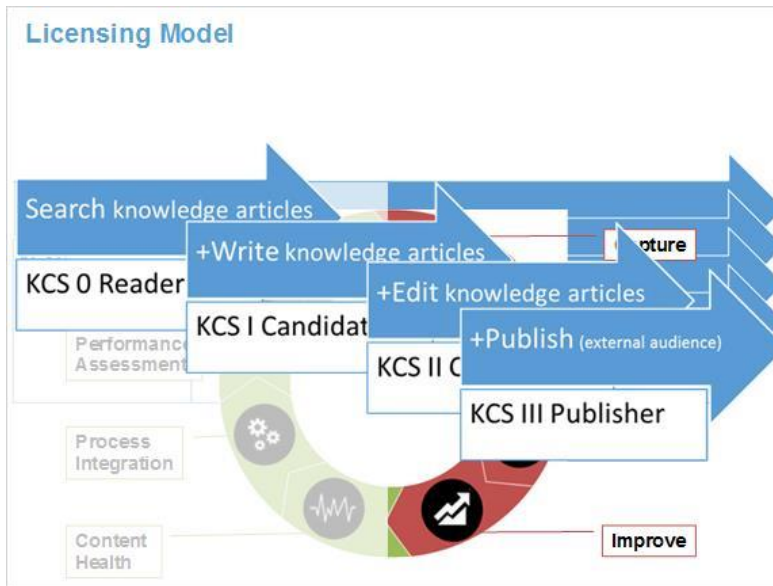
Notes:

The KCS knowledge and competency licensing model defines responsibilities, system rights, and privileges for each role.

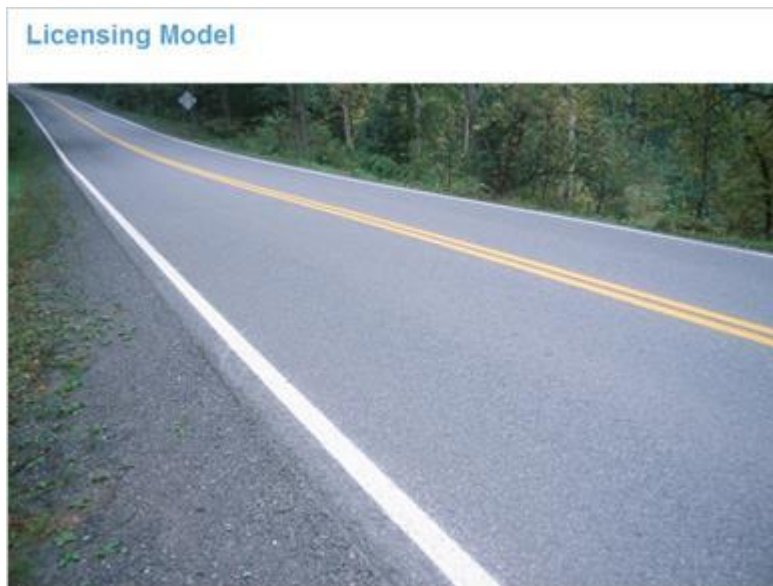
The daily transactional practices to maintain the knowledge base are performed by the people who use the knowledge. The primary roles are KCS 0 Reader, KCS 1 Candidate, KCS 2 Contributor, and KCS 3 Publisher.

For most employees, learning to capture and structure knowledge represents a significant change in behavior and activities.

Untitled Layer 1 (Slide Layer)



5.3 Licensing Model



Notes:

If we use a driving metaphor, adopting KCS is like learning to drive a car. Before getting behind the wheel, we were passengers and got the benefit of riding in the car without the responsibility of driving. When we first started, we got a learner's permit, and we had to have a licensed driver along as a coach. Initially, we had a great deal to think about and driving took all of our attention.

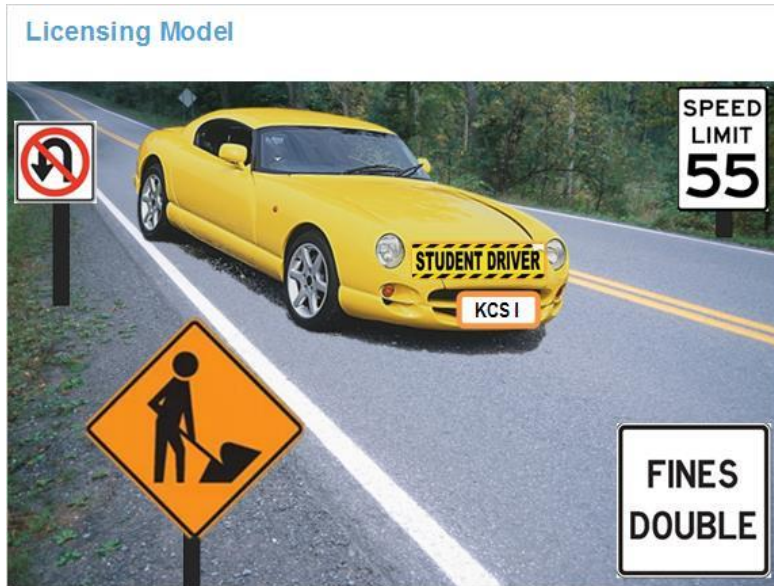
Earning a driver's license gave us new rights and privileges and enabled us to drive on our own. For most of us, this represented a significant increase in our independence with a corresponding increase in our parents' anxiety. Our parents worried about the risk and whether we would make the right decisions. Eventually, with enough experience, driving became second nature to us.

As with driving, some people will choose to progress further, study more, and gain more advanced skills.

KCS0 (Slide Layer)



KCS1 (Slide Layer)



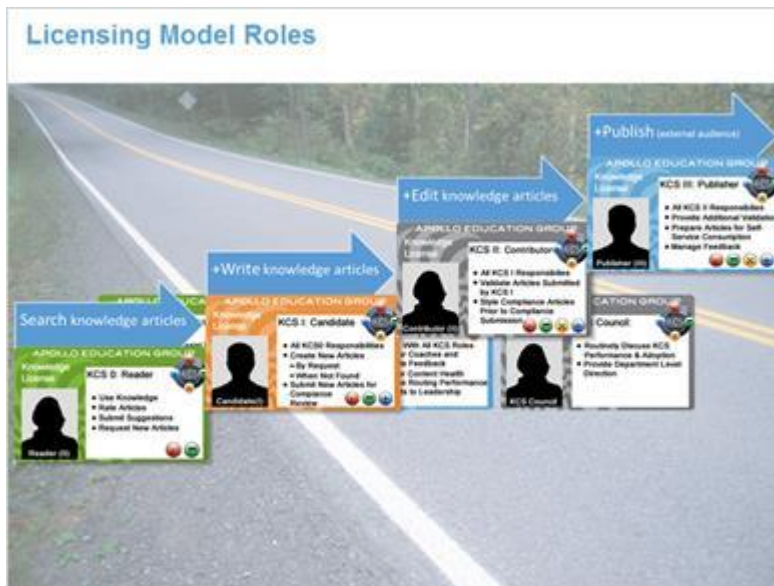
KCS2 (Slide Layer)



KCS3 (Slide Layer)



5.4 Licensing Model Roles



Notes:

Adopting KCS is like learning to drive. People learn how to do the KCS processes as they are resolving issues or answering questions. Like learning to drive, we can be told the concepts in a classroom setting, but only with practice can we internalize the behaviors and competencies so they become second nature.

Each license is earned based on demonstrated consistent behaviors that align with the KCS role. Some departments also

require a test to move from one level to the next. As with a license to drive a car, an employee who frequently breaks the rules or demonstrates poor judgment may lose his or her license.

Three additional support roles are identified by KCS: the KCS Coach, Knowledge Domain Expert (KDE), and KCS Council.

5.5 Licensing Model Roles



Notes:

Let's explore the KCS Roles and Responsibilities by answering some questions.

Click on the appropriate license to answer each question.

Q1 (Slide Layer)

Licensing Model Roles

Which role can use knowledge and flag/rate articles, but does not have the rights to add articles?

Role	Responsibilities
KCS 0: Reader	<ul style="list-style-type: none">Use KnowledgeRate ArticlesSubmit SuggestionsRequest New Articles
KCS I: Candidate	<ul style="list-style-type: none">All KCS0 ResponsibilitiesCreate New ArticlesBy RequestWhen Not FoundSubmit New Articles for Compliance Review
KCS II: Contributor	<ul style="list-style-type: none">All KCS I ResponsibilitiesValidate Articles Submitted by KCS IStyle Compliance Articles Prior to Compliance Submission
KCS III: Publisher	<ul style="list-style-type: none">All KCS II ResponsibilitiesProvide Additional ValidationPrepare Articles for Self-Service ConsumptionManage Feedback

Q1C (Slide Layer)

Licensing Model Roles

Which role can use knowledge and flag/rate articles, but does not have the rights to add articles?

That's correct!

The KCS 0 Reader role has the ability to use knowledge and flag articles, but does not have the rights to add articles.

Next Question

Q1W (Slide Layer)

Licensing Model Roles

Which role can use knowledge and flag/rate articles, but does not have the rights to add articles?

The quiz interface displays a question about KCS roles. A feedback message states: "Incorrect. The KCS 0 Reader role has the ability to use knowledge and flag articles, but does not have the rights to add articles." Below the message is a "Next Question" button. The interface also shows four role cards: KCS 0: Reader, KCS I: Candidate, KCS II: Contributor, and KCS III: Publisher, each with a list of responsibilities.

APOLLO EDUCATION GROUP Knowledge License

KCS 0: Reader

- Use Knowledge
- Rate Articles
- Submit Suggestions
- Request New Articles

APOLLO EDUCATION GROUP Knowledge License

KCS I: Candidate

- All KCS0 Responsibilities
- Create New Articles
 - By Request
 - When Not Found
- Submit New Articles for Compliance Review

APOLLO EDUCATION GROUP Knowledge License

KCS II: Contributor

- All KCS I Responsibilities
- Validate Articles Submitted by KCS I
- Style Compliance Articles Prior to Compliance Submission

APOLLO EDUCATION GROUP Knowledge License

KCS III: Publisher

- All KCS II Responsibilities
- Provide Additional Validation
- Prepare Articles for Self-Service Consumption
- Manage Feedback

Q2 (Slide Layer)

Licensing Model Roles

Which role would you need to be able to create a new article?

The quiz interface displays a question about KCS roles. Below the question are four role cards: KCS 0: Reader, KCS I: Candidate, KCS II: Contributor, and KCS III: Publisher, each with a list of responsibilities.

APOLLO EDUCATION GROUP Knowledge License

KCS 0: Reader

- Use Knowledge
- Rate Articles
- Submit Suggestions
- Request New Articles

APOLLO EDUCATION GROUP Knowledge License

KCS I: Candidate

- All KCS0 Responsibilities
- Create New Articles
 - By Request
 - When Not Found
- Submit New Articles for Compliance Review

APOLLO EDUCATION GROUP Knowledge License

KCS II: Contributor

- All KCS I Responsibilities
- Validate Articles Submitted by KCS I
- Style Compliance Articles Prior to Compliance Submission

APOLLO EDUCATION GROUP Knowledge License

KCS III: Publisher

- All KCS II Responsibilities
- Provide Additional Validation
- Prepare Articles for Self-Service Consumption
- Manage Feedback

Q2C (Slide Layer)

Licensing Model Roles

Which role would you need to be able to create a new article?

That's correct!

You would need to have at least a KCS I Candidate license to create a new article.

Next Question

Role	Responsibilities
Reader (0)	<ul style="list-style-type: none">• U• R• S• R
KCS II: Contributor (I)	<ul style="list-style-type: none">• All KCS I Responsibilities• Validate Articles Submitted by KCS I• Style Compliance Articles Prior to Compliance Submission
KCS III: Publisher (II)	<ul style="list-style-type: none">• All KCS II Responsibilities• Provide Additional Validation• Prepare Articles for Self-Service Consumption• Manage Feedback
Candidate (KCS I)	<ul style="list-style-type: none">• All KCS I Responsibilities• Create New Articles• Request• Not Found• New Articles for• License• w

Q2W (Slide Layer)

Licensing Model Roles

Which role would you need to be able to create a new article?

Incorrect.

You would need to have at least a KCS I Candidate license to create a new article.

Next Question

Role	Responsibilities
Reader (0)	<ul style="list-style-type: none">• U• R• S• R
KCS II: Contributor (I)	<ul style="list-style-type: none">• All KCS I Responsibilities• Validate Articles Submitted by KCS I• Style Compliance Articles Prior to Compliance Submission
KCS III: Publisher (II)	<ul style="list-style-type: none">• All KCS II Responsibilities• Provide Additional Validation• Prepare Articles for Self-Service Consumption• Manage Feedback
Candidate (KCS I)	<ul style="list-style-type: none">• All KCS I Responsibilities• Create New Articles• Request• Not Found• New Articles for• License• w

Q3 (Slide Layer)

Licensing Model Roles

Which role can validate and style articles created by a Candidate?

Role	Responsibilities
KCS 0: Reader	<ul style="list-style-type: none">Use KnowledgeRate ArticlesSubmit SuggestionsRequest New Articles
KCS I: Candidate	<ul style="list-style-type: none">All KCS0 ResponsibilitiesCreate New Articles<ul style="list-style-type: none">By RequestWhen Not FoundSubmit New Articles for Compliance Review
KCS II: Contributor	<ul style="list-style-type: none">All KCS I ResponsibilitiesValidate Articles Submitted by KCS IStyle Compliance Articles Prior to Compliance Submission
KCS III: Publisher	<ul style="list-style-type: none">All KCS II ResponsibilitiesProvide Additional ValidationPrepare Articles for Self-Service ConsumptionManage Feedback

Q3C (Slide Layer)

Licensing Model Roles

Which role can validate and style articles created by a Candidate?

That's correct!

The KCS II Contributor role can validate and style articles created by a Candidate.

Next Question

Q3W (Slide Layer)

Licensing Model Roles

Which role can validate and style articles created by a Candidate?

Incorrect.

The KCS II Contributor role can validate and style articles created by a Candidate.

Next Question

Role	Responsibilities
Reader (0)	<ul style="list-style-type: none">• Use Knowledge• Rate Articles• Submit Suggestions• Request New Articles
Candidate	<ul style="list-style-type: none">• All KCS0 Responsibilities• Create New Articles<ul style="list-style-type: none">- By Request- When Not Found• Submit New Articles for Compliance Review
KCS II: Contributor	<ul style="list-style-type: none">• All KCS I Responsibilities• Validate Articles Submitted by KCS I• Style Compliance Articles Prior to Compliance Submission
KCS III: Publisher	<ul style="list-style-type: none">• All KCS II Responsibilities• Provide Additional Validation• Prepare Articles for Self-Service Consumption• Manage Feedback

Q4 (Slide Layer)

Licensing Model Roles

Which role is responsible for preparing self-service articles?

Role	Responsibilities
Reader (0)	<ul style="list-style-type: none">• Use Knowledge• Rate Articles• Submit Suggestions• Request New Articles
Candidate (I)	<ul style="list-style-type: none">• All KCS0 Responsibilities• Create New Articles<ul style="list-style-type: none">- By Request- When Not Found• Submit New Articles for Compliance Review
KCS II: Contributor	<ul style="list-style-type: none">• All KCS I Responsibilities• Validate Articles Submitted by KCS I• Style Compliance Articles Prior to Compliance Submission
KCS III: Publisher	<ul style="list-style-type: none">• All KCS II Responsibilities• Provide Additional Validation• Prepare Articles for Self-Service Consumption• Manage Feedback

Q4C (Slide Layer)

Licensing Model Roles

Which role is responsible for preparing self-service articles?

That's correct!

The KCS III Publisher role is responsible for preparing self-service articles.

Next Question

Reader (0)

- U
- R
- S
- R

KCS II: Contributor (I)

- All KCS I Responsibilities
- Validate Articles Submitted by KCS I
- Style Compliance Articles Prior to Compliance Submission

KCS III: Publisher (III)

- All KCS II Responsibilities
- Provide Additional Validation
- Prepare Articles for Self-Service Consumption
- Manage Feedback

Candidate

- ISO Responsibilities
- New Articles
- Request
- Not Found
- New Articles for
- Article

Q4W (Slide Layer)

Licensing Model Roles

Which role is responsible for preparing self-service articles?

Incorrect.

The KCS III Publisher role is responsible for preparing self-service articles.

Next Question

Reader (0)

- U
- R
- S
- R

KCS II: Contributor (I)

- All KCS I Responsibilities
- Validate Articles Submitted by KCS I
- Style Compliance Articles Prior to Compliance Submission

KCS III: Publisher (III)

- All KCS II Responsibilities
- Provide Additional Validation
- Prepare Articles for Self-Service Consumption
- Manage Feedback

Candidate

- ISO Responsibilities
- New Articles
- Request
- Not Found
- New Articles for
- Article

Q5 (Slide Layer)

Licensing Model Roles

Which role can create new articles, but does not have rights to fix articles?

Role	Responsibilities
KCS 0: Reader	<ul style="list-style-type: none">Use KnowledgeRate ArticlesSubmit SuggestionsRequest New Articles
KCS I: Candidate	<ul style="list-style-type: none">All KCS0 ResponsibilitiesCreate New Articles<ul style="list-style-type: none">By RequestWhen Not FoundSubmit New Articles for Compliance Review
KCS II: Contributor	<ul style="list-style-type: none">All KCS I ResponsibilitiesValidate Articles Submitted by KCS IStyle Compliance Articles Prior to Compliance Submission
KCS III: Publisher	<ul style="list-style-type: none">All KCS II ResponsibilitiesProvide Additional ValidationPrepare Articles for Self-Service ConsumptionManage Feedback

Q5C (Slide Layer)

Licensing Model Roles

Which role can create new articles, but does not have rights to fix articles?

That's correct!

The KCS I Candidate role can create new articles, but does not have the rights to fix articles.

Click Next to continue...

Q5W (Slide Layer)

Licensing Model Roles

Which role can create new articles, but does not have rights to fix articles?

The screenshot shows a quiz interface with a question: "Which role can create new articles, but does not have rights to fix articles?". Below the question are four role cards: Reader (0), KCS II: Contributor (II), KCS III: Publisher (III), and Candidate. A blue feedback box is overlaid on the cards, stating "Incorrect. The KCS I Candidate role can create new articles, but does not have the rights to fix articles. Click Next to continue...".

Reader (0)

- U
- R
- S
- R

KCS II: Contributor (II)

- All KCS I Responsibilities
- Validate Articles Submitted by KCS I
- Style Compliance Articles Prior to Compliance Submission

KCS III: Publisher (III)

- All KCS II Responsibilities
- Provide Additional Validation
- Prepare Articles for Self-Service Consumption
- Manage Feedback

Candidate

- ISO Responsibilities
- Create New Articles
- Request
- Not Found
- Not Found
- Not Found
- Not Found

Incorrect.

The KCS I Candidate role can create new articles, but does not have the rights to fix articles.

Click Next to continue...

5.6 Licensing Model – Support Roles

Licensing Model – Support Roles

The slide displays three support roles for the Apollo Education Group:

- KCS Coach:**
 - Assist With All KCS Roles
 - Provide Feedback & Coaching to KCS Is, IIs, and IIIs
 - Perform Routine AQIs on Team Members
 - Be a Change Agent
- KDE (Knowledge Domain Expert):**
 - Assist With All KCS Roles
 - Monitor Coaches and Provide Feedback
 - Monitor Content Health
 - Provide Routing Performance Reports to Leadership
- KCS Council:**
 - Routinely Discuss KCS Performance & Adoption
 - Provide Department Level Direction

Notes:

Click on the appropriate license to answer each question about the three additional support roles identified by KCS.

Q1 (Slide Layer)

Licensing Model – Support Roles

Which role provides feedback to other KCS roles and is a change agent?

The image displays three APOLLO EDUCATION GROUP Knowledge License cards. The top-left card is for a KCS Coach, the top-right for a KDE (Knowledge Domain Expert), and the bottom-center for a KCS Council. Each card lists specific responsibilities related to KCS roles and team management.

- KCS Coach:**
 - Assist With All KCS Roles
 - Provide Feedback & Coaching to KCS Is, IIs, and IIIs
 - Perform Routine AQIs on Team Members
 - Be a Change Agent
- KDE:**
 - Assist With All KCS Roles
 - Monitor Coaches and Provide Feedback
 - Monitor Content Health
 - Provide Routing Performance Reports to Leadership
- KCS Council:**
 - Routinely Discuss KCS Performance & Adoption
 - Provide Department Level Direction

Q1C (Slide Layer)

Licensing Model – Support Roles

Which role provides feedback to other KCS roles and is a change agent?

The image shows a quiz interface with a blue feedback box. The box contains the text "That's correct!" and "The KCS Coach provides feedback to other KCS roles and is a change agent." Below the text is a "Next Question" button. The background shows the same three APOLLO EDUCATION GROUP Knowledge License cards as in the previous slide.

That's correct!

The KCS Coach provides feedback to other KCS roles and is a change agent.

Next Question

Q1W (Slide Layer)

Licensing Model – Support Roles

Which role provides feedback to other KCS roles and is a change agent?

The slide displays three role cards from Apollo Education Group. A blue overlay box in the center contains the text: "Incorrect. The KCS Coach provides feedback to other KCS roles and is a change agent." Below this box is a "Next Question" button. The cards are:

- KCS Coach:** Knowledge License. Roles include: Assist With All KCS Roles, Provide Feedback & Coaching to KCS Is, IIs, and IIs, Perform Routine AQLs on Team Members, Be a Change Agent.
- KCS Council:** Knowledge License. Roles include: Routinely Discuss KCS Performance & Adoption, Provide Department Level Direction.
- With All KCS Roles Coaches and Feedback Content Health Routing Performance to Leadership:** Knowledge License. Roles include: Assist With All KCS Roles, Monitor Coaches and Provide Feedback, Monitor Content Health, Provide Routing Performance Reports to Leadership.

Q2 (Slide Layer)

Licensing Model – Support Roles

Which role monitors content health and provides reporting to leadership?

The slide displays three role cards from Apollo Education Group. The cards are:

- KCS Coach:** Knowledge License. Roles include: Assist With All KCS Roles, Provide Feedback & Coaching to KCS Is, IIs, and IIs, Perform Routine AQLs on Team Members, Be a Change Agent.
- KDE (Knowledge Domain Expert):** Knowledge License. Roles include: Assist With All KCS Roles, Monitor Coaches and Provide Feedback, Monitor Content Health, Provide Routing Performance Reports to Leadership.
- KCS Council:** Knowledge License. Roles include: Routinely Discuss KCS Performance & Adoption, Provide Department Level Direction.

Q2C (Slide Layer)

Licensing Model – Support Roles

Which role monitors content health and provides reporting to leadership?

APOLLO EDUCATION GROUP Knowledge License KCS Coach

- A
- P
- T
- B

APOLLO EDUCATION GROUP Knowledge License KCS Council

- Routinely Discuss KCS Performance & Adoption
- Provide Department Level Direction

APOLLO EDUCATION GROUP Knowledge License KCS Knowledge Domain Expert

- With All KCS Roles Coaches and Feedback Content Health Routing Performance to Leadership

That's correct!

The KCS Knowledge Domain Expert role monitors content health and provides reporting to leadership.

Next Question

Q2W (Slide Layer)

Licensing Model – Support Roles

Which role monitors content health and provides reporting to leadership?

APOLLO EDUCATION GROUP Knowledge License KCS Coach

- A
- P
- T
- B

APOLLO EDUCATION GROUP Knowledge License KCS Council

- Routinely Discuss KCS Performance & Adoption
- Provide Department Level Direction

APOLLO EDUCATION GROUP Knowledge License KCS Knowledge Domain Expert

- With All KCS Roles Coaches and Feedback Content Health Routing Performance to Leadership

Incorrect.

The KCS Knowledge Domain Expert role monitors content health and provides reporting to leadership.

Next Question

Q3 (Slide Layer)

Licensing Model – Support Roles

Which role provides department-level direction and is actually a group that consists of at least one manager, KDE, and representation from KCS roles within the department?

The image displays three role cards from the Apollo Education Group, each with a Knowledge License and a KCS icon:

- KCS Coach:**
 - Assist With All KCS Roles
 - Provide Feedback & Coaching to KCS Is, IIs, and IIIs
 - Perform Routine AQIs on Team Members
 - Be a Change Agent
- KDE (Knowledge Domain Expert):**
 - Assist With All KCS Roles
 - Monitor Coaches and Provide Feedback
 - Monitor Content Health
 - Provide Routing Performance Reports to Leadership
- KCS Council:**
 - Routinely Discuss KCS Performance & Adoption
 - Provide Department Level Direction

Q3C (Slide Layer)

Licensing Model – Support Roles

Which role provides department-level direction and is actually a group that consists of at least one manager, KDE, and representation from KCS roles within the department?

The image shows the same three role cards as in Q3, but with a blue feedback box overlaid on the KCS Coach and KDE cards. The feedback box contains the following text:

That's correct!

The KCS Council role provides department-level direction and is actually a group that consists of at least one manager, KDE, and representation from KCS roles within the department.

Click Next to continue...

Q3W (Slide Layer)

Licensing Model – Support Roles

Which role provides department-level direction and is actually a group that consists of at least one manager, KDE, and representation from KCS roles within the department?

Incorrect.

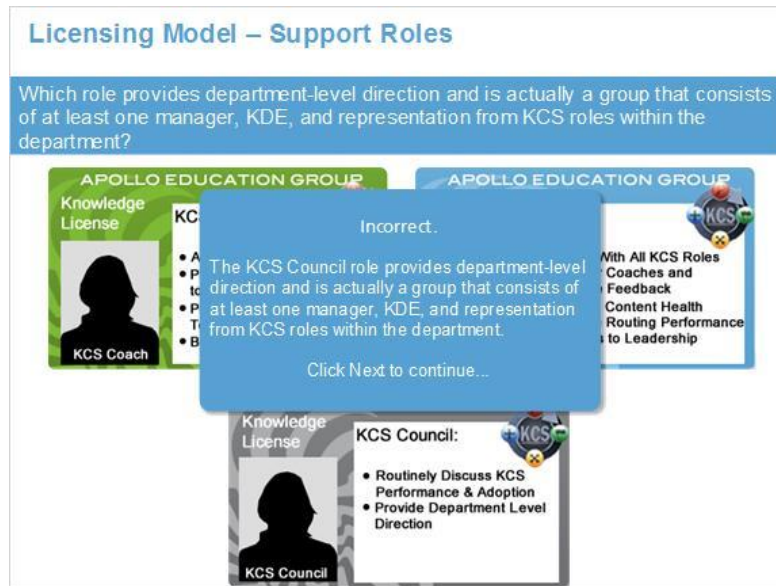
The KCS Council role provides department-level direction and is actually a group that consists of at least one manager, KDE, and representation from KCS roles within the department.

Click Next to continue...

With All KCS Roles Coaches and Feedback Content Health Routing Performance to Leadership

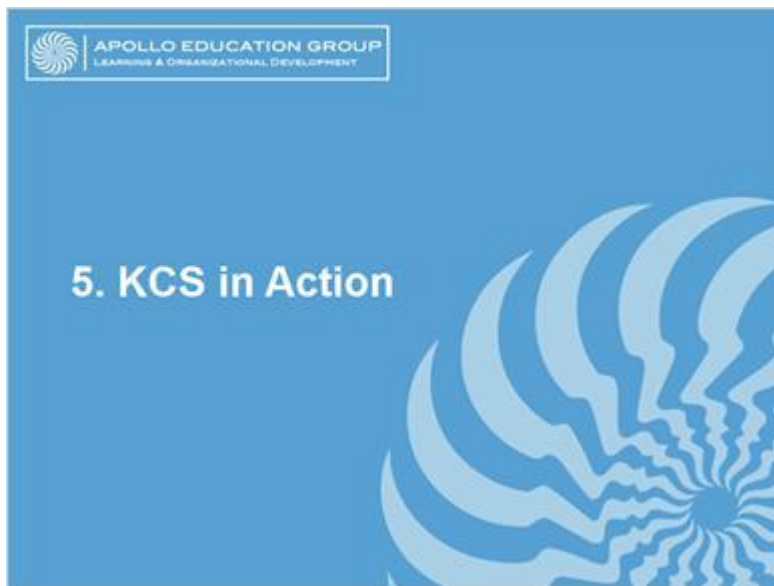
KCS Council:

- Routinely Discuss KCS Performance & Adoption
- Provide Department Level Direction



6. Lesson5

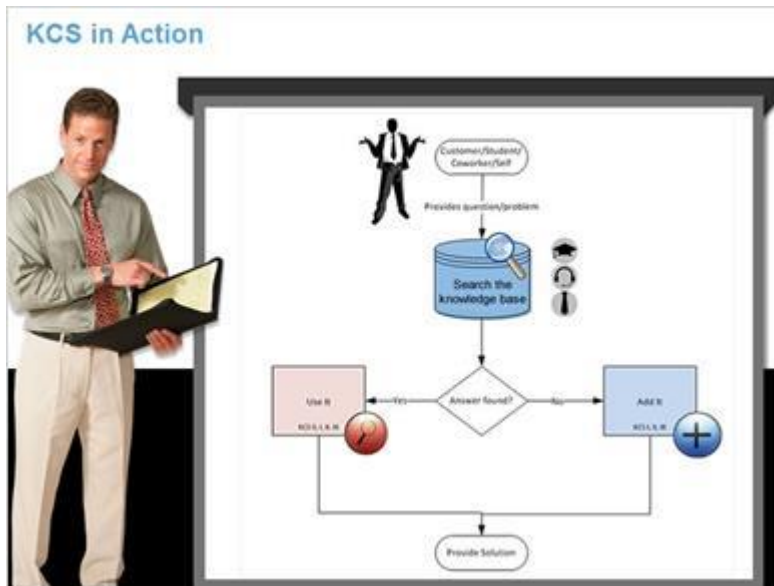
6.1 5.0



Notes:

So far, you have learned a lot about KCS Roles, KCS Practices and the components and concepts critical to KCS adoption. In this section, we will look at how we can put KCS into action in our organization.

6.2 KCS in Action



Notes:

Click the Play button to review the high-level process with a KCS Coach.

Video:

So let's take a look at how this might look in action.

First, a question is asked and we search the knowledge base for an answer.

If knowledge is found, the solution is provided. (Use It)

In the event that knowledge isn't found, the question is captured. The employee also finds an answer to that question and puts it into a knowledge article. (Add It)

The knowledge in the new article is then available in the knowledge base for the next time the question is asked

6.3 Internal Article Life Cycle Scenario



Notes:

In the following scenario, we will follow information as it is entered into the knowledge base for use within our organization internally.

An employee recently moved and needs to update his personal information in MyHR.

He has access to read articles in the knowledge base. He searches the knowledge base and finds an article that answers the question. He follows the instructions and is able to update his mailing address.

So how did this article come to be available for the employee when he needed it?

Article-scrolling (Slide Layer)

KCS in Action - Internal Article Life Cycle Scenario



Knowledge License
KCS 0: Reader

- Use Knowledge
- Rate Articles
- Submit Suggestions
- Request New Articles

Reader (0)

Knowledge base

Question:
How do I change or edit personal information in MyHR?

Answer:
To change or edit information in MyHR, perform the following:

1. Open Mozilla Firefox web browser
2. Type MyHR in the address bar
3. Press Enter
4. Log into MYHR using your nlogin and password
5. Click Main Menu
6. Click Self Service
7. Click Personal Information
8. Select the information you would like to edit.

You can update the following information:

- Personal Information Summary
- Home and Mailing Address

Knowledge Article Status: Confirmed

6.4 Internal Article Life Cycle Scenario

KCS in Action: Internal Article Life Cycle



Knowledge base

Notes:

A KCS I Candidate created the article after researching the issue for a coworker. (Create content as a by-product of solving issues)

The article was created in a *Not Confirmed* status.

The article was searched for and used enough to trigger it to be reviewed. A KCS II Contributor styled, validated and approved the article placing it in a Confirmed status; meaning the content is verified and trusted by employees. (Evolve content based on use)

Click the **Compare versions** button to see the differences between the Not Confirmed and Confirmed articles.

KCS1 (Slide Layer)

KCS in Action: Internal Article Life Cycle

APOLLO EDUCATION GROUP
Knowledge License
KCS I: Candidate

- All KCS0 Responsibilities
- Create New Articles
 - By Request
 - When Not Found
- Submit New Articles for Compliance Review

Candidate(s)

Customer/Student/Coworker/Self
Provides question/problem

Search the knowledge base

Knowledge base

Question:
How do I change my information in MyHR?

Answer:
To change or edit information in MyHR:
• Type MyHR in the address bar.
• Log into MyHR using your nlogin and password.
• Click Main Menu.
• Click SelfService.
• Click Personal Information.
• Select the information you would like to edit.

• You can update your personal information.

Knowledge Article Status: **Not Confirmed**

Create content as a by-product of solving issues

KCS2 (Slide Layer)

KCS in Action: Internal Article Life Cycle

Knowledge base

Question:
How do I change or edit personal information in MyHR?

Answer:
To change or edit information in MyHR, perform the following:

1. Click **Compare versions**
2. Click **Compare versions**
3. Press **Enter**
4. Log into MyHR using your ntlogin and password
5. Click **Main Menu**
6. Click **Self Service**
7. Click **Personal Information**
8. Select the information you would like to edit

You can update the following information:

- Personal Information Summary
- Home and Mailing Address

Knowledge Article Status: **Confirmed**

Evolve content based on use

Compare (Slide Layer)

KCS in Action: Internal Article Life Cycle

Created by KCS I Candidate

Question:
How do I change my information in MyHR?

Answer:
To change or edit information in MyHR:

- Type MyHR in the address bar.
- Log into MyHR using your ntlogin and password.
- Click Main Menu.
- Click Self Service.
- Click Personal Information.
- Select the information you would like to edit.

• You can update your personal information.

Knowledge Article Status: **Not Confirmed**

Styled and Validated by KCS II Contributor

Question:
How do I change or edit personal information in MyHR?

Answer:
To change or edit information in MyHR, perform the following:

1. Open **Mozilla Firefox** web browser
2. Type **MyHR** in the address bar
3. Press **Enter**
4. Log into MyHR using your ntlogin and password
5. Click **Main Menu**
6. Click **Self Service**
7. Click **Personal Information**
8. Select the information you would like to edit

You can update the following information:

- Personal Information Summary
- Home and Mailing Address

Knowledge Article Status: **Confirmed**

6.5 External Article Life Cycle Scenario



Notes:

In the following scenario, we will follow information as it is entered into the knowledge base for potential use outside of our organization, such as direct use for our customers.

A student has contacted an employee to find out how to log into eCampus from his smartphone. The employee searches the knowledge base and finds an article that answers the question. She reviews the content to confirm it is correct and provides the student with the information requested.

So how did this article come to be available for the employee when she needed it?

Article-scrolling (Slide Layer)

KCS in Action - External Article Life Cycle Scenario

Knowledge License
KCS 0: Reader

- Use Knowledge
- Rate Articles
- Submit Suggestions
- Request New Articles

Reader (0)

Knowledge base

Question:
How do I log in to eCampus with my University of Phoenix Mobile App?

Answer:
To log in with University of Phoenix (UOPX) Mobile App v.2.0, perform the following:

1. Open the application
2. Enter your **username** and **password** at the login screen
3. Tap **Login**
4. Set up a **passcode** (optional). If you opt for a passcode, create a four (4)-digit **PIN**
5. Confirm the **PIN**

You are prompted for the PIN each time you access the application. If you enter an incorrect PIN three (3) or more times, or tap **Forgot your passcode?**, the passcode feature is disabled and the login screen reappears. Failure to enter a passcode or tapping **Forgot your passcode?** disables the passcode feature. Note: You can re-enable the passcode feature from the Settings menu.

6.6 External Article Life Cycle Scenario

KCS in Action - External Article Life Cycle Scenario

Knowledge base

Notes:

A Candidate (KCS I) created the article after receiving a question from a student. (Create content as a by-product of solving issues)

The article was created in a Not Confirmed status.

The article was searched for and used enough to trigger it to be reviewed. A Contributor (KCS II) styled, validated and approved the article placing it in a Confirmed status; meaning the content is verified and trusted by employees. (Evolve content based on use)

If the article continues to be used it triggers a licensed employee to consider publishing the knowledge to an external portal where a customer could find the answer on their own.

A Publisher (KCS III) published the article for self-service consumption and placed it in Approved status.

Two additional roles play a part in the article life cycle.

A KCS Coach reviews articles and follows up with the different roles to provide feedback and support.

A Knowledge Domain Expert (KDE) analyzes the use of the article and will archive the article when needed.

Click the **Compare versions** buttons to see the changes to the article as it progresses from Not Confirmed to Approved. .

KCS1 (Slide Layer)

The diagram illustrates the KCS1 process. On the left, a box titled 'APOLLO EDUCATION GROUP Knowledge License' lists 'KCS I: Candidate' responsibilities: 'All KCS0 Responsibilities', 'Create New Articles - By Request - When Not Found', and 'Submit New Articles for Compliance Review'. Below this, a silhouette of a person is labeled 'Candidate(I)'. An arrow points from the person to a 'Search the knowledge base' icon, with the text 'Customer/Student/ Coworker/Self Provides question/problem' above it. Below the search icon is the text 'Create content as a by-product of solving issues'. On the right, a blue box titled 'Knowledge base' contains a 'Question: How do I log in to eCampus with my mobile app?' and an 'Answer:' section detailing login steps for the UOPX Mobile App v.2.0, including opening the app, entering credentials, tapping login, and setting a passcode. A note mentions that an incorrect PIN three times disables the passcode feature, which can be re-enabled in settings. At the bottom of the blue box, it states 'Knowledge Article Status: Not Confirmed'.

KCS2 (Slide Layer)

KCS in Action - External Article Life Cycle Scenario

APOLLO EDUCATION GROUP
Knowledge License
KCS II: Contributor

- All KCS I Responsibilities
- Validate Articles Submitted by KCS I
- Style Compliance Articles Prior to Compliance Submission

Contributor (II)

Search the knowledge base

Validate

Use It

KCS II, III

Evolve content based on use

Knowledge base

Mobile App v.2.0, perform the following:

1. Open the application
2. Enter your **username** and **password** at the login screen
3. Tap **Login**
4. Set up a **passcode** (optional). If you opt for a passcode, create a four (4)-digit **PIN**
5. Confirm the **PIN**

You are prompted for the PIN each time you access the application. If you enter an incorrect PIN three (3) or more times, or tap **Forgot your passcode?** the passcode feature is disabled and the login screen reappears. Failure to enter a passcode or tapping **Forgot your passcode?** disables the passcode feature. Note: You can re-enable the passcode feature from the Settings menu.

Note: The Tour message is automatically displayed during initial login. To take the tour at a later date, press the Settings button and tap **View Tour**.

Article Status: **Confirmed**

KCS3 (Slide Layer)

KCS in Action - External Article Life Cycle Scenario

APOLLO EDUCATION GROUP
Knowledge License
KCS III: Publisher

- All KCS II Responsibilities
- Provide Additional Validation
- Prepare Articles for Self-Service Consumption
- Manage Feedback

Publisher (III)

Self-service

Search the knowledge base

Use It

KCS II

Available for students

Knowledge base

To log in with University of Phoenix (UOPX)
Mobile App v.2.0, perform the following:

1. Open the application
2. Enter your **username** and **password** at the login screen
3. Tap **Login**
4. Set up a **passcode** (optional). If you opt for a passcode, create a four (4)-digit **PIN**
5. Confirm the **PIN**

You are prompted for the PIN each time you access the application. If you enter an incorrect PIN three (3) or more times, or tap **Forgot your passcode?** the passcode feature is disabled and the login screen reappears. Failure to enter a passcode or tapping **Forgot your passcode?** disables the passcode feature.

Note: You can re-enable the passcode feature from the Settings menu. Also, the Tour message is automatically displayed during initial login. To take the tour at a later date, press the Settings button and tap **View Tour**.

Article Status: **Approved**

OtherRoles (Slide Layer)

KCS in Action - External Article Life Cycle Scenario



APOLLO EDUCATION GROUP
Knowledge License
KCS Coach:

- Assist With All KCS Roles
- Provide Feedback & Coaching to KCS Ia, Iis, and Iiis
- Perform Routine ADIs on Team Members
- Be a Change Agent

Knowledge base

Compare versions
Not Confirmed and Confirmed

Compare versions
Confirmed and Approved



APOLLO EDUCATION GROUP
Knowledge License
KDE:

- Assist With All KCS Roles
- Monitor Coaches and Provide Feedback
- Monitor Content Health
- Provide Routing Performance Reports to Leadership

Compare - NotConConfirmed (Slide Layer)

KCS in Action - External Article Life Cycle Scenario

Created by KCS I Candidate

Question:
How do I log in to eCampus with my mobile app?

Answer:
To log in with UOPX Mobile App v.2.0, perform the following:

- Open the application.
- Enter your username and password at the login screen.
- Tap Login.
- Set up a passcode. If you opt for a passcode, create a four (4)-digit PIN.
- Confirm the PIN.

You are prompted for the PIN each time you access the application. If you enter an incorrect PIN three (3) or more times, or tap Forgot your passcode?, the passcode feature is disabled and the login screen reappears. Failure to enter a passcode or tapping Forgot your passcode? disables the passcode feature.
Note: You can re-enable the passcode feature from the Settings menu.

Knowledge Article Status: **Not Confirmed**

Styled and Validated by KCS II Contributor

Question:
How do I log in to eCampus with my University of Phoenix Mobile App?

Answer:
To log in with University of Phoenix (UOPX) Mobile App v.2.0, perform the following:

- Open the application
- Enter your **username** and **password** at the login screen
- Tap **Login**
- Set up a **passcode** (optional). If you opt for a passcode, create a four (4)-digit **PIN**
- Confirm the **PIN**

You are prompted for the PIN each time you access the application. If you enter an incorrect PIN three (3) or more times, or tap Forgot your passcode?, the passcode feature is disabled and the login screen reappears. Failure to enter a passcode or tapping Forgot your passcode? disables the passcode feature. Note: You can re-enable the passcode feature from the Settings menu.

Compare - ConfirmedApproved (Slide Layer)

KCS in Action - External Article Life Cycle Scenario

Styled and Validated by KCS II Contributor	Published to self-service portal by KCS III Publisher
<p>Question: How do I log in to eCampus with my University of Phoenix Mobile App?</p> <p>Answer: To log in with University of Phoenix (UOPX) Mobile App v.2.0, perform the following:</p> <ol style="list-style-type: none">1. Open the application2. Enter your username and password at the login screen3. Tap Login4. Set up a passcode (optional). If you opt for a passcode, create a four (4)-digit PIN5. Confirm the PIN <p>You are prompted for the PIN each time you access the application. If you enter an incorrect PIN three (3) or more times, or tap Forgot your passcode?, the passcode feature is disabled and the login screen reappears. Failure to enter a passcode or tapping Forgot your passcode? disables the passcode feature. Note: You can re-enable the passcode feature from the Settings menu.</p>	<p>Question: How do I log in to eCampus with my University of Phoenix Mobile App?</p> <p>Answer: To log in with University of Phoenix (UOPX) Mobile App v.2.0, perform the following:</p> <ol style="list-style-type: none">1. Open the application2. Enter your username and password at the login screen3. Tap Login4. Set up a passcode (optional). If you opt for a passcode, create a four (4)-digit PIN5. Confirm the PIN <p>You are prompted for the PIN each time you access the application. If you enter an incorrect PIN three (3) or more times, or tap Forgot your passcode?, the passcode feature is disabled and the login screen reappears. Failure to enter a passcode or tapping Forgot your passcode? disables the passcode feature.</p> <p>Note: You can re-enable the passcode feature from the Settings menu. Also, the Tour message</p>

7. Lesson6

7.1 6. Review



Notes:

Let's review what you have learned about KCS.

7.2 Knowledge Check 1

(Drag and Drop, 10 points, 2 attempts permitted)

Knowledge Check 1: Double Loop Practices Drag and Drop

Drag the eight labels in the center to the corresponding practices.

Drag Item	Drop Target
Capture	Drop-Cap
Structure	Drop-Struc
Reuse	Drop-Reuse
Improve	Drop-Improve
Content	Drop-Health
Health	
Process	Drop-process
Integration	
Performance	Drop-Assessment
Assessment	

Leadership &
Communication

Drop-Leadership

Drag and drop properties

Return item to start point if dropped outside the correct drop target

Snap dropped items to drop target (Snap to center)

Allow only one item in each drop target

Feedback when correct:

Great job!

Feedback when incorrect:

Please try again.

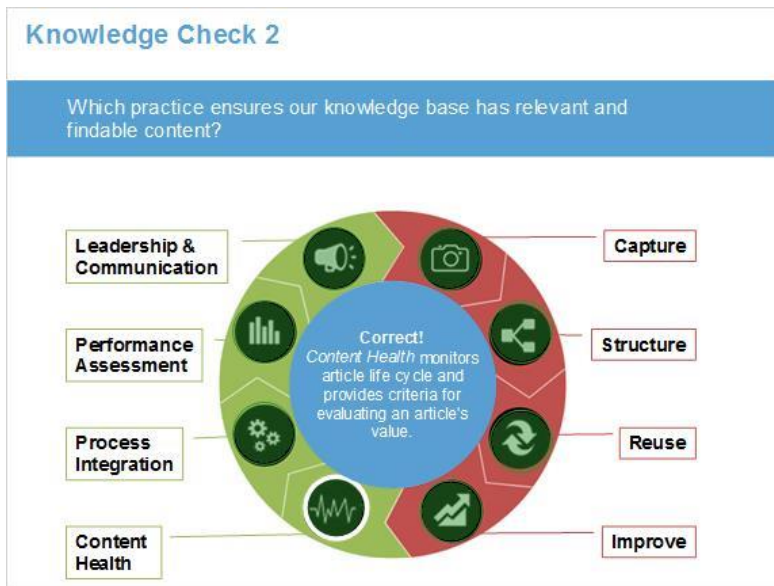
7.3 Knowledge Check 2



Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)



wrong (Slide Layer)

Knowledge Check 2

Which practice ensures our knowledge base has relevant and findable content?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

7.4 Knowledge Check 3

Knowledge Check 3

Which practice ensures that we are leveraging existing organizational knowledge?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)

Knowledge Check 3

Which practice ensures that we are leveraging existing organizational knowledge?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Correct!
Reuse ensures that we are not re-working a problem that already has an answer and that we benefit from the collective experience of the organization.

wrong (Slide Layer)

Knowledge Check 3

Which practice ensures that we are leveraging existing organizational knowledge?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

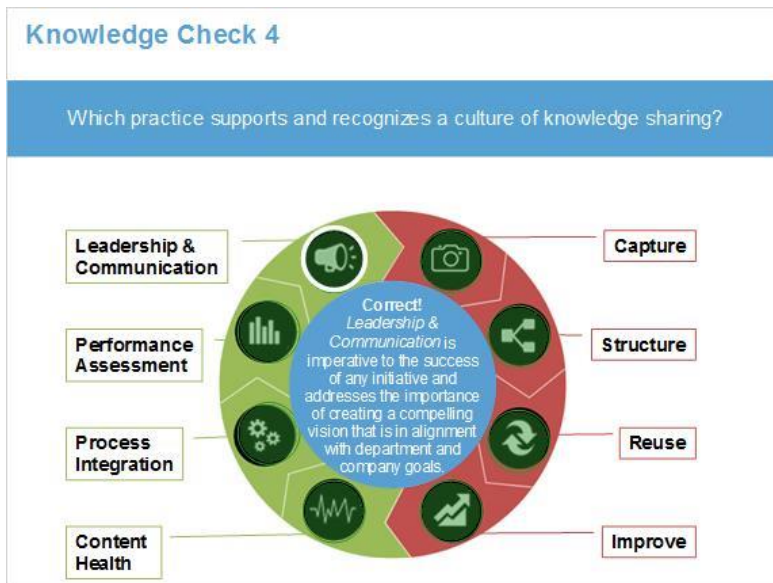
7.5 Knowledge Check 4



Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)



wrong (Slide Layer)

Knowledge Check 4

Which practice supports and recognizes a culture of knowledge sharing?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

7.6 Knowledge Check 5

Knowledge Check 5

Which practice encourages we capture knowledge in the moment?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

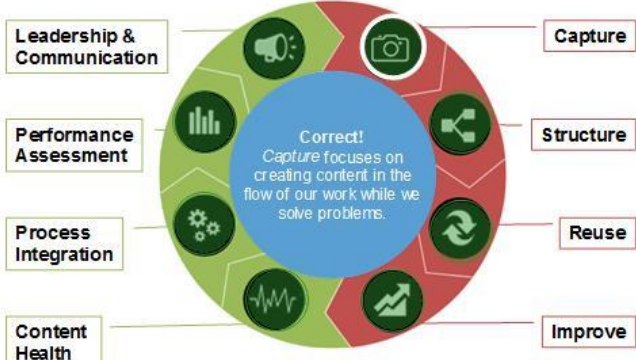
Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)

Knowledge Check 5

Which practice encourages we capture knowledge in the moment?



Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse


Improve

Correct!
Capture focuses on creating content in the flow of our work while we solve problems.

wrong (Slide Layer)

Knowledge Check 5

Which practice encourages we capture knowledge in the moment?



Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

7.7 Knowledge Check 6



Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)



wrong (Slide Layer)

Knowledge Check 6

Which practice makes us responsible to flag articles that can be corrected or enhanced?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

7.8 Knowledge Check 7

Knowledge Check 7

Which practice allows us to incorporate knowledge sharing into our everyday tasks?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)

Knowledge Check 7

Which practice allows us to incorporate knowledge sharing into our everyday tasks?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Correct!
Process Integration addresses the adoption of tools and methods to make the Solve Loop seamless, and also addresses the process of problem-solving itself.

wrong (Slide Layer)

Knowledge Check 7

Which practice allows us to incorporate knowledge sharing into our everyday tasks?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

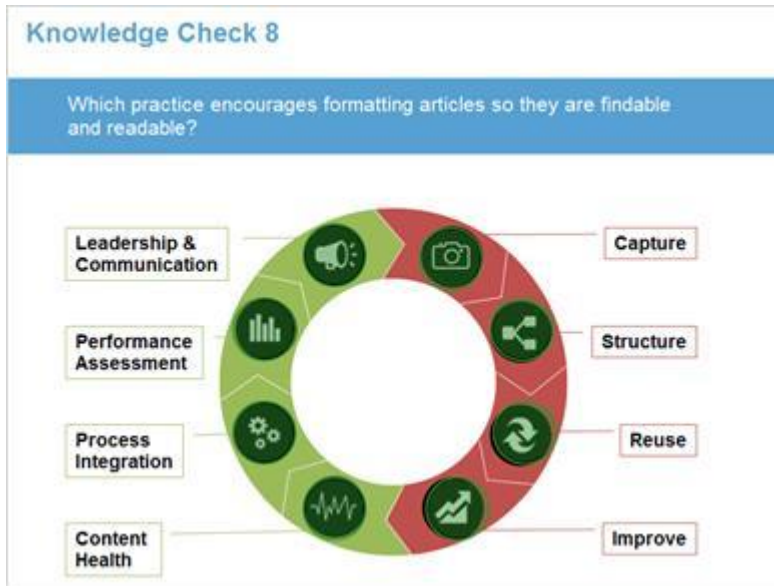
Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

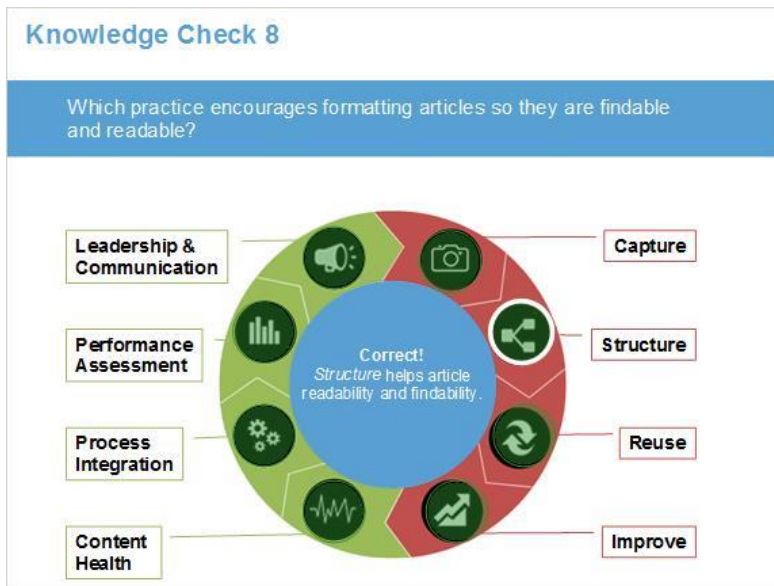
7.9 Knowledge Check 8



Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)



wrong (Slide Layer)

Knowledge Check 8

Which practice encourages formatting articles so they are findable and readable?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

7.10 Knowledge Check 9

Knowledge Check 9

Which practice allows us to measure who is creating value?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Notes:

Click on the practice that provides guidance and techniques to answer the fundamental big picture question.

correct (Slide Layer)

Knowledge Check 9

Which practice allows us to measure who is creating value?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Correct!
Performance Assessment defines how value is created and measured.

wrong (Slide Layer)

Knowledge Check 9

Which practice allows us to measure who is creating value?

Leadership & Communication

Performance Assessment

Process Integration

Content Health

Capture

Structure

Reuse

Improve

Incorrect.
Why don't you try that one again...

7.11 Conclusion

Next Steps



You have completed the instructional portion of this course. To receive completion credit for this learning experience, you must successfully complete the accompanying course assessment.

To complete the assessment now:

- Close this course window
- Click the **Return to Activity Progress** link on the View Progress Page
- Click the associated course assessment link on the Activity Progress screen

To complete the assessment at a later time:

Open **My Learning Self-Service > Learning > All Learning** and launch the assessment from your All Learning Activities screen.

Your feedback on this course and all others ensures continuous improvement of the courses we develop and deliver. Please take a moment to click the course survey link on your Activity Progress page to complete a short survey and provide feedback.

If you experience technical issues, or have questions or comments, please contact the HR Service Center at 602-557-MyHR (6947) or 1-877-MyHRLive (694-7548).

[✕ Exit Course](#) [↶ Review](#)

Notes: