

PROVA DE LÍNGUA INSTRUMENTAL: INGLÊS
INSTRUÇÕES

- 1) Esta prova tem o objetivo de avaliar a capacidade de o candidato compreender textos escritos em inglês.
- 2) Ela consiste em um extrato da seção 1 de um artigo [W. R. King (ed.), *Knowledge Management and Organizational Learning*, Annals of Information Systems 4, 2009] e de 10 (dez) perguntas de múltipla escolha.
- 3) O tempo máximo de duração da prova é de 60 minutos.
- 4) Boa leitura e boa prova!

Knowledge Management and Organizational Learning

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For centuries, scientists, philosophers and intelligent laymen have been concerned about creating, acquiring, and communicating knowledge and improving the re-utilization of knowledge. However, it is only in the last 15–20 years or so that a distinct field called “knowledge management”(KM) has emerged.

KM is based on the premise that, just as human beings are unable to draw on the full potential of their brains, organizations are generally not able to fully utilize the knowledge that they possess. Through KM, organizations seek to acquire or create potentially useful knowledge and to make it available to those who can use it at a time and place that is appropriate for them to achieve maximum effective usage in order to positively influence organizational performance. It is generally believed that if an organization can increase its effective knowledge utilization by only a small percentage, great benefits will result.

Organizational learning (OL) is complementary to KM. An early view of OL was “...encoding inferences from history into routines that guide behavior” (Levitt and March, 1988, p. 319). So, OL has to do with embedding what has been learned into the fabric of the organization.

1 The Basics of Knowledge Management and Organizational Learning

To understand KM and OL, one must understand knowledge, KM processes and goals and knowledge management systems (KMS).

1.1 Knowledge

Knowledge is often defined as a “justified personal belief.” There are many taxonomies that specify various kinds of knowledge. The most fundamental distinction is between “tacit” and “explicit” knowledge. Tacit knowledge inhabits the minds of people and is (depending on one’s interpretation of Polanyi’s (1966) definition) either impossible, or difficult, to articulate. Most knowledge is initially tacit in nature; it is laboriously developed over a long period of time through trial and error, and it is underutilized because “the organization does not know what it knows” (O’Dell and Grayson, 1998, p. 154). Some knowledge is embedded in business processes, activities, and relationships that have been created over time through the implementation of a continuing series of improvements.

Explicit knowledge exists in the form of words, sentences, documents, organized data, computer programs and in other explicit forms. If one accepts the useful “difficult-to-articulate” concept of tacit knowledge, a fundamental problem of KM is to explicate tacit knowledge and then to make it available for use by others.

One can also distinguish among “know what,” “know how” and “know why” levels of knowledge. “Know what,” knowledge specifies what action to take when one is presented with a set of stimuli. For instance, a salesperson who has been trained to know which product is best suited for various situations has a “know-what” level of knowledge.

The next higher level of knowledge is “know-how” – i.e., knowing *how* to decide on an appropriate response to a stimulus. Such knowledge is required when the simple programmable relationships between stimuli and responses, which are the essence of “know-what” knowledge, are inadequate. This might be the case, for instance, when there is considerable “noise” in symptomatic information so that the direct link between symptoms

and a medical diagnosis is uncertain. “Know how”-type knowledge permits a professional to determine which treatment or action is best, even in the presence of significant noise.

The highest level of knowledge is “know-why” knowledge. At this level, an individual has a deep understanding of causal relationships, interactive effects and the uncertainty levels associated with observed stimuli or symptoms. This will usually involve an understanding of underlying theory and/or a range of experience that includes many instances of anomalies, interaction effects, and exceptions to the norms and conventional wisdom of an area.

1.2 Knowledge Management Processes and Goals

Knowledge management is the planning, organizing, motivating, and controlling of people, processes and systems in the organization to ensure that its knowledge-related assets are improved and effectively employed. Knowledge-related assets include knowledge in the form of printed documents such as patents and manuals, knowledge stored in electronic repositories such as a “best-practices” database, employees’ knowledge about the best way to do their jobs, knowledge that is held by teams who have been working on focused problems and knowledge that is embedded in the organization’s products, processes and relationships.

The processes of KM involve knowledge acquisition, creation, refinement, storage, transfer, sharing, and utilization. The KM function in the organization operates these processes, develops methodologies and systems to support them, and motivates people to participate in them.

The goals of KM are the leveraging and improvement of the organization’s knowledge assets to effectuate better knowledge practices, improved organizational behaviors, better decisions and improved organizational performance.

Although individuals certainly can personally perform each of the KM processes, KM is largely an organizational activity that focuses on what managers can do to enable KM’s goals to be achieved, how they can motivate individuals to participate in achieving them and how they can create social processes that will facilitate KM success.

Social processes include communities of practice – self-organizing groups of people who share a common interest – and expert networks – networks that are established to allow those with less expertise to contact those with greater expertise. Such social processes are necessary because while knowledge initially exists in the mind of an individual, for KM to be successful, knowledge must usually be transmitted through social groups, teams and networks. Therefore, KM processes are quite people-intensive, and less technology-intensive than most people might believe, although a modern knowledge-enabled enterprise must support KM with appropriate information and communications technology (King, 2008).

(...)

Read the questions carefully before choosing THE ONE BEST ANSWER TO EACH QUESTION. Answer all questions on the basis of what is stated or implied in the passage:

1. Which of the following statements can best account for what can be inferred from the first paragraph?
 - (A) Knowledge Management (KM) has been an established discipline for over a century.
 - (B) KM is a newly emerging model which deals with all aspects of business administration.
 - (C) Despite its century-long history, KM has only recently been applied to organizations.
 - (D) Despite the long history of thoughts on knowledge in its various aspects, the emergence of the field known as Knowledge Management is quite recent.

2. The premise underlying KM is that
 - (A) organizations are not unlike human beings in their inability to make the most of their potential
 - (B) whereas human beings are able to find a profitable use for their potential, organizations often lack the ability to create and acquire useful knowledge
 - (C) neither human beings nor organizations are aware of the need to sustainably improve their utilization of knowledge
 - (D) only a small percentage of useful knowledge can be made available to human beings through organizations

3. By stating that “Organizational Learning (OL) is complementary to KM”, the writer implies that
 - (A) OL allows what has been learned to become a fixed an important part of the organization
 - (B) an organization is able to achieve sustainable management even if it can increase its effective knowledge utilization by only a small percentage
 - (C) the relationship between routines and behavior can be traced back to the history of the organization
 - (D) an early view of knowledge management has been incorporated into the fabric of the organization

4. All of the following are given as ways of categorizing various kinds of knowledge *EXCEPT*
 - (A) tacit and explicit
 - (B) know what, know how and know why
 - (C) trial and error
 - (D) difficult-to-articulate

5. According to the passage (section 1.1),
- (A) most knowledge, whether tacit or explicit, is hardly ever articulated.
 - (B) turning tacit knowledge into knowledge that is available for use is a key issue in KM.
 - (C) explicit knowledge is nearly always underutilized because organizations often lack “know how”.
 - (D) the fundamental problem in KM is difficult to articulate because it is embedded in business processes.
6. Section 1.1 of the passage deals with *one* of the following:
- (A) the taxonomy of business relationships
 - (B) ways of implementing knowledge management systems
 - (C) a hierarchical classification of knowledge
 - (D) understanding an underlying theory
7. All four words listed below occur somewhere in the passage. Which ones are in the superlative form?
- i. last
 - ii. best
 - iii. highest
 - iv. interest
- (A) i, ii, and iii only
 - (B) ii and iii only
 - (C) ii, iii, and iv only
 - (D) i, ii, and iv only
8. Which of the following statements about the three levels of knowledge described in the passage are *CORRECT*?
- i. “know-what” knowledge is required to deal with inadequate responses to simple stimuli
 - ii. “know-how” knowledge is required when the stimulus-response relationship is not straightforward
 - iii. in order to account for anomalies, uncertainty, and exceptions to the norms, one needs “know-why” knowledge
 - iv. “know-why” knowledge is characterized by an understanding of, among other things, more complex interaction effects
- (A) i, ii, and iii only
 - (B) ii and iii only
 - (C) ii, iii, and iv only
 - (D) i, ii, and iv only

9. Choose the *WRONG* statement concerning vocabulary. All boldfaced words occur somewhere in the passage, sometimes in an inflected form:
- (A) A “**layman**” is a person who is not trained to a professional standard in a particular subject.
 - (B) The words “**embed**” and “incorporate” are synonymous.
 - (C) “**Assets**” are tangible or intangible things of value owned by a business or an individual.
 - (D) The word “**leveraging**” conveys the idea of “mismanagement”.
10. All of the following could be drawn from the passage (section 1.2) *EXCEPT*
- (A) An organization’s knowledge assets include what is kept in printed and electronic documents, knowledge held by employees, as well as what is ingrained in business products and processes.
 - (B) The fact that KM processes are largely social indicates that organizations value human-related knowledge to the detriment of technology.
 - (C) KM encourages individuals to become active participants in the organization’s social processes as a means to achieve its goals.
 - (D) The existence of communities of practice and expert networks will help to ensure that the knowledge that initially exists in the mind of an individual becomes part of the organization’s assets.