Bridging the Knowledge Gap

How to Transfer Knowledge in Today’s Multigenerational Workforce
Young Professionals in Energy (YPE) is a non-profit organization with more than 40,000 members worldwide and 40 chapters globally.

Founded in 2005, YPE focuses on leading efforts to empower leadership at a local level, to connect prominent and distinguished business leaders with the next generation of global energy leaders, and take on the most important challenges facing our industry today.

YPE provides a forum for networking and career development through social, educational and civic service opportunities.

Calgary is the 5th largest chapter globally, with approximately 2,700 members.

Source: http://ypenergy.org/about-ype/
AGENDA

1) Workplace Structure Today
2) What is the Knowledge Gap, and what contributed to it?
3) Different Learning Styles
4) Basics of Knowledge Transfer
5) How do we bridge that Gap?
6) Real-world Example – TransCanada Energy
Workplace Today

- First time in history that there are four generations in the workforce
- Spans 65+ years of cultural, technological, sociological and value differences
- Each generation has distinct attitudes, behaviors, expectations, habits and motivational drivers

http://www.fdu.edu/newspubs/magazine/05ws/generations.htm
What is the “Knowledge Gap?”

- Knowledge does not intuitively transfer between generations
- Organizations are “reactive” to addressing knowledge transfer
- Legacy knowledge and intellectual capital undervalued
- Caused by different learning styles
- Knowledge transfer misconceived as a “one-way street”
Four Generations of Learning Styles

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<th>Silents or Veterans (Born 1925-1945)</th>
<th>Baby Boomers (Born 1946-1964)</th>
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<td>• Learn through direction/authority</td>
<td>• Require a more visual or “hands on” learning environment</td>
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<td>• “Do as you are told” mentality</td>
<td>• Preferences for kinesthetic learning (real-life experiences, opportunities to move around)</td>
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<td>• Willing to make personal sacrifices to get the job done</td>
<td>• First generation to be raised in front of a TV</td>
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<td>• Learn more in a formal, disciplined environment with an authoritarian figure</td>
<td>• College no longer for the “elite”</td>
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<td>• Generation defined by the end of the Depression, Social Security and end of WWII</td>
<td>• Thrive in a collegial work and learning environment</td>
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<td>• Improved adaptability to technology</td>
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<th>Gen Xers</th>
<th>Gen Yers (Millennials)</th>
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<td>• Require a structured learning environment</td>
<td>• Digital Age learners: defined by technology</td>
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<td>• Independent and self-reliant learners</td>
<td>• Learning has deep roots in diversity, resiliency and navigating change</td>
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<td>• Entrepreneurial generation</td>
<td>• Values a collegial work environment, teamwork and diversity</td>
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<td>• Desire to learn “quickly”</td>
<td>• Prefer direct/immediate communication</td>
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<td>• Learn from individuals, not organizations</td>
<td>• 24/7 learning</td>
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Knowledge Transfer Life Cycle

1. Learn and capture
2. Identify and value
3. Validate and document
4. Publish and share
5. Transfer and apply

Source: http://www.wpboard.ca/english/pdfs/Bridging%20the%20Gaps.pdf
Types of Organizational Knowledge

- Specific Knowledge – “The list of ingredients”
- Analytical Knowledge – “The Recipe”
- Intuitive or Embedded Knowledge – “The cooking skill”
How do we bridge the gap?

• Understand prerequisites for knowledge transfer
• Understand different learning styles
• Focus on both the receiver, and the source
• Pay attention to the digital divide
• Learning is a two-way street
• Overestimate the value of intellectual capital
• Utilize technology
Knowledge Transfer Drivers

- **RECIPROCITY** – emphasize the mutual learning benefits, “two-way street”

- **RECOGNITION** – Recognize value-add from and for both parties

- **ALTRIUSM** – Rely on willingness to help others and the organization

Source: http://www.wpboard.ca/english/pdfs/Bridging%20the%20Gaps.pdf
TransCanada Energy - Site-Specific Instructions

• +60% of the Operational workforce Baby Boomer Generation
• Learned through experience
• Management started to notice a degradation in operational effectiveness, increase in incidents
• Developed operational documents that addressed ALL operational, regulatory, emergency and environmental activities
• Documenting valuable equipment, operational, compliance and legacy knowledge – Currently over 1500 documents
• Otherwise would have crippled business operations
THANK YOU!

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