

## **THE KNOWLEDGE GAME**

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### **Introduction**

Perceptions of the role of human interventions in economic transactions have changed. Appreciation of an individual's physical labour and ability to regulate and coordinate has made way for an emphasis on potential contribution to knowledge productivity. Of the products manufactured and services rendered by organizations, material items (such as commodities), capital and labour, are less significant than the combination of knowledge embodied in the product or service. Mankind is surreptitiously abandoning the traditional economy of commodities, capital and labour in favour of a knowledge based economy.

### **Knowledge productivity**

Knowledge productivity involves absorbing and processing of information, generating and disseminating new knowledge and applying this knowledge to the improvement and innovation of processes, products and services.

### **Work means learning to learn**

Learning to learn is a competence of universal value and importance. Individuals need this special learning ability to remain abreast of constantly changing working conditions. This applies more than ever when knowledge productivity becomes the main economic drive. Subsequent elaboration of proficiency in learning to learn requires a conceptual basis that focuses on insights into meta-cognitions and self-regulation to support these learning processes. The support of these important processes of knowledge creation requires expertise such as conducting task-analysis research for valuable competencies, making tacit knowledge explicit, facilitating group work and team building, and supplying mentors and coaches with appropriate guidance abilities. In a knowledge economy, attention to education may increase markedly if training programs are viewed as integrated plans for organizational learning rather than as isolated courses.

### **Corporate learning functions**

An organization that tries to improve its knowledge productivity will focus on the analysis and support of the following learning functions:

- ✔ acquiring subject matter expertise and skill directly related to the scope of the target competencies;
- ✔ learning to solve problems by using this domain specific expertise;
- ✔ developing reflective skills and meta-cognitions conducive to locating paths leading to new knowledge and means for acquiring and applying this asset;
- ✔ securing communication skills that provide access to the knowledge network of others and that enrich the learning climate within a workplace;
- ✔ procuring skills that regulate the motivation and affections related to learning;
- ✔ promoting peace and stability to enable specialization, cohesion, and integration;
- ✔ causing creative turmoil to instigate improvement and innovation.

### **The knowledge game**

The contribution to the ECLLO conference 1997 will take an unconventional form. Following a short introduction of the conceptual framework about the corporate learning functions, the participants will engage in an interactive game. The game consists of a 'micro-economy' where market demands are translated into products. The main factors are capital, commodities, human resources and knowledge acquisition. Teams develop strategic plans to analyze and develop the various learning functions. As a result the teams who are proficient in transforming their learning into knowledge productivity will perform better in a competitive marketplace.

The game can be played in three to seven teams of four to five participants (35 participants as a maximum). The game is based on several time series, during which they combine production, learning and reflection on their learning functions and knowledge productivity. The facilitator of the game acts also as the central marketplace and the central bank.

### **Learning points**

Experiences with this interactive game lead to powerful learning points for the participants: they experience the importance of the various corporate learning functions and learn how to accelerate learning within and among their teams. A major learning point is to see how learning and knowledge production can be transformed into economic success.

**Time and space requirements**

In general the game develops best when there are three time slots within a total game period of two hours.

Depended on the number of participants, each team of four to five members needs a table and chairs. One extra table for the facilitator. The game is played within one large room that contains all the teams. The tables of teams should have sufficient separation from each other, to prevent 'secret intelligence activities'.

**Abstract: THE KNOWLEDGE GAME**

Perceptions of the role of human interventions in economic transactions have changed. Appreciation of an individual's physical labour and ability to regulate and coordinate has made way for an emphasis on potential contribution to knowledge productivity. Of the products manufactured and services rendered by organizations, material items (such as commodities), capital and labour, are less significant than the combination of knowledge embodied in the product or service. Following a short introduction of the conceptual framework about the corporate learning functions, the participants will engage in an interactive game. The game consists of a 'micro-economy' where market demands are translated into products. The main factors are capital, commodities, human resources and knowledge acquisition. Teams develop strategic plans to analyze and develop the various learning functions. As a result the teams who are proficient in transforming their learning into knowledge productivity will perform better in a competitive marketplace.