# WP3 – Development of training content to increase capacity in internationalisation
D3.3 – Creating guidelines for Request for Knowledge (RfK) documentation

INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western BAlkans

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Version	Revision	Date	Author	Modification
1	0	05/02/2021	Georgios Dafoulas	
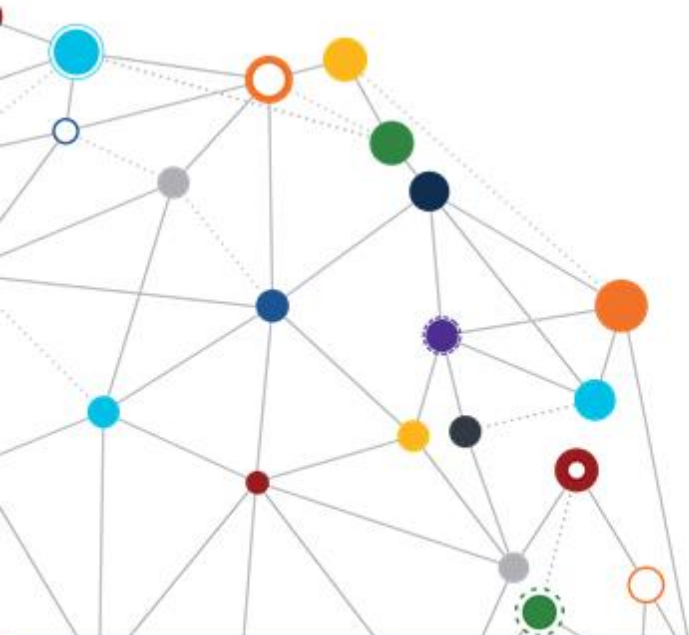
2	1	05/11/2021	Georgios Dafoulas	

1. Preparing the necessary templates to be used for Request for Knowledge (RfK)

The main outputs of deliverable WP3-D3 provide the necessary tools to be used for creating Request for Knowledge (RfK) entries to the INTERBA project repository and Network of Experts. These outputs include the following:

- RfK framework – it describes the knowledge synthesis process and helps to manage knowledge transfer activities.
- RfK flowchart – it paves the process from training needs analysis to identification of knowledge source and request for training.
- RfK process guidelines – they document the entire process and support the creation of formal requests.
- RfK template – it uses spreadsheet structure to support formal requests for training.

1.1. RfK framework

As part of this deliverable MUHEC will determine the INTERBA stance towards knowledge manipulation. This report contains a detailed review of the literature in order to establish 'push' or 'pull' approaches in managing INTERBA project repository entries. As shown below the INTERBA consortium will need to balance its efforts towards:

- Knowledge share
- Knowledge request

This will be achieved following WP2, where an alignment between the INTERBA knowledge assets and knowledge requests will be implemented.
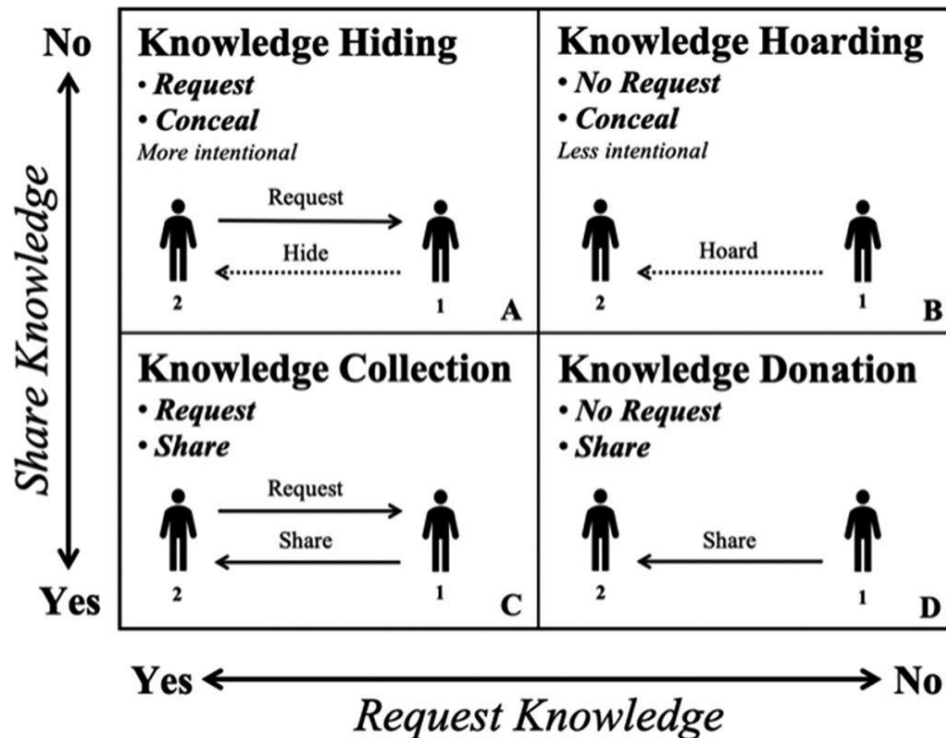
Figure 1: Knowledge shares and requests © https://realkm.com/2020/09/02/the-relationship-between-knowledge-sharing-hiding-and-hoarding/

The proposed RfK framework needs to a synthesis process for each knowledge request. The following figure illustrates a similar process used by the Eklipse mechanism for knowledge and learning in biodiversity and ecosystem services (as explained at https://www.eklipse-mechanism.eu/knowledge_synthesis). MUHEC recommends an adaptation of the process that is based on the following pillars:

- Call for requests – allowing interested parties to indicate the need for training.
- Call for knowledge – requesting specific training topics to be offered
- Call for experts – determining the individuals who will deliver the required training.

As shown in the figure above (described in further detail at (https://realkm.com/2020/09/02/the-relationship-between-knowledge-sharing-hiding-and-hoarding/), the knowledge transfer framework is based on the premise that a party/entity owns some important or relevant knowledge that could benefit another party/entity. This knowledge could be requested or not, considering that the party/entity that needs the knowledge does not necessarily know who could supply it. With regards to the INTERBA project these parties/entities represent the project Partner Country Institutions. Following the work carried out in the first two WPs, each PCI has been identified as capable of being a knowledge provide in various fields and specific domains. These have been identified as the being the knowledge capacity of each partner, which has been possessed during the implementation of past projects.

The previous figure illustrates four quadrants. In quadrant A, one entity requests knowledge, which is concealed by the knowledge holder. This quadrant would refer to knowledge that may be private, or covered by some form of IPR protection. Therefore this scenario is not acceptable in the case of the INTERBA project. Similarly, quadrant B shows a scenario of an entity that although it possesses knowledge, fails to share with other entities.

For the scope of INTERBA, a combination of quadrants C and D is considered as most appropriate. In particular, quadrant C demonstrates how following a request for knowledge from one or more PCIs, the PCI holding the specific knowledge shares it through a series of training sessions. This should be the predominant scenario for WP3 and WP4, where PCIs will submit RfK for a wide range of topics based on their needs. However, since PCIs that do not possess expertise and knowledge in specific domains, they may not be able to provide an explicit RfK that determines all aspects that a training offering should contain. Quadrant D illustrates how this issue can be addressed. More specifically, the PCI that possesses the required knowledge may willingly 'donate' knowledge that it considers essential for the needs of the PCIs submitting the RfK. This enables the knowledge provider to finalise the training offering accordingly to ensure that knowledge that has not been explicitly requested by RfK become available. This will ensure optimum and internationalisation of each PCI, and enable them to fully support the consortium in their field of knowledge.

These terms are further discussed in the following academic references:

- Ruparel, N., & Choubisa, R. (2020). Knowledge hiding in organizations: A retrospective narrative review and the way forward. Dynamic Relationships Management Journal, 9(1), 5-22.
- Bilginoğlu, E. (2019). Knowledge hoarding: A literature review. Management Science Letters, 9(1), 61-72.
- Durst, S., & Zieba, M. (2018). Mapping knowledge risks: towards a better understanding of knowledge management. Knowledge Management Research & Practice, 1-13.
- Silva de Garcia, P., Oliveira, M., & Brohman, K. (2020). Knowledge sharing, hiding and hoarding: how are they related? Knowledge Management Research & Practice, DOI: 10.1080/14778238.2020.1774434.

Figure: the steps of the EKLIPSE knowledge synthesis process

Figure 2: Proposed knowledge synthesis process © https://www.eklipse-mechanism.eu/knowledge_synthesis

The EKLIPSE process includes the following steps (as described at https://www.eklipse-mechanism.eu/knowledge_synthesis):

1. The request process starts with an Open Call to decision-makers and policy-makers across the EU to put forward a Call for Requests. The Knowledge Coordination Body (KCB) then pre-screens and selects the potential requests supported by our Strategic Advisory Board (SAB).

2. The KCB liaises with the requester during a scoping phase to refine the question and identify how EKLIPSE could give added value in terms of what they need. The scoping phase needs to ensure the policy and societal relevance of the request at the European level while taking into account the general needs of the requester, including resources available and timeframe.

3. If after the scoping phase the KCB agrees that EKLIPSE will progress on the request:
   a. The KCB works with the requester to develop a Description of Work (DoW). This captures the essence of the request: why the request is being put forward and what the requester wants from the process as well as highlighting the EU policy relevance of the request.
   b. Once the DoW is agreed they put out a public Call for Experts (see previous examples here) on the requester's topic. This Call for Experts is promoted on the KNOCK Forum, the Open Calls page and is sent out to the Network of Networks. The KCB conducts a selection process to make sure the best people from different sectors, different disciplines and different parts of the EU can all contribute their expertise. Then they set up an Expert Working Group (EWG) which will work to all the guidelines agreed in the description of work.
   c. The EWG develops a protocol of methods and approach which describes exactly how they will answer the request. The protocol goes through an extended peer review

process which involves an open consultation with the public and all the knowledge holders of that particular topic.

d. Next the EWG synthesises all the current knowledge and produces a final output, (e.g. a report). Then a peer-review is conducted on the knowledge synthesis to make sure the output is robust and credible.

4. The end product is then given to the requester and finally, it is widely disseminated and made publicly available to all via the Outputs page.

MUHEC collected feedback during the workshop held on February 5, 2021, to determine how the above process can be adapted to meet the needs of the INTERBA project. Following the workshop there was a positive reaction from the consortium with regards to the provided foundation for organising the project's training. The consortium requested more detailed description on how the WP workflow would be organised, which is described in the next sections. There was consensus that the INTERBA approach should be a simplified version of EKLIPSE, which should allow customisation for the different knowledge areas available in different PCIs.

The RfK process will be based on the INTERBA system architecture that is described next. A sample of how this is organised is illustrated below, based on a Knowledge as a Service (KaaS) paradigm. As shown below a KaaS may have different modes that may extend a Data as a Service (DaaS) model and are most likely to include a Web Processing Service (WPS). Taking under consideration the context of the INTERBA project, we can consider the following options:

- First option – as shown in the first of the three KaaS modes in the figure below, the knowledge transfer includes a combination of data (representing the possessed knowledge) and experiences of the trainers.

- Second option – as shown in the second of the three KaaS modes in the figure below, the knowledge transfer includes a combination of data (representing the possessed knowledge) and client data that can be used to customise and contextualise training.

- Third option – as shown in the third of the three KaaS modes in the figure below, the knowledge transfer includes a combination of data (representing the possessed knowledge) and reference data in order to ensure training is in line with certain standards.
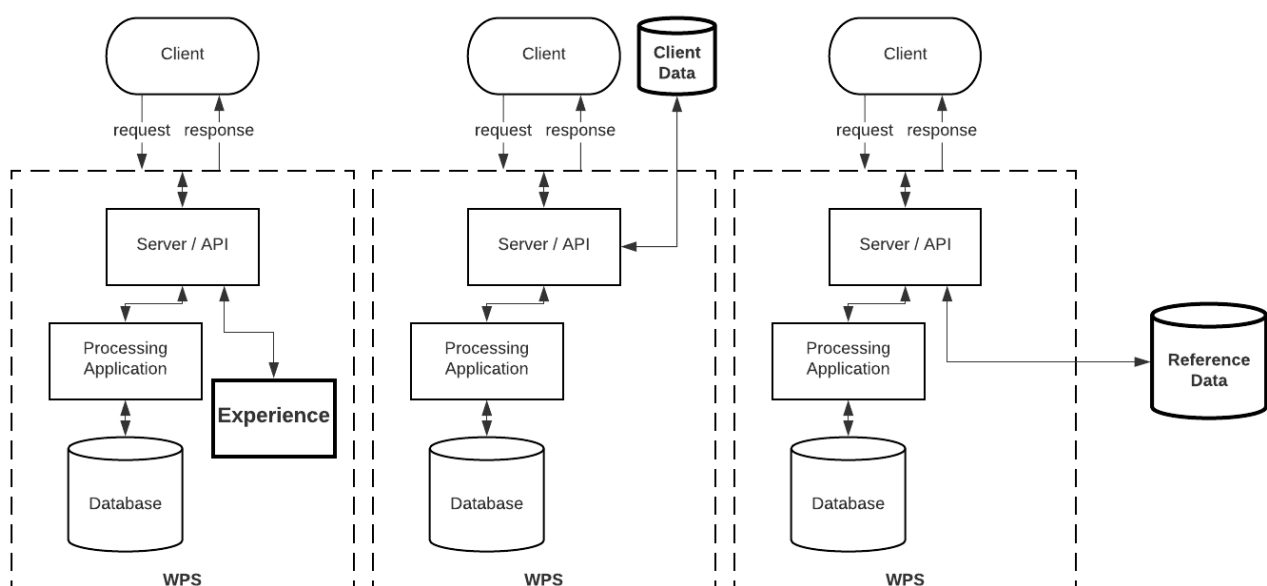
Figure 3: Knowledge as a Service © https://en.wikipedia.org/wiki/Knowledge_as_a_service

As part of WP2, the INTERBA consortium logged courses and experts in the project's database. The following tables were used to ensure consistency amongst partners. The first template focused on Courses, and includes (i) Title, (ii) Duration (hours or CFU), (iii) Prerequisites, (iv) Target, (v) EQF, (vi) ISCED (field)m (vii) Main Language and (viii) Keywords.

Field	Description
Title	
Duration (hours or CFU)	
Prerequisites	
Target	
EQF (*)	
ISCED (field) (*)	
Main Language	

The use of European Qualifications Framework (EQF) was deemed to be the most appropriate framework to describe the competences and qualifications relevant to the available courses that could be used as part of the training offered (see EQF description at https://en.wikipedia.org/wiki/European_Qualifications_Framework). Furthermore, the International Standard Classification of Education (ISCED) was used (as described at https://ec.europa.eu/eurostat/statistics-explained/index.php/International_Standard_Classification_of_Education_(ISCED)#ISCE%20)) to offer a reference for the different training fields that could be offered as part of INTERBA. Ffurther detailed explanation of the classification is available at http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf. Finally, the keywords used for the description of the INTERBA courses are based on the ACM taxonomy (available at https://dl.acm.org/ccs).

A key aspect of the training provided as a result of a RfK that is matched to a PCI's knowledge capacity is the teaching materials that will be used. These may include one or more of the following:

- Handouts (typically in the form of PDF files).
- Recommended books.
- Scientific papers.
- Video lessons or webinars.
- Tutorials.
- Other content forms.

Student learning support will be provided as a combination of self-assessment tools and homework that may include a range of activities, exercises or tasks.

The delivery of knowledge is based on specific experts, which are identified for each PCI. These are typically staff members who have in the past participated in projects, and their profiles include the following information:

- Full name

- Contact details
- PCI and country.
- A brie f biography (no wore than 200 words).
- Keywords (describing expertise and knowledge).

The following table summarises additional information collected for experts, with emphasis on their experience with projects that can be used for training purposes, as part of the internationalisation of their PCI.

Experience and skills	Description	Years
Teaching oriented international projects	Number of projects	
Specific teaching experience	Field	
Technological transfer	Number of projects	
Research	Field	
Other useful experience or skills (e.g. Director of Programmes)		

1.2. RfK flowchart

This output focuses in offering a decision-making flow of actions that will enable INTERBA to handle RfK creation, selection and evaluation. The flowchart will require the input from INTERBA partners to ensure we have identified all aspects of the decision-making process that are required in the flowchart.

The following figure provides an example of how such a flowchart is designed. INTERBA were consulted during the February workshop with respect to the following issues:

- Actions to be included
- Option points
- Dead end points
- Flowchart swim lanes (i.e. processes)

The following flowchart example was used as a reference point. The flowchart that describes decisions in a competitive procurement process was deemed to be very complex for the needs of INTERBA. Nevertheless, it includes a number of important steps that were used in the project's flowchart. These include the identification of user needs, which for INTERBA refer to the PCI requirements for knowledge, as well as the planning of essential resources for knowledge transfer that must be based on the criteria determined as part of WP2.
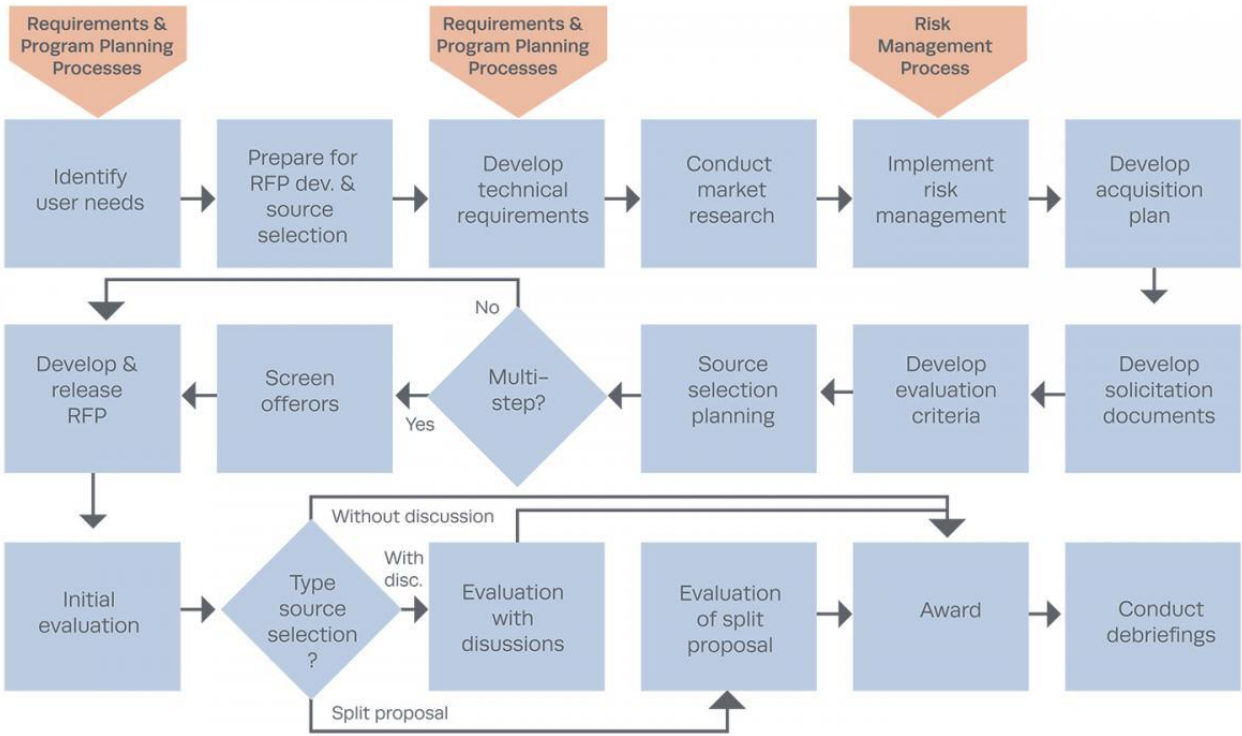
Figure 4: Flowchart sample © https://www.mitre.org/publications/systems-engineering-guide/acquisition-systems-engineering/source-selection-preparation-and-evaluation/rfp-preparation-and-source-selection

Following the discussions between partners, MUHEC proposes the following flowchart that can be used by PCIs prior to submitting a RfK. The flowchart is based on a number of distinct steps that correspond to specific decision points.
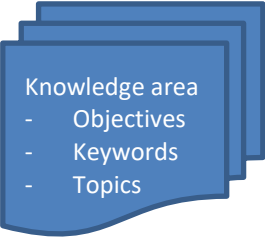
Knowledge area
- Objectives
- Keywords
- Topics

Implement
knowledge transfer
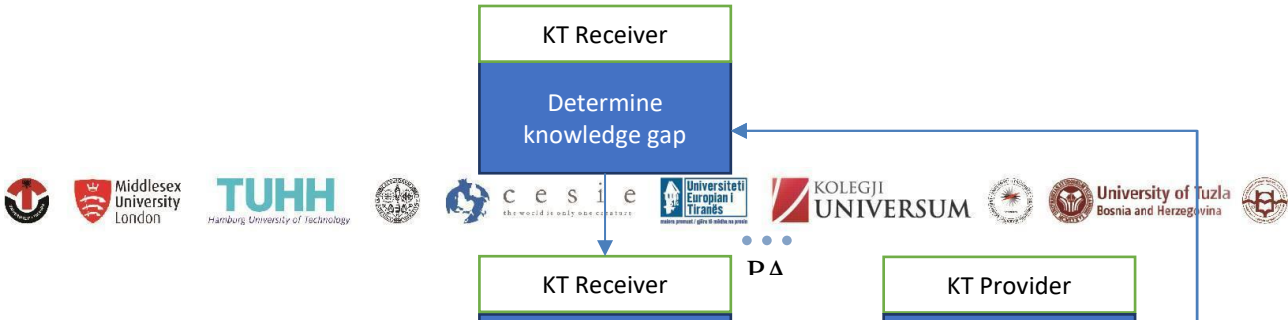
Figure 5: INTERBA RfK flowchart

1.3. RfK process guidelines

The following figure illustrates the process to be followed for developing the INTERBA RfK submissions. The following figure is used as a reference point for the INTERBA consortium to reach consensus for the process steps before MUHEC finalises the process. The technical and system requirements (TRD/SRD), as well as other components will be adapted to meet the RfK requirements. More specifically, the WBS step corresponds to the breakdown of the work that must be carried out by a PCI, which is likely to trigger a RfK submission, as certain skills, expertise and experience are missing. The acquisition strategy refers to the process followed by the PCI, which involves the submission of a RfK to the INTERBA consortium.

The next three steps are critical for the RfK process as they correspond to the following activities:

- Specifying the requirements for knowledge transfer that may include technical or non-technical aspects, typically described as a list of required topics.
- Specifying the training objectives that can be used as evaluation criteria for assessing the impact of knowledge transfer to the PCI.
- Specifying delivery details for the knowledge transfer, typically using the INTERBA templates provided as part of WP2 deliverables.
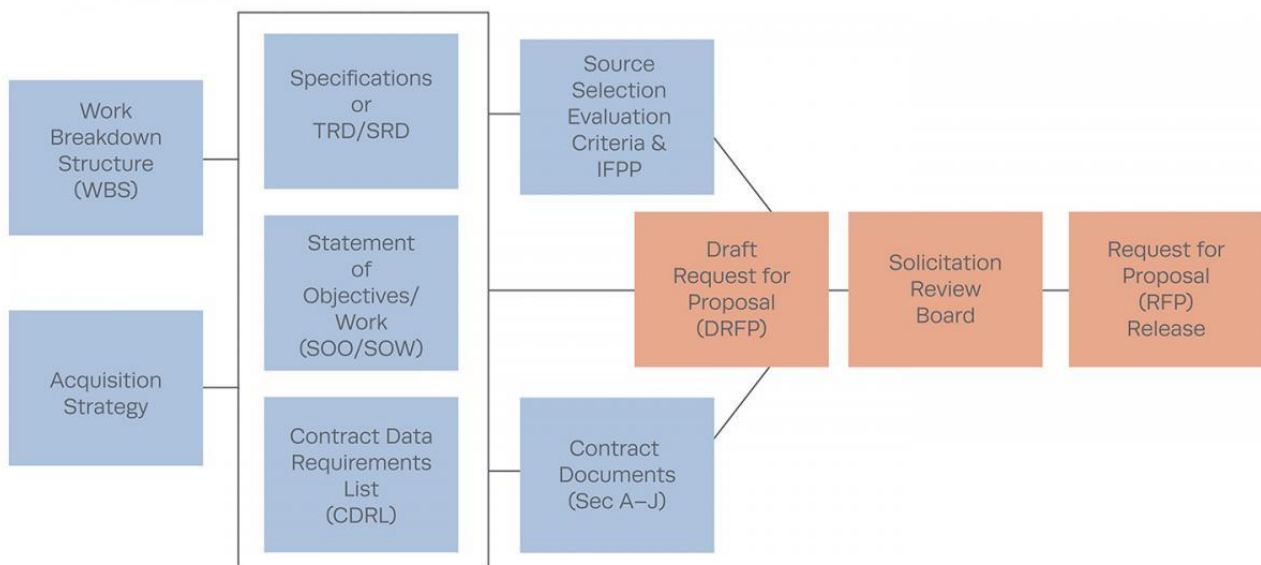

Figure 6: A proposed RfP process © https://www.mitre.org/publications/systems-engineering-guide/acquisition-systems-engineering/source-selection-preparation-and-evaluation/rfp-preparation-and-source-selection

Subsequently the process involves determining the resources used for knowledge transfer and how they are intended for use by the recipient PCI, as well as any preferences or constraints that may affect the delivery of knowledge transfer sessions. For example such 'contractual' details may include the duration of training, number of sessions, preferred activities, evaluation criteria, etc. The next steps are sequential and would correspond to the creation of a RfK, evaluation of different options and confirmation of the selected RfK leading to the delivery of knowledge transfer.

The following figure illustrates the key aspects associated with the delivery of knowledge transfer. Initially the process involves the identification of a knowledge gap, which triggers the determination of knowledge transfer areas. Once these areas are confirmed, the RfK template is filled, including the agreement between the knowledge receiver and the knowledge provider regarding the knowledge transfer plan, as well as the preparation of training resources by the knowledge provider. Subsequently the training session is delivered, involving training evaluation by the participants, submission of training portfolios from each trainee and the final stage of the training certification.
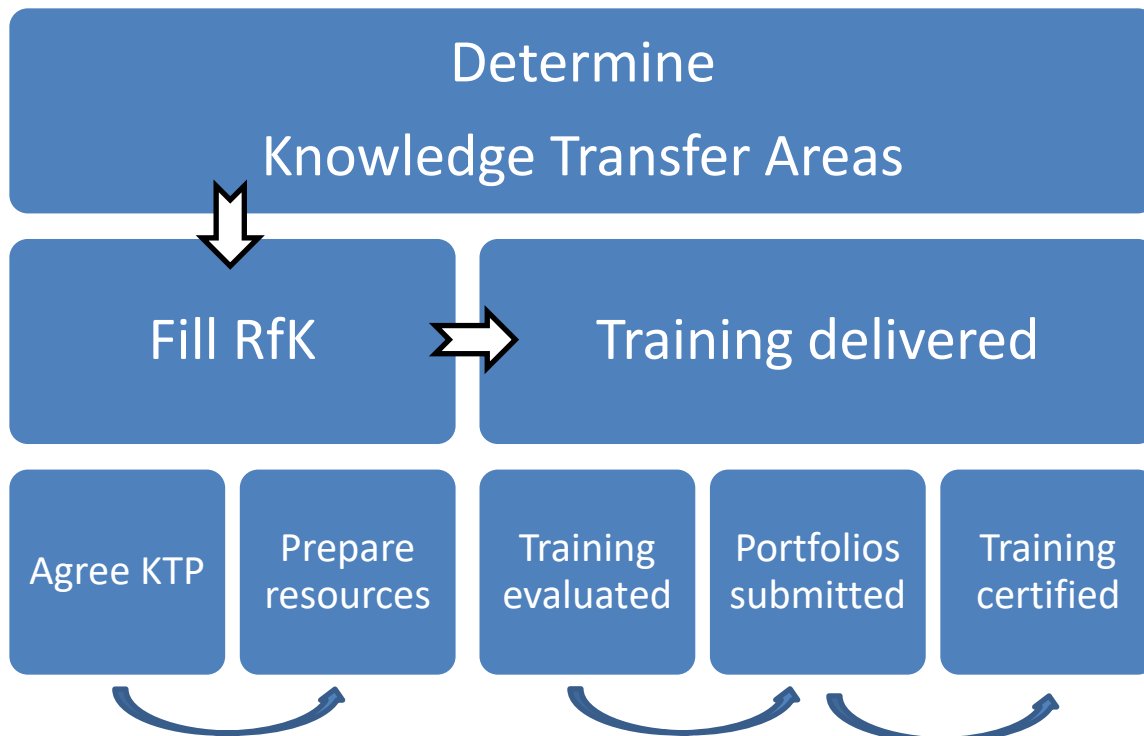

Figure 7: INTERBA RfK process

1.4. RfK template

This output provides a detailed process for developing a RfK and any associated templates. There are several options available for adopting an RfK template. MUHEC proposes to use a spreadsheet template for each RfK and consider whether there is scope of creating a database repository handling RfK submissions. The following figure illustrates how an RfK template describes knowledge areas in association to key information that must be transferred, as well as the individuals or groups intended to be the knowledge recipients, as well as a description of training activities with a schedule in the form of target date for completing the training activity.

KNOWLEDGE TRANSFER PLAN FROM:

KNOWLEDGE	KEY INFORMATION TO BE TRANSFERRED	WHO (family, networking, institution, etc.)	TRAINING ACTIVITIES	SCHEDULE Target date for completing the activity
On the activity sector in general				
On the management of field operations				

Figure 5: Sample RfK template structure © https://www.template.net/business/plan-templates/knowledge-transfer-plan/

The RfK templates must integrate key fields as included in the WP2. Such fields were identified previously in this report and include (i) title, (ii) duration (hours or CFU), (iii) prerequisites, (iv) target EQF, (v) ISCED and (vi) main language.

The following examples illustrate templates used for knowledge transfer and exchange activities. The WP3 leader collated certain features in the proposed toolkit that was agreed by the entire consortium during its project management meetings.

The Knowledge Transfer Plan that is illustrated below is based on the use of spreadsheets that was identified as the most appropriate tool for the scope of this project. The key components of the proposed plan included:

- Key contacts and relationships
- Assignments
- Deliverables
- Activiti3s
- Meetings
- Vital information
- Information and risks
- Lessons learned

Knowledge Transfer Plan

Component	Status	Hours Required	Start Date	End Date	Comments
1. Key Contacts & Relationships	Not Started	1.25	01/21/10	02/04/10	
2. Assignments	Not Started	13.50	02/08/10	03/02/10	
3. Deliverables	Not Started	9.00	05/06/10	06/09/10	
4. Activities	Not Started	11.50	07/01/10	07/13/10	
5. Meetings	Not Started	8.00	01/02/10	02/03/10	
6. Vital Information	Not Started	7.75	05/01/10	08/06/10	
7. Issues & Risks	Not Started	7.00	02/08/10	02/16/10	
8. Lessons Learned	Not Started	9.75	02/15/10	04/08/10	

TOTAL Knowledge Transfer Effort Required (in hours) 67.75

Overall Start/End Dates 01/02/10 08/06/10

(Dates & Total hours are auto-generated)

Types of Knowledge Transfer Strategies Used

Date Signed

Figure 6: Example of knowledge transfer plan template ©
https://devlegalsimpli.blob.core.windows.net/pdfseoforms/pdf-20180219t134432z-
001/pdf/knowledge-transfer-template.pdf?sv=2018-03-
28&si=readpolicy&sr=c&sig=MXHnWmn0sXNXztiU%2Bugk2d7DV7KBCOuXF3oBMx0EeEw%3D

The following template is pretty simplistic as it focuses on the details of the training organisation, and key roles (i.e. job titles) with associated responsibilities for the individuals carrying out certain tasks.

Organization	Title	Name	Roles/Responsibilities
City of Austin	Transition Project Manager		Coordinate activities between contractors throughout transition; provide workspace for all transition staff; facilitate transition meetings as required
City of Austin	Contract Manager		Responsible for overseeing all contract actions and deliverables; responsible for ensuring accountability on all funding and budget items pertaining to the contract
Incumbent Contractor	Transition Lead		Work with the City of Austin and Future Contractor managers and leads to coordinate and schedule all transition activities; provide weekly reporting on transition progress; ensure all applicable property and tools are included as part of transition
Incumbent	Transition Manager		Ensure all activities are

Figure 7: Example of transition team organisation template ©
https://www.template.net/business/plan-templates/knowledge-transfer-plan/

In the knowledge transfer plan that is illustrated below, a list of key knowledge areas are identified, while the template is used to collect information including (i) key information to be transferred, (ii) the stakeholders of the training activity (i.e. who), (iii) training activities and (iv) schedule in the form of target date for the completion of the training activity.

KNOWLEDGE	KEY INFORMATION TO BE TRANSFERRED	WHO (family, networking, institution, etc.)	TRAINING ACTIVITIES	SCHEDULE Target date for completing the activity
On the activity sector in general				
On the management of field operations				
On managing the herd				
On maintaining the machines and equipment				

Figure 8: Example of knowledge transfer plan template ©
https://www.template.net/business/plan-templates/knowledge-transfer-plan/

An even more detailed template is illustrated below, in the form of a project work status report. The knowledge transfer template consists of the following eight fields: (i) project, (ii) client contact information, (iii) key contacts with project knowledge, (iv) project status, (v) delivery timeline, (vi) special concerns, (vii) location of working files and (viii) comments.

Project	Client Contact Information	Key Contacts with Knowledge of Project	Status of Project	Timeline for Delivery	Special Concerns	Location of Working Files	Comments

Figure 9: Example of project work status report template ©
https://www.template.net/business/plan-templates/knowledge-transfer-plan/

Finally, the illustrated knowledge transfer inventory shows how knowledge transfer is based on full identification of the knowledge holder and the knowledge receiver, as well as a the prioritisation of training topics with respect to importance, availability and frequency.

Figure 10: Example of knowledge transfer inventory template ©
https://www.template.net/business/plan-templates/knowledge-transfer-plan/

The INTERBA RfK toolkit includes a series of tabs supporting all aspects of the knowledge exchange that will be supported with partner trainings. The following illustrations demonstrate the use of each tab. A detailed description of the actions supported by each tab is included in the next section.

The INTERBA RfK Knowledge Development Area enables the project consortium to determine the knowledge development area and define the required training in terms of keywords, knowledge transfer objectives and specific training topics.

Figure 11: INTERBA Knowledge Development Area

The INTERBA Knowledge Transfer Plan enables the knowledge provider and the knowledge recipient to reach consensus with respect to the training delivery timeline, the delivery details and also the identification to the training experts. This part of the toolkit also supports the determination of the knowledge transfer resoruces to be used.

Figure 12: INTERBA Knowledge Transfer Plan

The next step of the INTERBA RfK process is to determine the priorities for the identified training topics based on an assessment by both knowledge provider and recipient, of the following key criteria:

- Importance

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- Availability
- Frequency
- Impact
- Resources

Knowledge Transfer priorities

Knowledge Transfer Topics	To be completed by Knowledge Recipient						To be completed by Knowledge Provider						Comments
	Importance	Availability	Frequency	Impact	Resources	Total score	Importance	Availability	Frequency	Impact	Resources	Total score	
Topic 1	Select...	Select...	Select...	Select...	Select...	0	Select...	Select...	Select...	Select...	Select...	0	Add comments...
Topic 2	Select...	Select...	Select...	Select...	Select...	0	Select...	Select...	Select...	Select...	Select...	0	Add comments...
Topic 3	Select...	Select...	Select...	Select...	Select...	0	Select...	Select...	Select...	Select...	Select...	0	Add comments...
Topic 4	Select...	Select...	Select...	Select...	Select...	0	Select...	Select...	Select...	Select...	Select...	0	Add comments...
Topic 5	Select...	Select...	Select...	Select...	Select...	0	Select...	Select...	Select...	Select...	Select...	0	Add comments...

Figure 13: INTERBA Knowledge Transfer priorities

Finally, both knowledge provider and recipient need to agree on the probability and impact of certain risks identified by the consortium and provide specific contingencies for each identified risk area.

Knowledge Transfer risks

Training risks	To be completed by Knowledge Recipient			To be completed by Knowledge Provider			Comments	Contingencies
	Probability	Impact	Total score	Probability	Impact	Total score		
Insufficient topic coverage	Select...	Select...	0	Select...	Select...	0	Add comments...	Describe contingencies...
Unavailable experts	Select...	Select...	0	Select...	Select...	0	Add comments...	Describe contingencies...
Lack of required resources	Select...	Select...	0	Select...	Select...	0	Add comments...	Describe contingencies...
Disagreement on training duration	Select...	Select...	0	Select...	Select...	0	Add comments...	Describe contingencies...
Misalignment on training start date	Select...	Select...	0	Select...	Select...	0	Add comments...	Describe contingencies...

Figure 14: INTERBA Knowledge Transfer risks

2. Providing guidelines for putting together Request for Knowledge (RfK) documents

Once the INTERBA consortium reaches consensus on the RfK framework, flowchart and template, MUHEC will produce detailed documentation explaining the use of each RfK component. The scope of the documentation will be to support the creation of individual RfK. A workshop will be organised to present the documentation, explain key points and ensure clarifications are provided for any partner enquiries.

In order to understand how to create an RfK document, INTERBA partners must consider the key elements of the knowledge transfer process. These are illustrated in the following figure and include:

- Objectives
- Milestones
- Deliverables
- Responsibilities
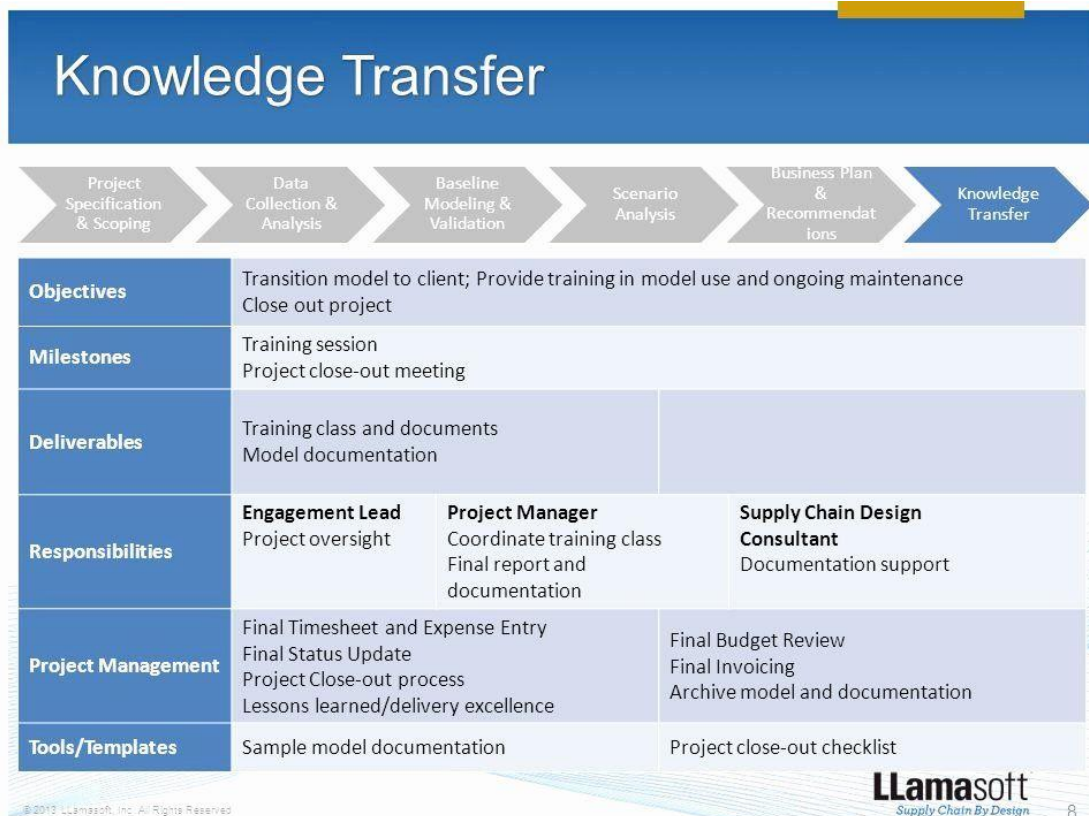- Project management
- Tools and templates

Figure 15: Knowledge transfer elements ©
https://i.pinimg.com/originals/4c/a2/6c/4ca26c7a2b2a1cb20713dd34f2e392f0.jpg

The knowledge transfer **objectives** describe the way the knowledge transition takes place. In the case of INTERBA, partners must determine the rationale for the knowledge transfer in the form of specific objectives that will be achieved after the delivery of training. The knowledge transfer will be delivered within a certain period with key **milestones** including the training start and end dates. Knowledge transfer **deliverables** include training content, webinar or in class sessions and any supporting documentation. The knowledge exchange involves primarily two roles with specific **responsibilities**, the knowledge provider and the knowledge recipient. Each INTERBA training activity will require specific **project management** activities such as (i) recording project timesheets, (ii) training programme including daily agendas, (iii) training participant register, and (iv) training assessment with the use of training portfolios. Finally, INTERBA knowledge transfer will be based on the use of the **RfK template** that is the main knowledge exchange toolkit of the project, in association with the WP1 and WP2 deliverables.

As mentioned earlier, INTERBA WP1 and WP2 provided a repository for knowledge capacity existing in each partner institution, as well as a mapping of training needs of each institution to knowledge

assets available in other consortium members. Prior to using the RfK toolkit, INTERBA partners must follow a number of steps associated with the knowledge transfer process, as illustrated in the following figure.

Figure 16: Knowledge transfer process © https://www2.gov.bc.ca/gov/content/careers-myhr/managers-supervisors/knowledge-transfer/knowledge-transfer-process

The knowledge transfer process involves the following phases:

- Identifying what knowledge is required across the INTERBA consortium, and determining how the transfer of specific knowledge will benefit the recipient institutions.

- Prioritising the knowledge that must be transferred across the consortium, be identifying key topics that are critical to transfer between INTERBA partners.

- Capturing and transferring, referring to the selection of the most appropriate methods for delivering training sessions and creating training content that accurately describes the existing knowledge amongst INTERBA partners.

- Sharing and storing by ensuring information used in training is up-to-date, easily accessible and shared across the INTERBA consortium.

A comprehensive set of guidelines for putting together an RfK document is provided below, describing the four areas of the INTERBA RfK toolkit.

Knowledge Development Area (KDA)

- The Knowledge Recipient selects a Knowledge Area title from those identified in the knowledge repository
- The Knowledge Recipient is identified from the participating partners
- The Knowledge Provider is identified from the participating partners
- The Knowledge Recipient describes the knowledge gap using keywords determined in the knowledge repository
- The Knowledge Recipient identifies the objectives for the knowledge transfer (maximum 5)
- The Knowledge Recipient identifies the training topics required (maximum 5)
- The Knowledge Development Area (KDA) tab is ready for the Knowledge Provider's response
- The Knowledge Provider indicates possession of required knowledge area
- The Knowledge Provider indicates level of coverage for each keyword describing the knowledge gap
- The Knowledge Provider indicates knowledge level for each identified knowledge gap keyword
- The Knowledge Provider indicates knowledge level for each training objective
- The Knowledge Provider justifies any responses by adding further comments

Figure 17: RfK guidelines – Knowledge Development Area (KDA)

Knowledge Transfer Plan (KTP)
• The Knowledge Recipient selects a Knowledge Area title from those identified in the knowledge repository • The Knowledge Recipient is identified from the participating partners • The Knowledge Provider is identified from the participating partners • The Knowledge Recipient describes the knowledge gap using keywords determined in the knowledge repository • The Knowledge Recipient identifies the objectives for the knowledge transfer (maximum 5) • The Knowledge Recipient identifies the training topics required (maximum 5) • The Knowledge Development Area (KDA) tab is ready for the Knowledge Provider's response • The Knowledge Provider indicates possession of required knowledge area • The Knowledge Provider indicates level of coverage for each keyword describing the knowledge gap • The Knowledge Provider indicates knowledge level for each identified knowledge gap keyword • The Knowledge Provider indicates knowledge level for each training objective • The Knowledge Provider justifies any responses by adding further comments

Figure 18: RfK guidelines – Knowledge Transfer Plan (KTP)

Knowledge Transfer priorities
• The Knowledge Recipient selects a Knowledge Area title from those identified in the knowledge repository • The Knowledge Recipient is identified from the participating partners • The Knowledge Provider is identified from the participating partners • The Knowledge Recipient describes the knowledge gap using keywords determined in the knowledge repository • The Knowledge Recipient identifies the objectives for the knowledge transfer (maximum 5) • The Knowledge Recipient identifies the training topics required (maximum 5) • The Knowledge Development Area (KDA) tab is ready for the Knowledge Provider's response • The Knowledge Provider indicates possession of required knowledge area • The Knowledge Provider indicates level of coverage for each keyword describing the knowledge gap • The Knowledge Provider indicates knowledge level for each identified knowledge gap keyword • The Knowledge Provider indicates knowledge level for each training objective • The Knowledge Provider justifies any responses by adding further comments

Figure 19: RfK guidelines – Knowledge Transfer priorities

Knowledge Transfer risks
- The Knowledge Recipient selects a Knowledge Area title from those identified in the knowledge repository   - The Knowledge Recipient is identified from the participating partners   - The Knowledge Provider is identified from the participating partners   - The Knowledge Recipient describes the knowledge gap using keywords determined in the knowledge repository   - The Knowledge Recipient identifies the objectives for the knowledge transfer (maximum 5)   - The Knowledge Recipient identifies the training topics required (maximum 5)   - The Knowledge Development Area (KDA) tab is ready for the Knowledge Provider's response   - The Knowledge Provider indicates possession of required knowledge area   - The Knowledge Provider indicates level of coverage for each keyword describing the knowledge gap   - The Knowledge Provider indicates knowledge level for each identified knowledge gap keyword   - The Knowledge Provider indicates knowledge level for each training objective   - The Knowledge Provider justifies any responses by adding further comments

Figure 20: RfK guidelines – Knowledge Transfer risks

3. Creating a pilot Request for Knowledge (RfK) repository

Once the RfK components are finalised each partner will be required to create for each training gap identified a corresponding RfK. This section will provide a synthesis of all partner RfK submissions and an analysis of the RfK repository.

There are several resources providing sample RfK templates and guidelines on how to create individual requests, as well as maintaining request repositories. Some of these resources include:

- https://www.allbusinesstemplates.com/download/?filecode=OKV49&lang=en&iuid=bf20dbe1-7faa-4244-b196-459fabe7a98d

- https://www.allbusinesstemplates.com/template/BX9UH/training-request-flow-chart/

- https://www.template.net/business/plan-templates/knowledge-transfer-plan/

- https://pdfsimpli.com/forms/form-type/template/knowledge-transfer-template/#How_Do_I_Print_Knowledge_Transfer_Template

- https://devlegalsimpli.blob.core.windows.net/pdfseoforms/pdf-20180219t134432z-001/pdf/knowledge-transfer-template.pdf?sv=2018-03-28&si=readpolicy&sr=c&sig=MXHnWmn0sXNXztiU%2Bugk2d7DV7KBCOuXF3oBMx0EeEw%3D

Considering that 'Knowledge Transfer' can be described as a practical method for transitioning knowledge from one part of a business to another, the INTERBA project consortium focuses on establishing the necessary knowledge transfer steps that will enable the partner institutions to become involved in knowledge exchanges. This means that partners will need to use a variety of methods and tools in order to (i) determine suitable and feasible ways for partners to acquire knowledge according to their needs and capabilities, and (ii) select the most appropriate way to support the transfer of knowledge via training.

The following figure illustrates the iterative approach that must be followed in order to engage the INTERBA partners in knowledge transfer. This generic approach can be applied on the INTERBA project, based on the following steps:

- Step 1 – identifying information (i.e. cultivating knowledge that is possessed by the partner institutions)

- Step 2 – Collecting information (i.e. determining what knowledge areas exist in each partner that are suitable for knowledge transfer to other partners)

- Step 3 – Organising information (i.e. creating training programmes that can be used to transfer knowledge)

- Step 4 – Sharing information/knowledge (i.e. delivering training sessions to support knowledge transfer)

- Step 5 – Adapting knowledge (i.e. knowledge recipients contextualise knowledge to meet their knowledge requirements)

- Step 6 – Using knowledge (i.e. knowledge recipients apply the new founded knowledge on specific problem domains)

- Step 7 – Creating new knowledge (i.e. knowledge recipients are able to reshape the acquired knowledge after applying it to their organisations)
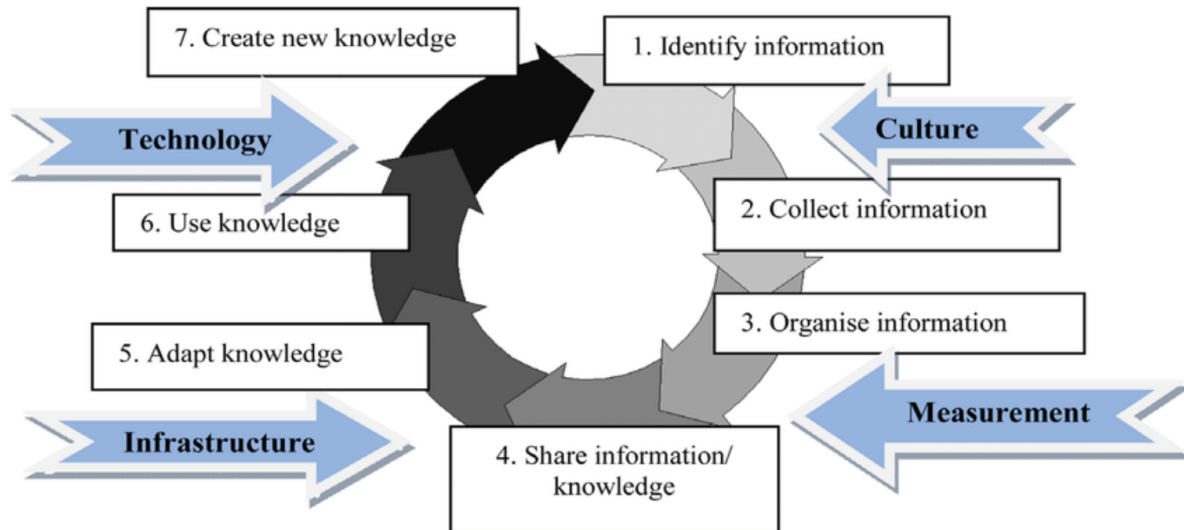
Figure 21: A strategy for effective knowledge transfer © https://helpjuice.com/blog/knowledge-transfer

An effective knowledge transfer strategy combines technology, culture, measurement, and infrastructure in order to share knowledge across multiple areas in your organisation. With regards to the INTERBA consortium, the following process is recommended for establishing an RfK repository.

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INTERBA

RfK
- Knowledge recipient to use the RfK template together with WP1 and WP2 outputs
- RfK template to be created for each knowledge request

KDA
- Knowledge receiver to determine knowledge gap and training needs
- Knowledge provider to confirm capacity to cover the required objectives and topics

KTP
- Knowledge receiver to specify knowledge delivery requirements
- Knowledge provider availability to meet training requirements

Priorities
- Knowledge receiver to identify training priorities
- Knowldge provider to address the identified priorities

Risks
- Knowledge receiver to identify possible risks and conduct a risk assessment
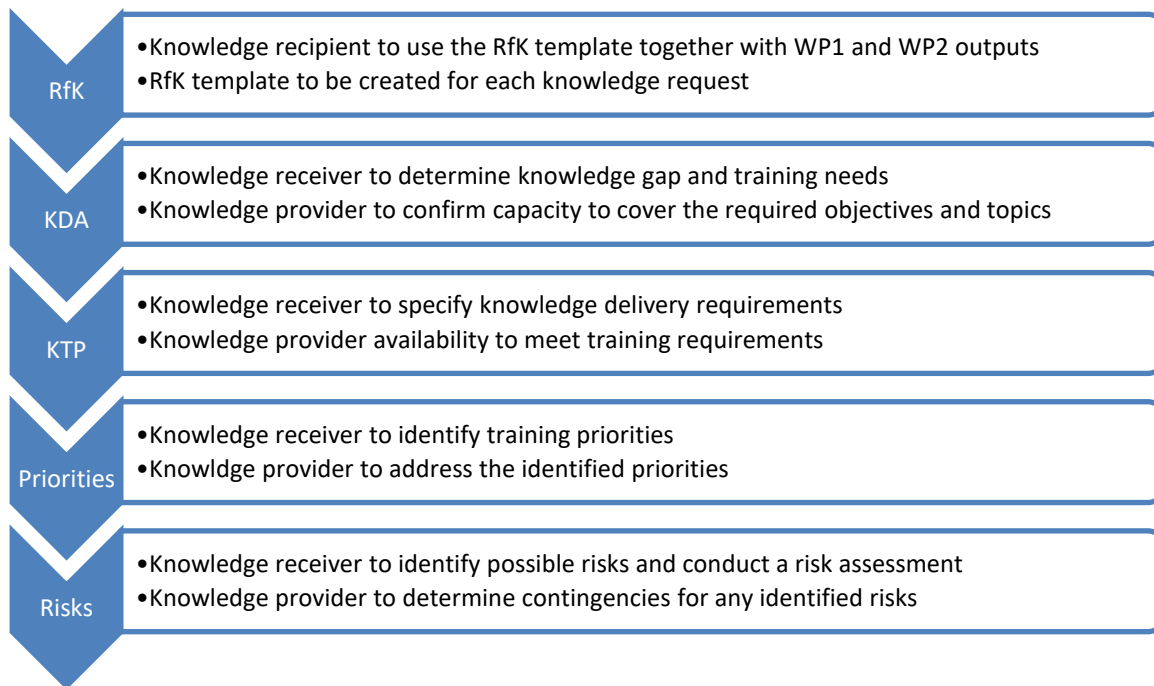- Knowledge provider to determine contingencies for any identified risks

Figure 22: INTERBA process for RfK document repository