

Procedere—Politiknikum Curriculum

*Comments by Doug Gilbert
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As mentioned in our discussions in Berlin earlier this month, below are some thoughts to your excellent document on the Politiknikum. Most of my comments focus on the curriculum portions of the discussion.

Kompetenzdimensionen

As a suggestion in this area one might consider a knowledge management model of defining competencies. Although there are quite a few out there, the one that I have found very helpful was developed by Evert Gummesson¹, who divides knowledge into domains of 1) theories, models, and techniques; 2) institutional knowledge such as knowledge of conditions in a specific company, industry, or market; and 3) application of skills in context. Generally I like to think of the three domains as a) know what, b) know who, where, and c) know how and why.

I believe that I can map these ideas easily to your three dimensions.

Kompetenzdimensionen	Gummesson	KM
I. Fertigkeiten (Tools & Skills)	1) theories, models, and techniques	a) know what
II. Fähigkeiten (Aptitudes & Attitudes)	2) institutional knowledge such as knowledge of conditions in a specific company, industry, or market	b) know who, where
III. Zuständigkeiten (Implementation & Institutionalization)	3) application of skills in context	c) know how and why

The comparison suggests that the three dimensions are on track but might need slight definitional adjustment if you want to track to knowledge management concepts.

Taxonomie & Praxeologie

In this area I am unsure of the distinction. It would appear to me that the Praxeologie is a type of taxonomy or ontology. There is some level of redundancy between the two concepts. It might be more easily understood to include the Taxonomie/Praxeologie concept in the Kompetenzdimensionen model as either tools and uses. The Boyer research model in use at the University of Phoenix provides a potential approach. My representation of how that works is included below². Perhaps what you may want is a taxonomy around the Kompetenzdimensionen.

¹ Gummesson, E. (2000). *Qualitative methods in management research* (2nd ed). London: Sage

² Boyer, E.L. (1990). *Scholarship reconsidered. Priorities of the professoriate*. San Francisco: Jossey Bass

Boyer, E.L. (1996). The scholarship of engagement. *Journal of Public Service & Outreach*, 1(1), 11-20.

Sandmann, L.R. (2008, March). Conceptualization of the scholarship of engagement in higher education: A strategic review, 1996-2006, *Journal of Public Service & Outreach*, 12(1), 91-104

Van de Ven, A. (2007). *Engaged scholarship: A guide for organization and social research*. Oxford, UK: Oxford University Press.

Type of Scholarship	Definition	Outcomes
Discovery	Create new knowledge with traditional research.	<ul style="list-style-type: none"> Peer-reviewed publication Producing creative work product as expected within established field Building infrastructure for future studies
Integration	Describe and interpret application of knowledge across disciplines.	<ul style="list-style-type: none"> Developing comprehensive literature review Authoring a textbooks for multiple audiences Collaborative book or course authoring
Application	Aid society and professions in addressing problems.	<ul style="list-style-type: none"> Serving as consultant to industry or government Taking leadership roles in professional organizations Guiding student leaders to foster professional growth
Sharing	Knowledge sharing including teaching and instruction models	<ul style="list-style-type: none"> Advancing learning theory through applied classroom research Developing and piloting instructional materials Mentoring student research efforts Designing and implementing a programmatic assessment systems

Scholarship of Engagement

Revised Boyer Model

Governance-Typen / Governance-Ebenen

This would seem to me to be a user segmentation at two levels. The first is groups of users (Anwendertyp) and the second area is the use case (Anwendungsfall). My experience in the change management arena is that the tools used are fairly similar and what may differ are particular case studies. Such case studies are often used for marketing purposes to show the qualification of the consultant in a particular industry.

Nächste Schritte

In the process of creating the Lernbuch, you may want to consider a collaborative authoring model. A couple of collaborative efforts that I have seen or worked on are Business Model Generation (<http://www.businessmodelgeneration.com/book>) and Business Model You (<http://businessmodelyou.com/>).