Knowledge Movement Map™

Companion to Becoming a Catalyst | John Coné

Helping useful knowledge reach the places where it can create capability.

Purpose

The Learning Velocity Map follows the movement from experience to organizational capability. The Knowledge Movement Map focuses on a related but different question: where does useful knowledge reside, where could it create value, and what prevents it from getting there?

Organizations often know more than they are capable of doing. Knowledge movement is more than information distribution: it enables application, adaptation and recombination.

When and how to use

Use when useful knowledge exists but is not reaching people who could apply it. Begin with a capability opportunity, involve sources and potential users, identify friction, and test a small move.

For a visual map, place knowledge sources and potential users on the page. Draw solid lines for connections where knowledge moves well, dashed lines where it moves poorly, an X where movement is blocked, and identify possible new connections. Look for complementary knowledge that could be recombined, not simply transferred.

This instrument supports Understand, Convene and Accelerate. Allow approximately 20–30 minutes for an initial map (an estimate, not a tested duration). Begin with the value that knowledge could create rather than with a repository.

A. Capability opportunity

What could the organization do better? What evidence suggests useful knowledge already exists?

B. Knowledge sources

Who knows what? Where does it reside? How reliable is it? Is it documented, experiential, contextual or distributed across people? What complementary knowledge exists?

C. Potential users

Who could use this knowledge? What could they do differently? What would they need to understand, experience or adapt?

D. Movement and friction

How does knowledge currently travel? Where does it stop? Which Infrastructure, Experiences and Conditions help or hinder movement? Which constraints must remain?

E. Catalyst move

What is the smallest useful intervention? Who should be involved? Who owns the next action, and when? How will movement become less dependent on the Catalyst?

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F. Evidence and reflection

What evidence would demonstrate useful capability? What new knowledge emerges through use or recombination? How will it travel back and onward? When will we revisit?

Working instrument

Capability: _____ Date: _____ Prepared by: _____

A. Capability opportunity

What could the organization do better? What evidence suggests useful knowledge already exists?

_____

B. Knowledge sources

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C. Potential users

Who could use this knowledge? What could they do differently? What would they need to understand, experience or adapt?

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D. Movement and friction

How does knowledge currently travel? Where does it stop? Which Infrastructure, Experiences and Conditions help or hinder movement? Which constraints must remain?

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F. Evidence and reflection

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_____

Completed Example

The following example is illustrative, not a documented case.

A. Capability opportunity

Other customer service centers could improve resolution accuracy and speed using Center A’s effective AI-assisted practices.

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The centers have been pursuing improvements independently. Center A has developed practices for AI-assisted customer service, but other centers have not had opportunities to observe them in context. The opportunity is not to replicate a script; it is to improve judgment and performance.

B. Knowledge sources

Center A representatives hold contextual judgment; QA knows verification and error patterns; technology knows approved tools; privacy specialists know safeguards.

C. Potential users

Centers B, C and D need to observe, practice and adapt the approach to their own work.

D. Movement and friction

Local documentation, limited observation and local incentives impede movement. Preserve privacy controls; clarify approved uses.

E. Catalyst move

Joint demonstration, approved use cases and a real-work experiment. Establish recurring peer exchange and searchable records; local leads own ongoing exchange.

F. Evidence and reflection

After 30 days compare resolution time, accuracy and QA findings; record adaptations, new practices and direct exchanges; update records.

Interpreting and acting

Distinguish discoverability, access, translation, experience, system constraints and recombination. If knowledge does not yet exist, experiment rather than merely connect. Look for evidence of enduring movement, not a numerical score.

If useful knowledge is hard to discover, improve visibility. If people cannot reach its holders, convene them. If they can reach it but cannot use it, design experiences that enable translation and practice. If complementary knowledge is dispersed, create opportunities for recombination. If the system discourages movement, change the relevant conditions. Reflect on what travels back to the source and onward to others.

Catalyst Watch For...

Information distribution without application; assuming knowledge travels unchanged; repositories before relationships; overlooking frontline knowledge; treating AI output as established knowledge; removing useful friction; permanent dependence on the Catalyst.

Connections to other instruments

Capability Map, Capability System Assessment, Conversation Design Canvas, Experience Design Canvas, Learning Velocity Map and Accelerator Kit, Catalyst Reflection Journal.

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The ultimate Catalyst question

What have we left behind that will help the next piece of useful knowledge find its way to where it can create value?

Printable and editable companion materials: CatalystLeadershipTools.com.

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