Knowledge Management in the Public Interest

The continuing education imperative

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The Legal Studies Program has a tradition of using a variety of knowledge management approaches for facilitating the identification, acquisition, interpretation, and dissemination of explicit and tacit knowledge relevant to legal and justice issues. Methods include conventional and electronic formats, such as teleconferencing, videoconferencing, computer conferencing, web sites, and web casting. The Legal Studies Program pioneered the use of the Internet for the delivery of legal services to Canadians. Innovative web-based services include ACJNet, Canadian Legal FAQs, LawNow Online, and VIOLET (a site for abused women). The Legal Studies Program also publishes LawNow, a magazine of legal information and commentary, and subject -specific resources.

The Legal Studies Program features a multidisciplinary team of professionals including Internet strategists, legal specialists, editors, instructional designers, writers, educators, web site developers and managers, information management specialists, and marketing and sales representatives who provide legal education and information for the public.

Introduction

As the CAUCE 2000 conference on The Business of Learning: Positioning Universities in the Knowledge Economy ably demonstrates, the knowledge economy presents continuing education units with a host of exciting opportunities for equipping learners to compete successfully in the professional marketplace. But in the scramble to get on the high-tech bandwagon, to score well on the latest key performance indicators, and to become educational entrepreneurs, we have become so preoccupied with the professional development market that we are neglecting essential social and personal development programming. We are embracing a vision of the future where we are all relegated to the role of knowledge workers[1] to be managed in the interests of some corporate bottom line, even a university's. As continuing educators, it is imperative that we recognize that the knowledge economy has had a significant impact on the learning needs not just of businesses, but of society as a whole. It is our responsibility to ensure that we attend to these latter needs as well.

In this paper, I propose that we co-opt the current interest in the field of knowledge management to revive interest in knowledge that serves the public good. Just as the principles of marketing were transposed to create the new field of social marketing, perhaps the concepts, principles, and practices of knowledge management can be applied to managing social knowledge. In taking up that proposition, I am not probing the validity of the concept of knowledge management itself. Certainly other management approaches have come and gone – making what contribution they can, but not living up to their full promise. That may well prove the case with knowledge management. Here all I assume is that knowledge management offers a new lens through which we can view our practices. I reserve judgment on its larger claims until it has had more time to prove itself.[2]

Knowledge Management

In 1997, Thomas Stewart popularized the term "intellectual capital," arguing that companies must learn to manage that capital if they are to succeed in today's information economy. Stewart defined intellectual capital as the "intellectual material – knowledge, information, intellectual property, experience – that can be put to use to create wealth."[3] Or more simply, "intellectual capital is the sum of everything everybody in a company knows that gives it a competitive edge."[4] Since then, the notion of managing a corporation's knowledge resources has catapulted into the forefront of the business press. Articles, books,[5] newsletters, magazines, and web sites[6] cover topics ranging from the theory of knowledge management to tools, techniques, processes, and case studies for implementing "best practices" or establishing "communities of practice" in "learning organizations."[7] Analysts urge businesses to search high and low and across their multinational offices to discover, expose, and exploit the knowledge of their employees. But it is not enough to ferret out the explicit knowledge of workers. Knowledge managers must capture the more elusive and ephemeral "tacit" knowledge,[8] or "background knowledge that assists in accomplishing a task that is in focus."[9] Knowledge managers must make this knowledge visible to coworkers and to those who run the firm. They must develop their corporation's knowledge infrastructure and promote a knowledge culture.[10] They must create knowledge repositories, improve knowledge access, enhance the knowledge environment, and manage knowledge as an asset.[11] Companies are urged to manage their "human capital," together with their "structural capital" and "customer capital"[12] to thrive in the dynamic environment in which we live.

The underlying premise of knowledge management is that the Industrial Age has been supplanted by the Information Age, ushering in a new economy that is fundamentally different from any that has gone before it.[13] Contrary to popular wisdom, in this new economy, information by itself is not power. Instead, power comes from effectively combining information with technological capacity

and the creative capacities of human beings.[14] Knowledge is valuable not so much because it supports a company's business plan but because it enables the company to respond to unexpected, non-linear changes in its business environment and to redefine itself on the fly.[15] Knowledge has become "the single most important factor of production," requiring, in turn, fundamentally different management strategies and ways of valuing these intellectual assets.[16]

In the Public Interest

The public interest analogue for knowledge management in the business sector entails managing tacit and explicit knowledge that can be put to use to create **public benefit** rather than private wealth. If we can find and exploit this knowledge, we **all** will win, not just a few. The charge here is to make social knowledge visible and to build a knowledge infrastructure and culture that supports citizenship development and democratic processes. To do that, we must reawaken interest in the arts and humanities and discover and make known the vast bodies of knowledge that are the hidden treasures of Canada's diversity. To paraphrase Laurence Prusak, one of the pioneers of the knowledge management field, we must find networks and communities of public interest within Canadian society and work with them to make them more innovative and vital. We must learn to recognize social knowledge, value it, publicize it, and develop it. We also need to develop a clearer understanding of what keeps us from doing this work now. We need to determine what we must do to change our habits of thought and action and to motivate people to cooperate, share, and use our vast stores of social knowledge in the public interest.[17]

Making the case for knowledge management in the public interest begins by making the case that we need to do better at managing our knowledge of ourselves as a society. This is not easy in the face of the prevailing ideology that denigrates the value of the public good. We hear daily that the erosion of our public institutions – our schools, hospitals, libraries, courts, universities, even

government itself – is desirable, a fair exchange for deficit reduction, lower taxes, and more individual choice. If we resist these messages or lament the loss of our social safety net, we are quickly labelled social spendthrifts and firmly put in our place with the reminder that our lives are ultimately controlled by the juggernaut of multinational free enterprise. The god of the marketplace makes or breaks our country's economy. It alone determines what we can and can't have and do. It is not surprising that, cynical and despondent, we retreat from public affairs, devoted to our private desires. Meanwhile, we lose our sense of who we are as a society and what we might want if we believed we had choices.

As we discredit public control, we devalue social knowledge. Stating the case in the extreme, John Ralston Saul, that most visible of Canadian champions of the public good, claims that we are so far along in this process as to be a "dangerously unconscious civilization."[18] He argues that despite our being the largest and best-educated elite in history, we are devoid of useful memory. Intent on actively denying the utility of public knowledge, we are unable to act on what we do know. It follows that if we have no need of public knowledge, it is hardly worth our while to devote resources to managing that knowledge better. But, playing off Socrates' famous question, Saul asks, "What is more contemptible than a civilization that scorns knowledge of itself?"[19]

We are caught in a conundrum. Citizenship education in any form has fallen on hard times of late. The very programs that might help us recover our consciousness, remind us of the virtues of civilized life, and restore our memories are increasingly marginalized, if not gone, cast aside as irrelevant under the dominant ideology's extreme self-interested individualism. Recovering the public mandate of education will be every bit as much a struggle as recovering our consciousness as a society. They are inexorably intertwined.

While knowledge management alone can hardly rouse us from our collective coma, it does have some appeal. If mobilizing corporate knowledge equals economic power, mobilizing social

knowledge should equal political power. Knowledge management provides us with a set of concepts, tools, and techniques that may help us rebuild our social infrastructure if we so choose. Knowledge management strategies might well be as critical for the survival of democracy as they are for the survival of any business.

Imperative and timely as the task may appear to be, we must approach the use of knowledge management in the public interest with some trepidation. The latest fad in business management may be a treacherous tool with which to rebuild our power base as citizens. Arguably the business model and its vocabulary have played a significant role in undermining our sense of ourselves as social beings. In pursuing that model, our public institutions put forward "business plans" against which their performance is to be judged. Members of society are relegated to the position of stakeholders, shareholders, or consumers. The marketplace and its "bottom line" demand allegiance from educators as much as from business people. We value education in terms of the employability of graduates or the return on investment realized by corporate clients or by the educational institution itself. Education is no longer a public good but an industry. Students are commodified – they are the "product" produced and marketed by today's highly competitive knowledge plants. No "sheer joy of learning" for them.

The irony in this process of privatization is that as we are empowered to pursue our self-interest in the market place, we are disempowered from achieving self-actualization. In relinquishing our powers and responsibilities as citizens, we diminish our personhood. We are recast diminutively and pejoratively in the image of the corporation – soulless, rational maximizers of our individual self-interest as if we can flourish in isolation from our communities. If the business model offers us such passive, vacuous, dehumanizing roles, why would we expect its management practices to liberate us from its grip? As feminists discovered in their efforts to disable patriarchy, it is not easy to overcome the contradiction inherent in using the master's tools to dismantle the master's house.

If we are to co-opt this business fad as a means of recovering our

collective consciousness, we will need to distance ourselves from the roles the business model assigns to us. We must set our sights clearly on rehabilitating the potent concept of "citizen" with its corresponding demand for participation; its commitment to the wider view and longer-term shared disinterest; and its promise of power.[20] We must manage knowledge so as to equip these reinvigorated citizens to carry out their public responsibilities.

With the advent of new electronic technologies has come a trickle of public spending on initiatives that test the capacities of these new tools for addressing social needs. Government departments and foundations are making grants available or entering into contracts that provide the opportunity to undertake projects that deal with everything from poverty to abuse, disability, inequality, social development, and community wellness. A socially useful project cast as a technological challenge may pique the interest of a funder where its more conventionally delivered counterpart might not. I will use my own field of public legal education as the source of four examples where such funding has made it possible to combine knowledge capital with technology and the creative capacities of human beings to advance that essential public good – justice.

Management of Legal Knowledge in the Public Interest

It may seem at first that examining the practices of public legal education would hardly advance our understanding of knowledge management in the public interest. Legal knowledge is not often thought of as falling within the public domain. It is much more common to think of it as a body of highly specialized knowledge accessible only to an élite. Indeed, the complexity, formality, and language of the law, all serve to distance the public from any real understanding of this social institution and the social knowledge it embodies. But the rule of law is touted as the cornerstone of democracy and justice under law as the ultimate human creation. The *Canadian Charter of Rights and Freedoms*[21] protects key concepts of

democracy: equality and justice. Law is also a critical agent of social policy, the site of democratic struggle, as well as a repository of the story of that struggle. This knowledge and the workings of the legal system should be very much the concern of lay people as well as legal professionals. Law provides an avenue for defining ourselves as social beings and for reawakening our capacity for making decisions that transcend our individual self-interest. Indeed, as Saul notes, the role of juror is a particularly clear example of this sort of disinterested decision-making in operation.

Public legal education carries the heavy responsibility of managing this knowledge in the public interest. In carrying out this responsibility, public legal education assists the public in engaging in legal affairs, whether as individuals with personal problems, as professionals encountering the law in the course of their practice, or as citizens carrying out their public responsibilities. Public legal education promotes the public good by facilitating public understanding of the law, access to the legal system, and participation in the administration of justice in our country. Public legal education helps people assert their rights and better perform their responsibilities.

The World Wide Web presents a new set of possibilities for making legal knowledge more accessible. The following examples highlight some of the first efforts at using the web for public legal education and provide some inkling of how we might manage social knowledge so Canadians can respond effectively to non-linear changes in our environment and redefine ourselves collectively "on the fly."

1. ACJ*Net*

In the late 1980s, the Legal Studies Program of the Faculty of Extension at the University of Alberta became involved in establishing an Internet service called ACJ*Net* (access to justice network). ACJ*Net* was initiated by the Department of Justice Canada through a series of contracts with community organizations, universities, and individuals. ACJ*Net* had five goals:

www.acjnet.org

- to provide Canadians with opportunities to obtain a uniform level of legal, justice and justice-related information;
- to improve access to the justice system for Canadians with special needs (victims of crime, immigrant communities, youth, aboriginal people, women);
- to improve and create cost-effective communications and co-ordination among elements of Canada's justice system, create international links, and provide a mechanism by which the community and the justice system can share ideas, information and experiences;
- to provide law and justice learning opportunities for the public, particularly for youth;
- to create a bilingual national electronic communication and information network that provides access to the justice system and to Canadian law for the public.

Launched before the World Wide Web technology became available, ACJ*Net* was effected through a text-based conferencing system operated on a proprietary basis by the NirvCentre, a non-profit Internet support organization. To participate in ACJ*Net*, a person had to pay a small membership fee to the NirvCentre. Having subscribed, the individual was then free to participate in electronic conferences, some of which were open to all members, some of which were private to a particular organization or network.

When the World Wide Web became available, staff at the Legal Studies Program responded immediately to this dramatic change in electronic telecommunications technology. They saw that ACJNet would not only be able to do things better, it would make it possible to do new things altogether. ACJ*Net*'s potential for managing legal knowledge was transformed overnight as it morphed into a network of services provided through a complex of over one hundred web sites. ACJ*Net* is now a seamless, distributed network of law and justice resources and services available free to all Canadians. It distributes documents; provides access to electronic texts, conferences, and directories; and creates hypertext links to other law and justice sites on the Internet. It amplifies the voices of

marginalized or silenced minorities. The site allows people to connect to many key players in the law and justice field, to download publications, and to access specialized educational materials, such as teachers' curricula. In short, ACJ*Net* is a one-stop Internet site for accessing materials and connecting with people concerned with justice issues. The site is updated biweekly, reflecting the dynamic nature of Canadian law and justice information, and user information needs. As of March 2000, as many as 1,600 people visit the site on a single day.

2. VIOLET

VIOLET had its origins in a casual discussion between a member of the staff of the Legal Studies Program and a member of the staff of Status of Women Canada with respect to the potential of the World Wide Web for addressing the problem of domestic violence. In consultation with a larger group of community representatives, the project took its first form as a women-friendly, safe space on the Internet where women in abusive relationships could access legal information relevant to their predicament. To enhance the physical accessibility of the site, the Legal Studies Program assisted shelters to identify their state of Internet readiness, acquire necessary computer equipment and services, and become familiar with the Internet. VIOLET quickly grew to be a collaborative academic and community venture involving the Alberta Association of Women's Shelters, more than 30 shelters, two foundations, two federal and one provincial government departments. As a result of VIOLET, women's shelters now have computers dedicated to accessing the Internet, staff trained in seeking information through that medium, and a web site designed to meet their specific needs. Not only has a virtual community been created, but the conventional community has been strengthened.

VIOLET is a prime example not just of acquiring or creating information, but also of synthesizing explicit and tacit knowledge. The understandings of women's choices reflected on the VIOLET

www.violetnet.org

web site were drawn from the experiences of the Legal Studies Program in designing other web sites, including a general site for victims of crimes, and from knowledge about family violence gained through other projects. This knowledge was combined with the wisdom that the staff and volunteers of women's shelters acquire in helping women come to terms with the consequences of their decisions. The site invites abused women to bring their own truths to the resolution of their dilemmas. In turn, this synthesis has furthered the Legal Studies Program's understanding of how people respond to alternative ways of presenting information on a web site.

3. Youth Justice Education Partnership

www.extension.ualberta.ca/
youthjustice.

The Youth Justice Education Partnership was incorporated in January 1999 as a multidisciplinary organization dedicated to improving justice for Canada's youth. The organization consists of representatives of ministries of justice and education; the judiciary; the academic community; associations of educators; public legal educators; youth; and agencies involved in justice-related issues or legal services, plus individuals, including youth, who are interested in the association's objectives. Prior to its incorporation, YJEP served for four years as an advisory committee to the Department of Justice Canada with respect to its youth justice education and research activities.

On behalf of YJEP, the Legal Studies Program maintains a simple web site that describes the organization and provides information on its resources. The site registers approximately 100 hits per day. It is currently being developed along three themes: Telling Stories, Building Communities and Renewing Youth Justice.

- **Telling Stories** – Storytelling is an ancient form of human communication. It is a key way in which we remind each other of our traditions, rules and customs. Even the Supreme Court of Canada recognizes the importance of storytelling traditions in communicating about legal affairs. Storytelling is also a way of enabling us to understand the way contemporary life is being experienced by those whose roles might be either similar to or

different from our own. It is an invaluable tool in introducing people to each other, to issues, and to concepts. Storytelling can also help to overcome resistance and break down barriers between people, and to encourage the development of innovative solutions to difficult problems.

This section of the web site will provide a forum for the stories of the various participants in the youth justice world. The first stage in developing this section will be to undertake a pilot project to explore the possibilities of using the site to amplify the voices of youth – those so intimately affected by this issue but whose voices so often go unheard. Input from youth will be solicited with respect to site design to reflect their needs and interests.

- **Building Villages** – Picking up on the adage that "it takes a village to raise a child," this section of the web site will highlight initiatives that encourage, support, and improve cooperation and collaboration among members of the villages to which our children belong. Contemporary examples include restorative justice projects, sentencing circles, school and community-based programs, and multidisciplinary initiatives. This section of the site will provide references to research, publications, and contact people who can help other village projects. It will also encourage discussion of the challenges and rewards of building safe and caring villages.

- **Law and Justice** – The third section of the web site will be devoted to proposed reforms of the law and renewal of the youth justice system. It will provide basic data on youth crime and related issues, the new legislation and its progress through Parliament, steps being taken now and in the future with respect to implementing the principles and ideas embedded in the legislation, and emerging jurisprudence. It will also address concerns of particular sectors of the broader community (such as schools and health services) with respect to laws and protocols that affect their rights and responsibilities in dealing with youth.

The YJEP site represents an attempt to assist Canadians to engage with notions of justice directly. Its themes provide guides to understanding the complex issues involved in youth justice and to responding to them appropriately as citizens. Each of the themes is interconnected, supporting a holistic approach to understanding a social issue; together, they engage people emotionally, intellectually, and through action in social development.

4. Law*Now* PLUS

L*aw*N*ow* PLUS is a suite of services that includes a magazine, an email service, and a web service. L*aw*N*ow*'s mission is to provide subscribers with unique insights into Canada's changing social conditions by examining and reflecting on contemporary issues from the perspective of the law. It provides Canadians with information and reflection on issues in ways that the popular media do not. L*aw*N*ow* is distinguished from other Legal Studies Program services by virtue of its proactive role in raising questions about social life or in providing new ways of considering questions on the social agenda. It promotes a rare form of legal discussion – initiated by lawyers but with a public audience and purpose in mind. In doing so, L*aw*N*ow* promotes informed democratic discourse.

www.extension.ualberta.ca/lawnow.

For almost 25 years, L*aw*N*ow* (originally Resource News) has been available as a print magazine. In January 1997, a web site was developed to make both current issues and a searchable archive of prior issues available online. An email service was also introduced to provide subscribers with current awareness of changes to the law. These enhancements increased accessibility and timeliness in providing subscribers with critical information on the law. As L*aw*N*ow* PLUS evolves, it will continue to expand beyond the confines of the print magazine to include both more content and more dynamic, interactive services that will enable experts and the public to engage directly with each other in exploring their various perspectives on the law and our social condition.

Through the Lens of Knowledge Management

Looking at these four projects from a knowledge management perspective, we see first that legal knowledge is valued as social knowledge. We see attempts to identify and make better known the explicit and tacit knowledge of people who experience Canada's justice system from a broad range of perspectives. We see electronic communications technologies being used to create repositories of that knowledge, to publicize it, and to enhance both its physical and conceptual accessibility. Most important, we see citizens engaging in the creation, development, and application of social knowledge for the betterment of Canadian society. As these sites evolve, it is hoped that they will emerge as vibrant learning communities: active and reflective, informed and informing, engaged and engaging – fully conscious in pursuing the public good.

Projects such as these are not unique. However, their place in the academy is tenuous as continuing education faculties pursue the apparently more lucrative professional and business markets. While personal development and social action programs may never be the "cash cows" of our product line, the bottom line of a public institution is not its financial bottom line. Certainly, we must manage our finances responsibly, but we must do so fully cognizant that we are trustees of an institution created to advance the public good, not private interests. It is our responsibility to keep in mind the public uses to which knowledge can and should be put. It is our mandate to ensure that new knowledge and new technology will be combined to enhance not only our economic well-being, but our social well-being as well. It lies with us to see that our continuing education faculties are not turned over entirely to meeting the interests of the commercial sector, but remain true to our obligation to advance social knowledge.

We can seize the opportunity of the new millennium to shake off our social somnolescence and write a new chapter of history that honours the principle that we are not just capable of giving, but entitled to give direction to our social lives. Merely inquiring into the possibilities of applying knowledge management in the public

interest has in itself the salutary effect of disrupting our snooze. Our sleep becomes troubled with the age-old question – what kind of a society do we want – as we become aware that we have real, albeit difficult, choices. With a little prodding, we might be roused and enticed to debate the social issues of our time. As we engage, we will add to the body of social knowledge. We will discover the explicit and the tacit knowledge of other members of society as they, in turn, make their knowledge more broadly available. Together, we can respond to the many challenges facing us as a complex, post-industrial society. This is the mission of knowledge management in the public interest.

Extending knowledge management principles and practices in the service of the public interest means recognizing that we are embarking on a process of reasserting our claims as citizens and renewing our commitment to each other as members of society. We must be prepared to eschew easy truths and entertain doubt, to step back from our short-term self-interest and rediscover the longer-term benefits of collective disinterest. We must shake off our apathy and commit to engaging in the hard work of democratic discourse. We must restore public education to its rightful place as a public good, not a private commodity on sale for a profit. If nothing else, the latest "flavour of the month" management fad may provide us with access to a few resources for reclaiming even some small piece of our public space, giving us a taste for more. As we recover our consciousness, perhaps we will be provoked to move from what Saul calls our "soft pretences to democracy" toward the real thing.[22]

Education in the public interest is a familiar call to action for adult educators; we must renew our commitment to it in this millennium if we expect to survive as public institutions and if we expect to thrive as a civilization.

Notes

1. T.A. Stewart, *Intellectual Capital: The New Wealth of Organizations* (New York: Doubleday Dell, 1997) 37-51.

2. Prusak dates knowledge management as an overt activity as beginning in the early 1990s. L. Prusak, "What's Up with Knowledge Management: A Personal View" in J.W. Cortada & J.A. Woods, eds, *The Knowledge Management Yearbook 1999-2000* (Woburn: Butterworth-Heinemann, 1999) 3.

3. Stewart *supra* note 1 at x. Other books on the subject about that time included A. Brooking, *Intellectual capital* (New York: International Thomson Business Press, 1996); S. Hannabuss, *Knowledge management* (Bradford, Eng.: MCB University Press, 1987); J. Liebowitz & L.C. Wilcox, *Knowledge management and its integrative elements* (Boca Raton: CRC Press, 1997); P.S. Myers, *Knowledge management and organizational design* (Boston, Mass.: Butterworth-Heinemann, 1996); Prusak, supra note 2; J. Roos, *Intellectual capital : navigating in the new business landscape* (London, ENK: Macmillan Press, 1997); R.L. Ruggles, *Knowledge management tools* (Boston: Butterworth-Heinemann, 1997); R. Sanchez & A. Heene, *Strategic learning and knowledge management* (New York: Wiley, 1997); Special Libraries Association., *Getting out of the box the knowledge management opportunity* (Washington, DC: Special Libraries Association, 1996); I. Nonaka & H. Takeuchi, *The Knowledge-Creating Company* (New York: Oxford University Press, 1995); T.M. Koulopoulos, R.A. Spinello & W. Toms, *Corporate Instinct: Building a Knowing Enterprise for the 21st Century* Von Nostrand Reinhold, 1997); and D. Leonard-Barton, *Wellsprings of Knowledge: Building and Sustaining the Sources of Innovation* (Boston: Harvard Business School Press, 1995).

4. Stewart, *supra* note 1, Intellectual Capital: *The New Wealth of Organizations* (New York: Doubleday Dell, 1997) ix.

5. For an excellent collection of leading writings see J.W. Cortada & J.A. Woods, eds, *The Knowledge Management Yearbook 1999-2000* (Woburn: Butterworth-Heinemann, 1999).

6. See, for example, www.brint.com; www.eudenver.edu/~myrder/ itc_data/org_learning.html; and www.cio.com/archive/.

7. See, for example, P.M. Senge, *The Fifth Discipline: The Art & Practice of The Learning Organization* (New York: Doubleday Dell Publishing Group, Inc., 1990).

8. See Nonaka and Takeuchi, *supra* note 3.

9. K.E. Sveiby, *The New Organizational Wealth: Managing and Measuring Knowledge-Based Assets* (San Francisco: Berrett Koehler, 1997) 18 at 19.

10. Prusak, *supra* note 2 at 4-7.

11. T.H. Davenport, David W. De Long & M.C. Beers, "Successful Knowledge Management Projects" in J.W. Cortada & J.A. Woods, eds, *The Knowledge Management Yearbook 1999-2000* (Woburn: Butterworth - Heinemann, 1999) 89 at 90-96.

12. Stewart, *supra* note 1 at 76-77.

13. *Ibid.* at xiii.

14. See, for example, Y. Malhotra, "TOOLS@WORK: Deciphering the Knowledge Management Hype" (1998) 21 4 *Journal for Quality & Participation* 58.

15. See for example, Y. Malhotra, "Knowledge Management in Inquiring Organizations" in *Proceedings of 3rd Americas Conference on Information Systems* (Philosophy of Information Systems Mini-track) (Indianapolic: August 15-17, 1997) 293.

16. Stewart, *supra* note 1 at xiii.

17. Prusak, *supra* note 2 at 7.

18. J.R. Saul, *The Unconscious Civilization* (Concord: House of Anansi Press, 1995) at 4.

19. *Ibid* at 3.

20. *Ibid.* at 33.

21. *Canadian Charter of Rights and Freedoms, Part I of the Constitution Act, 1982,* being Schedule B of the Canada Act 1982 1982, c. 11.

22. Saul, *supra* note 18 at 32.

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