

Share that Knowledge! Workshop Day 1 (29-03-2023)

12 participants from the Share that Knowledge!- working group took part in the workshop, representing archives from different countries and continents (Europe, North-America, Africa), of different sorts (state archives, national archives, student initiatives, university archives). Participants were: Florian Haag from the Austrian Film Museum, Ivan Velisavljevic from the Academic Film Center and Alternative Film Archive in Serbia, Nienke van Schaverbeke from the Netherlands Institute for Sound and Vision, Marie Barešová from the Národní filmový archiv in the Czech Republic, Rosie Taylor from the BFI National Archive in the UK, Sarah Vandegerde (formerly from BFI) from INA: Institut national de l'audiovisuel in France, Nicolas Sylvestre from the Library and Archives Canada, Tzutzumatzin Soto previously from the Cineteca Nacional de México, Judith Opoku-Boateng and Selina- Emma Okle from the J.H. Kwabena Nketia Archives University of Ghana. The workshop was organized and moderated by Nadja Šičarov (previously Austrian Film Museum and Slovenska kinoteka) and Janneke van Dalen (Austrian Film Museum).

The goal of the workshop was to gain feedback on the findings from the research as they have been prepared by Janneke and Nadja, and following these:

- Identify the most relevant themes and aims on the topic of knowledge sharing
- Enter into a focused dialogue about knowledge sharing
- Discuss real-life examples
- Test if the approach of the workshop could be a method
- Hear about the workshop participants' expectations of a handbook on knowledge sharing

1 Introduction

The workshop started with a round of introduction, each of the participants elaborating on their experience of the most important or relevant knowledge sharing themes and challenges. These are some of them:

- Lack of continuity in knowledge sharing within an organization due to **multiple turnovers**, lack of permanent positions, small number of long-term employees with years of experience at the organization
- A group of long-term employees holding knowledge acquired through daily work in their heads, newcomers having troubles tackling that knowledge when joining the team
- Information not being written down due to a **lack of documentation practice** using the existing systems of documentation
- Newcomer having **difficulties learning technical skills** that are now with more experienced colleagues: how to acquire, pass on and maintain that knowledge?
- Challenges in **maintaining skills in analogue film handling and maintaining the machines related to analogue film** in organizations that give priority to digital workflows: what skills will be needed in a few years and how does the organization make sure that they are still within the organization? How do we make sure we will still be doing the activities we have been doing?
- Particularly in regions with limited possibilities of obtaining formal education in AV archiving, the knowledge needed to preserve AV heritage can be generated outside of archiving organizations too, for example in independent environments, communities etc.
- As a result of the **lack of educational possibilities**, archivists might not be properly trained

- **Archival activism**, creating advocacy about preservation of own collections: how to unlock the value of collections, how to train future generations so that they will be attracted to archiving
- **Multiple colleagues leaving due to financial cuts** and retiring within a few years, a lot of valuable knowledge got lost, finding ways to document their knowledge as they were leaving
- Thinking about ways of passing on own knowledge to colleagues who are not experienced in the same area of work, while **preparing for leaving**
- **Conducting interviews with (former) colleagues** with an aim to retrieve knowledge from them: as a part of the project and as an institutional oral history program
- Small number of positions throughout the history of the archive, which makes the collection-related knowledge condensed with only a few people
- **Gap in continuity and no handover**: As a result of financial cuts, there was no overlap with previous colleagues, so when starting a new job, multiple former colleagues were contacted to help the newcomer become familiar with the collection through informal means of communication
- Retrieving knowledge from a retired colleague who has been working with the collection for multiple decades, and continues to work on the collection one day a week on a regular basis, providing current employees an opportunity to learn from her: **how to squeeze as much of her knowledge as possible**
- Awareness and investment into knowledge sharing: sharing knowledge should not be the responsibility of passionate individuals, but should become **embedded in the organizational agenda**
- The issues of acquiring and passing on knowledge, while having a **temporary contract** that has been continuously extended
- Large organization with multiple departments and facilities at **different locations**, departments might not know what the others do
- Issues of a lot of colleagues approaching retirement, but **not having a succession plan**, and not having permanent positions
- Unfriendly working culture with restructures and cuts can make colleagues afraid of losing their jobs, resulting in **protective attitudes**
- **Losing multiple key people with unique knowledge at once** without having anyone to replace them and learn from them.

2 Group work and discussions

Participants were divided into 4 groups, each group working on one of the areas of knowledge: organizational knowledge, knowledge about preservation activities, technological knowledge and skills, collection knowledge. Each group was given a group of statements (that emerged from the data) related to the selected area of knowledge. The main assignment was to select two statements that were considered most relevant, and formulate knowledge sharing aims, and think of useful methods to get there. In the afternoon, each group presented the results of their discussion to the other participants, which was followed by discussion.

2.1 Organizational knowledge (Nicolas, Judith, Nienke)

The first statement they discussed was “Organizational knowledge is common knowledge is not valued”. Knowledge sharing is taken for granted. When people go it can become clear that knowledge has left,

there is a gap. The aim would be to raise awareness of the benefits of investing in documenting organizational knowledge.

The methods and aspects they discussed:

- Job descriptions: One of the suggestions was to include the documentation of organizational knowledge within job descriptions, to make it part of the job, and to be able to say: look, it is in your job description. This way you can hold people accountable and see if they follow up on this part of their job description.
- Enhancing communication about knowledge sharing as a practice.
- Make it part of a policy to document: challenge would be how to stick to what is written in your job description, how to stick to a policy. It could be in there, but it does not mean that it is eventually followed as a rule. **Knowledge sharing should be an incentive within archival policies.**
- Management should be responsible to keep documentation practice up, and keeping the documentation up to date, or make people updating documentation they are responsible for. The initiative for documenting organizational knowledge often comes from individuals, but should come from the management.
- Documenting workflows: it should be written down, but it might be difficult to write down all processes, and then, if someone else would read it, the problem is that they might not understand what is written down without an explanation. The information itself might not be self-explanatory.
- Finding a place accessible to all where to find this documentation. Because documentation of workflows might exist, but where does it live afterwards? How to engage people to access it?
- Documentation of workflows can be guided by someone. An example of one organization that has to report on activities and to do so someone comes in to help with documenting. The advantage is that this person becomes an expert in organizational knowledge. The disadvantage is that this person is the only person to have this knowledge. This kind of documentation ranges from collection policy to how-to manuals.
- Documentation might not be the right method for everyone. For example, some people might give information on notes (this type of information might relate more to preservation activities than to organizational knowledge). So, it might be useful to keep it open for people to choose what kind of format to use. Yet, the problem is then you end up with a lot of different formats of documentation. The question is also, if notes or other forms of documentation alone will be self-explanatory. If they are not, they can at least used as a reference.

The second statement they discussed is: “Unsystematized workflows are a hindrance to meeting organizational goals.” In relation to this statement, they formulated the aim to develop consistent and reliable knowledge sharing practices across the organization.

Methods:

- Knowledge sharing practices could include documenting workflows, creating handbooks, collection strategy, guidelines of all sorts.
- Set up a group of experts tasked to support the development of effective knowledge sharing.

- Enhance organizational knowledge through continuous training, education, mentorship. Training and exchange with other organizations, creates workflows in preparing and as a result of these collaborations.
- HR Team to work with people to document
- Periodic knowledge sharing meetings.
- Reviewing the documentation in combination with getting exposure to how people are doing.
- Mentorships does not need to be formal, taking colleagues with in meetings, etc. just being a mentor, taking up the role of a mentor, think of your role in relation to the other. You can also mentor each other.

2.2 Knowledge about preservation activities (Sarah, Florian, Selina)

The first statement they discussed was “Information about preservation activities might be documented but not preserved for future generations”.

The aim would be to develop a sustainable documentation process. For a sustainable documentation process, the following aspects were defined as relevant:

- Long-term strategy, thinking of later generations.
- Conducting a review process of existing documentation, reviewing documentation across departments
- Importance of knowing who you are writing for and what is the purpose of your documentation
- Documentation of organizational knowledge might look different than documentation of preservation activities.
- Being able to choose from a “**documentation toolbox**”, defined by the institutions, which type of documentation to use for which type of information. For example, knowledge about the background of preservation activities might be narrative and needs an approach such as oral history, or perhaps illustration, instead of a bullet-pointed step by step manual. Or, a diary type form of documentation could document changing policies.

The second statement they discussed was “contextual information about preservation activities has a narrative character and sensitive information related to preservation activities is hard to document or share.”

In relation to this statement, they formulated the aim of passing on knowledge about past and current processes. The following (partly overlapping with the previous mentioned methods) aspects were mentioned:

- Because of its narrative character, some knowledge needs a different method (solution: documentation toolbox). Sometimes writing is not the way, but oral history might be more fitting.
- Research into past practices. E.g., through oral histories. Fact-checking is important in relation to oral histories, because those are subjective narrations of events.
- Access to information is important, and there could be different levels of access. For example, to donations, lists, what was turned away. One example tells of donor files that not everyone has access too, yet part of the information in these donor files could be considered relevant for general collections and could be shared.

- The narrative character of knowledge related to preservation activities relates to the legacy of an organization, the relationships it has built over time. When this knowledge is not passed on it can lead to **institutional amnesia**.
- There should be spaces for rumors and gossip, rumors about collections and the context to collections. “Be open to share the gossip”. One example was of a collection object that was meant to be exhibited, but when the time came, they could not find it. Apparently, it was common knowledge amongst some staff, that this object has been returned to their famous owner, although officially, it was still part of the collection and nowhere documented.
- Comparison between cooking a meal from a recipe or through visual and verbal explanation. The explanation could transfer enthusiasm better, some people also understand things better when being explained instead of reading.
- Audiovisual recording of practices can be a method (overlapping with technological knowledge and skills). Importance of knowing for who to explain and record, for the general audience or for colleagues within the organization. One example was from someone who visually record the process of baking video tapes, because this person was at ease with showing instead of writing.
 - As organizations such as IASA, Unesco, FIAF are creating manuals, they could also create toolkits and videos, collect them and make them available online. As one of the steps after this workshop, we will make a first step in gathering instruction videos.
- All of these methods depend on how do you learn and how do you want to share and which type of knowledge you want to transfer.

2.3 Technological knowledge and skills (Tzutsumatzin, Rosie)

The statement they discussed is “continuous development of technology requires continuous learning”.

The aim they formulated is to prepare to changing technology and anticipate changing.

The aspects and methods related to this aim were discussed:

- Documentation of the changes every year or every few years. Report on what has been done in the past.
- Identifying communities and the levels of knowledge within these communities. (for example, filmmakers and film festivals)
- Communicating the changing technologies with other external parties such as filmmakers and film festivals, so they become aware of the need for preserving the AV materials they produce or hold.
- Changing technology strongly connects to a changing industry. The industry is going in certain direction.
- Keeping up to date, creating awareness of technological changes. One example is through, for example, prediction charts to explain the risks when not taking certain audiovisual preservation measures. For example, such as the company AV preserve does. Communicating this knowledge creates understanding of the risks.
- Organize focus groups discussing which skills are needed to deal with upcoming technological changes, doing this **technology-related risk analysis** for example every two years for the field of AV preservation.

- There also needs to be awareness about AV preservation in the wider community. For example, there is the “digital is safe”- myth through spreading digital preservation and importance of access, although not informed by actual facts about digital preservation.
- It needs different strategies for different communities to know what kind of technical information and in which depth and how to talk about it, finding the right language and common vocabulary to talk about it with communities outside of archive.
- The dangers of not being informed and not communicate necessity of preservation methods are quite clear: there is a huge gap in preserved AV history due to lack of knowledge, also in digital, in retrospect this issue should be faced by finding out what is produced and seeing what of it is preserved.
- Creating trust in institution, to create good relationship, which can be achieved by communicating what has been done, through the history of the institution.
- Some changes might be seen or going in one direction. For example, there might be a tendency to strongly focus on digital preservation (within one example of a commercial sponsor investing in digital preservation within national archive), and at the same time analogue preservation is more and more neglected.

The second statement they discussed was “Training and education on technological knowledge and skills for audiovisual preservation are not available everywhere.”

The aim formulated in relation to this statement is that institutions internationally think about what education and training they can offer (however large or small) to give wider and more equitable access to skills and knowledge “tequio”

The methods and aspects related to this aim discussed:

- Being trained within audiovisual preservation is a privilege. Some institutions, when they have the chance, only hire people with a background in audiovisual preservation, thus creates unequal chances for people who do not have this background. Even before education, you already have to be from a particular community to even get in touch with this area of work.
- Exchanging knowledge between institutions.
- Collaborative project between archives worldwide to create a program to facilitate this and enable inter-institutional knowledge sharing and training.
- Knowing what knowledge is there and how to tap into expertise that already exist. What relationships do institutions already have for collaboration?
- Sharing skills and knowledge with each other.
- Needs awareness with organization, for the necessity for exchange and continuous development, which is not always there. For example, within a smaller archive one needs to be loud and vocal. There are examples of head archivists blocking any further education or training because they do not see the advantage. The possibilities for education and training are all around, but you have to look for it and be open for it.
- **Opening the archival door both ways:** knowing where to get knowledge and training, and opening your own doors for in-house training.
- Convincing the management by compiling or presenting them the training opportunities.

2.4 Collection knowledge (Ivan, Marie)

The first statement they discussed is “Collection knowledge is with people with a long tenure.”

The aim they have formulated is to find out what they know and how it is documented, if it is documented and what is not documented, and to identify the specifics of their knowledge.

Challenges and methods related to this aim:

- The methods depend on the types and challenges and the expectations of the sharing method.
- Methods should fit the types and expectations so the ideal approach is to combine knowledge also adjusted to different types of people and how they learn.
- Type of knowledge can be factual, then a database might be the right place for documentation, yet other forms of collection information might need other forms.
- There might be a reluctance to share collection knowledge, in socialist countries not uncommon, because much of the knowledge was hidden to prevent the collections from being destroyed. In this case the challenge is to gain the trust of people so they open up and tell you what they know. One needs to find a method for sharing with people who might have a different approach to knowledge about collections and how to share this knowledge.
- One example is of a tradition of film festivals to discuss film programs, archival collections, archival processes during the festival, and record these conversations to be published the catalogue of the next year. The transcripts are conversations, but sometimes also quarrels. The transcripts of these dialogues are easy to read and also discuss shady histories of the archive. It comes from the idea these histories are “authentic histories” and fit a leftist tradition of discussion and transcribing these discussions.
- Knowledge in relation to collections that is hard to pass on are recognizing voice, recognizing handwriting, knowing people, exposure to materials.
- Examples of methods: Documentation, catalogues and databases, videos and video essays, lectures.

The second statement discussed is “Intention in developing collection knowledge leads to sharing”. It leads to in-depth knowledge about collections. Methods such as DVDs and sharing collections themselves follow.

The aim formulated in relation to this statement is thus: Share that knowledge with the outsiders (of the community).

Aspects, methods, challenges related to this aim:

- The challenge is that knowledge about the collections stays within the community.
- Curators and people interested in film and here specifically experimental film, is a bit like a cult or a sect, or a one-off personal adventure. It is not mainstream.
- To create interest in collections: allocating money for collaborative projects with student to interest them in the collections, such as students who are curating a collection, write an essay, program a show, and invite their friends. In this way, they interest others in the collection. It is seen as participation in collection content, as opposed to the consumption of it.
- Another method from real-life example is through broadcasting, create a series on experimental film.

- For some institutions where the means are not there to properly preserve collections, sharing the collections themselves can be seen as a way of preserving. This as a reaction to the “fortress archives” where collections and collection knowledge is preserved within the archive and not shared with outsiders.
- Thinking about who is speaking about the collections?
- Student power: get them involved and get them paid.
- Lectures, reviews, publications, social media, workshops.

Share that Knowledge! Workshop Day 2 (30-3-2023)

1 Group work and discussions

Participants were divided into 4 groups, each group working on one of the scenarios in which knowledge sharing becomes especially relevant: *when starting employment, when ending employment, during day-to-day work, when knowledge has left*. Each group received a list of factors that have an influence on knowledge sharing in the context of the selected scenarios, followed by different possible aims of knowledge sharing in relation to those factors. Participants selected two aims per scenario, discussed the possible challenges and methods and presented them to the other participants.

1.1 When knowledge has left (Judith, Florian)

The aim they formulated is identifying gaps and inventing strategies how to bridge them.

The scenario “when knowledge has left” is here taken in a broader sense, and covers all the knowledge that is not within an archive, but outside of an archive with other experts.

Methods, challenges, aspects discussed were:

- **Holistic assessment of the collections**, including knowledge: what is there in terms of collection objects but also in terms of knowledge. It should be holistic: about everything that is the collection and what is done with it. This assessment could be done for the entire collection or within one particular department.
- Scout for information: e-mail conversations, what is left behind? Regarding for example e-mail conversations: is it the responsibility of IT or of colleagues to make sure documentation and e-mails are left organized and to be used in the future? Some of this information might be sensitive, and it depends on policy how to deal with this information. One possible strategy is to organize personal documentation and emails according to projects and topics, and in writing e-mails, be disciplined about what is being written from work e-mail and also how this information is written down. From the conversation about e-mail archives, it becomes clear not everybody knows where their e-mails are being kept, who has access, what the policy exactly is within their organization.
- Relationship with former colleagues: Your colleagues might know former colleagues or other “externals” with knowledge about the collections or the organization. This relationship can be formal, for example in the form of consultants. The challenge here is that with this relationship there is less need for transferring knowledge, since the person is still involved. The relationship can also be informal: someone is retired already but would in their own time consult, on own will. This type of relationship is possible when someone did not leave on negative terms, often

comes from the feeling of being proud of the work done, proud of the collections, care for collections, which give them enough reason to share.

- Studying existing documentation
- Training to fill in gaps
- Networking with other institutions to tap into information from sister organizations
- Doing oral histories with donors and collectors to fill in knowledge gaps.

The second aim was maintaining and strengthening good relationships with former colleagues and collectors.

Methods discussed were:

1. Acknowledging their achievements
 - For example, using the names of former colleagues within publications, highlighting what they did, showing appreciation for what they did.
 - Putting them on guest lists
 - Name something after them. The result of this can be that a former archivist, after the archive was named after them, choose to donate their entire collection to the archive.
 - Bring them tea to get energized. In one example, making former colleague feel comfortable led to the fact that they explained the old signature system.
 - Organize an oral history room, that is comfortable, and that can be used with a working set-up at any time.
 - Taking into account the human element – communication in person and not online
 - Connections to the families
2. Engage them and involve them in training activities
 - List them as resource persons
 - Get people in with specific knowledge related to the collections or the interpretation of the collections, for example, get people in that speak languages that you do not speak to help cataloguing and interpreting your collections.
3. Feed them then get information out of them.
4. Connect the forces
 - Collaborating, bringing more people in the room
 - Rituals to understand and connect
 - This all can be called “archival diplomatics”, another term mentioned is: “archival rituals”
 - Everyone has a soft spot that you have to find to make the connection

1.2 Ending employment (Sarah, Nicolas, Tzutzumatzin)

The aims were to identify knowledge that needs to be shared before a colleague is leaving and evaluate the risk of losing that knowledge

The challenges they identified:

- Acknowledging that you will lose some knowledge.
- Within an organization, people can ascribe different values to which levels and types of knowledge need to be shared.

- Individuals are not necessarily aware of the value of the knowledge that they possess and the need to sharing this knowledge. Challenge is both for the level of the institution but also on the level of the involved individuals to recognize the importance of the knowledge.
- Lack of a clear long-term strategy
- Lack of training on risk-based assessment.
- Often, there is no pressure (from the organization) to share anything (?)
- Danger of being able to rely on people after they left is that actual knowledge transfer is postponed. Too much relying on continued access to knowledge of colleagues who have left.

The methods they proposed:

- Multiple years strategy that should prepare for the future.
- Risk assessment that relates to the preservation of collections should also include the knowledge related to the collections.
- Through a risk assessment one can also find out what (which knowledge) is needed and if there are any discrepancies in terms of what is there.
- 360 approach to knowledge sharing when leaving: at one hand the formal way that is required by the institution. (for example, some institutions require an exit interview or have certain procedures in place what needs to be handed down in case of ending employment). At the same time there should be a possibility to use methods with the people you manage that are adjusted to the different types of knowledge and different personalities.
- Raise awareness about how different situations require different methods. For example, indoors/outdoors, over coffee or beer.
- Discuss with colleagues involved to decide on what methods to use. Brainstorm methods together. Ask yourself and colleagues what is their “superpower”.
- Through questions you can find out what is needed, which methods and what are the expectations of the outcomes of the methods. Colleagues leaving asks themselves: what do I want to share. Colleagues staying: What do I want to know? Collaborating on methods and communicating expectations can lead to, for example, creation of easier versions of descriptions of complex processes.
- Someone from outside could make an assessment.
- Risk assessment can also be conducted individually: What do I know? Who knows what I know?
- Being fine with losing knowledge (which is to a certain extent inevitable).

1.3 Day-to-day work (Marie, Selina)

Aim: Understand what colleagues do and to collaborate.

The challenges that were formulated in relation to this aim are:

- Sharing depends on people depends on personality: Some people might not be willing to share, some people might not know or are incapable of sharing.
- Bureaucracies might prevent knowledge sharing. You might want to share, but there are no opportunities or there is no time. Aspects that play a role: size, logistics, resources, support.,

Methods:

- Information: Sticking notes, using a calendar together, e-mails.

- Relationships: transparency, openness, trust. Being conscious about maintaining a healthy relationship with colleagues.
- Meetings: focus on a combination of different methods, which includes more spontaneous knowledge sharing and regular meetings. For example, monthly meetings between the heads of departments, weekly newsletter that is a combination of reflection of the things that are going on, legal contracts, legal docs, processes that are administrative related to day-to-day things that need to be done.
- Business trips have to be reported back to team when returning.
- Problems with newsletters: are they read? Which parts are read? How to keep it up?
- In one organization with a successful newsletter, the PR department is responsible for internal communication. Also: announcing social events.
- How to create regular communication about the things that are going on (and not just reporting on finishing projects).
- Maintaining open-door policy
- Easier within small teams.

1.4 Starting employment (Nienke, Ivan, Rosie)

Aims: Making sure that expertise and skills of new employees are known, appreciated, and utilized effectively.

Example: trained, experienced archivist joins organization. Organization does not share this knowledge internally and colleagues and staff are unaware of skills and knowledge of new archivist.

Another example: archivist is untrained, but has background in other field which can also be relevant in the field. The organization needs to know how to better use those skills and make organization aware.

The challenges they formulated:

- Respect is gained within a working culture through type of position or how long you have been there, and it is less common to gain respect for skills you already have when coming into an organization.
- When colleagues are not aware of your skills, it can happen that people are not put to projects for which they actually qualify.
- For newcomers it can be demoralizing to not be able to use skills, when they are not recognized.
- Newcomers are trained on things they already know.
- Working culture is shaped by how it usually works within an organization.
- How to be sure that skills and knowledge of (new) people is used throughout organization?
- In certain regions, there is no training in AV preservation, so people have different backgrounds, and both the institution as well as the individual needs to adjust their knowledge (and knowledge sharing methods) depending on these backgrounds and prior knowledge. For example, within one organization it is common to get people in with film critic or art history background and skills, and with time they now know how to adjust and use this type of knowledge and apply it within an AV archive.
- For a newcomer: how to use prior skills in other areas and apply them to archival work?

Methods they presented:

- GDIP (General Departmental Induction Program) which is an induction program through which knowledge and skills of new starters are shared, face-to-face introductions are facilitated, and the role and tasks are communicated.
 - Organization needs to facilitate person to person knowledge sharing. Colleagues knowing what they are doing and what you are doing and bringing in.
 - New people introduced in monthly meetings. General practice to meet everybody in the organization
 - Challenge: clan forming (of group of new colleagues) when not receiving a proper introduction.
- Team-building: to stimulate appreciation
- Attending guided tours or organizing guided tours to get an update on what everyone is doing.
- Who thinks about how to GDIP someone new? Who thinks about the situation and how to apply it to specific people?
- Survival kit of “special problems”: tools how to deal with difficult circumstances, specific circumstances.
- Oral histories / institutional histories
- Hearing from colleagues about problems, alliances
- Knowing how to do things: how to document.
- Thinking about how to introduce someone new, the order of the things that will be shown.
- Getting to know people, being introduced, then often people can exchange at a later point in time.
- Orientation program taking a couple of days or weeks, learning about day-to-day work and how to do the job.

The second aim they discussed was: Having access to all documentation and practices

For example, newcomers can be unaware of existing practices and this can lead to frustration.

Challenges:

- Where to find documentation? What to ask for? Who to ask?
- For organization: Map important or key documentation and / or practices without re-inventing the wheel.

Methods:

- Creating a playbook, a living document in which manuals, policies, historical files live, which is accessible to all.
- Embed playbook methodology in organization culture. It could start with a workshop for the entire staff to co-create the playbook.
- Should be based on shared responsibility.
- Knowing where documentation is
- What to ask for
- Who to ask
- Thinking about how to map the collection or the documentation needed to do the work.

- Creating a playbook as a living document, including manuals, policies, dictionary with inside vocabulary (idioms, jokes), describing where the keys are etc. Playbook as a shared responsibility.
- Maps of the institution or building, someone giving the example of those being made as a joke, which can be easily memorized through humour.

2 Handbook

The second part of the afternoon was dedicated to the discussion about the form and expectations of the handbook. These are some of the outcomes:

- Building blocks instead of recipes
- Different routes, different institutions
- Define different starting points
- Make it understandable that the organization does not necessarily need to have the already existing knowledge sharing processes implemented in order to start it.
- Not doing everything
- Will not be a methodology, so make clear the expectations: starting point for new ideas of sharing, inviting conversations.
- Handbook as a starting point
- As an open community of people with mindset open to sharing
- Scenarios are not detailed but they resonate and make think about the different variable and methods needed.
- Limited number of scenarios – if it's too much, the readers might want to skip it or find it too overwhelming,
- Scenarios approached from different perspectives, different people involved or possibly involved in the knowledge sharing process: choosing different starting points according to the type of the organization or the area of specialization (positions that require more manual, technical or intellectual work). Managers might be interested in understanding a bigger picture, while colleagues on with practical background might only want to read condensed information.
- Thinking about the users: what is manageable to read?, being realistic about what people want to read, and minimalistic in those parts that are most relevant ones, to convey the message as clearly as possible and to as many readers as possible,
- Including both theory (perhaps a theoretical introduction) and practical tips
- Languages, translations? Some people might find it difficult to read in English.
- Model of how to use this handbook if you are going to use it.
- The handbook as a tool for initiating discussion on knowledge sharing (workshop method) at the organizations – could be initiated by one colleague (not necessarily from the management) who invites the others to join
- Exercises in workshop: “what do you think about this topic” to make people think freely about the topic can be a very useful starting point to help the readers relate to the topic,
- Since this is a living topic, the handbook could have a toolbox, a connection to an online repository where the resources related to knowledge sharing could continuously be added,
- Blurb of how and who to address, that it is possible to start in different parts.
- Addressing particular groups of readers: handbook as a learning tool instead of a reference tool

- Tools of knowledge sharing: the importance of conflict and humor.
- You need theory/ arguments to make a case to the management.
- Real-life examples should be included, examples work well
- Language we are using, make a statement about it
- Handbook as a weapon
- Handbook for new students with no idea about what goes on in an AV archive
- Different layers
- Different games with different people
- The handbook could give an idea of how to start the conversation, how to create the statement and how to formulate an aim.
- How to communicate the handbook with people: symposium