Table 2.2 The knowledge mapping process.

Step	Issue	Reason
Step 1	*What is the need for knowledge?* What is the specific business question(s) that need to be answered?	Ground mapping in specific business-based issue. Clarify what needs to be known.
Step 2	*Review the research data.* Go through all information that has been brought into session. See Table 2.1. The data are summarized as "sound bites," small phrases or sections of information that encapsulate the general thoughts or feelings from specific pieces of data (*not summaries*, primary data). All team members participate in the organization of the data. Each member gets a different color of Post-it® Notes so the inputs can be distinguished by contributor.	Allows group to know what is known, unknown. Visualize the information so that they can "experience" information, not just think about it in words. See how the different inputs from team members integrate with each other.
Step 3	*Lay out what is known.* The data that have been summarized in step two on Post-it® Notes is organized by topic area on a very large sheet of paper. The team members who organize the "sound bites" work together (in twos) to find an orderly pattern to the clusters and develop some arrangement of hierarchy for the information.	Allows review of the information by two team members—usually one representing the science part of the business and one connected with the business part of the organization.
Step 4	*Understand what is not known.* The team reviews the map as laid out by the team representative. As the team moves from subject to subject, they become aware of aspects of the information that are missing—either because it has been forgotten or it is not known.	This phase looks a lot like informed brainstorming since the team knows all of the data (at the same time) and can speculate, as a group, what implications may ensue.
Step 5	*Make connections.* The team begins to build a conceptual network of where things link so that they begin to understand the complexity, or lack thereof, of the question they are trying to address. They know what the company knows about the subject and have a fairly good idea of what is unknown. Anomalies become clearly apparent.	High-level thinking and processing is occurring due to the graphic visualization of information. Team members are working with information and are focused on a common goal, which is also time limited.
Step 6	*Identify the gaps.* The team, as a unit, knows why certain questions and areas of inquiry are gaps. They clearly can articulate what they do not know about a given subject, what have been guesses that have succeeded or failed, and what absolutely needs to be understood in order to make progress answering the question posed in Step 1. They have also clarified whether Step 1 is the correct question(s) or not.	The team knows as a unit what it needs to find out and why and can be much more focused on outcomes that are meaningful. Issues that are clustered around anomalies can be addressed specifically rather than appearing to be the focus of one team member or another.