This minitrack discusses knowledge management (KM) from an integrated perspective, i.e., the integration of KM, learning, and business processes. It mainly focuses on two issues: a) how can knowledge, learning and business processes integrated, and b) how can the related systems be integrated to enable an efficient workflow. Currently, even less learning environments take context and environment into account.

Using mobile and ubiquitous technologies can lead to a paradigm shift in the construction of such learning environments: from static to highly contextualized knowledge and learning experiences. Based on the integration of knowledge and learning systems into social networks and social media applications, formal and informal collaborative interactions will further enhance this effect.

The minitrack focuses on the adoption and diffusion of corresponding approaches: How can knowledge, learning and business processes as well as the related systems be designed and interrelated for successful adoption and diffusion? This is the minitrack's leading question.

The four accepted papers – organized in one session – provide answers on this question taking current recent research and application projects into account:

Within his contribution Relational Capital and Knowledge Diversity in Software Teams: Effects on Team’s Knowledge Integration, MEHTA empirically analyses the relationship between relational capital and knowledge diversity as critical antecedents that shape how teams integrate their knowledge resources. The results suggest that internal as well as external knowledge integration improve with increased diversity of expertise and skills among team members.

To align learning with business processes, BALZERT, FETTKE and LOOS (A Framework for Reflective Business Process Management) introduce a framework which combines reflection processes with business process management. The framework underlines the importance of input from multiple sources, including the employees actually involved in process execution.

To answer the question How Can Knowledge Management Support Competence-based Learning?, HERTLEIN/SMOLNIK focus on the relationship and potential synergies between these two topics, describing how KM instruments facilitate competence-based learning processes, finally leading to a research agenda.

The paper by DIPTEE (Acculturation Disparity Analysis Model (ADAM): Experts and Apprentices) discusses the acculturation between apprentices and experts. The author develops the ADAM to analyze disparity between the dominant and non-dominant groups, and further to forecast acculturative outcomes between experts and apprentices.

We hope the selected contributions provide comprehensive insights into integrated knowledge and learning solutions that draw an audience and generate interesting discussions during HICSS-45.