



# Standards as embedded knowledge at Strathclyde Business School



## An academic and standards-maker

I'm Senior Lecturer in Information and Knowledge Management in the Department of Management Science at the University of Strathclyde Business School. One of the leading departments of its type in the UK, we cover the broadest possible spectrum of management science, from the hardest optimisation to the softest areas, such as intuition and creativity.

I teach knowledge and innovation management at undergraduate level, Artificial Intelligence (AI) and Making Strategy at both undergraduate and postgraduate levels, and research philosophy to PhD students. My research is focused on personal and transpersonal knowledge, learning and AI, with an emphasis on knowledge-based expert systems, intuition and creativity. In both my research and teaching I synthesize my backgrounds in philosophy and engineering to make sense of human expertise and use of AI in organizational context.

## "Having engaged with BSI my approach to teaching standardization has changed significantly"

In addition to my teaching and research, and through my membership of the BSI committee ART/001, I'm also a standards-maker – involved in the development of AI standards.

## Teaching standards and standardization

Previously, when I worked in Hungary, I taught quality management. ISO 9000 was an important part of this, as was ISO 14000. We used the actual text of the standards and books in quality management that dealt with the issues raised. Typically, these were seen as constraints, targets to meet, boxes to tick and so on.

In my current teaching I'd not really considered about teaching standards, as it's not necessarily a natural part of those courses. However, having engaged with BSI and becoming a standards-maker my thinking and approach to teaching standards and standardization has changed significantly.

My approach now is to treat standards and standardization as a form of 'embedded knowledge'. Standards are embedded in our basic systems at a level that we are not even aware of them. As a consequence, the key

thing my students will learn is how standards can be helpful in designing knowledge-oriented organisational structures and processes, reinforcing the important point that standards help rather than hinder.

We'll be working with BSI to arrange guest talks, which will set out the role and purpose of standards in broad context, before we drill down into more specific issues, as well as explore other tools and resources we could develop. Business School colleagues teaching on our MBA have already used these guest talks to enrich their programme.

## Supporting student research

I've also taken advantage of BSI's Student Research Programme. As part of their dissertations, two of my postgraduates worked on consultancy projects, the results of which made significant contributions to BSI's 'agile standards' development programme.

## Standards and AI

Inspired by my relationship with BSI, one of my future research ambitions is specifically targeted towards standards development in the area of AI, to finding meaningful and useful delineations between what should be done by AI and what left to the human mind.



Learn more at: [www.strath.ac.uk/business](http://www.strath.ac.uk/business)



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## About BSI Education

Universities make a significant contribution to standardization by teaching about standards, contributing academic research, and being standards-makers. BSI Education builds relationships and creates programmes with universities to help raise awareness of the benefits of standards to society and the economy and to encourage and increase participation in standards-making.



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