DALHOUSIE UNIVERSITY 1818 2018

SCHOOL OF INFORMATION MANAGEMENT
CENTRE FOR ADVANCED MANAGEMENT EDUCATION

MGMT 5008 KNOWLEDGE MANAGEMENT
WINTER 2021

Instructor: Marina Pluzhenskaya
E-mail: Marina.Pluzhenskaya@dal.ca
Course Website: Online MGMT 5008 site

COURSE DESCRIPTION

Knowledge Management (KM) is one of the most controversial, promising, and elusive concepts of the last two decades. Some consider it an established discipline, while some maintain that knowledge management is "mission impossible". This course offers an overview of a variety of approaches to KM. It surveys the latest theories and practices of KM, combining concepts, theories, and methods from information science, management, cognitive and educational psychology, and computer science. The course focuses on knowledge processes in knowledge-based organizations. It also covers the interrelated topics of knowledge work, knowledge workers, learning organizations, communities of practice, and knowledge-based organization.

COURSE PRE-REQUISITES

None

COURSE GOALS

1. Present the multidisciplinary field of KM in a holistic and coherent way
2. Help the students to better understand the nature of knowledge work
3. Analyze the impact of KM on organizations' effectiveness
4. Outline the major barriers to KM
5. Identify and evaluate the current trends in the field of KM

LEARNING OBJECTIVES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the core competencies of the MIM program:

LEARNING OBJECTIVE	RELEVANT MIM CORE COMPETENCIES[1]
Understand the fundamental concepts of KM as a field of study	**Information Management Leadership** ➢ Competencies 1,1; 1.2
Become familiar with the major KM processes	**Information Management Leadership** ➢ Competencies1.2; 1.3
Develop an informed position on the role of KM in knowledge-based organizations	**Information Management Leadership** ➢ Competencies 1,1; 1.2; 1.3: 1.5
Appreciate the role of information technologies in the process of KM	**Information Management Leadership** ➢ Competencies 1,1; 1.2 **Enterprise Architecture** ➢ Competencies 2,1; 2.2; 2.3; 2.4
Assess the impact of KM on organizational performance	**Information Management Leadership** ➢ Competencies 1,6
Apply KM theories, principles, and techniques to a variety of organizational settings	**Information Management Leadership** ➢ Competencies 1,1; 1.2; 1.3; 1.5 **Enterprise Architecture** ➢ Competencies 2,1; 2.2 **Risk Management** ➢ Competency 3.5
Critically evaluate emerging trends in KM	**Enterprise Architecture** ➢ Competencies 2,1; 2.2

INSTRUCTIONAL METHODS

The online part of the course will be delivered through the learning management system, Brightspace by D2L. The course website will contain all the lecture materials, discussion items, assignment descriptions, and any additional reference materials that will be required.

Virtual office hours will be scheduled at the beginning of the course. We will be using the Collaborate Ultra video conferencing software.

It is important that the students check their Dalhousie email daily and keep track of the requirements as well as any announcements that are made via the course communication tools.

MINIMAL TECHNOLOGY REQUIRENMENTS

We, humans, don't; feel comfortable talking to people whom we cannot see. To make our synchronous sessions more participant-friendly, we all need to have microphones and cameras on. You can use built-in mics and cameras or external ones. You decide which option works for you better, but we need to see each other and hear each other when we meet (virtually, of course).

[1] See attached appendix of MIM Competency Framework for description of competencies

LEARNING MATERIALS

REQUIRED TEXTBOOK: Dalkir, K. (2017). Knowledge management in theory and practice. Cambridge, MA: MIT Press.

Supplementary readings are listed in the course schedule. **Readings may be updated** as the course progresses.

RELEVANT PERIODICALS:

Harvard Business Review

Information Knowledge Systems Management

International Journal of Knowledge Management

International Journal of Management Information Systems

Interdisciplinary Journal of Information, Knowledge, and Management

Journal of Knowledge Management

Journal of Knowledge Management Practice

International Journal of Learning and Intellectual Capital

Organizational Behavior and Human Decision Processes

Sloan Management Review

METHOD OF EVALUATION

CLASS PARTICIPATION: 20%

The grade will include participation in online discussions and exercises. It will depend on the **number** of discussions you participate in and the **quality** of your **posts** and your **replies** to other students' posts. should show evidence of completion of the readings. You are encouraged to participate in all discussions and/or post on the same subject as many times as you want, but it is not expected that all students will manage to contribute to each discussion.

DISCUSSION POSTS	
NUMBER OF DISCUSSIONS	POINTS FOR PARTICIPATION
10-12	15 - 20
7-10	10 -15
5-7	5-10
<5	0

KM IN THE BLOGOSPHERE (20 % DUE ON JANUARY 31)

KM is a rapidly growing multidisciplinary field of study, strongly influenced by what is going on in its constituent disciplines and in knowledge-based organizations *now*. The literature on KM is plentiful, but neither articles nor books, alone, can keep up with all the new trends and emerging practices. There are many interested blogs run by KM gurus. Students will be asked to review a variety of relevant KM

blogs to identify and map all the significant themes being discussed in the KM Blogosphere and make recommendations. The structure of the assignment will be discussed in class.

CASE STUDY (30% DUE ON FEBRUARY 28)

Students will select a knowledge-based organization (ideally, it will be an organization, where the student works or/and which s/he knows well) and analyze its KM related procedures and policies. Students will identify strengths and weaknesses of those procedures and policies and suggest a new knowledge service(s) that can be introduced to the organization in order to better meet its stakeholders' needs.

GROUP PROJECT: DESIGNING A KNOWLEDGE-INTENSIVE ORGANZATION (30% DUE ON MARCH 28)

Working in small groups (4-5 people), students will create a hypothetical knowledge-intensive organization, identify all its KM-related processes and visually depict them using concept maps. More information on the project will be provided.

ASSIGNMENT SUBMISSION

- Assignments are to be submitted on Sunday night by **11:59 pm** (**your time zone**) the week a particular assignment is due. Technically speaking, the deadline is set to 11:59 pm Atlantic Time but since it means that some of you would have less time to work on your paper/project, I will ignore "late submission " messages if the difference between the official deadline (according to Atlantic Time) and the time of your submission is not greater that the difference between the respective time zones.

- Submit your assignments via the course website in MS Word (single-spaced; Times New Roman 12-point font), RTF, or Open Office format.

- Name files clearly, following the template:
  YourSurname_MGMT5008_AssignmentNumber, e.g.
  Pluzhenskaya_MGMT5008_ 1

- All assignments should have a header with your name, course number, and assignment title.

- All works you refer to should be properly cited. Please use APA style, which is a default style in the field of Information Management. The Purdue Writing Lab at http://owl.english.purdue.edu/ can help you to format your papers properly.

- All assignments will be marked according to the SIM Grading System: https://www.dal.ca/faculty/management/school-of-information-management/current-students-site/sim-grading-policy.html

GENERAL GUIDELINES

Students are expected to make substantive contributions to class discussions and attend, whenever possible, synchronous sessions, or listen to the archived sessions if live attendance is not possible.

DATE	TOPICS & ASSIGNMENTS	READINGS
Week 1 January 4-10	Knowledge management (KM) – overview **Discussion forum:** **Introductions;** **What is Knowledge?**	**Dalkir, Chapter 1** Argenton, G. (2017). Update yourself: Learning to forget in the knowledge society. *Knowledge cultures*, 5 (2), 18-31. Beeskey, L.& Cooper, C. (2008). Defining knowledge management (KM) activities: toward consensus. *Journal of Knowledge Management*, 12(3), 48-62. Ceptureanu, S.I. (2016). Considerations on knowledge classification: Knowledge typologies. *Knowledge Research and Practice*, 8 (3), 26-35. Yan, L. & Tian, W.-M. (2016). Exploration on knowledge management based the cognitive schema and its transformation in psychological counselling. *3rd International Conference on Management Science and Management Innovation* (MSMI 2016), 272-274.
Week 2 January 11–17	KM processes	**Dalkir, Chapter 2, 3** Haradhan, K.M. (2016). A comprehensive analysis of knowledge management cycles. *Journal of Environmental Treatment Techniques*, 4 (4), 184-200. Martelo-Landroguez, S. & Cepeda-Carrion, G. (2016). How knowledge management processes can create and capture value for firms? *Knowledge Management Research & Practice*, 14 (423 -433). Nonaka, I. & Toyama, R., & Konno, N. (2000). SECI, Ba, and leadership: A unified model of knowledge creation. *Long Range Planning*, 33, 5 – 34.
Week 3 January 18–24	Knowledge capture and codification Knowledge representation	**Dalkir, Chapter 4** Duffield, S. & Whitty, S.J. (2015). Developing a systematic lesson learned knowledge model for organizational learning through projects. International Journal of Project Management, 33, 311 – 324. A tale of 2020 in 20 McKinsey charts (December 17, 2020). Retrieved from https://www.mckinsey.com/featured-insights/2020-year-in-review/a-tale-of-2020-in-20-mckinsey-charts
Week 4 January 25 -31	Knowledge sharing **Assignment 1 Knowledge in Blogosphere**	**Dalkir, Chapter 5** Almeida, M.V. & Soares, A.L. (2014). Knowledge sharing in project-based organizations: Overcoming the informational limbo. *International Journal of Information Management*, 34, 770 – 779. Göksel, A. & Aydintan, B. (2017). How can tacit knowledge be shared more in organizations? A multidimensional approach to the role of social

	is due [2] on January 31	capital and locus of control. *Knowledge Management Research & Practice*, 15, 34 – 44. Leyer, M., Schneider, C. & Claus, N. (2016). Would you like to know who knows? Connecting employees based on process-oriented knowledge mapping. *Decision Support Systems*, 87, 94 – 104. Loebbecke, C., Van Fenema, P.C. & Powell, P. (2016). Managing inter-organizational knowledge sharing. *Journal of Strategic Information Systems*, 25, 4-14.
Week 5 February 1 – 7	Knowledge finding, discovery, creation	**Dalkir, Chapter 6** Hong, J., Lee, O.-K. & Suh, W. (2017). *Knowledge Management Research & Practice*, 15, 23-33. Dumouchel, B. & Demaine, J. (2006). Knowledge Discovery in the Digital Library: access tools for mining science. *Information Services & Use*, 26 (1), 39-44. Zurada, J. & Karwowski, W. (2011). Knowledge discovery through experiential learning from business and other contemporary data sources: A review and reappraisal. *Information Systems Management*, 28 (3), 258-274.
Week 6 February 8- 14	Knowledge in organizations Organizational culture and KM Learning organizations	**Dalkir, Chapter 7, 11** Dove, R. (2003). Knowledge Management and Agility: Relationships and roles. In Holsapple (Ed.) *Handbook of knowledge management*, Ch. 10 (pp. 309-330). Springer. Peralta, F. C. & Saldanha, F.M. (2014). Knowledge-centered culture and knowledge sharing: the moderator role of trust propensity. *Journal of Knowledge Management*,18 (3), 538-550. Rao, J.& Weintraub, J. (2013). How innovative is your company's culture? *MIT Sloan Management Review*, 54 (3), 29-37. Quinn, R. (2005). Flow in Knowledge work: High performance experience in the design of national security technology. *Administrative Science Quarterly*, 50, 610-641.
Week 7 February 15-21	KM Tools Cognitive search	**Dalkir, Chapter 8** Gualtieri, M. (2016). The Forrester Wave™: Cognitive search and knowledge discovery solutions, Q2 2017 cognitive search is delivering the AI version of enterprise search. https://techbeacon.com/sites/default/files/res136544_forrester_cognative_search.pdf Choe, J.-M. (2016). The construction of an IT infrastructure for knowledge management. *Asian academy of management journal*, 21(1), 137-159.
Week 8	KM implementation **Assignment 2 Case**	**Dalkir, Chapter 9** Milton, N. & Lambe, P. (2016). The stages of KM implementation. In *The*

[2] The submission deadline is on Sunday night at midnight (your time zone) the week the assignment is due.

February 22 – 28	**Study is due on February 28**	*knowledge manager's handbook*, (pp.19-25). London, UK: Kogan Page. Raub, S. & Von Wittich, D. (2004). Implementing knowledge management: Three strategies for effective CKOs. *European Management Journal*, 22 (6), 714–724.
Week 9 March 1 – 7	KM impact KM assessment	Biloslavo, R. & Trnavcevic, A. (2007). Knowledge management audit in a high education institution: a case study. *Knowledge and process management*, 14 (4), 275 -286. García-Fernández, M. (2015). How to measure knowledge management: Dimensions and model. *VINE, 45* (1), 107-125. Massingham, P.R. & Massingham, R.K. (2014). Does knowledge management produce practical outcomes? *Journal of Knowledge Management*, 18 (2), 221-254. Wong, K.Y., Tan, L.P., Lee, C.S. & Wong, W.R. (2015). Knowledge management performance measurement: Measures, approaches, trends and future directions. *Information Development*, 31 (3), 239-257. Yiu, M.Y.R. & Pun, K.F. (2014). Measuring knowledge management performance in industrial enterprises: An exploratory study based on an integrated model. *The Learning Organization*, 21 (5), 310-332.
Week 10 March 8-14	Knowledge continuity management	**Dlkir, Chapter 12** Kalkan, V.P (2006). Knowledge continuity management process in organizations. *Journal of business & economic research*, 4 (3), 41-46. Urbancova, H. (2012). The process of knowledge continuity ensuring. *Journal of competitiveness*, 4 (2), 38 – 48.
Week 11 March 15 – 21	KM team Knowledge workers	**Dalkir, Chapter 13** Contu, A. (2014). On boundaries and difference: Communities of practice and power relations in creative work. *Management Learning*, 45(3), 289-316. Maciuliene, M. & Skarzauskiene, A. (2016). Emergence of collective intelligence in online communities. *Journal of Business Research*, 69, 1718 – 1724. Mantymaki, M. & Riemer, K. (2016). Enterprise social networking: Knowledge management perspective. *International Journal of Information Management*, 36, 1042 – 1052. Pugh, K. & Prusak, L. (2013). Designing Effective Knowledge Networks. *MIT Sloan Management Review***,** 55 (1), 79-88. Smedlund, A. (2008). The knowledge system of a firm: social capital for explicit, tacit and potential knowledge. *Journal of Knowledge Management*, 12 (1), 63 – 77.
Week 12 March	Knowledge Management: trends	**Dalkir, Chapter 14** Dörfler, V. & Szendrey, J. (2008). From knowledge management to

22 – 28	and future **Assignment 3** **Group Project** **is due on March 28**	cognition management: A multi-potential view of cognition. OLKC 2008: International Conference on Organizational Learning, Knowledge and Capabilities. Copenhagen, Denmark. Dwivedi, Y. K., Venkitachalam, K., Sharif, A. M., AlKaraghouli, W., & Weerakkody, V. (2011). Research trends in knowledge management: analyzing the past and predicting the future. *Information Systems Management*, 28(1), 43-56. Tzortzaki, A. M. & Mihiotis, A. (2014). A review of knowledge management theory and future directions**.** *Knowledge & Process Management*, 21 (1), 29-41.
MGMT 5108	Halifax	The dates and syllabus will be posted in advance

APPENDIX I: MIM COMPETENCIES FRAMEWORK - DEFINITIONS OF KEY AREAS

1. INFORMATION & KNOWLEDGE MANAGEMENT LEADERSHIP

Information & knowledge management (I&KM) leaders focus on the strategic importance of information as a resource within their organization. Effective information & knowledge management leaders establish appropriate information management goals and processes, and lead the process of organizational change.

A graduate of the Master of Information Management program should understand how to:

1.1 Identify, develop, articulate, and promote I&KM strategies and policies that will facilitate the achievement of organizational objectives.

1.2 Ensure that I&KM strategies and policies are embedded within corporate governance, projects and business processes.

1.3 Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognised as core competencies needed to develop individual and organizational capacities.

1.4 Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners.

1.5 Act as an advocate and facilitator for I&KM strategies, and bridge the continuum between senior management and employees

1.6 Continually review and assess the impact of I&KM strategies and policies, enhancing and revising them as needed.

2. ENTERPRISE ARCHITECTURE

Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal policies, procedures, and guidelines.

A graduate of the Master of Information Management should understand how to:

2.1 Monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices.
2.2 Assess and evaluate IM requirements, and identify potential IT-based solutions.
2.3 Identify and design shared solutions among partners and external organizations, leveraging process and technology investments.
2.4 Employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions.
2.5 Develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.

3. RISK MANAGEMENT

Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.

A graduate of the Master of Information Management should understand how to:

3.1 Identify and value information assets
3.2 Conduct risk assessments
3.3 Develop and evaluate policies to manage information risk
3.4 Advocate risk management at strategic and operational levels
3.5 Build a risk-aware culture within the organization, including appropriate education and training
3.6 Develop risk response processes, including contingency and business continuity programs
3.7 Ensure compliance with relevant legal or regulatory requirements

4. INFORMATION SECURITY

Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.

A graduate of the Master of Information Management should understand how to:

4.1 Develop and evaluate policies relating to information security
4.2 Define and enforce appropriate access levels to confidential information
4.3 Protect data from modification or deletion by unauthorized parties
4.4 Ensure the availability of information resources via appropriate systems, access channels, and authentication mechanisms
4.5 Implement access controls
4.6 Perform security audits

APPENDIX II: CLASS POLICIES

Extended absence from class

- Emergencies
  - Contact the course instructor
- Illness
  - Contact your instructor as soon as possible to inform him or her of your illness.
  - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A. A note taker may be required as part of a student's accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

APPENDIX III: VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine

- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.

- **Explore** the architecture of Brightspace. Consider using Brightspace's **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.

- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)

- **Appoint and refer to a team records manager**. If you are unable to locate shared work, this person could help you find what you are looking for.

- **Connect during "live office hours"** to communicate with your instructor.

- **Stay present and visible online**. Communicate regularly with your peers via the designated forum.