

**School of Information Management
INFO 6400.03 Knowledge Management
Fall 2020**

Course Type: Online

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Preferred method of contact: email

Office hours: Virtual, TBA

Course website: Brightspace

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

There are no course pre-requisites.

COURSE OBJECTIVES

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 OUTCOMES

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 MLIS 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 ➤ Competencies 1.2; 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

TECHNOLOGY USED

The course site, hosted through Brightspace, has several functions: Storage of digital copies of the syllabus and some readings, hosting of discussion boards, and notifications of announcements, which you should monitor frequently, so as not to miss important things like assignment clarifications and class cancellations.

INSTRUCTIONAL METHODS

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. Weekly notes and readings will provide the foundations for topics of discussion. Online discussions will concentrate on the analysis of readings and other materials posted to our course site.

Virtual **office hours** will be held on **Mondays from 1 pm to 2 pm, Atlantic Time Zone**, starting Monday, September 14. We will be using the Blackboard Collaborate video conferencing software. The links to the “live” office hours will be at the end of the table of contents for every week.

¹ See attached appendix of MIM Competency Framework for description of competencies
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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.

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

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [SIM Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE
Class participation	Will be assigned to the student by the instructor based upon these criteria: completion of assigned readings;	Ongoing	15%

	adherence to stated deadlines; active participation in the class discussion board.		
KM in the Blogosphere	Students will be asked to review KM blogs to identify and map the themes being discussed in the KM Blogosphere.	October 4	20%
Case study	Students will be asked to identify and describe knowledge processes in knowledge-intensive organization.	November 1	30%
Knowledge-intensive organization: Hiring a CKO (Group Project)	Students will be asked to “hire” a CKO for a knowledge intensive organization, which they will “design”.	December 6	35%

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 that 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.

KM IN THE BLOGOSPHERE (20 % DUE ON OCTOBER 4)

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 NOVEMBER 1)

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.

HIRING A CKO, GROUP PROJECT (30% DUE ON DECEMBER 6)

Working in small groups, students will create a hypothetical knowledge-intensive organization, identify all its KM-related processes and visually depict them using concept maps. Students are also expected to “hire” a CKO

for their hypothetical organizations. They will decide which competencies a successful CKO would need to possess, analyse 3 samples of CKO position descriptions, and write one for a CKO for their hypothetical organization.

ASSIGNMENT SUBMISSION

- Assignments are to be submitted on Sunday night at midnight (your time zone) the week a particular assignment is due.
- Submit your assignments via the course website in MS Word (single-spaced; Times New Roman 12-NO Arial please!), 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.

CLASS POLICIES

Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. 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.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

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 Academic Dishonesty](#) 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.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

[ACCESSIBILITY](#)

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability,

religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE (readings may be subject to change)

Week/Date	Topics	Readings
Week 1 September 8-12	Knowledge management (KM) – overview Introductions on our Discussion board are due September 12	Dalkir, Chapter 1 Argenton, G. (2017). Update yourself: Learning to forget in the knowledge society. <i>Knowledge cultures</i> , 5 (2), 18-31. Beeskey, L.& Cooper, C. (2008). Defining knowledge management (KM) activities: toward consensus. <i>Journal of Knowledge Management</i> , 12(3), 48-62.
Week 2 September	KM processes and models	Dalkir, Chapter 2, 3

14-20		<p>Martelo-Landroguez, S. & Cepeda-Carrion, G. (2016). How knowledge management processes can create and capture value for firms? <i>Knowledge Management Research & Practice</i>, 14 (423 -433).</p> <p>Nonaka, I. & Toyama, R., & Konno, N. (2000). SECI, Ba, and leadership: A unified model of knowledge creation. <i>Long Range Planning</i>, 33, 5 – 34.</p>
Week 3 September 21-27	Knowledge capture and codification	Dalkir, Chapter 4 Duffield, S. & Whitty, S.J. (2015). Developing a systematic lesson learned knowledge model for organizational learning through projects. <i>International Journal of Project Management</i> , 33, 311 – 324.
Week 4 September 28 – October 4	Knowledge sharing Assignment 1 is due on October 4	Dalkir, Chapter 5 Almeida, M.V. & Soares, A.L. (2014). Knowledge sharing in project-based organizations: Overcoming the informational limbo. <i>International Journal of Information Management</i> , 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 capital and locus of control. <i>Knowledge Management Research & Practice</i> , 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. <i>Decision Support Systems</i> , 87, 94 – 104. Loebbecke, C., Van Fenema, P.C. & Powell, P. (2016). Managing inter-organizational knowledge sharing. <i>Journal of Strategic Information Systems</i> , 25, 4-14.
Week 5 October 5 -11	Knowledge finding, discovery, creation	Dalkir, Chapter 6 Hong, J., Lee, O.-K. & Suh, W. (2017). <i>Knowledge Management Research & Practice</i> , 15, 23-33. Dumouchel, B. & Demaine, J. (2006). Knowledge Discovery in the Digital Library: access tools for mining science. <i>Information Services & Use</i> , 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. <i>Information Systems Management</i> , 28 (3), 258-274.
Week 6 October 12-18	Knowledge in organizations Organizational culture and KM	Dalkir, Chapter 7, 11 Carmel, J., Pak, Y. & Patel, K. (2013). Knowledge loss when older experts leave knowledge-intensive organisations. <i>Journal of Knowledge Management</i> , 17 (6), 913-927.

	Learning organizations	<p>Peralta, F. C. & Saldanha, F.M. (2014). Knowledge-centered culture and knowledge sharing: the moderator role of trust propensity. <i>Journal of Knowledge Management</i>, 18 (3), 538-550.</p> <p>Rao, J. & Wejntraub, J. (2013). How innovative is your company's culture? <i>MIT Sloan Management Review</i>, 54(3), 29-37</p>
Week 7 October 19-25	KM Tools Cognitive search	<p>Dalkir, Chapter 8</p> <p>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_cognitive_search.pdf</p> <p>Choe, J.-M. (2016). The construction of an IT infrastructure for knowledge management. <i>Asian academy of management journal</i>, 21(1), 137-159.</p>
Week 8 October 26 - November 1	KM implementation Assignment 2 is due on November 1	<p>Dalkir, Chapter 9</p> <p>Milton, N. & Lambe, P. (2016). The stages of KM implementation. In <i>The knowledge manager's handbook</i>, (pp.19-25). London, UK: Kogan Page.</p> <p>Raub, S. & Von Wittich, D. (2004). Implementing knowledge management: Three strategies for effective CKOs. <i>European Management Journal</i>, 22 (6), 714–724.</p>
Week 9 November 2-8	KM impact KM assessment	<p>Biloslavo, R. & Trnavcevic, A. (2007). Knowledge management audit in a high education institution: a case study. <i>Knowledge and process management</i>, 14 (4), 275 -286.</p> <p>Dickel, D.G. & De Moura, G.L. (2016). Organizational performance evaluation in intangible criteria: a model based on knowledge management and innovation management. <i>RAI Revista de Administracio e Inovacio</i>, 13, 211-220.</p> <p>Garcia-Fernandez, M. (2015). How to measure knowledge management: dimensions and model. <i>VINE</i>, 45(1), 107-125.</p> <p>Massingham, P.R. & Massingham, R.K. (2014). Does knowledge management produce practical outcomes? <i>Journal of Knowledge Management</i>, 18 (2), 221-254.</p> <p>Wong, K.Y., Tan, L.P., Lee, C.S. & Wong, W.R. (2015). Knowledge management performance measurement: Measures, approaches, trends and future directions. <i>Information Development</i>, 31 (3), 239-257.</p>
November 9-15	Reading week, no classes	

<p>Week 10</p> <p>November 16-22</p>	<p>Knowledge continuity management</p>	<p>Dalkir, Chapter 12</p> <p>Kalkan, V.P (2006). Knowledge continuity management process in organizations. <i>Journal of business & economic research</i>, 4 (3), 41-46.</p> <p>Urbancova, H. (2012). The process of knowledge continuity ensuring. <i>Journal of competitiveness</i>, 4 (2), 38 – 48.</p>
<p>Week 11</p> <p>November 23-29</p>	<p>KM team Knowledge workers</p>	<p>Dalkir, Chapter 13</p> <p>Contu, A. (2014). On boundaries and difference: Communities of practice and power relations in creative work. <i>Management Learning</i>, 45(93), 289-316.</p> <p>Maciuliene, M. & Skarzauskiene, A. (2016). Emergence of collective intelligence in online communities. <i>Journal of Budienss Research</i>, 69, 1718-1724.</p> <p>Mantymaki, M. & Riemer, K. (2016). Enterprise social networking: Knowledge management perspective. <i>International Journal of Information Management</i>, 36, 1042 – 1052.</p> <p>Pugh, K. & Prusak, L. (2013). Designing Effective Knowledge Networks. <i>MIT Sloan Management Review</i>, 55 (1), 79-88.</p> <p>Smedlund, A. (2008). The knowledge system of a firm: social capital for explicit, tacit and potential knowledge. <i>Journal of Knowledge Management</i>, 12 (1), 63 – 77.</p>
<p>Week 12</p> <p>November 30- December 6</p>	<p>Knowledge Management: trends and future</p> <p>Assignment 3 is due on December 6</p>	<p>Dalkir, Chapter 14</p> <p>Dwivedi, Y. K., Venkitachalam, K., Sharif, A. M., AlKaraghoul, W., & Weerakkody, V. (2011). Research trends in knowledge management: analyzing the past and predicting the future. <i>Information Systems Management</i>, 28(1), 43-56.</p> <p>Ghasemaghahi, M. & Calic, G. (2020). Assessing the impact of big data on firm innovation performance: Big data is not always better data. <i>Journal of Business research</i>, 108, 147-162.</p> <p>Merendino, A. et al. (2018). Big data, big decisions: The impact of big data on board level decisionmaking. <i>Journal of Business research</i>, 93, 67-78.</p> <p>Tzortzaki, A. M. & Mihiotis, A. (2014). A review of knowledge management theory and future directions. <i>Knowledge & Process Management</i>, 21 (1), 29-41.</p>