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School of Information Management  
*Te Kura Whakaipurangi Korero*

## MIM 503 Knowledge Management

Trimester 3 2011/2012

### COURSE OUTLINE

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Contact Details	
<b>Paper Coordinator:</b>	<b>Jocelyn Cranefield</b> Room 430, Rutherford House, Bunny Street, Wellington Ph:- 463 6887 Email: <a href="mailto:jocelyn.cranefield@vuw.ac.nz">jocelyn.cranefield@vuw.ac.nz</a> Appointments: If you would like to meet with me, please arrange a time and place via email or phone.
<b>Programme Administrator:</b>	<b>Tiso Ross</b> Room 520, Rutherford House, Bunny Street, Wellington Ph:- 463 5309 e-mail :- <a href="mailto:tiso.ross@vuw.ac.nz">tiso.ross@vuw.ac.nz</a>
<b>Teaching Period (Trimester 3):</b>	<b>From Monday 14th November to Friday 17th February</b> Monday 14th November - Tuesday 20th December 2011 Thursday 5 <sup>th</sup> January - Friday 17 <sup>th</sup> February 2012
<b>Examination Period:</b>	None
<b>Class Times:</b>	<b>Tuesdays 5.40-7.30p.m</b>
<b>Venue:</b>	<b>RWW 128</b>

#### Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 25<sup>th</sup> November 2011.
2. The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e. Friday 20<sup>th</sup> January 2012.

After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

#### Course Content

The first half of the course (Weeks 1-7) will consist of lectures, guest lectures and discussions facilitated by the course co-ordinator, designed to introduce students to KM theories, models as well as practical applications of KM. In the second half of the course, students will be required to explore a chosen aspect of KM more deeply, leading to a presentation and written

assignment. Sessions 8-12 will include student-led seminars (15 minutes per speaker, inclusive of discussion time and a brief quiz).

Week	Date	Topic	Assessments Due			
1	15 Nov	Course overview; Role of KM in Organisations and society				
2	22 Nov	What is knowledge? Why manage it? Concepts & frameworks; the role of context	Individual blogpost 1	Group blog: article summaries & online discussions		
3	29 Nov	Knowledge Creation & Knowledge Transfer	Individual blogpost 2			
4	6 Dec	Information technology and KM				
5	13 Dec	KM Strategy	Individual blogpost 3			
6	20 Dec	Implementing KM in Organisations	<b>Case Study Analysis</b>			
	21 Dec - 4 Jan	Mid trimester break				
7	10 Jan	Knowledge Economy & Society, Global KM, KM Policy				
8	17 Jan	Seminars (themes tbc)	15 minute presentations & discussions: weekly	Group blog: article summaries & online discussions		
	Collaborative KM (1): Communities & Networks				Individual blogpost 4	
9	24 Jan				Collaborative KM (2): Web 2.0	
10	31 Jan				KM Roles: leaders & brokers	Individual blogpost 5
11	7 Feb				Culture & KM, knowledge governance	
12	14 Feb	Personal KM	<b>Final Essay</b>			

### Course Learning Objectives

This paper will present a holistic view of knowledge management. It will introduce important concepts of knowledge management (KM), and look at organizational and societal KM from a variety of perspectives, including HR, IT, personal, strategic, and general management. The implementation of KM in public sector and private organizations will be highlighted through discussion, case studies and guest speakers. Learning outcomes include:

- Understand the basic concepts, models and theories of knowledge management and the practical implications of these in contemporary organizations and society;
- Identify the competitive need for knowledge in organizations and society;
- Understand current practices and challenges of knowledge management in its implementation in private and public sector organizations;
- Understand the role and be able to apply information technology to knowledge management;
- Understand the effects of culture on the understanding of knowledge and the implementation of KM

### Readings

No textbook is required.

Recommended reading: Jashapara, A: Knowledge management: An Integrated Approach (Second edition, 2011), Prentice-Hall. (Several copies are available on close reserve in the Commerce Library)

Readings will be made available to students in either hardcopy or through Blackboard. Students are responsible for printing out readings if necessary.

Students will also be expected to seek out their own resources from the library (many KM books are on three-day reserve) and the Internet. In addition, at least one week prior to each seminar, links to the web will be activated on the Course Documents page under each week's module. These links will lead to articles on the topic to be discussed that week. Every student is required to read and explore the subject using the material provided, the web sites pointed to, and any print resources specified. Other books particularly relevant to this course have been placed on three-day loan in the commerce library.

### **Materials and Equipment**

Students must have computer access. (This is provided in the SIM graduate lab. Contact Tiso Ross for room access details.)

### **Mandatory Course Requirements**

#### **Attendance & Class Contribution**

To meet terms, students are expected to attend at least nine of the twelve sessions and participate both in class and in on-line forums (all course objectives). Please notify the course co-ordinator, Jocelyn Cranefield, in advance if you are unable to attend a class.

To pass the course, you must gain a weighted average of 50% across all assignments. To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

### **Assessment Requirements**

Learning will be by lecture/seminar, individual and team work. Students are expected to devote approximately 10 hours per week (in addition to class time) to this course in order to make satisfactory progress. A summary of assessment requirements follows. Full details of the course assignments and assessment criteria will be handed out in class and posted on Blackboard.

### **Group blog posts – KM article summaries, reviews & discussion (15%)**

#### **22 November -14 Feb (weekly work rotated amongst groups)**

Each group will post a brief summary (200 words) and review (50-70 words) of two assigned course readings to the class blog, add classification tags, and host a discussion about these readings. (This will be rotated so that each group reviews articles and hosts discussions about them twice during the course.) The summary and review must be posted to the blog URL by 5p.m. on the Sunday prior to each class, so there is time for other class members to engage in the discussion.

NOTE: The group blog is visible to all the class, but is not able to be reached using search engines. It will be referred to in weekly sessions. All individuals are encouraged to make use of these summaries and to participate in the online discussions as part of their weekly class preparation.

## **Personal KM Reflections and Initiatives (20%)**

### **Ongoing to 14 February**

Each student will keep a private online blog in which they will record their reflections on weekly readings, class topics and discussions, and thoughts on personal and/or organisational KM initiatives related to these topics. The objective is to critically reflect on KM concepts and to apply these ideas to familiar organisational, community and/or personal contexts. Any books and readings found for essay assignments should be referred to and briefly discussed.

NOTE: These blogs are private and will not be referred to without students' prior permission. Each student must write at least five posts. The total mark will be based on the best four posts.

## **Individual Assignment 1: Case Study Analysis (25%)**

### **Due 21 December 5.30 p.m.**

A written analysis of a knowledge management case study, requiring problem identification and framing of solutions. The case study and questions will be made available in week 2 of the course. Word count – approximately 2000 words.

## **Individual Assignment 2: Seminar Presentation (10%)**

Each student will give a 10-minute presentation on a KM theme, drawing on research literature relating to a weekly theme, and facilitate a 5-minute discussion on related issues (Sessions 8-12).

## **Individual Assignment 3: Essay (25%)**

**Due on or before Friday 17<sup>th</sup> February 5.30 p.m.** A 3000-word research paper on a chosen topic. This paper must be well written to academic standards. The topic must be approved by the course co-ordinator. Topic areas include, but are not limited to: The Role of ICT in KM, KM in the Organization, Knowledge Governance, Managing Knowledge Brokers, Web 2.0 and Knowledge Management, The Knowledge Society, Personal KM, KM Research, Culture and KM, Public sector KM etc.

## **Class Participation (5%)**

This mark is based on active contribution to class and online discussions, demonstrated familiarity with the course readings/content and the critical application of KM theories/terms/models in these discussions.

## **Feedback on assessments**

- Individual blogposts will be assessed within one week of posting (via online comments on the private blogs.) Selected students may be asked for permission to share a post anonymously, as examples of effective reflection. This is optional.
- The group blogposts/discussions (two sets of blog activity per group) will be marked in two rounds – the first mark will be available at the first class after the break, and on Blackboard. The second mark will be available at the end of February. .
- The case study analysis will be marked according to the marking rubric supplied on Blackboard. It will be returned to students with comments (and the mark will be posted on Blackboard) at the first class after the Christmas break (January 6).
- The final written essay and the individual participation will be marked according to the marking rubric on Blackboard. The grades and feedback will be available by the end of February 2011.

*Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All*

*material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

### **Grading standards**

<b>Letter Grade</b>	<b>Number grade</b>	<b>Approx Dist'n *</b>	<b>Simple Description</b>	<b>More Complete Description**</b>
A+	Over 84	4%	Outstanding	Far exceeds requirements, flawless, creative
A	80-84	10%	Excellent	Polished, original, demonstrating mastery
A-	75-79	14%	Very Good	Some originality, exceeds all requirements
B+	70-74	22%	Good	Exceeds requirements in some respects
B	65-69	26%	Satisfactory	Fulfils requirements in general
B-	60-64	18%	Acceptable	Only minor flaws. Unoriginal
C+	55-59	4%	Pass	Mistakes, recapitulation of course material
C	50-54	2%	Minimum pass	Serious mistakes or deficiencies
D	40-49	1%	Unacceptable	Little understanding, poor performance
E	00-39	1%	Fail	Below the minimum required

\* This is the hypothetical percentage of students that would attain the various levels of performance, over several repetitions of the course, under similar conditions. It is recognised that the distribution in a particular course, particularly with small enrolment, may differ markedly from the long-term distribution.

\*\* The lecturer will develop a more complete or specific description of the meaning of the various levels of performance based upon the specific nature of the assessment in a course. For example, performance may be determined by the qualities of a written report, a classroom presentation, or work in a group project. The words used to describe these kinds of assessments will obviously vary.

### **Format of assignments**

Assignments must be submitted in hard copy to the paper Coordinator. They should be computer-formatted, 12pt font, 1.5 line spacing, single sided papers, to allow for written comments on the paper. Appendix material does not count toward the required assignment length.

### **Penalties**

In keeping with standards of professionalism appropriate to this programme, it is expected that deadlines will be honoured. In fairness to students who complete work on time, written work submitted after the due date/ time will incur penalties for lateness. The penalty is up to 5% of the report's grade per day (or part thereof) late. Unusual or unforeseeable circumstances (e.g. serious illness, family bereavement) may lead to a waiver of this penalty but need to be discussed with the paper coordinator as soon as possible.

Word limits should be adhered to (within 5% of stated limit), especially so when they provide a guide to limiting the student's coverage of a topic.

*Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

### **Examinations**

- There is no final examination for this course. Course grades will be derived from the assessment items identified above.

## Communication of Additional Information

Additional course information will be conveyed to students in class, by email or by posting the information to the course Blackboard site. Please monitor your email and the course Blackboard regularly.

**For the following important information follow the links provided:**

### General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

### Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

## Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

See <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at <http://www.victoria.ac.nz/home/study/plagiarism.aspx>*

## Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com> Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the

School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at: [www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

### **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

**Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).**

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

**Where:** Melissa Dunlop  
Programme Coordinator  
Room 109 D , 14 Kelburn Parade: back courtyard  
Ph: (04) 463 6015  
Email: [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)

See also [http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)