

School of Information Management

MMIM 503 KNOWLEDGE MANAGEMENT

CRN 9632 (Wellington)/CRN 28041 (Auckland)

Trimester 1, 2016

COURSE OUTLINE

Prescription

An in-depth introduction to the role and application of knowledge management in organisations, communities and society. Students will critically analyse knowledge-related needs and issues, and apply knowledge management approaches that are suitable for diverse contexts.

Course Learning Objectives

1. Critically apply the concepts, models and theories of knowledge management to organizations and society, identifying the implications for managers (LO1);
2. Analyze the implications of strategic goals and competitive environment for knowledge management, identifying suitable KM approaches for different contexts in the public and private sector (LO2)
3. Outline and evaluate the practices and challenges of knowledge management in its implementation in private and public sector organizations (LO3);
4. Critically assess the role of IT in supporting knowledge management and effectively apply IT to knowledge management (LO4);
5. Analyze and explain the effects of culture on the understanding of knowledge and the implementation of KM (LO5)

Course Content

This paper presents a holistic view of knowledge management. It introduces key concepts of knowledge management (KM), and looks 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.

Trimester Dates

From Monday 29th February to Monday 23rd May.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.
2. The standard last date for withdrawal from this course is Friday 6th May 2016. 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 or [online](#).

Names and Contact Details

Course Coordinator:	Dr Jocelyn Cranefield Room 430, Rutherford House, Bunny Street, Wellington Ph:- 463 6887/ 027-53 47889 Email: jocelyn.cranefield@vuw.ac.nz Appointments: By arrangement (face to face or online)
Programme Administrator:	Usha Varatharaju Room 520, Rutherford House, Bunny Street, Wellington Ph:- 463 5309 e-mail: usha.varatharaju@vuw.ac.nz

Class Times and Room Numbers

Class 1	Wednesday	2 March	5.40 – 8.30pm	WR10/201 & KS50/410
Class 2	Wednesday	9 March	5.40 – 8.30pm	WR10/201 & KS50/410
Class 3	Wednesday	16 March	5.40 – 8.30pm	WR10/201 & KS50/410
Class 4	Wednesday	23 March	5.40 – 8.30pm	WR10/201 & KS50/410
Class 5	Wednesday	6 April	5.40 – 8.30pm	WR10/201 & KS50/410
Class 6	Wednesday	13 April	5.40 – 8.30pm	WR10/201 & KS50/410
Class 7	Wednesday	20 April	5.40 – 8.30pm	WR10/201 & KS50/410
Class 8	Wednesday	4 May	5.40 – 8.30pm	WR10/201 & KS50/410

Auckland classes will be held at 50 Kitchener St, room 401

Wellington classes will be held in 10 Waiteata Rd (Kelburn campus, behind the library*. Please see <http://www.victoria.ac.nz/about/explore-victoria/campuses/kelburn/kelburn-campus-map.pdf>

You may attend class at either venue. Please ensure that our teaching staff are expecting you if you plan to attend a different venue from usual.

Note: The location of MIM Wellington classes at the Kelburn campus is temporary owing to current construction work that includes creation of new seminar spaces at the Pipitea campus. As car parking in Kelburn is limited it is recommended that you use public transport to get to class.

Course Delivery

This course is delivered in eight blended learning lecture periods, with two groups of students meeting synchronously in Wellington and Auckland by video conferencing.

There is no textbook for this course. Instead, a set of readings will be made available electronically on Blackboard. *Students are expected to have read the readings before class and by 9p.m. on the Monday night before class are required to publish a blogpost (on a Blackboard blog that is accessible only to the class) in response to weekly questions about the readings. They are also required to comment on the blogposts of two other students from the class*

Blackboard will be used to communicate course information and materials, including course announcements. Students are expected to check Blackboard on a regular basis.

Teaching Schedule

There are eight teaching weeks, starting in week 1.

Wk	Date	Topic & session details	Deliverables due
1	2 March	KM foundations, course overview	
2	9 March	Knowledge sharing and knowledge transfer	SPA 1 (7 March) KM analysis 1 (14 March)
3	16 March	Knowledge creation: fostering innovation	SPA 2 (14 March)
4	23 March	KM tools and technologies National KM issue: Group setup	SPA 3 (21 March)
	30 March	<i>Easter break -- no class</i>	
5	6 April	Knowledge Management strategy National KM issue (group work)	SPA 4 (4 April) KM analysis 2 (11 April)
6	13 April	Implementing KM National KM issue (group work)	SPA 5 (11 March)
7	20 April	Spanning boundaries: Communities, networks & roles	Group presentations on a national KM issue
	27 April	<i>Mid-trimester break - no class</i>	KM analysis 3 (2 May)
8	4 May	Managing knowledge work; Personal KM	Individual KM strategy reports: update
9-12			KM strategy report (23 May)

Readings

There is no textbook for this course. Weekly readings and case studies will be obtained from Internet, Blackboard and academic sources. The case study for Week 3 is a Harvard Business School case study which each student must purchase online for approximately \$10 (see details below). A preliminary schedule of topics and readings follows. This is subject to change. Students are also encouraged to suggest additional material relating to recent media coverage that is relevant to knowledge management. Please check Blackboard the Friday prior to class for detailed instructions and updates.

Readings and cases (subject to change)		
1	KM foundations, course overview	<p>Davenport & Prusak (1998) <i>Working Knowledge. How organizations manage what they know.</i> (Chapter 1). Harvard University Press.</p> <p>Hansen, Nohria & Tierney (1999) What's Your Knowledge Management Strategy? <i>Harvard Business Review</i> 77(2), 106-116.</p> <p>The Leapfrog Group. Hospital Errors are the Third Leading Cause of Death in U.S., and New Hospital Safety Scores Show Improvements Are Too Slow. Hospital Safety Score.</p> <p>Abate, 2016. Hospitals Adopting More Apologetic, Open Programs For Medical Errors. Healthline news, 12 February 2016.</p>

2	Knowledge sharing and knowledge transfer	<p>McIver, D., Lengnick-Hall, C. A., Lengnick-Hall, M. L., & Ramachandran, I. (2013). Understanding work and knowledge management from a knowledge-in-practice perspective. <i>Academy of Management Review</i>, 38(4), 597-620.</p> <p>Bibbo, D., Michelich, J., Sprehe, E., & Lee, Y. E. (2012). Employing Wiki for knowledge management as a collaborative information repository: an NBC universal case. <i>Journal of Information Technology Teaching Cases</i>, 2(1), 17-28.</p> <p>Durst, S., & Runar Edvardsson, I. (2012). Knowledge management in SMEs: a literature review. <i>Journal of Knowledge Management</i>, 16(6), 879-903.</p>
3	Knowledge creation & innovation	<p>Nonaka, I. (1991) The Knowledge-Creating company, Harvard Business Review. Updated online version 2007. Available at: https://hbr.org/2007/07/the-knowledge-creating-company</p> <p>Edmonson, A, & Lane, D (2012) Global Knowledge Management at Danone (A, Abridged) Note: There is a cost of around \$10 for this resource. Please access via this coursepack https://cb.hbsp.harvard.edu/cbmp/access/47588471</p> <p>Callaghan Innovation: Prospectus http://www.callaghaninnovation.govt.nz/sites/all/files/prospectus-08-2015.pdf</p>
4	KM tools and technologies	<p>Binney, D. (2001). The knowledge management spectrum-understanding the KM landscape. <i>Journal of knowledge management</i>, 5 (1), 33-42.</p> <p>Von Krogh, G. (2012). How does social software change knowledge management? Toward a strategic research agenda. <i>The Journal of Strategic Information Systems</i>, 21(2), 154-164.</p> <p>Yates & Paquette (2010) Emergency knowledge management and social media technologies: A case study of the 2010 Haitian earthquake. <i>International Journal of Information Management</i> 31 (2011) 6–13</p> <p>Chua, A. Y., & Banerjee, S. (2013). Customer knowledge management via social media: the case of Starbucks. <i>Journal of Knowledge Management</i>, 17(2), 237-249.</p>
5	Knowledge Management strategy	<p>Haggie, K., & Kingston, J. (2003). Choosing your knowledge management strategy. <i>Journal of Knowledge Management Practice</i>, 4(4). Available at http://www.tlinc.com/articl51.htm</p> <p>Shannak, R. O., Ra'ed, M., & Ali, M. (2012). Knowledge management strategy building: Literature review. <i>European Scientific Journal</i>, 8(15).</p> <p>Starter readings on national issues: PricewaterhouseCoopers Top 5 Issues facing New Zealand</p> <p>Treasury (2008) Medium-term economic challenges facing New Zealand: briefing to incoming Minister of Finance) http://www.treasury.govt.nz/publications/briefings/2008/04.htm</p>

6	Implementing KM	<p>Akhavan, P. & Pezeshkan, A (2014), Knowledge management critical failure factors: a multi-case study. <i>VINE: The journal of information and knowledge management systems</i>, 44(1), 22–41</p> <p>Alton Chua Wing Lam, (2005), Why KM projects fail: a multi-case analysis. <i>Journal of Knowledge Management</i>, 9 (3) Iss 3 pp. 6 – 17</p> <p>AF Ragab, M., & Arisha, A. (2013). Knowledge management and measurement: a critical review. <i>Journal of Knowledge Management</i>, 17(6), 873-901.</p>
7	Spanning boundaries: Communities, networks & roles	<p>Case study (to be advised)</p> <p>Cranefield, J; Yoong, P & Huff, S (2015) Rethinking Lurking: Invisible Leading and Following in a Knowledge Transfer Ecosystem, <i>Journal of the Association for Information Systems</i>: 16 (4), Article 3.</p> <p>Helms, R., & Buijsrogge, K. (2006, June). Application of knowledge network analysis to identify knowledge sharing bottlenecks at an engineering firm. <i>ECIS 2006 Proceedings (1877-1889)</i>.</p> <p>Guest speaker tbc</p>
8	Managing knowledge work; Personal KM	<p>Kumar, A. & Chakrabarti, A. (2012). Bounded awareness and tacit knowledge: Revisiting Challenger disaster. <i>Journal of Knowledge Management</i>, 16(6), 934-949.</p> <p>Newell, S. (2015). Managing knowledge and managing knowledge work: what we know and what the future holds. <i>Journal of Information Technology</i>, 30(1), 1-17.</p> <p>Davenport (2015). Whatever happened to knowledge management? The Wall Street Journal, June 24, 2015.</p>

Note: the reading list above is provisional. Please check the required readings and SPAs for each week on Blackboard prior to class.

Expected Workload

This is a 15 point course. One point should equate to 10 hours of work, which means a total of 150 hours for a 15-point course. With 8 three-hour classes a total of 24 hours class time will be required. Time management for the remaining 126 hours will be required. This should take into account the block teaching mode (reflecting concentrated periods of work) and the assessment due dates. It is likely that time will be required to work on assessment deliverables over the break. Preparation time for assessment items is expected to be as given in the table below, although allowance should be made for individual variations:-

Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Item	Contribution to final mark	Due dates
Session Preparation Assignment (SPA) blogposts Weeks 2-6	20% (4 x 5 marks) (best four of five posts)	Blogposts are due by 9p.m. on the Monday before the classes of 9,16,23 March; 6,12 April (comments on 2 other blogs due by 9am on day of class)
<p>These assessments require you to critically reflect (in a blogpost) on material from the week's readings, comment on additional material of relevance, and apply knowledge management models and frameworks to selected case studies and/or real-life contexts. In addition you are required to read and comment on the blogs of two of your classmates. This work will ensure you are prepared to engage effectively in the weekly in-class activities and will help prepare you for the more in-depth case analyses and reflections. Collaboration prior to class is designed to help enrich critical thinking and foster understanding of alternative perspectives.</p> <p>500-880 words maximum (excluding comments) See the rubric for the marking scheme. Learning Objectives: (1-5)</p>		
KM analyses and reflections	45% (3 X 15%)	<ol style="list-style-type: none"> 1. Monday 14th March 2. Monday 11th April 3. Monday 2nd May
<p>These assessments build on and extend the weekly themes, readings and in-class discussions. You will critically apply KM models and frameworks to specific organizational and/or societal contexts, critically analysing issues that impact on knowledge management, and/or making recommendations for KM actions and interventions. Original, critical, reflective and creative work that build on and extends the readings/class discussions is encouraged. For detailed requirements see Blackboard.</p> <p>1,800-2,000 words. See the rubric for the marking scheme Learning Objectives: 1, 2,3 5</p>		
Group presentation on a national KM issue	15%	In class on 20th April.
<p>Each group will present a 10-minute analysis of a critical national issue from a knowledge management perspective and participate in questions/discussion. The analysis should identify problems, goals and challenges, and outline key recommendations for using KM to address the issue. The presentation will use KM frameworks and be accessible to C-level managers. A copy of slides/poster/video and a bibliography (4-5 key sources) must be provided. (Individuals will critically analyse and reflect on the process of developing this work from a KM perspective in their KM analysis and reflection 3, due on Monday 2nd May – see above)</p>		
KM strategy report	20%	Monday 23rd May
<p>For an organisation that you are familiar with, develop a knowledge management strategy and high level implementation plan. With reference to the organization's high level goals, use a knowledge typology to identify what knowledge is of key strategic importance, and analyse the managerial implications for KM. You should make specific recommendations for KM approach, KM objectives, and the use of technology, noting key implementation challenges and how they should be addressed. (Your draft strategy should be ready for discussion in the week 8 class)</p> <p>3,500-4,000 words./ Presentation: 10 minutes See rubric for marking scheme Learning Objectives: 1-5</p>		

Grades

Letter Grade	% achieved	Mid-point	Description
A+	90–100	95	Outstanding performance
A	85–89	87	Excellent performance
A-	80–84	82	Excellent performance in most respects
B+	75–79	77	Very good performance
B	70–74	72	Good performance
B-	65–69	67	Good performance overall, but some weaknesses
C+	60–64	62	Satisfactory to good performance
C	55–59	57	Satisfactory performance
C-	50–54	52	Adequate evidence of learning

Penalties

There will be a 5% per day penalty for late delivery of assignments to a maximum of 25%. Students submitting their assignment late will be considered to have made an executive decision to do so and accept the penalty consequences. Assignments delivered more than 5 days late will not be marked.

Group Work

Students will work in groups to investigate and present an analysis of a national KM issue (see Assessments). These groups may combine students from across the two teaching venues. Over and above class time, the group project should not entail more than 10-12 hours in group meeting time. (In-class group activities are a key part of the course. These are not assessed per se but are an important part of the learning experience, providing a foundation for individual case analyses/reflections.)

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Materials and Equipment

It is recommended that students bring a device such as a personal laptop or tablet to class. This will facilitate the blended learning component of learning activities.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Communication of Additional Information

Additional information or information on changes will be conveyed to students via Blackboard.

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
