



Carleton
University

Sprott
School of Business

MGMT 5117 A
Knowledge Management
Winter 2022

Instructor:	Okhaide Akhigbe PhD
Email:	okhaide.akhigbe@carleton.ca
Office:	Online
Office Hours:	By appointment only on Thursday between 5:00pm – 6:00pm. (Email for appointment.)
Class Meeting:	Online on Thursday 6:05pm – 9:00pm
Learning Modality:	(Lecture are synchronous) * Lectures will be held online on zoom, and a recording of the class and additional materials made available online afterwards)

Information for Remote Learners

This course is being delivered *entirely online*. All students are expected to participate remotely via Zoom.

Course Calendar description from the 2020/2021 University calendar: Knowledge as a resource; methodologies for managing ongoing and future knowledge needs in businesses. As required knowledge is dispersed and developed throughout the globe, international dimensions of knowledge management.

Course Prerequisites: MGMT 5100 (The Sprott School of Business enforces all prerequisites.)

Course Description: The course examines knowledge as a resource; methodologies for managing ongoing and future knowledge needs in businesses. As required knowledge is dispersed and developed throughout the globe. The course will therefore consider international dimensions of knowledge management.

This course examines the theory and practice of knowledge management and organizational learning. In today's business environment, the ability to develop and apply organizational learning and knowledge management is essential. Globalization, technology, innovation, productivity, competition and changing demographics are issues that today's organizations are dealing with and which impact the use of knowledge in the organization. Today's managers must be able to understand these issues and help build the intellectual and human capital necessary to increase learning capacity, create, store and disseminate knowledge, and maintain knowledge relevance.

Course Learning Objectives:

1. To provide students with an understanding of concepts and theories of knowledge management.
2. To provide an overview of benefits, challenges, and issues in management of knowledge in an organization

Course Prerequisites: Prerequisite(s): MGMT 5100

Required Materials:

1. Book: *The New Edge in Knowledge* by Carla O'Dell and Cindy Hubert
To order an eBook copy: <http://ca.wiley.com/WileyCDA/WileyTitle/productCd-0470917393.html>
2. Cases and most of the readings are available through ARES Reserves. Search using the course code (MGM5117).

Drop Course Policy: The deadline for academic withdrawal is the last day of classes (each term).

Attendance Policy: Students are expected to attend all classes. The importance of attendance to the class is reflected in the percentage of the course grade that is associated with participation. You cannot participate or receive participation grades if you are not in class. If you have an emergency and cannot attend class, please e-mail me beforehand to let me know. The class will start on time to respect everyone's course commitment. Participation grades will be deducted for being late. Attendance will be recorded using Zoom reporting functionalities. Students are expected to attend 90% of a class duration and participate actively in order to obtain the attendance marks for the class.

Participation: This course is experiential in design. For the class to achieve an MBA level of learning students must prepare the assigned reading/complete all assigned work for each class. Students will be graded on participation content such as:

- participating fully in class activities and student group work
- participating in class discussions (without dominating the conversation)
- demonstrating an understanding of the content of assigned readings
- providing critical thought on class subjects or readings
- adding ideas to the class discussion
- helping others clarify an idea
- being supportive to others as they share their ideas and talk in class
- raising new ideas and questions
- arriving on time and staying for the duration of the class

Respectful Behaviour in Class: All students are expected to be respectful to other students and to the instructor during class and in dealing with classroom matters. Disrespectful behaviour will impact your participation grade. Examples of respectful behaviour in class includes but is not limited to:

- Listening to each other and sharing ideas
- Arriving and leaving as per the classroom hours
- Turning on/off your online camera as required in the online classroom
- Talking so others can hear and understand what you are saying
- Engaging in class discussion (avoiding dominating class discussion)
- Listening (not talking) when the instructor or other students are addressing the class
- Working in cooperation with an assigned or selected group
- Completing class work on time
- Focusing on class subjects rather than personal matters or work unrelated to class
- Raising questions when there is a lack of clarify on class work

Online Classroom Protocol:

- Sprott expects and supports inclusive, supportive, and respectful environments online
 - This includes all student behaviour online, in video and in chat rooms

- Disrespectful behaviour will not be tolerated
 - All students are held to the standards under the **Student Rights & Responsibility Policy**:
 - governs student behaviour participating in Carleton activities (academic and non-academic).
 - Category 1 violations include disruption, unauthorized entry, failure to comply or identify, mischief, and the like.
- Further the **Academic Integrity Policy** states:
 - It is a violation of the standards of academic integrity for a student registered in a class to disrupt the class or other period of instruction.
- Sanctions range from educational workshops to exclusion from university facilities, to expulsion from campus.
- Note that, by default, all chats and live sessions are recorded
- Anyone (course instructors and students both) wishing to express concern over online behaviour, either within class or during teamwork, please contact: **classroomprotocol@sprott.carleton.ca**

Late Assignment/Submission:

A late assignment/submission is any assignment/submission handed in after the due date and time: On the due date the assignments/submission should be handed in/submitted as follows:

- BEFORE the start of class (before 6:05pm) on Brightspace to the link for the assignment/submission

The penalty for a late assignment/submission is:

- submitted within the first 24 hours of the submission date and time 10% deduction
- submitted within the first 24-48 hours of the submission date and time 20% deduction
- submitted after 48 hours the assignment receives a “0” grade

Grading Scheme:

Group Leading Class Discussion on Assigned Reading	10%
Group Case Presentation and Hand in	35%
Peer evaluation	10%
Report	15%
Presentation	10%
Individual Assignment 1	20%
Individual Assignment 2	30%
Attendance & Participation	5%
TOTAL	100%

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

Group Leading Class Discussion on Assigned Reading (10%)

Each group will present an assigned class reading. Be clear in your presentation how the ideas you are discussing link to the materials in class. You can refer to the text and other readings to make the linkages to the course.

Provide to the class:

1. An outline of the essence of the paper.
2. A list of interesting ideas presented in the paper.
3. Examples of the paper ideas applied to a company or companies (no more than two companies) in operation today.
4. Linkages of the paper to a case presented in class – preferably your group’s case.

Presentation: Maximum 10 minutes, all group members must participate in the presentation.

Group Case Presentation and Hand In (35%)

The hand in has two parts – your slides and your notes. All submissions should be soft copies. You also need to provide a soft copy of the slides with notes accessible on Brightspace. These must be uploaded BEFORE class starts. Do not upload the slides at the start of class as this will be considered submitting your slides late. The notes must be in point form and represent what you presented in class.

How to evaluate your peers?

Each member of the group will submit a confidential peer evaluation form with an assessment of the quantity and quality of participation by each group member. For each group member, indicate the degree to which you agree with the following statements (using a scale of 1 to 5)

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Assignment 1 (20%):

What is Knowledge Management? The outcome of this assignment is to understand and analyze the fundamental concepts of Knowledge Management

- a. Consult the following sample websites given below (and other websites of your choice) for definitions, viewpoints, and discussions:

<http://wikipedia.org>, <http://www.acm.org>, <http://www.apqc.org>, <http://www.brint.com>,
<http://www.cio.com>, <http://www.google.com>, <https://www.kminstitute.ca/>, [ICASIT's KMCentral](http://www.icasit.com),
<http://www.scip.org>, <http://www.skyrme.com>, <http://www.sveiby.com>, <http://www.tfpl.com>,
<http://www.worldbank.org>

- b. Using at least two definitions for knowledge management from the websites analyze the following elements:

- What are the two most relevant similarities between the definition analyzed?
- What are the two most relevant differences between the definitions? Explain.
- Identify any important element (s), aspect (s), and approach (s), that you think are missing or are not clear enough in the definitions analyzed and explain why they should be added or created.

- c. After providing the critique above, carefully write your own one paragraph definition of Knowledge Management using terms that can be understood by the Chief Executive Officer (CEO) or President of an organization. You should define KM as if you were making a presentation to him/her. Please identify the sources that you used to formulate your own KM definition.

- d. After writing your own definition of KM, elaborate on the importance of having KM in an organization. Establish at least two possible organizational problems that could be solved by a KM Program in the organization as you understand it.

Your submission should not exceed 3 pages, typed, single spaced with Times Roman 11-point font and 1-inch margins.

Assignment 2 (30%):

Knowledge management is defined as “information in action....In a business context, knowledge is what employees know about their customers, one another, products, processes, mistakes, and successes, whether the knowledge is tacit or explicit” (O’Dell & Hubert, 2011: p 2).

Reference: O’Dell, C., & Hubert, C. (2011). The new edge in knowledge: How knowledge management is changing the way we do business. John Wiley & Sons.

In the past few years, the Government of Canada (GoC) embarked on a series of digital transformation projects to aimed at integrating contemporary digital technologies into all areas of its business. The aim is to change how the GoC operates and delivers value to Canadians ad its global partners. While bring numerous challenges, the COVID 19 global pandemic has persuaded a fast tracking of these digital transformation projects, as GoC employees, Canadians and global partners offer and receive services using new channels of delivery.

The purpose of this assignment is to look at the challenges of fast tracking the delivery of these digital transformation projects from both a Knowledge Management and IT perspective.

The Six-page submission must be typed, double-spaced, with Times Roman 12-point font and 1-inch margins. The page limit does not include references or appendices. Provide the following sections in your paper. Do not include a cover page. Put your name and student number in the header. Be sure to add references as required.

Use headings for each section:

1. Introduction
2. Clarify the difference between IT and Knowledge Management. Go beyond the definition provided above.
3. Provide an overview of digital transformation, its benefits and how governments go about it.
4. What are the challenges with carrying out digital transformation projects? Explore this from an IT and Knowledge Management perspective and how these two perspectives differ and clash.
5. Provide recommendations for the GoC regarding how to proceed to deal its digital transformation efforts. Be sure to include ideas from the knowledge management text *The New Edge in Knowledge* by O’Dell and Huber (2011) in your answer.
6. Conclusion
7. References

Late Assignments/Submission:

A late assignment/submission is any assignment/submission handed in after the due date and time:
On the due date the assignments/submission should be handed in/submitted as follows:

- BEFORE the start of class (before 6:00pm) on Brightspace

To ensure fairness for all students, penalties will be applied to late assignments:

- Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter.
- For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

Course Schedule

TENTATIVE SCHEDULE: Every attempt will be made to stay to the above schedule however unforeseen circumstances may require amendments.

Date	Topic/Agenda	Pre-class Prep
Jan 13	Introduction knowledge management and positioning knowledge management for the future	<p><u>Class reading:</u></p> <ul style="list-style-type: none"> • Drucker, P. (1988). The coming of new organization, Harvard Business Review, Jan.-Feb., 66(1), pp. 45-53. • O'Dell, C., & Hubert, C. (2011). The new edge in knowledge: How knowledge management is changing the way we do business. John Wiley & Sons. Ch 1&2 <p><u>Assigned Readings</u> Group 1: Coming of the New Organization</p>
Jan 20	Knowledge Management Strategy	<p><u>Class reading:</u></p> <ul style="list-style-type: none"> • Davenport, T.H. & Prusak, L. (2000). "What do we talk about when we talk about knowledge?" Chapter 1: Working Knowledge. Boston: Harvard Business School Press. <p><u>Assigned Readings</u> Group 2: How to Help Your Employees Learn from Each Other Group 3: How to Stay Focused if You're Assigned to Multiple Projects</p>
Jan 27	Selecting And Designing Knowledge Management Approaches	<p><u>Class reading:</u></p> <ul style="list-style-type: none"> • Nonaka, I. (2007) The Knowledge-Creating Company, Harvard Business Review, July-August, 85(7/8), pp. 162-172. <p><u>Group Case:</u> Group 1: Case: Managing BT Global Open Innovation</p>

Date	Topic/Agenda	Pre-class Prep
Feb 3	Proven Knowledge Management Approaches	<p>Individual Assignment 1 due</p> <p><u>Class reading:</u></p> <ul style="list-style-type: none"> • Harvard Business Publishing: High Performance Office Space • HBR: Seven communication mistakes ... • The Economist: Places to Linger • Forbes: How your Office Impacts Employee Well Being https://www.forbes.com/sites/alankohl/2019/01/24/how-your-office-space-impacts-employee-wellbeing/#526bb95b64f3 <p><u>Group Case:</u> Group 2: Managing BT Global Open Innovation</p>
Feb 10	When Knowledge Management Fails	<p><u>Class reading:</u></p> <ul style="list-style-type: none"> • HBR: Collaborative Overload • HBR: Why managers ignore employees' ideas • HBR: The miracle of making mistakes <p><u>Group Case:</u> Group 3: We gave them a tool, but hardly anyone's using it</p>
Feb 17	Building A Knowledge Management Culture	<p><u>Class reading:</u></p> <ul style="list-style-type: none"> • New York Times - When Those Who Know Won't Share • HBR: IDEO's Culture of Helping
Mar 3	Individual Assignment 2 due	

Contribution to Program Learning Goals ([MBA](#)):

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught and Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>				✓
MB2 Communication <i>Graduates will be effective communicators</i>				✓
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>				✓
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>				✓
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>				✓

ADDITIONAL INFORMATION

Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themself) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p. 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

Violations of academic integrity—presenting another's ideas, arguments, words, or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious

academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy, which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing, and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>