



**MGMT5117 D Knowledge Management**  
**January 2019 – February 2019**  
**Course Outline**

Instructor: **Okhaide Akhigbe Ph.D.**  
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Office Hours: **Thursday TBA**  
Schedule: **Thursday 6:05pm – 8:55pm (Jan 10 – Feb 14)**  
Location: **TBA**

**Course Description:**

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. In today's fast-paced environment, the ability to develop and apply organizational learning and knowledge management are becoming a question of necessity, not choice. Globalization, technological innovation, productivity, competition and changing demographics are just a few of the issues that today's organizations are dealing with daily. Today's managers must be able to understand these and other issues and help build the intellectual and human capital necessary to increase learning capacity, create, store and disseminate knowledge, and maintain their relevance. This course enables students to gain a clear understanding of the theory and practice of knowledge management and organizational learning.

This course will specifically cover the following learning objectives

- Provide an introduction to knowledge management and to understand the value of knowledge management in organizations.
- How knowledge is generated, captured and codified in organizations
- The importance of the knowledge managing teams and building a learning organization.
- Knowledge sharing across communities
- The challenges faced in knowledge management

**Course Prerequisites:**

MGMT 5100

Sprott School of Business enforces all prerequisites.

**Course Readings:**

All required course readings are available online through the library (you must be on campus or have a library PIN). To find articles:

- Search the library database for the Journal Title
- Click on the Journal database
- Click on the relevant year, volume and issue
- Browse for the article

Cases can be purchased from Harvard Business Publishing. <http://hbsp.harvard.edu>

**Reminders:**

Please keep cell phones on silent.

If you cannot attend a class, please email me in advance of the class.

**Drop Course Policy:**

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

**Grading Scheme:**

1. Participation/Preparation	10%
2. 3 Journal Article Critiques (10% each)	30%
3. Group Case Analysis and Presentation (in class)	15%
4. Group KM presentation	25%
a. Peer Evaluation: 5%	
b. Report: 15%	
c. Presentation: 10%	
5. Individual KM paper	<u>20%</u>
<b>TOTAL</b>	<b>100%</b>

**Participation/Preparation (10%)**

In addition to seminars, some class time will be devoted to discussions and exercises that require students to use their skills. These weekly readings are intended to help you complete your assignments and prepare to discuss your questions and opinions in class. It is imperative that you attend class, arrive prepared, participate in activities and speak up regularly to receive a good participation grade. Students who do not attend class OR arrive late/leave early will not be awarded preparation/participation marks for that week. Students who do not participate in class discussions will also lose marks. Active participation, in this practice-focused course, is the expectation.

### **Journal Article Critiques (30%)**

In classes 2, 3 and 5, each student has to individually prepare a critique of one of the articles assigned for that week. A short summary of the key points of the article should be provided. A good critique should focus on identifying and prioritizing research gaps in the article and to find ways to advance the research. Please consider the following points (you can consider others if relevant) when writing your critique:

1. What are the basic assumptions of the author (s)?
2. Apart from what has been stated by the author (s), what other contributions/limitations does the article present?
3. Evaluate the research methodologies used in the article. How could it be different?
4. How could a researcher in KM take this research forward?

### **In- class group case analysis (15%)**

In our fourth class, students will form groups and do a case analysis. Students have to analyze the case and answer the questions related to the case. You are supposed to use what you have learned in this class to write up the answers.

### **Group KM Presentation (25%)**

Students work in small groups and prepare a professional presentation for senior management of a real (or hypothetical) organization that is focused on KM principles and theory and present a proposal to launch a KM initiative in the organization. The presentation should consider existing KM practices within the organization, gaps, potential impacts, metrics and make recommendations as to how KM could be implemented and or improved. Your objective is to get your CEO to support the initiative and assign funds to the project. A project plan and execution outline should be presented. You are encouraged to interview workers and get real information where possible. An executive summary of the report must be provided at the start of class 6. Each group will have about 30 minutes to make their presentation. Students are supposed to actively participate in the presentation.

### **Individual KM paper (20%)**

Students will each write an individual paper on the topic of knowledge management and its applicability in the modern organization. The paper should refer to at least 3 current (published within the last 3 years) articles from the KM literature that were not covered in class. Please summarize the main points of the papers as I may not be familiar with them. You should attempt to provide a fresh and interesting practitioner perspective on the topic and possibly draw upon your personal experiences at work to discuss how KM can proliferate successfully within the workplace. You should consider how the use of technology, social media etc. support these processes.

Week	Date	Topic/Agenda	Deliverable(s)
1	Jan 10	<p>Introduction &amp; Course Organization (Outline, Groups, Emails)</p> <p><b>Topics</b>  Introduction to knowledge management  Strategy, learning &amp; knowledge management, organizational capability  Value of knowledge management in organizations</p> <p><b>Readings</b>  Drucker, P. (1988). The coming of new organization, Harvard Business Review, Jan.-Feb., 66(1), pp. 45-53.</p> <p>Davenport, T.H. &amp; Prusak, L. (2000). “What do we talk about when we talk about knowledge?” Chapter 1: Working Knowledge. Boston: Harvard Business School Press.</p> <p>Prahalad, C. K. and Hamel, G. (1990) The Core Competence of the Corporation, Harvard Business Review, May-June, 68 (3), 79-91.</p>	None
2	Jan 17	<p><b>Topics</b>  Perspectives on Organizational Learning  Barriers to Learning</p> <p><b>Readings</b>  Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. <i>Organization science</i>, 5(1), 14-37.</p> <p>Grant, R. M. (1996). Toward a knowledge-based theory of the firm. <i>Strategic management journal</i>, 17(S2), 109-122.</p> <p>McDermott, R. and O’Dell, C. (2001) Overcoming cultural barriers to sharing knowledge, <i>Journal of Knowledge Management</i>, 5(1), 76 – 85.</p> <p>Schilling, J. &amp; Kluge, A. (2009) Barriers to Organizational Learning: An Integration of Theory and Research, <i>International Journal of Management Reviews</i>, 11(3), 337-360.</p> <p>Connelly, C. E., Zweig, D., Webster, J., &amp; Trougakos, J. P. (2012). Knowledge hiding in organizations. <i>Journal of Organizational Behavior</i>, 33(1), 64-88.</p>	Critique 1
3	Jan 24	<p><b>Topics</b>  Knowledge creation  Knowledge management  Learning Organization  From IM to KM</p>	Critique 2

Week	Date	Topic/Agenda	Deliverable(s)
		<p><b>Readings</b></p> <p>Nonaka, I. (2007) The Knowledge-Creating Company, Harvard Business Review, July-August, 85(7/8), 162-172.</p> <p>Roth, J. (2003) Enabling Knowledge Creation: Learning from an R&amp;D organization, Journal of Knowledge Management, 7(1), 32-48.</p> <p>Yahya, S., &amp; Goh, W. K. (2002). Managing human resources toward achieving knowledge management. <i>Journal of knowledge management</i>, 6(5), 457-468.</p> <p>O'Reilly, C.H. III &amp; Tushman, M.L., (2004). The ambidextrous organization, Harvard Business Review, 82(4), 74-81.</p>	
4	Jan 31	<p><b>Cases</b></p> <p>Bartlett, C. A. (2000) McKinsey &amp; Company: Managing Knowledge and Learning, Harvard Business Publishing.</p> <p>Edmondson, A.C., Moingeon, B., Dessain, V., and Damgaard Jensen, A. (2011) Global Knowledge Management at Danone (A), Harvard Business Publishing.</p> <p>Shih, W., &amp; Thurston, T. (2008). Case Study: Intel NBI: Intel Corporation's new business initiatives Harvard Business School.</p> <p>Takeuchi, H., Nonaka, I., and Yamazaki, M. (2011) Knowledge Creation at Eisai Co., Ltd., Harvard Business Publishing.</p>	Group Case Analysis
5	Feb 7	<p><b>Topics</b></p> <p>Knowledge Sharing Communities of Practice Cross-cultural Knowledge Creation KM Challenges</p> <p><b>Readings</b></p> <p>Brown, J. S., &amp; Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. <i>Organization science</i>, 2(1), 40-57.</p> <p>Wenger, Etienne (2000). Communities of Practice and Social Learning Systems, <i>Organization</i>, 7(2), 225-246.</p> <p>Bhagat, R.S., B.L. Kedia, P.D. Harveston and H.C. Triandis (2002) Cultural Variations in the Cross-Border Transfer of Organizational Knowledge: an Integrative Framework, <i>Academy of Management Review</i>, 27 (2): 204-21.</p> <p>Desouza, K. and R. Evaristo (2003) Global Knowledge Management Strategies, <i>European Management Journal</i>, 21 (1): 62-67.</p>	Critique 3

Week	Date	Topic/Agenda	Deliverable(s)
		Becker, M. C. (2001). Managing dispersed knowledge: organizational problems, managerial strategies, and their effectiveness. <i>Journal of management studies</i> ,38(7), 1037-1051.	
6	Feb 14		Group KM Presentation Final Term Paper

### **Late Assignments Policy**

Assignments must be submitted before the deadline. A 10% penalty will be applied for each day of late submission.

### **Communication**

Information on weekly assignments and other general information will be communicated during class on a regular basis. However, weekly readings, critical additional information, updates about the class and details regarding upcoming assignments will be posted to the course webpage. **It is your responsibility to visit CULearn regularly.**

### **Course Sharing Websites**

Student or professor 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).

### **Policy on Mobile Devices**

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

### **Group Work**

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/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.*

## **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 obligation**

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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

## **Academic Accommodations for 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](mailto: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. [carleton.ca/pmc](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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

## **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. 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 – 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/>.

### **Important dates and deadlines**

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>