



**MGMT 5117 D**  
***Knowledge Management***  
**Winter 2014**  
**Course Outline**

**INSTRUCTOR:** Dr. Angela Workman-Stark  
**CLASS TIME:** Wednesdays, 6:05 pm – 8:55 pm  
**CLASSROOM:** DT 701  
**OFFICE:** N/A  
**OFFICE HOURS:** By appointment only  
**COURSE WEB PAGE:** [www.carleton.ca/culearn](http://www.carleton.ca/culearn) MGMT 5117 D  
**E-MAIL:** [angela\\_workmanstark@carleton.ca](mailto:angela_workmanstark@carleton.ca)

**COURSE DESCRIPTION AND OBJECTIVES**

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In today's fast-paced environment, the ability to develop and apply organizational learning and knowledge management is 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 on a daily basis. 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.

**COURSE PREREQUISITES**

Enrollment in the MBA.

**The School of Business enforces all prerequisites.**

**COURSE MATERIAL**

Students are responsible for acquiring the following course materials:

**Journal articles:** The articles included in the outline below have been placed on reserve and are available through Ares in CuLearn.

**Case:** The individual case study (listed in readings) can be purchased from Harvard Business Publishing at <http://hbsp.harvard.edu>

**CELLUAR PHONES**

The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry a phone to class, please make sure it is turned off. If an emergency situation requires you to keep your cell phone turned on you may wish to keep the silent mode on, please discuss this with the instructor prior to the class starting.

## 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 at [www.carleton.ca/culearn](http://www.carleton.ca/culearn). It is your responsibility to visit CuLearn regularly.

## GRADING SCHEME

Participation/Preparation	20%
Critical reading assignment	20%
Individual case study	25%
Group project	35%

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TOTAL	100%
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## PARTICIPATION/PREPARATION

In addition to seminars, some class time will be devoted to discussions and exercises that require students to use their skills. It is imperative that you attend class, arrive prepared, participate in activities and speak up regularly to receive a high participation grade. Students who arrive late/leave early will not be awarded preparation/participation marks for that week. Active participation, in this practice-focused course, is the expectation.

## INDIVIDUAL ASSIGNMENTS

### Critical reading assignment

Each of you will sign up to complete a critical analysis of one of the assigned readings for week 3. A critical analysis is more than just a summary, it is an evaluation. A critical evaluation does not imply that you find fault with the reading but rather that you determine for yourself whether the claims the authors make are valid. After reading your analysis a reader should understand the authors' main point(s) and whether or not the article contributes to our understanding of the issues.

Other questions you should consider include:

Does the argument make sense?

Why was this article written?

How does this fit in with other research in the area?

What are the article's strengths and weaknesses?

These questions need not shape how you organize the material but are provided simply to stimulate your thinking. Your analysis should take into account other course readings on related topics. Your critical analysis is limited to 750 words and will be due at the beginning of class 3.

### Individual case study

Your case study will consist of a written report of no more than 4 pages. For the case analysis you must place yourself in the role of an advisor and make recommendations on what actions should be taken to address the issues raised in the case. This necessarily involves defining the problem(s) and evaluating alternative responses. To do this effectively, you will need to consider the case in the light of the research findings discussed in class and the required readings. Your recommendations must be supported by the facts of the case and the research literature on knowledge management/knowledge creation. Your grade will reflect the extent to which you present a well-argued case. Your case analysis is limited to 1000 words and will be due at the beginning of the class for which the case is assigned. Additional details will be provided on the course home page on CuLearn.

**GROUP PROJECT (30% written report, 5% presentation)**

This is a team project. The purpose of this project is to analyze an organization with respect to their learning and knowledge management. Each team will submit a one-page project proposal (due in the second week), a written report between 15-20 pages in length (30%, due on April 8th) and will present the term project in class (5%, in the last week of the class). To facilitate interactive discussions, students will form small teams of four to five people.

A portion of the project mark will be contingent on peer evaluations. Each team will present the findings of their project analyses during the last class. Further details will be provided on the course website.

**LATE ASSIGNMENTS POLICY**

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

## CASE and READING LIST

### Case:

Takeuchi, H., Nonaka, I., & Yamazaki, M. (2011) Knowledge Creation at Eisai Co., Ltd., Harvard Business Publishing.

### Readings:

1. Adler, P., Heckscher, C., & Prusak, L. (2011). Building a collaborative enterprise. *Harvard Business Review*, July-August, 89(7/8), 94-101.
2. Alavi, M., Kayworth, T. & Leidner, D. (2005/2006). An empirical examination of the influence of organizational culture on knowledge management practices. *Journal of Management Information Systems*, 22(3), 191-224.
3. Lin, C. & Tseng, S-M. (2005). The implementation gaps for the knowledge management system. *Industrial Management & Data Systems*, 105(2), 208-222.
4. McDermott, R. (1999). Why Information Technology Inspired But Cannot Deliver Knowledge Management. *California Management Review*, 41(4), 103-117.
5. Nonaka, I., & Toyama, R. (2005). The theory of the knowledge-creating firm: subjectivity, objectivity and synthesis. *Industrial and Corporate Change*, 14(3), 419-436.
6. Nonaka, I. (2007). The Knowledge-Creating Company, *Harvard Business Review*, July-August, 85(7/8), pp. 162-172.
7. Ramani Goupal, C.S. & Joy, P.A. (2011). Creation of knowledge management system. *Advances in Management*, 4(11), 7-14.
8. Roth, J. (2003). Enabling Knowledge Creation: Learning from an R&D organization. *Journal of Knowledge Management*, 7(1), 32-48.
9. Spender, J-C. & Scherer, A, (2007). The Philosophical Foundations of Knowledge Management: Editors' Introduction. *Organization*, 14(1), 5-28.
10. Schilling, J. & Kluge, A. (2009) Barriers to Organizational Learning: An Integration of Theory and Research. *International Journal of Management Reviews*, 11(3), 337-360.

## TENTATIVE CLASS SCHEDULE

Week /Dates	Topics & Readings	Deliverables
#1 Jan 8	<ul style="list-style-type: none"> <li>▪ Introduction and overview of course</li> <li>▪ Overview of group project</li> <li>▪ An Overview of Knowledge Management and Knowledge Management Systems</li> </ul> <p><b>Readings:</b> Spender, J-C. &amp; Scherer. A, (2007). The philosophical foundations of knowledge management: Editors' introduction. <i>Organization</i>, 14(1), 5-28.</p>	
#2 Jan 15	<ul style="list-style-type: none"> <li>▪ From IM/IT to Knowledge Management</li> </ul> <p><b>Readings:</b> McDermott, R. (1999). Why Information Technology Inspired But Cannot Deliver Knowledge Management. <i>California Management Review</i>, 41(4), 103-117.</p>	Group project proposal due
#3 Jan 22	<ul style="list-style-type: none"> <li>▪ Organizational Learning and Knowledge Creation</li> </ul> <p><b>Readings:</b> Nonaka, I. (2007). The Knowledge-Creating Company, <i>Harvard Business Review</i>, July-August, 85(7/8), pp. 162-172.</p> <p><b>Or</b> Nonaka, I., &amp; Toyama, R. (2005). The theory of the knowledge-creating firm: subjectivity, objectivity and synthesis. <i>Industrial and Corporate Change</i>, 14(3), 419-436.</p> <p><b>Or</b> Roth, J. (2003). Enabling Knowledge Creation: Learning from an R&amp;D organization. <i>Journal of Knowledge Management</i>, 7(1), 32-48.</p>	Critical reading assignment due
#4 Jan 29	<ul style="list-style-type: none"> <li>▪ The Role of Strategy, Culture and Structure</li> </ul> <p><b>Readings:</b> Adler, P., Heckscher, C., &amp; Prusak, L. (2011). Building a collaborative enterprise. <i>Harvard Business Review</i>, July-August, 89(7/8), 94-101.</p> <p>Alavi, M., Kayworth, T. &amp; Leidner, D. (2005/2006). An empirical examination of the influence of organizational culture on knowledge management practices. <i>Journal of Management Information Systems</i>, 22(3), 191-224.</p>	
#5 Feb 5	<ul style="list-style-type: none"> <li>▪ Case study review</li> </ul>	Individual case study due

	<ul style="list-style-type: none"> <li>▪ Implementing a Knowledge Management System</li> </ul> <p><b>Case:</b> Takeuchi, H., Nonaka, I., &amp; Yamazaki, M. (2011) Knowledge Creation at Eisai Co., Ltd., Harvard Business Publishing.</p> <p><b>Readings:</b> Ramani Goupal, C.S. &amp; Joy, P.A. (2011). Creation of knowledge management system. <i>Advances in Management</i>, 4(11), 7-14.</p> <p>Lin, C. &amp; Tseng, S-M. (2005). The implementation gaps for the knowledge management system. <i>Industrial Management &amp; Data Systems</i>, 105(2), 208-222.</p>	
#6 Feb 12	<b>Group Presentations</b>	Group presentation
Feb 19	<b>NO CLASS</b>	Group project report

- While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

## **IMPORTANT ADDITIONAL INFORMATION**

### **Group Work**

The Sprott 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.*

### **Medical Certificate**

In all occasions that call for a medical certificate you must use or furnish the information required in the standard university form:

[http://www1.carleton.ca/registrar/ccms/wp-content/ccms-files/med\\_cert.pdf](http://www1.carleton.ca/registrar/ccms/wp-content/ccms-files/med_cert.pdf)

### **Person with Disabilities**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

### **Religious Observance**

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### **Pregnancy**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

**Important Dates and Deadlines** can be found at: <http://sprott.carleton.co/students/mba/dates-deadlines/>