

**MGMT5117 – Winter 2018**  
***Knowledge Management***  
**Course outline**

**Instructor: Dr. Ajit Thomas**

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Office Hours: appointment by email or telephone

**Schedule: Tuesdays 6:05-8:55 p.m. (Jan 8 – Mar 2, 2018)**

**Location: 701 Dunton Tower**

**COURSE DESCRIPTION AND OBJECTIVES**

Knowledge as a resource; methodologies for managing ongoing and future knowledge needs in businesses. 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 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.

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

**PREREQUISITES**

MGMT 5100, or MGMT 5101 and MGMT 5102.

**The 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	15%
2. 3 Journal Article critiques (10% each)	30%
3. Group Case analysis and presentation (in class)	20%
4. Group KM presentation	20%
5. Individual KM term paper	15%
<b>TOTAL</b>	<b>100%</b>

## **Participation (15%)**

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 (20%)**

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 (20%)**

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 (15%)**

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.

Class	Objectives / Readings	Deliverable(s)
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1	<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	<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	<p><b>Topics</b>  Knowledge creation  Knowledge management  Learning Organization  From IM to KM</p> <p><b>Readings</b>  Nonaka, I. (2007) The Knowledge-Creating Company, Harvard Business Review, July-August, 85(7/8), 162-172.</p>	Critique 2

	<p>Roth, J. (2003) Enabling Knowledge Creation: Learning from an R&amp;D organization, <i>Journal of Knowledge Management</i>, 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, <i>Harvard Business Review</i>, 82(4), 74-81.</p>	
4	<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	<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> <p>Becker, M. C. (2001). Managing dispersed knowledge: organizational problems, managerial strategies, and their effectiveness. <i>Journal of management studies</i>, 38(7), 1037-1051.</p>	Critique 3
6		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).

## **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, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor 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.**

## **Person with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **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.

### **Plagiarism**

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 the Carleton University web site. <https://carleton.ca/registrar/academic-integrity/>.

### **Important dates and deadlines**

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