



SYLLABUS
IS 541 Knowledge Management
School of Information Sciences
College of Communication & Information
Summer 2015

Instructor: Ash Awasthi

Place/Time: Collaborate; Wednesday 6:30 PM to 9:10 PM each week

Office/Hours: by appointment

Contact: voice: (832) 563-3623; email: aawasth2@utk.edu

Catalog Description

This course focuses on how knowledge is created, captured, represented, stored and reused so as to fully leverage the intellectual assets of a firm.

The tools and techniques for knowledge acquisition, assessment, evaluation, management, organization and dissemination are applied to business situations. Topics include knowledge generation, knowledge coordination and codification, knowledge transfer and reuse, technologies and knowledge management and knowledge management strategies.

The goal is to enable you to learn about this practice in the context of managing the design, development and operation of information technologies that can facilitate KM.

Goals/Objectives

Upon satisfactory completion of this course, students will: -

1. Analyze the role of knowledge management in attainment of financial objectives, quality and process improvement, and innovation.
2. Apply knowledge management models and technologies to business situations.
3. Use a knowledge management system for an organization.
4. Create a knowledge management plan to leverage opportunities to create, capture, represent and share knowledge within an organization.



Discovery Learning Approach

A learning strategy that you can use in this course is called the discovery frame. The discovery frame emphasizes learning from your own experiences – discovering new knowledge rather than only importing it from someone else's knowledge base. The key characteristics of this frame are:

- (1) All resources necessary for learning are resident in the individual.
- (2) It is learning through doing.
- (3) It is information gathering without evaluation. Ask yourself:
 "How did I do that? Can I do it again?" rather than "Did I do it right?"
- (4) It causes you to identify behavior patterns that make a difference for you.
- (5) It focuses on success and the use of feedback – you cannot succeed unless you stop and ask: "How did I succeed?"

The use of the discovery frame highlights additional goals in this course: to help you learn how to learn, and to learn that learning can be fun. This course aims to teach you important concepts and procedures that will help you continue to learn about knowledge management from your own experiences. You can use the discovery frame to apply these concepts and procedures by developing your own exemplar(s) and using them throughout the course.

Course Materials

Blackboard (<http://online.utk.edu>) is the official Web-based courseware to manage the course and facilitate communication between the instructor and the students. Each team project may establish a group page for collaboration.

The syllabus and other course-related information is available on the Blackboard system Online@UT at <http://online.utk.edu>. This system provides support for asynchronous communications for the course. You will need your NetID and password to access the materials at Online@UT.

System and browser recommendations can be found at http://online.utk.edu/system_req.shtml. This page also provides links to other information about the system.

ABOUT TEXTBOOK:

We will use *Knowledge Management in Theory and Practice* - 2nd edition by Kimiz Dalkir:

Title of the book - *Knowledge Management in Theory and Practice* - 2nd edition

ISBN #978-0-26201508-0

Author – Kimiz Dalkir

Copyright year - Publication Date: 2011

Publisher – THE MIT Press



Assignment and Evaluation

MS-Word software is needed to complete your work. You may convert your work to pdf file. All assignments must be submitted to Blackboard

Assignments (Digital Drop Box will not be used for this course). The instruction for each assignment can be found in the folder for the assignment, where you will also submit your file.

You must hit **submit** button to transmit the uploaded file so that the instructor can see the submissions. You can save work-in-progress until you are ready to **submit**. If you need to replace a previously submitted assignment, contact my GA or me to delete the file so that you can **submit** again. Please keep a copy of your assignments in case of file corruption or Blackboard crash

1. Class Attendance & Participation (10%) – 10 classes – 1 point each – 10 points total.

Prepared attendance is important for this course given the nature of the subject. Students are expected to have read the material before the class and actively participate in-classes and outside of classes. If you must miss a class for whatever reasons, you are still responsible for the material covered. You can make arrangements with me for a make-up session.

Weekly course discussion boards have been set up in blackboard for collaborative learning. Your participation is defined as follows:

- a. Posting a new entry about an important concept under a theme/topic heading by New function
- b. Comment on an existing entry to correct a misconception or to provide an illustrative example
- c. Comment on an existing entry with personal learning experience
- d. Suggest a new topic to evoke discussion

2. Entry of Knowledge Management Experience in the KM Diary (30%) - 3 blog entries - 10 points each – 30 points total

Each student is required to maintain a semester long KM Experience Diary based on the below three underlying themes for this course:

- a. Behavioral, social, cultural, organizational and technical factors are responsible for successes (or alternatively, for failures) of any information system, including KM systems.
- b. There is a difference between data and information, and knowledge. Moreover, knowledge resides in both tacit and explicit forms.
- c. Organizations learn. It is unclear whether organizational learning takes place only through individual actions or if it can also be identified as something different than the sum of the individual knowledge bases.



The entry can be created based on something you have read, a seminar or conference you have participated in, any specific campaign or professional work experience you have completed. Each entry should be **at least 300 words**.

3. Assignments (60%) – 3 Assignments - 20 points each - 60 points total

The exercises aim to review concepts and reinforce understanding. In your answer sheets, just number the answers according to the questions. If you need to draw any diagrams you may draw then using MS-Word or MS – PowerPoint Software.

Please refer to the Schedule for due dates. You will earn full points for submitting **ONLY FULLY COMPLETED** exercises that are submitted by the due dates. Late assignments will lose *two points* a day.

Grading

| |
|--|
| The University of Tennessee grading system for graduate level courses as follows: |
| A: superior performance |
| B+: better than satisfactory performance |
| B: satisfactory performance |
| C+: less than satisfactory performance |
| C: performance well below the standard expected of graduate students |
| D: clearly unsatisfactory performance and cannot be used to satisfy degree requirements |
| F: extremely unsatisfactory performance and cannot be used to satisfy degree requirements |

CCI Diversity Statement (College of Communication and Information Bylaws, Section II-C)

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community (see <http://www.cci.utk.edu/diversity-statement> for CCI’s full Diversity Statement).



Disability Statement:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

<http://ods.utk.edu/faculty/students.php>

Academic Integrity

University of Tennessee Policy: "The responsibility for learning is an individual matter. Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that all work presented be the student's own work, not only on tests, but in themes, papers, homework, and class presentation. There is a clear distinction between learning new ideas and presenting them as facts or as answers, and presenting them as one's own ideas. It is part of the learning process to incorporate the thoughts or ideas of others into one's own mind and presentations with the purpose of learning and enlarging on personal boundaries of knowledge." (Hilltopics: Student Handbook, 2006-2007, p. 40. Available at <http://web.utk.edu/~homepage/hilltopics/HILLTOPICS2006-07.pdf>).

"The University expects that all academic work will provide an honest reflection of the knowledge and abilities of both students and faculty. Cheating, plagiarism, fabrication of data, providing unauthorized help, and other acts of academic dishonesty are abhorrent to the purposes for which the University exists. In support of its commitment to academic integrity, the University has adopted an Honor Statement (see page 11)." (Hilltopics: Student Handbook, 2006-2007, p. 41. Available at <http://web.utk.edu/~homepage/hilltopics/HILLTOPICS2006-07.pdf>).

The instructor reserves the right to change the syllabus as and when required.



School of Information Sciences
College of Communication & Information

IS 541 Summer 2015 Schedule – Class occurs every Wednesday From June 3rd to August 6th 2015

| Week | Date | Topic | Assignments |
|------|------------------------|---|---|
| 1 | June 3 rd | Course Introduction and Chapter 1 and 2 | Discuss Assignment 1 |
| 2 | June 10 th | Chapter 3 – KM Models | Entry 1 Due - Diaries of KM Experience 10 Points |
| 3 | June 17 th | Chapter 4 – Knowledge Capture and Codification | KM Assignment 1 Due - 20 Points |
| 4 | June 24 th | Chapter 5 – Knowledge sharing and Communities of Practice – Half Time – Class Discussion <i>“Social Media campaigns at international level are knowledge based revolutions”</i> a) Identify an International event that qualifies the above statement. b) What were the significant Knowledge contributors to the event? c) Assessment of Tacit versus Explicit Knowledge – which played the key role and why? | Discuss Assignment 2 |
| 5 | July 1 st | Chapter 6 and Chapter 8. Knowledge Application and KM tools | Entry 2 Due - Diaries of KM Experience 10 Points |
| 6 | July 8 th | Chapter 7 – Role of Organizational Cultures | KM Assignment 2 Due- 20 Points |
| 7 | July 15 th | Chapter 9 – KM Strategy | Discuss Assignment 3 |
| 8 | July 22 nd | Chapter 10 – Value of Knowledge Management Half Time – Class Discussion | Entry 3 Due - Diaries of KM Experience 10 Points |
| 9 | July 29 th | Chapter 11 - Organizational Learning and Memory Chapter 12 – The KM Team | |
| 10 | August 5 th | Chapter 13 – Future Challenges for KM Industry Applications and Career Options | KM Assignment 3 Due 20 Points |
| | | | |
| | | Class Participation 1 pt/Class | 10 Points |
| | | Diaries of KM Experience 10 pt/Entry | 30 Points |
| | | KM Assignment 20 pt/ Assignment | 60 Points |
| | | Total | 100 Points |