Course Syllabus

1. Course Information

Knowledge Management – 142RMGT-115-1DL


Distance Learning Course Week: Wednesday through Tuesday

Instructor
Marcus Goncalves
Office phone: (508) 570-4977
Office hours: Via Blue Jeans, Mondays 3:00-4:00 pm (Eastern Time) or by other arrangement
Email: marcusg@brandeis.edu or marcusg@marcusgoncalves.com or use the email contained within LATTE.

Email is always the best and fastest way to reach me. If you need to call, please leave a message, and I'll get back to you as soon as I can.

Please submit assignments to the Assignment dropbox on the course Assignments page.

Document Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and of weekly topics, outcomes, assignments, and due dates.

Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have. Please print a copy of this syllabus for reference. The following information is included in this syllabus. Details on the assignments can be found in the Assignments document.

- Course Description
- Materials of Instruction
- Learning Outcomes
- Course Objectives
- Grading Policies
- Learning Disabilities
- Academic Honesty
- Course Outline

Course Description

This course presents an in-depth analysis of knowledge management and its use in a business. The central message of the course is that knowledge, not money or technology, will be the primary economic unit of business in the twenty-first century. This course examines the relationship between knowledge management and information technology. Topics include the analysis of knowledge management as an organizational strategy, the characteristics of knowledge management systems, the building of knowledge management systems, and the use of knowledge management systems.

This course also discusses the importance of knowledge management for IT managers and leaders, and why such professionals of the 21st century need to re-think their management skills and start
thinking in different ways to help empower their employees to do what they should know best: share their knowledge and collaborate with others. And all that in an environment where they feel that they are trusted (Even when they make mistakes and are able to learn from them) to do their jobs in their best possible way.

Welcome to Knowledge Management

I have tried to make the procedures that we will use clear to everyone through this syllabus and through the materials posted in LATTE. Please familiarize yourself with these materials and feel free to ask me any questions that you may have. I will work with you all to help you learn and apply these new skills, and I encourage you to ask questions when you are unsure and answer questions when you have the responses; in explaining how to approach problems, we learn more ourselves. We can all learn from each other, and I hope that we’ll have open and enriching discussions as we move forward!

My biography has been posted on the course Homepage. I look forward to reading about you (Week 1 Forum → Introduce Yourself) and getting to know you as well.

Related Programs: Elective for MS in IT Management and MSE.

Prerequisites: Software Development Methodologies or equivalent experience.

Materials of Instruction

Textbook:

Case/Presentation:

Weekly Module Topics on course LATTE site (Week x)

Articles (available on course LATTE site)


Other articles may be added to the course website prior to the start of class.

**Online Course Content**

*This section of the course will be conducted completely online using Brandeis’ LATTE site, available at [http://LATTE.brandeis.edu](http://LATTE.brandeis.edu). The site contains the course syllabus, assignments, our Discussions bulletin board, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course.*

**Overall Course Outcomes**

Upon successful completion of this course, the student will be able to:

- Interpret and explain the importance of knowledge management to the enterprise.
- Explain and illustrate the theory of knowledge management
- Formulate examples of the use knowledge management as an economic unit of business in the twenty-first century.
- Identify, discuss and analyze how the management of knowledge is essential for an enterprise to achieve a position of competitive advantage in a global business environment.
- Identify and describe how information technology is used to support the goals of knowledge management in the modern enterprise.
- Describe the skills and procedures necessary to analyze, design and implement knowledge management systems.

**Overall Grading Criteria**

Numeric course grade out of 100 points:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
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<tbody>
<tr>
<td>40</td>
<td>Class participation – up to 4 points per week</td>
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<tr>
<td>20</td>
<td>2 Homework assignments worth up to 10 points each</td>
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<tr>
<td>40</td>
<td>Case Study Term Project up to 40 points – 2 deliverables: Part 1 – 20 points, Part 2 – 20 points</td>
</tr>
<tr>
<td>100</td>
<td>Total points</td>
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Description of Assignments

1. **Individual Discussions/ Online Participation (40 points – up to 4 per week)**
   
   Given the lack of the traditional classroom environment, all student participation will be done online via LATTE. Each weekly has an item that includes “Discussion Topics”. These are a series of questions or points to consider regarding the course materials posted that week. Discussion questions can be found in each week under the Discussion Topics label.

   Each student is expected to post at least once to each weekly discussion and provide at least two feedbacks to his/her classmate’s postings. To earn full credit for the Participation component of the grade, students will be expected to complete the following during weeks 1 through 10 of the course:

   1. **Respond to the discussion topic each week** by end of day Saturday (midnight EST). These responses should consist of approximately 200-250 words and include your own insights into the topics. Any relevant sources used within the post should be cited appropriately. This initial posting is worth up to 2 points

   2. **Post (at least) 2 other substantive responses to other students’ comments each week** by end of day Tuesday (midnight EST) each week. These other posts will be responses to the discussion topic messages of others. The assumption is that you will read through the posts of your classmates to enhance your learning; respond to those of your choice, based upon your own experiences and insights. Each response is worth up to 1 point (total of 2 points).

   Keep in mind that these postings to the Discussions bulletin board will be as rich as we make them; having only partial access to a traditional classroom in which to discuss topics, we can have some interesting discussions and share our experiences during the 10 weeks, both in class and online. They are required to encourage you to share your knowledge and ideas while gaining from the experiences of your peers as well.

   **Evaluation:**

   Each week students are required to post an original response to one discussion question by Thursday, and two substantive replies to the posts of others required by Sunday. 4 points may be earned each week:

   Maximum raw points earned for each on-time original response: 2 points each.
   - Answers all questions asked: .25 points
   - Includes shared industry experiences and/or relates concepts to the topic notes and readings as appropriate: .25 points
   - Grammar/format/sources noted as appropriate: .25 points
   - Sufficient detail - original responses are requested to be 200-250 words: .25 points
   - .5 points deducted for an original response that is 1 day late; 0 points earned for original responses more than 1 day late.

   Maximum points earned for each on-time substantive response: 1 points each.
   - Substantive (beyond an “I agree” post) with follow-on points or questions to extend the conversation: .5 points
   - Grammar/format/sources noted as appropriate: .5 points
   - 0 points earned for late substantive replies.

3. **Homework Assignments (total of 20 points)**
See Assignment label on each week for details of the homework assignments. These assignments will be about 400-500 words, double-spaced not including the title page or references and appendices. Homework assignments should be posted in the appropriate drop box.

Homework 1 due end of Week 3 (10 points)

Homework 2 due end of Week 6 (10 points)

There will be a 10% grade reduction for each day the assignment is late.

4. **Case Study Term Project (40 points)**

The objective of the research paper is to provide the opportunity for you to do independent research in an area directly related to the course subject matter and to generate a high quality written report summarizing the results of your research.

- Part 1 due end of Week 5 (20 points)
- Part 2 due end of Week 10 (20 points)

There will be a 10% grade reduction for each day the assignment is late.
## II. Weekly Information

Note: Referenced below are Weekly Topics, Objectives, Readings, and Discussion Topics. All are located on the course site for the corresponding Weekly page available.

<table>
<thead>
<tr>
<th>Week 1 – May 21-27</th>
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| **Topics** | Course Introduction  
The Contemporary Importance of Knowledge and Knowledge Management |
| **Outcomes** | At the end of week 1, students will be able to:  
  - Restate the key principles of knowledge management  
  - Describe factors and challenges, which influence the adoption of knowledge management.  
  - Define conditions under which information technology does and does not enhance effective knowledge management |
| **Readings** |  
  - Chapters 1 in Hislop, "The Contemporary Importance of Knowledge and Knowledge Management."  
  - Quast – "Why Knowledge Management Is Important To The Success Of Your Company" - Forbes |
| **Assignments / Assessments / Self-Assessments** | Online discussion.  
  - Online article discussion.  
  - Online KM concepts (from article and Hislop) discussion  
  - Homework 1 due at the end of Week 3: Read chapter 3 from Goncalves ("Identifying, Capturing and Transferring Learning into Action") and provide a 2-page summary (minimum of 600 words) of the main ideas you extracted from the text. Be prepared to discuss it on week 3.  
  - **Homework 1 due by Week 3** |

### Week 2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Understanding Knowledge and Knowledge Management Life Cycle</th>
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| **Outcomes** | At the end of week 2, students will be able to:  
  - Distinguish between knowledge and information and determine how they are related  
  - Assess an organization’s culture  
  - Describe how to fit a KM system to the organization’s business  
  - Identify the steps involved in implementing a KM system |
| **Readings** | Chapters 4, 5 and 6 in Hislop |
| **Assignments / Assessments / Self-Assessments** | Online discussion  
  - Discussion of Hislop’s chapters 4, 5, and 6, and questions posted online. |

### Week 3

<table>
<thead>
<tr>
<th>Topic</th>
<th>Knowledge Creation and Knowledge Capture</th>
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| **Outcomes** | At the end of week 3, students will be able to:  
  - Leverage the Internet and technical layers for building a technology base for knowledge sharing  
  - Decide where knowledge resides and where it is used  
  - Identify those responsible for knowledge sharing |
| **Readings** | Chapters 7 and 8 in Hislop  
  - Shapiro’s “Inter-Project Knowledge Capture and Transfer” article |
| **Assignments / Assessments / Self-Assessments** | Week 3 Discussion Topics  
  - Discussion of Goncalves’ chapter 3.  
  - **Week 1 homework due!** |

### Week 4

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<thead>
<tr>
<th>Topic</th>
<th>Knowledge Capture Continued</th>
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</table>
| **Outcomes** | At the end of week 4, students will be:  
  - Well versed in the use of knowledge capture tools  
  - Able to identify the features and procedures for protocol analysis and other knowledge capture techniques |
### Week 4

**Topics**
- Readings
  - Chapter 9 and 10 in Hislop
  - Kaur et al “Conceptual framework of relationship between knowledge management and organizational culture” article

**Assignments / Assessments / Self-Assessments**
- Week 4 Discussion Topics
  - Post a response to the topic by Saturday. Two substantive replies are due by Tuesday. All discussion due dates assume midnight EST.

### Week 5

**Topics**
- Codification of Knowledge, Testing, and Deployment

**Outcomes**
- At the end of week 5, students will be able to:
  - Describe the characteristics and criteria for codifying knowledge
  - Identify the knowledge and skill requirements for the knowledge developer
  - Identify and plan for implementation issues

**Readings**
- Chapters 11, 12 in Hislop
- Edwards – “A Process View of Knowledge Management” article

**Assignments / Assessments / Self-Assessments**
- Week 5 Discussion Topics
- Part 1 of Individual Research Case Study due by end of Module 5.

### Week 6

**Topics**
- Knowledge Audit and Knowledge Strategies

**Outcomes**
- At the end of week 6, students will be able to:
  - Explain why the knowledge audit is the important and essential first stage of a knowledge management initiative/program
  - Define the steps in the knowledge inventory process: identifying, recording and cataloguing
  - Explain how to search for potential sources of new knowledge.
  - Relate the knowledge inventory to the knowledge audit process, the corporate knowledge map, and to the quantification and valuation of the organization's intangible assets

**Readings**
- Serrat – “Learning Lessons with Knowledge Audits” articles
- Review Jay Liebowitz’s “Knowledge Audit” presentation (PDF)

**Assignments / Assessments / Self-Assessments**
- Online discussion.
  - Discussion of assigned article and presentation.
  - Week 2 homework due!

### Week 7

**Topics**
- Knowledge Transfer and Sharing

**Outcomes**
- At the end of week 7, students will be able to:
  - Demonstrate how knowledge is transferred to the right party in the right format and at the time needed
  - Identify transfer strategies and methods, inhibitors to knowledge transfer
  - Differentiate between how explicit and tacit knowledge are transferred
  - Describe knowledge transfer through technology that facilitates knowledge sharing

**Readings**
- Read Chapters 13 Hislop
- Read Chapter 4 in Goncalves

**Assignments / Assessments / Self-Assessments**
- Online discussion.
  - Discussion of assigned materials.

### Week 8

**Topics**
- Learning from Data Mining

**Outcomes**
- At the end of week 8, students be able to:
  - Demonstrate how certain processes coordinate fragments of knowledge to enable learning organizations to function effectively
  - Use three techniques (neural networks, association rules and classification trees) to mine data
  - Describe processes to extract knowledge from data and information stored in databases, data warehouses and other repositories

**Readings**
- Chapters 14 in Hislop
- Chapter 5 in Goncalves
### Assignments / Assessments / Self-Assessments

Online discussion of reading materials

### Week 9

#### Topics
Knowledge Tools and Portals

#### Outcomes
At the end of week 9, students will have an understanding of:
- Identify the right tools to set up the infrastructure, services, and applications needed by the organization to manage the flow of information
- Identify the activities related to the acquisition, production, and dissemination of knowledge

#### Readings
- Chapter 15 Hislop
- Review the several Knowledge Management Products and Services Links at The Knowledge Management Advantage available at http://www.providersedge.com/kma/km_links_products_services.htm
- Skyrme – “Valuing Knowledge” article

### Assignments / Assessments / Self-Assessments
Week 9 Discussion Questions

### Week 10

#### Topics
Ethical and Legal Issues, KM in Government

#### Outcomes
At the end of week 10, students will be able to answer the following questions:
- Who owns knowledge
- What are the ethical issues involved in building and managing knowledge-based systems
- What are the legal implications of knowledge management
- How Government is using KM

#### Readings
- Read Chapter 16 in Hislop
- Read Chapter 11 in Goncalves

### Assignments / Assessments / Self-Assessments
Week 10 Discussion
- Post a response to the topic by Saturday. Two substantive replies are due by Tuesday.
- All discussion due dates assume midnight EST.
- Part 2 of the Case Study is due by the end of Week 10.

### Class Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>1</td>
<td>May 21 – 27</td>
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<tr>
<td>2</td>
<td>May 28 - 3</td>
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<tr>
<td>3</td>
<td>June 4 – 10</td>
<td>Homework 1</td>
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<tr>
<td>4</td>
<td>June 11 – 17</td>
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<tr>
<td>5</td>
<td>June 18 – 24</td>
<td>Part 1 of Case Study</td>
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<tr>
<td>6</td>
<td>June 25 – July 1</td>
<td>Homework 2</td>
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<tr>
<td>7</td>
<td>July 2 – 8</td>
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<td>8</td>
<td>July 9 – 15</td>
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<td>9</td>
<td>July 16 – 22</td>
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<tr>
<td>10</td>
<td>July 23 – July 29</td>
<td>Part 2 of Case Study</td>
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III. Course Policies and Procedures

Work Expectations

Students are responsible to explore each week's materials and submit required work by their due dates when meeting online or to bring hard copy when meeting in class. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 4-6 hours per week completing assignments and discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Sunday evening).

Late Work

Written assignments will receive a 10% per day reduction in grade.

Original discussion postings will have .5 (one half) points deducted for an original response that is 1 day late; 0 points will be earned for original responses more than 1 day late. 0 points will be earned for late substantive replies.

Grading Standards

Grades are not given but are earned. Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments except those designated as "optional group case study assignments" are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

How Points and Percentages Equate to Grades

| 100-95 A | 76-73 C | 94-90 A- | 72-70 C- |
| 89-87 B+ | 69-67 D+ | 86-83 B | 66-63 D |
| 82-80 B- | 62-60 D- | 79-77 C+ | 59 or < F |

Feedback

Grades for all assignments and discussions will be posted in the course gradebook. Feedback will be provided on all assignments within 10 days of receipt. In addition, students will receive a weekly feedback email within 10 days of the end of each week on discussion posts (participation) submitted that week. Students may keep track of total points accumulated to date by reviewing the grade book.
Please review the policies and procedures of Continuing Studies, found at http://www.brandeis.edu/continuing/students/policies.php. Among them, we would like to highlight the following.

**Learning Disabilities**

If you are a student who needs academic accommodations because of a documented disability you should contact me, and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations you should contact Gwenn Smaxwill, Disabilities Coordinator for the Rabb School, at (781) 736-3424.

**Academic Honesty & Student Integrity**

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, “Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort. A student’s name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source.” In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: “In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community”, "(Students') Rights and Responsibilities Handbook" AND "Continuing Studies Student Handbook". You should read these publications, which all can be accessed from the Continuing Studies Web site. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School for Continuing Studies.

**University Caveat**

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.