

LIS / ICT 658, Section 201: Knowledge Management
Spring 2023
[3 credit hours]

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Preferred Contact Method: Email

Response Time: Use email to set up appointments.

I usually respond to emails within 24 hours
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Office Hours: Virtual, by appointment via email.

Appointments will be conducted via Zoom.

Course Overview

Course Description: Organizational knowledge is a valuable strategic asset. Knowledge management refers to the systematic management of an organization's knowledge assets so that they can be leveraged for sustainable advantage. This course examines how knowledge is created, captured, organized, diffused, and implemented in an organization. Topics covered include knowledge management processes and practices, corresponding technologies, collaboration tools, and people and cultural issues.

Course Location: Online, delivered asynchronously via Canvas

Course Objectives: At the end of the semester, students will be able to:

- Understand KM principles, theories, methodologies, and practices *and how to apply them to achieve organizational goals.*
- Acquire the relevant theoretical and practical knowledge necessary to build, implement, and evaluate knowledge management practices for your organization that clearly identifies intellectual assets and is embedded in the business strategy.
- Identify, describe, and organize knowledge to retrieve and use that knowledge, over time and by multiple users/groupings of users.
- Explain legal (ownership) and ethical considerations related to data, information, and knowledge sharing.
- Understand issues, opportunities, and challenges in managing knowledge workers and knowledge-intensive operations.
- Synthesize key concepts to select knowledge management technology, software, tools, and activities for an organization.
- Appreciate how best to measure the success and impact of knowledge management activities, evaluating outcomes and adapting knowledge assessment, asset, retention, and transfer techniques, as warranted.

Course Materials: Required Texts and Learning Materials

Barnes, S. and Milton, N. (2015). *Designing a successful KM strategy: a guide for the knowledge management professional*. Medford, NJ: Information Today.

Dalkir, K. (2011). *Knowledge management in theory and practice*, 2d edition. Cambridge, MA: MIT Press. [1st and 3rd editions are also fine, though the chapter titles are slightly varied]

Additional readings are set out in the syllabus with active links to all items available via the Web or recommendation to consult the UKY library databases for access to the full text.

Assignments: All coursework is to be submitted online via Canvas. Your course grade will be based on the following activities and weights in the table below.

Assignment	Weight
Participation in the discussion on Canvas includes weekly posting of relevant articles, comments on the postings by other students, and thoughtful responses to (ungraded) quizzes.	10%
Comment on a KM position description (individual assignment due Week 3).	10%
Design an information gathering tool (team assignment due Week 4).	20%
Build a taxonomy (team assignment due Week 6).	20%
Individual student presentations of a knowledge sharing technique (to be selected from a list, Quiz 1) due Week 12.	20%
Final business case (individual assignment due Week 16).	20%
Total	100%

Grading Scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

Below 70%= E

Summary of assignments

The assignments for this course are discussed below and presented in greater detail in the course schedule at the end of this document. Please note that some are designated as **individual** assignments; others are **team** assignments. Each week's recorded lecture(s) will end with a review of the following week's assignment(s) and a reminder of where you should be in developing your individual term project, a KM business case.

KM is a team effort, so it's logical that we learn about KM using a team approach. Teams will be assigned by the instructor. Students with related interests will be assigned to teams based on the student profiles submitted at the start of the semester. The difficulties leading, managing, and working in teams will be discussed during this course as students experiment and compile a list of exemplary practices for their future work in KM.

Participation in class discussions (via the Canvas discussion board and in response to quick quizzes posted in Canvas) is essential. Each week, students are expected to find an article, case study, white paper, slide presentation, podcast or video about a topic covered in the week's recorded lecture(s) and reading(s). Create and maintain an annotated bibliography entry summarizing the significance of each to your learning this semester and upload the bibliography to Canvas to share with your fellow students. (Summarization of material is crucial if you want colleagues to read beyond an abstract or introduction to a larger work. Often, knowledge managers will have to point out the significance of a piece and its relevance to the organization to get others to read it.) Also, please include a sentence to indicate how you found that article. For those unfamiliar with how annotated bibliography entries are crafted, there is a brief video at www.bit.ly/38js8Gk.

This activity is designed to demonstrate the importance of knowledge sharing and the difficulties associated with getting others to provide constructive comments and build on your work, adding value. Grades for this assignment (15 weeks!) include your thoughtful choice of articles, inclusion of elements to be addressed in an annotated bibliography—watch the video!—and comments you make to the postings of others throughout the semester.

Comment on a KM position description (Individual assignment, Week 3, due by noon on Jan 31):

There is a range of tasks that come under the rubric “knowledge management.” Find a job description for a knowledge management-related position, identify aspects of the job you think the organization may have missed, responsibilities you'd like to add, adequacy as to the reporting chain of command for KM in the organization, etc. Remember to include a copy of the position description (or a link to it) when submitting this assignment.

Design an information gathering tool (Team assignment, Week 4, due by noon on Feb 6): Craft a set of questions suited to a survey/interview questionnaire or for use with a focus group to identify and map knowledge assets and flows at an organization/not-for-profit/company/government agency.

Build A Taxonomy (Team assignment, Week 8, due by noon on March 6): A taxonomy provides a means for complex linkages to informal structures. As a team, develop a taxonomy for a subject domain. Begin by finding a thesaurus or subject term glossary to form the basis of your taxonomy. Describe the intended audience/purpose/use of your taxonomy. To help you with this project--- identifying the elements you need to add to transform a list of terms into a taxonomy--- download a free trial copy of MultiTes Pro Thesaurus and Taxonomy Authoring Tool from multites.net.

Presentation of a knowledge sharing technique (Individual assignment, Week 13, due by noon on April 10): Each student will select from a list of knowledge sharing techniques to teach to the class (Quiz #1 in Canvas). Presentations will include a history of the technique, description of where it is best applied, and an example. Most techniques will NOT be covered in your textbooks or reading assignments, so additional research will be necessary. An example will be supplied by the instructor. Students will be expected to review the work of their classmates.

Final Business Case (Individual assignment, Week 16, due by noon on May 1): Identify one situation in your organization (where you work now, worked in the past, or where you volunteer) that cries out for a Knowledge Management solution. Create a **business case** for this initiative. Note

that *this is not an academic term paper* but meant to be *a formal memo to senior management* in which you describe the situation, offer potential solutions (analyzing the pros and cons of each for this situation/organization), and make a recommendation. Please include a project plan for implementing the solution that includes a critical path risk analysis, emphasizes your communications strategy, and a realistic strategy for assessment (evaluation success measures and how you expect to collect and analyze that data). An excerpt from Ian Gamble’s 2009, *Making the business case: proposals that succeed for projects that work* (Burlington, VT: Gower), can be found in Canvas.

Grading Rubric

The following grading rubric will apply. *As always, students will be judged based on improvement demonstrated from the beginning of the semester to the end.*

Category	Level 4	Level 3	Level 2	Level 1
Contribution to the learning community	<ul style="list-style-type: none"> Aware of community needs Attempts to motivate group discussion throughout the semester Approaches topic creatively Interacts freely 	<ul style="list-style-type: none"> Attempts to direct discussion toward creation of new knowledge Presents relevant viewpoints for group consideration Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group efforts Marginal effort to become involved with the group 	<ul style="list-style-type: none"> Makes no effort to contribute to the community Seems indifferent
Critical thinking and relevance	<ul style="list-style-type: none"> Contributions to class discussion (and postings) are thoughtful, insightful, and analytical, demonstrating knowledge and understanding of the topic Contributions to class discussion (and postings) are consistently on- topic Provides additional references related to the topic Prompts further discussion of the topic 	<ul style="list-style-type: none"> Contributions to class discussion (and postings) deliver information showing that thought, insight, and analysis have taken place Contributions to class discussion (and postings) are mostly on- topic Prompts further discussion of the topic 	<ul style="list-style-type: none"> Contributions to class discussion (and postings) are generally competent, but information delivered seems thin and commonplace, offering no further insight Contributions to class discussion (and postings) are occasionally off- topic 	<ul style="list-style-type: none"> Contributions to class discussion (and postings) are rudimentary and superficial, displaying no evidence of effort, insight, or analysis Contributions to class discussion (and postings) are often off- topic Makes short or irrelevant remarks
Collection and connection	<ul style="list-style-type: none"> Locates quality** information on a topic from a 	<ul style="list-style-type: none"> Locates needed information from a variety of sources 	<ul style="list-style-type: none"> Shows minimal evidence of source evaluation Minimally successful at compiling information 	<ul style="list-style-type: none"> Shows no evidence of source evaluation

	<p>variety of sources</p> <ul style="list-style-type: none"> • Successfully integrates compiled information into a high quality, original product to effectively accomplish the planned objective • Postings are diverse in terms of content and format, demonstrating a concerted discovery effort • Efforts are made to connect threads, identify patterns, or make connections to people as well as ideas and publications • Efforts are made to connect to real-life situations • Thoughts are clear and concise • Follows laws, regulations, and institutional practices regarding access to and use of information resources • Demonstrates an understanding of plagiarism 	<ul style="list-style-type: none"> • Successfully integrates compiled information in appropriate format to effectively accomplish the planned objective • Postings are diverse in terms of content and format, demonstrating a concerted discovery effort • Some efforts are made to connect threads, identify patterns, or make connections to people as well as ideas and publications • Efforts are made to connect to real-life situations • Thoughts are clear, but sometimes vague • Follows laws, regulations, and institutional practices regarding access to and use of information resources • Demonstrates an understanding of plagiarism 	<ul style="list-style-type: none"> • Frequently cites information inaccurately/inappropriately • Little effort is made to diversify content • Few efforts are made to connect threads, identify patterns, or make connections to people as well as ideas and publications • Limited or unclear connections made • Minimal and vague thoughts • Lacks adequate knowledge of laws, regulations, and institutional policies regarding access to and/or use of information resources • Commits unintentional plagiarism 	<ul style="list-style-type: none"> • Unable to integrate information from multiple sources • No effort is made to diversify content • No effort is made to connect threads, identify patterns, or make connections to people, ideas, or publications • Thoughts are unclear • Lacks knowledge of laws, regulations, and institutional policies regarding access to and use of information resources • Shows evidence of willful plagiarism
Uniqueness	<p>Contain rich and fully developed new ideas, connections, or applications</p>	<p>Contain some new ideas, connections, or applications</p>	<ul style="list-style-type: none"> • Contain few new ideas, connections, or applications • Postings are generally more a rehashing or summary of comments made by others 	<ul style="list-style-type: none"> • Contain no new ideas, connections, or applications • Postings usually begin with “I agree with so-

				and-so”
Style*	Information is well organized and coherent, with few spelling, grammar, or stylistic errors	Information is organized and coherent, but with several spelling, grammar, or stylistic errors	<ul style="list-style-type: none"> Information is not organized and therefore the meaning remains unclear Obvious spelling, grammar, or stylistic errors that begin to interfere with content 	Obvious spelling, grammar, or stylistic errors that make understanding impossible

*Some consideration will be given to students for whom English is a second language, but teams should be watching their tools for these types of errors and offering assistance/suggest corrections. All students are encouraged to work with a grammar and/or style guide, such as Strunk and White’s *Elements of Style*.

**Students are encouraged to refer to the Guidelines posted in Canvas for a quick review of how to evaluate resources for quality.

Course Policies

Attendance Policy/Acceptable Documentation: Please review the following link to the current Academic Policy Statements for the university regarding excused/unexcused absences and late work: <https://www.uky.edu/universitysenate/student-resources>

Late work that is not excused beforehand will not be accepted. If you have an excuse, please contact me as soon as you can so we can make a plan for your coursework

Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records): Please review the following link to Rules Regarding Academic Offenses: <https://www.uky.edu/universitysenate/ao>

Diversity, Equity, and Inclusion: The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community: <https://www.uky.edu/regs/gr14>

These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity: <https://www.uky.edu/eoo/>

Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

Resources: The University offers a variety of resources to students, including distance students. Please visit the University Senate’s Resources Available to Students page to access that list: <https://www.uky.edu/universitysenate/student-resources>

For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at <https://techhelpcenter.uky.edu/gethelp>

Should you have questions about a resource or need additional assistance, please reach out to the School of Information Science’s Student Affairs team at sis@uky.edu.

Course Schedule

Week	Date	Content	Reading	Assignment
0	Complete by Jan 8	<p>Personal introductions: Prior to the course, please upload a brief biographical sketch to Canvas that indicates why you chose this course and what you hope to learn during the coming weeks. (Text or video are acceptable formats.) Tell me what you plan to do in the future.</p> <ul style="list-style-type: none"> • What type of career do you envision for yourself? • How do you think that Knowledge Management might contribute to your success in that arena? <p>There is no right or wrong answer here. <i>The assignment is designed to help me use examples throughout the semester that will resonate with you/your classmates.</i></p>	<p>Review the YouTube video, Is Google Knowledge? https://www.youtube.com/watch?v=aCwLQrJz4Bo</p> <p>Dalkir textbook, Chapter on KM Resources, Chapter 14 or 15, depending on the textbook edition</p> <p>Marcus Zillman Knowledge Discovery Resources http://www.kdresources.info/</p> <p>Yelden, E. F. and Albers, J.A. (August 2004). The business case for knowledge management. <i>Journal of Knowledge Management Practice</i> http://www.tlinc.com/article69.htm</p>	<p>Due by noon on Jan 9: Upload your biographical sketch/video to Canvas.</p>
1	Jan 9-13	<p>Introductions and review of the syllabus, assignments, and the use of Canvas for this course</p> <p>The nature of knowledge and intellectual capital</p> <p>Information overload and the need for authoritative content</p>	<p>Dalkir textbook, Chapter 1, Intro to knowledge management theory and practice</p> <p>Barnes/Milton text, Chapter 1</p> <p>“Knowledge</p>	<p>Due by noon on Jan 16: Upload your first contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>

		The knowledge hierarchy	<p>Management: Hype, Hope, or Help?” at http://deepblue.lib.umich.edu/bitstream/2027.42/35289/1/10113 ftp.pdf</p> <p>“Knowledge Management and the Dynamic Nature of Knowledge” by Claire McInerney. (2002, Oct). <i>Journal of the American Society of Information Science and Technology</i> – <i>JASIST</i> 53(12): 1009-1018.</p> <p>Payne, J. and Fryer, J. (2020). “Knowledge management and information management: A tale of two siblings. <i>Business Information Review</i>. DOI: 10.1177/0266382120923971</p>	
2	Jan 16-20	<p>What are the forces driving KM?</p> <ul style="list-style-type: none"> • Discussion of the organizational issues related to KM, including culture and management challenges and cultural impact(s) • KM as part of an organization’s human capital strategy, including your organization’s rewards and recognition structure • Factors to consider in developing an organization-appropriate knowledge management strategy • Critical Success factors for KM <p>Building a foundation for change</p>	<p>Dalkir textbook, Chapter 2, KM cycle/processes</p> <p>Barnes/Milton text, Chapters 2 & 20</p>	<p><u>Due by noon on Jan 23:</u> Select the knowledge sharing technique that you will teach the class by completing Quiz #1 in Canvas.</p> <p>Upload your second contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>
3	Jan 23-27	<p>Understanding the knowledge management cycle and developing a KM framework suited for your organization</p>	<p>Dalkir textbook, Chapters 3 (KM models) & 12 (KM team)</p> <p>Barnes/Milton text,</p>	<p><u>Individual assignment due by noon on Jan 31:</u> Find a job posting (or position description) for a KM practitioner and tell me what you think is missing in terms of skill sets</p>

		<p>Managing knowledge as a strategic asset</p> <p>Appreciating the nature and types of knowledge (explicit and tacit)</p> <p>Developing an enterprise-wide knowledge agenda and approach: Finding points of pain as you initiate your KM efforts</p> <p>The human factor in KM: Issues of trust and sharing</p> <p>Core knowledge functions and activities: Skill sets required; Roles and responsibilities; Critical Elements and Success Factors for implementing KM projects (including leadership and alignment)</p>	<p>Chapter 3</p> <p>CASE: “A case study on knowledge management implementation in the banking sector” by Ahmed Belaid Kridan and Jack Steven Goulding in <i>VINE: The journal of information and knowledge management systems</i>, Vol 36 No 2 (2006), pp. 211-222.</p> <p>“How CNA Insurance Created a KM Culture” https://www.cio.com/article/270457/enterprise-software-how-cna-insurance-created-a-km-culture.html</p> <p>Knowledge Management at Northrop Grumman https://www.cio.com/article/266486/enterprise-software-knowledge-management-at-northrop-grumman.html</p>	<p>being sought or job function design. You are free to find one covering any aspect of KM, not just a “knowledge manager,” so think outside the box when searching for positions, defining responsibilities and reporting relationships. Your response should rely on exemplary practices as described in the human resources management literature, properly cited (APA format).</p> <p>Upload your third contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>
4	Jan 31 – Feb 3	<p>Identifying knowledge assets within your organization</p> <p>Knowledge Mapping (stores and flows)</p> <p>Conducting the knowledge audit</p> <p>Social network analysis</p>	<p>Dalkir textbook, Chapter 4, Knowledge capture/codification</p> <p>Barnes/Milton text, Chapters 4 & 5</p> <p>Liebowitz, J., Rubenstein-Montano, B., McCaw, D., Buchwalter, J., Browning, C., Butler, N., & Rebeck, K. (2000). The knowledge audit. <i>Knowledge and Process Management</i>, 7(1), 3-10.</p> <p>Liebowitz, J. (2005). Linking social network analysis with the analytic hierarchy process for knowledge mapping in organizations. <i>Journal of Knowledge Management</i>, 9(1), 76-86.</p>	<p>Team assignment due by noon on Feb 6: Design an information gathering tool (set of questions suited to a survey/interview questionnaire or for use in a focus group) that you might use to identify and map knowledge assets and flows at an organization/company/government agency. [Teams will be created based on the interests you expressed in your profile submitted at the start of the semester.]</p> <p>Upload your fourth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>
5	Feb 6-10	<p>Role of technology in KM and an</p>	<p>Barnes/Milton text,</p>	<p>Due Feb 13: Upload your fifth</p>

		overview of KM systems, portals, and institutional repositories	<p>Chapter 6 & 7</p> <p>CASE: “Competing on Knowledge: Buckman Laboratories International” by Ann Graham and Vincent Pizzo. (1997, March). <i>Knowledge and Process Management: The Journal of Corporate Transformation</i> 4(1): 4-10.</p> <p>CASE: “Evolution of Knowledge Management Towards Enterprise Decision Support: The case of KPMG” by Dennis O’Leary [Document available via SpringerLink database]</p>	contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.
6	Feb 13-17	<p>Knowledge Discovery across real and artificial boundaries: Designing a system that enables knowledge discovery across repositories (including elements of collaborative filtering, push-and-pull, and advisory techniques and tools)</p> <p>Taxonomies, ontologies, and knowledge graphs</p>	<p>Dalkir textbook, Chapter 6, Finding and applying knowledge</p> <p>Barnes/Milton text, Chapter 8 & 9</p> <p>“Managing Codified Knowledge” http://web.cba.neu.edu/~mzack/articles/kmarch/kmarch.htm</p>	Due by noon on Feb 20: Upload your sixth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.
7	Feb 20-24	<p>Knowledge-based systems and tools: Content Management and Information Architecture</p>	<p>Dalkir textbook, Chapter 7, Organizational culture</p> <p>Barnes/Milton text, Chapter 10 & 11</p> <p>Frito Lay https://www.cio.com/article/266788/enterprise-software-case-study-frito-lay-sales-force-sells-more-through-information-collaboration.html</p> <p>Portals for Collaboration, University of Maryland https://www.cio.com/article/270290/enterprise-software-case-study-</p>	Due Feb 27: Upload your seventh contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.

			portals-for-collaboration-at-the-university-of-maryland.html	
8	Feb 27 – Mar 3	NLP/NLU, Data and Text Mining, Knowledge Extraction, and the features required for effective KM	Dalkir textbook, Chapters 8, KM Tools Barnes/Milton text, Chapter 12	<u>Due by noon on March 6:</u> Taxonomy (team) assignment due at noon on March 6. Upload your eighth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.
9	Mar 6-10	Knowledge Management Systems Architecture: Content Stores, Federation, Categorization, Retrieval, Presentation Decision support and expert (AI) systems contribute to the knowledge management effort Retooling your Intranet for KM	Dalkir textbook, Chapter 9, KM Strategy, Planning, Metrics Barnes/Milton text, Chapter 13 & 14	<u>Due by noon on Mar 13:</u> Upload your ninth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.
10	Mar 13-17	Spring break	Spring break	Spring break
11	Mar 20-24	Open Source tools for KM and Social Media/Mapping Social Networks that enable vertical, horizontal, and diagonal interactions Innovative strategies for managing knowledge capture Successful strategies for eliciting knowledge from experts (and making that available to those who could use it) The knowledge creation process and workflow, including storytelling Blogs and wikis	Barnes/Milton text, Chapter 11 David Gurteen on the Knowledge Café http://www.infotoday.com/Articles/Editorial/Featured-Articles/Knowledge-Cafes---understanding-the-transformative-power-of-conversation--98001.aspx	<u>Due by noon on Mar 27:</u> Upload your tenth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.
12	Mar 27-31	Tools for transfer within the global organization and beyond: MeetUp, Transformational Bulletin Boards, Brainstorming, and Groupware designed to facilitate collaboration The power of the story	Dalkir textbook, Chapter 5 Barnes/Milton text, Chapter 18 Etienne Wenger’s <i>CoP: Learning as a social</i>	<u>Due by noon on April 3:</u> Upload your eleventh contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester along with the brief

		<p>How job sharing, exchange, and shadowing; interning, coaching, mentoring, and peer-assist; and knowledge continuity bolster successful knowledge management</p> <p>Institutionalizing “Lessons Learned” activities for all programs and projects: After-action reviews (AARs) and Appreciative Inquiry for community development</p>	<p>system https://thesystemsthinker.com/communities-of-practice-learning-as-a-social-system/</p>	<p>weekly quiz.</p>
13	Apr 3-7	<p>Social circles and Communities of Practice (CoPs)</p> <p>Creating the Learning Organization: How to foster a knowledge-sharing culture within your organization/field and understanding why people don’t share more/willingly</p> <p>Exemplary practices and solutions for knowledge sharing and diffusion</p> <p>The knowledge value stream (US Army)</p> <p>In-class activity: KM @ management consulting organizations</p>	<p>Barnes/Milton text, Chapter 19</p> <p>Peter Senge and the Learning Organization http://www.infed.org/thinkers/senge.htm</p> <p>CASE: By Decree or Choice? World Bank Case Study https://documents.worldbank.org/en/publications/documents-reports/documentdetail/574241468763497022/by-decree-or-by-choice-a-case-study-implementing-knowledge-management-and-sharing-at-the-education-sector-of-the-world-bank-group</p>	<p>Due by noon on April 10: Upload your knowledge sharing tool presentation to Canvas so your classmates can benefit from your contribution.</p> <p>Upload your twelfth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>
14	Apr 10-14	<p>Implementing KM: Function, industry, and field-specific challenges (e.g., natural disasters)</p> <p>Performance assessment, rewards and recognition for knowledge sharing, and techniques for learning the right lessons</p> <p>Making the business case for KM in your organization</p> <p>Including knowledge retention in your formal KM strategy</p>	<p>Knowledge Management Helps Cut Errors by Half http://www.computerworld.com/s/article/72513/Knowledge_Management_Helps_Cut_Errors_by_Half?taxonomyId=009</p>	<p>Due by noon on April 17: Upload your thirteenth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>
15	Apr 17-21	Economics of Knowledge:	Dalkir textbook (2d	Due by noon on April 24: Upload

		<p>Investing time and money</p> <p>Valuing intellectual property (DuPont and Skandia models)</p> <p>Difficulties associated with KM metrics where most metrics measure outputs and not outcomes</p> <p>Measuring the impact and value of Your KM Efforts</p> <p>Assessing the effectiveness of your KM program in a critical yet constructive manner</p> <p>Leveraging knowledge within an organization/discipline/field (and beyond)</p> <p>Ethical considerations as they apply to ownership of ideas across cultures and intellectual property rights</p> <p>Review of KM challenges and benefits</p>	<p>edition), Chapter 10, Evaluating the Value of KM</p> <p>Dalkir textbook (3d edition), Chapter 10, Evaluating the Value of KM</p> <p>David Skyrme on the Knowledge Management Maturity Model http://www.skyrme.com/kmarticles/7ikm.pdf</p>	<p>your fourteenth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>
<p>16</p>	<p>Apr 24-28</p>	<p>Discussion of the Knowledge Management Maturity Model (K3M), similarities to the CMMI model (sei.cmu.edu)</p> <p>Future of KM and the next generation knowledge management systems</p> <p>Summary of this course’s team efforts - Lessons learned / AAR</p>	<p>Dalkir textbook (2d edition), Chapters 11 & 13, Organizational learning & future challenges</p> <p>Dalkir textbook (3d edition), Chapters 11 & 14, Organizational learning & future challenges</p> <p>Barnes/Milton text, Chapters 18, 19, & 20</p> <p>Take a look at Stan Garfield’s 2017 blog post (recordings + slides) on the future of KM and consider how accurate these predictions were, based on your learning in this course https://stangarfield.medium.com/the-current-state-and-future-of-knowledge-</p>	<p>Due by noon on May 1: Upload your business case (individual assignment) to Canvas for grading.</p> <p>Upload your fifteenth contribution to the discussion board – article, case study, white paper, presentation, or video on the topic covered in this week’s recorded lecture(s) and reading(s). Continue this each week throughout the semester.</p>

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Finals Week	May 1-5			Compete all assignments as early in the week as possible to assure timely grading for those graduating this semester. Congratulations on finishing this course successfully!