

K791
Knowledge Management Systems
Fall 2021 Course Outline

Information Systems
DeGroot School of Business
McMaster University

COURSE OBJECTIVE

The objective of this PhD seminar course is to look at the state of the art in assessing, capturing and sharing organizational knowledge resources. The business environment is increasingly competitive and the rate of innovation is rising. Companies compete with each other in ways different from before. It used to be that organizations could compete on the basis of either quality or low cost. Today, almost every organization competes on its ability to be continually innovative – in product, service or concept. A company's competency can be classified into similar competencies and core competencies. Similar competencies are those common processes that successful companies adopt within an industry. Core competencies, however, are processes that are unique to individual firms and give rise to their competitive advantage. Whereas generic knowledge is the basis of the competence possessed by all the firms in an industry, specific knowledge is particular to individual firms, resulting in their individual core competencies and potential competitive advantage. To this end, knowledge plays a unique role in building and conserving an organization's core competencies through knowledge networking. Knowledge management can be defined as a formal, directed process of determining what knowledge individuals within a company have that could benefit others in the company, then devising ways of making it easily available.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Ali Reza Montazemi
Title: Professor
Email: montazem@mcmaster.ca

Core 1
Mondays, 2:00-5:00pm
Zoom:

<https://mcmaster.zoom.us/j/91404844142>

Office: DSB 422
Office hours: By appointment via Zoom
Tel: (905) 525-9140 x27434

September 13th – December 6th

COURSE DESCRIPTION

The objective of this Ph.D. seminar course is to look at the state of the art in assessing, capturing and sharing organizational knowledge resources through information systems. The business environment is increasingly competitive and the rate of innovation is rising. Companies compete with each other in ways different from before. To this end, knowledge plays a unique role in building and conserving an organization's core competencies through knowledge networking. Knowledge management can be defined as a formal, directed process of determining what knowledge individuals within a company have that could benefit others in the company, then devising ways of making it easily available through knowledge-based systems.

LEARNING OUTCOMES

Upon completion of this course, students will have a detailed knowledge about different aspects of knowledge management pertinent to the management of information systems.

COURSE MATERIALS AND READINGS

- Dalkir, K., "Knowledge Management in Theory and Practice," Third Edition, MIT Press, 2017
- Selected Journal papers accessible through McMaster eLibrary

EVALUATION

Learning in this course results primarily from in-class discussion, participation, preparation of a research paper and presentation. Your final grade will be calculated as follows:

Components and Weights

Research Paper	Content	40%
	Presentation	10%
Participation	In-class Contribution (individual)	50%
Total		100%

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

Grade	Points	Equivalent Percentages
A+	12	90 – 100
A	11	85 – 89
A-	10	80 – 84
B+	9	77 – 79
B	8	73 – 76
B-	7	70 – 72
F	0	69 and under

Participation

In general, contributions are evaluated in an ascending order from physically but not mentally present, to good chip shots, to quite substantial comments, to case cracking contributions. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. However, using air-time involves an obligation to actually contribute. None of us has time for recitation of bland summaries of prior discussion, and so on, that are devoid of implications. Before you speak, always answer the question so-what? Participation will NOT be graded by counting each contribution a student makes. Participation will be graded by examining the quality of contributions in each class.

RESEARCH PAPER GUIDELINE

Objective:

To write and present a research paper that addresses the issues of knowledge management systems. Students are expected to work independently.

Topic Selection:

The topic of your research paper may be on any contemporary issue relating to knowledge management systems, theory, and business applications.

Guidelines:

1. The objective of your research paper is to find out how the assigned topic is discussed in scholarly publications.
2. Since the purpose of this research paper is to show that you have studied a particular area well, **do not simply repeat information you find in your research paper.** In particular, beware of the unbridled enthusiasm on many topics often appearing in the popular press. This may be a mask to cover a lack of facts. **You should not consider yourself as a reporter, but as an analyst.** Present your own views on the material gathered, since this develops your ability to think logically and creatively. Remember, marks are given for originality.
3. Your final paper must be typed. It should be a minimum of 20 (maximum of 35) double-spaced 8 × 11 typewritten pages, (not including references, figures, and appendices). **However, you will not be penalized if you can put forward a good presentation in less than 20 pages.**
4. Your paper should be written in a concise, crisp, academic style. Try to use diagrams and tables to get your point of view across and to "dress up" your paper's appearance.
5. Your paper should include the following sections:
 - a. A cover page that includes the title, the course name and number, the date, and the Authors' name.
 - b. Abstract: The abstract should cover the most important points presented in your paper as well as any conclusions that should be derived from the report.
 - c. Introduction: This section includes background material to bring the reader "up to speed" before launching into the main thrust of your report. It should also briefly discuss a general outline of the report, which follows.
 - d. Report body: The body of the report should be broken into reasonably sized sections on various aspects of the topic under consideration. Each section should be numbered and given an appropriate heading.
 - e. Major findings and conclusions: This section should reflect the important results that the reader should have learned from the paper.
 - f. Appendices: If appropriate, appendices should be included after your reference section.

6. Jargon should not be used unless the words are carefully defined when they are first used in your report. In general, make sure you carefully define your topic, assuming that potential readers may have little or no background knowledge within the area.
7. Sources for your material must be referenced. If you develop original material in your report, be sure to substantiate the grounds upon which you build your arguments, through references to other published material or personal communications. All of your reference material should be referred to by authors and year in square brackets, corresponding to the paper used in your reference list at the end of your paper. In your reference section, references should be listed in alphabetic order of the first author's last name (see MIS Quarterly journal for reference citation).
8. Short footnotes may be used, provided that they are referenced on the same page with a special symbol such as a dagger or an asterisk. Longer footnotes should be included as appendices, to avoid breaking the continuity of the presentation.
9. Figures or tables should be numbered and should appear as soon as possible after they are referenced in the paper. However, if a large number of tables or figures are referenced in one place, it is best to move all the tables and/or figures to the end of the report.
10. Appendices should have titles and be numbered using Roman numerals.
11. All pages of the report, except the title page, should be numbered.
12. Equations should be numbered if they are referred to elsewhere in the report.
13. Grammar, spelling, sentence and paragraph structure are important. A good general reference that may be useful is the Harbrace College Handbook published by Longman Canada Limited. Other references that contain helpful sections on business report writing style are:
 - Ewing, E.W., Writing For Results, New York: Wiley (1979).
 - Himstreet, W.C., and W.M. Baty, Business Communications, Belmont, California: Wadsworth (1977).
 - Smith, R.S., Written Communications for Data Processing, New York: Van Nostrand (1976)
 - Weiss, A., Write What You Mean, New York: Amacom (1977).
14. Submission: you should submit (upload to the pertinent drop box on the Avenue for the course) your Research Paper **by November 29** and PowerPoint presentation document **by December 3**. You have a **30 minute** presentation followed by discussion.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” and the link below;

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be

checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENT WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also

contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

PLACES TO GET HELP WITH YOUR WORK

- For help with course content, your instructors are the best source for help. Feel free to ask these professors for explanation of any topic covered in the course. Be sure to read the assigned materials before contacting the course instructor. The best way to interact with your instructors is face-to-face, but they also welcome email and voice mail.
- For questions about both Assignment 1 and Assignment 2, please contact: Mrs. Zeynep Ozmen Tokcan (ozmentoz@mcmaster.ca)

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Business K791 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

COURSE SCHEDULE

K791
Knowledge Management Systems
Fall 2021 Course Outline

WEEK	DATE	TOPIC
1	Sept. 13	General discussion of Knowledge Management Systems
2	Sept. 20	Summarize and present Chapters 1&2 Discussion of possible topics for the research paper
3	Sept. 27	Summarize and present Chapters 3&4 Discussion of the individual research paper
4	Oct. 4	Summarize and present Chapters 5&6 Discussion of the individual research paper
5	Oct. 11	No class. Prepare a 3-page outline of research paper.
6	Oct. 18	Summarize and present Chapters 7&8 Submission of a 3-page outline of research paper Discussion of the individual research paper
7	Oct. 25	Summarize and present Chapters 9&10 Discussion of the individual research paper
8	Nov. 1	Alavi, M., & Leidner, D. E. (2001). Review: Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues. <i>MIS Quarterly</i> , 25(1), 107–136. Discussion of the individual research paper
9	Nov. 8	Summarize and present: Xiaojun, Z. (2017). Knowledge Management System Use and Job Performance: a Multilevel Contingency Model. <i>MIS Quarterly</i> , 41(3), 811–840 Discussion of the individual research paper
10	Nov. 15	Summarize and present: Dulipovici, A., & Robey, D. (2013). Strategic Alignment and Misalignment of Knowledge Management Systems: A Social Representation Perspective. <i>Journal of Management Information Systems</i> , 29(4), 103–126. Ode, E., & Ayavoo, R. (2020). The mediating role of knowledge application in the relationship between knowledge management practices and firm

		<p>innovation. <i>Journal of Innovation and Knowledge</i>, 5(3), 210–218.</p> <p>Discussion of the individual research paper</p>
11	Nov. 22	<p>Summarize and present:</p> <p>Israilidis, J., Odusanya, K., & Mazhar, M. U. (2021). Exploring knowledge management perspectives in smart city research: A review and future research agenda. <i>International Journal of Information Management</i>, 56(July 2019)</p> <p>Manhart, M., & Thalmann, S. (2015). Protecting organizational knowledge: a structured literature review. <i>Journal of Knowledge Management</i>, 19(2), 190–211.</p> <p>Discussion of the individual research paper</p>
12	Nov 29	<p>Summarize and present:</p> <p>Montazemi, A. R., Pittaway, J. J., Qahri Saremi, H., & Wei, Y. (2012). Factors of stickiness in transfers of know-how between MNC units. <i>The Journal of Strategic Information Systems</i>, 21(1), 31–57.</p> <p>Trantopoulos, K., von Krogh, G., Wallin, M. W., & Woerter, M. (2017). External Knowledge and Information Technology: Implications for Process Innovation Performance. <i>MIS Quarterly</i>, 41(1), 287–300.</p>
13	Dec. 6	<p>Presentation of the research paper</p>