K791
Knowledge Management Systems
Fall 2019 Course Outline

Information Systems
DeGroote 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

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Core 1
Wednesdays, 10:00am – 1:00pm
DSB 421
September 11th – December 4th

www.degroote.mcmaster.ca

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 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.

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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

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MISSED ACADEMIC WORK

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

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 requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Program Office normally within 10 days of the beginning of term. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

COURSE SCHEDULE

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WEEK	DATE	TOPIC
1	Sept. 11	General discussion of Knowledge Management Systems
2	Sept. 18	Summarize and present Chapters 1&2 Discussion of possible topics for the research paper
3	Sept. 25	Summarize and present Chapters 3&4 Discussion of the individual research paper
4	Oct. 2	Summarize and present Chapters 5&6 Discussion of the individual research paper
5	Oct. 9	Summarize and present Chapters 7&8 Discussion of the individual research paper
6	Oct. 16	Summarize and present Chapters 9&10 Discussion of the individual research paper
7	Oct. 23	Summarize and present Chapters 11&12 Discussion of the individual research paper
8	Oct 30	Alavi, M., & Leidner, D. E. (2001). Review: Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues. *MIS Quarterly*, *25*(1), 107–136. Discussion of the individual research paper

9	Nov. 6	Summarize and present: Xiaojun, Z. (2017). Knowledge Management System Use and Job Performance: a Multilevel Contingency Model. *MIS Quarterly*, *41*(3), 811–840 Discussion of the individual research paper
10	Nov. 13	Summarize and present: Dulipovici, A., & Robey, D. (2013). Strategic Alignment and Misalignment of Knowledge Management Systems: A Social Representation Perspective. *Journal of Management Information Systems*, *29*(4), 103–126. Sedera, D., & Gable, G. G. (2010). Knowledge Management Competence for Enterprise System Success☆. *The Journal of Strategic Information Systems*, *19*(4), 296–306. Discussion of the individual research paper
11	Nov. 20	Summarize and present: Von Krogh, G. (2012). How does social software change knowledge management? Toward a strategic research agenda. *The Journal of Strategic Information Systems*, *21*(2), 154–164. Manhart, M., & Thalmann, S. (2015). Protecting organizational knowledge: a structured literature review. *Journal of Knowledge Management*, *19*(2), 190–211. Discussion of the individual research paper
12	Nov 27	Summarize and present: Montazemi, A. R., Pittaway, J. J., Qahri Saremi, H., & Wei, Y. (2012). Factors of stickiness in transfers of know-how between MNC units. *The Journal of Strategic Information Systems*, *21*(1), 31–57. Trantopoulos, K., von Krogh, G., Wallin, M. W., & Woerter, M. (2017). External Knowledge and Information Technology: Implications for Process Innovation Performance. *MIS Quarterly*, *41*(1), 287–300.
13	Dec. 4	Presentation of the research paper