

KNM 401 Professional Issues in Knowledge Management

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<u>Office</u>	Zoom Meeting room	<u>Office Hours</u>	Tuesdays 4:00 pm – 6:00pm

Introduction

This syllabus aims to guide and inform you how to be successful in KNM 401. Here you will find three major elements to ensure your success.

1. What is expected of you. We will cover what participation in the synchronous sessions looks like, and what assignments you need to complete and y when.
2. Resources and required texts available to you. Here we will cover recorded lectures, prescribed reading, like textbooks, and academic papers.
3. Boundaries within which you should function. These are university and college policies.

First, an overview of the course description and learning objectives.

Course Description: Discuss critical issues facing organizations that implement and sustain knowledge management systems, identify approaches to address issues and evaluate best practices considering emerging technologies, using case studies.

Audience: Current and future BPS Knowledge Management students, working professionals and Undergraduates who seek to learn about effective knowledge management strategies for business applications.

Prerequisite / Co-requisite:

KNM 301

Credits:

3 credit(s).

Learning Objectives:

After taking this course, students will be able to:

1. Be experienced in **Scientific Inquiry and Research Skills (SIRS)**. This includes the application of scientific inquiry and problem-solving in various contexts. Be able to analyze of theories, replication of procedures, and rethinking existing frameworks. Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.
2. Identify issues that both positively and negatively impact the implementation of knowledge management processes in an organization.
3. Develop a strategic framework to mitigate organizational obstacles for implementing knowledge management processes.
4. Develop best practice approaches to drive executive support and employee engagement leading to long-term knowledge management practices and organizational policies.
5. Conduct a Knowledge Management case analysis.

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What is expected of you.

KNM 401 has a three-tiered rhythm during the 8-week course. Actions to take before the live synchronous session, participation in the live session, and actions to take after the live session.

- Before the live session, you should watch the recorded lecture, read the prescribed learning material, and connect with a peer to prepare a question to discuss during the live session.
- During the live session you should be prepared to check in on learning that happened, participate in the discussions, and check out with a highlight of the discussion.
- After the live session it is expected of you to write a 500-word post and comment on your peer's post.

We discuss each of these action in detail next.

Before the live session		
Assignment	Weekly Asynchronous Recorded Lecture Primer Questions	Weekly Paired Assignment submission
Purpose	The aim of these primer questions is to assist the student in focusing their attention as well as assisting them to retain more information	The paired assignments aim to enable a social learning experience. One of the key elements of Knowledge Management.
Knowledge and Skills	Prior and new knowledge will be identified. The skill of reflection will be practiced,	Social interaction skills will be exercised. Knowledge shared is knowledge retained. Also, question formulation will be practiced.
Task	Once a week the class will review a video recorded lecture that includes three primer questions. Two questions that need to answer prior to watching the video and one to be answered at the end of the video. If the questions are unanswered, the video is deemed unwatched, and the student will not receive credit for it.	Once a week, each student will be paired with a fellow student for a peer-to-peer assignment from weeks 2 - 7. The pair will be responsible to generate a discussion question for the following live synchronous session based on the course content that will be covered during the live synchronous sessions. The discussion question needs to be submitted on Blackboard twenty-four (24) hours prior to the start of the live synchronous session.
Criteria for Success	Asynchronous Session Primer questions posting points allowed for Week 1 through Week 8 are 1.5 Points per week. Students shall be graded as indicated in Rubric A below.	Question submission will count towards participation grade in live Synchronous session. Students shall be graded as indicated in Rubric B below.

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Assignment	Read prescribed material
Purpose	To inform the student of current relevant information available on the topic.
Knowledge and Skills	Evaluates information sources and theories to decide on their validity and synthesizes information and theories to identify gaps as research opportunities.
Task	See Course schedule as well as Reading and Resources list below for reading to be completed before the live session.
Criteria for Success	Based on the reading you will be able to formulate a better question with your peer and participate with confidence in the live session discussions.

During the live session	
Assignment	Weekly Synchronous Session
Purpose	To facilitate interactive learning and clarification of concepts.
Knowledge and Skills	Listening skills, Argument formulation skills and changing your mind based on evidence will be practiced.
Task	Once per week the class will meet in a synchronous setting via which the instructor will provide a 20-minute overview of the week's material. A class discussion of 40 minutes will follow that will include individual and group work. The instructor will facilitate the discussion session after which, the class will be assigned weekly course material project to prepare for the next session.
Criteria for Success	Prepare for the weekly check-in, by identifying learning that happened during the week while engaging with the recorded lecture, reading the prescribed material and discussions with peers. Contribute to the discussions with comments, questions, and reflections. At the check-out at the end of the live session share insights gained during the discussions.

After the live session		
Assignment	Weekly Assignment Submissions	Discussion Forum Post
Purpose	Summarize all learning material of the week in one coherent argument.	Evaluate and learn from a different perspective from your own
Knowledge and Skills	Practice the ability to generate well-supported, and transparent conclusions in a precise manner and provides compelling implications.	The ability to think critically about your own and others works by exposing yourself to a different perspective. Engages fully and respectfully in critical conversation and generative discussion, including providing constructive criticism; accepts and integrates criticisms and feedback.
Task	After each live Synchronous session, the student will post a 500-word post as a weekly assignment relevant to the topic of the week. Students are encouraged to provide their perspective on the topic based on their assigned	Read through your peer's post and respond to it with your learning comments. The Discussion Forum Post and Response class activity and your replies to other student postings

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	readings/research, personal and/or professional experiences. All Original Assignment Posts (your post) are due in Blackboard and posted to the appropriate weekly Discussions Section by Thursday at 11:59 PM. All subsequent responses to your peers are due by Friday at 11:59 PM. Times specified are Eastern Standard Time (EST).	Discussion Board Assignment response posting points allowed for Week 1 through Week 7 are 2.0 Points per week.
Criteria for Success	All postings will be evaluated on a per board basis and on the scoring-scale defined on the Rubric C below.	All responses will be evaluated on a per board basis and on the scoring-scale defined on the Rubric D below.

Week 8 class presentation	
Assignment	Final Presentation Delivery and Submission
Purpose	To succinctly communicate a summary of learning that took place over the 8 weeks.
Knowledge and Skills	Prepares research communications in effective formats that demonstrate a clear consideration of the relevant audiences and fully meet accessibility requirements.
Task	Student will prepare a 3 – 4 min presentation reflecting on the learning they experienced during the course. This assignment has two pieces: An outline which must be submitted 24 hours prior to the last live session and the presentation itself which will take place during the last live session. <i>Please note: If the student chooses to use presentation software for their final presentation (such as power point for example), they must convert it to a PDF.</i>
Criteria for Success	Students shall be graded as indicated in Rubric E below.

Final Course Paper	
Assignment	Final Course Paper (Case Study Evaluation)
Due date	Thursday, May, 4th 11:59 pm
Purpose	The first purpose of this assignment is to give the student an opportunity to display their accomplishment of the four (4) learning outcomes set out in the beginning of the course: <ul style="list-style-type: none"> • Identify issues that both positively and negatively impact the implementation of knowledge management processes in an organization. • Develop a strategic framework to mitigate organizational obstacles for implementing knowledge management processes.

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	<ul style="list-style-type: none"> • Develop best practice approaches to drive executive support and employee engagement leading to long-term knowledge management practices and organizational policies. • Conduct a Knowledge Management case analysis. <p>The second purpose of this assignment is to give the student the opportunity to display their competence in the university wide shared competency learning goal, namely: Scientific Inquiry and research Skills.</p>
<p>Knowledge and Skills</p>	<p>By completing this assignment, the student will have applied the following knowledge:</p> <ul style="list-style-type: none"> • Defined Organizational Culture and understand the relation between organizations culture and Knowledge Management (KM). • Describe and discuss how organizational culture creates or inhibits effective KM. • How to translate knowledge into usage by creating a clear understanding of the contribution that research makes to the economy, society, environment, and culture beyond the contribution to academia. • Identify and describe the use of key technologies that can be used to support knowledge sharing within an organization and can be used to support knowledge dissemination and application within an organization. <p>By completing this assignment, the student will have practice the following skills:</p> <ul style="list-style-type: none"> • Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. • Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way. • Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.
<p>Task</p>	<ul style="list-style-type: none"> • Students will choose a company that has implemented Knowledge Management as a strategic objective. • Using the Textbook Appendix on Case Studies (page 509), resources identified in the syllabus and any articles researched on the Case Study topics, students will write an essay evaluating and/or expanding on the ideas presented for the chosen company. • Examples of companies to review are ConocoPhillips, Flour, IBM and NASA. Other companies can be used. • In the essay students will discuss how an organization has dealt with these issues covered in the course and evaluate the effectiveness of these actions to establish a knowledge management supportive culture leading to the organization’s competitive advantage in the marketplace. • Students are encouraged to research the topics identified to determine if 1) further advancement has been made in

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	<p>the development of the organization’s knowledge management systems, and 2) answer the questions “Has that advancement positively impacted the organization’s success. If so, how?”</p>
<p>Criteria for Success</p>	<p>This assignment will be graded not only on its content, but also according to style, organization, and grammar use. See Rubric F for the final assignment grade for more detail. The following is a brief description of what each of these elements look like.</p> <ul style="list-style-type: none"> • Content. Under content, the grader will look at the following: <ul style="list-style-type: none"> ○ Argument why the case study that will be evaluated, was chosen and what purpose will be achieved through it. ○ Arguments that show the critical evaluation (pros and cons of the current position and questions that could lead to further inquiry) of the case study. ○ Application of personal experience or opinion and not just describing what is already mentioned in sources (at least three sources should be included). ○ Lessons the student will take forward in their career. • Style. Under style, the grader will look at the following: <ul style="list-style-type: none"> ○ Whether the tone (formal or conversational, for example), is consistent throughout the assignment and unique to the student (so please don't just copy and paste Chat GPT). ○ Whether there is variation in sentence length, openers, and creative approaches to presenting the content. ○ Conforms and adheres to APA documentation style. • Organization. Under organization, the grader will look at the following: <ul style="list-style-type: none"> ○ Whether paragraphs are constructed around a recognizable topic and if the paragraphs build a logical intentional progress. ○ Whether there is an effective introduction and conclusion. • Grammar. Under grammar, the grader will look whether there is any serious error in grammar, punctuation, mechanics, or spelling. <p>The final Course assignment is due the day after the last session (session 8) at 11:59 PM. Times specified are Eastern Standard Time (EST).</p> <ol style="list-style-type: none"> 1. Formatting Guidelines for Written Assignments: <ul style="list-style-type: none"> ○ Cover page with your name, the class number (KNM 401), the assignment title and the date. Do not number the cover page.

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	<ul style="list-style-type: none"> ○ In text citations (APA style) as appropriate (http://www.citationmachine.net/apa) ○ Double spaced ○ Arial, 12 point ○ Standard Margins ○ Page numbers centered in bottom footer <p>Final Course Paper (Proposal Assignment) Rubric – The following points are what are looked for in the Proposal Essay class activity. A total of 25.0 points for each major grading section (Content, Style, Organization and Grammar) will be awarded. Please review the Assessment Rubric F defined below.</p>
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Grading:

Final Course Grade is determined by taking 55.5% of Weekly Assignment, Paired work and Discussion Forum total score added to 34.5% of the Practice Proposal final grade and 10% of the Synchronous Session Attendance and Participation.

Grades will be determined on the following weighted allocation of points:

Activity	% Of Grade
Weekly Asynchronous recorded lecture primer questions (Rubric A)	12%
Synchronous Session Participation (Rubric B)	10 %
Weekly post synchronous session project assignments & Forum Post, (Rubric C)	22%
Weekly Paired Assignment submission, discussion, and response to peer postings (Rubric D)	16%
Final Course Paper (Rubric F)	35 %
Rubric E: Final Presentation Delivery and Submission	5%
Total Possible Percentage (Point value)	100 %

Grading Table

The numeric total that you have amassed during the semester will translate into a letter grade according to the following scheme. Please examine the following table carefully:

Grades*	Grade points/credit*	Percentage Range	Total Points
A	4.0	94-100%	940-1,000
A-	3.666	90-93%	900-939
B+	3.333	87-89%	870-899

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B	3.0	83-86%	830-869
B-	2.666	80-82%	800-829
C+	2.333	77-79%	770-799
C	2.0	73-76%	730-769
C-	1.666	70-72%	700-729
F	0	0-69.9	0-699

*<http://www.syr.edu/registrar/students/grades/faq.html>

Course Schedule:

Week/ lecture, topic for the week/lecture, and required reading are in the appropriate columns below.

Week/Lecture	Topic	Required Reading, Synchronous Session Project, and Assignment
Week 1: Trends, Issues and Challenges in KM	In this session we will work towards a clear understanding of the scope of current trends, issues, and challenges in KM. Focusing on factors that enhance or inhibit knowledge sharing in organizations.	<ul style="list-style-type: none"> • Student to watch recorded lecture video & answer primer questions. • Student to read through prescribed material: <ul style="list-style-type: none"> ○ Asrar-ul-Haq, M., & Anwar, S. (2016). A systematic review of knowledge management and knowledge sharing: Trends, issues, and challenges. <i>Cogent Business & Management</i>, 3(1) doi:http://dx.doi.org.libezproxy2.syr.edu/10.1080/23311975.2015.1127744. • Student to attend and participate in live Synchronous session. • Student to complete weekly assignment and post on BB. Assignment is: <i>Create your own list of professional issues in KM. Use the material referred to and some you have sourced yourself and create a list that you can use as reference to how the world of KM looks like. Remember to motivate</i>

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		<p><i>why you populate your list with the elements you use.</i></p> <ul style="list-style-type: none"> • Student to respond on Peer's post.
<p>Week 2: Organizational Culture</p>	<p>This session will focus on defining Organizational Culture and understanding the relation between organizations culture and Knowledge Management (KM).</p> <p>It will also describe and discuss how organizational culture create or inhibit effective KM.</p>	<ul style="list-style-type: none"> • Student to watch recorded lecture video & answer primer questions. • Student to read through prescribed material: <ul style="list-style-type: none"> ○ Chapter 7 pp 255-280 ○ Caruso, S. J. (2016;2017;). A foundation for understanding knowledge sharing: Organizational culture, informal workplace learning, performance support, and knowledge management. <i>Contemporary Issues in Education Research (CIER)</i>, 10(1), 45. doi:10.19030/cier.v10i1.9879. https://search-proquest-com.libezproxy2.syr.edu/docview/1859396450?accountid=14214&pq-origsite=summon ○ Schein, E. H. (2010). Organizational culture and leadership (4th ed.). Hoboken: Jossey-Bass. Chapter 2. https://syracuse.skillport.com/skillportfe/assetSummaryPage.action?assetid=RW\$2674: ss book:36500#summary/BOOKS/RW\$2674: ss book:36500 ○ Wiewiora, A., Trigunaryyah, B., Murphy, G., & Coffey, V. (2013). Organizational culture and willingness to share knowledge: A competing values

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		<p>perspective in Australian context. International Journal of Project Management, 31(8), 1163-1174. doi:10.1016/j.ijproman.2012.12.014. https://www.sciencedirect.com/science/article/abs/pii/S0263786313000057?via%3Dihub</p> <ul style="list-style-type: none"> • Student to attend and participate in live Synchronous session. • Student to complete weekly assignment and post on BB. Assignment is: <i>Create a KM readiness culture assessment tool. Use the material referred to and some you have sourced yourself and create a tool that you can use to assess an organizations culture's readiness for KM. It can be a matrix or checklist or any form that will work for you. Remember to motivate why you populate your tool with the elements you use.</i> • Student to respond on Peer's post.
<p>Week 3: Translating Knowledge into usage</p>	<p>This session will create a clear understanding of the contribution that research makes to the economy, society, environment, and culture beyond the contribution to academic research</p>	<ul style="list-style-type: none"> • Student to watch recorded lecture video & answer primer questions. • Student to read through prescribed material: • Bennett, G. & Jessani, N. (Eds.) (2011). The knowledge translation toolkit: Bridging the know-do gap: A resource for researchers New Delhi: SAGE Publications India Pvt Ltd doi: 10.4135/9789351507765 (Section 1 and 2 pp 1 -100) http://sk.sagepub.com.libezproxy2.syr.edu/books/the-knowledge-translation-toolkit • Cegarra-navarro, J., Córdoba-pachón, J. R., & García-pérez, A.

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		<p>(2017). Tuning knowledge ecosystems: Exploring links between hotels' knowledge structures and online government services provision. <i>Journal of Technology Transfer</i>, 42(2), 302-319. doi:http://dx.doi.org.libezproxy2.syr.edu/10.1007/s10961-016-9506-3</p> <ul style="list-style-type: none"> • Students attend and participate in live Synchronous session. • Student to complete weekly assignment and post on BB. Assignment is: <i>Create a Knowledge Translation Model. Use the material referred to and some you have sourced yourself and create a Model that you can use to inform you when you need to translate knowledge in an organization or create a policy in future. Remember to motivate why you populate your model with the elements you use.</i> • Student to respond on Peer's post.
<p>Week 4: KM Tools. 1</p>	<p>Key technologies that can be used to support knowledge sharing within an organization will be described in this session.</p>	<ul style="list-style-type: none"> • Student to watch recorded lecture video & answer primer questions. • Student to read through prescribed material: <ul style="list-style-type: none"> ○ Chapter 8 pp 283 - 322. ○ Taman H. Powell & Véronique Ambrosini (2017) Espoused versus realized knowledge management tool usage in knowledge intensive organizations, <i>The International Journal of Human Resource Management</i>, 28:2, 356-378, DOI: 10.1080/09585192.2016.1244911

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		<ul style="list-style-type: none"> • Students attend and participate in live Synchronous session. • Student to complete weekly assignment and post on BB. <i>Assignment is: Start to create a rubric of knowledge capture tools that you can use to evaluate which KM tool to use in your current of future place of employment. Make sure that you list in which context tools will be the most useful and in which they will just slow the process down.</i> • Student to respond on Peer's post.
<p>Week 5: KM Tools. 2</p>	<p>Key technologies that can be used to support knowledge dissemination and application within an organization will be described in this session.</p>	<ul style="list-style-type: none"> • Student to watch recorded lecture video & answer primer questions. • Student to read through prescribed material: <ul style="list-style-type: none"> ○ Chapter 8 pp 283 - 322. ○ Fábio Lotti Oliva, Masaaki Kotabe, (2019) "Barriers, practices, methods and knowledge management tools in startups", Journal of Knowledge Management, https://doi-org.libezproxy2.syr.edu/10.1108/JKM-06-2018-0361 • Students attend and participate in live Synchronous session. • Student to complete weekly assignment and post on BB. <i>Assignment is: Continue & finalize the rubric you created that can be used to evaluate which KM tool to use in your current or future place of employment and add the Knowledge sharing and dissemination and Knowledge acquisition and application to it. Make sure that you list in which context tools will be the most useful</i>

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		<p><i>and in which they will just slow the process down.</i></p> <ul style="list-style-type: none"> • Student to respond on Peer's post.
<p>Week 6: Integrating Culture, Tools & Management strategies</p>	<p>The World Bank Case study will be Introducing as an example of KM and cultural change. We will establish criteria for a good evaluation and evaluate the case study against criteria.</p>	<ul style="list-style-type: none"> • Students watch recorded lecture videos & answer primer questions. • Student to read through prescribed material: • The World Bank Profile, By: American Productivity & Quality Center Publisher: APQC © 2003 https://syracuse.skillport.com/skillportfe/main.action?assetid=9689#summary/BOOKS/RW\$15571:ssbook:9689 • Knowledge Management Tools and Techniques. Practitioners and Experts Evaluate KM Solutions. ISBN: 978-0-7506-7818-6. https://www.sciencedirect.com.libezproxy2.syr.edu/book/9780750678186/knowledge-management-tools-and-techniques#book-description • Students attend and participate in live Synchronous session. • Student to complete weekly assignment and post on BB. <i>Assignment is: Evaluate the World Bank Case study by using the tools you created or co-created with your peers. Be prepared to explain the use of the tools and the outcome generated by the tools.</i> • Student to respond on Peer's post.
<p>Week 7: Evaluation of Integration</p>	<p>A critical evaluation of the integration of KM, Culture and KM tools will be done, by introducing the concept of Idea Meritocracy as a tool to facilitate knowledge sharing.</p>	<ul style="list-style-type: none"> • Students watch recorded lecture videos & answer primer questions. • Student to attend and participate in live Synchronous session. • Student to complete weekly assignment and post on BB. <i>Assignment is: Reflect on the</i>

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		<p><i>concept of Idea meritocracy. Share your reflection and assess how ready/comfortable/uncomfortable you are to include idea meritocracy in your practice of KM. What would the advantages or disadvantages be? What do you foresee will the barriers and benefits be? Use the material referred to and some you have sourced yourself.</i></p> <ul style="list-style-type: none"> • Student to respond on Peer's post.
Week 8: Reflection	Major learning and insights are discussed and a challenge for the future are presented.	<ul style="list-style-type: none"> • Student to watch recorded lecture video & answer primer questions. • Student to meet with Peer prepare 3 – 4 min presentation for live session. • Student to prepare 3 – 4 min presentation on insights gained from course after reflection. • Student to present major learning in a 3 – 4 min presentation during synchronous session. <p>Final Assignment proposal due 1 day after end of session 8.</p>

	Start	Close	Live Session
Week 1	Mon. March 13, 2023	Sun March 19, 2023	Tue. March 14, 6:30 – 8:00 pm
Week 2	Mon. March 20, 2023	Sun March 26, 2023	Tue. March 21, 6:30 – 8:00 pm
Week 3	Mon March 27, 2023	Sun April 2, 2023	Tue. March 28, 6:30 – 8:00 pm
Week 4	Mon. April 3, 2023	Sun April 9, 2023	Tue. April 4, 6:30 – 8:00 pm
Week 5	Mon. April 10, 2023	Sun April 16, 2023	Tue. April 11, 6:30 – 8:00 pm
Week 6	Mon. April 17, 2023	Sun April 23, 2023	Tue. April 18, 6:30 – 8:00 pm
Week 7	Mon. April 24, 2023	Sun April 30, 2023	Tue. April 25, 6:30 – 8:00 pm
Week 8	Mon. May 1, 2023	Thur. May 4, 2023	Tue. May 2, 6:30 – 8:00 pm

Resources and Required Texts / Supplies - Required:

Dalkir, K. (2017). *Knowledge Management in Theory and Practice*. (3rd ed., p. 534). Boston, MA: Massachusetts Institute of Technology

E-version: [E-Book of Knowledge Management in Theory and Practice, Third Edition](#) | The MIT Press

The following articles can be found in the library:

Asrar-ul-Haq, M., & Anwar, S. (2016). A systematic review of knowledge management and knowledge sharing: Trends, issues, and challenges. *Cogent Business & Management*, 3(1) doi:<http://dx.doi.org.libezproxy2.syr.edu/10.1080/23311975.2015.1127744>

Caruso, S. J. (2016;2017;). A foundation for understanding knowledge sharing: Organizational culture, informal workplace learning, performance support, and knowledge management. *Contemporary Issues in Education Research (CIER)*, 10(1), 45. doi:10.19030/cier.v10i1.9879. <https://search-proquest-com.libezproxy2.syr.edu/docview/1859396450?accountid=14214&pq-origsite=summon>

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Hoboken: Jossey-Bass. Chapter 2. [https://syracuse.skillport.com/skillportfe/assetSummaryPage.action?assetid=RW\\$2674: ss_book:36500#summary/BOOKS/RW\\$2674: ss_book:36500](https://syracuse.skillport.com/skillportfe/assetSummaryPage.action?assetid=RW$2674: ss_book:36500#summary/BOOKS/RW$2674: ss_book:36500)

Wiewiora, A., Trigunarsyah, B., Murphy, G., & Coffey, V. (2013). Organizational culture and willingness to share knowledge: A competing values perspective in Australian context. *International Journal of Project Management*, 31(8), 1163-1174. doi:10.1016/j.ijproman.2012.12.014. <https://www.sciencedirect.com/science/article/abs/pii/S0263786313000057?via%3Dihub>

Bennett, G. & Jessani, N. (Eds.) (2011). *The knowledge translation toolkit: Bridging the know-do gap: A resource for researchers* New Delhi: SAGE Publications India Pvt Ltd doi: 10.4135/9789351507765 (Section 1 and 2 pp 1 -100) <http://sk.sagepub.com.libezproxy2.syr.edu/books/the-knowledge-translation-toolkit>

Cegarra-navarro, J., Córdoba-pachón, J. R., & García-pérez, A. (2017). Tuning knowledge ecosystems: Exploring links between hotels' knowledge structures and online government services provision. *Journal of Technology Transfer*, 42(2), 302-319. doi:<http://dx.doi.org.libezproxy2.syr.edu/10.1007/s10961-016-9506-3>

Taman H. Powell & Véronique Ambrosini (2017) Espoused versus realized knowledge management tool usage in knowledge intensive organizations, *The International Journal of Human Resource Management*, 28:2, 356-378, DOI: [10.1080/09585192.2016.1244911](https://doi.org/10.1080/09585192.2016.1244911)

Fábio Lotti Oliva, Masaaki Kotabe, (2019) "[Barriers, practices, methods and knowledge management tools in startups](#)", *Journal of Knowledge Management*, <https://doi-org.libezproxy2.syr.edu/10.1108/JKM-06-2018-0361>

The World Bank Profile, By: American Productivity & Quality Center Publisher: APQC © 2003 [https://syracuse.skillport.com/skillportfe/main.action?assetid=9689#summary/BOOKS/RW\\$15571: ss_book:9689](https://syracuse.skillport.com/skillportfe/main.action?assetid=9689#summary/BOOKS/RW$15571: ss_book:9689)

Resources and Texts / Supplies – Additional:

Fortado, B., & Fadil, P. (2012). The four faces of organizational culture. *Competitiveness Review*, 22(4), 283-298. <http://dx.doi.org.libezproxy2.syr.edu/10.1108/10595421211247132>

Zardo, P., Barnett, A. G., Suzor, N., & Cahill, T. (2018). Does engagement predict research use? an analysis of the conversation annual survey 2016. *Plos One*, 13(2), e0192290-e0192290. doi:10.1371/journal.pone.0192290

Knowledge Management Tools and Techniques. Practitioners and Experts Evaluate KM Solutions. ISBN: 978-0-7506-7818-6.

<http://libezproxy.syr.edu/login?url=https://www.taylorfrancis.com/books/9780080478869>

SU Libraries Resources for Online & Distance Students Guide to learn how to access resources, services, and support to make the most of your online learning: [library link](#)

Ask SU Libraries! Research help is available in person, by phone, text, email, and online chat: [library link](#)

Boundaries

University Participation Policy

Participation in classes is expected in all courses at Syracuse University. Students are expected to log in or arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not participate in classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to participate in a class to be reported at the time of determination by the faculty. Faculty should use “ESPR” and “MSPR” in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SSuccess. More information regarding Orange SSuccess can be found [here](#), at <http://orangesuccess.syr.edu/getting-started-2/>.

Students should also review the University’s religious observance policy and make the required arrangements at the beginning of each semester.

Course Specific Policies on attendance, late work, make up work, examinations if outside normal class time, etc.:

Live (synchronous) Session Participation Policy:

Participation in live sessions is mandatory. Students must request approval to miss a live session due to an unavoidable conflict. Students that receive approval to miss a live session will be expected to complete an assignment in place of the live session. The assignment should be completed before the next live session.

Any sessions missed without approval will result in the student receiving a “0” for that week’s live session grade.

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Any student that enrolls in the class after the start of the first live session will be able to submit an alternate assignment for the first session only as provided by the faculty.

Please note: For online courses, holidays are not observed. If your live session is scheduled on a holiday, the session will be held, or an alternate date will be chosen that is mutually agreeable to the instructor and a majority of class members.

This course will be conducted online with eight (8) synchronous, 90-minute sessions.

Excusable Absence Policy:

If a student misses a live (synchronous) session due to a conflict that is out of the student's control, the student must:

- Provide proof of conflict to the instructor and request approval
- If approved, instructor must provide an alternative assignment
- The alternative assignment should be completed by the next live (synchronous) session.

Each live session will be recorded and your registration and continued enrollment in this course indicates your consent.

Late Policy: Points will be deducted for any assignment that is late. The deducted points will be determined by the instructor on an individual basis. It is strongly encouraged that you submit all your assignments prior to their due date to avoid any deducted points.

AI Policies: Artificial intelligence (AI) is expanding rapidly, including tools that generate text, images, and music as well as software designed for a wide range of specific goals. The use of artificial intelligence may be appropriate for students to achieve some learning goals and inappropriate for other learning goals. *Students are allowed to use AI in this course on the provision that they clearly cite the AI tool used, the date it was used, as well as the specific prompt used.* Please see Syracuse University's [Academic Integrity Policy](#) for further detail.

Syracuse University Policies: Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important of these concern:

- **Diversity and Disability** (ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community) can be found [here](https://www.syracuse.edu/life/accessibilitydiversity/), at: <https://www.syracuse.edu/life/accessibilitydiversity/>.
- **Religious Observances Notification and Policy** (steps to follow to request accommodations for the observance of religious holidays) can be found [here](http://supolicies.syr.edu/studs/religious_observance.htm), at: http://supolicies.syr.edu/studs/religious_observance.htm

Orange SUccess (tools to access a variety of SU resources, including ways to communicate with advisors and faculty members) can be found [here](http://orangesuccess.syr.edu/getting-started-2/), at: <http://orangesuccess.syr.edu/getting-started-2/>

Disability-Related Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me

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to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process. <https://disabilityresources.syr.edu/>

Academic Integrity Policy:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and nongrade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

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Grade Rubrics

Rubric A: Weekly Asynchronous Recorded Lecture Primer Questions

Primer questions submission (applies to Week 1 through Week 8 (1.5 points per Recorded Lecture)).

- Mentions of prior knowledge. (0.25 point)
- Specifying what new knowledge is desired. (0.5 point)
- Reflecting on knowledge gained after watching recorded lecture. (0.5 point)
- Length of posting approximately 75 - 250 words. (0.25 point)

Rubric B: Synchronous Session Participation

Students shall be graded for their participation in the live (synchronous) sessions as follows:

A total of 10% for:

- 10% for participation in live sessions.
- Participation is measured through actions like the weekly check-in on learning that happened during the week while engaging with the recorded lecture, reading the prescribed material and discussions with peers. Contributing to the discussions with comments, questions, and reflections. As well as the check-out at the end of the live session with insights gained during the discussions.

Rubric C: Weekly Post Synchronous Session Project Assignments & Forum Post

Weekly Assignment submission (applies to Week 1 through Week 7 only) (3.0 points per Assignment Question).

- Mentions at least 2 specific points from the article or reading. (0.5 point)
- Relation of new information to old information learned in the course to date. (0.5 point)
- Relation of information in article or reading to personal experience. (0.5 point)
- Relation of insights gained from Peer discussions. (0.5)
- Discussion at a critical level, not just recitation of facts from the article. (0.5 points)
- Length of posting approximately one (1) word processing page (500 words). (0.5 point)

Rubric D: Weekly Paired Assignment Submission, discussion, and Response to Peer Postings

Discussion Forum Response (applies to Week 1 through Week 7 only) (2.0 points)

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Discuss with paired peer insights gained from the week’s videos & reading and post on forum. (0.75 Points)

Respond to forum post and discuss one point you like/agree with, and one point you dislike/disagree with and explain why. (0.75 Points)

Length should be 250 words in length. (0.5 Points)

Rubric E: Final Presentation Delivery and Submission

Presentation delivery and submission (applies to Week 8 only) (4.0 points)

- Mentions at least 2 specific points learned from the course. (1 point)
- Relation of new information to old information learned in the course to date. (0.5 point)
- Relation of information learned from the course to personal experience. (0.5 point)
- Relation of insights gained from Peer discussions. (0.5)
- Discussion at a critical level, not just recitation of facts from the course materials. (1 points)
- Length of presentation approximately 3 – 4 min (0.5 point)

Rubric F: Final Course Paper

Final Course Paper (Practice Proposal) Rubric

The following points are what is looked for in the Practice Proposal Essay class activity. A total of 25.0 points for each major grading section (Content, Style, Organization and Grammar) will be awarded. Please review the Assessment Rubric defined below.

Grading Section	Exceeds Expectations (22.5-25 points)	Meets Expectations (20-22.49 points)	Approaching Expectations (17.5-19.99 points)	Expectations Not Met (0-17.49 points)

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<p>Content (25 Maximum Points)</p>	<ul style="list-style-type: none"> ▪ Complies with all parts of the assignment. ▪ Reflects the writer’s critical understanding of views different from the writer’s own by carefully and fully addressing varying points of view, avoiding extreme positions that would tend to polarize debate, and seeking out commonplaces. ▪ Includes observations, evaluations, conclusions, demonstrations, and/or applications that go beyond mere description and indicate a high level of personal involvement and innovative thinking. ▪ Exhibits logical reasoning to shed new or light on topics included. ▪ Exhibits sensitivity to audience. ▪ Makes clear an overall purpose. ▪ Includes rich and relevant details. ▪ Uses sources with sophistication and in a variety of ways. 	<ul style="list-style-type: none"> ▪ Complies with most parts of the assignment. ▪ Reflects the writer’s critical understanding of views different from the writer’s own by addressing varying points of view, avoiding extreme positions that would tend to polarize debate, and seeking out commonplaces. ▪ Includes observations, evaluations, conclusions, demonstrations, and/or applications that go beyond mere description and indicate personal involvement. ▪ Exhibits logical reasoning. ▪ Exhibits awareness of audience. ▪ Strongly suggests an overall purpose. ▪ Includes relevant and interesting details. ▪ Integrates sources ethically and effectively. 	<ul style="list-style-type: none"> ▪ Complies with the main parts of the assignment. ▪ Finds significance in the topic beyond the writer’s individual response to it. ▪ Does not merely describe or provide basic information on the topic. ▪ Exhibits sensitivity to audience but may do so to a lesser extent than expected. ▪ Exhibits logical reasoning for the most part but may contain one or two examples of faulty reasoning. ▪ Indicates an overall purpose, though to a less extent than is expected. ▪ May include several instances of extraneous detail but attempts to present relevant details. ▪ Integrates sources ethically. 	<ul style="list-style-type: none"> ▪ Does not comply with the main parts of the assignment. ▪ Does not portray significance in the topic beyond the writer’s individual response to it. ▪ Does not show evidence of logical thinking. ▪ Avoids plagiarism, though source use may be problematic (i.e., sources not used in the spirit of their intent, sources chosen do not seem appropriate or credible, overreliance on sources is apparent, etc.).
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Grading Section	Exceeds Expectations (22.5-25 points)	Meets Expectations (20-22.49 points)	Approaching Expectations (17.5-19.99 points)	Expectations Not Met (0-17.49 points)
Style (25 Maximum Points)	<ul style="list-style-type: none"> ▪ Demonstrates a creative approach to writing. ▪ Provides a tone showing a strong understanding of audience, purpose, and occasion. ▪ Shows a variety of sentence lengths, openers, and patterns to avoid monotony. ▪ Displays accurate and vivid word choices. ▪ Includes an interesting, relevant, and engaging title. ▪ Flawlessly conforms to and adheres to APA documentation style. 	<ul style="list-style-type: none"> ▪ Provides a tone that is consistent and appropriate for the audience. ▪ Employs techniques of sentence variety. ▪ Displays accurate word choices. ▪ Includes a relevant title. ▪ Conforms and adheres to APA documentation style. 	<ul style="list-style-type: none"> ▪ Provides some variety in sentence openers and sentence types to avoid monotony. ▪ Includes a title, though the title may seem lackluster or inappropriate. ▪ Attempts to conform to APA documentation style. 	<ul style="list-style-type: none"> ▪ Provides some variety in sentence types but may seem monotonous. ▪ Does not include a title. ▪ Does not attempt to adhere to a particular documentation style.

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<p>Organization (25 Maximum Points)</p>	<ul style="list-style-type: none"> ▪ Has a recognizable thesis, clearly stated or strongly implied. ▪ Has well-constructed paragraphs that are organized around recognizable topics. ▪ All paragraphs work together to build a logical, intentional progression. ▪ All paragraphs move seamlessly from one to the next. ▪ Is arranged in a logical manner, appropriate to the audience, purpose, and occasion. ▪ Has an effective and engaging introduction. ▪ Has a conclusion that brings the issue full circle, illuminates the overall significance, and provides a sense of closure. 	<ul style="list-style-type: none"> ▪ Is organized from a controlling idea. ▪ All paragraphs are organized around recognizable topics. ▪ All paragraphs relate logically to the thesis. ▪ Has a transition between most paragraphs. ▪ Is arranged in a logical manner, appropriate to the audience, purpose, and occasion, for the most part. ▪ Has an appropriate introduction. ▪ Has an appropriate conclusion. 	<ul style="list-style-type: none"> ▪ Attempts to adhere to a controlling idea. ▪ All paragraphs are somewhat organized around recognizable topics, though controlling idea may be difficult to discern. ▪ All paragraphs relate logically to the thesis, though the relationship may be difficult to discern in some instances. ▪ Has transitions between some paragraphs. ▪ Attempts to present itself in a logical manner, appropriate to the audience, purpose, and occasion, though connectivity needs to be strengthened. ▪ Has an introduction and conclusion, though one or both may need to be strengthened. 	<ul style="list-style-type: none"> ▪ Lacks evidence of an attempt to adhere to a controlling idea. ▪ Is broken into paragraphs, though paragraph breaks may seem uninformed. ▪ Many or all paragraphs do not seem to relate to the thesis. ▪ Fails to include an introduction, a conclusion, or both.
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Grading Section	Exceeds Expectations (22.5-25 points)	Meets Expectations (20-22.49 points)	Approaching Expectations (17.5-19.99 points)	Expectations Not Met (0-17.49 points)
Grammar (25 Maximum Points)	<ul style="list-style-type: none"> ▪ Case Study written presentation has no serious error in grammar, punctuation, mechanics, or spelling. 	<ul style="list-style-type: none"> ▪ Case Study written presentation has no more than two serious errors in grammar, punctuation, mechanics, or spelling. 	<ul style="list-style-type: none"> ▪ Case Study written presentation has no more than three serious errors in grammar, punctuation, mechanics, or spelling. 	<ul style="list-style-type: none"> ▪ Case Study written presentation has four or more serious errors in grammar, punctuation, mechanics, or spelling.