Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 282 Knowledge Management in Information Organizations

Bulletin Description:

This online course will provide students with a deeper understanding of the role of Knowledge Management (KM) and its concepts, theories, processes, and techniques.

Course Description:

This online course will provide students with a deeper understanding of the role of Knowledge Management (KM) and its concepts, theories, processes, and techniques. This course will focus on theoretical concepts as well as the practical aspects of application in the knowledge environment. Students will explore KM's potential as an organizational capability for leveraging the organization's experience, data and intellectual capital as a strategic resource while evolving in step with demands that are reshaping the business of information organizations.

Prerequisite(s): None
Co-requisite(s): None

Course Objectives:

Through readings, online discussions, and written assessments, students completing this course will be able to:

- Explain the role of KM in effective strategy development and implementation.
- Apply and demonstrate the role of KM to knowledge workers, managers and leaders in information organizations.
- Examine and evaluate trends in KM including techniques, tools, and processes.
- Assess and evaluate knowledge management programs.
- Describe and explain the keys roles of information professionals in KM initiatives.
- Produce a KM action plan in the context of an information organization by applying the best KM tools, processes, and practices.

Program Goals and Outcomes:

1D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.
3A. Understand the principles involved and the developmental, descriptive, and evaluative skills

needed in the organization, representation and retrieval of recorded knowledge and information resources.

8A. Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.

8B. Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

Units of Instruction:

Unit	Topic
1	• Introduction to Knowledge Management (KM) • History of KM • KM & Information Profession
2	• KM Tools, Models & Processes • KM Enablers
3	• Knowledge Capture & Codification • Knowledge Sharing & Communities of Practice • Organizational Culture & KM
4	• KM Strategy • Organizational Learning & • Organizational Memory
5	• KM Trends & Future

Learning Activities

The learning activities in this course are designed to help students work effectively as individuals and in organizations by learning and applying management knowledge theories, techniques, and practices in any type of information setting.

This course will expose students to the knowledge management (KM) tools, processes, and practices necessary to become an effective KM worker. There will be ongoing online discussions and individual projects to facilitate learning key knowledge management concepts and practices. Through several individual exercises, students will demonstrate their understanding of best practices and proven strategies to overcome cultural and structural barriers and get employees to share, access, and use available knowledge. Students will also learn how to communicate about knowledge management and its benefits, build KM into the flow of employees' day-to-day work, create an effective KM action plan, and recognize and promote desired knowledge behaviors.

Assessment

1. Course-Level Assessment

   a) The discussions and individual exercises are designed to reinforce one or more of the course objectives.

   b) The final individual project is designed to apply to all course objectives, although some objectives may have a greater emphasis depending on the feedback from the earlier assignments.

2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.

   a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well. In LIS 282 Knowledge Management in Information Organizations, the knowledge management action plan is used as a representative measure of student learning of the related program goal.

   b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact. In LIS 282 Knowledge Management in Information Organizations, the knowledge management action plan is suggested as the course artifact should students decide to use their work in this course as evidence of satisfying the related program goal/s. This is because of the comprehensive nature of the project.

Grading Scheme

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.

   a) Discussion (30%)

   b) Individual exercises (30%)

   c) Final project (40%)

Bibliography

Adler, P. Hecksher, C., & Prusak, L. (2011) Building a collaborative enterprise. *Harvard Business Review, 89*(7/8), 94 – 101.

Davenport, T.H., & Prusak, L. (2000). *Working knowledge: How organizations manage what they know.* Boston, MA: Harvard Business School Press.

Dalkir, K. (2017). *Knowledge management in theory and practice* (3rd ed.). MIT Press.

Fraser-Arnott, M. (2017). Competencies for information specialists in emerging roles. *Library Management, 38*(1), 65-76.

Garvin, D. A., Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization? *Harvard Business Review, 86(*3), 109 – 116.

Gino, F., & Staats, B. (2015). Why organizations don't learn? *Harvard Business Review, November,* 112 – 118.

Haradhan, K.M. (2016). A comprehensive analysis of knowledge management cycles. *Journal of Environmental Treatment Techniques, 4* (4), 184-200.

Hilt, K. (2017). What does the future hold for the law librarian in the advent of artificial intelligence? *The Canadian Journal of Information and Library Science, 41*(3), 211-227.

Huvila, I. (2014). Towards information leadership. *Aslib Journal of Information Management, 66*(6), 663-677.

Leistner, F. (2012). *Taking knowledge flow management to the next level with social media.* The Free Press.

Leistner, F. (2010). *Mastering organizational knowledge flow: How to make knowledge sharing work.* John Wiley & Sons.

Leonard, D., Swap, W., Barton, G. (2015*). Critical knowledge transfer: Tools for managing your company's deep smarts.* Harvard Business Review Press.

Nonaka, I. & Toyama, R., & Konno, N. (2000). SECI, Ba, and leadership: A unified model of knowledge creation. *Long Range Planning, 33*, 5 – 34.

O'Dell, C., Grayson, C.J., & Essaides, N. (1998). *If we only knew what we know: The transfer of internal knowledge and best practice.* The Free Press.

Pugh, K., & Prusak, L. (2013). Designing effective knowledge networks. *MIT Sloan Management Review, 55*(1), 79-88.

Senge, P.M. (2010). *The fifth discipline: The art & practice of the learning organization.* Crown Business.

Smedlund, A. (2008). The knowledge system of a firm: Social capital for explicit, tacit and potential knowledge. *Journal of Knowledge Management, 12*(1), 63-77.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

        Asynchronous or synchronous Lecture
        Assigned weekly reading
        Weekly assignments (individual and group)
        Active participation in online discussions
        Research for semester-long projects (term papers, projects)
        Presentations (online or face to face)
        Academic Service-Learning projects (where appropriate)