



BABCOCK UNIVERSITY

SCHOOL: MANAGEMENT STUDIES

DEPARTMENT: INFORMATION RESOURCES MANAGEMENT

SEMESTER/SESSION: 1st SEMESTER 2017/18

COURSE CODE AND TITLE: IRMA 841: KNOWLEDGE MANAGEMENT FOR INFORMATION PROFESSIONALS

NO OF UNITS: 2

TEACHER'S NAME: PROF. ROSALINE OLUREMI OPEKE

VENUE FOR CLASS: ROOM 1, NEW PG SCHOOL

OFFICE ADDRESS: ROOM 310, WING C, BBS BUILDING

CONSULTATION DAY/HOURS: TUESDAY/ WEDNESDAY 10.00AM-12PM OR BY APPOINTMENT

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OUR VISION STATEMENT

A first-class Seventh-day Adventist institution, building servant leaders for a better world

OUR MISSION STATEMENT

Building leadership through Christian education; transforming lives, impacting society for positive change

To achieve our mission, we are committed to:

- Achieving excellence in our teaching, research program, and service delivery
- Imparting quality Christian education
- Instilling Christ-like character to the members of our Community

OUR CORE VALUES

- Excellence -Our Culture
- Integrity -Our Promise

- Accountability -Our Moral
- Team Spirit -Our Strength
- Servant Leadership -Our Dignity
- Autonomy and Responsibility -Our Passion
- Adventist Heritage -Our Commitment

OUR PHILOSOPHY

Babcock University’s philosophy is anchored on the harmonious development of the intellectual, physical, social, and spiritual potentials of our students, inspiring stable and noble character needed for effective leadership and service in the society.

CORPORATE IMAGE STATEMENT:

A center of excellence for character development and scholarship; a socially responsive, responsible, and accountable institution in matters of commitment and action.

COURSE DESCRIPTION:

Data – Information-Knowledge continuum; types and sources of knowledge; theories and principles of Knowledge Management (KM); the KM process; concept of organizational knowledge and the conceptual underpinning of KM; roles, responsibilities and skills of KM professionals; Organizational learning; success stories from industry.

COURSE PHILOSOPHY

The value of knowledge in today’s post-industrial, increasingly dynamic, highly competitive and complex environment drives the need to account for organizational knowledge and to take due care in managing it. Knowledge is considered as the new currency of an emerging economic order.

The effective management of knowledge will boost an organization’s competitive position by optimizing the collaboration and knowledge sharing activities among employees and providing them with the information and knowledge that they need to improve operational efficiency, innovate and respond to new opportunities in the market place.

Even though organizations are already carrying out many activities that fall squarely under the ambit of KM, few of them realize how vitally important it is for them to properly structure and promote these activities for enhanced organizational learning and performance and for sustained intellectual capital.

Unfortunately, there is a critical shortage of professionals worldwide who can productively manage organizational knowledge. This course is a beginner’s course in the study of knowledge management, in particular by information professionals who are already familiar with the management of an organization’s information resources. Learners will be introduced to basic issues in the management of knowledge and they will be helped to acquire competencies and skills needed for the new knowledge manager.

COURSE OBJECTIVES:

At the end of this course, students will be able to:

- outline the fundamental concepts in knowledge management
- demonstrate the possession of insight on how they can effectively apply knowledge management in organizations for organizational effectiveness.
- indicate proficiency in the initiation and operation of knowledge management practices and efforts in an organization.
- develop a holistic understanding of theories and principles of knowledge management.
- identify the roles, responsibilities and skills of knowledge professionals
- recognize the interconnection of knowledge management, culture and organizational learning.

COURSE REQUIREMENTS:

CLASS ATTENDANCE: -

“Every student is required to attend classes regularly and punctually, unless ill or prevented by some recognized emergency. Students who absent themselves from class for more than three weeks during the semester shall merit an F grade. Authorized leave of absence from campus does not excuse the student from classes, or relieve the student of the required course work’ (*BU Academic Bulletin 2012-2015 p.13*).

PARTICIPATION: -

Students are to actively engage in topic discussion and sharing of ideas in class.

TARDINESS/CONDUCT OF STUDENTS IN CLASS: -

Lateness to class is unacceptable; students are not allowed to operate their cell phones, iPods and other electronic mobile gadgets during classes, except with the permission of the teacher. Eating and chewing off bubble gums and drinking (water exempted) is also not allowed except with the permission of the teacher. Very importantly, students are required to dress in compliance with the university dress code and wear their identity cards while in class.

SHORT DEVOTIONALS/PRAYER: - Spiritual nurture is a part of whole person development, and team spirit is our strength; thus, every student is required to participate in the devotional exercise and prayer in class.

LATE ASSIGNMENTS: Assignments could be turned in earlier, but not later than the deadline set

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GUIDELINE FOR WRITTEN WORK:

1. Assignment/ seminar papers will be evaluated according to the following criteria:
 - clarity of expression
 - strength of the argument
 - accuracy in the use of concepts and theories in the presentation of the views of others.
 - competencies in doing all the parts of the assignment and submitting.
2. Paper shall be written using double- spaced lines, 12 point font; they shall have abstracts, key words, word count and a reference section that documents all sources used.

3. Papers shall have purpose, which will be clearly stated. Structure and layout of the paper will be clear, critically discussing existing knowledge while at the same time, projecting your own thoughts.

REQUIRED TEXTBOOK:

Dalkir, K (2011) Knowledge management in theory and practice, 2nd ed. The MIT Press.

SUPPLEMENTARY TEXTBOOKS

Conway, S and Sligar, C. (2002) Unlocking knowledge assets: Knowledge Management solutions from Microsoft, Washington, Microsoft Press.

Probst, G., and Romhardt, K. (2000) Managing knowledge: building blocks for success, New York, John Wiley

Young, Ronald (2010) Knowledge management tools and techniques manual ISBN: 9283370937

Davenport, Thomas and Prusak, Lawrence (2000) Working knowledge: how organizations manage what they know. ISBN: 9781578513017

Solomon, Fawey ed (2015) From knowledge management to learning organization to innovation, Cambridge, Cambridge Scholars Publishing

ACADEMIC INTEGRITY/HONESTY

Babcock University has a zero tolerance for any form of academic dishonesty. Morally and spiritually, the institution is committed to scholastic integrity. Consequently, both students and staff are to maintain high, ethical Christian levels of honesty. Transparent honest behavior is expected of every student in all spheres of life. Academic dishonesty include such things as plagiarism, unauthorized use of notes or textbooks on quizzes and examinations, copying or spying the test or paper of another student (formal or take-home), talking to another student during examinations. Academic matter would automatically result in a failing grade for the examination, and suspension, or outright dismissal from the university. Academic dishonesty issues are referred to SPEAM (Senate Panel on Examination and Academic Misconduct) who investigates and makes recommendations to Senate. Penalties for examination and academic misconduct are spelt out in the *student's handbook* and in other regulations as published from time to time” (*BU Academic Bulletin2012-2015 p.18*).

GRIEVANCE PROCEDURE

“Students who believe that their academic rights have been infringed upon or that they have been unjustly treated with respect to their academic program are entitled to a fair and impartial consideration of their cases. They should do the following to effect a solution:

1. Present their case to the teacher(s) concerned
2. If necessary, discuss the problem with the Head of Department

3. If agreement is not reached at this level, submit the matter to the School Dean
4. Finally, ask for are view of the case by the Grievance Committee
5. A fee is charged for remarking of scripts. If a student’s grievance is upheld after an external examiner has remarked the script, the grade would be credited to the student. The lecturer will be given a letter of reprimand and will be asked to refund the fees to the student. If the student’s grievance is not sustained, the student will be given a letter of reprimand and the original grade retained” (*BU Academic Bulletin2012-2015 p.18*).

TEACHING/LEARNING METHODOLOGIES:

Lectures, interactive strategies, group work, student class presentations and case studies will be employed; integration of faith and BU core values will also be injected into the learning process.

COURSE ASSESSMENT/EVALUATION

Continuous Assessment:

Class Attendance:	5% }	} =40%
Quizzes & Tests:	10% }	
Assignments:	10% }	
Mid-Semester Exam:	15% }	
Final Semester Exam:	60%	

GRADING SCALE: Currently, the 5-pointgrading system adopted by the University Senate Translates as follows:

Grade	Marks	Quality-Definition	Range Points
A	80-100	5.00	Superior
B	60-79	4.00	Above Average
C	50-59	3:00	Average
D	45-49	2:00	Below Average
E	40-44	1:00	Pass
F	0-39	0.00	Fail

INCOMPLETE GRADE: An incomplete grade may only be assigned to a student upon request, due to an emergency situation that occurred within that semester, which prevented completion of an/some assignments, quizzes, or examination. Such a student would complete a contract form, obtainable from the Registrar, after agreement with the teacher. The form must be signed by the teacher, the student, the HOD, the Dean, the Registrar, and the Senior Vice President (SVP) before contract begins. The original copy of the incomplete form will be sent to the Registrar with copies to the teacher, the student, the

HOD, the dean, and the SVP. An incomplete grade(I) reverts to the existing grade if contract is not completed by the end of the following semester (including summer semester, except for examinations), (BU Academic Bulletin 2012-2015 p. 20).

STUDENTS WITH DISABILITY

“Babcock University seeks to provide a conducive environment for optimal living and learning experience. While the university is working towards facilities that accommodate persons with disabilities, provisions will be made for students with disabilities under the following conditions. Students with disabilities are to:

- a. Report to Student Support Services for assessment, and obtain a clearance/recommendation at the commencement of the semester or as soon as disabling incidence occurs
- b. Show the clearance/recommendations to relevant university officials at the commencement of the semester or as soon as disabling incidence occurs
- c. Maintain ongoing contact with Student Support Services” (BU Academic Bulletin 2012-2015 p. 20).

WEEKLY SCHEDULE

WEEK	TOPIC	CLASS ACTIVITIES	ASSIGNMENT
1.	Overview of knowledge management (KM). Overview of course outline	Group work on why KM is important to an organization. History and Overview of KM. discussion of course outline and motivation for the course	
2.	Knowledge	Class discussion on: What knowledge is, the nature of knowledge; the nature of people; the nature of organizations. The knowledge continuum; data-information-knowledge	
3.	Types of knowledge and implications for knowledge management.	a) Explicit Knowledge, b) Implicit Knowledge, c) Embedded Knowledge, d) Embrained Knowledge, e) Embodied Knowledge, f) Encultured Knowledge,	
4.	Sources of knowledge	External sources (customer, supplier, market, business environment, professional associations, trade exhibitions/conferences, collaborations); Internal sources (Employee; organizational memory such as database, documents; R&D; Managers’ knowledge	

5.	Organizational Knowledge: concept and scope	Class discussion followed by group work on individual knowledge, group knowledge, organizational knowledge, extra-organizational knowledge, inter-organizational knowledge; Significance of organizational knowledge to knowledge management	
6.	Theories and models of KM	A consideration of some guiding principles and theories for managing knowledge. E.g. Nonaka and Takeuchi, Wiig, Boisot theories	
7. -8	The KM process or life cycle	Examination of the various KM processes in the literature. Knowledge discovery/redetection; capturing/codification; organization; sharing; transfer; acquisition; verification; utilization; creation; re-use	
9.	Knowledge workers: roles and responsibilities	Emerging titles of knowledge workers, Expectations and skills for the knowledge economy. Roles of knowledge workers	
10.	KM and organizational culture	Culture in the organization; organizational change, trust and factors of culture; an introduction to the ways in which organizations create, capture and disseminate knowledge	
11.	KM and organizational learning	Concept of organizational learning; factors of organizational learning; the intersection of knowledge management and organizational learning.	
S12.	Case studies and Revision		