Information & Knowledge Management (MIS 381N.7) Spring 2013 Course Syllabus

Unique number: 04060

Meeting time: 2:00-3:30 pm **Meeting location:** GSB 3.104

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Course Objectives

The purpose of this course is to acquaint you with some of the organizational and management issues surrounding the emergence of information and knowledge as key factors in developing and maintaining a competitive advantage for firms. The course is organized around two ideas, 1) knowledge as a manageable asset, and 2) why people in organizations sometimes don't use what they know. A basic assumption of the class is that organizations are complex adaptive systems operating in highly competitive, information and knowledge rich environments. This course will also use perspectives from Positive Organizational Scholarship as a possible framework for understanding how to get people in an organization to use what they know.

A short summary of the first part of the course might be, "How do I get people who work for me to talk to each other around the water fountain about things of benefit to me and to the firm?" While the talk might be quite sophisticated and it might be technology enabled, the problem is still the same. The second part of the course might be summarized as, "How is it that I have so many smart people working for me but they often seem not to be doing what I know they know how to do?" The reasons are sometimes simple and sometimes not, but the problem must be solved for you to be a successful knowledge manager.

Required Course Materials

You are expected to have the readings done before the class for which they are assigned. The reading load is not evenly distributed across all of the course sessions. Therefore, students should look ahead and plan to manage their reading efforts carefully.

- 1. Boisot, Max H., MacMillan, Ian C. & Seok Han, Kyeong. (2007). Explorations in Information Space: Knowledge, Agents, and Organizations. New York: Oxford University Press.
- 2. Cameron, Kim. (2008). *Positive Leadership: Strategies for Extraordinary Performance*. San Francisco: Berrett-Koehler Publishers, Inc.

- 3. Davenport, Thomas H. (2005). *Thinking for a Living*. Boston: Harvard Business School Press.
- 4. Pfeffer, Jeffrey & Sutton, Robert I. (2000). *The Knowing Doing Gap: How Smart Companies Turn Knowledge into Action*. Boston: Harvard Business School Press.
- 5. Course packet available from the University Duplicating Service in GSB Distribution Center.

Student Deliverables

The problem with exams is that they only show that you can answer someone else's question. However, the most important thing for you to learn to do is to ask new questions because it's the new questions that lead to advances in knowledge and understanding (This idea is adopted from Epstein's essay, "Why Model?"). Therefore student deliverables in this course are designed to take you, and your classmates, beyond where we have all already been. You are being asked to provide advances for all of us.

You are required to write two papers in this class, one for each section of the course. Each paper should be a research paper that identifies and discusses in depth a topic related to the section of the course but that was <u>not</u> included in the course materials and lectures. You may certainly use your own experiences as material for the paper. However, the paper is to be a research paper grounded in the research literature around the topic. Be sure to indicate how the topic relates to the course section and why it should have been included in the course materials and lectures. Commenting on the usefulness of understanding the topic for dealing with the issues discussed in the course section will probably be helpful to you. While there is no specified length requirement for the paper, it should probably be between 15 & 20 pages.

Based on your paper, prepare a 5-7 minute in-class presentation. Do not read the paper to the class. Rather, your presentation should identify the topic, state why you think it should have been included in the course section, and discuss two or three major points about the topic that might motivate your classmates to want to know even more about it.

- First paper on a topic should answer the question "How do you get people in a firm to talk to each other around the water cooler about things that are of benefit to the firm?" (30% of final grade) due Monday, February 25th.
- Short presentation of first paper (10% of final grade).
- Second paper on a topic should answer the question: "How do you get people to do what they already know how to do?" (30% of final grade) **due Wednesday, May 1st**.
- Short presentation of second paper (10% of final grade).

This is an advanced graduate business class, and as such, you are expected to approach each class as you would a day at work. You are expected to participate in the growth and development of the class as a whole. You are expected to attend all classes and to have read the assigned material before class. Class participation is an important part of your responsibility and will count 20% of your final grade.

COURSE SCHEDULE

Part I: Knowledge as a Manageable Asset - Managing People and Organizations that Think for a Living

Monday, January 14, 2013

Course overview; introduction to knowledge management

Reading:

Davenport, T.H. & Prusak, L. (2000). "What do we talk about when we talk about knowledge?" Chapter 1: Working Knowledge. Boston: Harvard Business School Press.

Wednesday, January 16, 2013

Organizations as complex adaptive systems; dealing with complexity

Readings:

- Anderson, R. A. & McDaniel, R. R., Jr. (2000). Managing health care organizations: Where professionalism meets complexity science. *Health Care Management Review* 25(1), 83-92.
- McDaniel, Reuben R., Jr. (2004). Chaos and complexity in a bioterrorism future. In John D. Blair, Myron D. Fottler, & Albert C. Zapantam (Eds.). Advances in Health Care Management, Vol. 4 (pp.119-139). Oxford, UK: Elsevier, Ltd.

Monday, January 21, 2013

Martin Luther King Jr. Day - no class

Wednesday, January 23, 2013

Distinguishing data, information, and knowledge in the context of managing people who think for a living; what is a knowledge worker?

Readings:

- Boisot, Max H., MacMillan, Ian C. & Seok Han, Kyeong. (2007). Chapter 1, Sections 1.2 and 1.3
- Davenport, Thomas H. (2005). Chapters 1 & 2
- Drucker, P. F. (1999). Knowledge-Worker productivity: The biggest challenge. *California Management Review*, 41(2), 79-94.

Monday, January 28, 2013

What do we mean when we talk about knowledge codification, knowledge abstraction and knowledge diffusion?

Readings:

■ Boisot, Max H., MacMillan, Ian C. & Seok Han, Kyeong. (2007). Chapters 3 & 5

Wednesday, January 30, 2013

Organizational versus Market knowledge and the role of codification, abstraction, and diffusion in these contexts

Readings:

■ Boisot, Max H., MacMillan, Ian C. & Seok Han, Kyeong. (2007). Chapter 4

Monday, February 4, 2013

Understanding knowledge generation in organizations; managing tacit and explicit knowledge

Readings:

• Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization Science*, *5*(1), 14-37.

Wednesday, February 6, 2013

Communities of practice and knowledge creation

Readings:

• Brown, J.S. & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. *Organization Science*, 2: 40-57.

Monday, February 11, 2013

Knowledge work processes; technology and communication in knowledge networks

Readings:

- Davenport, Thomas H. (2005). Chapter 4
- Fulk, Janet and DeSanctis, Gerardine: "Electronic Communication and Changing Organizational Forms". Organizational Science, Vol. 6, No. 4, July August 1995.

Wednesday, February 13, 2013

Guest Lecture: Professor Huseyin Tanriverdi, Department of Information, Risk, and Operations Management, McCombs School of Business.

***Topic and any assigned reading(s) will be provided during the semester.

Monday, February 18, 2013

Information technology and knowledge management

Readings:

- Davenport, Thomas H. (2005). Chapter 5
- Alavi, M. & Leidner, D. E. (2001). Review: Knowledge management and knowledge management systems conceptual foundations and research issues. *MIS Quarterly*, 25(1), 107-136.
- Silver, C. A. (2000). Where technology and knowledge meet. *Journal of Business Strategy*, November/December, 28-33.

Wednesday, February 20, 2013

The practice of managing knowledge workers; managing dynamic knowledge networks

Readings:

- Davenport, Thomas H. (2005). Chapters 6 & 7
- Rosenkopf, Lori (2000). Managing dynamic knowledge networks. In George S. Day, Paul J.H. Schoemaker, & Robert E. Gunter (Eds.) Wharton on Managing Emerging Technologies, Chapter 15, p. 337-357. John Wiley & Sons, New York, NY.

Part II: The Knowing-Doing Gap

Monday, February 25, 2013

First Paper Due

Knowledge management in action; evidence based management

Readings:

Pfeffer, J., & Sutton, R.I. (2006). "Why every company needs evidence-based management" Chapter 1 & "How to practice evidence-based management" Chapter 2 in *Hard Facts*, *Dangerous Half-Truths and Total Nonsense*. Harvard Business School Press.

Battling Bad Behavior, (Article on the web, go to: http://www.the-scientist.com/2006/2/1/51/1/), 20(2), p51, February 2006.

Wednesday, February 27, 2013

Introduction to Positive Organizational Scholarship – new knowledge creation and positively deviant performance

Readings:

- Lee, Caza, Edmondson, and Thomke. (2003). Positive Organizational Scholarship. Chapter 13, New Knowledge Creation in Organizations, pp. 194-207, San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Cameron, Kim. (2008). Chapter 1

Monday, March 4, 2013 (Plus Week)

Getting the most out of the knowledge in organizations

Readings:

- Lesser, E., Mundel, D., & Wiecha, C. (2000). Managing Customer Knowledge. *Journal of Business Strategy*, November/December, 35-37.
- Nonaka, I., Umento, K., & Sasaki, K. (1996) Three tales of knowledge-creating companies.
 In Georg von Krogh, Johan Roos & Dirk Kleine (Eds.) *Knowing in Firms*. (pp. 146-172).
 Thousand Oaks, CA: Sage Publications.

Wednesday, March 6, 2013 (Plus Week)

The reasons people talk to each other might not be the reasons we suspect

Readings:

- Do Talk to Strangers: Encouraging Performance Ties to Create Competitive Advantage (2005). Knowledge Management at Wharton. http://knowledge.wharton.upenn.edu/index.cfm?fa=printArticle&ID=1285
- Erand, Michael. Think Tank; Where to Get a Good Idea: Steal It Outside Your Group. *New York Times*, May 22, 2004.

Spring Break March 11 - March 15

Monday, March 18, 2013

Paper Presentations

Wednesday, March 20, 2013

Paper Presentations

Monday, March 25, 2013

Paper Presentations

Wednesday, March 27, 2013

How does an organization learn?

Reading:

■ Simon, Herbert A. (1991). Bounded Rationality and Organizational Learning. Organization Science, 2(1): 125 – 134.

Monday, April 1, 2013

Positive Climate, Positive Relationships, and Positive Communication

Readings:

• Cameron, Kim. (2008). Chapters 2, 3, & 4

Wednesday, April 3, 2013

Positive Meaning and strategies for fostering Positive Leadership and Positive Identity

Readings:

• Cameron, Kim. (2008). Chapters 5, 6, & 7

Monday, April 8, 2013

The Knowing-Doing Gap

Readings:

• Pfeffer, Jeffrey & Sutton, Robert I. (2000). Chapter 1

Becker, M. C. (2001). Managing Dispersed Knowledge: Organizational Problems,
 Managerial Strategies, and Their Effectiveness. *Journal of Management Studies*, 38(7), 1037-1051.

Wednesday, April 10, 2013

When talk substitutes for action, when memory substitutes for thinking, when fear prevents acting on knowledge

Readings:

- Pfeffer, Jeffrey & Sutton, Robert I. (2000). Chapters 2, 3 & 4
- Fredrickson, Barbara L. (2003). Positive Organizational Scholarship. Chapter 11, Positive Emotions and Upward Spirals in Organizations, pp. 163-176, San Francisco, CA: Berrett-Koehler Publishers, Inc.

Monday, April 15, 2013

When measurement obstructs good judgment, when internal competition turns friends into enemies

Readings:

■ Pfeffer, Jeffrey & Sutton, Robert I. (2000). Chapters 5 & 6

Wednesday, April 17, 2013

Firms that surmount the knowing-doing gap

Readings:

- Pfeffer, Jeffrey & Sutton, Robert I. (2000). Chapter 7
- Worline, M. C. & Quinn, R. W. (2003). Positive Organizational Scholarship. Chapter 10, Courageous Principled Action, pp. 138-157, San Francisco, CA: Berrett-Koehler Publishers, Inc.

Monday, April 22, 2013

Turning knowledge into action

Readings:

- Pfeffer, Jeffrey & Sutton, Robert I. (2000). Chapter 8
- Orlikowski, Wanda J. (1996). Improvising organizational transformation over time: A situated change perspective. *Information Systems Research*, 7(1), 63-92.

Wednesday, April 24, 2013

Paper Presentations

Monday, April 29, 2013

Paper Presentations

Wednesday, May 1, 2013

Second Paper Due

Review: The Knowing-Doing Gap and Information & Knowledge Management