# Information & Knowledge Management (MIS 381N.7)
# Spring 2010 Course Syllabus

**Unique number:** # 03745
**Meeting time:** 2:00-3:30 pm
**Meeting location:** GSB 3.138

**Professor:** Reuben R. McDaniel, Jr.
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**Office Hours:** Tuesdays 9:00 – 12:00 noon

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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.

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. Davenport, Thomas H. (2005). *Thinking for a Living*. Boston: Harvard Business School Press.
2. Pfeffer, Jeffrey & Sutton, Robert I. (2000). *The Knowing Doing Gap: How Smart Companies Turn Knowledge into Action*. Boston: Harvard Business School Press.
3. 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 not 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 related to knowledge as a manageable asset (30% of final grade) **due Wednesday, March 11**.
- Short presentation of first paper (10% of final grade).
- Second paper on a topic related to why people in organizations sometimes don't use what they know (30% of final grade) **due Wednesday, May 5**.
- 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

**Wednesday, January 20, 2009**

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.

**Monday, January 25, 2009**

Organizations as complex adaptive systems; dealing with complexity

*Readings:*

- 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.

- Curseu, Petru Lucian (2006). Emergent states in virtual teams: A complex adaptive systems perspective. *Journal of Information Technology*, 21, 249-261.

**Wednesday, January 27, 2008**

Organizations as complex adaptive systems and implications for information and knowledge management; knowledge as a manageable asset

*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.

- Drucker, P. F. (1999). Knowledge-Worker productivity: The biggest challenge. *California Management Review, 41*(2), 79-94.

**Monday, February 1, 2009**

Managing people who think for a living; what is a knowledge worker? What do we mean when we talk about knowledge codification, knowledge abstraction and knowledge diffusion?

*Readings:*

- Davenport: Chapter 1 "What is a knowledge worker anyway?" & Chapter 2 "How knowledge workers differ and the difference it makes"

- Boisot, Max (2006). Moving to the edge of chaos: Bureaucracy, IT and the challenge of complexity. *Journal of Information Technology*, 21, 239-248.

- Orlikowski, Wanda J. (1996). Improvising organizational transformation over time: A situated change perspective. *Information Systems Research*, 7(1), 63-92.

## Wednesday, February 3, 2009

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.

- Stenmark, D. (2000-2001). Levering tacit organizational knowledge. *Journal of Management Information Systems, 17*(3), 9-24.

## Monday, February 8, 2009

Issues of knowledge management in organizations

*Readings:*

- Davenport: Chapter 3 "Interventions, measures, and experiments in knowledge work"

- Hoff, T. J. (2008). How work context shapes physician approach to safety and error, *Quality Management in Health Care* 17(2), 140-153.

## Wednesday, February 10, 2009

Knowledge work processes; creation, application, distribution, innovation, and learning.

*Readings:*

- Davenport: Chapter 4 "Knowledge work processes"

- 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 15, 2009

Information technology and knowledge management

*Readings:*

- Davenport: Chapter 5 "Organizational technology for knowledge workers"

- 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 17, 2009

The practice of managing knowledge workers; managing dynamic knowledge networks.

*Readings:*

- Davenport: Chapter 6 "Developing individual knowledge worker capabilities" & Chapter 7 "Investing in knowledge workers' networks and learning"

- 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.

## Monday, February 22, 2009

Work environment and knowledge management; knowledge worker productivity

*Readings:*

- Davenport: Chapter 8 "The physical work environment and knowledge worker performance"

- Paul, David L., & McDaniel, Reuben R., Jr. (2004). A field study of the effect of interpersonal trust on virtual collaborative relationship performance. *MIS Quarterly,* 28(2) 183-227. [Do not read Appendix.]

## Wednesday, February 24, 2008

Knowledge management in action; evidence based management

*Readings:*

- Davenport: Chapter 9 "Managing knowledge workers"

- Pfeffer & Sutton (2006). "Why every company needs evidence-based management." Chapter 1 & "How to practice evidence-based management" Chapter 2: *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.

## Monday, March 1, 2009

*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.*

## Part II: The Knowing-Doing Gap

### Wednesday, March 3, 2009

The knowing-doing gap

*Readings:*

- Pfeffer and Sutton, Chapter 1

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

- Probst, G., Raub, S., & Romhardt, K. (2000). Chapter 8. Sharing and Distributing Knowledge. In *Managing Knowledge: Building Blocks for Success.* pp. 163-199, Chinchester, UK: John Wiley & Sons, Ltd.

### Monday, March 8, 2009 (Plus)

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 10, 2008 (Plus)

***First paper due* If you are going to be away for Plus activities your paper is still due on this date. You may turn your paper in before this date if you choose.***

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.

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**Spring Break March 15-19**

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**Monday, March 22, 2009**

***Paper Presentations***

**Wednesday, March 24, 2009**

***Paper Presentations***

**Monday, March 29, 2009**

***Paper Presentations***

**Wednesday, March 31, 2009**

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

*Readings:*

- Pfeffer and Sutton, Chapters 2, 3 & 4

**Monday, April 5, 2009**

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

*Readings:*

- Pfeffer and Sutton, Chapters 5 & 6
- Cronin, Matthew A. & Weingart, Laurie R. (2007). Representational gaps, information processing and conflict in functionally diverse teams,. Academy of Management Review 32(3), 761-773.

**Wednesday, April 7, 2009**

Firms that surmount the knowing-doing gap

*Reading:*

- Pfeffer and Sutton, Chapter 7

**Monday, April 12, 2009**

Turning knowledge into action

*Reading:*

- Pfeffer and Sutton, Chapter 8

- 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.

**Wednesday, April 14, 2009**

Successful knowledge management, sensemaking and learning

*Readings:*

- Thomas, J. B., Sussman, S. W., & Henderson, J. C. (2001). Understanding "Strategic Learning": Linking Organizational Learning, Knowledge Management, and Sensemaking. *Organization Science, 12*(3), 331-345.

- Edmonson, A. C., Bohmer, R. M. & Pisano, G. P. (2001). Disrupted Routines: Team Learning and New Technology Implementation in Hospitals. *Administrative Science Quarterly, 46*, 685-716.

**Monday, April 19, 2009**

Future knowledge management issues, leadership

*Readings:*

- Zammuto, Raymond F., Griffith, Terri L., Dougherty, Debora, J. & Faraj, Samer (2007). Information technology and the changing fabric of organization. *Organization Science, 18*(5), 749-762.

- Senge, Peter (2005). Missing the Boat on Leadership. *Leader to Leader*, 38, 28-30.

- Austin, Rob & Devin, Lee (2004). Successful Innovation through Artful Process. *Leader to Leader*, 32, 48-55.

**Wednesday, April 21, 2009**

*Paper Presentations*

**Monday, April 26, 2009**

*Paper Presentations*

**Wednesday, April 28, 2009**

*Paper Presentations*

**Monday, May 3, 2009**

Knowing-doing gap review

**Wednesday, May 5, 2009**

***Second paper due***

Information and Knowledge Management Review