



UNIVERSITY
OF TASMANIA

School of Information Systems
Faculty of Business

BSA 764
IS Knowledge Management

Semester 2, 2006

Unit Outline

Dr Patricia Thomson

CRICOS Provider Code: 00586B

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Unit Summary

Unit Code	BSA416/764
Unit Title	IS Knowledge Management
Unit Description	This Unit is an Honours, Masters and Graduate Diploma year unit in the Bachelor of Information Systems. It is designed to prepare students to critically understand the concepts associated with Knowledge Management and the role ICT's play in supporting Knowledge Management strategies.
Teaching Staff	Dr Patricia Thomson
Campus & Mode	Hobart
Unit Weight	12.5%
Teaching Pattern	Three hour workshops over 9 sessions.
Pre and Corequisites	BSA303
Mutual Exclusions	None
Assessment	100% Continuous Assessment
Required Texts, etc	Davenport, T.H and Prusak, L., 2000, <i>Working Knowledge: How Organisations Manage What They Know</i> , HBS Press, MA, USA Awad, E.M., & Ghaziri, H.M., 2004, <i>Knowledge Management</i> , Pearson Prentice Hall, NJ, USA (Suggested student text).
Recommended Reading	Listed
Technical Requirements	None
Software Requirements	None
Access to IT	Hobart, IS PC Labs, Information Systems Building Students will have access to either the computer laboratories during the academic year or the research area on the 3rd floor. Proximity cards have to be used to gain access to laboratories. <i>Notes:</i> Login codes are printed on the Student's <i>Statement of Fees and Enrolment</i> . Use of these login codes is based on the assumption that each student has read and agreed to abide by the Ethics Agreement form.
Courses	BIS Hons, Grad.Dip. Info Mgt, Master of Information Systems
Faculty web site	www.utas.edu.au/business/

2. Aim

This Unit introduces the concepts relating to Knowledge Management relating to organisations, people and technology. The goal of the course is to prepare students to become familiar with the current theories, practices, tools and techniques in Knowledge Management (KM), and to assist students in pursuing a career in the information sectors.

Specifically, at the end of the course students will be able to:

- Analyze and evaluate tangible and intangible knowledge assets and understand current KM issues and initiatives, the importance of intellectual capital to benefit the competitive advantage in organisations
- Define KM, learning organizations, intellectual capital and related terminologies in clear terms and understand the role of Knowledge Managers.
- Evaluate the organisational impacts of technology including telecommunications, networks, and Internet/intranet roles in managing knowledge.
- Identify KM in specific environments including global and regional issues, managerial and decision making communities; finance and economic sectors; and specific operational areas.
- Understand the associated ethical and strategic issues with regard to KM and the use of knowledge databases, including intranets and groupware.

3. Learning Outcomes and Evidence

On completion of this unit, you should be able to:

1. Be aware of the potential for Knowledge Management to transform business, and the effect such change can have, on organisations, individuals and society.
2. Be capable of developing a knowledge management strategy for an organisation
3. Be cognisant of current issues relating to Knowledge Management
4. Be aware of Knowledge Management technologies
5. Be aware of current research in relation to Knowledge Management and Knowledge Management Technologies

Upon successful completion, a student should have attained:

1. Understanding of the current issues relating to Knowledge Management

Assessment Evidence:

- HD level: Have a deep understanding and in-depth knowledge of the current issues relating to KM
- DN level: Have an extensive knowledge of the current issues relating to KM
- CR level: Have a sound knowledge of the current issues relating to KM
- PP level: Have a satisfactory knowledge of the current issues relating to KM
- NN level: To have been unable to demonstrate an understanding of the current issues relating to KM

2. Awareness of the potential for Knowledge Management to transform business, and the effect that such change can have on organisations, individuals and society;

Assessment Evidence:

- HD level: Able to undertake an in-depth critical analysis demonstrating insight, a deep understanding and completeness
- DN level: Able to undertake a critical analysis demonstrating all important insights
- CR level: Able to undertake a critical analysis demonstrating most important insights and understanding
- PP level: Able to undertake a critical analysis to a basic level demonstrating key understandings
- NN level: To have failed to demonstrate critical analysis at a basic level

3. Capability of understanding Knowledge Management strategies for organisations;

Assessment Evidence:

- HD level: To work collaboratively with the group to critically evaluate the solutions to problems, be able to monitor, evaluate and seek opportunities for improvement
- DN level: To work collaboratively with the group to evaluate the solutions to problems, be able to monitor, evaluate and seek improvement
- CR level: To work with the group to seek the solutions to problems, be able to improve processes
- PP level: To work with the group and help solve simple problems.
- NN level: To have been unable to work in a group to solve problems.

4. Awareness of Knowledge Management applied technologies;

Assessment Evidence:

- HD level: Have a deep understanding and in-depth knowledge of the current issues relating to KM technologies
- DN level: Have an extensive knowledge of the current issues relating to KM technologies
- CR level: Have a sound knowledge of the current issues relating to KM technologies
- PP level: Have a satisfactory knowledge of the current issues relating to KM technologies
- NN level: Failed to demonstrate knowledge of the current issues relating to KM technologies

5. Understanding of current research in relation to Knowledge Management and Knowledge Management technologies

Assessment Evidence:

- HD level: Produce a conceptual map to an exceptional standard from associated relevant literature.
- DN level: Produce a conceptual map to a high standard from associated relevant literature.
- CR level. Produce a conceptual map to a reasonable standard from associated relevant literature.
- PP level: Produce a standard conceptual map from associated relevant literature.
- NN level: Failed to produce a conceptual map.

4. Generic Graduate Attributes

Attribute	Descriptor	Unit Specifics
Knowledge	Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development.	<ul style="list-style-type: none"> • Be aware of strategies an organisation can adopt to facilitate Knowledge Management; • Be aware of appropriate technologies and how they may be utilised to support Knowledge Management; • Be able to assess an organisations ability to adopt Knowledge Management.
Communication Skills	Graduates will be able to communicate effectively across a range of contexts.	<ul style="list-style-type: none"> • Demonstrate a high level of report writing and oral communication; • Discuss relevant problems with others, present their own opinions and critically assess the opinions of others.
Problem-Solving Skills	Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking in a range of problems. They will have developed competencies in information literacy.	<ul style="list-style-type: none"> • Conceptualise basic problems associated with the implementation of a Knowledge Management solution; • Be capable critically assessing an organisations potential to adopt Knowledge Management.
Global Perspectives	Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives.	<ul style="list-style-type: none"> • Appreciate how organisations from different regions are addressing Knowledge Management; • Appreciate how researchers from different regions are investigating Knowledge Management; • Understand how the culture of an organisation can impact on the adoption of Knowledge Management.

5. Details of Teaching Arrangements

5.1 Lectures/Intensive Sessions

The unit will be taught in a flexible mode with students required to attend 3 hour combined lectures and workshops over a 9 session course.

5.2 Unit Schedule

Session	Date	Lecture Topics	Tutorial / Practical Session
1		Unit Introduction: Course Overview Davenport and Prusak (2000)	Individual Research
2		Knowledge Markets	Individual Research
3		Knowledge Generation	Individual Research
4		Knowledge Codification and Coordination	Individual Presentations
5		Knowledge Transfer	Class Research
6		Knowledge Roles and Skills	Class Research
7		Technologies and Systems for KM	Class Research
8		KM Projects	Class Discussion
9		Unit Summary : Pragmatics of KM: Ethical, Legal and Future Challenges	Summary Discussion Group Presentation

5.3 Occupational Health and Safety (OH&S)

The University of Tasmania is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:

http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

5.4 References

1. Davenport, T.H & Prusak, L., 2000, *Working Knowledge: How Organisations Manage What They Know*, Harvard Business School Press, Boston, MA, USA
2. Awad, E.M., & Ghaziri, H.M., 2004, *Knowledge Management*, Pearson Prentice Hall, NJ, USA (Suggested student text).
3. Additional suggested reading on the CD of resources.

6. Learning Expectations and Strategies

6.1 Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

It is expected that students will familiarise themselves with access and use of the WebCT/Vista system operated by the University for the electronic delivery of course materials, and for various forms of communication.

It is expected that students will consult email sent to their University email address at least twice a week for notices relating to the administration of the unit, and for notification of the results of assignments.

It is expected that students will read the background material specified in the course curriculum, will actively attend and participate in tutorials, and be prepared to discuss relevant issues arising with tutors, lecturers and fellow students.

6.2 Student Expectations of the Unit

Students enrolled in this Unit may reasonably expect the following:

1. To be able to contact a lecturer or tutor by electronic mail, to raise issues arising in the unit, either relating to content or student performance within the unit.
2. Subject to availability, to be able to discuss such issues in person with the lecturer or tutor.
3. That assignments will be marked and the marks will be returned with 3 weeks of due dates.
4. That all relevant notices regarding the administration of the unit, including any necessary changes, will be communicated to all students enrolled in the unit via email.

These expectations are in addition to those specified in relevant University regulations.

6.3 Learning Strategies

If you need assistance in preparing for study please refer to your tutor or lecturer. For any further additional information refer to the Learning Development website: <http://www.utas.edu.au/learndev/>

If you will be using WebCT/Vista for the first time and would like some specific information on how to access and use WebCT/Vista refer to the following guide: http://www.utas.edu.au/coursesonline/docs/using_webct.pdf

Some of the units you will study use videoconferencing to deliver lectures and tutorials. To enable you to get the best out of a videoconference please refer to the following guide. <http://www.its.utas.edu.au/videoconf/vcstudentguide.pdf>

Participation and the active contribution of all students in their allocated workshop will be monitored for assessment purposes (see section on Assessment details).

7. Assessment Summary

Task	Component	Weight/Value	Due Date
1	Review of Davenport & Prusak (2000) Individual Paper	30%	
2	Individually led discussions	20%	
3	Group Presentation	10%	
	Critical Analysis and	30%	
	Conceptual Map	10%	

7.1 How final results are determined:

In order to pass a unit, the School of Information Systems expects that students:

Will complete all pieces of assessment, participate actively in the class discussions or seminars and achieve a total mark of at least 50% in the total assessment of the unit.

Note: In exceptional circumstances, the School reserves the right to adjust the above assessment rule.

7.2 Submission of Assignments

Students must submit assignments for the unit by the specified dates and times (if given), unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted.

Every assessment task has a due date and method of submission. These due dates and methods of submission must be adhered to.

For each piece of assessment, there will be only one method of submission. The method will be clearly identified on the assignment sheet.

Notes: Students must take responsibility for the correct submission of their assignments. Students are expected to adhere to the following procedure for submission:

Submitted files MUST be checked by the student to ensure that correct submission of the file has been undertaken.

Students are expected to notify the Lecturer WITHIN TWO HOURS of submission if their files have not been submitted correctly.

Students must take responsibility for safely backing up of their own files during the academic year to ensure that no files are permanently lost.

7.3 Requests for Extensions

Extensions will be given only under the following conditions:

- Employment related issues: Arrangements for an extension must be made with the lecturer prior to the assignment due date. Documentation from your employer is required.
- Illness: A medical certificate must be presented to the lecturer either prior to the due date or as soon as possible after the due date.

The Unit Lecturer will address any extraordinary extension falling outside of these criteria.

All extensions must be applied for on the appropriate form, which is available at http://www.infosys.utas.edu.au/students/forms/asst_extension.pdf.

Verbal extensions will not be accepted. Students should not assume that all extension applications will be granted. Students must have received confirmation of the extension by the Lecturer in order for an extension to be granted.

Any extension granted will have a new submission due date and time.

Assignments that are not submitted by the due date and time will incur the following penalties:

7.4 Penalties

10% (of mark achieved) per day or part thereof (excluding extensions) for late submissions.

7.5 Review of Assessment and Appeals

1. It is expected that students will adhere to the following policy for review of any piece of **continuous assessment**.

- a) Within 5 days of the release of the assessment result, the student should request an appointment with the Lecturer. **The student should be prepared to discuss specifically which section of the marking criteria they are disputing and why they consider the mark is inappropriate.**
- b) Following this discussion, students may request a formal remark of the original submission (in accordance with Rule of Academic Assessment 111, clause 22.1). This remark will be undertaken, where practicable, by an alternative assessor.

2. Students under with Rule of Academic Assessment 111, clause 23 may also request a review of the **final result** in a unit. The request and payment must be made within 10 days from the date of the result notification.

Students are referred to:

<http://www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/RULES/RULE111.html> and

http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf

8. Complaints Procedure

It is expected that students will adhere to the following policy for making any complaint or grievance directly related to a Unit:

- a) In the first instance, students are to approach the Lecturer or Unit Coordinator concerned and arrange a time to speak with them about their concern.
- b) If an issue remains unresolved, the student should approach the Head of School and arrange a time to speak with them about their concern.

If the School's internal policy of complaints is unable to resolve an issue, students should consult Ordinance & Student Complaints for further direction.

9. Academic Referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity. Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence. The appropriate referencing style for this unit is Harvard Style. For information on presentation of assignments, including referencing styles please visit the following site: <http://www.utas.edu.au/library/assist/gpoa/gpoa.html>.

Appendix 1 : Assessment Details

Assessment Task 1	
Task Description	Essay review of Davenport & Prusak (2000)
Task Length	3000 words
Links to Unit Learning Outcomes	1 and 2
Assessment Criteria / Guidelines	Individuals are to prepare a critical review of the key concepts presented by Davenport and Prusak (2000). Evaluate the key concepts in terms of your own experience, knowledge and/or understanding. Depth and understanding should be demonstrated by wider associated and critical reading from current or recent academic journals.
Due Date	9th August, 2006
Assessment Task 2	
Task Description	Individually led discussions
Task Length	10-15 minutes
Links to Unit Learning Outcomes	1 and 2
Assessment Criteria / Guidelines	From the essay (Task 1) individuals are to lead a class discussion in a critical review of one of the key concepts of KM presented by Davenport and Prusak (2000). Discussion should attempt to evaluate the concept/s in terms of experience, knowledge and/or understanding. Understanding should be demonstrated by wider associated critical reading from journals.
Due Date	To be negotiated - Session 4
Assessment Task 3	
Task description	Group Presentation, Report of Abstract Summary & Conceptual Map
Task length	5000 words and 15 minutes.
Links to Unit Learning Outcomes	3, 4 & 5
Assessment criteria / guidelines	Groups are to research and prepare a report on KM Strategies and KM Technologies. The report should present abstracts of a series of research papers on KM, KMS and KMT's along with a critical analysis of them. Current and future issues and trends in KM should be addressed. A conceptual map should be derived from the literature to identify research undertaken in any of the regions of Africa and the Middle East, Australia/New Zealand, North America, Europe, and the Asia Pacific. The groups are to prepare a class presentation on their research using the associated reading as background and the linked conceptual map.
Due Date	Session 9

Appendix 2 - What is Academic Integrity?

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts.

At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it.

Commonly used terms

Attribution: the ascribing of a work or an idea to a particular author or artist.

Citation: the act of directly quoting or giving intellectual credit to another person's work or ideas.

Collusion: “any form of joint effort, between students, or between students and other persons, intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment”. (University of Western Sydney 2000).

Common Knowledge: can be defined as facts known by a large number of people. These "facts" do not have to be cited.

Group work: can be described as “a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment”. (Newcastle University 2002).

Legitimate collaboration: Newcastle University describes legitimate collaboration as “any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students”.

Paraphrasing:

1. A restatement of a text or passage in another form or other words, often to clarify meaning.
2. The restatement of texts in other words as a studying or teaching device.

Plagiarism: the stealing or passing off as one's own (the idea or words of another); use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source (*Webster's Third New International Dictionary of the English Language*, Unabridged, p. 1728).

Quoting: to place an excerpt from a source word for word into one's paper. The source must be cited, giving credit to the original author.

Summarising: to put someone else's concept or main ideas into one's own words.

Appendix 3 - Common forms of Academic Dishonesty

- Cheating in an exam either by copying from other students or using unauthorised notes or other aids.
- Submitting, as your own, an assignment that another person has completed.
- Downloading information, text, computer code, artwork, graphics or other material from the Internet and presenting it as your own without acknowledgment.
- Quoting or paraphrasing material from a source without acknowledgment.
- Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks.
- Copying from other members while working in a group.
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.
-

From: James R, McInnis, C and Devlin, M (2002)
Assessing Learning in Australian Universities
Centre for the Study of Higher Education - University of Melbourne
Viewed 29 December 2002
<<http://www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html>>

Using words, ideas, computer code, or any work by someone else without giving proper credit is academic dishonesty. Academic dishonesty is often referred to as plagiarism or cheating.



When you use information from a source, you must cite it.

Appendix 4 - How to achieve and maintain Academic Integrity

Utilise the right sources

In order to articulate your ideas, defend your own argument and refute counter-arguments, you will need to identify the most appropriate sources of material to help you. In order to identify the most appropriate material you will need to evaluate your research results.

Start writing

The next step in the process is to document the validity of your position, and crediting those whose work you have used to establish your position. To do this you will need to apply the appropriate referencing style for your discipline to your work. If you are not sure what style you should be using check with your tutor or your unit outline. The University also provides a list of preferred text referencing system for undergraduate students at http://www.utas.edu.au/staff/tl/policies/School_referencing_system_table.htm

When you begin writing your assignment/project report you must give credit to the sources for the ideas you are using. There are standard ways to properly integrate sources into your assignment. They include:

- *Direct quotes* – This is when you place an excerpt from your source word for word into your paper. The source must be cited, giving credit to the original author.
- *Paraphrasing* – This means to restate a passage from your source in your own words. The source and author of the passage you paraphrase must be cited.
- *Summarising* – When you summarise the key concept or main idea from someone else's work in your own words, you must give credit for summarised ideas to the original source.

More information on writing skills

Developing your own writing style is an important part of good scholarship. For information and assistance on essay writing go to the Learning Development website at <http://www.utas.edu.au/learndev/essays.html>



Remember that when you use a direct quote, paraphrase or summarise to not only provide the in-text reference but also provide a full reference in your reference list.

Appendix 5 - What happens if I don't maintain Academic Integrity?

While studying at University you are expected to submit work that is your own. This does not mean that you can't use other people's ideas to support your own or to enhance your argument. What it does mean is that you are required by the University to acknowledge the source of those ideas as in text references in your assignments and the setting out of a list of references or a bibliography at the end of your assignment, acknowledging all sources utilised.

The academic tradition, on which Australian universities are founded, expects that all scholarly efforts undertaken be done so in keeping with the rules of attribution. This means that all material that is submitted or presented for assessment that contains work other than your own, must be attributed to its source.

Failure to do so constitutes academic dishonesty (plagiarism). It is important that students understand how to correctly refer to the work of others and maintain academic integrity.

Ordinance 58: Student Discipline outlines the process for initiating formal discipline procedures for academic/general misconduct matters.

<http://www.utas.edu.au/universitycouncil/legislation/ord58.pdf>

You should also refer to any policies and procedures specific to your Faculty/School.

It is important that you understand the *Statement on Plagiarism* above. Should you require clarification please see your unit coordinator or lecturer. Useful resources on academic integrity, including what it is and how to maintain it, are also available at: <http://www.utas.edu.au/tl/supporting/academicintegrity/students.html>

Further Information and Assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance. There is a range of University-wide support services available to you including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

Help Resolving Unit Concerns

In the first instance you should contact your lecturer. If the matter is still unresolved and you would like to know who to contact or the process and procedures for resolving your concerns, you can initially refer to the following website: http://www.admin.utas.edu.au/ac_serv/complaints_info.html

The Hobart based Tasmanian University Union (TUU) or the Launceston/Burnie based Student Association (SA) may also be able to assist.