

# 751 Enterprise Knowledge Management

## Introduction

751 ENTERPRISE KNOWLEDGE MANAGEMENT provides students with an understanding of the practical skills for managing the creation, transfer and utilisation of corporate knowledge as a competitive asset. Students are introduced to the three core elements of knowledge management (KM) and their relationships. The importance and characteristics of organisational knowledge, the basic knowledge processes, and various organisational and technological factors influencing the implementation of KM in an organisation are examined. Students learn how to plan, develop and implement KM initiatives in an organisation.

### Case studies

Real-life case studies are incorporated into the subject to provide opportunities for students to apply theory into practice in an authentic context. Examples of cases include

Dai, N. and N. Dawar  
*Cola wars in China: The future is here*  
 Case #9B03A006  
 Richard Ivey School of Business  
 13 July 2004

Szulanski, G., G.M. Deutsch, J. Fueyo and M. Casaburi  
*Rank Xerox (A): Global Transfer of Best Practices*  
 Case #304-150-1  
 INSEAD, Singapore  
 June 2004

Dutta, S. and A. Kumar  
*Knowledge Management at Tata Steel*  
 Case #904-018-1  
 ICFAI Centre for Management Research  
 2004

### Who should attend

- Executives wishing to enhance their understanding of KM initiatives
- Managers seeking to improve their practical skills in preparing and implementing successful KM programmes
- Decision makers who need to manage, transfer and utilise corporate knowledge as a competitive asset

### Learning objectives

Upon completion of the subject, students should be able to

- identify the key drivers of knowledge management
- discuss the three fundamental KM processes: creation, sharing and utilisation
- identify specific enablers and barriers to the KM processes
- discuss the main organisational factors influencing KM
- recommend appropriate KM technologies to meet an organisation's specific knowledge needs
- describe the four-stage KM implementation strategy

### Delivery method

The subject is delivered online over a 12-week period, with an assigned Professor acting as mentor. The class will comprise students from different countries and industry backgrounds. Practical case studies and discussions help to stimulate learning and knowledge exchange, while an examination at the end of the subject will help students review and apply the knowledge and skills learnt.

### Prerequisites

None

### Assessment

Case analyses (team and individual)	45%
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Discussion board activities	30%
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Final examination	25%
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# Syllabus

## Segment 1: Introduction

Students are introduced to the syllabus, the resources and communication tools available within the course.

## Segment 2: What is Knowledge?

Knowledge is differentiated from information and data which can be easily identified, captured, stored and retrieved. The segment emphasises the importance of knowledge as a vital resource which is closely associated with organisational culture and behaviour. Students learn about intellectual capital measurements as a way in which organisations account for intangible assets.

## Segment 3: The Importance of Knowledge Management

The segment highlights the impact of technological advances and knowledge workers on the new economy, which is characterised by a shift from material goods to intangible goods. The concepts of the knowledgeable organisation, learning organisation and virtual organisation emphasise the shift in business focus. Achieving efficiency, staying competitive, maximising potential, retaining knowledge and expertise are some of the KM drivers discussed. Effective management of knowledge workers and life-long learning processes are examined.

## Segment 4: Knowledge Management Processes

Knowledge management involves three fundamental processes: knowledge creation, knowledge transfer and knowledge utilisation. The segment examines each of these processes and explores organisational and technological interventions that foster these processes. Students learn to identify and evaluate the organisational structures and technologies that support or hinder the different KM processes.

## Segment 5: Influences on Knowledge Management

The segment focuses on systems for creating and sharing knowledge, as well as accessing knowledge repositories. Students are encouraged to recognise the relationship between organisational culture and technology as enablers and facilitators of knowledge processes. The segment explores the roles of culture, organisational structure and leadership, as well as the measurement practices used in KM. Information and communication technology tools which support KM activities in an organisation are also considered.

## Segment 6: Knowledge Management Implementation Strategy

The focus is on the process of establishing a KM strategy, involving four major phases: planning, design, implementation and evaluation. Systematic planning and implementation of KM, in alignment with organisational objectives and core competencies, can help improve allocation of organisational knowledge resources. Students learn to apply methods of preparing a holistic KM development and implementation strategy for an organisation.

### Required textbook

Davenport, T.H. and L. Prusak. *Working Knowledge: How Organizations Manage What They Know*. Harvard Business School Press, 2000.

Tiwana, A. *The Knowledge Management Toolkit: Orchestrating IT, Strategy and Knowledge Platform* (2nd ed). New Jersey: Prentice Hall, 2003.

# Global Faculty

## Subject Authors

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## Subject Reviewer

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**U21Global subjects are created by acknowledged experts in their field, usually senior academics who have strong understanding of postgraduate requirements. The subject content is further reviewed by academic specialists who appraise the subject from an independent perspective, ensuring a high-quality, professional product.**

751 ENTERPRISE KNOWLEDGE MANAGEMENT was developed for U21Global by **Meliha Handzic**, Associate Professor in Information Systems at the Sarajevo School of Science and Technology, and **Suliman Hawamdeh**, Professor and Programme Co-ordinator, Master of Science in Knowledge Management, School of Library and Information Studies at the University of Oklahoma. Dr Handzic has consulted for the United Nations in international projects, as well as advised the Government of Bosnia and Herzegovina in the area of Management Information Systems. She received her PhD in Information Systems from the University of New South Wales and her MSc from the University of Sarajevo. Dr Hawamdeh is the founder and director of the knowledge management programme in Nanyang Technological University in Singapore, as well as the founder and president of the Information and Knowledge Management Society. He is the author and editor of a number of books on information and knowledge management, as well as the editor-in-chief of the *Journal of Information and Knowledge*. Dr Hawamdeh holds a PhD from the University of Sheffield and an MA from the University of Michigan, Ann Arbor, US.

The subject was reviewed by **Alton Chua**, Assistant Professor at the Division of Information Studies in the School of Communication & Information, Nanyang Technological University, Singapore. A champion of innovative eLearning initiatives, Dr Chua's research interests lie in knowledge management, communities of practice, information systems management and business strategy. He has consulted on information technology projects with companies such as Datacraft Asia and Apple Computer. Dr Chua holds a DBA from Southern Cross University, Australia and a MEd from the University of Sheffield, UK.

## Professors

**Students' progress will be guided by dedicated Professor Facilitators based around the world. They provide an international perspective and impart knowledge through a wealth of experience in their field of specialisation. Our Professor Facilitators will help students make sense of the information to enable students to transform the information into knowledge and creative solutions.**



Tracy HURLEY

Tracy Hurley is Assistant Professor of Management at the College of Business, Texas A&M University, Kingsville. She is the Faculty Senate Representative from the San Antonio campus and serves on a number of committees, including the Southern Accreditation Council Committee, Distance Education Committee (chair) and College of Business Administration Curriculum Committee. She consults on programme development, programme evaluation, research and database management, statistical analysis and reporting and training for non-profit organisations. Dr Hurley received her PhD in Business Administration from the University of Houston, Texas, US.



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Alton Chua is Assistant Professor at the Division of Information Studies in the School of Communication & Information, Nanyang Technological University, Singapore. A champion of innovative eLearning initiatives, Dr Chua's research interests lie in knowledge management, communities of practice, information systems management and business strategy. He has consulted on information technology projects with companies such as Datacraft Asia and Apple Computer. Dr Chua holds a DBA from Southern Cross University, Australia and a MEd from the University of Sheffield, UK.



Arjan SADWANI

Arjan Sadhwani was a Professor of Accounting and Information Systems at the University of Akron, Ohio from 1977 to 1995. He developed and taught courses at Golden Gate University and University of Maryland in the US and also taught in Executive MBA programme in Singapore and New Zealand. Dr Sadhwani has also worked as an assistant controller in the US General Accounting Office, Washington, D.C, Director of Accounting and Finance at TRW (Cleveland), Ohio and as a supervisory senior auditor with Defense Contract Audit Institute, Department of Defense, US. Dr Sadhwani received his PhD in Finance and Accounting from Michigan State University. He also has a CPA in Ohio, USA.