Course Syllabus

ORGANIZACIONES INTELIGENTES Y GESTIÓN DEL CONOCIMIENTO

March – July 2024

Term X

Professor

Augusto Carlos Choy Pun

I. General Information

Course:	ORGANIZACIONES INTELIGENTES Y GESTIÓN DEL CONOCIMIENTO		
Prerequisite:	Tecnologías de la Información para la Gestión del Capital Humano Evaluación y Gestión del Rendimiento	**Code:**	07023
Precedence:	-	**Semester:**	2024-1
Credits:	3	**Term:**	X
Hours per week:	3 hours	**Course modality:**	In presence
Career(s)	Organizational Psychology	**Course coordinator:**	Joseph Ballon jballon@esan.edu.pe

II. Summary

This course considers the analysis of the principles that promote an "intelligent organization", the five disciplines of Senge, evaluation and diagnosis of the organization with a view to the development of an intelligent organization and the use of technological tools. This course also analyzes the scenarios of training promotion or e-learning, the development of the necessary skills within organizations to identify and distribute good practices or critical information and use it among its members, as well as to assess and assimilate it, making use of information technologies, tutorials via e-mail, tutorials via video conference, computer-assisted instruction.

III. Course Objectives

Develop project initiatives in knowledge management aligned to business strategy and learn to measure them as intangible assets to support value creation in intelligent organizations with intellectual capital.

IV. Learning Results

By the end of the semester, the student will be able to:

- Recognize the differences between data, information, organizational knowledge, and intelligent organizations. Recognize the processes of knowledge management within learning organizations and in relation to their environment.

- Analyze the resources that affect the development of the Knowledge Management (KM) processes in an Intelligent Organization through Resource Based-View (RBV) to demonstrate the value creation.
- Propose a project that supports the development of knowledge management in an organization through an alignment tool and strategic control (intellectual capital and balance scorecard), to demonstrate the value creation as firm performance.

V. Methodology

Active participation is highly encouraged and expected of students. Therefore, students must review and analyze case studies from UEVirtual. This review and analysis will allow students to develop case reports, case presentations, reading checks, and practice assessments. In addition, students must prepare a Final Case, through research, collaborative work and the use of course concepts, in a real context of a company. The student will seek to increase their analysis and synthesis skills, critical thinking, problem identification and solution, always considering ethical conduct.

To achieve the objectives, the class sessions will have a conceptual part as well as a practical one.

Class Participation: In addition to the assistance, the teacher will consider participation with relevant ideas.

Case Reports & Presentations: The course is oriented towards real cases. The development of the case report is groupwork. The case report should be based on the concepts of the session that correspond to source techniques and skills that will allow to do a critical analysis and, therefore, arrive at a solution to the case. The development of the document should be academic, technical, and efficient. Every group will have the opportunity to present a case report with a maximum of ten minutes per group. All groups should solve assigned cases, be prepared to present their proposals, and answer questions that will be discussed in class to assess their ability to effectively communicate their ideas.

Reading Controls: These are evaluations based on readings assigned to the students beforehand.

Practical Evaluations: These are personal evaluations covering aspects of teacher presentations, class discussion, readings cases assigned in the class session. These evaluations will consider information from any of the sessions reviewed up to the moment of class.

Final Report: All groups should prepare a Final Report. This Report includes all topics of the course for an organization selected by the group. The minimum required structure will be:

1. Preparation:
    a. Read and Examine the Case Thoroughly
        - Take notes, highlight relevant facts, underline key problems.
    b. Focus Your Analysis
        - Identify the key problems.
        - Why do they exist?
        - How do they impact the organization?
        - Who is responsible for them?
2. Uncover Possible Solutions/Changes Needed

3. Presentation:

a. Brief presentation of the company Present Scenario:
   - Background information, relevant facts, and the most important issues.

b. Present solution
   - The use of models or tools reviewed in class will be valued.

c. Recommendations and Conclusions

d. Recommend additional actions Bibliography.

VI. Evaluation

The evaluation system is integral and continuous. It involves the Permanent Evaluation Average (40%), the Midterm Exam (30%), and Final Exam (30%).

The Final Evaluation Average (FA) makes of this way:

FA = (0,30 x MTE) + (0,40 x PEA) + (0,30 x FE)

Where:
FA = Final Average
MTE = Midterm Exam
PEA = Permanent Evaluation Average and,
FE = Final Exam

The Permanent Evaluation Average includes these items:

PERMANENT EVALUATION AVERAGES 40 %		
Type of evaluation	**Description**	**Weight %**
Class Participation	Active Participation (Discuss, ask and answer)	10
Attendance	Class attendance will be valued positively	5
Case-Reports	4 Case-Reports	30
Quizzes	5 Quizzes	15
Final Project	Final Integral Project	40

VII. Content schedule

<table>
<tr><td colspan="3">LEARNING UNIT I
LEARNING RESULTS: Recognize the differences between data, information, organizational knowledge, and intelligent organizations. Recognize the processes of knowledge management withinlearning organizations and concerning their environment.</td></tr>
<tr><th>Week</th><th>Contents</th><th>Activities / Evaluation</th></tr>
<tr><td>1°

March 21 – 27</td><td>INTRODUCTION TO KNOWLEDGE MANAGEMENT (KM)
What Is Knowledge Management?
Types of Knowledge: Tacit and Explicit
Concept Analysis Technique
From Physical Assets to Knowledge Assets
KM for Individuals, Communities, and Organizations
ISO 30401
Dalkir. Knowledge Management in Theory and Practice TheMIT Press 3rd Ed. Ch 1</td><td>Presentation of the course and methodology</td></tr>
<tr><td>2°

April 01 – 07</td><td>KNOWLEDGE MANAGEMENT MODELS
Major Theoretical KM Models
Von Krogh and Roos Model of Organizational Epistemology
Nonaka & Takeuchi Knowledge Spiral Model
Choo Sense-Making KM Model
Wiig Model for Building and Using Knowledge
Boisot I-Space KM Model
Complex Adaptive System Models of KM
European Foundation for Quality Management (EFQM) KM Model
Dalkir (2017), Knowledge Management in Theory and Practice The MIT Press 3a Ed. Ch 3</td><td>Quiz 1
About Session 1

Random assignment of cases for 1st Case Report</td></tr>
<tr><td>3°

April 08 – 14</td><td>KNOWLEDGE CAPTURE AND CODIFICATION
Tacit Knowledge Capture
Tacit Knowledge Capture at the Individual, Group
Tacit Knowledge Capture at Organizational Levels
Explicit Knowledge Codification
Dalkir (2017), Knowledge Management in Theory and Practice The MIT Press 3a Ed. Ch 4</td><td>1st Case Report
Group Presentations</td></tr>
</table>

Week	Contents	Activities / Evaluation
4° April 15 – 21	**KNOWLEDGE SHARING** • The Social Nature of Knowledge • Sociograms and Social Network Analysis • Community Yellow Pages • Knowledge-Sharing Communities • Roles and Responsibilities in CoPs • Knowledge Sharing in Virtual CoPs **Mandatory reading:** Davenport, T. & Prusak, L. (1998). Op.cit. - Knowledge Generation. Ch. 3. Coyne, K. P., Clifford, P. G., & Dye, R. (2007). Breakthrough thinking from inside the box. Harvard Business Review, 85(12), 71-78.	**Quiz 2** About Sessions 3 and 4
5° April 22 – 28	**FINDING KNOWLEDGE** • Knowledge Application at the Individual Level • Bloom' s Taxonomy of Learning Objectives • Task Analysis and Modeling • Knowledge Application at the Group and Organizational Levels Dalkir (2017), *Knowledge Management in Theory and Practice* The MIT Press 3a Ed. Ch 6	**Quiz 3** About Session 4 Random assignment of cases for 2nd Case Report
6° April 29 – May 05	**ORGANIZATIONAL CULTURE** • Different Types of Cultures • Levels of culture • Organizational Maturity Models • Stages of Organizational Maturity • The Infosys KM Maturity Model • The KPQM Maturity Models • Forrester Group KM Maturity Model • CoP Maturity Models Dalkir (2017), *Knowledge Management in Theory and Practice* The MIT Press 3a Ed. Ch 7	**2nd Case Report** Group Presentations .
7° May06-12	**Mid-Term Review**	
8° May13-19	***MIDTERM EXAM***	
9° May20-26	**Tool Report presentation** Dalkir (2017), *Knowledge Management in Theory and Practice* The MIT Press 3a Ed. Ch 8	Tools Report. – Group Presentations

LEARNING UNIT II **LEARNING RESULTS:** Analyze resources that affect the development of KM processes in an Intelligent Organization through Resource Based-View to demonstrate the Value Creation.		
Week	***Contents***	***Activities / Evaluation***
10° **May 27 – June 02**	**KNOWLEDGE MANAGEMENT STRATEGY AND PLANNING** • Developing a KM Strategy • Knowledge Audit • Gap Analysis • KM Strategy Road Map • Balancing Innovation and Organizational Structure • Types of Knowledge Assets Produced	**Quiz 4** About Sessions 5, 6, and 9 Random assignment of cases for 3rd Case Report
	Dalkir (2017), *Knowledge Management in Theory and Practice* The MIT Press 3a Ed. Ch 9	
11° **June 03 - 09**	**ORGANIZATIONAL LEARNING AND ORGANIZATIONAL MEMORY** • How Do Organizations Learn and Remember? • Frameworks to Assess Organizational Learning and Organizational Memory • The Management of Organizational Memory • Organizational Learning • The Lessons Learned Process • Organizational Learning and Organizational Memory Models • Three-Tiered Approach to Knowledge Continuity	**3rd Case Report** Group Presentations
	Dalkir (2017), *Knowledge Management in Theory and Practice* The MIT Press 3a Ed. Ch 11	
12° **June 10 – 16**	**ISO 30401** • Objectives • Issues • Parties • Requirements • Priorities • Scope • Knowledge Development • Knowledge Flows • KM Enablers • Key Commitments • Implementation	**Quiz 5** About Sessions 10 and 11 Random assignment of cases for 4th Case Report
	Shekar. Design Knowledge Management System: S Practical Guide for Implementing ISO 30401 KMS Standard.Penman Books 1st Ed	

<table>
<tr><td colspan="3">LEARNING UNIT III
LEARNING RESULTS: Propose a project that supports the development of knowledge management in an organization (as IO) through an alignment tool and strategic control (intellectual capital and balanced scorecard), to demonstrate the value creation as firm performance.</td></tr>
<tr><th>Week</th><th>Contents</th><th>Activities / Evaluation</th></tr>
<tr><td rowspan="2">13°
June 17 – 23</td><td>THE INTELLIGENT ORGANIZATIONS MODEL FOR SUSTAINABLE HIGH-PERFORMANCE
Why an IO Model?
Fundamentals of the IO Model
The frame of reference: history and context
The core: the five dimensions of sustainable high-performance</td><td rowspan="2">4th Case Report
Group Presentations</td></tr>
<tr><td>Gomez Foronda, Intelligent Organizations (Spanish Edition). Penguin Random House Publishing Group Spain</td></tr>
<tr><td rowspan="2">14°

June 24 – 30</td><td>SMART (INTELLIGENT) TEAMS: FROM INDIVIDUAL LEADERSHIP TO COLLECTIVE LEADERSHIP
But, what is a team?
Organizational Structure and Teams in the 21st Century: what has changed?
Team Toxins
The productive management of the conflict
The four keys to developing a sustainable high-performance team</td><td></td></tr>
<tr><td>Gomez Foronda, Intelligent Organizations (Spanish Edition). Penguin Random House Publishing Group Spain</td><td></td></tr>
<tr><td>15°

July 01 – 07</td><td colspan="2">FINAL PROJECT
Presentation and discussion of the final case</td></tr>
<tr><td>16°

July 08 – 14</td><td colspan="2">FINAL EXAM</td></tr>
</table>

VIII. References

Mandatory bibliography:

Course Textbook

- Dalkir, K. (2017). Knowledge Management in Theory and Practice (3rd edition). Cambridge, Massachusetts: The MIT Press.
- Shekar S.. (2021) Design Knowledge Management System: S practical guide for implementing iso 30401 KMS Standard. Penman Books 1a Ed
- Gomez Foronda, Susana. Intelligent Organizations (Spanish Edition) . Penguin Random House Publishing Group Spain

Complementary bibliography:

Recommended Books

- Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction. (4th edition) Oxford: Oxford University Press.
- Mohapatra, S., Agrawal, A., & Satpathy, A. (2016). Designing Knowledge Management-Enabled Business Strategies. Switzerland: Springer.
- Becerra-Fernandez, I., & Sabherwal, R. (2015). Knowledge Management. Systems and Processes. (2nd edition). New York: M.E.Sharpe.
- North, K., & Kumta, G. (2014). Knowledge management: Value creation through organizational learning. Switzerland: Springer.
- Jashapara, A. (2011). Knowledge Management: An Integrated Approach (2nd edition). Harlow: Pearson Education Limited.

Recommended Research Papers

- Ramadan, B. M., Dahiyat, S. E., Bontis, N., & Al-Dalahmeh, M. A. (2017). Intellectual capital, knowledge management and social capital within the ICT sector in Jordan. Journal of Intellectual Capital, 18(2), 437-462.
- Wang, Wang, & Liang (2014). Knowledge sharing, intellectual capital and firm performance, Management Decision, 52(2), 230-258.
- Sharabati, A. A. A., Naji Jawad, S., & Bontis, N. (2010). Intellectual Capital and Business Performance in the Pharmaceutical Sector of Jordan. Management Decision, 48(1), 105-131.
- Robles, J.; Vilcapoma, E. & Matute, G. (2006). Identificación de Redes de Conocimientomediante el Análisis de Redes Sociales. *AMCIS 2006 Proceedings*. Paper 516.
- Senge, P. (1990). *The fifth discipline: The art and science of the learning organization.* New York: Currency Doubleday.

IX. Professor

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