Universidad Ricardo Palma
Facultad de Ciencias Económicas y Empresariales
Escuela Profesional de Administración de Negocios Globales

SYLLABUS 2023-II
KNOWLEDGE MANAGEMENT

I. ADMINISTRATIVE DATA:

1. Subject: Knowledge Management
2. Code: NG 1006
3. Nature: Practice/Theory
4. Condition: Elective
5. Requirement(s): NG02907
6. Number of credits: Three (03)
7. Number of hours per week: 03
8. Semestre Académico: 2023-II
9. Professor: Dr. Eduardo Rada Bernasconi
10. Institutional mail: eduardo.rada@urp.edu.pe

II. SUMILLA:

The subject is elective in nature and provides the methodological tools that allow the student to understand, design and apply the concepts of knowledge management, with the aim of efficiently managing their ventures or companies by applying the knowledge of their products, processes, markets, customers, employees, etc. and in this way be highly competitive in today's demanding market. The subject consists of the following four learning units: Fundamentals of knowledge management; Relationship between epistemological coaching and knowledge management; Main concepts of knowledge management; and Knowledge Management Development.

III. GLOBAL COMPETENCIES

Multiple Intelligences:
It is based on knowledge management through the use of multiple intelligences to develop their capabilities in the achievement of a creative process as a means to achieve great goals and according to the taking of Conscious decisions in such a way that allows the future professional to interact with different human groups and thus enhance their knowledge and personal and professional skills.

Multiple values:
Practice values, acting ethically, conscientiously and professionally, to make the best possible decisions both personally and professionally in global business.

IV. SPECIFIC COMPETENCES

Global Logistics and Operations Competency:
Help raise awareness about knowledge management processes in the production of products and services of global companies, applying the most appropriate and efficient tools, generating added value in the context of a social responsibility approach.

Global Business and Management Competency:
Apply the concepts and techniques of knowledge management in the most creative and innovative way possible, in order to create globally competitive companies.

IV. DEVELOPS THE COMPONENT OF:

RESEARCH (X)   SOCIAL RESPONSIBILITY (X

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V. ACHIEVEMENT OF THE SUBJECT

Upon completing this course, students should possess a comprehensive understanding of how knowledge management operates in a global context, including the challenges, strategies, tools, and ethical considerations involved. They should be equipped to contribute effectively to organizations that operate across cultural and geographical boundaries by promoting collaboration, innovation, and effective decision-making through knowledge management practices.

VI. CONTENT PROGRAMMING

UNIT 1	INTRODUCTION TO KNOWLEDGE MANAGEMENT	
LEARNING ACHIEVEMENT	Students will lay a strong foundation in understanding the core principles of knowledge management, setting the stage for more in-depth exploration of advanced topics in subsequent course modules.	
WEEKS	**CONTENTS**	**METHODOLOGY**
1	- Definition of knowledge management - Importance of knowledge management in global business - Evolution of knowledge management concepts - Benefits and challenges of global knowledge management	- Individual and - group practices. - Individual and - group work. - Case studies. - Read controls. - Exhibition of - works.
2	- The basic elements of knowledge management: Data, information, knowledge and wisdom.	
3	- Types of knowledge: Tacit and explicit. - Interaction between types of knowledge. - The challenges of knowledge in a global world.	
4	- Practice # 1 - Introduction to Knowledge Management for Global Business	

UNIT 2	DEFINING KNOWLEDGE MANAGEMENT IN A GLOBAL CONTEXT	
LEARNING ACHIEVEMENT	Upon completing the module that focuses on defining Knowledge Management (KM) in a global context, students should achieve the learning outcomes and will have a solid understanding of what global knowledge management involves, the challenges it presents, and the strategies necessary to effectively manage knowledge across diverse cultural and geographical contexts.	
WEEKS	**CONTENTS**	**METHODOLOGY**

5	- Results-oriented definition.
	- Process-oriented definition.
	- Technology-oriented definition.
		- Individual and
		  group
		  practices.
		- Individual and
		  group work.
		- Case studies.
		- Read controls.
		- Exhibition of
		  works.

6	- Aspects of Knowledge Management.	
7	- Pillars of Knowledge Management.	
8	- Midterm exam. - About INIT 1 +UNIT 2	

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UNIT 3	DEVELOPMENT OF KNOWLEDGE MANAGEMENT IN THE GLOBAL CONTEXT	
LEARNING ACHIEVEMENT	Students will have a comprehensive understanding of the historical evolution of Knowledge Management in the global context, enabling them to appreciate the dynamic nature of the field and its ongoing adaptation to the needs of modern businesses operating on a global scale.	
WEEKS	**CONTENTS**	**METHODOLOGY**
9	- Creation and capture of knowledge.	- Individual and group practices.
10	- Sharing and enrichment of knowledge.	- Individual and group work.
11	- Storage and dissemination of knowledge.	- Case studies - Read controls. - Exhibition of works.
12	- Practice # 2 - How to develop a knowledge management approach in the global context	

UNIT 4	KNOWLEDGE MANAGEMENT AND ARTIFICIAL INTELLIGENCE	
LEARNING ACHIEVEMENT	Determine the most appropriate tools in knowledge management: 1) To be able to recognize the most important tools and 2) To be able to use these tools.	
WEEKS	**CONTENTS**	**METHODOLOGY**
13	- Efficient Knowledge Sharing and Collaboration - Cross-Cultural Adaptation - Personalized Knowledge Delivery	- Internship. - individual and group.
14	- Predictive Analytics for Decision-Making - Automation of Knowledge Processes - Enhanced Customer Experience	- Individual and group work.
15	- Innovation and Idea Management - Knowledge Mining from Data - Continuous Learning and Upskilling - Ethics and Privacy Considerations	- Case studies. - Read controls. - Exhibition of works.
16	- Final exam. - Bout UNIT # 3 and UNIT # 4.	
17	- Substitute evaluation.	

VII. DIDACTIC STRATEGIES

- Team building.
- Group exhibitions.
- Development of individual and team exercises.
- Case study and analysis, discussion.

VIII. FORMULA: MID TERM EXAM + FINAL EXAM + (PRA 1 + PRA 2/2) / 3

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IX. EVALUACIÓN

The face-to-face modality will be evaluated week by week through the digital products that each team will replicate from the material presented by the teacher in class. The week reading is going to be related to "An Illustrated Guide to Knowledge Management. Basic Concepts". From the second week, the UNESCO text entitled "ChatGPT and artificial intelligence in higher education" will be worked on and during the semester in the modality of portfolio. Also The products are the evidence of the achievement of learning and will be evaluated through rubrics whose objective is to qualify the performance of students objectively and accurately. There will be a partial exam on what was covered in the first part of the course and a final exam related to the second part of it. And the final work will be the collection of text in a portfolio. Feedback. In this face-to-face modality, feedback becomes a primary aspect for learning achievement. The teacher will return the reviewed unit products and make the respective feedback.

LEARNING UNIT	INSTRUMENTS	PERCENTAGE
I	PRACTICE 1 (WEEK 4)	25%
II	MID TERM EXAM (WEEK 8)	25%
III	PRACTICE 2 (WEEK # 12)	25%
IV	FINAL EXAM (WEEK # 16)	25%

X. RESOURCES

- Equipment: computer, laptop, tablet, cell phone
- Materials: teacher's class notes, problem sheets, readings, videos.

XI. REFERENCES:

Basic bibliograph

1. An Illustrated Guide to Knowledge Management. Basic Concepts.
2. UNESCO. ChatGPT and artificial intelligence in higher education. 2023.
3. UNESCO. Recommendation on the Ethics of AI to Advance AI Governance around the World. 2023.
4. Uriarte Filemon. Introduction to Knowledge Management. Asean Foundation. 2008.
5. Nonaka, Ikujiro and H. Takeuchi The Knowledge-Creating Company: How JapaneseCompanies Create the Dynamics of Innovation. Oxford Univ. Press (Trade). 1995.
6. Prusak, L. *Knowledge in Organizations*, Butterworth-Heinemann, Boston, 1997.
7. Rada, Eduardo. Coaching epistemológico para hacer productive el conocimiento (Tesisde doctorado 2011).

Further reading

1. Dalkir, K. (2017). "Knowledge Management in Theory and Practice." Routledge.
2. Botiller, F., & Shearer, K. (2016). "Canadian Knowledge Management Practices: Enablers and Barriers." Journal of Knowledge Management, 20(3), 524-539.
3. Scarbrough, H., Swan, J., Laurent, S., Bresnen, M., Edelman, L., & Newell, S. (2016). "Project-based learning and the role of learning boundaries." Organization Studies, 37(12), 1743-1760.
4. Hislop, D. (2018). "Knowledge Management in Organizations: A Critical Introduction." Oxford University Press.
5. Chua, A. Y., & Goh, D. H. (2016). "Managing knowledge in organizations: A review and critique of dynamic capabilities." Journal of Knowledge Management, 20(6), 1223-1248.
6. Sveiby, K. E., Gripenberg, P., & Segercrantz, B. (2016). "Challenging the Knowledge Monopoly: The Role of Intellectual Capital in Innovation." Routledge.
7. Gold, A. H., Malhotra, A., & Segars, A. H. (2017). "Knowledge Management: An Organizational Capabilities Perspective." Journal of Management Information Systems, 34(1), 57-85.
8. von Krogh, G., & Roos, J. (2016). "Managing Knowledge: Perspectives on Cooperation and Competition." Routledge.
9. Becerra-Fernandez, I., Gonzalez, A. J., & Sabherwal, R. (2015). "Knowledge Management: Systems and Processes." Routledge.
10. Liebowitz, J., & Frank, M. (Eds.). (2016). "Knowledge Management and E-Learning." CRC Press.
11. Holsapple, C. W., & Lee-Post, A. (Eds.). (2016). "Foundations of Semantic Web Technologies." CRC Press.
12. Massingham, P. R., & Carayannis, E. G. (2016). "Knowledge Management for Competitive Advantage during Economic Crisis." Springer.
13. Marouf, L., Fawaz, Y., & Al Hachem, R. (2019). "Knowledge Management: Concepts, Methodologies, Tools, and Applications." IGI Global.
14. Kimiz, D., & Akçaoglu, M. (2015). "The Role of Reflection in the Differentiation of Novices and Experts in Web-Based Instruction." Educational Technology Research and Development, 63(5), 687-705.
15. Chourides, P., Longbottom, D., & Murphy, W. (2015). "The impact of intellectual capital on innovation." European Journal of Innovation Management, 18(4), 436-455.