#### COURSE SYLLABUS

#### KNOWLEDGE MANAGEMENT

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**Course status:** elective course for 1st year students of master program “Finance”, 4.5 ECTS

1. **Organization of the course**

**Course Aim**

The module “Knowledge Management” introduces basic concepts and ideas on knowledge acquisition, creation and externalization in modern organization. The main aim of the module is to enable students to acquire a critical understanding of knowledge as a driver of organization inimitable strategic capabilities. This module addresses different aspect of knowledge management: knowledge taxonomies, intellectual assets evaluation, SECI model and its application, knowledge driven value creation, cross-cultural issues in KM. In discussing these issues, the students acquire deeper understanding of knowledge phenomenon; develop their analytical skills for diagnostic of organization intellectual ability as well as managerial skills for knowledge based strategy implementation.

# Learning Outcomes

After the course the students should be able to:

* Specify pivotal role of knowledge in new economy and recognize its ambiguous nature,
* Identify what knowledge is critical for the success of a particular company and identify managerial implications of its attributes;
* Identify key knowledge-related processes in a particular company and diagnose potential barriers to their efficient flow;
* Estimate the intellectual capital value of particular company and develop proposals on how to improve intellectual capital employment;
* Diagnose the fit between current organizational strategy and knowledge management initiatives and develop proposals on how to improve this fit.

**Teaching Format**

The course format combines lectures, class discussions, analysis of cases, readings, discussion of scientific papers, and student group projects (with presentations and following discussions) and is based on interactive teaching style with intensive student participation. Video presentations of well known experts on knowledge management are included in traditional lectures (for example in ted format). The international experts on intellectual capital participate the classes per skype. For each of eight topics of the course the author employs the integrated approach presenting theoretical background, best practices, and recent empirical studies.

**Organizational issues**

The course is held in the second semester. The classes are equally distributed: 4 hours one time per week (from 18.30 till 21.10). For each class there is the assignment (reading, presentation, project work, case, etc.) The students which are absent during the class get individual task. All course materials are accessible in Learning Management System (LMS). The communication with the Professor is supported by LMS as well.

**Special opportunities**

The students have the unique opportunity to participate the international project “Value creation through intangibles” (website of scientific research group “Empirical Corporate Finance” -[**http://perm.hse.ru/en/economics/ecf/**](http://perm.hse.ru/en/economics/ecf/)). The professors from University of Vigo and the experts from the company “AREOPA” are ready to share their knowledge and to peer review the course project.

**The role of the course in the system of innovation competencies**

The course emphasizes the dynamic character of knowledge driven economy, includes the elements of the complex system analysis, pays attention to life long learning and presents the methods of self-development. The students are involved in international research project dealing with interdisciplinary research questions and having experience of knowledge management in practice.

1. **Course content**

Course “Knowledge Management” is compulsory in large variety of master management programs. It has a status of elective course in different master programs connected with economic and social science.

This syllabus attempts to follow the best teaching practices in the field of Knowledge Management. During the course the students can get acquainted with the classical topics in KM such as knowledge taxonomies, firm knowledge based theory and SECI model of Nonaka and Takeuchi. Additionally to standard topics the students have the possibility to get knowledge about strategic aspects and self organization approach to the studied field. The particular advantage of proposed course consists in the practice oriented topic “Transformation of Intellectual Capital into Company’s Value”.

The Course has following structure according topics and class hours:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № | **Topic** | **Total**  **(hours)** | **Hours in class** | | **Self work** |
| **Lectures** | **Workshops** |
| 1 | **Knowledge: taxonomies, basic features, management issues** | 20 | 4 | 4 | 12 |
| 2 | **Knowledge based theory of the firm: theoretical background** | 18 | 2 | 2 | 14 |
| 3 | **Knowledge management processes: primary and secondary activities** | 20 | 4 | 4 | 12 |
| 4 | **Intellectual Capital: basic concept and evaluation tools** | 22 | 4 | 4 | 14 |
| 5 | **Intellectual Capital Transformation into Companies’ Value** | 30 | 6 | 6 | 18 |
| 6 | **Knowledge creating company: learning, self-organization and innovation** | 30 | 6 | 6 | 18 |
| 7 | **Knowledge-based strategy** | 22 | 4 | 4 | 14 |
|  | **Total:** | **162** | **30** | **30** | **102** |

1. **Program content**

**Topic 1. Knowledge: taxonomies, basic features, management issues (8 hours)**

**Key points:**the role of knowledge in organizations and society, KEI (Knowledge Economy Index), GCI (Global Competitiveness Index), basic definitions: data, information, knowledge and wisdom; tacit and explicit knowledge; personal and organizational, internal and external knowledge; the rise of knowledge management; knowledge management and other disciplines.

**Learning outcomes:**

* Understanding of role of knowledge in contemporary organizations.
* Knowledge of key definitions, as well as of different categorizations and attributes of knowledge.
* Development of skills to identify what knowledge is critical for the success of a particular company and identify managerial implications of its attributes.

**Case to discuss:**

* Cerny, K. [Making Local Knowledge Global.](javascript:__doLinkPostBack('','target~~fullText||args~~1','');) Harvard Business Review, May/Jun96, Vol. 74 Issue 3, pp.22-26.

**Article to discuss:**

* Ein-Dor, P. 2006. Taxonomies of Knowledge, In: Encyclopedia of knowledge management, I.Schwartz, David G. (Ed.), Idea Group Inc., pp. 848-854

**Training activities:**

* Exercise 1 “Typical problem in modern company related with KM”
* Exercise 2 “Global Competitiveness Index”
* Exercise 3 “Knowledge taxonomies: give the examples from particular company”

**Video:** “What is knowledge management?” -

**Assignment:** Find on Internet video “What is knowledge management?”, upload to LMS.

**Reading:**

1. The World Bank. 2012. Knowledge for Development, available at: <http://info.worldbank.org/etools/kam2/KAM_page5.asp>
2. Romer, P.M., Kurtzman, J. 2004. “[The Knowledge Economy”, In:](javascript:__doLinkPostBack('','target~~fullText||args~~9','');)  Handbook on Knowledge Management 1: Knowledge Matters, pp.73-87.

**Further reading**

1. Edvinsson, L. and Malone, M. 1997. *Intellectual Capital: Realizing Your Company’s True Value by Finding Its Hidden Brainpower*, Harper Collins, New York, NY.
2. McDermott, R. 1999. “Why Information Technology Inspired But Cannot Deliver Knowledge Management”, California Management Review, Vol. 41 Issue 4, pp.103-117.

**Web-sources:**

1. [www.weforum.org](http://www.weforum.org)
2. [www.info.worldbank.org](http://www.info.worldbank.org)

**Topic 2. Knowledge based theory of the firm: theoretical background (4 hours)**

**Key points:** resource based approach, specific features of competitive resource: valuable, rare, inimitable, non-transferable (VRIN), dynamic capabilities.

**Learning outcomes:**

* Understanding the theoretical background of shifting management focus from tangible to intangible resources;
* Development of skills to define the VRIN characteristics for particular resource.

**Articles to discuss:**

* Kristandl, G. and Bontis, N. 2007. “Constructing a definition for intangibles using resourced based view of the firm”, *Management Decision*, Vol. 45 No. 9, pp. 1510–1524.
* Grant R. 1996. “Towards a knowledge-based theory of the firm”, Strategic Management Journal, Winter, 17, pp. 109-122

**Training activities:**

* Exercise 1 “VRIN resource for particular company”

**Assignment:** Essay “Why is it difficult to define “company’s knowledge”?” (400 words)

**Reading**

* Barney, J. B. 1999. “Firm resources and sustained competitive advantage”*,* Journal of Management*,* Vol.17, pp. 99–120.
* Prahalad, C. K., and Hamel, G. (1990) “The Core Competence of the Corporation”, *Harvard Business Review*, Vol.68, No3, pp. 79-91

**Further reading**

* Rumelt, R. P. 1984. “Towards a strategic theory of the firm”, in Lamp, R. D. (Ed.), *Competitive Strategic Management*, Prentice Hall, Englewood Cliffs, NJ, pp. 556–570.
* B. Kogut, U. Zander. (1992) Knowledge of the Firm, Combinative Capabilities, and the Replication of Technology, *Organizational Science*, V.2, N1, 2004

**Topic 3. Knowledge management processes: primary and secondary activities (8 hours)**

**Key points:** Knowledge Chain Model, primary activities: acquisition, internalization, generation, externalization; secondary activities: control, measurement, leadership, culture;processes of KM, Probst’ Model of knowledge management.

**Learning outcomes:**

* Identifying the best practices of primary and secondary activities in KM processes;
* Get acquaintance with the barriers of efficiency KM processes in each stage of Knowledge Chain Model

**Article to discuss:**

* Holsapple C.W., Singh M. “The Knowledge Chain Model: Activities for Competitiveness”, in: Handbook on Knowledge Management 2, Springer Science & Business Media B.V., 2005, pp.215-251

**Training activities:**

* Exercise 1 “Give the examples of primary and secondary activities of KM processes for particular company”. Prepare PP presentation in groups.

**Assignment:**

* Find the best practice for primary and secondary activities of KM (fill the form, upload to LMS)

**Reading:**

* Cabrera, A., & Cabrera, E.F. 2002. “Knowledge-sharing dilemmas”. Organization Studies, 23 (5), 678-710.

**Further reading:**

* Nohria, N. "Feed R&D - or Farm It Out?", Harvard Business Review, Jul/Aug 2005, Vol. 83, Issue 7/8, pp.17-21.
* Husted, K., Michailova, S. 2002. “[Diagnosing and Fighting Knowledge-Sharing Hostility”,](javascript:__doLinkPostBack('','target~~fullText||args~~2','');) Organizational Dynamics, Vol.31, No.1, pp.60-73.
* Szulanski, G., Winter, S. 2002. “Getting It Right the Second Time”, Harvard Business Review, Vol. 80, Issue 1, p62-69.
* de Holan, P.M., Phillips, N., Lawrence, T.B. 2004. “Managing Organizational Forgetting”, MIT Sloan Management Review, Vol. 45 Issue 2, p45-51.

**Topic 4. Intellectual Capital: basic concept and evaluation tools (8 hours)**

Key points: Concept of intellectual capital vs. knowledge management, intellectual capital accounting, scorecard metrics, measurement of intellectual capital on organizational level, InCaS, RICARDIS, Australian Guidelines and other evaluation tools.

**Lecture example see Appendix 5.**

**Learning outcomes:**

* Knowledge of specific features of human, structural and relational capital;
* Development of skills to estimate the intellectual capital value of particular company and develop proposals on how to improve intellectual capital employment.

**Training activities:**

* Design IC Model for particular company (see Appendix 4)

**Video:**

“IC Accounting: how to measure intangibles? AREOPA approach”

**Video conference:**

* “IC Measurement Models” (International Professors participate via skype)

**Assignment:**

* Prepare PP presentation in group. Topic is connected with the measurement methods of IC.

**Reading**

1. Sveiby, K.-E. 2010. “Methods for Measuring Intangibles Assets”, available at: <http://www.sveiby.com/articles/IntangibleMethods.htm>
2. Cohen, S. and Kaimeakis, N. 2007. “Intellectual capital and corporate performance in knowledge-intensive SMEs”, *Learning Organization*, Vol. 14 No. 3, pp. 241–262.
3. European Communities 2006.*Reporting Intellectual Capital to Augment Research, Development and Innovation (RICARDIS) in SMEs***,** Official Publications of the European Communities, Luxemburg.
4. InCaS: Intellectual Capital Statement. Made in Europe, 2009. available at: <http://www.incas-europe.eu/images/stories/InCaS_Publishable_Guideline.pdf>

**Topic 5. Intellectual Capital Transformation into Companies’ Value (12 hours)**

**Key points:** Value based approach and intellectual capital employment, external and internal factors: country, region, industry, time; companies’ size, age, financial policy, innovation behavior.

**Learning outcomes:**

* Knowledge of recent empirical studies devoted to IC transformation into company’s value;
* Development of skills to evaluate intangible-driven value creation taking into account external and internal factors;
* Development of skills to defend the course project.

**Article to discuss:**

Molodchik M., Shakina E., Bykova A. 2012. “Intellectual Capital Transformation Evaluating Model”, *Journal of Intellectual Capital Vol. 13, Iss.4*

**Assignment:**

Course project “Identifying the impact of IC on company’s performance” (see Appendix 1)

**Reading:**

* Roos, G., Pike, S. and Fernstrom, L. (2005) *Managing Intellectual Capital in Practice*, Elsevier Butterworth-Heinemann, Burlington, MA., chapter 1, 2

Sydler, R., Haefliger, S. & Pruksa, R. (2013). Measuring intellectual capital with financial figures: Can we predict firm profitability? *European Management Journal*, article in press, available online 7 March 2013, ISSN 0263-2373, 10.1016/j.emj.2013.01.008.

**Further reading:**

* Zaratiegui, J. 2002. “What does profit mean for Alfred Marshall?”, International Journal of Applied Economics and Econometrics, Vol. 10, No. 3, pp. 381–402.
* Bollen, L., Vergauwen, P. and Schnieders, S. 2005. “Linking intellectual capital and intellectual property to company performance”, Management Decision, Vol. 43 No. 9, pp. 1161–85.
* Burgman R. and Roos G. 2004. “Measuring, managing and delivering value performance in the public sector”, International Journal of Learning and Intellectual Capital, Vol. 1 No. 2, 132–149.
* Chen, M.-C., Cheng, S.-J. and Hwang, Y. 2005. “An empirical investigation of the relationship between intellectual capital and firms’ market value and financial performance”, Journal of Intellectual Capital, Vol. 6 No. 2, pp. 159–176.
* Tseng С.-Y., Goo Y.-J. J. 2005. “Intellectual capital and corporate value in an emerging economy: empirical study of Taiwanese manufacturers”, R&D Management 35, 2, pp. 187-201

**Topic 6. Knowledge creating company: learning, self-organization and innovation (12 hours)**

**Key points:** SECI Model, learning organization, self-organization phenomenon by knowledge creation, the role of leadership in knowledge management, intrinsic motivation, entrepreneurship ability, sustainable innovation through knowledge management.

**Learning outcomes:**

* Understanding of knowledge creation based on dynamic transformation of explicit and tacit knowledge;
* Knowledge of the concept of Learning Organization;
* Development of skills to identify the barriers of knowledge sharing.

**Case:**

* Chapter 5 in Nonaka , I. and Takeuchi, H. (1995). *The knowledge Creating Company*. Oxford University Press, New York.

**Reading:**

* Huston, L. & Sakkab, N. (2006) "Connect and Develop: Inside Procter & Gamble's New Model for Innovation," ***Harvard Business Review*,** Vol. 84, No. 3, March 2006.
* Nonaka , I. and Takeuchi, H. (1995). *The knowledge Creating Company*. Oxford University Press, New York.

**Further reading:**

* Espinosa A*.* and Porter T. 2011. “ Sustainability, complexity and learning: insights from complex system approach”, The Learning Organization, Vol 18 (1), pp. 54-72
* Chesbrough, H.W., Teece, D.J. 2002. “Organizing for Innovation: When Is Virtual Virtuous?”, Harvard Business Review, Vol. 80 Issue 8, p127-135
* Subramaniam, M., & Youndt, M. A. 2005. The influence of intellectual capital on the types of innovative capabilities. Academy of Management Journal, 48(3), 450–463.
* Pike S., Roos G. and Marr B. 2005. “Strategic management of intangible assets and value drivers in R&D organizations”, *R&D Management,* Vol.32. No. 2, pp. 111–124.
* Chesbrough, H. 2003. [*Open Innovation: The New Imperative for Creating and Profiting from Technology,*](http://www.amazon.com/exec/obidos/redirect?link_code=ur2&tag=openinnovatio-20&camp=1789&creative=9325&path=http%3A//www.amazon.com/gp/product/1578518377) Boston: Harvard Business School Press.

**Topic 7. Knowledge-based strategy (8 hours)**

**Key point:** core knowledge, knowledge gap, knowledge based strategy, ambiguity of knowledge, polarity management, knowledge management strategy, codification, personalization.

**Learning outcomes:**

* Diagnose the fit between current organizational strategy and knowledge management initiatives and develop proposals on how to improve this fit.
* Understanding of knowledge shortage and excess for strategy implementation.
* Developing of skills to identify the ambiguity of knowledge and correspondent (appropriate) polarity.
* Developing of skills to build the polarity map.

**Article to discuss:**

Zack, M. (2002). "Developing a Knowledge Strategy: Epilogue", in The Strategic Management of Intellectual Capital and Organizational Knowledge: A Collection of Readings, N. Bontis and C. W. Choo (eds.), Oxford University Press.

**Assignment:**

* Essay “The essence of knowledge polarity management” Describe one of the polar KM’ strategy. Fill the polarity map. (See Appendix 2)

**Case:**

* M.Hansen, N.Nohria, T.Tierny, 1999. “What’s your strategy for managing knowledge?” HBR (March-April): 106-116

**Reading:**

* Aidemark, J. (2009). “Knowledge Management Paradoxes.” *The Electronic Journal of Knowledge Management* Volume 7 Issue 1 2009, pp. 1-10, [available online at [www.ejkm.com](http://www.ejkm.com)]
* Hildreth, P.M. & Kimble, C. (2002). “The duality of knowledge.” *Information Research*, 8(1), paper no.142. [available at http://InformationR.net/ir/8-1/paper142.htm]
* **Menon, T. & Pfeffer, J. (2003) “**Valuing Internal vs. External Knowledge: Explaining the Preference for Outsiders”*, Management Science,* Vol. 49, No. 4, April 2003, pp. 497-513
* Polanyi, M. (1983). *The tacit dimension.* Gloucester, MA: Peter Smith reprint.
* Wenger, E. (1998). *Communities of practice. Learning, meaning and identity*. Cambridge: Cambridge University Press.

# Recommended Reading

**Textbooks:**

1. Davenport, T. and Prusak, L. Working Knowledge: How Corporations Manage What They Know. Boston: Harvard Business School Press. 2000.
2. Encyclopedia of knowledge management / I.Schwartz, David G. (Ed.), Idea Group Inc., 2006
3. Handbook on Knowledge Management 2, Springer Science & Business Media B.V., 2005
4. Nonaka, I. and Takeuchi, H. The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation. Oxford: Oxford University Press. 1995.
5. Roos, G., Pike, S. and Fernstrom, L. (2005) *Managing Intellectual Capital in Practice*, Elsevier Butterworth-Heinemann, Burlington, MA.

**Journal articles and proceedings:**

1. Andriessen D. 2007. “Knowledge as love. How metaphors direct the way we manage knowledge in organizations”, Paper for the 5th Critical Management Society Conference, 11-13 July 2007, Manchester, UK
2. Argote, L., Ingram, P. 2000. “Knowledge Transfer: A Basis for Competitive Advantage in Firms”, Organizational Behavior & Human Decision Processes, Vol. 82 Issue 1, pp.150-169.
3. Bettancourt, L.A., A.L. Ostrom, S.W. Brown, and R.I. Roundtree. 2002. “Client Co-Production in Knowledge-Intensive Business Services”, California Management Review, 44(4): 100-128
4. Bhagat, R.S.; Kedia, B.L.; Harveston, P.D.; Triandis, H.C. 2002. “Cultural variations in the cross-border transfer of organizational knowledge: an integrative framework”, Academy of Management Review, Vol.27, No.2, pp.204-221.
5. Birkinshaw, J., Sheehan, T. 2002. “Managing the Knowledge Life Cycle”, MIT Sloan Management Review, Vol.44, No.1, pp.75-83.
6. Blackler, F. 1995. ‘Knowledge, Knowledge Work and Organizations: An Overview and Interpretation’, Organization Studies, Vol. 16 Issue 6, p.1020-46.
7. Blomqvist K. (2009). Trust in Organizational Knowledge Processes, in conference proceedings of European Conference for Knowledge Management, September 3-6, Vicenza, Italy.
8. Cabrera, E.F., Cabrera. 2005. “Fostering knowledge sharing through people management practices”, International Journal of Human Resource Management, Vol.16, No.5, pp.720-735.
9. Cohen W.M., Levinthal D.A. 1990. “Absorptive capacity: a new perspective on learning and innovation”, Administrative Science Quarterly, Vol.35, no.1, pp. 128-152.
10. Drucker, P.F. 1993. “[The rise of the knowledge society”,](javascript:__doLinkPostBack('','target~~fullText||args~~115','');) Wilson Quarterly, Vol.17, No.2, pp.52 – 70.
11. Garvin, D.A. 1993. “Building a learning organization”, Harvard Business Review, Vol.71, No.4, pp.78-91.
12. Glisby, M.; Holden, N. 2003. “Contextual constraints in knowledge management theory: the cultural embeddedness of Nonaka's knowledge-creating company”, Knowledge & Process Management, Vol.10, No.1, pp.29-36.
13. Goffee, R., Gareth J. 2007. “Leading clever people”, Harvard Business Review, Vol. 85 Issue 3, pp.72-79
14. Kayworth, T., Leidner, D. 2004, “Organizational Culture as a Knowledge Resource”, In.: Handbook on Knowledge Management 1: Knowledge Matters, pp.235-252.
15. Kelloway, E. K., Barling, J. 2000. “Knowledge work as organizational behavior”, International Journal of Management Reviews, Vol. 2 Issue 3, Pp. 287-304
16. March, J.G. 1991. “Exploration and exploitation in organizational learning”, Organization Science, Vol.2, No.1, pp.71-87.
17. Minbaeva, D.B.; Michailova, S. 2004. “Knowledge transfer and expatriation in multinational corporations: The role of disseminative capacity”, Employee Relations, Vol. 26 Issue 6, p663-679,
18. Nonaka, I., Konno, N. 1998. “The Concept of `Ba': Building a Foundation for Knowledge Creation”, California Management Review, Vol. 40 Issue 3, pp.40-54.
19. Polanyi M. 1997. “Tacit knowledge” In: Prusak L.(eds) Knowledge in organizations. Butterworth-Heinemann. Pp.135-146
20. Scarbrough, H. 1999. “Knowledge as Work: Conflicts in the Management of Knowledge Workers”, Technology Analysis & Strategic Management, Vol. 11 Issue 1, p5-16.
21. Stenmark, D. 2001. “The Relationship between Information and Knowledge”, in Proceedings of IRIS 24, Ulvik, Norway, August 11-14
22. Storey J. Human Resource Policies for Knowledge Work // in T. Ray, P. Quintas and S. Little (eds) Managing Knowledge : An Essential Reader, London, Sage, 2005) <http://www.ebkresearch.org/papers/wp0505_jstorey.pdf>
23. Weick, K. 1998. “Improvisation as a mindset for organizational analysis”, Organization Science, Vol.9, No.5, pp.543–555
24. **Evaluation approach:**

|  |  |  |
| --- | --- | --- |
| **Form of control** | **Requirements** | **Guidelines and examples** |
| **Project work** | 4000 words, time – one week | Appendix 1 |
| **Essay** | 2000 words, time – one week | Appendix 2 |
|  |  |  |
| **Exam** | Written form, 1 hour | Appendix 3 |

This course applied the following evaluation approach:

**20%** - the activities during the classes; assignments

**40%** - average mark from essay and project work

**40%** - exam

**Appendix 1**

**Project work**

“Identifying the impact of IC on company’s performance”

The project is aimed to demonstrate the role of intellectual resources on company’s performance; to determine what knowledge-related activities bring company competitive advantages. Students are to prove their analytic abilities and skills to investigate the situation in a particular company, applying the concepts suggested during the course (both in the class and in the assigned literature).

Students are supposed to present two major outcomes of their group work: oral presentation in the class and written report.

Project outcomes should contain *personal opinion and reflections* of the group participants on the situation in the chosen company. The presentation and report should not be a replication of a text from basic textbooks. Students are strongly advised to use topical articles from scientific journals, business magazines or their personal experience in report preparation, and to present their own reflections and attitudes to the situation in the chosen company.

The written report should contain description of particular problems and their analysis, including students’ reflections and recommendations. The report is to contain Bibliography list including Internet resources. The report is to be around 30 pages long, 12 font, 1,5 spaced, Word format. The written report is to be submitted in an electronic format. Power Point presentations’ slides can be added as an appendix.

In their oral presentation students are advised to concentrate on most topical/ambiguous issues and their personal reflections on the situation, described in their written report. Recommended duration of presentation – 10-15 minutes.

Recommended structure of project work:

Introduction.

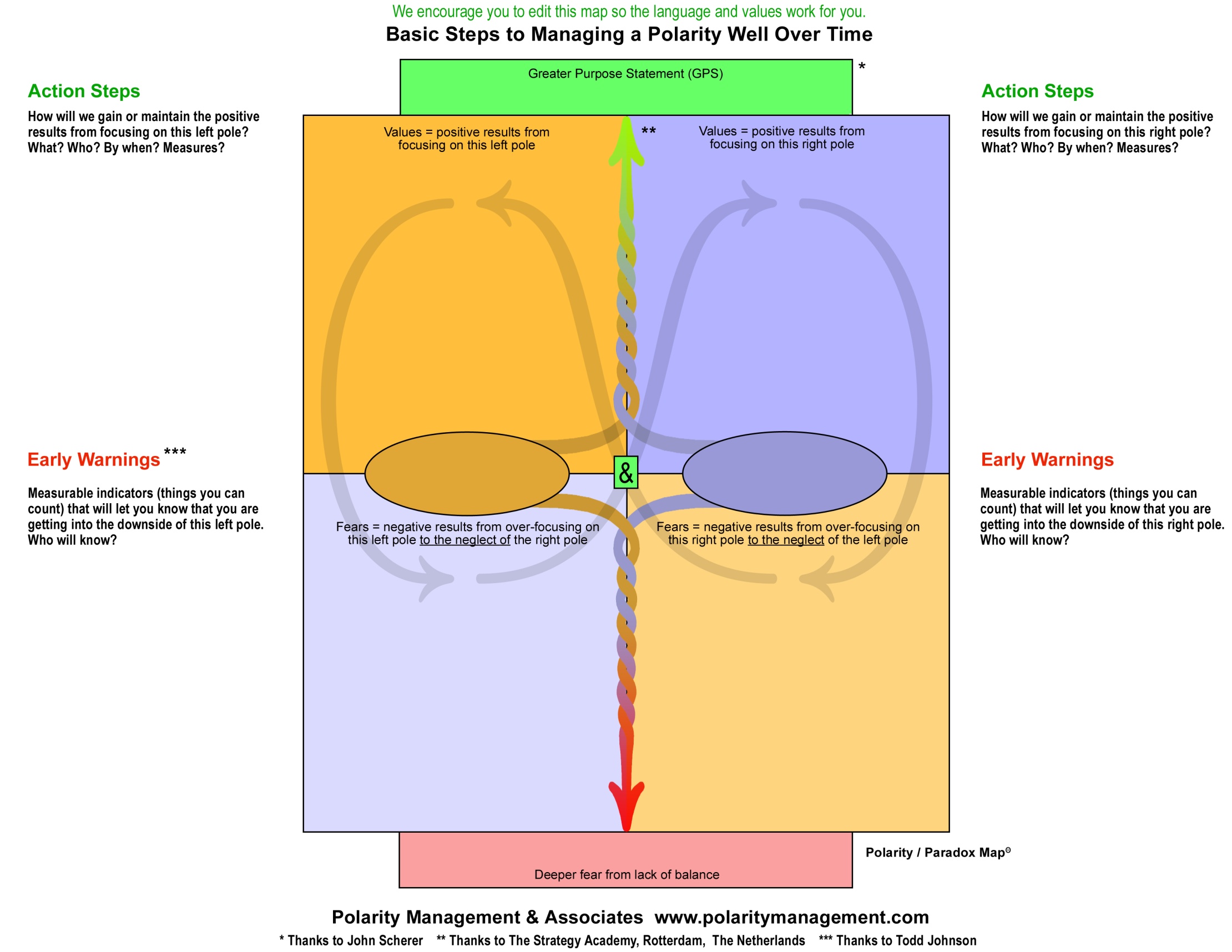
* 1. Intellectual capital: basic features and measurement approaches.
  2. Identifying core intellectual resources of the company XXX.
  3. Estimating the impact of intellectual resources on company’s performance.

Conclusion.

**Appendix 2**

**Essay “**The essence of knowledge polarity management”

Assignment: Describe the ambiguity of knowledge, give the examples. Show the essence of the correspondent polar KM’ strategy. Analyze positive and negative outcome of both polar pools. Think about action steps leading to focusing on benefit of each strategy. Elaborate the “early warnings” / measurement allowing at predicting negative outcomes. Fill the polarity map (see the figure below) as a conclusion of your previous discussion.

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**Appendix 3**

Example of exam task

Course: Knowledge Management

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_

**Please answer the following questions:**

1. (40 marks). Tacit and explicit knowledge management: important issues (200 words)
2. (60 marks). Intellectual Capital Concept.

2.1 (20 marks). Structure of Intellectual Capital. Examples. (70 words)

2.2 (40 marks). Methods of IC measurement. (250 words)

**Appendix 4**

**White papers for group work “Design the IC Model”**

**DESIGN INTELLECTUAL CAPITAL MODEL**

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| --- |
| Team members: |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Step 1: How does the company get paid?

The first step is to identify how you get paid by the customers. Does the revenue come from products, services, labor or relationships? Write the name of the revenue source next to all of the applicable categories below:

|  |  |
| --- | --- |
|  | **Revenue sources** |
| http://im4-tub-ru.yandex.net/i?id=275628232-20-72&n=21 | PRODUCTS: |
| http://im5-tub-ru.yandex.net/i?id=236541649-26-72&n=21 | LABOR: |
| http://im7-tub-ru.yandex.net/i?id=8824479-40-72&n=21 | SERVICES: |
| http://im5-tub-ru.yandex.net/i?id=215365529-23-72&n=21 | RELATIONSHIPS: |

Step 2: What competencies (human capital) support this value

creation?

Next, think about the collective knowledge that supports your revenue generation. What does the company organization know how to do? There are probably a handful of core competencies shared by the employees that enable the organization to create value for your customers. List your

core competencies below.

|  |  |  |
| --- | --- | --- |
| http://im5-tub-ru.yandex.net/i?id=236541649-26-72&n=21 | | |
| **Number** | **Basic compentencies** | **Possible measurements through publicly avaliable data** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Step 3: What processes and/or captured knowledge (structural

capital) support this value creation?

Now, think about the processes that support the revenue generation. Processes may range from software-enabled solutions to standardized procedures or customary work patterns. At this point, please just model processes related to customer value creation. Support processes such as finance, human resources and marketing can be added later. List your core value creation processes below:

|  |  |  |
| --- | --- | --- |
| http://im7-tub-ru.yandex.net/i?id=8824479-40-72&n=21 | | |
| **Number** | **Basic processes and/or captured knowledge** | **Possible measurements through publicly availiable data** |
|  |  |  |
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|  |  |  |
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Step 4: What relationships (relationship capital) are integral to

this value creation?

Then, think about the relationships that help you create and deliver value. Every business has customers of some kind—the group that your organization is designed to serve. There may also be partners and/or suppliers. Remember that, while they create value, not all relationships involve the exchange of money; a great example of this is Google’s relationship with internet searchers—they do not pay for the service but their searches are the core of Google’s value proposition. List your core relationship types below:

|  |  |  |
| --- | --- | --- |
| http://im5-tub-ru.yandex.net/i?id=215365529-23-72&n=21 | | |
| **Number** | **Basic relashionships** | **Possible measurements through publicly available data** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Step 5: How does it all fit together?

Now, take your pieces and fit them together to create a Intellectual capital model. There are a couple ways to approach this:

**From the bottom up**: Start with competencies (as in the Google video). Build the model from there, attaching processes to related competencies then adding relationships and then revenue.

**From the top down**: Start with your revenue (yellow) blocks. Link the competencies, processes and relationships together in a way that illustrates how work gets done.

Appendix 5

Example of Lecture in Power Point

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| Слайд 1 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Слайд 2 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Слайд 3 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Слайд 4 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Слайд 5 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Слайд 6 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Слайд 7 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Слайд 8 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |