



Assessment Brief

INFORMATION AND KNOWLEDGE MANAGEMENT 2014

MODULE DETAILS

MODULE CODE: *INKM7312*

QUALIFICATION(S): **BDM3, BM3, BM4**

DISCIPLINE: IT Management

NQF LEVEL: 7

PURPOSE OF THIS BRIEF

This assessment brief outlines the assessment requirements for this module, focusing on key information to guide your preparation for tests and examinations. At no stage, will this brief provide detail of individual concepts covered nor will it be an exact description of the content covered in each section/specific question in the paper.

Instead, the detail provided in this brief should provide *guidance and support* only, and should *not* be regarded as an exact description of each assessment.

TYPES OF QUESTIONS

You may be assessed on theory and the application, analysis, synthesis and evaluation of the relevant theory regardless of the year of study in which this module is offered module. However, the difficulty of the questions will vary from one year of study to the next, with the degree of difficulty increasing as you progress through the programme. This means that some questions may require you to integrate knowledge from a number of learning units in your response. This is perfectly acceptable and does not mean that such questions will be out of scope.

Important Terminology

- **Knowledge** – Does the student have a fundamental knowledge of key concepts and areas, theories and ideas? Students should be able to explain what they know rather than just to describe it.
- **Application** – Can a student apply essential methods – that is, can they choose the right method to apply from a range of methods?
- **Problem solving** – Can a student solve an unfamiliar problem? For instance apply methods to a new case study?
- **Adjustment** – Can a student adjust what needs to happen (application) on the basis of working out what the impact of a change would be, in a familiar context?

Terminology	Explanation
Discuss	Present a point of view that of others and/ or your own – support this with an argument and/ or evidence.
Describe	Give a detailed account (What).
Define	Provide clear, concise, authoritative meanings in which you address the nature or essential qualities of the question.
Explain	Analyse the “why” and/ or “how” of the issue (i.e. clarify reasons, give causes, effects, and draw inferences).
Briefly Explain	As above in a shorter format or to a lesser degree.
Identify	Point out and describe.
Briefly Comment	Make critical observations about the subject matter.
List	Give the bare essentials.
Analyse	Break down and identify all components and make a summary.
Justify	Make a logical argument to support your position.
Evaluate	Look at the advantages and disadvantages and come to a valid conclusion.
Critically Evaluate	Make judgments about all relevant information and come to “your” conclusion.
Compare	Discuss the differences between.

The types of questions students may expect in this assessment are summarized on the table below.

ASSESSMENT	TEST
LEARNING UNITS COVERED	LU 1 - 2
Selected Response Questions	
Multiple choice questions	✘
Matching column questions	✘
True/ false with justification	✘
Short Questions	
Short definitions/ explanations/ differentiations/ comparisons/ descriptions	✓
Short to medium length paragraphs	✓
Application questions	✓
Long Questions	
Essays	✘
Problem-based questions	✓
Other	
Data response questions	✓
SPECIFIC REQUIREMENTS FOR THIS ASSESSMENT	
<u>QUESTION PAPER STRUCTURE</u>	
<u>QUESTION 1: (15 MARKS) - LU1 to LU2 (Chapter 1, 3 and 4)</u>	
Sample instruction and question:	
Which term in column B is the odd one out regarding the concept presented in column A. Replace the odd one term with any correct term. Write only the number of the question, the letter of the odd one out question and the correct term replacing the odd one out term.	
QUESTION 1.1	
Column A	Column B
Knowledge management discipline roots.	A. KM tools; B. Computer Science; C. Human Resource Management; D. Sociology.

QUESTION 2: (15 MARKS) - LU1 (Chapter 1)

One question that is scenario/problem-based question. Application of concepts required.

QUESTION 3: (15 MARKS) - LU2 (Chapter 3)

One question that is scenario/problem-based question. Application of concepts required.

QUESTION 4: (15 MARKS) - LU2 (Chapter 4)

Sub-questions comprising of two to three short questions

ASSESSMENT	EXAMINATION
LEARNING UNITS COVERED	ALL
Selected Response Questions	
Multiple choice questions	✘
Matching column questions	✘
True/ false with justification	✘
Short Questions	
Short definitions/ explanations/ differentiations/ comparisons/ descriptions	✓
Short to medium length paragraphs	✓
Long Questions	
Essays	✘
Problem-based questions	✓
Practical networking questions	✓
Other	
Data response questions	✓
SPECIFIC REQUIREMENTS FOR THIS ASSESSMENT	
<u>QUESTION PAPER STRUCTURE</u>	
SECTION A	
<u>QUESTION 1: (20 MARKS)</u>	
Sample instruction and question:	
Which term in column B is the odd one out regarding the concept presented in column A. Replace the odd one term with any correct term. Write only the number of the question, the letter of the odd one out question and the correct term replacing the	

odd one out term.

QUESTION 1.1

Column A	Column B
Knowledge management discipline roots.	E. KM tools; F. Computer Science; G. Human Resource Management; H. Sociology.

SECTION B

QUESTION 1: (20 MARKS) - LU1 (Chapter 1)

One question that is scenario/problem-based question. Application of concepts required.

QUESTION 2: (20 MARKS) - LU2 (Chapter 3 and 4)

One question that is scenario/problem-based question. Application of concepts required.

QUESTION 3: (20 MARKS) - LU3 (Chapter 5 and 6)

Sub-questions comprising of two to three short questions

QUESTION 4: (20 MARKS) - LU5 (Chapter 9 and 10)

Sub-questions comprising of two to three short questions

SECTION C:

QUESTION 1: (25 MARKS) - LU4 (Chapter 7 and 8)

Sub-questions comprising of two to three short questions

PREPARING FOR ASSESSMENTS


A useful way in which to prepare for tests and examinations is to work through any questions/ tasks included in the module manual/ guide, assignments and/ or prescribed textbook and/or material. This will enable you to assess your level of understanding of the content covered as well as an opportunity to practice answering questions.

In addition, and depending on the material provided for the current year, if you wish to work through past papers in preparation for assessments, you can access copies


of such papers in the library, provided that the module concerned was offered in the previous year. There may be instances in which the content covered in these papers differs slightly from the content on which they will be assessed. This may be because there have been changes made to the manuals/ guides/ prescribed textbook/ pacer, etc. Nevertheless, students should find working through these papers beneficial when testing their own ability to answer questions on the relevant content.

SAMPLE QUESTIONS

SAMPLE QUESTION 1





Conceptual roots of intellectual capital make a distinction between efforts focused on a strategic perspective and a measurement perspective. List any five (5) knowledge development components of the strategic perspective. 

SAMPLE QUESTION 2


Given the multidisciplinary nature of knowledge management, it is not surprising that the variety of current definitions comes from a number of different perspectives. Keeping a few perspectives in mind, discuss the integrated approach of knowledge management for any organisation that is looking at a possible adoption and advancement in this field. 

SAMPLE QUESTION 3

The concept of intellectual capital is firmly established in the business environment and plays a significant role in the valuation of companies. Despite this, there still does not seem to be a universally accepted definition for intellectual capital, and it is also not easily measured. Please answer the following question regarding IC.


- 2.1 Is IC the same as intangible assets? Motivate your answer. 
- 2.2 Where did the concept of intellectual capital originate, and how has it developed over the years? 
- 2.3 What are the difficulties with regard to the measurement of IC? 
- 2.4 Explain the concept of “fair value” in terms of IC. 

SAMPLE QUESTION 4


Differentiate between human and organisational capital. 

SAMPLE QUESTION 5


You have been appointed an Information and Knowledge Management Specialist in your organisation. You have been tasked to work with a business driven SIS and an IS/IT director in one of the project. Your goal is to increase the efficiency of information-based activities using a suitable strategic system.

According to Ward and Peppard, 2002, there are four (4) main types of strategic systems. Describe what you would do for each in order to achieve your goal. 


SAMPLE QUESTION 6

In a learning organisation knowledge is created when tacit knowledge is transformed into explicit knowledge and vice versa. This requires four processes. Name and describe the four processes. 


SAMPLE QUESTION 7

Distinguish between the Hardware RAID and Software RAID using Fedora as an example. 


SAMPLE QUESTION 8

Define the term knowledge management and then discuss how the dimension of knowledge management can contribute to interdisciplinary integrated definition. Only focus on any three (3) knowledge management dimension elements. 

SAMPLE QUESTION 9

Discuss how you would select an appropriate KM system to meet current and future business needs, given the multitude of offerings in the marketplace. You may focus your answer on an example of your choice. 

SAMPLE QUESTION 10


You are the knowledge manager of ABC Company Ltd, a multinational company with subsidiaries all over the world. It is a policy of this company to embark on projects involving virtual **teams. Describe the systems you would put in place to support their collaboration?** 

SAMPLE QUESTION 11


Discuss the development of communities of practice in the externalisation, sharing and integration of tacit knowledge embedded within the minds of organisational members.

SAMPLE QUESTION 12


Strategic thought and action between industrial organisation tradition and the institutionalist perspective differ in a number of ways, keeping this statement in mind, answer the following question:

Explain the importance of understanding the competitive environment as it relates to strategy from an institutionalist perspective. 


SAMPLE QUESTION 13

The Board of Directors in your company has decided to implement a CRM. The marketing director thinks it is a wonderful idea and he supports it wholeheartedly, but the personnel dealing with customers are not happy about this and they want to carry on with their current manual system. Which approaches could you consider for managing and overcoming their resistance? 


SAMPLE QUESTION 14

Explain sensemaking and situational awareness in the context of politics and organisational learning. To do this, first define the meaning of sensemaking at the organisational level and then using a suitable example, give details on how sensemaking can lead to the outcome of situational awareness. 

SAMPLE QUESTION 15

Without defining the terms, use an appropriate Knowledge Management event/ scenario as an example to differentiate between data, information and knowledge. 


SAMPLE QUESTION 16

The strength and challenge of knowledge management as an emerging discipline comes from its interdisciplinary approach. Define knowledge management from an interdisciplinary perspective. 

SAMPLE QUESTION 17

An organisation is faced with the problem of drastically diminishing sales. For this reason, the firm has placed the blame for the problem on poor sales force and has therefore introduced measures to make the sales force work harder or face redundancy.

SAMPLE QUESTION 18

Successful knowledge creation may involve encouraging wanted behaviours and suppress unwanted behaviours. This includes 'asking questions' and 'suggesting ideas' as wanted behaviour. Using one (1) example for each, suggest any other five (5) potential wanted behaviour that learning organisation must encourage 

SAMPLE QUESTION 19

Refer to the assignment.

