

## MGMT 5117A Knowledge Management

---

**Instructor:** Dr Rick Colbourne

**Term:** Fall

**Office:** NI Nichol Building

**Phone:** 604-721-4354

**Twitter:** @Rick\_Colbourne

**Email:** [rick.colbourne@carleton.ca](mailto:rick.colbourne@carleton.ca)

**LinkedIn:** [www.linkedin.com/in/rickcolbourne/](http://www.linkedin.com/in/rickcolbourne/)

**Office Hours:** By appointment

I would like to begin by acknowledging that the land on which we gather is the traditional and unceded territory of the Algonquin nation.

### COURSE CALENDAR DESCRIPTION FROM GRADUATE CALENDAR

---

Knowledge as a resource; methodologies for managing ongoing and future knowledge needs in businesses. As required knowledge is dispersed and developed throughout the globe, international dimensions of knowledge management.

### COURSE FORMAT

---

**3-hour sessions** that will challenge you to apply and stretch your understandings through formal and informal individual presentations, group exercises, case study analyses and class discussions.

### PREREQUISITES

---

MGMT 5100

### COURSE DESCRIPTION

---

This intensive two-day course is designed to equip entrepreneurs and aspiring business leaders with the knowledge and skills necessary to build effective organizational structures and implement robust knowledge management strategies. Through a combination of lectures, interactive workshops, and group activities participants will gain a deep understanding of how to design and manage organizational frameworks that support strategic goals and foster innovation.

### UNDERLYING COURSE VALUES AND ASSUMPTIONS

---

- **Knowledge Management is Practitioner-Oriented:** we will prioritize developing practical knowledge and understanding. This means gaining the insights and values necessary to manage knowledge effectively, as well as acquiring initial skills and competencies to implement KM practices in real-world organizational settings.
- **Knowledge Management is Action-Oriented:** This course requires you to adopt the perspective of a KM practitioner, focusing on the development and implementation of sustainable KM strategies that address real-world challenges and opportunities.
- **Knowledge Management is Integrative:** You will utilize all the conceptual and analytical tools learned from various disciplines—information technology, organizational behaviour, strategic management, and more—to make effective KM decisions and action plans.
- **Knowledge Management is Collaborative:** KM is inherently a collaborative effort. This course emphasizes the importance of building and sustaining communities of practice, fostering a culture of knowledge sharing, and engaging stakeholders across the organization.
- **Knowledge Management is Ethical and Responsible:** Managing knowledge comes with ethical responsibilities, including issues of knowledge ownership, intellectual property and privacy.
- **Knowledge Management is Dynamic and Evolving:** The field of KM is continuously evolving with advancements in technology and changes in organizational needs. You will be encouraged to adopt a mindset of continuous learning and adaptability to stay relevant in the ever-changing landscape of knowledge management.

## MGMT 5117A Knowledge Management

---

### COURSE OBJECTIVES

---

The objectives of this course are designed to provide participants with a comprehensive understanding of both organizational structures and knowledge management (KM) practices. By the end of the course, participants will:

1. **Understand the fundamentals of knowledge management** including the SECI model, knowledge conversion processes;
2. **Analyze various types of organizational structures** (Functional, Divisional, Matrix, Flat) and evaluate their effectiveness in supporting knowledge management initiatives;
3. **Develop the ability to align organizational structure with knowledge management strategies** to enhance information flow, collaboration, and innovation;
4. **Develop practical skills to identify explicit and tacit knowledge within organizations** and leverage these assets for creating a competitive advantage;
5. **Design knowledge management strategies** that integrate technology, organizational culture, and processes to support continuous learning and innovation;
6. **Understand the role of leadership in fostering a knowledge-sharing culture** and learn best practices for creating an environment that supports effective knowledge management and organizational learning; and,
7. **Engage in practical activities and group work to apply theoretical concepts to real-world scenarios**, designing organizational structures and KM strategies for hypothetical entrepreneurial ventures.

### COURSE MATERIALS AND READINGS

---

1. Readings, videos, and additional resources to enhance your learning will be available on Brightspace.
2. Some of these materials are linked to both graded and ungraded assignments for the program.

**I strongly encourage you to engage with the provided readings and videos, as they will be essential for your participation in class and group sessions.**

### COURSE RESOURCES

---

#### Magazines

1. **Canadian Business (Canada)** - <https://www.canadianbusiness.com/>
2. **Corporate Knights (Canada)** - <https://www.corporateknights.com/>
3. **Ivy Business Journal** - <https://iveybusinessjournal.com>
4. **Fast Company (USA)** - <https://www.fastcompany.com/>
5. **Stanford Innovation Review (USA)** - <https://ssir.org/>
6. **Harvard Business Review (USA)** - <https://hbr.org/topic/ethics>

#### Online Resources

1. **Harvard Business Review – Knowledge Management:** <https://hbr.org/search?N=4294923993&Nrpp=10&Ntt=knowledge+management#browse-reports-filter>
2. **Harvard Business Review – Organizational Learning:** [https://hbr.org/search?search\\_type=search-all&term=organizational+learning](https://hbr.org/search?search_type=search-all&term=organizational+learning)
3. **Journal of Knowledge Management (JKM)** - <https://www.emerald.com/insight/publication/issn/1367-3270>
4. **Knowledge Management Research & Practice (KMRP)** - <https://www.tandfonline.com/journals/tkmr20>
5. **Knowledge Management Education Hub (KMedu Hub)** - <https://kmeducationhub.de/knowledgemanagement-training-education-resources/>
6. **International Association for Knowledge Management (IAKM)** - <https://iakm.weebly.com>
7. **Zendesk Knowledge Management Guide** - <https://www.zendesk.com/blog/knowledge-management/> Useful

## MGMT 5117A Knowledge Management

---

### Class Tools

1. **Brightspace** - <https://brightspace.carleton.ca/d2l/home>
2. **ChatGPT** - <https://chat.openai.com/>
3. **Perplexity** – perplexity.ai
4. **VEED** - <https://www.veed.io>
5. **WeTransfer** – you do not need to sign up, it is the simplest way to send large files and photos up to 2GB for free <https://wetransfer.com>
6. **VSDC** – free Suite for editing video and audio files – download here <http://www.videosoftdev.com> or use any other application that you may be comfortable with

### Infographic Tools

1. **Canva** <https://www.canva.com/infographics/templates/> : Offers a range of infographic templates and design tools suitable for beginners.
2. **Piktochart** <https://piktochart.com/infographic-maker/> : Customize an infographic template and create infographics in minutes. Watermark-free.
3. **Venngage** <https://venngage.com/templates> : Offers templates and a step-by-step guide on creating infographics, including tips on data visualization and design.
4. **Visme** <https://www.visme.co/templates/infographics/> : Provides templates and guides on how to create infographics, including detailed instructions on using different types of charts and graphs.
5. **Adobe Express** <https://www.adobe.com/express/templates/infographic> : Offers Editable free infographic templates.
6. **Microsoft** <https://create.microsoft.com/en-us/templates/infographics> : Free Microsoft tool to create infographics.

### Organizational Chart Tools

1. **Visme Organizational Chart** - <https://www.visme.co/organizational-chart-maker/>
2. **Venngage Organizational Charts: Definition, Examples & Templates** - <https://venngage.com/blog/organizational-chart-examples/>
3. **Miro** - <https://miro.com/organizational-chart/>

### USE OF CHATGPT AND PERPLEXITY.AI FOR COURSE WORK AND ASSIGNMENTS

---

You are permitted and encouraged to use AI tools such as ChatGPT and Perplexity.ai to support your coursework and assignments. These tools can enhance your learning, provide diverse perspectives, and assist in developing comprehensive and well-informed submissions.

**Chat History & Training setting that lets users turn off their ChatGPT chat history** preventing future versions of OpenAI's large language models from training on those conversations. To find this option, click on your account name, which will display as your email address. Select Settings > Data Controls > Chat History & Training

### Resources

1. **ChatGPT Introduction** - <https://openai.com/index/chatgpt/>
2. **ChatGPT Prompt Engineering** - <https://platform.openai.com/docs/guides/prompt-engineering/strategy-write-clear-instructions>
3. **Getting Stared with ChatGPT: a complete guide with examples** - <https://www.geeksforgeeks.org/getting-started-with-chatgpt-a-complete-guide-with-examples/>

## MGMT 5117A Knowledge Management

---

### PROJECT GROUPS

---

Same groups and ventures that you created in Strategy Concepts class.

### LEARNING AND ASSESSMENT

---

#### Assessment Summary

Evaluation in the course will be based on a combination of group and individual work.

| Assessment |  | Due  | Weighting |
|------------|--|--|-----------|
| Individual | Personal Knowledge Mapping Exercise  | Session 5  | 30%       |
|            | Personal Knowledge Ecosystem Design  | Post Course<br>(1 week after final class)                                  | 30%       |
| Group      | Pre-Work: Designing an Organizational Structure for your Entrepreneurial Venture | Session 1<br>(print out a copy of your organizational structure for class) | 40%       |
|            | Collaborative Knowledge Management Playbook                                      | Session 6<br>Team leads to email before class                              |           |
|            | Collaborative Knowledge Management Playbook Presentation                         | Session 6  |           |
| Total      |  |  | 100%      |

## MGMT 5117A Knowledge Management

---

### Individual Assignment: Personal Knowledge Mapping Exercise

**Due:** Session 5

**Objective:**

In this assignment, you will demonstrate your ability to identify and map the key knowledge flows within your personal and professional context. This exercise will help you understand how you acquire, organize, and use knowledge effectively.

**What You Will Do:**

1. **Create Your Personal Knowledge Flow Map:**
  - Develop a diagram that illustrates:
    - Your key knowledge areas and skills.
    - The sources of your tacit and explicit knowledge.
    - Areas where your knowledge is compartmentalized or underutilized.
2. **Submit Your Work in Two Parts:**
  - A one-page diagram of your personal knowledge flow map.
  - A two-page explanatory note that provides context and details about your knowledge flow.

**Key Concepts You Will Explore:**

- **Acquisition:** Where you gain information (e.g., experiences, media, digital content).
- **Organization:** How you structure knowledge for future use (e.g., tools like note-taking apps).
- **Distillation:** How you filter and focus on the most relevant knowledge.
- **Expression:** How you turn knowledge into practical outputs (e.g., presentations, creative work).

**What Makes an Effective Knowledge Flow:**

- Seamless integration of tools and processes.
- Self-organization with minimal effort.
- Scalability to manage increasing knowledge demands.
- Accessibility for quick retrieval of information.
- Continuous evolution and improvement.

**Submission Requirements:**

- **Diagram:** A one-page visual representation of your personal knowledge flow.
- **Explanatory Note:** A minimum two-page written reflection that complements your diagram.

**How Your Work Will Be Assessed:**

- **Clarity of Map Structure:** Is your map well-organized and easy to understand?
- **Accuracy in Identifying Key Elements:** Have you correctly mapped your knowledge areas, sources, and gaps?
- **Visual Creativity:** Is your map presented in an engaging and innovative way?
- **Quality of Explanatory Note:** Does your written reflection effectively explain and add depth to your map?

---

## MGMT 5117A Knowledge Management

---

### Submission Guidelines:

Email your submission to [rick.colbourne@carleton.ca](mailto:rick.colbourne@carleton.ca). The subject line and document name should include your name and the assessment name, e.g., "last name., first name: assignment name" – also, label the attached files in the same way.

---

## Individual Assignment: Personal Knowledge Ecosystem Design

**Due:** 1 week after final class

### Objective:

Building on your Personal Knowledge Mapping Exercise, you will expand and optimize your understanding of how you manage knowledge by designing a comprehensive **personal knowledge ecosystem**. This assignment challenges you to critically evaluate your current knowledge practices, identify gaps, and propose strategies for improvement.

### What You Will Do:

#### 1. Expand Your Knowledge Flow Map:

- Revise your map from the earlier assignment to include:
  - Relationships and networks that influence your knowledge (e.g., mentors, peers, professional communities).
  - Tools and platforms you use for acquiring, organizing, and sharing knowledge.
  - External knowledge flows (e.g., industry trends, online communities).
  - Feedback loops that demonstrate how you share knowledge and how it evolves based on responses.
  - Areas of untapped or underutilized knowledge that represent opportunities for growth.

#### 2. Analyze and Optimize Your Knowledge Ecosystem:

- Write a detailed analysis that explores:
  - **Strengths:** What works well in your current knowledge system.
  - **Weaknesses:** Inefficiencies or challenges you face.
  - **Opportunities:** Potential tools, strategies, or practices to enhance your knowledge flow.
  - **Future Vision:** A description of your ideal knowledge ecosystem and how you will achieve it.

### Key Concepts You Will Leverage:

- **Knowledge Acquisition and Sharing:** How knowledge moves between you and others in your ecosystem.
- **Tacit vs. Explicit Knowledge:** Identifying where each type of knowledge plays a role in your professional and personal growth.
- **Knowledge Tools and Systems:** Exploring tools like AI assistants, knowledge-sharing platforms, and collaborative technologies.
- **Feedback and Adaptation:** Building systems that allow for continuous learning and improvement.

---

## MGMT 5117A Knowledge Management

---

- **Scalability and Integration:** Ensuring your knowledge practices can grow and adapt as your demands evolve.

### Submission Requirements:

- **Knowledge Ecosystem Diagram:**
  - A 1–2-page visual map showing the expanded and optimized knowledge flows, relationships, and tools in your ecosystem.
- **Analysis and Optimization Plan:**
  - A 5-page minimum written report analyzing your current system, identifying areas for improvement, and proposing actionable strategies.

### How Your Work Will Be Assessed:

- **Clarity and Depth of Ecosystem Map:** Is your map detailed, well-structured, and insightful?
- **Analysis of Current State:** Have you reflected thoughtfully on strengths, weaknesses, and opportunities in your system?
- **Proposed Improvements:** Are your suggestions creative, practical, and clearly tied to KM principles?
- **Quality of Writing and Visuals:** Is your work polished, engaging, and effectively communicates your ideas?

### Submission Guidelines:

Email your submission to [rick.colbourne@carleton.ca](mailto:rick.colbourne@carleton.ca) . The subject line and document name should include your name and the assessment name, e.g., "last name., first name: assignment name " – also, label the attached files in the same way.

---

## Group Pre-Work: Designing an Organizational Structure

For this assignment, you will create an organizational structure for the entrepreneurial venture you developed in the Entrepreneurship course.

1. Use the venture you created in the Entrepreneurship course.
2. Assume the venture is now in its fifth year of successful operation.
3. Design an organizational structure that includes:
  - a) An organizational structure type
    - i. flat structure
    - ii. hierarchical structure
    - iii. matrix structure
    - iv. network structure
  - b) Defined roles and responsibilities
  - c) Clear reporting relationships
  - d) All key functions necessary for your business
4. Create a visual representation of your organizational structure (e.g., an org chart).
5. For each role in your structure, provide:
  - a) A brief job description

## MGMT 5117A Knowledge Management

---

- b) Key responsibilities
  - c) Reporting relationships
6. Explain why you chose this organizational structure and how it supports your venture's goals.
  7. Bring a printed copy of your organizational structure to the first class.

### Remember to consider:

- The type of organizational structure (e.g., flat, hierarchical, matrix)
- How the structure will support your business strategy
- Scalability for future growth
- Clear communication channels
- Efficient decision-making processes

Be prepared to discuss your organizational design in class on Day 1 and how it aligns with your venture's needs in its fifth year of operation.

### Suggestions for Using Tools:

Using AI tools like ChatGPT, Perplexity, or other AI-driven platforms can streamline the process of designing an organizational structure for your entrepreneurial venture. These tools can assist in drafting vision and mission statements, setting business goals, listing core functions, defining roles and responsibilities, choosing the appropriate organizational structure type, creating visual representations, and assigning roles and responsibilities. This approach ensures clear communication channels, efficient decision-making processes, and scalability for future growth.

**Credible Sources:** Ensure all information is verified from credible sources such as industry reports, academic journals, and reputable news outlets. Reference and footnote these sources properly in your report.

### How Your Work Will Be Assessed:

1. **Choice of Organizational Structure** - Justification of chosen structure type (flat, hierarchical, matrix, network). Alignment with business strategy and operational needs.
2. **Organizational Chart** - Visual representation accuracy and clarity. Clear reporting relationships and inclusion of all roles.
3. **Job Descriptions and Responsibilities** - Detailed and appropriate job descriptions for each role. Clear delineation of responsibilities and reporting relationships.
4. **Explanation and Justification** - Logical and thorough explanation of the chosen organizational structure. Discussion on how the structure supports the venture's goals and future scalability.

### Submission Guidelines:

Email your submission to [rick.colbourne@carleton.ca](mailto:rick.colbourne@carleton.ca). The subject line and document name should include your name and the assessment name, e.g., "Team Name Assessment Name."

---

## Group Assessment: Collaborative Knowledge Management Playbook and Presentation

**Due Date:** Session 6



## MGMT 5117A Knowledge Management

---

### Description

For this team assignment, you will create a **Knowledge Management (KM) Playbook** for your entrepreneurial venture. This playbook serves as a practical, user-friendly guide designed to capture and communicate your KM strategy. It emphasizes actionable tools and insights, focusing on how KM can support your venture's growth and success.

---

### What You Will Do

1. **Design a Collaborative KM Playbook:**
    - Work as a team to create a playbook that includes:
      - **KM Goals and Principles:** Outline the objectives and guiding principles of your KM strategy.
      - **Tools and Techniques:** Identify tools, platforms, and techniques for effective knowledge sharing within your venture.
      - **Cultural Initiatives:** Describe initiatives to build a knowledge-sharing culture, emphasizing inclusivity and collaboration.
      - **Visuals:** Use flowcharts, decision trees, checklists, and other visuals to make your playbook clear and engaging.
  2. **Prepare for a Class Presentation:**
    - Develop a **5-minute presentation** that walks the class through the key elements of your playbook. Highlight how your KM strategy is tailored to your venture's unique needs.
- 

### Deliverables

- **KM Playbook:**
  - A visually appealing, concise document summarizing your KM strategy.
  - Include visuals, tables, diagrams to enhance communication of the KM strategy.
- **Class Presentation:**
  - A 10-minute overview of your playbook, emphasizing practicality and innovation.

### Submission Guidelines:

Email your submission to [rick.colbourne@carleton.ca](mailto:rick.colbourne@carleton.ca). The subject line and document name should include your name and the assessment name, e.g., "Team Name Assessment Name."

## MGMT 5117A Knowledge Management

### REPORT MARKING RUBRIC

| Mark %   | Breadth of Knowledge   | Critical Analysis  | Coherent Argument   | Contextual Relevance  | Language Proficiency   | Documentation and Presentation   |
|----------|--|--|---|---|--|--|
| 90 – 100 | Displays special initiative, includes surprising or overwhelming information.        | Exhibits special, distinctive, or powerful insight into the material and its significance.       | Exhibits such characteristics as: independence, cogency, nuance, subtlety, sophistication, powerful grasp of methodology. | Keeps an unusually clear and confident focus and shows a fine grasp of issues and of their nuances. | Exhibits excellence and sophistication across the constituent elements of language proficiency.  | Displays exceptionally full and appropriate documentation and especially effective presentation. |
| 70 - 89  | Displays original thinking and advanced knowledge of material.                       | Displays strong understanding of the material and insight into its significance.                 | Argues in advanced and coherent way with advanced development and understanding of material.                              | Displays an advanced understanding of relevance of a range of material to the argument.             | Exhibits an advanced level of competence across the constituent elements of language proficiency.  | Displays an advanced grasp of documentation and presentation.                                    |
| 60-69    | Provides substantial information, displays a solid knowledge of mainstream material. | Has a clear understanding of the material and its significance.                                  | Argues in an assured and orderly way, with clear development. Shows some understanding of methodology.                    | Displays a secure understanding of relevance of the material to the chosen method of argument.      | Exhibits a high level of competence across the constituent elements but may contain a significant number of errors, while not seriously impairing communication. | Displays a thorough grasp of appropriate principles of documentation and presentation.           |
| 50-59    | Provides a reasonable quantity of accurate information.                              | Has a competent (if dependent or incomplete) understanding of the material and its significance. | Presents the general outline of an appropriate argument.  | Displays a sound general understanding of relevance though sometimes wavering and unreflective.     | Demonstrates a general competence across the constituent elements but may contain wide range errors which have a significant impact on communication.            | Displays a general grasp of appropriate principles of documentation and presentation.            |
| 40-49    | Provides a limited quantity of information with some accuracy.                       | Has some limited understanding of the material and its significance?                             | Presents some elements of an appropriate argument.  | Displays some limited understanding of relevance.   | Achieves limited communication despite numerous and varied errors in the constituent elements, particularly in morphology and syntax.                            | Displays some limited care and competence in documentation and presentation.                     |
| 0-39     | Is incompetent in quantity or accuracy.  | Has no real understanding of what the material means.  | Presents practically no appropriate argument.   | Displays an inadequate understanding of relevance.  | Unable to achieve communication due to wide ranging error in the constituent elements.   | Displays an inadequate grasp of appropriate principles of documentation and presentation.        |

## MGMT 5117A Knowledge Management

### COURSE SCHEDULE AND ASSIGNMENTS\*

#### Knowledge Management Course

This table provides a clear and concise overview of the course structure, including the topics covered each day, the due dates for course requirements

| Session  | Topics  | Readings   |
|--|---|--|
| <b>Session 1: Foundations of KM for Startups</b>   | <ul style="list-style-type: none"> <li>- Introduction to KM principles</li> <li>- Explicit vs. tacit knowledge</li> <li>- Challenges in scaling startups</li> </ul>           | <ol style="list-style-type: none"> <li>1. Working Knowledge: How Organizations Manage What They Know</li> <li>2. The Knowledge-Creating Company -</li> <li>3. What's Your Strategy for Managing Knowledge</li> </ol>                   |
| <b>Session 2: Mapping Knowledge and Information Flow</b>   | <ul style="list-style-type: none"> <li>- Identifying knowledge holders</li> <li>- Mapping knowledge flow and dependencies</li> <li>- Overcoming silos</li> </ul>              | <ol style="list-style-type: none"> <li>1. Managing Your Mission-Critical Knowledge</li> <li>2. Assessing Your Company's Knowledge Management Style</li> <li>3. Knowledge Management Below the Radar</li> </ol>                         |
| <b>Session 3: Structuring for KM Success</b>   | <ul style="list-style-type: none"> <li>- Organizational structures for KM</li> <li>- Aligning structure with KM needs</li> <li>- Leadership in KM</li> </ul>                  | <ol style="list-style-type: none"> <li>1. Introducing T-Shaped Managers: Knowledge Management's Next Generation</li> <li>2. Are You Wasting Money on Useless Knowledge Management?</li> <li>3. Developing a KM Strategy Map</li> </ol> |
| <b>Session 4: Fostering Culture and Communities</b>  | <ul style="list-style-type: none"> <li>- Building communities of practice</li> <li>- Encouraging knowledge sharing</li> <li>- Creating a knowledge-sharing culture</li> </ul> | <ol style="list-style-type: none"> <li>1. Thinking Together: What Makes CoPs Work</li> <li>2. Cultivating Communities of Practice</li> </ol>   |
| <b>Session 5: KM Tools, Technologies, and Innovation</b><br><br><b>Due – Individual: Personal Knowledge Mapping Exercise</b> | <ul style="list-style-type: none"> <li>- Integration of KM tools and technology</li> <li>- Generative AI in KM</li> <li>- Innovating KM practices</li> </ul>                  | <ol style="list-style-type: none"> <li>1. Generative AI Success in the Contact Center Starts with Knowledge Management</li> <li>2. Develop Deep Knowledge in Your Organization — and Keep It</li> </ol>                                |
| <b>Session 6: Group Presentations</b><br><b>Due – Group: Collaborative Knowledge Management Playbook and Presentation</b>    |   |  |
| <b>One Week after Last Class</b><br><b>Due - Individual: Personal Knowledge Ecosystem Design</b>                             |   |  |

\* Given the dynamic nature of teaching and learning, there may be changes in content and order.

## MGMT 5117A Knowledge Management

### CONTRIBUTION TO PROGRAM LEARNING GOALS

| MBA Learning Goal   | Not Covered | Introduced | Taught / Not Assessed | Taught / Assessed |
|---|-------------|------------|-----------------------|-------------------|
| <b>MB1 Leadership and Collaboration</b><br>Graduates will be equipped for leadership and collaboration.                 |             | ✓          |                       |                   |
| <b>MB2 Communication</b><br>Graduates will be effective communicators   |             |            |                       | ✓                 |
| <b>MB3 Critical Thinking and Problem Solving</b><br>Graduates will be skilled in critical thinking and problem solving. |             |            |                       | ✓                 |
| <b>MB4 Functional Knowledge</b><br>Graduates will have functional knowledge of all areas of business.                   |             |            |                       | ✓                 |
| <b>MB5 Global Business</b><br>Graduates will have an appreciation of the global environment of business.                |             |            | ✓                     |                   |
| <b>MB6 Ethical Reasoning</b><br>Graduates will be skilled in ethical reasoning and decision-making.                     |             | ✓          |                       |                   |

### ADDITIONAL INFORMATION

#### Recording Course Policy

Recording of in-class or online courses is prohibited unless prior agreement is obtained from the faculty member.

#### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

#### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

|              |             |             |             |
|--------------|-------------|-------------|-------------|
| A+ = 90-100  | B+ = 77-79  | C+ = 67-69  | D+ = 57-59  |
| A = 85-89    | B = 73-76   | C = 63-66   | D = 53-56   |
| A - = 80-84  | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 |             |             |             |

Grades entered by Registrar: WDN = Withdrawn from the course DEF = Deferred

## MGMT 5117A Knowledge Management

---

### ACADEMIC REGULATIONS

---

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: <https://calendar.carleton.ca/grad/gradregulations/>

#### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For more information on an accommodation request, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

#### Pregnancy Obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

#### Religious Obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

#### Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) <https://carleton.ca/pmc/> at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

#### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

#### Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, which result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

#### Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy, which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

#### Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas)

## MGMT 5117A Knowledge Management

---

### IMPORTANT INFORMATION:

---

1. Students must always retain a copy of all work that is submitted.
2. All final grades are subject to the Dean's approval.
3. For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/all-services/email/carleton-student-email/>

### *Important dates and deadlines*

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

### ABOUT

---

#### **Dr Rick Colbourne**

#### **Associate Professor, Indigenous Leadership and Management**

Associate Research Fellow, Cambridge Centre for Social Innovation (Cambridge)

Research Fellow Dilin Duwa Centre for Indigenous Business Leadership (Melbourne)

Fulbright Fellow Indigenous Business (Arizona)

London Technology Network Fellow (London Business School)

Dr Rick Colbourne is an Associate Professor of Indigenous Leadership and Management at the Sprott School of Business, with over 25 years of experience in higher education. He has taught in Canada, the United Kingdom, the United States, and Europe. Dr Colbourne earned his PhD from the University of Cambridge, an MBA in Management of Technology from Simon Fraser University, and a BA (Hons) in Sociology/Anthropology from Mount Allison University. His career is defined by a strong commitment to equity, diversity, and inclusion, demonstrated through his roles as Associate Dean of Equity and Inclusive Communities at Carleton University and Assistant Dean for Indigenous Business Education at UBC's Sauder School of Business. Dr Colbourne work in business education includes AI integration, innovative curriculum design, and fostering private-public partnerships, with a focus on supporting Indigenous communities.

As a member of the Mattawa/North Bay Algonquin First Nation, Dr Colbourne is dedicated to community and economic development, aiming to create opportunities for Indigenous peoples in business and education. His approach to leadership emphasizes social justice and sustainability, reflecting his mission to make a meaningful impact through collaboration and continuous learning. Dr Colbourne's commitment to education has been recognized with several teaching awards, including the University Achievement Award for Teaching from the University of Northern British Columbia and the Award for Excellence in Teaching and Learning from the University of Westminster.

In addition to his academic roles, Dr Colbourne has extensive professional experience in the non-academic sector. He served as a Senior Manager with Accenture's Communications, Media, and Entertainment practice, where he was recognized as a global Music Industry Expert. His contributions to groundbreaking projects, such as the development of Accenture's Peer-to-Peer (P2P) Music Exchange Prototype, showcased his forward-thinking capabilities and proficiency in navigating digital landscapes. Dr Colbourne has engaged with leading organizations such as Sony/BMG, Warner Music Group, Universal Music, AT&T, BC Hydro, and Deloitte. His professional background also includes consulting and executive education roles, where he has developed custom programs for diverse industries, further highlighting his versatile expertise and commitment to fostering innovation and excellence in various fields.