



MGMT 5117-A (13710): Knowledge Management

Winter 2026

Instructor	Paul Hope
Email Address	pauljhope@cunet.carleton.ca
Class Times	Thursdays 8:35 am-11:25 am
Modality	In Person
Office Hours	T.B.D.
Office Location	
TA Name/Email	

Pre-Requisites & Preclusions:

Prerequisites: [MGMT 5100](#) Managing People and Organizations

Preclusions: none

Course Description/Instructor's Statement

Carleton Calendar Description:

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.

Instructor's Description:

Knowledge management is a set of organizational and individual processes designed to maintain long-term organizational sustainability through knowledge capture, dissemination, and use. This course will examine these processes and how they contribute organizational value, including strategies and tools for knowledge management, leadership and team roles, and links between knowledge management, learning and organizational culture. The course will also cover practical advice on the implementation of knowledge management projects and initiatives. This course is designed as an overview that students can tailor to their own needs now and in the future.

Classes will consist of lectures and discussions on course and module objectives. Students will be asked to have familiarity with readings and videos and be encouraged to contribute opinions based on their experience and knowledge. This approach is founded on my belief that providing access to knowledge is only a first step in learning and that developing understanding is very much a two-way process.

Course Learning Objectives:

1. Describe the value of knowledge as a resource and how it is managed throughout the knowledge management cycle
2. Identify processes to generate, capture, codify, share and apply knowledge within organizations
3. Identify effective knowledge management strategies and supporting tools and techniques
4. Understand the role of leaders and teams dedicated to knowledge management
5. Identify links between organizational learning and a knowledge management culture, and
6. Identify proven practice, pitfalls, and possible solutions for knowledge management initiatives

Required/Optional Materials & Prices

Knowledge Management at the World Bank (Case #1936.0)

- Laurence Prusak and Don Oppenheimer; Harvard Kennedy School; April 05, 2011
- PRICE \$3.94 (US Dollars)
- Digital available at <https://case.hks.harvard.edu/>

Knowledge Management at the World Bank: Part 2 (Case #2012.0)

- Laurence Prusak and Don Oppenheimer; Harvard Kennedy School; March 13, 2014
- PRICE \$3.94 (US Dollars)
- Digital available at <https://case.hks.harvard.edu/>

Please purchase the textbook(s) from the campus bookstore in Nideyinàn (formerly the University Centre) or through the bookstore website: <https://carleton.ca/campus-services/the-bookstore/>.

Grading Scheme

Participation	10
Group Status Report	5
Group Case Report	20
Group Case PowerPoint Presentation	10
Individual Article Review	15
Final Exam	30
Final Reflection Paper	10
<hr/> TOTAL	<hr/> 100%

Important Dates to Note

Participation	Ongoing assessment
Individual Article Review	Due January 22nd, 2026
Group Status Report	Due January 29th, 2026

Group Case Report and Presentation	Due February 13th, 2026
Final Reflection Paper	Due February 13th, 2026
Final Exam	To be scheduled during the exam period

Final Exam Date:

February 26th, 2026

Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!

Additional Information on Deliverables and Grading

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components. Scoring matrices for each component are available on Brightspace along with templates.

Participation (10 points):

- While attendance is a pre-requisite to participation, it is the quality, not the quantity, of contribution that earns the grades. It is also recognized that on some days there may be insufficient time to call upon each student who wishes to speak. Any demonstration of desire to participate will also be considered in the overall assessment of class contribution. Participation will be assessed according to demonstrated preparation, interpersonal skills, business ethics, and engagement.

Group Status Report (5 points):

- At the approximate half-way point of the group assignment, group members are required to sign and submit a status report for their respective group (i.e., only one report per group). The report will be assessed based the degree to which the group precisely specifies its activities under four headings; deliverables, roles and responsibilities, timelines, challenges encountered and/or anticipated and for each such challenge, mitigating strategies employed and/or prepared.

Individual Article Review (15 points):

- The knowledge management discipline covers a wide range of topics. In order to develop a deeper understanding of at least one area of knowledge management of personal interest, students will select a scholarly paper from the course (e.g., from the list of required readings, or referenced in lecture material) and perform five tasks; summarize the paper's main ideas, explain the contribution of the paper to knowledge management, set out how the paper applies to their experience and/or interest, discuss the limitations of the paper, and suggest and briefly describe another paper advancing similar ideas. The review will be assessed based on the quality of responses to each of

these tasks.

Group Case Report (20 points):

- As a group project, students will conduct a business case analysis on a real company experiencing an issue or problem with knowledge management. Examples of companies or organizations students may wish to study include (but are not limited to): problems at Starbucks with baristas and store closures; Volkswagen and cheating on US EPA emission tests; knowledge management within Canadian healthcare (e.g., Health Canada, Alberta, UK, etc.); the collapse of Enron and demise of Arthur Anderson; knowledge transfer and international joint ventures e.g., between GM and Toyota at the NUMMI plant; technology change and the failure of Sears (Sears Holdings Corporation); any real company that does not effectively leverage knowledge and demonstrates weaknesses as a result. The report should be written as if it was a request from senior management. The report (10 pages or less) must follow the group case report template available in Brightspace. Assessment will be based on the extent to which such topics as the following are addressed; issue identification, stakeholder perspectives, connection to material covered in the course, analysis of facts, conclusions from analysis, development of alternatives, predicted consequences, and final recommendations.

Group Case PowerPoint Presentation (10 points):

- Students will prepare and record a PowerPoint presentation of their group case report (no more than 10 minutes long). Along with the PowerPoint presentation, students will submit a set of questions and answers and an executive summary of their group case (using the template available in Brightspace). The presentation, the Q&As, and executive summary should be written as if they were requested by senior management. Assessment will be based adherence to guidelines provided as part of the assignment, and on the presentation's value-added to the group case report (e.g., recorded commentary – not just reciting what is on each slide). The executive summary will be assessed based on the degree to which it is a concise, comprehensive “stand-alone” document (i.e., can be understood without help or access to any other materials).

Final Reflection Paper (10 points):

- Students will submit a final reflection paper honestly and objectively outlining how their understanding of knowledge management changed as a result of taking the course. Their paper must compare and contrast their comprehension before and after. The final reflection paper should be completed after all the weekly pre-class preparation requirements have been completed, and as close as possible to the last class. The paper will be assessed based on depth and quality of description.

Final Exam (30 points):

- The final exam will be hand-written. Students will be presented with six essay questions touching on material covered in class. Students must choose three questions to answer from the six that are presented. Each answer will be worth 10 points. Answers will be assessed based on the level of organization, holistic-level clarity and cohesion, sentence-level clarity and cohesion, content, analysis and synthesis.

e-Proctoring: The University's e-proctoring system (CoMaS) will be used to administer the final exam. These exams are in-person, but we will still use this system as you will be writing using your laptops. Details about this system and your requirements will be laid out well before the exams so that you are ready. You can find more information at <https://carleton.ca/ses/e-proctoring/>.

The minimum computing requirements for e-proctoring service are as follows:

- Hardware: Laptop
- OS: Windows 10, Mac OS 10.14, Linux Ubuntu 18.04
- Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

Late Assignments:

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

Preparation and Participation:

Students are expected to participate actively in class discussions by having carefully read and watched assigned readings and videos, and reflected on them. Further, students are expected to encourage their colleagues and maintain a positive learning environment, build on earlier comments without repeating, listen attentively to speakers, and respect differences of opinion.

Use of Generative Artificial Intelligence

This is an AI-forward course. Students are expected to use generative-AI tools (e.g., ChatGPT, Claude, Copilot) as thought partners and assistants to enhance the quality of their work. Assignments will be graded assuming students had full access to AI support. Use these tools responsibly. That is, verify outputs, and apply your own judgment. *You must cite your use of AI properly* as provided in guidance from MacOdrum library using [APA-style](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

Contribution to Program Learning Goals ([MBA](#)):

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught <u>and</u> Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>				✓
MB2 Communication <i>Graduates will be effective communicators</i>				✓

MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>			✓	
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>			✓	
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>				✓

COURSE SCHEDULE

Week	Date	Topic/Agenda	Pre-class Prep
1	January 8 th , 2026	<p>Introduction</p> <ul style="list-style-type: none"> • Explore the concept of knowledge management; • Discuss the value of knowledge and knowledge management in a modern organizational context; • Examine the theory, principles, and models associated with knowledge management; • Introduce processes in the knowledge management cycle. 	<p>Read</p> <ul style="list-style-type: none"> • What is KM? Knowledge Management Explained • Working Knowledge: How Organizations Manage What They Know • Managing Your Mission Critical Knowledge—How to identify, map, and leverage some of your company's most strategic assets. • The Impact of Knowledge Management Models for the Development of Organizations <p>Watch</p> <ul style="list-style-type: none"> • How To Read an Academic Paper • I.B.M. What is knowledge management? • "Knowledge Management - Explained in 10 Minutes" • Navigating Knowledge Hypertext Pioneers

2	January 15 th , 2026	Knowledge Management Processes <ul style="list-style-type: none"> Describe capturing and/or creating explicit and tacit knowledge for codification; Describe knowledge sharing and social learning (coaching, mentoring and communities of practice); Identify processes to apply knowledge and create value. 	Read <ul style="list-style-type: none"> The Knowledge-Creating Company Review of <i>Common Knowledge</i> Making Idea Sharing Pay Off Communities of Practice: The Organizational Frontier Why Employees Don't Share Knowledge with Each Other Watch <ul style="list-style-type: none"> Barriers to Effective Knowledge Sharing How to Create a Knowledge Sharing Culture
3	January 22 nd , 2026	Knowledge Management Strategy and Tools <ul style="list-style-type: none"> Discuss knowledge management strategies and approaches; Explore tools and technology to support knowledge management; Discuss strategies to evaluate/measure knowledge management. 	Read <ul style="list-style-type: none"> What's Your Strategy for Managing Knowledge? Role of Technology in Knowledge Sharing. Knowledge management and measurement: A critical review Watch <ul style="list-style-type: none"> AI and the Paradox of Self-Replacing Workers Measuring Knowledge Through the Lens of Business Due <ul style="list-style-type: none"> Individual Article Review
4	January 29 th , 2026	Leadership and Team Roles <ul style="list-style-type: none"> Define the role of leadership in setting strategy and supporting knowledge management; Explain knowledge management team membership and role-based functions; Describe ethics associated with the knowledge management cycle. 	Read <ul style="list-style-type: none"> The role of knowledge-oriented leadership in knowledge management practices and innovation. Skills for knowledge management: Building a knowledge economy Rendering Knowledge Ethics In The Knowledge Society: Challenges And Perspectives Watch <ul style="list-style-type: none"> Knowledge Management and Ethical Dilemmas in Organizational Communication Due

			<ul style="list-style-type: none"> Group Status Report
5	February 5 th , 2026	Learning and Culture <ul style="list-style-type: none"> Explore links between organizational learning, innovation and knowledge management; Describe individual, group, and organizational memory and forgetting; Describe ways to establish and maintain a learning and knowledge management culture. 	Read <ul style="list-style-type: none"> Core Capabilities and Core Rigidities: A Paradox in Managing New Product Development. Learning Management Knowledge: Integrating Learning Cycle Theory and Knowledge Types Managing Organizational Forgetting Knowledge Management and Organizational Culture: A theoretical integrative framework Watch <ul style="list-style-type: none"> Creating a Culture of Learning and Growth" Knowledge Management and Innovation
6	February 12 th , 2026	Implementing Knowledge Management <ul style="list-style-type: none"> Explore proven practices for implementing knowledge management in organizations; Identify pitfalls and corrective actions associated with knowledge management in organizations; Describe issues likely to face knowledge management in the future and opportunities for employment in knowledge management. 	Read <ul style="list-style-type: none"> Exploring success variables of knowledge management for enhanced organisational performance: An integrated framework Understanding the implementations and limitations in knowledge management and knowledge sharing using a systematic literature review Complex acts of knowing: Paradox and descriptive self-awareness Watch <ul style="list-style-type: none"> Dave Snowden's 7 principles of acts of knowing, and how we build resilient knowledge ecosystems Due <ul style="list-style-type: none"> Group Case Report Group Case PowerPoint Final Reflection Paper
7	February 26 th , 2026	Final Exam	

ADDITIONAL INFORMATION

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).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or 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.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you may be asked to assess the contribution of your fellow group members. ***In the event this assessment becomes necessary***, it will be used when assigning the grade for the group case report and/or group case PowerPoint presentation. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themselves) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

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	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

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:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

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. For more details, visit the Equity Services website: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

- **Religious Obligations**

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. For more details, visit the Equity Services website: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

- **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) at 613-520-6608 or 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. <https://carleton.ca/pmc/>

- **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 its 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: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will 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>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

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—are a serious academic offence, 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: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- 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, in order 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 can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>