



MGMT 5117 A "Knowledge Management" Winter 2024

Professor:	Abdel Hamou-Lhadj, P.Eng., M.Sc., M.B.A., C.Dir.
Office:	None
Email:	abdel.hamou-lhadj@carleton.ca For any email query, in the subject column write your course code.
Office Hours:	By appointment only. I am also generally available right after class for questions/comments.
Class Times:	Monday 11:35 – 2:25 p.m.
Website:	Course materials will be posted on Brightspace. Please attend classes!!!

Course Deliverables:	Type	Format	Weight	Due Date
▪ Contribution to Peer Learning	Individual	-	10%	During Class
▪ Individual Assignment	Individual	MS Word	15%	Jan. 29 @ 5:00 p.m.
▪ In-class Quiz	Individual	Paper	25%	Feb. 12 @ 6:05 p.m.
▪ Group Assignment	Group		50%	
- Presentation		MS PowerPoint	15%	Feb. 12 @ 5:00 p.m.
- Report		MS Word	25%	Feb. 19 @ 5:00 p.m.
- Peer Evaluation		MS Word	10%	Feb. 19 @ 5:00 p.m.

Note: Completed Ethics Statement sheets are mandatory with all assignments. In addition, completed Peer Evaluation forms are required with group assignments.

Course 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.

Prerequisite(s): MGMT 5100.

Course Description

In today's business environment, organizations are facing significant challenges in terms of globalization and international competition, high performance expectations, fast innovation cycles, breakthrough technologies, and changing demographics. Therefore, today's managers must be able to understand these challenges and help build the intellectual and human capital required to increase organizational learning capacity, create, store, and disseminate knowledge, and maintain knowledge relevance.

The format of the course consists of a mixture of lectures and class discussions aimed to examine the theory and practice of knowledge management and organizational learning in a focused perspective – the effectiveness and efficiency of high-performance organizations.

Learning Objectives

The overall goal of this course is to raise students’ understanding of the knowledge management discipline (including organizational learning) and its practical manifestation in different organizational contexts. Following full engagement and participation, each student should expect to achieve the following learning outcomes by the end of this course:

1. Develop a good understanding of concepts, theories, and techniques of knowledge management and organizational learning.
2. Develop a practical appreciation of the benefits, limitations, and challenges of the management of knowledge in an organization.

Contribution to Program Learning Goals (MBA)

MBA Learning Goal	Not covered	Introduced only	Taught, but not assessed	Taught and 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 & 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>		✓		

Required Text and Other Readings

There is no mandatory textbook for this course. A list of readings has been compiled for the course. Most readings are accessible online through Carleton library. Some materials are available in the ARES Reserves section on Brightspace. Instructions for accessing the materials are available on Brightspace.

Furthermore, depending on topics, other supplemental reading materials may be identified and posted on Brightspace as either required or suggested. Therefore, students are encouraged to regularly consult Brightspace for supplemental resources.

Marking Scheme

The grade for the course will be computed based on the following weights:

- Contribution to Peer Learning: 10%
- Individual Assignment: 15%
- In-class Quiz: 25%
- Group Assignment: 50%
 - Presentation: 15%
 - Report: 25%
 - Peer Evaluation: 10%

Contribution to Peer Learning (10 pts)

Students are encouraged to actively participate in class discussions by being adequately prepared (i.e., having attentively read and reflected on the assigned readings). It is student's contribution to peer learning that constitutes a contribution, including encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion.

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 such demonstration of desire to participate will also be considered in the overall assessment of class contribution.

Individual Assignment (15 pts)

Each student will complete an assignment focused on applying the concepts from the readings and discussions in class to the analysis of a selected case. There are 2 selected cases proposed in this course and referenced in a list posted on Brightspace. Each student will be required to select one (and only one) of those cases and hand in an analysis report about it. Further content details about the assignment are provided in a separate document posted on Brightspace.

From the formatting standpoint, the body of the assignment should be between 5 and 10 pages long, with 1-inch margins, double-spaced in 12pt Arial font for the paragraphs. The format is as important as the content (i.e., a professional report is expected).

Grades will be based on the following criteria:

1. Clarity and quality of structure and writing **(5 pts)**
 - Layout and format of the report is professional
 - Writing is clear and professional (spelling, punctuation, grammar, structure, communication style and readability)
2. Appropriate and complete application of relevant readings **(10 pts)**
 - Analysis and statements are thorough and complete
 - Relevant course concepts are used to support the analysis
 - Appropriate references to information sources are provided

In-class Quiz (25 pts)

On day 6 of the course, students will have a short in-class, closed-book quiz. The quiz will be based on the content of all the readings and in-class discussions.

Group Assignment (50 pts)

For this assignment, students will be assigned into groups of 4 to 5 members. Each group will select a specific knowledge management or organizational learning initiative, sponsored by a client organization if possible. The group is then required to identify and analyze the key considerations that define the initiative from the perspective of knowledge management concepts, techniques, and best practices, and propose a set of recommendations designed to improve the practice of knowledge management and organizational learning in that organization.

The expectations for the group assignment are as follows:

1. **Depth of the analysis** – To go beyond descriptive details in the analysis.
It is not sufficient to recite the ‘facts’ in the case. Students need to use their analytical, organizational, and critical thinking skills to describe the initiative’s key considerations and underlying challenges.
2. **Ability to apply key concepts** – To not limit the analysis to referring to the concepts as they appear in the reading materials.
Students are expected to demonstrate an effective use of the concepts to analyze the initiative at hand. The professor will be looking at the level of knowledge and critical understanding of the concepts in the course that students have achieved.
3. **Comprehensiveness of the answers** – To ensure initiative’s key considerations have been addressed.
When students provide recommendations, they should outline a course of action or extend their findings to other initiatives, and proper justification of the answers is required. This entails demonstrating that students have considered different pros and cons.

Presentation (15 pts) – Groups will have 20 minutes to present their project findings in class (15 mins presentation, 5 mins for questions and answers). They will not be permitted to go beyond 25 minutes for their presentations, so planning the amount of information and the level of detail to share is expected.

Groups should present their analysis findings as if they were consultants talking to the executive team of a selected company. Their mission is to convince the executive team to adopt their recommendations. Grades will be based on the overall professionalism and effectiveness of the presentation.

Report (25 pts) – The body of the reports should be between 25 and 50 pages long, not including appendices, with 1-inch margins, double-spaced in 12pt Arial font for the paragraphs.

Grades will be based on the following criteria:

1. Clarity and quality of structure and writing (**5 pts**)
 - Layout and format of the report is professional
 - Writing is clear and professional (spelling, punctuation, grammar, structure, communication style and readability)
3. Appropriate and complete application of relevant readings (**20 pts**)
 - Analysis and statements are thorough and complete
 - Relevant course concepts are used to support the analysis
 - Appropriate references to information sources are provided

Peer Evaluation (10 pts) – Recognizing that not all contributions in every group meet expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the group deliverables (i.e., the presentation and the report). With the written report, each group member should submit via Brightspace a grade for all group members using a specific Peer Evaluation form, posted on Brightspace (no handwritten evaluations or different forms will be accepted). These peer evaluations are strictly confidential – None of the students will have access to the forms after submission.

Note: Not completing the Peer Evaluation form, or completing it without honesty and diligence, will result in a 10% penalty subtracted from the student’s group project grade.

Tentative Class Schedule

Week	Topic/Agenda	Readings and Activities
Jan 8	<ul style="list-style-type: none"> ▪ Introduction to the Course ▪ Knowledge versus Information ▪ Knowledge Management and Organizational Learning 	<ul style="list-style-type: none"> ▪ <u>Readings:</u> 1 and 2 ▪ <u>Preparation Activity:</u> Select an organization and a knowledge management initiative.
Jan 15	<ul style="list-style-type: none"> ▪ Knowledge Management Systems and Frameworks 	<ul style="list-style-type: none"> ▪ <u>Readings:</u> 3 and 4 ▪ <u>Preparation Activity:</u> Develop a methodology for the analysis of the initiative.
Jan 22	<ul style="list-style-type: none"> ▪ Typical Knowledge Management Implementation Approach 	<ul style="list-style-type: none"> ▪ <u>Readings:</u> 5 to 7 ▪ <u>Preparation Activity:</u> Collect relevant data points about the initiative and identify key underlying issues.
Jan 29	<ul style="list-style-type: none"> ▪ Typical Knowledge Management Implementation Approach (Cont'd) 	<ul style="list-style-type: none"> ▪ <u>Readings:</u> 8 and 9 ▪ <u>Preparation Activity:</u> Develop a list of options and selection criteria to address the key issues.
<ul style="list-style-type: none"> ▪ Individual Assignment – Submission of a copy of the assignment in MS Word format 		
Feb 05	<ul style="list-style-type: none"> ▪ Knowledge Management Implementation Considerations 	<ul style="list-style-type: none"> ▪ <u>Readings:</u> 10 ▪ <u>Preparation Activity:</u> Determine appropriate go-forward recommendations and the associated high-level implementation plan.
Feb 12	<ul style="list-style-type: none"> ▪ Short In-class Quiz ▪ Group Presentations – Submission of a copy of the presentation in MS PowerPoint format 	
Feb 19	<ul style="list-style-type: none"> ▪ Group Report Submission – Submission of a copy of the group report in MS Word format 	
Feb 19	<ul style="list-style-type: none"> ▪ Peer Evaluation Submission – Submission of a copy of the completed form in MS Word format 	

Note: While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

Course Rules of Engagement

1. **Checking Brightspace regularly** – It is the student’s responsibility to access Brightspace regularly for any course updates / announcements / materials. For major information items, the professor will use the Announcement feature of Brightspace.
2. **Communicating via emails** – Email communications with students are done through their student email accounts. It is the student’s responsibility to check their emails as the professor will be sending important messages through this medium. Emails sent to the professor should adhere to the following:
 - Emails must include the course ID in the email subject.
 - Urgent emails must include "Urgent" in the email subject.
 - Emails must indicate the student’s name and number in the signature.
 - Emails must use proper greetings and refer to the professor as “Professor X”.

For emails sent on weekdays, the professor will respond to urgent emails within 24 hours and to non-urgent emails within 48 hours. For emails sent on the weekends, the professor will respond to urgent emails within 48 hours and to non-urgent emails within 72 hours. Should the professor not respond as per the rules above, it is the student’s responsibility to email the professor again; there is always a possibility of issues with electronic messaging.

The professor reserves the right not to respond to individual clarification request emails, when a Brightspace announcement to the whole class or a class discussion is warranted. In addition, the professor will not send grades or otherwise private student information (group members’ email addresses, etc.) via email.

3. **Respecting classmates’ desire to learn** – During class time, students must turn off all cell phones, beepers, and other electronic communication devices. The use of laptop computers has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, any noise coming from the use of laptop computers will not be tolerated.
4. **Arriving late or leaving early** – These are not acceptable. The class period starts at a defined time and students must be in class for the start of the class. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, students must plan to arrive no later than the start of class (if not sooner). In addition, the class is over when the allocated time is completely up or when the professor dismisses the class. Meetings for other classes, appointments with advisors, work excuses and many other personal reasons are not considered “excused” absences.

Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. The professor reserves the right to reduce the student’s final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if attendance and punctuality problems are deemed to have interfered with that student’s learning or the learning of other students.

5. **Participating in class** – Students are expected to attend, take notes, and participate in class. They are also expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and the professor. It is essential that students read the assigned textbook readings before coming to class; assignments are based on the assigned textbook readings. Supplemental readings are provided to enhance student’s understanding of the material; however, they are not mandatory to read each week.

6. **Following assignment instructions** – Students are expected to carefully read the instructions for written assignments described in the course outline and associated materials. They should always use a title for their work and strictly follow the instructions regarding page limit/font size/margins, as well as the required document formats, for the written submissions. In any case, students should not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (7th Edition).
7. **Cheating, plagiarism, and other instructional offences** – They are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, students are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Sprott website at Academic Programs _ Useful Links _ Paper Writing Guidelines.

Students must keep duplicates of all their deliverables. For the student’s protection, they are required to always keep a copy of their written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be the student’s responsibility to provide a copy of their written submissions.

8. **Respecting deadlines** – All deadlines must be respected; assignments must be handed in at the date/time at which they are due. In general, no late assignment will be accepted or graded. Deadline extensions may be granted only under exceptional circumstances (e.g., illness, family emergency) supported by appropriate documentation. Requests for a deadline extension must be communicated at least 24 hours before the deadline. Computer failure, printing problems, work for other classes and many other artificial excuses will not be accepted.

A student may not miss the day when they are scheduled for the quiz or the presentation in class. Under unusual circumstances, the student has 24 hours from the time they have missed the exam to contact the professor about their absence. Without an appropriate reason and documentation, the student will receive a zero for the missed exam and presentation. No make-up case study or make-up assignment will be allowed.

9. **Requesting a re-marking** – From time to time, students have legitimate concerns about marks they have received on assignments and exams. If a student feels that any assignment handed back to them has not been marked appropriately for the work they have submitted, they do have recourse for re-marking. However, to be eligible for re-marking, the student must adhere to the following guidelines:
1. Indicate in writing specifically what the concerns are. This does not mean that they simply say: “I think I deserve more marks.” They must clearly indicate where the marker made a mistake in their marking of the assignment. In this regard, the student must refer to the class notes, excerpt in the textbook, etc., and provide all the relevant references supporting their claim.
 2. After completing #1 above, they must re-submit the assignment with their comments back to the professor within one week of the mark being communicated to them. If an assignment is not resubmitted following the above guidelines, the professor will regard the mark as originally assigned to be the final mark for that deliverable. No marks will be changed at a later date.
 3. It is important to note that the professor reserves the right to re-mark the entire assignment in question and to either leave the mark as is or to change it positively or negatively as required.
 4. No make-up activity or assignment can be undertaken to improve student’s assignment or course mark. Unless under very exceptional circumstances, the weight on final grades of the exams and the assignments cannot be changed from what is outlined above.

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.

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:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation:

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:
<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>
- **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:
<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>
- **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: <https://carleton.ca/sexual-violence-support/>
- **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 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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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.

For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.

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/>

Sprott Student Services:

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca

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 hard 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/>

Appendix I – Quick APA Guide: Examples of APA reference format (according to 7th Edition)

Journal Reference – Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education, 19*(4), 409-420.

Book Reference – Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

Book Chapter Reference – Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press.

Book Editions – Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2nd ed.). White Plains, NY: Longman.

Internet Article – Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>.

Dissertation reference – Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International, 64*(2- A), 564US: Univ Microfilms International.

Same Authors in same year:

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science, 35*(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science, 35*(1), 45-47.

Text Citation:

1. Author’s last name and year of publication [E.g., Bolognese, (2002)]
2. For direct quotations, author’s last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “...” (P. 12). For more than one page, (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “...” (P. 12-15).
3. If you are just borrowing an idea from a text, then simply write the author’s last name and year of publication. E.g., Bolognese, (2002) states...
4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one author, for the first time, write last names of all authors and year of publication. For second time of text citation, use Cobb et al., (1995)
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

Levels of Heading:

CENTERED UPPERCASE HEADINGS **Level 5**

Centered Uppercase and Lowercase Headings **Level 1**

Centered, Italicized, Uppercase and Lowercase Headings **Level 2**

Flush Left, Italicized, Uppercase and Lowercase Side Heading **Level 3**

Indented, italicized, lowercase paragraph heading ending with a period **Level 4**

Appendix II – Guidelines for In-class Discussions

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think..."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

Appendix III – Survival Tips for Working in a Group Project

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

- Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.
- Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.
- Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.
- Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.
- Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.
- Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favor: Don't forget to do work on creating a good image by showing good work ethics.
- Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.
- Editing. The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So, edit each other's sections in case you decide to divide work.
- Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.
- "All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.
- There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.
- Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.
- Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.
- Aim high. The best groups are those that place the highest expectations upon themselves.
- Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!

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