

MGMT5117D Knowledge Management
January 2017 - February 2017

Professor	Rumaisa Shaukat, PhD., CHRL.
Office	TBA
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Office Hours	By appointment only. I'm also generally available right before class for quick questions/comments.
Class Times	Monday 6:05-8:55
Class Location	DT701
Website:	Course slides will be posted on Cu Learn and emailed to you. Please attend classes!

Course Description

In today's fast-paced environment, the ability to develop and apply organizational learning and knowledge management is becoming a question of necessity, not choice. Globalization, technological innovation, productivity, competition and changing demographics are just a few of the issues that today's organizations are dealing with on a daily basis. Managers must be able to understand these, and other issues and build the intellectual and human capital necessary to increase learning capacity, create, store and disseminate knowledge, and maintain their relevance. This course aims to enable students gain a clear understanding of the theory and practice of knowledge management and organizational learning.

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](#), or MGMT 5101 and MGMT 5102.

Course Learning Objectives

What any individual learner takes away from an exploratory-based course is, of course, highly variable. Nevertheless, at a minimum, following completion of this course, students should be able to:

1. use a framework and a clear language for knowledge management concepts;
2. describe how valuable individual, group and organizational knowledge is managed throughout the knowledge management cycle;
3. define the different knowledge types and describe the major roles and responsibilities in knowledge management implementations;
4. identify some of the key tools and techniques used in knowledge management process.
5. identify and evaluate major KM issues such as ethics, knowledge ownership vs. authorship, copyright, intellectual property and knowledge sharing incentives.
6. understand what involves in building a learning organization.

Course Expectations

1. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with

electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. **Assignments will not be accepted via email.**

2. Please check your CU Learn on a regular basis. It is your responsibility to access this site regularly for any course updates / announcements / materials. It is essential that you read the assigned text book readings before coming to class. All weekly assignments are based on the *assigned text book reading* for that week. The *supplemental readings* are provided to enhance your understanding of the material; however, they are not mandatory to read each week.
3. Active Participation. Students are expected to attend, take notes, and participate in class. Students are 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 with the instructor.
4. Follow Assignment Instructions. Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition).
5. Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, you are strongly encouraged to consult the document "Paper Formatting & Documentation Guidelines", on the Sprott website at Academic Programs _ Useful Links _ Paper Writing Guidelines. Keep duplicates of deliverables. For your protection, always keep a copy of your 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 your responsibility to provide a copy of your written submissions.
6. Respect Deadlines. All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Projects which are submitted after the due date without an agreed upon extension are considered late assignments. Assignments must be handed in at which they are due. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. Computer failure, printing problems, work for other classes and many other excuses are not acceptable. You may not miss a day when you are scheduled for exam and presentation in the class. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Without an appropriate reason and documentation, you will receive a zero for the missed exam and presentation.
7. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or 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, laptop computers have also the potential to serve as significant distraction for others when they are not being used for classroom activities. Thus the official policy for this class regarding laptop computers is that they may be used for note-taking purposes only. Any student found violating this policy forfeits the privilege of using his/her laptop computer for the remainder of the semester. The most obvious violations include but are not limited to surfing on the internet and IMing and/or chatting.
8. Late arrivals and early departures are not acceptable in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Meetings for other classes, appointments with advisors, work excuses, catching rides home, attendance at family social functions, sporting events 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. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner). *I reserve the right to reduce your final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if I deem attendance and punctuality problems to have interfered your learning or the learning of others.*

If at any time something seems unclear or unreasonable to you, please make an appointment to discuss it. I am open to your suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In instances such as these, please contact me.

Policy on Re-marking

From time to time, students have legitimate concerns about marks they have received on a Cases and exams. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:

1. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say "I think I deserve more marks." You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
2. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
3. If a deliverable 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. It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required. **No make-up activity or assignment** can be undertaken in order to improve your midterm, cases, final exam, or course marks. The weight on final grades of the exams and the cases cannot be changed from what is outlined above.

Email Guidelines

Please be professional.

- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

Required Text and Other Readings:

Jashpara, A. (2011). *Knowledge Management: An Integrated Approach*. Toronto: Prentice Hall.

Additional supporting readings may be identified by the professor from time to time and posted on CU Learn as either required or suggested. Students are encouraged to regularly consult CU Learn for supplemental resources.

Marking Scheme

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

- | | |
|--|-----|
| 1. 3 weekly case studies in pairs (3 x 10%) | 30% |
| 2. Class participation and contribution to peer learning | 10% |
| 3. Final Exam | 30% |
| 4. Group assignment: Knowledge Management Application | 30% |
| a. Peer Evaluation : 5% | |
| b. Report: 15% | |
| c. presentation: 10% | |

Note: Personal and Professional Declaration of Academic Integrity sheets are required. Please check Appendix I and II. Peer evaluations are required with group assignments.

3 weekly case studies in pairs

Your case study will consist of a written report of no more than 4 pages double spaced. For the case analysis you must place yourself in the role of an advisor and make recommendations on what actions should be taken to address the issues raised in the case. This necessarily involves defining the problem(s) and evaluating alternative responses. To do this effectively, you will need to consider the case in the light of the content discussed in class and the required readings. Your recommendations must be supported by the facts of the case and the research literature on knowledge management/knowledge creation. Your grade will reflect the extent to which you present a well-argued case. Due date for cases is in the course agenda. Cases will be made available a few days in advance.

Marking: there are additional general guidelines below:

- a) How well did the response actually *answer the question* in a *logical, clear and comprehensive* manner?
- b) How well did the response deal with *all aspects* of the question?
- c) How well did the response *link the relevant course material*?
- d) Did the response demonstrate an appropriate effort/level of *analysis*?
- e) To what extent did the response demonstrate original thought or new insights to the issue that falls outside the course materials? (exceptional grades are awarded for this level of effort)? .

Class Participation and Contribution to Peer Learning

In addition to seminars, some class time will be devoted to discussions and exercises that require students to use their skills. It is imperative that you attend class, arrive prepared, participate in activities and speak up regularly to receive a high participation grade. Students who arrive late/leave early will not be awarded preparation/participation marks for that week. Please note, it is student 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. Insights and quality of contribution rather than quantity of contribution will be valued. While attendance is a prerequisite to participation, it is the quality, not the quantity, of remarks that earns the grades.

Group assignment: Knowledge Management Application

This is a team project. The purpose of this project is to explore and analyze an organization with respect to their learning and knowledge management capabilities. Each team will submit a one-page project proposal (due in the second week), a written report between 15-20 pages in length and will present the term project in class. To facilitate interactive discussions, students will form small teams of four people. A portion of the project mark will be contingent on peer evaluations. Each team will present the findings of their project analyses during the last class. Further details will be provided on the course website.

In summary:

- 1 Choose the organization carefully. If possible, interview (via email or phone if personal face to face interview is not possible) someone in an organization who is in a position to talk about that company's KM strategy/practices. For example, managers, public relations staff, human resources manager or communication officers etc.
- 2 Analyze how the organization manages knowledge in their respective organization. Clearly analyze the pros and cons of the way plans are made or challenges are dealt with. Provide and explain an alternative strategy that could have been used to deal with the weakness you identified, and present its pros and cons. In this section refer to the content of the course.
- 3 Make an overall commentary on what you have learned from your research effort. What else would you have liked to have learned about this topic that you were not able to discover? Finally, if you had to do this research project all over again, what would you have done differently?

Presentations – Each group will have 30 minutes to present their project in class (25 minutes presentation, 5 minutes for questions and feedback). You should present your proposal as if you were proposing your new performance management system to the senior executives of your company. Your job is to convince the executives to adopt your system. Grades will be based on overall professionalism and effectiveness of the presentation. For content, follow the same standards as stated in point 2 'technical

quality' section for the final report. You will not be permitted to go beyond 30 minutes for your presentation, so plan the amount of information and the level of detail accordingly.

Final Report – Try to limit reports to 20 pages, formatted in Times New Roman, 12 pt font, double spaced. Grades will be based on:

Marking criteria for this written project

Marks will be assigned to each section according to the following general guidelines:

1. How well did the response actually *address the proposed topic* in a *logical, clear and comprehensive* manner? Correspond to the original outline proposal? (And if it deviated, how sound is the explanation that was provided?)
2. How well did the response *link the relevant course theory &* demonstrate an appropriate effort/level of *analysis*?
3. To what extent did the report demonstrate an *independent research effort* – in other words, was the response supported by any additional references (i.e. other sources of information on the same subject that offer context, perspective, support for your position, etc.), ideas, etc. that demonstrate original thought or new insights to the issue that fall outside the course materials? More specifically, you are expected to demonstrate a research effort and contain positions that are supported by independent sources. You are expected to explore and cite as many external sources of information as practicable in developing your responses. You will be expected to support your position by providing examples and/or citing areas of scholarly support for your position taken, where applicable. (the better grades are awarded for this level of effort)

Peer Evaluation

Recognizing that not all participation in every group meets with 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 written report, each group member should submit, **in a sealed envelope**, a grade for all group members. Use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private then fold them and put them in the large envelope with the assignments. Peer evaluations will affect your mark for that particular assignment so make sure you contribute to the group effort. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: Due with project presentation slides and report.

- **Note:** Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). *As a group place all peer evaluation envelopes and your final project report in One large envelope.* Not following any of the instructions above could affect your grade.
- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 5 marks for the missed evaluation. No late or emailed submissions will be accepted.

Final Exam

The final exam will be a closed book exam. Format will be announced later in the class. It will be held during the MBA exam week.

Tentative Class Schedule

Week	Date	Topic/Agenda	Chapters and class activities
1	Jan 9	Introduction to the course, and assignments Introduction to knowledge management; Value of knowledge management in organizations ;The nature of knowing	Chapters 1-2

2	Jan 16	Intellectual capital; Strategic management perspectives; Knowledge generation in organizations	Chapters 3-4
3	Jan 23	Organisational learning; The learning organisation; The knowledge Management Team	Chapters 5-6 Case 1 Due
4	Jan 30	Knowledge management tools: component technologies Knowledge management systems; Knowledge Sharing and Communities of Practice	Chapters 7-8 Case 2 Due
5	Feb 6	Enabling knowledge contexts and networks; Challenges in Knowledge Management; Implementing knowledge management	Chapters 9-10 Case 3 Due
6	Feb 13	Group presentations and final Report due today!	*Submit Written report, Peer evaluations, and a hardcopy of slides (handout version 3 slides per page) **Everything should be in one large envelope**
7	Feb 27	Final Exam	Utilize all readings

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

List of Additional Readings used in lectures:

Adler, P., Heckscher, C., & Prusak, L. (2011). Building a collaborative enterprise. *Harvard Business Review*, July-August, 89(7/8), 94-101.

Alavi, M., Kayworth, T. & Leidner, D. (2005/2006). An empirical examination of the influence of organizational culture on knowledge management practices. *Journal of Management Information Systems*, 22(3), 191-224.

Brown, J. S., & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. *Organization science*, 2(1), 40-57.

Becker, M. C. (2001). Managing dispersed knowledge: organizational problems, managerial strategies, and their effectiveness. *Journal of management studies*, 38(7), 1037-1051.

Connelly, C. E., Zweig, D., Webster, J., & Trougakos, J. P. (2012). Knowledge hiding in organizations. *Journal of Organizational Behavior*, 33(1), 64-88.

Grant, R. M. (1996). Toward a knowledge- based theory of the firm. *Strategic management journal*, 17(S2), 109- 122.

Lin, C. & Tseng, S-M. (2005). The implementation gaps for the knowledge management system. *Industrial Management & Data Systems*, 105(2), 208-222.

McDermott, R. (1999). Why Information Technology Inspired But Cannot Deliver Knowledge Management. *California Management Review*, 41(4), 103-117.

Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization science*, 5(1), 14-37.

Nonaka, I., & Toyama, R. (2005). The theory of the knowledge-creating firm: subjectivity, objectivity and synthesis. *Industrial and Corporate Change*, 14(3), 419-436.

- Nonaka, I. (2007). The Knowledge-Creating Company, *Harvard Business Review*, July-August, 85(7/8), pp. 162-172.
- Ramani Goupal, C.S. & Joy, P.A. (2011). Creation of knowledge management system. *Advances in Management*, 4(11), 7-14.
- Roth, J. (2003). Enabling Knowledge Creation: Learning from an R&D organization. *Journal of Knowledge Management*, 7(1), 32-48.
- Spender, J-C. & Scherer, A. (2007). The Philosophical Foundations of Knowledge Management: Editors' Introduction. *Organization*, 14(1), 5-28.
- Schilling, J. & Kluge, A. (2009) Barriers to Organizational Learning: An Integration of Theory and Research. *International Journal of Management Reviews*, 11(3), 337-360.
- Wenger, Etienne (2000). Communities of Practice and Social Learning Systems, *Organization*, 7(2), 225-246.
- Yahya, S., & Goh, W. K. (2002). Managing human resources toward achieving knowledge management. *Journal of knowledge management*, 6(5), 457-468.

Drop Course Policy:

The deadline for academic withdrawal is the last day of classes (each term).

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

Policy for Group Presentations:

All group members must participate in the presentations. Any student unable to do so because of illness or other circumstances beyond their control must contact the professor via email prior to the start of the class for which the presentation is scheduled. The professor may allow an alternative individual assignment when the absence is supported by a medical certificate and or appropriate document(s) to support the reason for the inability to present. Any student missing the presentation would not obtain any grades for the group presentation. The other group members must make the entire presentation as scheduled.

Groups:

You will be required to form groups of 4 students (dependent upon class size, *exceptionally* a group of 5 may be permitted or a student without a group may be assigned to a group, all at the professor's discretion). These groups will collectively carryout group assignments for the topics presentation and the CSR critique report.

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, follower-ship 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. If you have a group assignment you may find the resources at <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf>. *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.*

Persons with disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Academic Integrity and Plagiarism

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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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:

<http://carleton.ca/studentaffairs/academic-integrity/>.

Important Dates and Deadlines

Jan. 9 W1 (six weeks) and W1&W2 (12 weeks) classes begin.

Jan. 31 Last day for a **fee adjustment** when withdrawing from Winter term courses or the Winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees.

Feb. 17 W1 classes end. *Deadline for academic withdrawal is the last day of classes (each term).*

Feb. 20-24 Winter break, no classes.

Feb. 27 – W1 Exam and final project week. *No regularly scheduled MBA classes with the exception of*
Mar. 3 *non-MBA courses, e.g. INAF/PADM/DATA classes.*

Mar. 6 W2 classes begin.

April 7 *Deadline for academic withdrawal is the last day of classes for winter term.*

April 13 W2 classes end.

April 14 Statutory Holiday, University Closed.

April 17-21 W2 Exam and final project week.

Appendix II

Personal Ethics Statement Concerning Assignments

Group Assignment:

The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.”

We declare that the work submitted herewith is our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

Name, Capital letters	Student number
Signature	Date
Name, Capital letters	Student number
Signature	Date
Name, Capital letters	Student number
Signature	Date
Name, Capital letters	Student number
Signature	Date
Name, Capital letters	Student number
Signature	Date
Name, Capital letters	Student number
Signature	Date

Instructional offence cases must be communicated to the Associate Dean, MBA programs, who then refers the allegation to the Associate Dean, Faculty of Graduate and Postdoctoral Affairs; individual solutions are not permitted.

Appendix III

Quick APA Guide: Examples of APA reference format (according to 5th 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 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 authors. For the first time, write last names of all authors and year of publication. For second time 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 IV

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 V

Peer Evaluation Form

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Excellent	Carried more than her/his part of the load	5 points
Very Good	Consistently did what she/he was supposed to do	4 points
Satisfactory	Usually did what she/he was supposed to do	3 points
Marginal	Minimally prepared and cooperative	2 points
Unsatisfactory	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Note: None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.

Appendix VI

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 favour: 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 decided 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!