ODKM 725 – Knowledge Management & Strategy – Fall 2018

Organization Development and Knowledge Management
Schar School of Policy and Government
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PLEASE READ THE FINAL VERSION OF THIS SYLLABUS CAREFULLY, IN ITS ENTIRETY BEFORE THE FIRST CLASS.

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School & Class-Specific Policies

Accommodations
If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703 993-2474. All academic accommodations must be arranged through the DRC.

Academic Integrity
Faculty in the Schar School have zero tolerance for academic dishonesty and will strictly enforce Mason’s honor code.

SPP Policy on Plagiarism: The following statement is included in all syllabi.
The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic database, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit students’ work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.
**Attendance Policy**
You are required to attend each class session to receive credit for this class. There is a program wide policy that students are not allowed to miss more than one class and still get credit for the course. If you miss more than one class, you will not receive credit for the course. If you are late, you will lose points toward class participation. If you leave and do not return during the class session, you will lose points toward class participation. If a consistent issue is observed, the ODKM program director will be notified.

**Active Presence/Participation**

**Active listening and engagement** in classroom activities is expected at all times. Electronic devices will be prohibited during certain activities if they become distracting. Active engagement is significantly enhanced when students have done the **necessary preparation** (readings in particular). Active participation is also expected online in-between sessions, especially since critical information about upcoming in-class activities may be disseminated through the shared online environment. Finally, the Group Project requires your full engagement as a member of a team. Be a valuable contributor to the team.

**Overview: Developing the Skills and Knowledge of a KM Professional**
The course offers a balance of theory and practice, leaning towards a greater emphasis on practice. The first third of the course will have a stronger theoretical and analytical focus, providing the necessary foundation for sound practice and implementation of knowledge management which will be emphasized throughout the rest of the course. To the extent possible, the practice will be embedded in each class session, in activities in-between sessions and in assignments. A range of case studies will be covered throughout the class.

The class is meant to give you the foundations necessary to start practicing knowledge management within an organization. Whether Knowledge Management becomes your calling or not, what you learn in this class will give you knowledge and skills applicable in your personal and professional life.

The course title, “Knowledge Management & Strategy” suggests a continuous emphasis on ensuring that Knowledge Management activities support a broader organizational mission. Knowledge Management needs to be smart and aligned with the organization’s overall mission and strategy. Through class discussions, activities, case studies and readings, we will continuously and collaboratively work to answer the following question: Assuming a real world environment (including budget, staffing and time constraints), how can we, in our various capacities (employee within an organization, KM lead, member of a large KM team, consultant, etc.) ensure that we effectively leverage collective knowledge in support of the organization’s mission?
Becoming a KM Professional

In addition to immersion in KM Practices embedded in class activities, you will be encouraged to develop your own Personal Knowledge Management skills (i.e. apply KM principles to yourself), which is something you have already been doing in this ODKM program even if you did not call it PKM.

Finally, there will be optional opportunities to participate in KM activities through local conferences and other events such as the annual KM World Conference (November 5-8), the Knowledge Management Institute Showcase (dates TBD) and the monthly meeting of the Knowledge Management Community of DC. These are all events that would allow you to connect with and immerse yourself in the KM community.

Virtual Shared Space

The ODKM 725 Blackboard site will contain detailed information about assignments, including due dates and week-by-week reading assignments. It is also a link to an online “virtual library” of articles for the course and discussion spaces for posting material online.

Intended Learning Objectives

The main objective of the course is for students to become familiar with work practices that support knowledge-sharing, collaboration, and learning and to be able to frame approaches that will help organizations to see the importance of these practices and to adopt them.

More specifically, students will:

• Develop the capacity to effectively convey to others in any organization what knowledge management is and how it can support the organization’s mission.
• Understand and explain different concepts related to knowledge (tacit vs. explicit, data, vs. information vs. knowledge) and their implications for knowledge management initiatives.
• Describe how different organizations have implemented knowledge management strategies and what they have learned in terms of what works and what doesn’t work; recognize the factors that affect the success or failure of knowledge management initiatives.
• Recognize and have a greater appreciation for the range of approaches that fall under the label of “knowledge management” and understand the strengths and weaknesses of each.
• Identify all the steps that would be necessary to develop a Knowledge Management Strategy, to implement it and to sustain knowledge management practices within an organization.
• Develop some of the practical skills needed by Knowledge Managers, covering aspects of the knowledge cycle (knowledge capture and/or creation, knowledge sharing and dissemination, knowledge acquisition and application).
• Assess elements of knowledge management initiatives or activities and identify areas for potential improvements.

Course Requirements

Texts/Readings

The following books are required reading:

Dalkir, Kimiz, (2017), Knowledge Management in Theory and Practice, The MIT Press. Third Edition. ISBN: 9780262036870. This is the third edition, completely updated version of a very comprehensive textbook on the topic of knowledge management. It has the advantage of summarizing many different approaches, some of which will be further examined through additional readings and practiced in the classroom.


Additional readings and materials will include a selection of key articles and case studies from different industries and covering a range of organizations (Government, non-profit, for-profit) as well as relevant videos, podcasts and KM practitioner blogs. Everything will either be posted in the virtual space or a link to the resource will be provided.

NOTE: “Required reading” means students are expected to read the material as scheduled and to come to class prepared to discuss and answer questions on the material. With the exception of a couple of seminal articles from the 1990s, the case studies and other articles will be recent (2007-present). In some cases, additional readings will be highly recommended for those leading specific activities as facilitators or in other roles.
Class Dates, Times and Themes

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Time</th>
<th>Theme</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>8/24</td>
<td>Friday 5-10pm</td>
<td>Course Overview, Key KM Concepts, Knowledge Processes and Knowledge Models</td>
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<tr>
<td>Class 2</td>
<td>9/22</td>
<td>Saturday 9am-6pm</td>
<td>Knowledge Capture &amp; Codification</td>
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<td><strong>Guest Speaker on Knowledge Continuity:</strong> Tara Mohn, U.S. State Department, Foreign Service Institute</td>
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<tr>
<td>Class 3</td>
<td>10/5</td>
<td>Friday 5-10pm</td>
<td>Knowledge Sharing, Knowledge Seeking &amp; Organizational Culture</td>
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<td>Class 4</td>
<td>10/26</td>
<td>Friday 5-10pm</td>
<td>Developing a KM Strategy: Knowledge Audits, KM Maturity Models, Knowledge Mapping, KM Team, KM Governance, KM Tools/Systems</td>
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<td><strong>Guest Speaker on Storytelling:</strong> Dr. Johel Brown Grant, UMUC, previously @ US Postal Service</td>
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<tr>
<td>Class 5</td>
<td>11/10</td>
<td>Saturday 9am-6pm</td>
<td>Implementing the Knowledge Management Strategy: Pilots, Change Management, Roll-out, Evaluating KM/Metrics</td>
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<tr>
<td>Class 6</td>
<td>12/8</td>
<td>Saturday 9am-6pm</td>
<td>Group Project Presentations (jointly with ODKM 720)</td>
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Details for the first two classes are provided in Appendix A.

Assignments

1. **Group Project/Action Learning: “Organizing so that sharing knowledge matters.”**

   Students will work in groups of 5-7 students. Your project report is due by December 8, when groups will present to the rest of the class. There are three objectives of this project. To a) Gain a deeper understanding of the need for and challenges involved in sharing knowledge at work. b) Learn consulting skills through practice. c) Reflect on how effectively you share knowledge in a group and work on improving your group KM practices.

   This group project is a major component of the submitted work for the KM course. Your brief for this project is to observe/study people at work ‘sharing knowledge’. It is up to you decide what work, what people, what knowledge, and so on. You might be studying people working in a call center who get regular updates from supervisors on what to tell customers. You might be working with the executive committee or management team of a small organization or a division and observing how they do or do not share knowledge. You could be looking at how an organization is implementing technology to ‘create, store, and share knowledge’ or at how people preparing a training program or coming on duty for their shift share knowledge. Or, you might be looking at how an organization (or department or group) might make use of technology to help them share knowledge.

   The project is the backbone of the KM course. It is a hands-on, action-learning exercise in exploring how, why, and where people ‘share’, ‘use’, and ‘create’ knowledge at work, or need to do so. The purpose of the project is to help you learn about knowledge management in practice. What is it? What does it take for organizations to ‘do’ it? How well do they do it? Do they realize they need to do it? What gets in the way of their doing it? What does it take to do
it more effectively? How do you go about advising people and making recommendations? (See further details in Appendix B.)

Grading group members’ contributions to the KM project:
Due date: December 8
You must submit confidential grades on the contributions of each group member (including your own) to your project. A template is included as the last page of this document.

2. KM Skills Practice – Individual Assignments
In each class session, including the first one, students will be assigned “KM roles” to practice specific skills within the face-to-face class time and in-between classes. Roles will rotate so that everyone has a chance to practice a range of skills and observe others practice those skills. Roles may include: 1) After-Action-Review Facilitator; 2) Lessons Learned Author/writer; 3) Culture/communications observer/consultant; 4) Online facilitation/discussion moderator; 5) Content/Document Management Specialist; 6) Interviewer (expert knowledge transfer); 7) Knowledge Mapping Specialist; 8) Knowledge Café facilitator; 9) Graphic facilitator/Concept map developer; 10) Storyteller; 11) Fail Share Facilitator; 12) KM community blogger.

Students will take on these roles during specific student-led segments of the face-to-face class session or online in-between class sessions as appropriate. This can be combined with the KM Methods brief (described below).

3. Case Study Reading & Preparation for Discussion – Small Group Assignment
Students, working in groups of 2-3, will be assigned case studies from the Milton & Lambe textbook as well as additional sources and will be required to present the case in class and lead a class discussion around key issues identified in the case.

4. KM Methods, Tools & Approaches – Written brief & short presentation – Individual Assignment
Working individually, students will prepare short (2-3 page) written briefs on specific KM methods or tools and present them to the class. When appropriate, this can be combined with a KM skill practice.

5. Class participation
Participation by way of attendance and discussion (including contributions to online discussions) is important in this course. Specific requirements for online participation will be provided.
Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Main Group Project</td>
<td>40</td>
</tr>
<tr>
<td>In-class participation (including case study discussion)</td>
<td>25</td>
</tr>
<tr>
<td>KM Skills Practice (individual assignment)</td>
<td>15</td>
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<tr>
<td>KM Methods brief and short presentation (individual assignment)</td>
<td>10</td>
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<tr>
<td>Online participation</td>
<td>10</td>
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Letter grades for the course are awarded as follows:

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<thead>
<tr>
<th>Grade Letter</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>93-97.99</td>
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<tr>
<td>A-</td>
<td>90-92.99</td>
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<tr>
<td>B+</td>
<td>86-89.99</td>
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<tr>
<td>B</td>
<td>83-85.99</td>
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<tr>
<td>B-</td>
<td>80-82.99</td>
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<tr>
<td>C</td>
<td>70-79.99</td>
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<tr>
<td>F</td>
<td>Below 69.99</td>
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Late submission – generally not permitted – should be negotiated before due dates. Note that students choosing to take an incomplete may be penalized by at least a grade letter.
Appendix A: Sample Face-to-Face Session Details (provisional)

Session 1 – Knowledge Management: Key Concepts, Knowledge Processes & Knowledge Models
August 24th, 2018
5-10 pm with dinner break

Required Readings
- Dalkir K. Knowledge Management in Theory and Practice
  - Chapter 1: Introduction to Knowledge Management
  - Chapter 2: Knowledge Management Processes
  - Chapter 3: Knowledge: Knowledge Management Models
- Milton & Lambe, The Knowledge Manager’s Handbook, Chapter 1: What is Knowledge Management
- Dixon, N. “The Three Eras of Knowledge Management,” in Knowledge Management Matters: Words of Wisdom from Leading Practitioners, John & Joann Girard (eds), 2018. Free download (or find the equivalent blog posts on Nancy’s “Conversations Matter” blog.

Recommended
- Cohen, D. (2011). “What we Know About Knowledge Management.” NASA Masters Forum 12 (Video, ~ 45 minute) https://www.youtube.com/watch?v=B8cz6UAw-mg {This was presented to NASA Project Managers but it is meant to be an overview of lessons learned about knowledge management initiatives}

Active Learning & Skills Practice (1.5 hours)
- **Card Sorting** with KM Definitions Cards
- **Interviewing** (student-led) – The class will separate into two groups: interviewers and note-takers. During class, the students will prepare for a preliminary interview of the instructor and identify key questions to elicit her core areas of expertise. The interviewers will ask the questions, the instructor will answer, the note takers will record the interview. As a follow up to the interview, the interviewers will write up and
share a short reflection note in the online conversation space. The note takers will share their respective notes in the online conversation space and produce a final set of combined and validated notes. Not looking for perfection in any of this, just learning through practice and reflection. This will replace a boring self-introduction by the instructor.

- **Personal Knowledge Management**: How do we learn at work? Individual reflection followed by group discussion. {could be moved partially or fully online}

**Learning Conversations** (instructor-facilitated 20-minute segments), typically based on the readings.

- The iceberg metaphor – tacit and explicit knowledge: Understanding Polanyi and the implications for knowledge management.
- SECI spiral Model vs. the Integrated KM Cycle
- Building on existing knowledge: What do you already know (or remember) about Knowledge Management and Organizational Learning at NASA? (Hint: Challenger, Columbia and Discovery Case Studies in ODKM 715: Creating Learning Organizations).

**Instructor-Led Knowledge Sharing through Presentation & Embedded Storytelling**

- Overview of the course syllabus, class logistics, the Group project, introduction to the skills activities and KM methods cards.
- NASA Case Study Introduction – Setting the Context for Learning about NASA’s Knowledge Management
  - GPM (video) and lessons learned story
  - 7-Minutes of Terror (video) and discussion of storytelling

**NASA-related Resources**


**Online / in-between Face-to-Face Sessions**

- Initiating the Group Projects, identifying and confirming the organizations you will be working with, defining your group “constitution”.
- Follow up to the in-class interview activity: Interview notes and reflections.
- Knowledge Skills Self-assessment
- Online conversation on topic TBD based on what was not sufficiently covered in the first session or deserved further exploration.
Session 2 – Knowledge Capture & Codification

September 22\textsuperscript{nd}, 2018
Saturday, 9 am – 5 pm with lunch break

Required Readings

- Dalkir Chapter 4: Knowledge Capture and Codification
- Milton/Lambe
  - Chapter 14: The Knowledge Capture and Documentation Elements of the KM Framework
  - Chapter 15: The Knowledge Synthesis Elements of the KM Framework
  - Chapter 16: The Knowledge Finding and Re-use Elements of the KM Framework
  - Chapter 17: Knowledge Organization
- Fillip, B. “We Still need Lessons Learned” blog post series (March 2018).
- Fillip, B. “Guidelines for Documenting Project Lessons Learned,” The Critical Path (NASA/GSFC Flight Projects Directorate Newsletter, Fall 2014. (posted on course virtual space)
  - Part 1: Methods for Generating and Documenting Lessons
  - Part 2: Writing High Quality Lessons Learned

Case Study – Student-led presentation and discussion of “KM Implementation at Huawei,” (Chapter 29 in The Knowledge Manager’s Handbook)

Guest Speaker – Tara Mohn – Knowledge Continuity at the State Department
(60 minutes)

Learning Conversations (some instructor-led and some student-led)

- Capturing knowledge before it walks out the door (retirement and high turnover challenges to institutional memory) – How big of a problem is it and what could be done?
- “Documenting project lessons learned is a waste of time” – Panel/debate style (see Diab, 2017 for background)
- What constitutes a “good” lesson? (Knowledge Café style)
Active Learning / Skills Practice

- Knowledge Café
- Panel conversation/debate
- Note taking variations (traditional, graphic, media-enhanced)
- Writing individual Lessons Learned (personal knowledge management) – Insight mapping optional (can be moved online)

NASA Case Study – presented by Instructor

- Documenting Project Lessons Learned at NASA/Goddard
- NASA’s Lessons Learned Information System (LLIS)
- Writing Case Studies
- Video Interviews of Subject Matter Experts

NASA Case Study Resources for Session 2 (integrated in the instructor’s presentation, by you are welcome to explore on your own as well)

- LLIS - [https://www.nasa.gov/offices/oce/functions/lessons/index.html](https://www.nasa.gov/offices/oce/functions/lessons/index.html), then explore the system.
- Virtual PM Challenge - Lessons Learned - Michael Bell, POC for Lessons Learned at the Agency level - [https://www.nasa.gov/offices/oce/pmchallenge/sessions/2017_Session_3_abstract.html](https://www.nasa.gov/offices/oce/pmchallenge/sessions/2017_Session_3_abstract.html)
- Lipowicz, A. (March 15, 2012), “NASA Knowledge Management Database Used Rarely,” FCW. - [https://fcw.com/articles/2012/03/15/nasa-knowledge-management-ig.aspx](https://fcw.com/articles/2012/03/15/nasa-knowledge-management-ig.aspx) and see the Inspector General’s report referenced in the article.
- Office of the Inspector General, (March 6, 2012), Review of NASA’s Lessons Learned Information System. REPORT NO. IG-12-012 (ASSIGNMENT NO. A-11-010-00) - [https://oig.nasa.gov/audits/reports/FY12/IG-12-012.pdf](https://oig.nasa.gov/audits/reports/FY12/IG-12-012.pdf)
- NASA Lessons Learned SYSTEMS. [https://km.nasa.gov/lessons-learned/](https://km.nasa.gov/lessons-learned/)
- Case Study Methodology - [https://www.nasa.gov/centers/goddard/pdf/292342main_GSFC-Methodology-1.pdf](https://www.nasa.gov/centers/goddard/pdf/292342main_GSFC-Methodology-1.pdf)
Appendix B – KM Group Project

Observing knowledge sharing

This group project is the backbone of the KM course and is the major component of the submitted work for this course. Today, getting anything done is a cooperative or participative process in the course of which people continually share knowledge.

Think about increasing an organization’s resilience to cyber-attacks, improving the onboarding process, or reorganizing a department. In each case, people at different levels, with various responsibilities – senior and middle management, IT professionals, point of sale employees, HR specialists and others will interact and ‘communicate’. They’ll send memos and emails, call meetings, speak on the phone, even travel across town or across the country; all in order to share knowledge and inform others about what they are doing.

Everyone has to share knowledge and everyone does so, but not always properly or well. Besides the fact that people don’t understand that sharing knowledge is a central part of doing their work, if you asked them whether and how they share knowledge, they probably wouldn’t be clear about what ‘sharing knowledge’ means. Are you talking about ‘communication’? Do you mean having access to a shared drive? In many organizations, the culture, incentives, rules, and organizational structures are obstacles to sharing knowledge that actually prevent or discourage people from doing so.

For this project, your task is to observe/study people ‘sharing knowledge at work (or in their work)’. It is up to you to decide what work, what people, what knowledge, and so on. You might study people working in a call center who get regular updates from supervisors on what to tell customers. You might be working with the executive committee or management team of a small organization or a division and observing when, where and how they do or do not share knowledge. You could be looking at how an organization is implementing technology to ‘create, store, and share knowledge’ (in the process of acquiring and implementing the technology people have share knowledge).

Illustrative questions you might ask include: Are people aware that their work is sharing knowledge?
What knowledge do they need to share to get things done? What knowledge do they actually share and what don’t they share? (Perhaps they share ‘technical information’ but don’t talk about how committed individuals are to the work.) How do they share knowledge and when and where do they do so? (Do they have productive meetings where they share knowledge freely?) Who participates in the process of sharing knowledge? Are some people who should participate excluded?

The object of this action-learning project is threefold:

1) To help you learn about knowledge management in practice. What is it? What does it take for organizations to ‘do’ it? How well do they do it? Do they realize they need to do it? What gets in the way of their doing it? What would it take to do it more effectively? Think of the project as a means of learning to practice dialogical OD.

2) To help an organization (i.e. a group of people who work to accomplish something together) share knowledge more effectively. You will advise them on the importance of sharing knowledge and to offer guidelines for how they can do so more effectively, improving their ability to share knowledge.

3) The project is a context for group members to share knowledge in practice and one of your tasks is to reflect how and how well you do this.

Think of the project as mini-consulting activity with a narrow scope and four deliverables:

1) A presentation and/or report to people in the organization. Address issues/problems /breakdowns around knowledge sharing and/or make recommendations on what they could do to share (and perhaps create and capture) knowledge more effectively.

2) A presentation to the rest of the class on what you did, how you did it and what you found.

3) A report on the project for the instructor to grade.

4) A ‘personal journal’ that you keep in which you reflect on your work and the work of the group, highlighting the role that knowledge sharing plays in organizing and completing your project and how well you shared knowledge.

Organizing the project Groups: You will organize into groups of no fewer than five and, to make the groups manageable, not more than seven.

Organizations: You may do the projects in organizations where one of the group members works (with that person serving as the liaison) but it is practical to choose an organization that someone knows about, that would like some help, and that might benefit from the work that the group will do: for example, a community-based organization, or some other non-profit.

It is important that you get started on the projects right away at the beginning of that semester. By September 23, you should have approval from an organization in which you’ll do your project and have begun to map out the scope of the project. You will then have five or six weeks to observe what is going on, gather data, do interviews, and so on.
After this you will have three or four weeks to finish putting together your ideas and findings and complete your write-up before the presentation in December.

The important consideration is that you limit the scope of your assignment to what you can manage in say a total of 8 weeks (and therefore about 180 to 200 hours of combined time if it is a group of six or seven). This is enough time to do something interesting but not enough time to do something very ambitious.

The person who is your ‘gateway’ to the organization must appreciate that the primary reason why you are doing the work is to complete a group project/assignment for the KM course.

It must be a project that you (not the organization) own as a group. While it will make a contribution to the organization – it will certainly prove to be useful to them – when you are talking to anyone in an organization you need to be clear that it is first and foremost a Master’s program project. Although they may identify a problem area for you to focus on, you will give them a proposal in which you outline the scope and intended outcomes of your work and you will do the work provided they accept this.

At this point what you need is an organization and a group.

Please think (and talk about) where you might do the projects; share your ideas, form groups and identify organizations. Things work well when students take the lead in finding organizations because this means there is a relationship of some sort to start with and the students may have an idea of what issues would be good ones to look at. Any organization will be suitable because all of them organize and everyone has to share knowledge. You will refine the problem area/topic as you get into it.

If you need an online space to discuss possible organizations and form groups, I’ll add a folder to the KM SharePoint site for this purpose.

**Your task objectives:** Gain an understanding of how things work – how people organize – in a particular area of an organization. See the practices and processes of organizing through the lens of sharing knowledge (making meaning, sharing ideas). What are people doing? What are they trying to do? What is actually happening? Guide people in an (area of the) organization in developing a knowledge orientation. Provide people or groups or both with ways of understanding how a focus on knowledge can be useful to them and help them develop practices for sharing knowledge and for using knowledge more effectively.

**Your learning objectives**

- Learn about knowledge management. Understand the complexities of, and opportunities for, sharing/using knowledge.
- Listen and learn to what is happening when people are organizing — to the issues that set the context for knowledge management.
- Learn about your own knowledge sharing.
• Learn from practical experience
• Practicing consulting in a ‘safe’ environment.
• Developing a basic familiarity with the use/application knowledge management concepts and tools in applications like project design and management, team building, administration, organizational development, the implementation of technology, training, and so on.
• Learn to connect theory with practice. Applying ideas from the class to people’s work/organizing activities. Developing good knowledge-sharing practices

The project has a dual purpose. Each group is a knowledge-creating-and-sharing ‘lab’ and you have an opportunity to learn about knowledge-sharing practices while you are doing the project. I want you to pay particular attention to this, to your processes of self-organization or self-management and your own ways of aligning to get the work done.

A group constitution: By Session 2 (September 22), each project group will submit a ‘constitution’ for the group, outlining how the group intend to work together. A constitution is a statement of principles, values and practices that each member of the group intends to follow and uphold. You can frame this any way you choose and it can be as long as short as you wish to make it, but it is important to draw it up collaboratively.

You might outline your expectations for meetings, including when (and where) you will meet, what you expect in terms of attendance and participation, how long you will meet for, and how you will organize the meetings – including such considerations as leadership and facilitation.

How are you going to organize your work? Do you expect each member to outline his or her commitments and will you, as a group, review the status of your work at meetings? You should also think about whether you expect to hold individuals to account for their commitments to the group’s work. If so, how will you do this? If you are going to use an online tool (such as SharePoint or Google Docs) for organizing and for sharing information, what are your expectations about people’s online contributions? Is someone going to be a facilitator (organizer?) of the online work? Your constitution might include a statement about what you expect to gain from the project, what kind of ‘space’ you want to create and hold for your work together (encouraging debate, experimentation, sticking to an agenda and time frame.....?)

If any of you have experience with project management, apply it to help guide the team with some structure. For example, you might want to use simple project management tools like the One-Page project management template (http://www.oppmi.com, free download).

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1 The Group Project assignment was primarily designed by Professor Mark Addleson and Mary-Lou Theobald.
ODKM 725 Fall 2018

Confidential Team Evaluation

Please fill this out and email to me after your group has completed the Group Project

Write your name and the name of all teammates. The evaluation is confidential. Only I (the professor) will see the rating. Please assign participation/evaluation points ranging from 1 to 10 (10 being the highest) for each category in the table.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Self (you) Name:</th>
<th>Person A Name:</th>
<th>Person B Name:</th>
<th>Person C Name</th>
<th>Person D Name:</th>
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</thead>
<tbody>
<tr>
<td>Participation in data collection</td>
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<td>Participation in data analysis</td>
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<td>Participation in writing the final report</td>
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<td>Participation in group presentation/preparation</td>
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<td>Willingness to carry out assigned tasks</td>
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<td>Ability to meet deadlines</td>
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<td>Cooperation with other team members</td>
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<tr>
<td>Quality of the individual’s work</td>
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<tr>
<td>Overall contribution to the project</td>
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</tbody>
</table>

Use the other side for confidential comments regarding your or team member participation. You may comment on aspects such as:

- Responsibility: Amount of work team member took on during the project
- Follow-through: Completion of work that team member had agreed to perform
- Creativity: Amount of unique/novel contribution to the project