ODKM 725 – Knowledge Management & Collaborative Work Fall 2025

Organization Development and Knowledge Management
Schar School of Policy and Government
Room 317, Van Metre Hall and/or ONLINE
3351 North Fairfax Drive, Arlington, VA 22201

Version 1 – June 2025

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Class Overview

The class provides an in-depth look at knowledge management, introducing key models and frameworks for understanding and analyzing all aspects of the Knowledge Management cycle, from knowledge creation and knowledge capture to knowledge sharing, knowledge dissemination and knowledge utilization, emphasizing the collaborative aspect of knowledge work. A range of specific KM (Knowledge Management) processes, methods and tools are discussed (lessons learned, best practices, After-Action Reviews, storytelling) and some are also practiced in class (knowledge cafes, peer assist). Finally, the class covers the steps necessary to develop a KM strategy and real-world barriers and pitfalls to be aware of to lead a successful KM effort within any organization.

School & Class-Specific Policies

Accommodations

If you are a student with a disability and you need academic accommodations, please see the instructor, 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 Schar School of Policy and Governance. 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 Schar School of Policy and Government 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 (e.g., F-1, J-1, or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School 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 session activities is expected at all times. Active engagement is significantly enhanced when students have done the **necessary preparation** (readings in particular). Finally, the Group Project requires your full engagement as a member of a team. Be a valuable contributor to the Team.

Virtual Shared Space and Group Collaboration Spaces

The ODKM 725 Canvas site will contain detailed information about assignments, including due dates and session-specific reading assignments, a library of links to KM resources and a calendar of KM-related events. A list of recommended books is also included in Appendix C.

For the Group Project assignment, groups are free to set up a collaborative space in Canvas or to use another collaboration platform (or suite of tools) of their choosing. Since the class touches on collaborative work, discussions and decisions related to the group collaboration spaces can be considered an integral part of the class.

Intended Learning Objectives

The class is meant to help you develop the skills and knowledge of a Knowledge Management professional, by giving you the foundations necessary to embed KM principles and practices in an organization, whether you are playing the role of external consultant, operating within an internal KM team, or simply acting as a KM champion within an organization and supporting collaborative work among your peers regardless of roles and official titles.

All activities (readings, individual assignments, group work) will emphasize practical applications and real-world scenarios.

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 does not work; recognize the factors that affect the success or failure of Knowledge Management initiatives.
- 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, with an emphasis on skills needed to support and nurture knowledge sharing and collaborative work.

Course Requirements & Evaluation

Readings

Information Association. Milton, Nick & Lambe, Patrick (2019), The Knowledge Manager's Handbook: A step-by-step guide to embedding effective knowledge management in your organization. Kogan Page Limited. ISBN-13: 978 0749484606

The Knowledge Manager's Handbook is highly readable and practical, written by practitioners who typically come in to support KM as external consultants. Their book is therefore based on extensive practice in many different organizations. Several case studies are included. This is the only book you will need to purchase. Make sure to purchase the 2019 edition, which is the second edition and the winner of the 2019 CILIP Knowledge and Information Management award for print. CILIP is the UK Library and Information Association.

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. Other than the main book mentioned above, everything will either be posted in the virtual space or a link to the resource will be provided. "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. Except for a couple of seminal articles from the 1990s, the case studies and other articles will be recent. See Appendix C for a list of recommended books.

A. Individual Work (30 Points)

A1. Personal Knowledge Management Journal (15 points)

Your journal entries are individual reflections, but they will relate mostly to the group work and therefore are discussed in the details of the Group Project.

- Reflections related to the application of KM concepts to your workspace or personal interests outside of work
- Lessons learned through the group project about:
    - Group/team learning
    - Collaboration tools
    - KM consulting/client engagement

A2. KM Methods Brief - Individual Brief (15 points)

You will develop a two-page brief on a selected KM method. See Appendix B for specific options. Do not present your brief as an academic paper. Assume you are presenting this to a client or your employer. Select a specific topic by September 9 (session 2). The brief itself will be due October 22 (session 5).

B. Group Project/Action Learning (70 points)

The project is the backbone of the KM course. It is a hands-on, action-learning exercise in exploring how organizations work from a knowledge perspective. 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? Why should the organization care about KM? How well do they do it? Do they realize they need to do it? What gets in the way of their doing it? How can organizations use collaborative tools to share knowledge more effectively? What does it take to do it more effectively? How do you go about advising people and making recommendations?

Your goal is to help an organization (or subcomponent of an organization) get a better understanding of its own knowledge requirements and knowledge flows so that it can take some practical steps to improve its "management" of knowledge critical to its effective operation. The specifics will depend on the context and needs of the organization. Two approaches are recommended as a starting point:

- A well-defined critical knowledge audit
- A knowledge management assessment based on the KM framework presented in the class. Students will work in groups of 4-6 students. The final deliverable is due on Friday, December 2, when groups will present to the rest of the class.

There are three objectives of this project:

a) Gain a deeper understanding of the need for and challenges involved in creating, storing, sharing, and making effective use of 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.

The deliverables will be staged to simulate a real consulting assignment where payments for services may be made based on receipt and acceptance of specific deliverables at key milestones in the project. In addition, this will allow for feedback from the faculty to ensure that you are on track to deliver an excellent product to the client. See further details in Appendix A.

Overall Evaluation Summary & Due Dates

Individual Assignments	Due Date	Points
Methods Brief	October 24	15
Personal KM Journal (1)	October 11	5
Personal KM Journal (1)	December 5	10
Total Points		30

Group Project Deliverables	Due Date	Points

Deliverable 1a – Group Constitution	September 26	5
Deliverable 1b – Scope of Work (SOW)	October 11	5
Deliverable 2 – Progress Report	October 24	10
Deliverable 3 – Final Presentation / Report	December 5	35
Feedback from Consulting Advisor: Schedule a group feedback session with the instructor in November, incorporate feedback in final deliverable.	Schedule in November	10
Peer Assessment	December 5	5
Total Points		70

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.

Letter grades for the course are awarded as follows:

Grade	Points
A+	98-100
A	93-97.99
A-	90-92.99
B+	86-89.99
B	83-85.99
B-	80-82.99
C	70-79.99
F	Below 69.99

Appendix A– KM Group Project

This group project is the backbone of the KM course and is the major component of the submitted work for this course.

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) To provide a context for group members to share knowledge in practice within the group. One of your tasks is to reflect on how and how well you do this throughout the semester.

Groups and Client Organizations

You will organize into groups of 3 to 5 students. 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 session 2 (September 24), you should have approval from an organization in which you will do your project and have begun to map out the scope of the project. The instructor will assist in the identification of potential client organizations ahead of the start of the class, and students are welcome to identify others. You will then have five or six weeks to collect the data and do the preliminary analysis.

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 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. You must also consult with the instructor to get approval on a final Scope of Work.

If you need an online space to discuss possible organizations and form groups, a space can be created in Canvas for this purpose. However, it is best for each group to determine how they will collaborate and which tools they will use to do so. The Canvas site is one option.

Think of the project as mini-consulting activity with a narrow scope that you will define, common steps for each group, three time-sensitive group deliverables and two individual deliverables.

Common Steps

- Step 1: Identify an organization suitable for the project's purpose (with support from the Professor and Director of the program) and write a Group constitution (Group Deliverable 1a, due September 26).
- Step 2: Work with the organization/client to scope the project and intended outputs by developing a consulting assignment Scope of Work (Group Deliverable 1b, due October 11) – make sure to consult with the faculty before finalizing the Scope of Work.
- Step 3: Collect data through interviews, focus groups, surveys or other appropriate methods as described in the Scope of Work.
- Step 4: Analyze the data and draft preliminary recommendations (Group Deliverable #2, due October 24); This can be adjusted to be a progress report.
- Step 5: Present and submit the final presentation in class and to the client (Group Deliverable #3, Due December 5).

Group Deliverables

Deliverables 1a and 1b: Group Constitution and Scope of Work

The Group Constitution is meant for the group members (shared with the instructor) while the Scope of Work is the agreement made with the client organization (and the instructor). While the Scope of Work spells out WHAT you intend to accomplish by WHEN and HOW you will accomplish that work in terms of specific data collection methods and analysis, the Group Constitutions I about how you will work together as a team.

Group Constitution

By Session 2 (September 26), 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 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…..?)

The Constitution MUST include some wording about seeking help/advice/guidance from the instructor when appropriate.

Scope of Work (1b)

For this project, your general task is to observe how people share knowledge at work, identify what is working well, what's not working well (where there are barriers to knowledge sharing), and develop recommendations for improvements. However, you will need to define a more narrow, realistic, and manageable Scope of Work to be developed in collaboration with the client organization.

You might be asking them: What knowledge do they need to share to get things done? What knowledge do they share and what don't they share? (Perhaps they share 'technical information' but do not 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?

Assess what tools are used to capture and manage knowledge. Are those tools effective? How do people collaborate? Do the tools help or hinder collaboration?

As you start engaging with your client organization, you will need to narrow down the scope of what you are asking and identify a focus based on 1) how you are understanding the client's context; and 2) how the client is talking about their knowledge-related challenges.

Make sure that you have adequate data collection protocols in place and that you address confidentiality issues upfront with your client organization.

The **Scope of Work** should include information about the following:

- Who are you reporting to in the organization and their role in the organization (as appropriate)?
- A common understanding of the problem/challenge/question to be addressed (common in the sense that it has been discussed and agreed upon with the client organization).
- A plan of action for data collection (subject to change) and analysis and a timeline that parallels the class deliverable requirements.

- A description of the final deliverable to the client.

** If some of the details have not been finalized, a draft MUST be submitted for partial credit by the established deadline and a final version will be due within a week for additional credit. **

Evaluation for Deliverables 1a and 1b
- Timeliness (delivered on time) and professionalism of the deliverables (presentation, readability, free of typos and grammatical errors);
- Completeness of deliverables (all key requirements are addressed);
- Demonstrates a thorough understanding of the work to be accomplished to successfully complete the project;

Deliverable #2

This deliverable will be flexible in terms of format and content. It should consist of a 5-7 page brief highlighting the following:

1. Progress so far in collecting data from stakeholders in the organization and in conducting early analysis of the data with tentative recommendations.
2. A plan of action for successfully bringing the project to completion (identifying remaining challenges to be addressed).

It is a checkpoint to ensure that the group is staying on target with regards to the scope of the consulting assignment and on schedule to deliver final recommendations by the December 3 deadline.

Evaluation Criteria for Deliverable #2
- Timeliness (delivered on time) and professionalism of the deliverable (presentation, readability, free of typos and grammatical errors);
- Provides sufficient data and information to decide whether the project is on track and expected to successfully reach completion by the deadline.

Deliverable #3 - Report to the Client and In-Class Presentation

You should negotiate with the client during early discussions about the scope of work for the assignment what final deliverable they will expect from you and what would be most useful to them. They may want a 5-page summary of findings. They may ask you to present your findings and recommendations in a face-to-face meeting with their staff. Make sure you have agreement on what your final product for the client will be and that they are clear about your timeline for completion of the project.

For class purposes, your final presentation to the class is your final deliverable. Therefore, it must be comprehensive. Assuming 4 groups, each group will have a full hour. Anticipate spending 30 minutes on the presentation, and 15 minutes for Q&A. The extra 15 minutes will be used as needed for buffer between the different groups and short breaks. If you are

doing a presentation for your client, you may reuse sections of it for class purposes, but you will need to adjust it to the audience (your classmates) AND you will need to add a section addressing what you have learned about knowledge sharing within the group.

Assuming you will be using a set of slides or some other visual materials, please send a courtesy copy to the instructor 24 hours prior to the live presentation.

Recommended structure for the final in-class presentation:

- Who: The Client (introduce the client organization)
- What: The Task (Scope of Work / Definition of the issue to address)
- How: Methodology (data collection approach and method of analysis)
- Findings / Data
- Recommendations to the client
- What have we learned (as a group)

Evaluation Criteria for the presentation

- Logical flow in the presentation of information and transitions between presenters (all team members should contribute to the presentation in a meaningful way);
- Adequacy of data collection methods, data collection implementation and analysis (did the presentation address any weaknesses or gaps in the data collection and/or analysis?);
- Overall professionalism of the presentation (oral presentation skills, content of slides or other presentation materials, no typos or other distracting elements); Strength of recommendations: Do the recommendations flow logically from the data? Are they realistic and written in such a way that the organization can implement them?

Peer Assessment: Grading group members' contributions to the KM project

You must submit confidential grades on the contributions of each group member (including your own) to your project. A template will be posted on the Canvas site.

Feedback from Consulting Advisor

The course faculty will act as consulting advisor. Each group will a) seek feedback in November and schedule a group-specific session with the course instructor; and b) integrate the feedback provided into the final deliverables. This is meant to supplement regular faculty feedback on submitted assignments by giving groups an opportunity to seek specific advice by articulating questions arising from the consulting assignment.

APPENDIX B. Options for KM Method Briefs

Full brief due November 8 (session 5). Students are strongly encouraged to start working on this assignment as early as possible and even submit before the deadline. November will be packed with group consulting work, and this can and should be tackled early on.

Knowledge Capture methods such as:

- After-Action-Review
- Retrospect
- Lessons Learned

Tools related to content management for improved access to explicit knowledge, such as

- Taxonomies
- Advanced search tools
- Ontologies and knowledge graphs

Knowledge Sharing methods such as:

- Peer Assist
- Knowledge Café
- Storytelling

Methods related to the social aspect of KM:

- Social Network Analysis
- Communities of Practice

Alternative: If you have relevant expertise related to any of the topics discussed in the class, you may opt to share that expertise with a similar brief. Get the instructor's approval before session 2.

Appendix C. Recommended Books

Allee, V. (2002). The Future of Knowledge: Increasing Prosperity through Value Networks. Butterworth Heinemann.

Brafman, O. & Breckstrom, R. (2008). The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations. Portfolio.
** Special Interest: The Future of Organizations **

Callahan, S. (2016). Putting Stories to Work. Pepperberg Press.
** Special Interest: Storytelling **

Choo, C.W. (2005). The Knowing Organization: How Organizations Use Information to Construct Meaning, Create Knowledge, and Make Decisions. Oxford University Press.
** Textbook style **

Collison, C., Corney, P. & Eng, P. L. (2019). The KM Cookbook: Stories and strategies for organisations exploring Knowledge Management Standard ISO30401. Facet Publishing.

Collison, C. & Parcell, G. (2004). Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations. Capstone.
** Practitioner perspective **

Dalkir, K. (2017). Knowledge Management in Theory and Practice. MIT Press.
** Textbook style, very comprehensive ** - talk to the faculty before selecting this for the Book Review and Critique.

Davenport, T. & Prusak, L. (2000) Working Knowledge: How Organizations Manage What They Know. 2nd edition, Harvard Business Review press.
** Classic **

Davenport, T. (2005). Thinking for a Living: How to Get Better Performances and Results from Knowledge Workers. Harvard Business Review Press.

Denning, S. (2000). The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations. Butterworth-Heinemann.
** Special interest: KM Methods/Storytelling ** Steve Denning was a key figure in the World Bank's early focus on KM in the late 1990s.

Dixon, N. (2000). Common Knowledge: How Companies Thrive by Sharing What They Know. Harvard Business School Press.
Classic

Edmondson, A. (2012). Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy. San Francisco: Jossey-Bass.
** Special Interest: Team and Organizational learning **

Garfield, S. (2006). Implementing a Successful Knowledge Management Program. Ark Group.
** Practitioner Perspective **

Garfield, S. (2017). Proven Practices for Promoting a Knowledge Management Program . Lucidea Press.
** Practitioner Perspective, this one is a keeper you will want to have on your bookshelf **

Girard, J. & Girard, J. (eds.). (2018). Knowledge Management Matters: Words of Wisdom from Leading Practitioners. CreateSpace Independent Publishing Platform.
** Highly recommended as a recent collection of works by practitioners and thought leaders and FREE for download. Two chapters are assigned as readings for session 1.**

Hedden, H. (2010). The Accidental Taxonomist. Information Today.
** Special Interest: Organizing Knowledge **

Lambe, P. (2007). Organising Knowledge: Taxonomies, Knowledge, and Organisational Effectiveness. Chandos Publishing Ltd.

Lambe, P. (2012). Knowledge Audits and Knowledge Mapping: A Practical Guide for Knowledge Managers. Chandos Publishing Ltd.
** Special Interest: KM Methods **

Leistner, F. (2010). Mastering Organizational Knowledge Flow: How to Make Knowledge Sharing Work. Wiley.

Leonard, D. & Swap, W. (2005). Deep Smarts: How to Cultivate and Transfer Enduring Business Wisdom. Harvard Business Review Press.
** Classic, but you can get the main points by reading one of the HBR articles **

Leonard, D., Swat, W. and Barton, G. (2014). Critical Knowledge Transfer: Tools for Managing Your Company's Deep Smarts. Harvard Business Press Review.

Mader, S. (2008). Wikipatterns: a practical guide to improving productivity and collaboration in your organization. Wiley Publishing.
**Special Interest: Collaboration tools **

Milton, N. & Barnes, S. Designing a Successful KM Strategy: A Guide for the Knowledge Management Professional.
** Practitioner Perspective **

Newman, V. (2003). The Knowledge Activist's Handbook: Adventures from the Knowledge Trenches. Capstone.
** Practitioner Perspective **

Nonaka, I & H. Takeuchi. (1995). The Knowledge Creating Company: How Japanese companies create the dynamics of innovation.
** Classic - Worth reading a summarized version **

O'Dell, C. & Grayson, J. (2012). If Only We Knew What We Know: The Transfer of Internal Knowledge and Best Practice. Free press.
** Classic **

O'Dell, C. & Hubert, C. (2011). The New Edge in Knowledge: How Knowledge Management Is Changing the Way We Do Business. Wiley.

Pfeffer, J. & Sutton, R. (2000). The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action. Harvard Business School Press.

Polanyi, M. (1967). The Tacit Dimension (1966). Routledge & Kegan Paul, London.

Pugh, K. (2011). Sharing Hidden Know-How: How Managers Solve Thorny Problems with the Knowledge Jam. Jossey-Bass.
** Practitioner Perspective & Special interest: KM Methods **

Raelin, J. A. (2008). Work-Based Learning: Bridging Knowledge and Action in the Workplace. Jossey-Bass.
** Special Interest: Organizational Learning **

Rhem, A.J. (2016). Knowledge Management in Practice. Auerback Publications.

Seely Brown, J. & Duguid, P. (2000). The Social Life of Information. Harvard Business School Press.
** Essential reading. If you won't read the full book, find a way to get a summary or the key ideas **

Sessa, V.I. & London, M. (2008). Work Group Learning: Understanding, Improving, and Assessing How Groups Learn in Organizations. Laurence Earlbaum Associates.
** Special Interest: Organizational Learning **

Shekar, S. (2021). Design Knowledge Management System: A Practical Guide for Implementing ISO 30401 KMS Standard. Penman books.
** Special Interest: ISO KM Standards **

Shelley, A. (2015). KNOWledge SUCCESSion: Sustained Performance and Capability Growth through Strategic Knowledge Projects. Business Expert Press.

Siemens, G. (2006). Knowing Knowledge. Lulu.com.
More Theoretical

Steward, T. (2003). The Wealth of Knowledge: Intellectual Capital and the Twenty-first Century Organization. Crown Business.
Classic

Wenger, E. (1999). Communities of Practice: Learning, Meaning, and Identity. Cambridge University press.
** Special Interest: Communities of Practice **

Wenger, E. McDermott, R, and Snyder, W. M. Cultivating Communities of Practice
** Special Interest: Communities of Practice **

Wenger, E., White, N. & Smith, J.D. (2009). Digital Habitats: stewarding technology for communities. CPsquare.
** Special Interest: Communities of Practice **

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- Honesty: Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- Acknowledgement: Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, coauthored pieces, and project reports.
- Uniqueness of Work: Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. [The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures here](). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit the [Disability Services website](#) for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](#). Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor in advance of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The Family Educational Rights and Privacy Act (FERPA) governs the disclosure of education records for eligible students and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see University Policy 1202: [Sexual and Gender-Based Misconduct and Other Forms](#)

[of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone confidentially, please contact one of Mason's confidential employees in [Student Support & Advocacy (SSAC)](#), Counseling and [Psychological Services (CAPS)](#), [Student Health Services (SHS)](#), and/or the [Office of the University Ombudsperson](#).