



DALHOUSIE
UNIVERSITY

**FACULTY OF
MANAGEMENT**

Department of Information Science
INFO 6400/MGMT 5008 Knowledge Management
Fall 2025

INSTRUCTOR

Louise Spiteri (she/her)

EMAIL

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OFFICE LOCATION

Rowe 4018. Open-door policy. Also available by appointment via [Bookings](#)

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

INTRODUCTION

I am very pleased to welcome you to INFO 6400/MGMT 5008 Knowledge Management in the Department of Information Science. I am the primary

instructor for this course and your contact with regard to assignments, course questions, mentoring, and so forth. This course is cross-listed across the Master of Information and the Master of Information Management programs.

CONTACTING ME OUTSIDE THE CLASSROOM

I encourage you to contact me outside of the classroom to chat about anything related to the course or how to discuss how I could better support your learning. You can email me at Louise.Spiteri@dal.ca. Because I think it's important to maintain a healthy work-life balance, I don't read my work email after 18:00 or over the weekends or holidays. I do my best to respond to your email within 24 hours, barring weekends or holidays.

I am always happy to meet with you either face-to-face or virtually via Teams. If there is a green dot next to my name on Teams, please feel free to start a chat or a virtual meeting with me. I have an open-door policy, so please feel free to drop by office if you are located in Halifax. You are always welcome, as well, to make an appointment with me via [Bookings](#).

COURSE DESCRIPTION

Organizations in every industry are harnessing the power of knowledge as a core asset and key to the organization's gaining of a sustainable competitive advantage. This course examines the latest theories and practices of knowledge management (KM) and organizational learning. The course explores how different types of organizations effectively understand, analyze, measure, and manage, knowledge as an asset, i.e., build the intellectual and human assets necessary to increase learning capacity and turn organizational wisdom into market value. Emphasis will be on the development and application of both technical and people management skills within KM environments.

COURSE PRE-REQUISITES

None

COURSE GOALS

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- Present the multidisciplinary field of KM in a holistic and coherent way.
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- Understand respectful and inclusive ways to work with Indigenous knowledges and systems
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- Understand the benefits, challenges and issues in management of knowledge in an organization.
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- Analyze the impact of KM on organizations' effectiveness.
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- Outline the major barriers to organizational learning and KM.
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- Examine different tools and technologies, and their use in context of KM.
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LEARNING OUTCOMES

Upon completion of the course, you will have gained basic knowledge or proficiency in the following areas:

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- Understand the key theories and models that inform KM and organizational learning.
-
- Become familiar with the major KM processes
-
- Understand and employ respectful and inclusive management of Indigenous knowledges and systems
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- Consider and embed equity, diversity, inclusivity, and accessibility (EDIA) perspectives in all aspects of KM
-
- Develop an informed position on the role of KM in organizations
-
- Appreciate the role of information technologies in the process of KM
-
- Critically assess, identify, develop, justify, articulate, and promote KM strategies and policies that will facilitate the achievement of organizational objectives.
-
- Apply KM theories, principles, and techniques to a variety of organizational settings
-
- Critically evaluate emerging trends in KM
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INSTRUCTIONAL METHODS

This course will be conducted online, using the learning management system, Brightspace. The course website will contain all the lecture materials, discussion items, assignment descriptions, and any additional reference materials that will be required.

The course adopts an active learning approach, based primarily on a lecture followed by a case study/themed discussion format. Course delivery will be both synchronous and asynchronous. The lectures are designed to be asynchronous (recorded narrated slides) so you can go through them on your own schedule. The recorded lectures will provide you with an overview of the key concepts, theories and models underpinning the course learning objectives. Themed discussions are designed to be both asynchronous (Discussion Forum) and synchronous (scheduled live engagement sessions) to provide you with an opportunity to engage with the course materials and one another.

LEARNING MATERIALS

Links to assigned readings and case studies will be made available on the class Brightspace site. Supplementary readings are listed in the

course schedule. **Readings may be updated** as the course progresses.

This course has a required textbook:

Dalkir, K. (2023). [*Knowledge management in theory and practice*](#) (4th Edition). MIT Press.

- Available as an eBook via Dalhousie libraries. References to specific chapters will be made in the course schedule.

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided in Brightspace. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

Assignment title & weight	Description	Due date
Participation (20%)	Participation in live class engagement events and online discussions. Regular attendance in the scheduled synchronous sessions	Ongoing
Knowledge management in online platforms (20%)	Review a variety of relevant KM platforms such as blogs, Substack, YouTube, etc., to identify and map all the significant KM themes being discussed	September 28, 2025
Case study report – Knowledge management in practice (30%)	Analyze and evaluate a real-world implementation of knowledge management practices in an organization, using KM theories and frameworks to assess effectiveness and derive insights.	October 26, 2025
Option 1: Research paper (30%)	Write a research paper or literature review on a specific KM topic of your choice. The paper should demonstrate a deep understanding of the topic, engage with current academic and industry literature, and offer a critical perspective or synthesis of findings.	November 30, 2025

Option 2: Design a KM strategy	Design a KM strategy for a real or hypothetical organization. The strategy should align with the organization's goals and address how knowledge will be captured, shared, stored, and applied	November 30, 2025
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CITATION STYLE

This course uses APA as the default standard citation style. Please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library [website](#)

ASSIGNMENT FORMAT

Please ensure that your submitted papers are written in font type and size to allow for optimal reading. I thank you in advance for observing the requirements below:

- **Font type:** Verdana (Preferred), Tahoma, or Arial
- **Font size:** 12-point
- **Spacing:** 1.5
- Please submit documents in Word, NOT PDF

Please submit assignments in the Brightspace Dropbox by no later than 23:59 on the day they are due. Since I mark assignments in alphabetical order, I ask that you please label your assignments as follows:

- Surname_INFO6400_Assig01 OR Surname_MGMT5008_Assig01

ASSIGNMENT DEADLINES

Managing deadlines can be challenging and difficult, and I understand that life happens. If you have difficulty meeting an assignment deadline because of circumstances such as illness, medical and family emergencies, and so forth, please contact me in advance to discuss options for possible extensions. Late assignments submitted without my permission will be assessed a penalty of

five percent per day, including weekends, in keeping with the Department of Information Science (DIS) policy. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

MISSED OR LATE ACADEMIC REQUIREMENTS DUE TO STUDENT ABSENCE

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

GRADUATE GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a graduate degree.

GENERATIVE ARTIFICIAL INTELLIGENCE (GENAI)

With an understanding of the risks associated with GenAI, you may use AI-driven tools (e.g., ChatGPT, Copilot) to assist in learning course content (e.g., providing alternate descriptions and summaries) and studying (e.g., generating schedules, outlines, templates); along with brainstorming and editing (e.g., grammar or language suggestions) for assignments. You are responsible for demonstrating your own knowledge and learning in all work you submit, whether assisted by an AI-driven tool or not. Similar to appropriately citing references, any use of GenAI for assignments must be acknowledged and cited appropriately. Include an in-text citation and statement within the reference list, which includes the prompt used.

Example

In text citation: (Microsoft, 2025)

Reference: Microsoft. (2025). Copilot prompt: "Can you check this essay for English grammar and identify paragraphs that require additional clarification?"

In text citation: (OpenAI, 2025)

Reference. OpenAI. (2025). ChatGPT prompt: "Generate a summary of my paper."

Any submitted work suspected to misrepresent an individual's contributions or competencies will be considered under the University's [Academic Integrity](#) requirements.

MY COMMITMENT TO EQUITY, DIVERSITY, INCLUSION, AND ACCESSIBILITY

I want to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and that honours your identities (including race, gender identity, sexual orientation, religion, and ability). Please let me know your preferred name and pronouns if you are comfortable doing so. If

you think your performance in the class is being impacted by your experiences outside of class, please don't hesitate to contact me. I want to be a resource for you. Remember that you can also submit anonymous feedback.

It is my intent to present materials and activities that are inclusive and respectful of diversity. While I expect there to be rigorous discussion and even disagreement in our class discussions, I ask that you engage in discussion with care and empathy for the other members of the classroom. Aim to disagree without becoming disagreeable. Critically examining and assessing our most basic assumptions and values is vital to our growth as scholars.

Please let me know if something said or done in the classroom, by either me or other students, is particularly troubling or causes discomfort or offense. The impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to your experiences and want to work with you to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage

you to seek out another, more comfortable avenue to address the issue.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community, and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the University's [Academic Integrity](#) requirements, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is

essential that there be correct attribution of authorities from which facts and opinions have been derived.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

CODE OF STUDENT CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. [The Code of Student Conduct](#) allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—

perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported.

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY

I acknowledge Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada. I make this acknowledgment as a first step in fulfilling my responsibility to look critically at colonial histories, and to work towards dismantling the ongoing legacies of settler colonialism. I commit myself to the struggle against the systems of oppression that have dispossessed Indigenous peoples of their lands and denied their rights to self-determination.

I recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

NOTES ON THE WEEKLY READINGS

I have incorporated both peer reviewed and trade publications for each week's topics, in order to balance both researcher and practitioner perspectives. The weekly reading lists can be long, but most of the trade publications are quite short. Read as many of the items for each week as your time permits: Aim for the Dalkir chapter, if one is assigned, and 2-3 other readings. The knowledge management literature doesn't address equity, diversity, inclusivity, and accessibility (EDIA) to any significant extent. While week 12 is focused

specifically on EDIA and knowledge management, let's embed a EDIA lens in all our weekly discussions.

COURSE SCHEDULE

NB: As space in the table below is limited, I have embedded URLs directly in the references. Please note that this is not standard APA practice.

Date	Topics	Readings
Week of Sept. 1, 2025	Introductions	Dalkir , Chapter 1
	What is knowledge management ?	Gamble, J. R. (2020). Tacit vs explicit knowledge as antecedents for organizational change . <i>Journal of Organizational Change Management</i> , 33(6), 1123–1141.
	Types of knowledge	Geeks for Geeks. (2024, June 5). Knowledge management: Meaning, concept, process and significance . Intellobics. (2024). Types of knowledge . Productivity Guy. (2022). Knowledge management – explained in 10 minutes . [YouTube] Smith, E. A. (2001). The role of tacit and explicit knowledge in the workplace . <i>Journal of Knowledge Management</i> , 5(4), 311–321.
	Indigenous knowledges and ways of knowing	Chapin, F.S., Cochran, P., Huntington, O.H., Knapp, C.N., Brinkman, T.J., Gadamus, L.R. (2013). Traditional knowledge and wisdom: A guide for understanding and shaping Alaskan social-ecological change . In: Rozzi, R., Pickett, S., Palmer, C., Armesto, J., Callicott, J. (eds), <i>Linking ecology and ethics for a changing world. Ecology and Ethics, vol 1</i> . Springer.

Date	Topics	Readings
		<p>Reconciling Ways of Knowledge. (2022). Bringing together Indigenous knowledge and western ways of knowing for the benefit of our shared lands and waters. Collection of online dialogues)</p> <p>Reid, A. J., Eckert, L. E., Lane, J. F., Young, N., Hinch, S. G., Darimont, C. T., Cooke, S. J., Ban, N. S., & Marshall, A. (KM models 2020). “Two-eyed seeing”: An Indigenous framework to transform fisheries research and management. Fish and Fisheries, 22(2), 243-261. (principles are broad enough to apply to different environments)</p> <p>The Green Interview. (2021). Albert Marshall: Two-eyed seeing. [YouTube]</p> <p>Resource FNIGC. (n.d.). The First Nationals Principles of OCAP</p>
Week of Sept. 22, 2025	KM processes & systems Assignment 1 is due on September 28.	<p>Dalkir, Chapter 2</p> <p>Anderson, B. (2025). The knowledge management process guide: A roadmap to implementing a successful program. Bloomfire.</p> <p>Creately. (2025, January 29). Knowledge management process: A step-by-step guide with templates.</p> <p>Intellobics. (2024). KM processes.</p>
Week of Sept. 29, 2025	KM Models	<p>Dalkir, Chapter 3</p> <p>Essekia, P. (n.d.). Knowledge management: Unleashing innovation. Helpie WP.</p>

Date	Topics	Readings
		<p>Intellobics. (2024). KM models and frameworks.</p> <p>Tutorials Point. (2025). Knowledge management – models.</p> <p>Virkus, S. (2014). Theoretical models of information and knowledge management.</p>
Week of Oct. 6, 2025	<p>Capturing and preserving knowledge</p> <p>Capturing Indigenous knowledges</p>	<p>Dalkir, Chapter 4</p> <p>Dei, D.-G. J., & Danquah, M. M. (2024). Mirrors of knowledge and Indigenous knowledge management. <i>Journal of Librarianship and Information Science</i>.</p> <p>KM Insider. (2025, April 1). Mastering the art of knowledge capture: Techniques and tools.</p> <p>McGregor, D. (2021). Indigenous knowledge systems in environmental governance in Canada. <i>KULA: Knowledge Creation, Dissemination, and Preservation</i>, 5(1).</p> <p>Resources</p> <p>Gartner Peer Insights. (2025). Knowledge management software reviews and ratings.</p> <p>GeoKeeper. https://kwusen.ca/geokeeper</p> <ul style="list-style-type: none"> GeoKeeper is an app that supports Indigenous communities conducting Community Based Monitoring programs by providing for offline and remote data collection on hand-held devices. <p>SIKU: The Indigenous knowledge app. https://siku.org/</p>

Date	Topics	Readings
		<ul style="list-style-type: none"> SIKU is a free mobile app and web platform by and for Indigenous Communities and Harvesters.
Week of Oct. 13, 2025	<p>Collaboration Communities of practice</p> <p>Working respectfully with Indigenous Peoples and their knowledge systems</p>	<p>Callison, C., Ludbrook, A., Owen, V., & Nayyer, K. (2021). Engaging respectfully with Indigenous knowledges: Copyright, customary law, and cultural memory institutions in Canada. <i>Knowledge Creation, Dissemination, and Preservation Studies</i>.</p> <p>Intellobics. (2024). Communities of practice (CoP).</p> <p>IPCA Knowledge Basket. (n.d.). Beyond conservation: Working respectfully with Indigenous People and their knowledge systems.</p> <p>ServiceTarget. (n.d.). Teamwork mastery: The role of knowledge management in achieving collaboration success.</p> <p>Wenger-Trayner, E., & Wenger-Trayner, B. (n.d.). Introduction to communities of practice: A brief overview of the concept and its uses.</p>
Week of Oct. 20, 2025	<p>Sharing and distributing knowledge</p> <p>Sharing Indigenous knowledges</p> <p>Assignment 2 is due on October 26</p>	<p>Dalkir, Chapter 5</p> <p>Eneh, A. C., & David, U. A. (2023). Indigenous knowledge management and ICT: The intercepting point. <i>Information Technology and Librarianship</i>, 3(2), 96-107</p> <p>KM Insider. (2024, December 30). Organizational knowledge sharing processes: Driving collaboration and innovation.</p>

Date	Topics	Readings
		<p>Leveridge, A. N. (2024). <i>Communication strategies: Effective practices for natural resource professionals</i>.</p> <ul style="list-style-type: none"> • Chapter 8: Indigenous knowledge systems and their role in communication. <p>Peng, M.Y-P. (2024). Breaking down barriers: exploring the impact of social capital on knowledge sharing and transfer in the workplace. <i>Humanities and Social Sciences Communications</i>, 11, 1007.</p> <p>Resource</p> <p>Olmstead, L. (2024, December 24). 17 best knowledge sharing platforms in 2025.</p>
Week of Oct. 27, 2025	KM and Artificial intelligence	<p>Guru. (2025, March 25). AI in knowledge management: The complete Guide.</p> <p>He, X., & Burger-Helmchen, T. (2025). Evolving knowledge management: Artificial intelligence and the dynamics of social interactions. <i>IEEE Engineering Management Review</i>, 1–30.</p> <p>Intellobics. (2024). KM and artificial intelligence.</p> <p>Jarrahi, M. H., Askay, D., Eshragi, A., & Smith, P. (2023). Artificial intelligence and knowledge management: A partnership between human and AI. <i>Business Horizons</i>, 66(1), 87-99.</p> <p>KM Insider. (2024, November 9). Artificial intelligence in knowledge management: 10 key benefits.</p> <p>Taherdoost, H., & Madanchian, M. (2023). Artificial intelligence and knowledge</p>

Date	Topics	Readings
		management: Impacts, benefits, and implementation . <i>Computers</i> , 12(4).
Week of Nov. 3, 2025	Culture of organizations Continuity planning	<p>Dalkir, Chapter 7</p> <p>Curran, J., & Reekie, G. (n.d.). Lasting Leadership guide to ... succession planning and knowledge management. The Lasting Leadership.</p> <p>Intellobics. (2024). KM and organizational culture.</p> <p>O'Connor, T. (2025, February 14). What is knowledge transfer and how does it impact your succession planning? Results.</p> <p>Serenko, A. (2023). The Great Resignation: The great knowledge exodus or the onset of the great knowledge revolution? <i>Journal of Knowledge Management</i>, 27(4), 1042-1055.</p>
Week of Nov. 10, 2025	Reading week: No classes	
Week of Nov. 17, 2025	Governance: Forming KM policies and strategies Developing Indigenous knowledge policy frameworks	<p>Dalkir, Chapter 9</p> <p>Ceruti, M., Williams, A., & Bedford, D. (2019). Translating knowledge management visions into strategies (First edition.). Emerald Publishing. <ul style="list-style-type: none"> Chapters 5-10 (it's a lot, so focus on those of most interest) </p> <p>Government of Canada. (2022). Principles for the development of the Indigenous Knowledge Policy Framework.</p>

Date	Topics	Readings
Week of Nov. 24, 2025	Evaluating and measuring KM value	Gallemard, J. (2023, December 4). 11 essential knowledge management metrics and KPIs for your organisation . Smart Tribune. Dalkir , Chapter 10
	Key performance indicators Assignment 3 is due on November 30	Intellobics. (2024). KM metrics and measurements . Murphy, T. (2024, May 30). Knowledge management metrics: How to track KM effectiveness . TechTarget. Perez-Soltero, A., & Leal-Soto, V. (2024). Designing an evaluation instrument to assess the relationship between organizational climate and knowledge management . <i>IUP Journal of Knowledge Management</i> , 22(1), 5-38.
Week of Dec. 1, 2025	The future of KM EDIA and KM Course reflection	Dalkir , Chapter 14 Dhillon, R. (2024, September 16). Embracing operational DEI and knowledge management. A strategic imperative for Singapore businesses . LinkedIn. Intellobics. (2024). Future trends in KM Intellobics. (2024). AI transformation Trees, L. (2022, April 4). How KM can support diversity, equity and inclusion . APCQ