



CREATED BY BEM & EUROMED MANAGEMENT

2021_S02_PGE_M2_STR_0016_E_D_MC
MANAGING KNOWLEDGE IN ORGANIZATION
2020 – 2021 (Spring session) – Full distancial course
Course starts on 15 February 2021

COORDINATOR	Professor Sajjad M. Jasimuddin
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COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Multiple choice test (Two Quizzes)	See below	40%
DARK SIDE Case study (Individual assignment)	27 March 2021 (Before 10 pm French time)	20%
Final exam (Collective assignment)	16 April 2021 (Before 10 pm French time)	40%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND COURSE OBJECTIVES

Preamble

An organizations' growth and success depends upon its capability to manage knowledge available inside and outside its boundary. The course will help understand the role of knowledge in an increasingly competitive environment. *Managing Organizational Knowledge in Organization* course has been structured to give students the latest approaches and issues about organizational knowledge and its management in the academic and corporate world. This course is part of the PGE options. The purpose of this course is to help individuals to use theoretical concepts from knowledge management (KM) and prepare and implement strategy of handling organizational knowledge. In the 21st century, most of the organizations claim themselves as knowledge based organization. These entities are linked to innovating company and learning based company.

The aim of the course is to present KM processes set up by the companies and to draw the attention to the specificities and the difficulties of the KM in an organization within certain industrial sectors (biotechnology and health/pharmacy, high tech, education, defence, public administration...). On successful completion of this course, learners/students will be able to apply the ways to manage knowledge.

Course content and objectives

In the contemporary competitive and dynamic environments, companies/organizations need to create and maintain their position in their field/sector. The module addresses questions like what knowledge is, where it resides in an organization, and how it has to be managed. The capability in developing and practicing effective KM initiative is believed to be a pre-requisite to enhance sustainable competitiveness of a firm.

This course aims to create the next generation of technical and business leaders who can drive strategic collaboration by effective management of organizational knowledge within their specialized contexts. The module is operated in conjunction with industry and applies many tools. KM topics help students to understand its notion, and also managers to explore and exploit organizational knowledge so as to make better decisions.

Courses contribution to program objectives

PGE1: Understand and integrate core management disciplines

The module is built on diverse theories and concepts from strategy, human resource management, innovation management, organizational learning, and information

management, as well as from the analysis of various case studies. The course touches on issues arising in many management disciplines such as strategy, information, and human resource management. The fact that the course develops a critical awareness of the multi-disciplinary aspects of KM.

PGE2: Demonstrate communication interpersonal and leadership skills

This course allows students to consider their own strengths and weaknesses as based on these to develop an understanding of their career choices and leadership. The course develops leadership skills, team working skills, business skills, and creativity to enable individuals to implement KM practice.

PGE3: Developing a Strategic Perspective

At the end of the course, students will be able to formulate and implement a clear and codified strategic choice relating to KM strategy and approaches to knowledge sharing. They will have learned and implemented the analysis methodology and the tools to formulate KM strategy.

PGE 4- Apply high standards of Integrity, Ethics and Social Responsibility

Managing knowledge requires questioning one's work habits, actions and ways of thinking that can (sometimes strongly) disrupt employees in organizations. Knowledge being created in an organization may lead to a dispute about who owns it. Knowledge hoarding and sharing culture needs to be balanced. Employees must not ethically share its company's design, formula and process to the outsider. They should codify knowledge internally, but treating the codes themselves as personalised and tacit. The effect would be to create an environment that eases knowledge replication within the organisation but at the same time makes imitation difficult for competitors.

PGE 5- Demonstrate Critical Thinking and the Ability to Perform in a Culturally Diverse environment

Managing knowledge requires managers' critical thinking skills to be able to challenge certain routines, habits and ways of thinking and acting in their environments. The course will provide students with the means to apply this critical thinking in the study of concrete cases

Course Contribution to Application of Critical Thinking

The course will increase independent critical thinking about individual's career choice and the way they like to be perceived by their potential colleagues and peers. Knowledge sharing and creation is now an open process that places organizational employees in close contact with a variety of stakeholders in its environment, offering it potential access to a diversity of knowledge.

The debates and dilemmas surrounding KM have tended to attract an enormous amount of attention from various organizations, be it private firm or public organization, military command or civil service, education institution or business enterprise. Students taking this module will have a full appreciation of the relevant technical and business requirements for the implementation of KM initiative. Moreover, they will be able to critically evaluate the effectiveness of a KM practice within an organization. During the course sessions, students will be invited to question themselves on the managerial that recommendations they will develop in this critical sense.

Courses description

This course focuses on how knowledge is created, captured, represented, stored and reused to enhance competitive advantage of an organization. The course introduces basics of KM, the typology of knowledge, KM processes and KM strategy. It also covers various topics including the notion of knowledge-based society, perspectives of knowledge, Chief Knowledge Officer, the role of culture and structure, KM framework, KM implementation knowledge management in contexts, and ethical, managerial and legal issues in knowledge management.

Upon satisfactory completion of this course (Student outcomes), my students will be able to: (i) Analyze the role of knowledge management in attainment of financial objectives, quality and process improvement, and innovation. (ii) Apply knowledge management models and technologies to business situations. (iii) Use a knowledge management system for an organization. (iv) Create a knowledge management plan to leverage opportunities to create, capture, represent and share knowledge within an organization

COURSE MATERIALS

LEARN educational platform. The LEARN platform is used during the basic course. On this platform, students will find the different materials of the course: PPT, mandatory resources (readings, video) and non-compulsory resources (if the student wants to explore a subject in more

depth).

Textbook. Jasimuddin, S.M. (2012) *Knowledge Management- An Interdisciplinary Perspective*, World Scientific (Imperial College Press). (available at the Infothèque)

Electronic educational resources

1. Mandatory resources: a. Course PPT b. Articles and other resources (video) mentioned as "mandatory".
2. Non-compulsory resources: Other readings and videos mentioned as not mandatory

NB - QUIZs refer to: PPTs and reading resources indicated as "mandatory". No QUIZ questions will be taken from resources identified as "non-compulsory". The course is divided into six themes (see list below). There will be two quizzes from these themes.

Supplementary readings (Non- mandatory resources)

Most of the materials are mentioned against the themes in the course contents and timetable. Additional readings are as follows.

Nakshabandi, M. & Jasimuddin, S. M., (2018) Knowledge-oriented leadership and open innovation: Role of knowledge management capability in France-based Multinationals, *International Business Review*, 27, 701-713.

Hasnain, S. S., Jasimuddin, S. M. & Fuller-Love, N. (2016). Exploring Causes, Taxonomies, Mechanisms and Barriers Influencing Knowledge Transfer: Empirical Study in NGOs. *Information Resource Management Journal*, 29(1) 41-59

Jasimuddin, S. M., Li, J. & Perdakis, N. (2015) Knowledge recipients, acquisition mechanism and knowledge transfer at Japanese Subsidiaries: An empirical study in China, *Thunderbird International Business Review* 57(6), 463-479.

Zhang Z. & Jasimuddin, S. M. (2015) A model based analysis of mobile knowledge management in organizations *Journal of Management Analytics* 2(1), 35-52

Zhang Z. & Jasimuddin, S. M. (2012). Knowledge Market in Organizations: Incentive Alignment and IT Support. *Industrial Management & Data System*, 112(7) 1101-1122.

Jasimuddin, S. M. & Zhang Z. (2011). Storing transferred knowledge and transferring stored knowledge, *Information Systems Management* 28(1), 84-94.

Zhang Z. & Jasimuddin, S. M. (2008). Towards a strategic framework of mobile knowledge management *Knowledge and Process Management* 15(2), 87-96.

Zhang Z. & Jasimuddin, S. M. (2008). Pricing strategy of online knowledge market: The analysis of Google answers. *International Journal of E-Business Research*, 4(1), 55-68.

COURSE CONTENTS AND TIMETABLE

The course is organized under six broader themes

Themes	Contents	PRELIMINARY READING(S AND ASSIGNMENTS)
1	Basics of KM	<p>Jasimuddin, S. M. (2006) Disciplinary Roots of Knowledge Management: A Theoretical Review, <i>International Journal of Organizational Analysis</i>. 14(2), 171-180.</p> <p>Jasimuddin, S.M. (2012). Knowledge management –a new research agenda. In Rahim, A. (Ed.), <i>Management: Theory, Research, and Practice</i>, (pp. 129-138), Cognella Academic Publishing, NY.</p> <p>Hasnain, S. S., Jasimuddin, S. M. & Chowdhury, D. (2013). In search of knowledge management: An autopsy report of management text books. <i>European Journal of Business and Innovation Research</i>. 1(2),1-11.</p> <p>Jasimuddin, S. M. (2007). Learn how to grab other’s knowledge to do your job properly, <i>Business Strategy Series</i> (Formerly <i>Handbook of Business Strategy</i>), 8(6) 435-439.</p> <p>Jasimuddin, S.M. (2012) <i>Knowledge Management- An Interdisciplinary Perspective</i>, World Scientific (Imperial College Press). CHAPTERS -1, 3 and 6.</p>
2	KM topics KM strategy	<p>Jasimuddin, S. M. (2006), Knowledge transfer: A review to explore conceptual foundations and research agenda, In L. Moutniho, Hutcheson, G. & Rita, P. (Eds.) <i>Advances in Doctoral Research in Management</i> (pp. 3-20) vol. 1, Singapore: World Scientific.</p> <p>Islam, Z, Jasimuddin, S.M., Hasan, A. (2018) Determinants that influence Knowledge Sharing: An Integrated Literature Review. <i>International Journal of Knowledge Management Studies</i>, 9(4), 363-380.</p> <p>Jasimuddin, S. M., Klein, J. H., & Connell, C (2005). The paradox of using tacit and explicit knowledge: strategies to face dilemmas <i>Management Decision</i>, 43(1), 102-112.</p> <p>Jasimuddin, S. M. (2014). Face-to-face interface in software development: empirical evidence from a geographically dispersed high-tech laboratory <i>International Journal of Technology and Human Interaction</i>, 10(1), 48-60</p> <p>Jasimuddin, S. M. (2007). Exploring knowledge transfer mechanisms: The case of a UK-based group within a high-tech global corporation, <i>International Journal of Information Management</i> 27(4), 294-300.</p> <p>Jasimuddin, S. M. & Zhang Z. (2009). The symbiosis mechanism for effective knowledge transfer, <i>Journal of</i></p>

		<p><i>the Operational Research Society</i> 60(5) 706-716</p> <p>Jasimuddin, S. M. (2008). A holistic view of appropriate knowledge management strategy, <i>Journal of Knowledge Management</i> 12(2) 57-66</p> <p>Jasimuddin, S.M. (2012) <i>Knowledge Management- An Interdisciplinary Perspective</i>, World Scientific (Imperial College Press). CHAPTER 2</p>
3	<p>Nature of knowledge-based society</p> <p>Sources of Knowledge</p>	<p>Jasimuddin, S. M. (2006). Organizations in the knowledge-based society, In M. A. Rahim, and R. T. Golembiewski, (Ed.), Current Topics in Management, vol. 11. (pp.53-67), NJ: Transaction Publishers.</p> <p>Desouza, K., Awazu, Y. & Jasimuddin, S. M. (2005). Managing external sources of Knowledge. <i>Knowledge Management Review</i>, 8(1) 16-19.</p> <p>Jasimuddin, S. M. (2005). Knowledge of external sources' knowledge: New frontier to actionable knowledge, In M. A. Rahim, R. T. Golembiewski, (Eds.), Current Topics in Management, vol. 10, (pp. 39-50). New Brunswick, NJ: Transaction Publishers</p> <p>Jasimuddin, S.M. (2012) <i>Knowledge Management- An Interdisciplinary Perspective</i>, World Scientific (Imperial College Press). CHAPTERS: 4 and 5</p>
		<p style="text-align: center;">Quiz 1</p> <p style="text-align: center;">4 March 2021 before 10 pm French time</p>
4	<p>KM framework</p> <p>the role of technology, CKO, culture and structure</p>	<p>Jasimuddin, S. M., Connell, NAD, & Klein, J. H. (2014). A decision tree conceptualization of the choice of knowledge transfer mechanism, <i>Journal of Knowledge Management</i> 18(1), 194-215</p> <p>Islam, Z, Jasimuddin, S.M., Hasan, A. (2015) Organizational Culture, Structure, Technology Infrastructure and Knowledge Sharing: Empirical evidence from MNCs based in Malaysia, <i>VINE: The Journal of Information and Knowledge Systems</i>.45(1), 67-88.</p> <p>Islam, Z, Jasimuddin, S.M., Hasan, I. (2017). The role of technology and socialization in linking organizational context and knowledge conversion: The case of Malaysian service organizations. <i>International Journal of Information Management</i> 37(7), 497-503.</p>
5	<p>KSFs of KM</p> <p>Challenges</p>	<p>Jasimuddin, S. M., Connell, N. A. D., & Klein, J. H. (2006). What motivates organisational knowledge transfer? Some lessons from a UK-based multinational. <i>Journal of Information and Knowledge Management</i>, 5(2), 165-171.</p>

	and future of KM	<p>Hasnain, S. S. & Jasimuddin, S. M. (2012). Barriers to knowledge transfer: Empirical evidence from the NGO sector in Bangladesh. <i>World Journal of Social Science</i>, 2(2), 135-150.</p> <p>Jasimuddin, S. M. & Zhang Z. (2014) Knowledge management strategy and organizational culture, <i>Journal of the Operational Research Society</i>, 65, 1490-1500.</p> <p>Jasimuddin, S.M. (2012) <i>Knowledge Management- An Interdisciplinary Perspective</i>, World Scientific (Imperial College Press). CHAPTER: 11</p>
6	KM in various contexts	<p>Jasimuddin, S. M. (2016). Editorial Notes: Knowledge Management in Contexts. <i>Information Resource Management Journal</i>, 29(1) 1-4.</p> <p>Jasimuddin, S.M. (2012). Knowledge management in Mergers & Acquisitions, In Faulkner, D. Teerikangas, S. and Joseph, R. (Eds.), Chapter -18, <i>The Oxford Handbook of Mergers & Acquisitions</i>, (454-473) Oxford University Press.</p> <p>Hasnain, S. S. & Jasimuddin, S. M. (2013). Duties and responsibilities of NGO-employees in Bangladesh: Is the mission impossible? <i>World Journal of Social Sciences</i>, 3(1) 145 – 159.</p> <p>Jasimuddin, S. M., Connell, N., & Klein, J. H. (2012). Knowledge transfer frameworks: An extension incorporating knowledge repositories and knowledge administration. <i>Information Systems Journal</i> 22(3) 195-209.</p> <p>Hasnain, S. S., Jasimuddin, S. M. & Fuller-Love, N. (2016). Exploring Causes, Taxonomies, Mechanisms and Barriers Influencing Knowledge Transfer: Empirical Study in NGOs. <i>Information Resource Management Journal</i>, 29(1) 41-59</p> <p>Public organization, police, military command, civil service, education institution, NGOS, and business enterprise (MNCs and SME)</p>
		Individual Assignment
		Submission deadline: 27 March 2021 before 10 pm French time
		Quiz 2
		April 3 2021 before 10 pm French time
		Group Assignment
		Submission deadline: April 16 2021 before 10 pm French time

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A word of advice

Reading is an essential exercise in social sciences. The core readings are thus essential and indispensable for the course. Students are thus advised to read the core sources but also to use their intellectual and critical capacities in order to develop and substantiate an own point of view.

Pedagogical methods

The course is taught in distance, that is, 100% online. Students are under no obligation to be present on one of the KEDGE BS campuses to take the course and to take the various exams. To facilitate the learning process, various forms of assistance are available to students. A clearly structured course in six thematic sessions. For each session, the same pedagogical architecture (objectives, content, PPT, compulsory reading, non-mandatory reading, access to QUIZ). Double support by coaches and different communication tools: see below.

Method of communication and pedagogical support

Two modes of communication are available to students.

Exchange Email. The student may ask any question using Email. The coach will answer within 48-72 hours. This is the most effective mode of communication

"Discussion forum" section of each learning section. In this discussion forum, the student can address any question relating to the organization of working groups, the content of the course and the work (Individual and Group Assignments) to be done. The coach undertakes to answer students' questions within 48-72 hours.

Important: Register to the forum discussion to receive messages from your coach in mailbox.

Work agenda

Deadlines of the works. The dates indicated in the table are "deadlines": the work can be carried out at any time, provided that it is carried out no later than the dates indicated. However, the coaches will correct and return to the students on the "Dark side" Case, and Group assignment after the dates indicated in the table.

Compliance with deadlines is mandatory and no exceptions will be accepted (pedagogical rules set by the Programme). In the event of non-compliance with these deadlines, a score of 0/20 will be given.

		February	March	April
Opening of the course		Monday 15 February 2021		
	Part 1			
	Part 2			
	Part 3			
	QUIZ 1		4 March 2021 (before 10 pm French time)	
	Part 4			
	Part 5			
	Part 6			
	QUIZ 2			April 3 2021 before 10 pm French time
Critical case "Dark side"(Individual assignment)			Submission deadline: 27 March 2021 (before 10 pm French time)	
Final exam (Group assignment)				Submission deadline: April 16 2021 (before 10 pm French time)

EVALUATION OF STUDENT PERFORMANCE

The evaluation of this course emphasizes the students' understanding of the main issues of knowledge management practice for companies, the way of designing, conducting and diffusing knowledge management framework and what knowledge based organization should be.

The evaluation is made through the following assignments:

Organization of the sessions

As mentioned earlier, this course is 100% online. There are no face to face interactions (sessions). It is therefore important that you develop your own learning routine and do not wait a day before the deadline to start your quizzes and assignments. **REMEMBER** it is not possible to do all the work in such a short time! Use online resources and engage with your course material

(ARTICLES AND POWERPOINT SLIDES) as soon as you can. This course is designed around core instructions which offer some of the key concepts and ideas. However, you have to customise these ideas and apply them to your personal needs and context when undertaking activities. You are also expected to engage in supplementary reading that will definitely help you in preparing Individual and Group Assignments. Below are the instructions. It is imperative to respect the deadlines and terms of these evaluations. In case of non-compliance, a score of 0/20 will be applied.

The evaluation of this course is based on students' understanding and critical reflection of managing knowledge in organization.

DELIVERABLE	%
Multiple choice (2 Quizzes)	40
Individual work (Dark side critical case)	20
Group essay/Assignment	40
TOTAL	100

Methods Used to Evaluate Student Performance

Multiple choice quiz (40%)

There are two quizzes (MCQ): Quiz-1 covering topics from sessions 1-3 and Quiz-2 covering topics from sessions 4-6. Each QUIZ is worth 20% of the final score (individual grade). The **Multiple choice quiz** (MCQ) consists of 20 statements on the respective topics. Students need to indicate for each statement if the statement is true/false or pick up the best answer among the multiple answers. Students have 120 minutes time to answer the MCQs. The MCQs are graded individually. The QUIZZES is accessible/will be distributed via the LEARN platform.

Course materials from Powerpoint slides and mandatory articles of Parts 1-3 will be used for Quiz 1 and Powerpoint slides and mandatory articles from Parts 4-6 for Quiz 2.

This quiz consists of **20 questions** which you must answer before validating your test ("Save and Submit"). You have **120 minutes** to do your quiz once you have opened it. You

can **attempt** the quiz **only one time**. Make sure you have answered all 20 questions. Moving to the next question prevents you from changing the answer of your previous question. Each question is graded on **2 point** (2 in case of correct answer, 0 in case of no answer. -1 in case of wrong answer). If a message dialog displays WARNING to you, it means that an answer has not been saved, Please check your Internet connection.

Individual Assignment –the Dark side case (20%)

The individual assignment is worth 20% of the final grade. Students will receive a detailed description of the topic and related elements to produce such a report. Based on few articles/reports, the student has to critically analyse the issues mentioned in the articles/ reports with the help of few companies to substantiate their argument. His/her critical thinking skills are requested here.

The report must be written in English. It should contain maximum 2000 words, without appendix, images and references. It includes: title, table of contents, introduction, body, conclusions, references and appendix if necessary. Submitted in MS Word format online using Times New Roman or Arial font, 12pt, 1.5 line spacing. Please use APA referencing notation, see for example <http://www.bibme.org/harvard>. The document must be returned by Saturday 21 March 2020 before 10 pm French time. Method of sending the document to me using Blackbaord (via LEARN) in a word formate (.doc; .docs). My advice: Please don't wait for the last minute to submit your work.

Case Study - Group Assignment (40%)

The group assignment is conducted in groups of max 5 students. It accounts for 40% of the final score. Students of each group are expected to collaborate and coordinate their joint work. Each group receives a detailed description of the topic and related elements. The group essay should contain maximum 4000 words, without appendix, images and references. It includes: title, table of contents, introduction, body, conclusions, references and appendix if necessary. Submitted in MS Word format online using Times New Roman or Arial font, 12pt, 1.5 line spacing. Please use APA referencing notation, see for example <http://www.bibme.org/harvard> The group work must be written in English. It involves analyzing a real organization and making recommendations. The group assignment is carried out as follows:

- **Group formation: each group is composed of 3-5 students (unless constrained by the total number of students over the semester, not necessarily divisible by 5!).**
- **Group formation will be done randomly (it means the system will pick-up maximum five students from the complete list)**

Please take a note that the evaluation criteria are as follows.

- Clarity of the description of the innovation situation;
- relevance of the use of the course concepts and models;
- relevance of the explanation of the case by mobilizing the concepts and models of the course;
- grammar and writing quality.

The following rules must be respected. In the event of non-compliance with one of these rules, a score of 0/20 will be given.

- The work must be written in English;
- It is carried out by a group of 5 or less students;
- The date of sending to the coach must be respected. Any delay for any reason will not be accepted; if the deadline is exceeded (even by one minute), a score of 0/20 will be given;
- The document must be sent in word format (.doc ;.docx);
- It is submitted by only one student (on behalf of the other members of the working group). This student will be considered responsible to the course coach for this sending. In the event of non-receipt of the work within the time limits set, or in the event of noncompliance with the other rules above, the other students in the group may not rely on their coach for any error, fault or prevention on the part of the student in charge of sending the collective work to the coach.
- My advice: please don't wait for the last minute to submit your work.**

THE ASSESSMENT RUBRICS- The measurement point used is the group assignment. The evaluation grid is as follows

Classification	Exceeds requirements	Meets requirements	Below requirements
(Range)	(3)	(2)	(1)
1° criteria Understanding the key concepts of the course	Excellent knowledge and depth of understanding of principles and concepts	Appropriate knowledge and understanding of principles and concepts	Limited and/or superficial knowledge of key principles and concepts
2° criteria Analysis of the situation and recommendations through theories and key concepts	Extensive evidence of relevant and perceptive application of theory, and/or empirical results, where applicable	Clear evidence of relevant application of theory, and/or empirical results, where applicable	No evidence of relevant application of theory and/or empirical results
3° criteria Relevance of the examples	Excellent illustration to the theory. Comprehensive comments and analysis both on the examples and theory	Appropriate analysis between its own example and the theory.	Has example, but no relevance with the theory – or no example is given
4° criteria general knowledge in innovation, innovative companies and competition based on innovation	Excellent knowledge, demonstrating ability to embrace the multidimensional nature of innovation and the complexity of innovation (innovation / risks; exploration / exploitation; role of users; dissemination...)	Acceptable knowledge demonstrating ability to understand some debates about innovation	Insufficient knowledge about what innovation is and what stakes of innovative competition are.
5° criteria Presentation, grammar and spelling	Excellent, well-directed presentation, logically structured, using correct grammar and spelling		



BIOGRAPHY

BIOGRAPHICAL SKETCH OF SAJJAD M. JASIMUDDIN

Dr Sajjad M. Jasimuddin is Professor (Professeur senior) at the Kedge Business School, France, and is visiting Professor at Center for Advanced Studies in Management and Economics (Portugal) and Dalian University of Foreign Language (China). Sajjad is also Yunshan Scholar in the Graduate School of Business, Guangdong University of Foreign Studies (GDUFS), China. Previously, he taught at Aberystwyth University (UK), Southampton University (UK), King Abdulaziz University (Saudi Arabia), and University of Dhaka (Bangladesh). He received MCom from Dhaka University, MPhil from Judge Business School at Cambridge University (Trinity College), and PhD from Southampton University.

Sajjad has authored a text book, fifteen chapters, and 110 articles- appeared in *International Business Review*, *European Journal of Operational Research*, *Production Planning & Control*, *Annals of Regional Science*, *Thunderbird International Business Review*, *Sustainability*, *Information Systems Journal*, *European Management Journal*, *Information Systems Management*, *Journal of Operational Research Society*, *Management Decision*, *Global Business and Organizational Excellence*, *Journal of Business & Industrial Marketing*, *Business Strategy*, *Journal of Applied Business Research*, *International Journal of Technology and Human Interaction*, *World Journal of Social Sciences*, *International Journal of Organizational Analysis*, *International Journal of Information Management*, *Industrial Management & Data Systems*, *Journal of Information & Knowledge Management*, *Journal of Knowledge Management*, *VINE*, *Knowledge & Process Management*, *Knowledge Management Research & Practice*.

Sajjad's book chapters published in *The Oxford Handbook* Sajjad's book chapters published in *The Oxford Handbook of Mergers & Acquisitions*, *Management: Theory, Research, and Practice*, *Knowledge Management: Concepts, Methodologies, Tools, and Applications*, *Transforming E-Business Practices and Applications: Emerging Technologies and Concepts*, *E-Business Research: Concepts, Methodologies, Tools, and Applications*, *Encyclopedia of Mobile Computing & Commerce*, *Encyclopaedia of Portal Technology and Applications*, *Current Topics in Management*, *Advances in Doctoral Research in Management*, *The Encyclopaedia of Knowledge Management*, *Current Topics in Management*, *Bangladesh: Internal Dynamism and External Linkage*.

Recently, Sajjad has published a book *Knowledge Management- An Interdisciplinary Perspective* (World Scientific, 2012). His interests are in knowledge management, international business, innovation management, strategic management, political issues, and political risk.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.
 - N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.