



APPLIES TO ACADEMIC YEAR 2005/2006

GRA 2426 Organizational Learning

Program

Advanced Specialization Course (MSc), Master of Science in Business (Organizational Psychology), Master of Science in Leadership and Organizational Psychology, Master of Science in Marketing (Management)

Responsible for the course

Cathrine Filstad

Department

Leadership and Organizational Management

Term

According to study plan

ECTS Credits

6

Objective

Learning is considered vital to any organization for survival, change and innovation. Many scholars and practitioners have joined in the debate around the many faceted relationship between learning, knowing, development and organizational processes. As a consequence, the concepts of learning in organizations/organizational learning and knowledge management have grown into a number of approaches and perspectives. The aim of this course will be to give students and understanding of, and raise questions on, the nature of learning and knowing, with organizational emphasis, and to provide different perspectives on how learning and knowledge concepts can be understood and practiced.

Prerequisites

A bachelor degree in business, marketing or eq.

Compulsory literature

Books:

Easterby-Smith, M. and Lyles, M.A. eds. 2003. The Blackwell Handbook of Organizational Learning and Knowledge Management Blackwell Publishing. Chapter 1,2,3,7,9,10,11,13,15,17,18,19,21,22,24,25,26,27,28,29,31,32

Recommended literature

Other:

Lave, Jean and Etienne Wenger.. 1991. Situated learning. Legitimate peripheral participation. Cambridge: Cambridge University Press

Rainbird, Helen, Alison Fuller and Anne Munro.. 2004. Workplace Learning in Context. New York: Routledge

Wenger, Etienne.. 1998. Communities of Practice: Learning, Meaning and Identity. Cambridge: Cambridge University Press

Course outline

A social and cultural approach to learning

Defining the concepts of organizational learning, workplace learning, situated learning and knowledge management

Do we really understand tacit knowledge and how can we learn tacit knowledge?

The nature of social identity in organizational learning

The nature of knowledge and change in organizations

Communities of practice in organizations and the importance of informal learning arenas

How to learn organizations to learn (deutero learning)

The possibility of knowledge sharing in organizations and the importance of colleagues as role models

Newcomers learning processes

Emotionalizing organizational learning

Learning in networks

Computer-based tools

Power-point presentations, Blackboard

Course structure

36 hours. The course is structured as a combination of lectures, discussions, in-class activities, and compulsory student presentations. It requires a substantial amount of preparation by the students and active involvement during class.

Evaluation

20% - Class contribution (graded individually)

30% - Student presentations (one or two students) of cases or course literature

50% - Term paper written by up to 2 students

Evaluation code(s)

GRA 24261 for 100% of the coursegrade

Aids at the examination

All aids allowed

Makeup exam

Re-takes are only possible at the next time a course will be held. When course evaluation consists of class participation or process elements, the whole course must be re-evaluated when a student wants to retake a exam. Retake examinations entail an extra examination fee.