



APPLIES TO ACADEMIC YEAR 2009/2010

GRA 2426 Organizational Learning

Programme

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

Responsible for the course

Department

Department of Leadership and Organizational Behaviour

Term

According to study plan

ECTS Credits

6

Language of instruction

English

Introduction

Learning outcome

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 at the learning goals will be

*To give students and understanding of, and raise questions on, the nature of learning and knowing, recognising its complexity

*Provide students with different perspectives on how learning and knowledge concepts can be understood and facilitated in organizations

* Understand the importance of knowledge and be able to participate in the knowledge debate in a knowledge society

*Recognizing the challenges in the transformation from educational and theoretical knowledge to applied knowledge in professional life, and with this knowledge understand the role of education in a society

*Be able to analyze complex phenomenon and work independently

*Be critical and nyanced and able to balance own interpretation of relevant methods, both qualitative and quantitative

*Take responsibility of own learning procesess and knowledge development, both as students and in professional life

Prerequisites

A bachelor degree in business, marketing or eq. qualifying for admission to the MSc Program

Compulsory reading

Books:

Filstad, Cathrine and Gunnhild Blåka. 2007. Learning in organizations. Oslo : Cappelen

Articles:

A collection of scientific articles

Other:

During the course there may be hand-outs and other material on additional topics relevant for the course and the examination.

Recommended reading

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

Learning process and workload

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.

In this course class attendance is mandatory. Unexcused absence can result in a lower score. Specific Information regarding student evaluation will be provided in class.

Please note that while attendance is not compulsory in all courses, it is the student's own responsibility to obtain any information provided in class that is not included on the course homepage/Blackboard or text book.

Examination

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

Specific information regarding student evaluation beyond the information given in the course description will be provided in class. This information may be relevant for requirements for term papers or other hand-ins, and/or where class participation can be one of several elements of the overall evaluation.

Exam code(s)

GRA 24261 accounts for 100% of the final grade in the course GRA 2426.

Examination support materials

Exam aids at written examinations are explained under exam information in our web-based Student handbook. Please note use of calculator and dictionary.
<http://www.bi.edu/studenthandbook/examaids>

Re-sit examination

Re-takes are only possible at the next time a course will be held. When the course evaluation has a separate exam code for each part of the evaluation it is possible to retake parts of the evaluation. Otherwise, the whole course must be re-evaluated when a student wants to retake an exam. Retake examinations entail an extra examination fee

Additional information

Honor Code

Academic honesty and trust are important to all of us as individuals, and represent values that are encouraged and promoted by the honor code system. This is a most significant university tradition. Students are responsible for familiarizing themselves with the ideals of the honor code system, to which the faculty are also deeply committed.

Any violation of the honor code will be dealt with in accordance with BI's procedures for cheating. These issues are a serious matter to everyone associated with the programs at BI and are at the heart of the honor code and academic integrity. If you have any questions about your responsibilities under the honor

code, please ask.