



APPLIES TO ACADEMIC YEAR 2012/2013

## GRA 2426 Organizational Learning and Knowledge Creation

### Programme

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

### Responsible for the course

Cathrine Filstad

### Department

Department of Leadership and Organizational Behaviour

### Term

According to study plan

### ECTS Credits

6

### Language of instruction

English

### Introduction

#### Learning outcome

Organizational learning and knowledge creation are considered vital to any organization for survival, change and innovation. It is also considered important as competitive advantage and to meet expected challenging within a knowledge society. Hence, many scholars and practitioners have joined in the debate around the many faceted relationship between learning, knowledge, knowing, development and organizational processes. As a consequence, the concepts of organizational learning and knowledge creation have grown into a number of approaches and perspectives. The aim of this course and the learning goals will therefore be

\*To give students and understanding of, and raise questions on, the nature of organizational learning and knowledge creation, recognising its complexity and crucial value in all organizations

\*Provide students with necessary knowledge on how organizational learning and knowledge concepts can be understood and facilitated in organizations, with a special focus on leadership facilitation

\* Understand the importance of knowledge and knowledge sharing and be able to participate in the knowledge debate in our 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 nuanced and able to balance own interpretation of relevant methods, both qualitative and quantitative

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

#### Prerequisites

A bachelor degree qualifying for admission to the MSc Programme

#### Compulsory reading

##### Books:

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

Newell, Sue ... [et al.]. 2009. Managing knowledge work and innovation. 2nd ed. Palgrave Macmillan

##### 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**

What is Organizational Learning and Knowledge Creation  
Disciplinary Perspectives  
OL as Participation and Practice  
OL as Knowledge Acquisition  
The Learning Organization  
An Organizational Learning Framework  
Knowledge Intensive Firms  
Knowledge Work and Knowledge Sharing  
Tacit and Explicit knowledge  
Communities of Practice  
Social identity, emotions, and trust in OL and KC  
Newcomers Learning Processes  
Organizational Socialization  
Informal and Formal Learning  
Leadership and Trust  
The role of Middle Management  
Power and Politics in OL and Knowledge  
Organizing for Knowledge Creation and  
Knowledge Work – Teams and Projects  
Managing Knowledge for Change and  
Innovation  
Strategic OL and LO  
Creating a strong Learning Culture

**Computer-based tools**

Power–point presentations, It's learning

**Learning process and workload**

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.

A course of 6 ECTS credits corresponds to a workload of 160-180 hours.

Please note that it is the student's own responsibility to obtain any information provided in class that is not included on the course homepage/It's learning or text book.

**Examination**

20% - Class contribution (graded individually)  
30% - Student presentations ( two -four students) of cases or course literature  
50% - Term paper written by up to 3 students

In this course class attendance is mandatory. Unexcused absence can result in a lower score. 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.

This is a course with continuous assessment (several exam elements) and one final exam code. Each exam element will be graded using points on a scale (e.g. 0-100). The elements will be weighted together according to the information in the course description in order to calculate the final letter grade for the course. You will find detailed information about the point system and the cut off points with reference to the letter grades on the course site in It's learning.

**Examination 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**

It is only possible to retake an examination when the course is next taught.

The assessment in some courses is based on more than one exam code.

Where this is the case, you may retake only the assessed components of one of these exam codes.

Where this is not the case, all of the assessed components of the course must be retaken.

All retaken examinations will incur an additional 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.