



APPLIES TO ACADEMIC YEAR 2015/2016

GRA 2426 Organizational Learning and Knowledge Creation

Programme

Master of Science in Business, Master of Science in Business (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

Organizational learning, managing knowledge sharing, knowledge development and knowledge management are considered vital to organizations for continuing improvements and implementation of new visions, strategies and knowledge domains through change and innovation processes. It is also of crucial importance for competitive advantage and attaching the best employees 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 change processes. As a consequence, the concepts of organizational learning and knowledge management have developed into a number of approaches and perspectives, all to increase our understanding of how to apply concepts and theories for implementation in organizational practices.

Learning outcome

The aim of this course and the learning goals will be

- 1.To give students and understanding of, and raise questions on, the nature of organizational learning, knowledge management and knowledge sharing, recognizing its complexity and crucial value in all organizations
- 2.Provide students with necessary knowledge on how organizational learning and knowledge capabilities concepts can be understood and facilitated in organizations, with a special focus on organizational and leadership facilitation
- 3.Understand the importance of knowledge, knowing and knowledge sharing and be able to participate in the knowledge debate in our society
- 4.Recognizing the challenges in the transformation from educational and theoretical knowledge to applied knowledge and knowing in professional life, and with this knowledge understand the role of education in a society
- 5.Be able to analyse complex phenomenon and work independently
- 6.Be critical and nuanced and be able to balance own interpretation of relevant methods, both qualitative and quantitative
- 6.Take responsibility of own learning processes and own knowledge development, both as students and in professional life

Prerequisites

All courses in the Masters programme will assume that students have fulfilled the admission requirements for the programme. In addition, courses in second, third and/or fourth semester can have specific prerequisites and will assume that students have followed normal study progression. For double degree and exchange students, please note that equivalent courses are accepted.

Compulsory reading

Books:

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

Books:

Lave, Jean and Etienne Wenger. 1991. Situated learning : legitimate peripheral participation. Cambridge University Press
Rainbird, Helen, Alison Fuller and Anne Munro, eds. 2004. Workplace learning in context. Routledge
Wenger, Etienne. 1998. Communities of practice : learning, meaning, and identity. Cambridge University Press

Course outline

The concepts of Organizational Learning and Knowledge Management
Disciplinary Perspectives on Learning, Knowledge sharing, managing Knowledge, Knowing and Competences at work

OL and Knowing as Participation, Practice and Processes in Organizations
The Learning Organization – Leading through KM
An Organizational Learning and Knowledge Capabilities Framework
Knowledge Intensive Firms – Knowledge sharing and Trust
Knowledge Work and Knowledge Sharing – Tacit and Explicit knowledge
Communities of Practice and Network of Practices – exploring the challenges of Learning and Change
Social identity, Emotions, Trust and Working Environment
Newcomers Learning Processes – Organizational Socialization
Change Management and Innovation – Strategic Leadership
Leadership and Middle Management
Power and Politics – Sensemaking and Sensegiving
Teams and Projects as facilitators for Learning and Knowing (Knowledge Sharing)
Managing Knowledge for Change and Innovation
Organizational Culture – Cultural Leadership – creating a strong Learning Culture

Computer-based tools

Not applicable

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

The course grade will be based on the following activities and weights:

- 20% - Class contribution/participation (graded individually)
- 30% - Student presentations (2-4 students) of cases or course literature
- 50% - Term paper written by up to 3 students

Form of assessment	Weight	Group size
Class participation	20%	Individual
Presentation	30%	
Term paper	50%	Optional (individual or group of max 3 students)

Specific information regarding student assessment will be provided in class. This information may be relevant to requirements for term papers or other hand-ins, and/or where class participation can be one of several components of the overall assessment. This is a course with continuous assessment (several exam components) and one final exam code. Each exam component is graded using points on a scale from 0-100. The final grade for the course is based on the aggregated mark of the course components. Each component is weighted as detailed in the course description. Students who fail to participate in one/some/all exam components will get a lower grade or may fail the course. You will find detailed information about the points system and the mapping scale in the student portal @bi.

Examination code(s)

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

Examination support materials

Permitted examination support materials for written examinations are detailed under examination information in the student portal @bi. The section on support materials and the use of calculators and dictionaries should be paid special attention to.

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. All retaken examinations will incur an additional fee. Please note that you need to retake the latest version of the course with updated course literature and assessment. Please make sure that you have familiarised yourself with the latest course description.

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.