LIUBLJANA SUMMER SCHOOL 2016

COURSE TITLE: LEARNING AND KNOWLEDGE MANAGEMENT

Type of course: Bachelor course

Lecturer: Vlado Dimovski, Ph.D., Full Professor, Faculty of Economics, Slovenia
Katerina Jovanovska, Teaching Assistant, Faculty of Economics, Slovenia

ECTS credits: 6

Aims of the course:
To highlight the importance of learning and knowledge management for achieving the competitive advantage of organizations in today’s global marketplace. It covers interdisciplinary fields of organizational learning, knowledge management, and learning organization to offer an integrative perspective towards understanding the role of learning and knowledge for functioning of modern organizations. It explains the differences among the three often confused concepts: OL, KM and LO. The course explains underlying processes and models in a theoretical manner as well as provides insight into the most recent empirical as well as practical findings from these fields. It equips the students with firm theoretical and practical foundations to be able to transform their (future) organizations into learning ones. Upon course completion, students understand organizational learning and knowledge management process and learning organization models. They know how to facilitate learning and knowledge creation, distribution, and utilization within organizations. They understand why these issues are important for functioning of the organization and what their consequences are. Students will be motivated, equipped, and able to apply the concepts studied to specific organizational settings.

Where does knowledge management come from? It comes from technology, globalization, demographics, economics, customer relations, and increase in the quantity and quality of information. Therefore, at our course we will discuss the knowledge economy, workforce mobility, diversity and its contribution to knowledge management.

Course syllabus:

<table>
<thead>
<tr>
<th>MEETING</th>
<th>DATE &amp; ROOM</th>
<th>HOURS</th>
<th>THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, 4 July 2016</td>
<td>1:30 p.m. to 4:00 p.m. (2.5h)</td>
<td>• Introduction to the Course (syllabus)</td>
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<td></td>
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<td>• Presentation of the course themes and work policies at the course</td>
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<tr>
<td></td>
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<td>• Introduction to knowledge management</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday, 5 July 2016</td>
<td>1:30 p.m. to 4:00 p.m. (2.5h)</td>
<td>• The nature of knowing</td>
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<td></td>
<td></td>
<td></td>
<td>• Intellectual capital</td>
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<td></td>
<td></td>
<td></td>
<td>• Organisational learning</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activities</td>
<td></td>
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<td>-----------------</td>
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<td>----------------------------------------------------------------------------</td>
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</tbody>
</table>
| Thursday, 6 July 2016 | 1:30 p.m. to 4:00 p.m. (2.5h) | Learning Organisation  
Enabling knowledge contexts and networks  
Implementing knowledge management |
| Monday, 11 July 2016  | 1:30 p.m. to 4:00 p.m. (2.5h) | **Case Study 1:** Ernst & Young (US) (pp. 28-30)  
**Case Study 2:** World Bank (US) (pp. 54-56)  
Required reading:  
Harlow: Pearson Education: Chapters 1 & 2. |
| Tuesday, 12 July 2016 | 1:30 p.m. to 4:00 p.m. (2.5h) | **Case Study 3:** Infosys (India) (pp. 83-85)  
**Case Study 4:** Toyota (Japan) (pp. 151-152)  
Required reading:  
Harlow: Pearson Education: Chapters 3 & 5. |
| Wednesday, 13 July 2016 | 1:30 p.m. to 4:00 p.m. (2.5h) | **Case Study 5:** Honda (Japan) (pp. 177-179)  
**Case Study 6:** Flour (United States) (pp. 289-291)  
**Case Study 7:** Woods Bagot (Australia) (pp. 316-318)  
Required reading:  
Harlow: Pearson Education: Chapters 3 & 5. |
| Thursday, 14 July 2016  | 1:30 p.m. to 4:00 p.m. (2.5h) | Mid-Course Open Book In-Class Exam  
(2 Essay Questions; 100 minutes) |
| Monday, 18 July 2016  | 1:30 p.m. to 4:00 p.m. (2.5h) | **Presentation of Analysis of Article 1:** Alavi, M., & Denford, J. (2011). Knowledge management: Process, practice and web 2.0. Handbook of organizational learning and knowledge management, 105-124. Chichester, West Sussex, John Wiley & Sons.  
| Tuesday, 19 July 2016 | 1:30 p.m. to 4:00 p.m. (2.5h) | **Presentation of Analysis of Article 4:** Von Krogh, G. (2011). Knowledge sharing in organizations: the role of communities. Handbook of organizational learning and knowledge management, 403-432. Chichester, West Sussex, John Wiley & Sons.  
| Wednesday, 20 July 2016 | 1:30 p.m. to 4:00 p.m. (2.5h) | **Presentation of Analysis of Article 7:** Teece, D. J., & Al-Ali, A. (2011). Knowledge assets, capabilities, and the theory of the firm. Handbook of organizational learning and knowledge management, 505-534. Chichester, West Sussex, John Wiley & Sons.  
11  
Friday,  
22 July 2016  
4:00 p.m.  
to  
5:00 p.m.  
(2.5h)  
- Grade reporting  
- Send-off meeting (continues at 5:00 p.m. with the official close of the summer school)

Bibliography:

Additional (Optional) Resources:
Additional scientific articles can be found at (free access at the Faculty): http://www.ef.uni-lj.si/cel/databases

Teaching methods:
- **Mid-term Exam**
  Mid-term exam will be conducted in-class on Thursday, 14th July 2016 and it will be structured in the form of essay questions for which students will be given 150 minutes. The mid-term exam will be an open book exam, therefore students will be allowed to have with them textbooks, lectures slides, and other resources (except the usage of web).
- **Teamwork Project 1: Case Study Analysis**
  In the second week of the course (11. 7. - 13. 7. 2016), the students will present and discuss the case studies from the field of knowledge management and organizational learning.

**Instructions for presenting and discussing the case studies:**
Please, form teams of 5 members. Each team signs for one case study given on the first day of the lectures, according to the interest of the team (2 teams will be presenting on Monday, 11. 7. 2016; 2 teams will present on Tuesday, 12. 7. 2016; another 3 teams will present on Wednesday, 13. 7. 2016). The team will then analyze and present the selected case study in the form of a power point presentation. You will have 35 minutes for the presentation and additional 10 minutes for the debate. You are supposed to follow the below structure of the presentation:

1. Shortly present the case study (practical part).
2. Connect the case study to the theory of knowledge management and organizational learning (theoretical part). What are the parallels? Can you identify theoretical frameworks within the practical example?
3. Find a company that has a similar or a totally different approach to the topic in question and explain why?
4. Present your own experiences with learning and knowledge management so far.
5. Debate: Please prepare 3 questions for the audience in order to facilitate the in-class debate.

**After the presentation of the case study the debate will follow that will be instructed by the case study presenters, therefore it is very important that all the students read the case study at home and are able to involve in the debate and gain points for active participation.**

**Additional optional case study from students’ business environment:** This assignment is custom-made for students who have practical experiences with knowledge management and organizational learning and would either like to share with their international colleagues their insights or would like to search for a solution to a challenge that they encounter in their professional lives. Students, if they choose to present their own case study, first give a short overview of the industry, company, knowledge management programs and gaps, ways of

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1 The appropriate arrangements will be made to accommodate all the course's students.
organizational learning and state the challenge that needs to be solved with the help of other students. The presenters prepare alternative solutions to their challenge that provokes creative debate in-class. This assignment provides for a collective learning experience in real-life context.

- **Teamwork Project 2: Article Analysis**

  In the third week of the course (18. 7. - 22. 7. 2016), the students will present the analyses of the scientific articles from the field of knowledge management and organizational learning. At written part the most important thing for students is to analyze and evaluate the chosen article, whereas at the presentation the most important is to provide an effective and well-constructed presentation that engages the listeners into a constructive debate, therefore all the presentations need to provide **at least 3 questions** from their project for the audience.

**Instructions for Preparation of Teamwork Projects:**

At this exercise students are practically involved in knowledge management and organizational learning. Firstly, form a team of 4. Each team is active at knowledge management and the team first involves in the brainstorming on searching for the scientific article on knowledge management: Where can we find knowledge? Where are good scientific articles on knowledge management? The team then involves in decision-making and decides together through the team processes of norming and storming how to prepare the Team Project. Who will have what kind of responsibilities? Will we all prepare the report or will we divide tasks? How will we most interestingly present the findings of the paper? How can your knowledge add to our learning organization? Is power point the most creative way to present? Or do we know any other ways of presenting and delivering knowledge? Imagine: How knowledge is produced in contemporary companies?

A practical component of the knowledge management course is the (pro)active search of the databases: Proquest, Emerald, EBSCOHost, JSTOR, Firstsearch, and ScienceDirect for articles and latest knowledge. Many databases are available from [http://www.ef.uni-lj.si/cel/databases](http://www.ef.uni-lj.si/cel/databases) (free access through the FELU wi-fi).

You will present the selected scientific articles on the three sessions of the course, according to the preference of the students that will sign in the table, given the first day of the course (3 teams will be presenting on Monday, 18.7. 016; 3 teams will present on Tuesday, 19.7.2016; another 2 teams will present on Wednesday, 20.7.2016). **Each team will have 45 minutes for the presentation and additional 15 minutes for the debate.**

**IMPORTANT:** On the day of their presentation the teams hand-in the written report of the scientific article to the professor!

Teamwork Project is comprised of app. 10 pages (from introduction to conclusion). The writing style is Times new roman 12 with 1.2 line spacing). Please follow the rules of APA citation style.

You are supposed to follow the structure given bellow in the written text:

1. **Introduction** (where does your article fit into the knowledge management field; goals of the assignment; form of article analysis; structure of the teamwork project)
2. **Abstract of the article** (up to 250 words)
The presentation should also reflect the above points of the written text.

Please, use the first page of the report that is given at the course website, when preparing the final document!

- **In-Class Engagement**
  In-class engagement is a condition for a positive grade at the course and brings up to 20% of the final grade. In accordance with the official instructions of the 2016 FELU Summer School, students can only miss maximum one of the lectures, should they want to successfully pass the course. Additionally, not only the mere presence, but also your active involvement in the discussions/debates will be assessed. You are therefore advised to read the case studies in advance in order to be able to fully participate in the debates.

**Prerequisites:**
None.

**Examination methods:**

<table>
<thead>
<tr>
<th>Examination Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Teamwork Project 1: Case Study Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Teamwork Project 2: Article Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>(Content 20% + Presentation 10%)</td>
<td></td>
</tr>
<tr>
<td>In-Class Engagement (Debates/Participation)</td>
<td>CONDITION! 20%</td>
</tr>
</tbody>
</table>

**TOTAL** 100%

The final grade approximation will be carried out as follows:

<table>
<thead>
<tr>
<th>Definition</th>
<th>%</th>
<th>Local Grade</th>
<th>ECTS Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCELLENT – outstanding performance with only minor errors</td>
<td>91-100</td>
<td>10</td>
<td>A</td>
</tr>
<tr>
<td>VERY GOOD – above-average standard but with some errors</td>
<td>81-90</td>
<td>9</td>
<td>B</td>
</tr>
<tr>
<td>GOOD – generally sound work with a number of notable errors</td>
<td>71-80</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>SATISFACTORY – fair but with significant shortcomings</td>
<td>61-70</td>
<td>7</td>
<td>D</td>
</tr>
<tr>
<td>SUFFICIENT – performance meets the minimum criteria</td>
<td>55-60</td>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>FAIL – considerable further work is required</td>
<td>less than 54</td>
<td>5</td>
<td>F</td>
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