

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Policy Science and Management
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Knowledge Management and Organisational Learning
<b>Course Code</b>	: PUA2005
<b>Department</b>	: Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 2

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course is designed to introduce students with the fundamentals of knowledge management (KM) for organizational learning. Knowledge management (KM) is the planning, organizing, motivating and controlling of people, processes and systems in an organization to ensure that its knowledge-related assets are improved and effectively employed. Students will be introduced to major categories of an organization's knowledge-related assets, including knowledge in the form of printed documents such as patents and manuals, knowledge stored in electronic repositories such as a "best-practices" database, employees' knowledge about the best way to do their jobs, knowledge that is held by teams who have been working on focused problems and knowledge that is embedded in the organization's products, processes and relationships.

Students will then be introduced to the practical processes of KM, including knowledge acquisition, creation, refinement, storage, transfer, sharing and utilization. Students will be led through a series of case studies in order to highlight KM functions in organizations and how methodologies and systems to support KM can be developed and deployed. Students will also explore how KM can leverage and improve an organization's knowledge assets and effect better knowledge practices, improved organizational behaviors, better decisions and improved organizational performance.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Explain the basic knowledge and concept of knowledge management and organizational learning;
- CILO<sub>2</sub> Analyse multiple intelligences and contemporary approaches to learning and implementing knowledge management;
- CILO<sub>3</sub> Comprehend on the intercultural comparison of knowledge management and organizational learning systems; and
- CILO<sub>4</sub> Grasp the different learning styles and experimental learning approaches and communicate the analysis of identified problems and solutions on group research.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Development of multiple intelligences and contemporary approaches to learning	CILO <sub>1,3</sub>	Lecture, group discussion, case study, literature review.
Insight into Learning organization and authentic leadership	CILO <sub>2,3,4</sub>	Lecture, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing.
Reflect on Knowledge management, organizational learning process and learning organization	CILO <sub>3,4,1</sub>	Lecture, demonstration, group discussion, case study, literature review, hands-on-practice, reflection and sharing.
Process of knowledge management including knowledge acquisition, creation, refinement, storage, transfer, sharing and utilization.	CILO <sub>1,2,3</sub>	Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, reflection and sharing.

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) <b>Individual Essay:</b> 1 X 1,500-word student essay based upon an organizational analysis of a specific organization provided by the class instructor and designed to allow students to understand processes of knowledge management and organizational learning and to assess organizational effectiveness.	35%	CILO <sub>1-4</sub>
(b) <b>In-class Test:</b> 1 end of semester in-class test designed to assess student knowledge of key concepts, nomenclature and theoretical/conceptual approaches to knowledge management and organizational learning.	25%	CILO <sub>1-4</sub>
(c) <b>Examination:</b> 1 end of semester examination X 2 hours	40%	CILO <sub>1-4</sub>

#### 5. Required Text(s)

Becerra-Fernandez, I and Sabherwai, R. (2010). *Knowledge Management: Systems and Processes*. New York, M.E. Sharpe.

#### 6. Recommended Readings

Davenport, T. H., & Prusak, L. (2000). *Working knowledge: How organizations manage what they know*. Boston, MA: Harvard Business School Press.

Dierkes, M. (2001). *Handbook of organizational learning and knowledge*. Oxford, England: Oxford University Press

Felstead, A. (2009). *Improving working as learning*. New York: Routledge.

Filstad, C. and Gunnhild B. (2007). *Learning in organizations*. In S. Newell, M. Robertson, H. Scarbrough, & J. Swan (eds), *Managing knowledge work and innovation*. (2<sup>nd</sup> ed.). N.Y.: Palgrave Macmillan.

Gensler, E. (2008). *Knowledge and knowledge systems: learning from the wonders of the mind*. Hershey, PA: IGI Publications

North, K., & Kumta, G. (2014), *Knowledge Management: Value Creation Through Organizational Learning*. Berlin: Springer.

King, W. R. (2009). *Knowledge management and organizational learning*. Springer.

#### 7. Related Web Resources

Centre for Advanced Human Resource Studies: <http://www.ilr.cornell.edu/depts/cahrs/>

Hong Kong Institute of Human Resource Management: <http://www.hkihrm.org>

Society for Organizational Learning: <http://www.solonline.org>

The Hong Kong Knowledge Management Society: <http://www.hkkms.org>

#### 8. Related Journals

*European Management Journal*

*Harvard Business Review*

*International Journal of Management Reviews*

*Journal of Knowledge Management*

*Journal of Organisational Change and Management*  
*Journal of Organisational Development*  
*Management Development Review Training and Development*  
*The Learning Organization*

## **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil.