



UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Učenje v organizaciji
Course title:	Learning in Organisation

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Management znanja, 3. stopnja	/	2	/
Knowledge management, 3rd cycle	/	2	/

Vrsta predmeta / Course type:	Izbirni predmet / elective course
Koda predmeta / Course code:	UO-DR

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individual work	ECTS
0	10	0	0	0	490	20

Študijska obremenitev študenta – skupaj/Student workload – total: 500 ur/hours

Nosilec predmeta / Lecturer:	doc. dr. Valerij Dermol
Jeziki/Languages: Lectures:	slovenski / Slovenian in/ali angleški / English
Seminar / Seminar:	slovenski / Slovenian in/ali angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Predhodna izobrazba s področja strateškega managementa in managementa ter/ali delovne izkušnje/reference iz omenjenih področij.

Prerequisites:

Previously acquired the knowledge in the field of strategic management and management and/or work experience /references in these areas.

Vsebina:

Predmet omogoča pregled teoretskih izhodišč, literature in raziskav, potrebnih za izdelavo doktorske disertacije.

V okviru predmeta bo študent pod vodstvom mentorja samostojno obdelal naslednje teme:

Teorije učenja

- učenje za spremembe v vedanju in kogniciji, za izgrajevanje struktur znanja, kot družbena oz. skupinska dejavnost, z doživljanjem izkušenj.

Organizacijsko učenje in učeča se organizacija

- sistemi ustvarjanja in diseminacije informacij, organizacija kot „kognitivno podjetje“,
- učenje kot participacija, učenje kot prenos in dodajanje vsebin posameznikovim strukturam znanja, organizacijsko znanje,
- raziskovanje strateških domen organizacijskega učenja - uspešnost podjetij, strateške povezave, inovacije, tržna orientacija, usvajanje

Content (Syllabus outline):

The course provides an overview of theoretical foundations, literature and the research needed to produce the doctoral dissertation.

During this course the student will independently study the following topics under the supervision of the supervisor:

Theories of learning

- learning for a change in behaviour and cognition, to build knowledge structures, learning as social or group activity, experiential learning.

Organisational learning and learning organisation

- systems of creation and dissemination of information, the organization as a "cognitive enterprise"
- learning as participation, learning as transfer of information or learning as substance adding to personal knowledge structures and organizational knowledge,
- strategy related research domains of organisational

tehnologije,

- raziskovanje vrst zunanjega učenja (t. j. učenja iz izkušenj drugih, učenja z opazovanjem drugih, medorganizacijskega učenja),
- raziskovanje vloge kontekstnih spremenljivk pri vplivanju na organizacijsko učenje,
- raziskovanje učenja na podlagi notranjih izkušenj (postopki, sistemi, medfunkcijska komunikacija, vodenje in timsko delo).

Učeča se družba

- ustvarjanje in načrtovanje družbe znanja ter vloga države,
- razvoj mest in regij znanja,
- raziskovalno-razvojna dejavnost, inventivnost, inovativnost in sodelovanje .

learning – organisational performance, strategic alliances, innovation, market orientation, technology acquisition.

- research areas focused on external learning (i.e. vicarious learning, learning by observing others, cross-organizational learning),
- research areas focused on contextual variables affecting organizational learning,
- research areas focused on internal experiences (processes, systems, cross-functional communication, leadership and team work).

Learning society:

- the creation and design of knowledge society and the role of the state,
- the development of knowledge cities and knowledge regions,
- research and development activities, inventiveness, innovation and cooperation,

Temeljna literatura in viri / Readings:

Obvezna / Compulsory:

Znanstveni članki / Scientific articles:

- Argote, L., & Rukmini, D. R. (2006). Organizational learning and forgetting: The effects of turnover and structure. *European Management Review*, 3, 77–85.
- Garvin, D. A., Edmondson, A. C., & Gino, F. (2008). Is Yours a Learning Organization? *Harvard Business Review*, 51(2), 109 – 116.
- Kenny, B., & Reefy, E. (2006). The Impact of Organisational Culture Factors on Innovation Levels in SMEs: An Empirical Investigation. *Irish Journal of Management*, 27(2), 119–142.
- Lopez Sanchez, J. A., Santos Vijande, M. L., & Trespacios Gutierrez, J. A. (2010). Organisational learning and value creation in business markets. *European Journal of Marketing*, 44(11/12), 1612–1641.
- Martinez-Leon, I. M., & Martinez-Garcia, J. A. (2011). The influence of organizational structure on organizational learning. *International Journal of Manpower*, 32(5/6), 537–566.
- Sanz-Valle, R., Naranjo-Valencia, J. C., Jiménez-Jiménez, D., & Perez-Caballero, L. (2011). Linking organizational learning with technical innovation and organizational culture. *Journal of Knowledge Management*, 15(6), 997–1015.
- Škerlavaj, M., Indihar, M. Š., Škrinjar, R., & Dimovski, V. (2007). Organizational learning culture—the missing link between business process change and organizational performance. *Int. J. Production Economics*, 106(2), 346 –367.
- Pun, K. F., & Nathai-Balkissoon, M. (2011). Integrating knowledge management into organisational learning. *The Learning Organization*, 18(3), 203–223.
- Wiig, K. M. (2002). Effective societal knowledge management. *Journal of Knowledge management*, 11(5), str.141-156.
- Yeo, R. K. (2008). Identifying the competitive sword: learning to be cutting-edge for organizational development. *Business Strategy Series*, 9(1), 30–36.

Knjige in učbeniki / Books and textbooks:

- Jarvis, P., Holford, J., & Griffin, C. (2006). *The theory and practice of learning*. Oxon: RoutledgeFalmer.
- Krogh, von G., Ichijo, K., & Nonaka, I. (2000). *Enabling Knowledge Creation: How to unlock the Mystery of Tacit Knowledge and the Power of Innovation*. New York: Oxford University Press.
- Nonaka, I. in Takeuchi, H. (2008). *Knowledge-creating company*. Boston: Harvard Business Press.
- Richey, R. (2000). The legacy of Robert M. Gagne. V *The legacy of Robert M. Gagne* (str 295). Syracuse, NY: ERIC Clearinghouse on Information and Technology.
- Senge, P. M. (1994). *The fifth discipline: The art and practice of learning organization*. New York: Currency Doubleday.

Elektronski viri / e-sources:

- Študijska gradiva na Novisu

Priporočena / Recommended:

Znanstveni članki / Scientific articles:

- Bapuji, H., & Crossan, M. (2004). From Questions to Answers: Reviewing Organizational Learning Research. *Management Learning*, 35(4), 397–417.
- Cyert, R. M., & March, J. G. (2000). The Behavioural Theory of the Firm. V *Central Currents in Social Theory: Contemporary Sociological Theory 1920-2000* (Let 5, str 267–281).
- Dimovski, V., & Škerlavaj, M. (2005). Performance effects of organizational learning in a transitional economy. *Problems and perspectives in management*, 4(4), 56–67.
- Fiol, M. C., & Lyles, M. A. (1985). Organizational Learning. *Academy of Management, The Academy of Management Review*, 10(4), 803 – 813.
- Garvin, D. A. (1993). Building a learning organization. *Harvard Business Review*, 71(2), 78 – 91.
- Gold, A. H., Malhotra, A., & Segars, A. H. (2001). Knowledge Management: An Organizational Capabilities Perspective. *Journal of Management Information Systems*, 18(1), 185 – 214.
- Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2(1), 88 – 115.
- Huber, G. P. (1998). Synergies between organizational learning and creativity & innovation. *Creativity & Innovation Management*, 7(1), 3 – 8.
- Kandampully, J. (2002). Innovation as the core competency of a service organisation: The role of technology, knowledge and networks. *European Journal of Innovation Management*, 5(1), 18–26.
- Kim, D. H. (1993). The Link Between Individual and Organizational Learning. *Sloan Management Review*, 35(1), 37 – 50.
- Lee, S., Courtney, J., & O’Keefe, R. (1992). A system of organizational learning using cognitive maps. *International Journal of Management Science*, (20).
- Levinthal, D. A., & March, J. G. (1993). THE MYOPIA OF LEARNING. *Strategic Management Journal*, 14, 95–112. doi:Article
- Levitt, B., & March, J. G. (1988). Organizational Learning. *Annual Review of Sociology*, 14(1), 319. doi:Article
- Lyles, M. A., & Schwenk, C. R. (1992). TOP MANAGEMENT, STRATEGY AND ORGANIZATIONAL KNOWLEDGE STRUCTURES. *Journal of Management Studies*, 29(2), 155–174. doi:Article
- Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the Value of an Organization’s Learning Culture: The Dimensions of the Learning Organization Questionnaire. *Advances in Developing Human Resources*, 5(2), 132–151.
- Martins, E. C., & Terblanche, F. (2003). Building organisational culture that stimulates creativity and innovation. *European Journal of Innovation Management*, 6(1), 64–74.
- Nonaka, I., & Takeuchi, H. (1996). A theory of organisational knowledge creation. *International Journal of Technology Management*, 11(7/8), 833–846.
- Nonaka, I. (1991). The knowledge-creating company. *Harvard Business Review*, 69, 96 – 104.
- Nonaka, I. (1994). A Dynamic Theory of Organizational Knowledge Creation. *Organization Science*, 5(1), 14 – 37.
- Schulz, K.-P. (2005). Learning in complex organizations as practicing and reflecting: A model development and application from a theory of practice perspective. *Journal of Workplace Learning*, 17(7 - 8), 493 – 507.
- Lucas, B. (2005). Mind your brain. *Training Journal*, 48 – 52.
- Stata, R. (1989). Organizational learning - the key to management innovation. *Sloan Management Review*, (30), 63–73.
- Shrivastava, P. (1983). A Typology of Organizational Learning systems. *Journal of Management Studies*, 20(1), 7–28.
- Škerlavaj, M., & Dimovski, V. (2006). Influence of organizational learning on organizational performance from the employee perspective: the case of Slovenia. *Management (Split)*, 11(1), 75–90.
- Škerlavaj, M., & Dimovski, V. (2007). Study of the mutual connections among information-communication technologies, organisational learning and business performance. *Journal of East European Management Studies*, 11(1), 9–29.
- Zdunczyk, K., & Blenkinsopp, J. (2007). Do organisational factors support creativity and innovation in Polish firms? *European Journal of Innovation Management*, 10(1), 25–40.

Knjige in učbeniki / Books and textbooks

- Becerra-Fernandez, I., Gonzales, A. in Sabherwal, R. (2004). *Knowledge management: challenges, solutions, and technologies*. Prentice Hall.
- Schein, E. (2004). *Organizational Culture and Leadership* (3Nd Edition.). San Francisco: Josey-Bass Inc.
- Dermol, V. (2012). *Učenje in ustvarjanje znanja v podjetju (v pripravi)*. Celje: Mednarodna fakulteta za družbene in poslovne študije.

- Liebowitz, J. (2006). *Strategic intelligence : business intelligence, competitive intelligence and knowledge management*. Boca Raton: Auerbach Publications.
- Tavčar, M. (2011). *Strateški management znanjskih organizacij*. Celje: Mednarodna fakulteta za družbene in poslovne študije.
- Temple, Paul (Ed.). 2011. *Universities in the Knowledge Economy: Higher Education Organisation and Global Change. International Studies in Higher Education*. Thousand Oaks: Sage Publications Inc.

Elektronski viri / e-sources:

- Članki na NOVISU

Cilji in kompetence:

Študentje bodo razvili naslednje **splošne kompetence**:

- usposobljenost za samostojno interpretiranje ter iskanje odgovorov na abstraktna in kompleksna vprašanja v stroki in znanosti,
- zmožnosti prenašanja znanja med stroko in znanostjo,
- zmožnosti kritičnega dialoga v znanosti in stroki,
- zmožnost odgovornega presojanja posledic uporabe novega znanja v različnih kontekstih.

Študentje bodo razvili naslednje **predmetno-specifične kompetence**:

- temeljito poznavanje in razumevanje utemeljitev učenja na ravni organizacije, povezanih znanstvenih disciplin ter zgodovinskega pogleda na razvoj študija učeče se organizacije in organizacijskega učenja kot samostojne znanstvene discipline,
- razumevanje filozofije raziskovalnega dela na področju učeče se organizacije in organizacijskega učenja,
- podrobno poznavanje sodobnih raziskovalnih dosežkov in smeri nadaljnjega razvoja na znanstvenem področju učeče se organizacije in organizacijskega učenja,
- sposobnost prepoznanja relevantnih problemov s področja učenja na ravni organizacije ter izvirnega načina njihovega reševanja.
- poznavanje raziskovalnih pristopov, strategij in opredelitev raziskav s področja učeče se organizacije in organizacijskega učenja.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študenti bodo:

- poznali ključna vsebinska področja učenja na ravni organizacije in družbi.
- zmožni kritične refleksije, poglobljenega abstraktnega razmišljanja in sinteze novih in kompleksnih idej na vsebinskih področjih predmeta.
- zmožni odločanja glede uporabe različnih možnih rešitev učenja na ravni organizacije.
- zmožni pristopiti k raziskovalnemu in strokovnemu delu na področju učeče se organizacije in organizacijskega učenja.

Objectives and competences:

Students will develop the following **general competences**:

- the ability to independently interpret and search for answers to abstract and complex issues in the profession and science,
- the ability to transfer knowledge between the profession and science,
- the ability of critical dialogue in science and the profession,
- the ability to assess the impacts of using new knowledge in different contexts.

Students will develop the following **course-specific competences**:

- thorough knowledge and understanding of learning at the level of organizations, related scientific disciplines, and historical perspective on the development of the study of learning organisations and organisational learning as an independent scientific disciplines,
- understanding of the philosophy of the research work in the field of learning organisations and organizational learning,
- detailed knowledge of contemporary research results and directions for further research in the disciplines of learning organisation and organisational learning,
- ability to identify relevant problems in the field of learning at the organization level and the original ways of solving them.
- knowledge of research approaches, strategies in identification of research on learning organisations and organisational learning.

Intended learning outcomes:

Knowledge and understanding:

Students will:

- be familiar with the key areas of learning on the levels of organisation and society,
- have the ability of critical reflection, in-depth abstract thinking, and the synthesis of new and complex ideas in course-related fields,
- be able to make decisions regarding the use of different organisational learning solutions,
- be able to take part in research and professional work in the field of learning organisation and organisational learning.

Metode poučevanja in učenja:

Oblike dela: <input checked="" type="checkbox"/> Frontalna oblika poučevanja <input checked="" type="checkbox"/> Delo v manjših skupinah oz. v dvojicah <input checked="" type="checkbox"/> Samostojno delo študentov <input type="checkbox"/> e-učenje <input type="checkbox"/> drugo (vpišite) _____
Metode (načini) dela: <input checked="" type="checkbox"/> Razlaga <input checked="" type="checkbox"/> Razgovor/ diskusija/debata <input type="checkbox"/> Delo z besedilom <input checked="" type="checkbox"/> Proučevanje primera <input type="checkbox"/> Igra vlog <input type="checkbox"/> Druge vrste nastopov študentov <input checked="" type="checkbox"/> Reševanje nalog <input checked="" type="checkbox"/> Študijski obiski podjetij ipd.) <input checked="" type="checkbox"/> Vključevanje gostov iz prakse <input type="checkbox"/> Udeležba na okrogli mizi, na konferenci

Learning and teaching methods:

Types of learning/teaching: <input checked="" type="checkbox"/> Frontal teaching <input checked="" type="checkbox"/> Work in smaller groups or pair work <input checked="" type="checkbox"/> Independent students work <input type="checkbox"/> e-learning <input type="checkbox"/> other _____
Teaching methods: <input checked="" type="checkbox"/> Explanation <input checked="" type="checkbox"/> Conversation/discussion/debate <input type="checkbox"/> Work with texts <input checked="" type="checkbox"/> Case studies <input type="checkbox"/> Role-play <input type="checkbox"/> Different presentation <input checked="" type="checkbox"/> Solving exercises <input checked="" type="checkbox"/> Field work (e.g. company visits) <input checked="" type="checkbox"/> Inviting guests from companies <input type="checkbox"/> Attending round table and conference

Ocenjevanje:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

**Teža
Weight (%)**

Assessment:

Type (written exam, oral exam, coursework, project)

Sprotno ustno (aktivno sodelovanje pri kontaktnih urah)	20	Oral verification and assessment of knowledge (active participation during contact hours)
Sprotno pisno preverjanje znanja (krajši pisni izdelki)	-	Written verification and assessment of knowledge (short assignments)
Daljši pisni izdelki (seminarska naloga, projektna naloga)	80	Written verification and assessment of knowledge (longer written casework, projects)
Javni nastop ali predstavitev	-	Presentations
Končni ustni izpit	-	Final examination (oral)
Končni pisni izpit	-	Final examination (written)
Drugo (vpišite)	-	Other

Opomba/Note: »Končne ocene so: odlično (10), prav dobro (9), prav dobro (8), dobro (7), zadostno (6), nezadostno (1-5) / Final grades are: excellent (10), very good (9), very good (8), good (7), sufficient (6), insufficient (1-5).

Reference nosilca učne enote / Lecture's references:**doc. dr. Valerij Dermol**

Več na COBISS

1.01 Izvirni znanstveni članek

1. BABNIK, Katarina, BREZNIK, Kristijan, DERMOL, Valerij, TRUNK ŠIRCA, Nada. The mission statement: organisational culture perspective. *Industrial management + data systems*, ISSN 0263-5577, 2014, no. 4, vol. 114, str. 612-627, ilustr. <http://www.emeraldinsight.com/journals.htm?issn=0263-5577&volume=114&issue=4&articleid=17110436&show=html>, doi: [10.1108/IMDS-10-2013-0455](https://doi.org/10.1108/IMDS-10-2013-0455). [COBISS.SI-ID [12653217](#)]

2. DERMOL, Valerij. Relationship between learning, knowledge creation and organisational performance. *Analele științifice ale Universității "Al.I. Cuza" din Iași, Științe economice*, ISSN 2068-8717. [Online ed.], 2013, [Vol.] 60, [no.] 1, str. 67-82. http://saaic.feaa.uaic.ro/index.php/saaic/article/view/T06/pdf_24, doi: [10.24778/v10316-012-0034-5](https://doi.org/10.24778/v10316-012-0034-5). [COBISS.SI-ID [11998625](#)]

3. DERMOL, Valerij, TRUNK ŠIRCA, Nada, BABNIK, Katarina, BREZNIK, Kristijan. Connecting research,

- higher education and business : implication for innovation. *International journal of Euro-Mediterranean studies*, ISSN 1855-3362. [Print ed.], 2013, vol. 6, no. 1, str. 65-80, 101, 104-105, ilustr. [COBISS.SI-ID [12406689](#)]
4. DERMOL, Valerij, ČATER, Tomaž. The influence of training and training transfer factors on organisational learning and performance. *Personnel review*, ISSN 0048-3486, 2013, vol. 42, iss. 3, str. 324-348. [COBISS.SI-ID [11762593](#)]
5. DERMOL, Valerij. Relationship between mission statement and company performance. *Analele științifice ale Universității "Al.I. Cuza" din Iași, Științe economice*, ISSN 2068-8717. [Online ed.], 2012, [No.] 1, str. 325-341. <http://anale.feaa.uaic.ro/anale/en/Arhiva%202012-1%20Dermol/479>. [COBISS.SI-ID [16049973](#)]
6. DERMOL, Valerij. Synergetic effects of training and training transfer factors in organisations. *International journal of management in education*, ISSN 1750-385X, 2012, vol. 6, no. 3, str. 212-227. [COBISS.SI-ID [15684917](#)]
7. TAVČAR, Mitja I., DERMOL, Valerij. Global SMEs' strategy. *International journal of management, knowledge and learning*, ISSN 2232-5107. [Tiskana izd.], 2012, vol. 1, iss. 1, str. 109-123, ilustr. [COBISS.SI-ID [15870517](#)]
8. DERMOL, Valerij, BREZNIK, Kristijan. Innovation synergies through networking in Slovenian regions. *International journal of synergy and research*. [Online ed.], 2012, vol. 1, no. 1, str. 39-55, graf. prikazi, tabele. http://ijsr.umcs.lublin.pl/wp-content/uploads/2012/05/IJSR_2012_Vol_001_No_001.pdf. [COBISS.SI-ID [15867445](#)]
9. DERMOL, Valerij. Development of entrepreneurial competences. *International journal of Euro-Mediterranean studies*, ISSN 1855-3362. [Print ed.], 2010, vol. 3, no. 1, str. [27]-47. [COBISS.SI-ID [15358261](#)]
10. DERMOL, Valerij, KOŠIR, Suzana, BREZNIK, Kristijan. Social networking principles in education and training. *Journal of international scientific publications, Educational alternatives*, ISSN 1313-2571, 2010, vol. 8, part 1, str. 322-331, ilustr. <http://www.science-journals.eu/erd/ISP-ERD-Vol8-Part1.swf>. [COBISS.SI-ID [15199541](#)]
11. DERMOL, Valerij, ŠIROK, Klemen. Effectiveness factors of voucher programmes. *International journal of sustainable economy*, ISSN 1756-5804, 2009, vol. 1, no. 4, str. 403-418, doi: [10.1504/IJSE.2009.024765](https://doi.org/10.1504/IJSE.2009.024765). [COBISS.SI-ID [3170007](#)]
- 1.04 Strokovni članek**
12. TRUNK ŠIRCA, Nada, BARLE LAKOTA, Andreja, MOHORKO, Jasmina, KOLENC, Katja, DERMOL, Valerij. Spodbujanje učenja o Evropski uniji na šolah. *Vodenje v vzgoji in izobraževanju*, ISSN 1581-8225, 2013, letn. 11, [št.] 2, str. 93-105, 147, tabela. [COBISS.SI-ID [1024425342](#)]
13. DERMOL, Valerij, DREV, Darko. Inženirstvo in z njim povezani dejavniki tehnološkega razvoja = Engineering and associated factors of technological development. *Naše gospodarstvo*, ISSN 0547-3101. [Tiskana izd.], 2011, letn. 57, št. 5/6, str. 63-75, ilustr. [COBISS.SI-ID [259480064](#)]