

SYLLABUS

1. Data about the program

1.1 Higher Education Institution	Babeş-Bolyai University
1.2 Faculty	Psychology and Educational Sciences
1.3 Departament	Psychology
1.4 Field of study	Psychology
1.5 Study cycle	Master 2022-2024
1.6 Study program / Qualification	Master's Degree in Human Resource Psychology and Organizational Health

2. Course information

2.1 Name of the course	Knowledge Management and Innovation/ Managementul cunoștințelor și inovație (în limba engleză)						
2.2 The holder of the course activities	Lect. Univ. dr. Claudia Lenuța Rus						
2.3 The holder of the seminar activities	-						
2.4 Year of study	1	2.5 Semester	2	2.6. Type of evaluation	E	2.7 Course regime	DS

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hour per week	2	Of which: 3.2 course	2	3.3 seminar/laboratory	0
3.4 Total hours in the curriculum	28	Of which: 3.5 curs	28	3.6 seminar/laboratory	0
Distribution of estimated time:					Hours
Studying textbooks, course support, bibliography, and notes:					28
Additional documentation in the library, on specialized electronic platforms and in the field:					9
Preparation of seminars / laboratories, papers, portfolios, and essays:					10
Tutorship:					2
Evaluations:					2
Other activities: research activities					-
3.7 Total hours of individual study			47		
3.8 Total hours per semester			75		
3.9 Number of ECTS credits			3		

4. Prerequisites (where applicable)

4.1 curriculum	• -
4.2 competencies	• -

5. Condiții (where applicable)

5.1 Course conduct	<ul style="list-style-type: none"> • Room with at least 50 seats, computer and video projector • Online, Microsoft Teams
5.2 Conducting the seminar	<ul style="list-style-type: none"> • Room with at least 50 seats, computer and video projector

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| | <ul style="list-style-type: none">• Online, Microsoft Teams |
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6. Specific competences acquired

Professional competencies

PC 2. Offering assistance and support by developing interventions for internal and external organizational stakeholders based on the results of the organizational evaluation and diagnosis.

Learning outcomes:

- 2.1. The graduate is able to develop and differentiate between specific intervention methods specific to multiple levels of the organization in order to increase performance and innovation.
- 2.2. The graduate is able to use the results of the organizational diagnosis in order to inform and establish interventions addressed to multiple levels of the organization.
- 2.3. The graduate is able to define and apply organizational development and change methods in order to support the performance and innovation of the organization.
- 2.4. The graduate is able to propose methods of testing the efficiency of interventions addressed to multiple levels of the organization in order to inform and adopt courses of action.

PC 3. Managing/Administrating complex organizational systems from a multi-level perspective.

Learning outcomes:

- 3.1. The graduate knows the structure and distribution of multiple organizational levels (individual, group, organizational, and multi-level) and the interacting dynamics between multiple organizational levels that inform the proposal and implementation of specific interventions in order to increase organizational performance and innovation.
- 3.2. The graduate is able to design appropriate interventions in accordance with a specific organizational level (individual, group, organizational, multi-level) and the interrelated dynamics between multiple organizational levels in order to support performance.
- 3.3. The graduate is able to differentiate between and adopt perspectives, approaches, and theories or organizational complexity in order to inform actions and decisions that support organizational performance.
- 3.4. The graduate is able to describe and understand different types of organizational diversity, as well as the impact of diversity on organizational dynamics in order to improve the performance and innovation of multiple organizational levels.
- 3.5. The graduate is able to integrate technology into HR practices in order to improve the dynamic, performance, and innovation of multiple organizational levels.

PC 6. Implementing organization knowledge management systems in order to enhance employees/ groups/ organizational performance.

Learning outcomes:

- 6.1. The graduate is able to understand and use perspectives and knowledge management processes (knowledge generation, knowledge acquisition, knowledge retention, knowledge transfer and sharing, knowledge reactualization and knowledge implementation) in order to enhance organizational efficiency and innovation.
- 6.2. The graduate is able to identify determinant and significant factors that influence knowledge management processes in order to improve organizational efficiency and innovation.
- 6.3. The graduate is able to design courses of actions and solutions for organizational knowledge management in order to enhance organizational efficiency and innovation.
- 6.4. The graduate is able to evaluate the quality and utility of knowledge management initiatives in order to recommend good practices and adequate solutions.

PC 8. Support and counseling focused on organizational strategy regarding human resource management.

Learning outcomes:

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| | <p>8.1. The graduate is able to identify the organizational human resource management strategy and the degree of integration with complementary strategies in order to formulate organizational strategies.</p> <p>8.2. The graduate is able to identify the type of enacted organizational strategy regarding human resource management in order to formulate and implement human resource processes.</p> <p>8.3. The graduate is able to execute phases of organizational strategy formulation and implementation regarding human resource management in order to ensure organizational efficiency and innovation.</p> <p>8.4. The graduate is able to identify and list factors that activate, facilitate and obstruct human resources strategy formulation and implementation in order to ensure organizational efficiency and innovation.</p> <p>8.5. The graduate is able to understand the organizational business model and requirements in order to facilitate organizational efficiency and innovation.</p> <p>8.6. The graduate is able to understand the strategic role of professionals in human resource management settings in order to provide support in organizational strategy formulation and implementation, especially concerning human resources.</p> |
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<p>TC 1. Communication in contexts of inter-organizational and intra-organizational collaboration. Learning outcomes:</p> <ol style="list-style-type: none"> 1.1. The graduate is able to use written language, verbal language, non-verbal language, multi-media technologies and different communication channels in order to send and receive clear and precise information, adapted to the targeted audience. 1.2. The graduate is able to use feedback techniques to repair or mention the communication or performance quality at multiple levels. 1.3. The graduate is able to use a variety of types and channels of communication in order to disseminate information in different contexts. 1.4. The graduate is able to elaborate and give a presentation in regards to their work activity while using the appropriate language in order to convey information in a clear and precise manner to the targeted audience. 1.5. The graduate is able to use methods of translating and adapting information from a scientific language into a more context-appropriate discourse, in order to convey information in a clear and precise manner to the targeted audience. <p>TC 2. Developing critical thinking, analytical ability and information inference in order to ensure objective decisions and recommendations within organizations. Learning outcomes:</p> <ol style="list-style-type: none"> 2.1. The graduate is able to analyze critically the scientific literature in order to comprehend the concepts, theories, models and empirical data specific to the human resources and organizational health domains, and is able to elaborate recommendations and intervention plans within organizations. 2.2. The graduate is able to interpret and integrate information from multiple sources in order to make decisions and recommendations within organizations. 2.3. The graduate is able to identify the elements of a certain situation or complex problem within an organization, and the relation between them in order to have a better understanding. 2.4. The student/graduate is able to issue informed judgement regarding the value of ideas, perspectives and arguments in order to substantiate interventions at an individual, group, organizational and multiple level. <p>TC 3. Initiating and maintaining efficient work collaborations and professional work relations. Learning outcomes:</p> <ol style="list-style-type: none"> 3.1. The graduate is able to manage and offer counseling to the parties involved in emergent conflicts within a professional context, in order to repair, optimize and mention work performance. 3.2. The graduate is able to implement their knowledge regarding the group dynamics and processes in order to maintain an efficient collaboration within the work teams. 3.3. The graduate is able to facilitate the negotiation between stakeholders with complex interests, in order to achieve organizational objectives and maintain professional relations. 3.4. The graduate is able to analyze the needs and perspective of others in order to maintain efficient work collaboration and professional relations. 3.5. The graduate is able to implement networking methods and tools in order to initiate efficient work collaborations. 3.6. The graduate is able to apply methods of influencing others with the purpose of maximizing performance via persuasion techniques, facilitation techniques, guided discussions and other influential methods. <p>TC 6. Continuous evaluation of the own need for development of competencies needed to perform in the dynamics of the external and internal organizational environment. Learning outcomes:</p> <ol style="list-style-type: none"> 6.1. The graduate is able to auto-evaluate his performance in order to actualize his own professional needs in the field of human resources psychology and organizational health. 6.2. The graduate is able to independently find the resources needed in order to actualize his own professional needs in the field of human resources psychology and organizational health.
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	<p>6.3. The graduate is able to elaborate an action plan in order to develop the professional competencies needed to perform in the dynamics of the external and internal organizational environment.</p> <p>6.4. The graduate is able to apply the action plan needed in order to develop the professional competencies required to perform in the dynamics of the external and internal organizational environment.</p>
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7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 General course objective	<ul style="list-style-type: none"> Understand the concepts of complexity and organizational dynamics as well as the scientific theories and models that address the issues of complexity and organizational dynamics and innovation in organizations from the perspective of knowledge utilization and knowledge management.
7.2 Specific course objectives	<ul style="list-style-type: none"> Understanding organizational dynamics, its forms of manifestation at individual, group and organizational level in terms of knowledge management Acquisition of knowledge and knowledge management in organizations concepts Acquisition of innovation at individual, group, organizational level and multilevel concepts

8. Content

8.1 Course	Teaching methods	Observations
1. Knowledge and knowledge management as a strategic resource in modern organizations	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
2. Perspectives, components and processes in knowledge management	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
3. Perspectives, components and processes in knowledge management	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
4. Perspectives, components and processes in knowledge management	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor

5. Facilitating role of information technology in knowledge management	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
6. Facilitating role of information technology in knowledge management	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
7. Sociocultural factors in motivating employees to participate in knowledge management initiatives	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
8. Leadership, organisational culture management and knowledge management	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
9. Facilitating knowledge management through the use of human resource practices	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
10. Knowledge management and innovation	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
11. Innovation and creativity at the individual level	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor

12. Innovation in teams	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
13. Organizational innovation	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor
14. Innovation in organizations: Multilevel approach	exposition, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor

References:

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- Asrar-ul-Haqm, M. & Anwar, S. (2016) A systematic review of knowledge management and knowledge sharing: Trends, issues, and challenges. *Cogent Business & Management*, 3(1). DOI: 10.1080/23311975.2015.1127744
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- Dalkir, K. (2023). *Knowledge management in theory and practice (4th ed.)*. The MIT Press.
- Dayan, R., Heisig, P., & Matos, F. (2017). Knowledge management as a factor for the formulation and implementation of organization strategy. *Journal of Knowledge Management*, 21(2), 308-329.
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- Hislop, D., Bosua, R., & Helms, R. (2018). *Knowledge management in organizations: A critical introduction (4th ed.)*. Oxford University Press.
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- Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative leadership: A multi-context conceptualization. *The Academy of Management Annals*, 9(1), 393-482.
- Phelps, C., Heidl, R., & Wadhwa, A. (2012). Knowledge, networks, and knowledge networks: A review and research agenda. *Journal of Management*, 38(4), 1115-1166.
- Poole, M. S., & Van de Ven, A. H. (Eds.) (2021). *The Oxford Handbook of organizational change and innovation (2nd ed.)*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198845973.001.0001>
- Škerlavaj, M., Černe, M., & Batistič, S. (2023). Knowledge hiding in organizations: Meta-analysis 10 years later. *Economic and Business Review*, 25(2), 79-102. <https://doi.org/10.15458/2335-4216.1319>
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Zappa, P., & Robins, G. (2016). Organizational learning across multi-level networks. *Social Networks*, 44, 295-306.

Zhou, J., & Gibbs, M. (Eds.) (2021). *Handbook of research on creativity and innovation*. Edward Elgar Publishing.

8.2 Seminar / laborator	Metode de predare	Observații
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9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the subject is in line with what is taught in other university centres in the country and abroad. In order to better adapt the content of the discipline to the requirements of the labour market, and to promote the idea of the practitioner-researcher, the topics presented in the course have been discussed with former students, currently employed in different applied fields of psychology.

The contents of the discipline are compatible with the recommendations of professional associations at European level (EAWOP and EFPA) regarding the granting of the right of free practice in Occupational and Organisational Psychology in Europe.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Course	Understanding theories, models, principles and empirical data in the field	Written exam	50%
	Understand and apply theories, models, principles and empirical data in the field	Semester project (triad)	50%
10.5 Seminar/laboratory		-	

10.6 Minimal performance requirements

The final assessment will be based on a written exam and a triad semester project.

The final grade consists of:

- a. 50% - the grade obtained in the written examination (minimum 4.5 points on a scale of 1 to 10)
- b. 50% - the grade resulted from the evaluation of the semester project (minimum 4.5 points on a scale from 1 to 10).

The following conditions must be fulfilled simultaneously in order to pass the subject:

- a. 50% - the grade obtained in the written examination (minimum 4.5 points on a scale of 1 to 10)
- b. 50% - the grade resulted from the evaluation of the semester project (minimum 4.5 points on a scale from 1 to 10)
- c. the final grade to be minimum 4.5p (minimum 4.5 points on a scale from 1 to 10)

Date

Signature of the course holder

Signature of the seminar holder

14.09.2023

Lect. univ. dr. Claudia Rus

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Date of approval in the department

14.09.2023

Signature of the department chair/director

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