SYLLABUS

Knowledge Management and Innovation/ Managementul cunoștințelor și inovație (în limba engleză)

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Babeș-Bolyai University
1.2. Faculty	Faculty of Psychology and Educational Sciences
1.3. Department	Department of Psychology
1.4. Field of study	Psychology
1.5. Study cycle	Master
1.6. Study programme/Qualification	Master's Degree in Human Resource Psychology and Organizational Health
1.7. Form of education	Frequency

2. Information regarding the discipline

2.1. Name of the discipline	**Knowledge Management and Innovation/ Managementul cunoștințelor și inovație (în limba engleză)**					Discipline code	**PME1430**
2.2. Course coordinator				Lect. Univ. dr. Claudia L. Rus			
2.3. Seminar coordinator				-			
2.4. Year of study	1	2.5. Semester	2	2.6. Type of evaluation	E	2.7. Discipline regime	DA

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours 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 course	28	3.6 seminar/laborator	**0**
Time allotment for individual study (ID) and self-study activities (SA)					**hours**
Learning using manual, course support, bibliography, course notes (SA)					28
Additional documentation (in libraries, on electronic platforms, field documentation)					19
Preparation for seminars/labs, homework, papers, portfolios and essays					0
Tutorship					2
Evaluations					2
Other activities:					-
3.7. Total individual study hours	**47**				
3.8. Total hours per semester	**75**				
3.9. Number of ECTS credits	**3**				

4. Prerequisites (if necessary)

4.1. curriculum	-
4.2. competencies	-

5. Conditions (if necessary)

5.1. for the course	• Room with at least 50 seats equipped with video projector and computer • Internet connection • Access to printer and photocopying equipment (for printing • support materials, written assignments, case studies) • Access to bibliographic resources (e.g. subscription to the Central University Library "Lucian Blaga", enformation.ro)
5.2. for the seminar /lab activities	-

6.1. Specific competencies acquired [1]

Professional/essential 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: PC 3. Managing/Administrating complex organizational systems from a multi-level perspective. PC 6. Implementing organization knowledge management systems in order to enhance employees/ groups/ organizational performance. PC 8. Support and counseling focused on organizational strategy regarding human resource management.
Transversal competencies	TC 1. Communication in contexts of inter-organizational and intra-organizational collaboration. TC 2. Developing critical thinking, analytical ability and information inference in order to ensure objective decisions and recommendations within organizations. TC 3. Initiating and maintaining efficient work collaborations and professional work relations. 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.

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	• 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 objective of the discipline	• Knowledge and critical analysis of theories, scientific models and empirical data from the literature on knowledge management in organizations • Knowledge and critical analysis of theories, scientific models and empirical data from the literature on innovation in organizations • Understanding organizational dynamics, its forms of manifestation at individual, group and organizational level in terms of knowledge management • Acquisition of knowledge concepts and knowledge management in organizations • Acquisition of innovation concepts at individual, group, organizational and multilevel perspective

8. Content

8.1 Course	Teaching methods	Remarks
1. Knowledge and knowledge management as a strategic resource in modern organizations	lecture, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor 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. Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.
2. Perspectives, components and processes in knowledge management	lecture, demonstrative example, knowledge synthesis, guided discovery	Students will consult the bibliographical references provided by the instructor

[1] One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

		Farnese, M. L., Barbieri, B., Chirumbolo, A., & Patriotta, G. (2019). Managing knowledge in organizations: A Nonaka's SECI model operationalization. Frontiers in Psychology, 10, 2730. https://doi.org/10.3389/fpsyg.2019.02730 Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press. Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.
3. Perspectives, components and processes in knowledge management	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Beccera-Fernandez, I., Sabherwal, R., & Kumi, R. (2024). Knowledge management systems and processes in the AI era. Routledge.
4. Perspectives, components and processes in knowledge management - Applications in organizations	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Farnese, M. L., Barbieri, B., Chirumbolo, A., & Patriotta, G. (2019). Managing knowledge in organizations: A Nonaka's SECI model operationalization. Frontiers in Psychology, 10, 2730. https://doi.org/10.3389/fpsyg.2019.02730 Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.
5. Leadership, organizational culture management and knowledge management	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press. Aichouche, R., Chergui, K., Brika, S. K. M., El Mezher, M., Musa, A., & Laamari, A. (2022). Exploring the relationship between organizational culture types and Knowledge Management Processes: A meta-analytic path analysis. *Frontiers in Psychology, 13,* Article 856234. https://doi.org/10.3389/fpsyg.2022.856234
6. Socio-cultural factors in motivating employees to participate in knowledge management initiatives	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press. Arain, G. A., Bhatti, Z. A., Hameed, I., Khan, A. K., & Rudoph, C. W. (2023). A meta-analysis of the nomological network of knowledge hiding in organizations. Personnel Psychology, 00, 1–32. Advance online publication. https://doi.org/10.1111/peps.12562 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

7. The facilitating role of information technology in knowledge management	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor: Liu, G., Kianto, A., & Tsui, E. (2023). Knowledge management technologies and organizational performance: A meta-analytic study. Industrial Management & Data Systems, 123(2), 386-408. https://doi.org/10.1108/IMDS-02-2022-0121 Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.
8. Facilitating role of information technology in knowledge management	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.
9. Facilitating knowledge management using human resource practices	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.
10. Knowledge management and innovation	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Costa, V., & Monteiro, S. (2016). Key knowledge management processes for innovation: a systematic literature review. VINE Journal of Information and Knowledge Management Systems, 46(3), 386–410. https://doi.org/10.1108/VJIKMS-02-2015-0017 Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.
11. Individual innovation and creativity	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Yuan, Y., Humphrey, S. E., & van Knippenberg, D. (2022). From individual creativity to team creativity: A meta-analytic test of task moderators. Journal of Occupational and Organizational Psychology, 95(2), 358–404. https://doi.org/10.1111/joop.12380 Mumford, M. D., & Todd, E. M. (Eds.). (2020). Creativity and innovation in organizations (1st ed.). Routledge.
12. Team and organizational innovation	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Byron, K., Keem, S., Darden, T., Shalley, C. E., & Zhou, J. (2023). Building blocks of idea generation and implementation in teams: A meta-analysis of team design and team creativity and innovation. Personnel Psychology, 76(1), 249–278. https://doi.org/10.1111/peps.12501 Katebi, A., Hosseinkhah Eghdam, H., Baseri, H., & Salehi, A. M. (2024). The relationship between innovation and organizational performance: A meta-analysis. Journal of Management &

		Organization, 30(6), 2474–2494. doi:10.1017/jmo.2024.13 Mumford, M. D., & Todd, E. M. (Eds.). (2020). Creativity and innovation in organizations (1st ed.). Routledge.
13. Innovation in organizations: Multilevel approach	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor Singh, S., Dhir, S., Gupta, A., Das, V. M., & Sharma, A. (2021). Antecedents of innovation implementation: A review of literature with meta-analysis. Foresight, 23(3), 273–298. https://doi.org/10.1108/FS-10-2020-0096
14. Recap	lecture, demonstrative example, knowledge synthesis, directed discovery	Students will consult the bibliographical references provided by the instructor

Bibliography

Aichouche, R., Chergui, K., Brika, S. K. M., El Mezher, M., Musa, A., & Laamari, A. (2022). Exploring the relationship between organizational culture types and Knowledge Management Processes: A meta-analytic path analysis. *Frontiers in Psychology,* 13, Article 856234. https://doi.org/10.3389/fpsyg.2022.856234

Arain, G. A., Bhatti, Z. A., Hameed, I., Khan, A. K., & Rudoph, C. W. (2023). A meta-analysis of the nomological network of knowledge hiding in organizations. *Personnel Psychology, 00*, 1–32. Advance online publication. https://doi.org/10.1111/peps.12562

Beccera-Fernandez, I., Sabherwal, R., & Kumi, R. (2024). *Knowledge management systems and processes in the AI era.* Routledge.

Byron, K., Keem, S., Darden, T., Shalley, C. E., & Zhou, J. (2023). Building blocks of idea generation and implementation in teams: A meta-analysis of team design and team creativity and innovation. *Personnel Psychology, 76*(1), 249–278. https://doi.org/10.1111/peps.12501

Costa, V., & Monteiro, S. (2016). Key knowledge management processes for innovation: a systematic literature review. *VINE Journal of Information and Knowledge Management Syste*ms, 46(3), 386–410. https://doi.org/10.1108/VJIKMS-02-2015-0017

Cropley, D. H. and Cropley, A. J. (2015). *The psychology of innovation in organisations.* Cambridge University Press.

Chen, J., & Nonaka, I. (2022). *The Routledge companion to knowledge management (1st ed.)*. Taylor and Francis.

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.

De Villiers, R. (2022). *The Handbook of creativity and innovation in business: A comprehensive toolkit of theory and practice for developing creative thinking skills.* Springer.

Farnese, M. L., Barbieri, B., Chirumbolo, A., & Patriotta, G. (2019). Managing knowledge in organizations: A Nonaka's SECI model operationalization. *Frontiers in Psychology*, *10*, 2730. https://doi.org/10.3389/fpsyg.2019.02730

Hislop, D., Bosua, R., & Helms, R. (2018). *Knowledge management in organizations: A critical introduction* (4th ed.). Oxford University Press.

Katebi, A., Hosseinkhah Eghdam, H., Baseri, H., & Salehi, A. M. (2024). The relationship between innovation and organizational performance: A meta-analysis. *Journal of Management & Organization*, *30*(6), 2474–2494. doi:10.1017/jmo.2024.13

Liu, G., Kianto, A., & Tsui, E. (2023). Knowledge management technologies and organizational performance: A meta-analytic study. *Industrial Management & Data Systems, 123*(2), 386-408. https://doi.org/10.1108/IMDS-02-2022-0121

Mumford, M. D., & Todd, E. M. (Eds.). (2020). *Creativity and innovation in organizations* (1st ed.). Routledge.

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

Singh, S., Dhir, S., Gupta, A., Das, V. M., & Sharma, A. (2021). Antecedents of innovation implementation: A review of literature with meta-analysis. *Foresight, 23*(3), 273–298. https://doi.org/10.1108/FS-10-2020-0096

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

Yuan, Y., Humphrey, S. E., & van Knippenberg, D. (2022). From individual creativity to team creativity: A meta-analytic test of task moderators. *Journal of Occupational and Organizational Psychology, 95*(2), 358–404. https://doi.org/10.1111/joop.12380

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

https://www.ocai-online.com/

Note:

- Only the chapters related to the topics taught in the course are compulsory

- To these references, scientific papers will be added scientific papers provided by the course holder, depending on the specific study needs identified during the course of teaching activities and their impact on the field of Knowledge Management and Innovation

Bibliografie opțională:

Dalkir, K. (2023). *Knowledge management in theory and practice (4th ed.)*. The MIT Press.

8.2 Seminar / laboratory	Teaching methods	Remarks
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Bibliography		

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The contents of the discipline are compatible with the recommendations of professional associations at the international (Society for Industrial and Organizational Psychology, Division 14 of the American Psychologists Association), European (European Association of Work and Organizational Psychology and EFPA) level regarding the granting of the right to practice in Work, Personnel and Organizational Psychology in Europe, as well as in accordance with the standards developed by the Romanian College of Psychologists.
- The content studied in this discipline aims at designing and implementing functional solutions considering the specificity of the organizational context, choosing appropriate interventions for the company/organization, as well as identifying risks, opportunities and resources for organizational development. Along with the content, the instruction and assessment methods contribute to the preparation of future professionals in accordance with the expectations of representatives of the epistemic community, professional associations and employers in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Ability to understand and apply theories, models, principles and empirical data in the field	Written exam	50%
	Ability to understand and apply theories, models, principles and empirical data in the field	Semestrial project (3 student members)	50%
10.5 Seminar/laboratory	-		

10.6 Minimum standard of performance

- Ability to understand and apply theories, models, principles and empirical data in the field
- The final evaluation will be based on a written exam and a semester project carried out in group.
  - The final grade is composed of:

  a. 50% of the marks obtained in the written examination (minimum 4.5 points on a scale from 1 to 10)

  b. evaluation of the semester project 50% (minimum 4.5 points on a scale from 1 to 10).
- To pass the subject, the following conditions must be met simultaneously:

  a. 50% of the marks obtained in the written examination (minimum 4.5 points on a scale from 1 to 10)

  b. evaluation of the semester project 50% (minimum 4.5 points on a scale from 1 to 10)

  c. the final mark to be minimum 4.5p (minimum 4.5 points on a scale from 1 to 10)

11. Labels ODD (Sustainable Development Goals)[2]

[2] Keep only the labels that, according to the *Procedure for applying ODD labels in the academic process*, suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „*Not applicable*.”.

	General label for Sustainable Development							
								
								

Date:
09.04.2025

Signature of course coordinator

Signature of seminar coordinator

-

Date of approval:
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Signature of the head of department

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