

# SYLLABUS

## *Knowledge Management in Organizations*

University year 2025-2026

### 1. Information regarding the programme

1.1. Higher education institution	Babeş-Bolyai University
1.2. Faculty	Faculty of Psychology and Educational Sciences
1.3. Department	Psychology
1.4. Field of study	Psychology-Cognitive Science
1.5. Study cycle	Bachelor level
1.6. Study programme/Qualification	Psychologist
1.7. Form of education	Full time

### 2. Information regarding the discipline

2.1. Name of the discipline	<b>Knowledge Management in Organizations</b>			Discipline code	<b>PLE1535</b>		
2.2. Course coordinator	Assoc. prof. Lucia Ratiu, PhD						
2.3. Seminar coordinator	Assoc. prof. Lucia Ratiu, PhD						
2.4. Year of study	3	2.5. Semester	1	2.6. Type of evaluation	E	2.7. Discipline regime	SC

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

3.1. Hours per week	<b>3</b>	of which: 3.2 course	<b>2</b>	3.3 seminar/laboratory	<b>1</b>
3.4. Total hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laborator	<b>14</b>
<b>Time allotment for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Learning using manual, course support, bibliography, course notes (SA)					20
Additional documentation (in libraries, on electronic platforms, field documentation)					14
Preparation for seminars/labs, homework, papers, portfolios and essays					17
Tutorship					3
Evaluations					2
Other activities: research activities					2
<b>3.7. Total individual study hours</b>					<b>51</b>
<b>3.8. Total hours per semester</b>					<b>100</b>
<b>3.9. Number of ECTS credits</b>					<b>4</b>

### 4. Prerequisites (if necessary)

4.1. curriculum	<p>Completing other courses will facilitate students in learning this course:</p> <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• Social cognition</li> <li>• Cognitive psychology</li> <li>• Quantitative and statistics research methods</li> </ul>
4.2. competencies	<ul style="list-style-type: none"> <li>• Basic skills and knowledge of research methods in social science</li> <li>• Knowledge of basic theories in social psychology</li> </ul>

### 5. Conditions (if necessary)

5.1. for the course	Room with at least 50 seats, computer and video projector
5.2. for the seminar /lab activities	Room with at least 50 seats, computer and video projector

### 6.2. Learning outcomes

<b>Knowledge</b>	<p>The student knows the systemic model of organization – organizations as cognitive systems</p> <p>The student understands the relationships between knowledge management and processes leading to organizational performance and innovation</p> <p>The student analyses the systemic perspective on the relationship between knowledge and innovation</p> <p>The student is familiarization with synergy of knowledge management processes</p>
<b>Skills</b>	<p>The student is able to argue the complex relationship between knowledge and innovation</p> <p>The student is able to use knowledge management models for employee performance and well-being and for innovation in organizations</p>
<b>Responsibility and autonomy:</b>	<p>The student has the ability to work independently to obtain solutions for organizational problems.</p> <p>The student has the ability to develop skills for multidisciplinary integration of conceptual models that explain social dynamics at the interface with modern technologies.</p> <p>The student expresses an open and responsible attitude towards scientific field.</p> <p>The student shows interest in personal development in the field.</p>

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

<b>7.1 General objective of the discipline</b>	<ul style="list-style-type: none"> <li>Understanding the concepts of complexity and organizational dynamics as well as scientific theories and models that address the issue of complexity and organizational dynamics from the perspective of knowledge use and knowledge management.</li> </ul>
<b>7.2 Specific objective of the discipline</b>	<ul style="list-style-type: none"> <li>Understanding the cognitive perspective on the organizational dynamics at individual, group and organizational level</li> <li>Understanding the cognitive perspective on the interdependence relationships (intra and interorganizational) of the organizational actors</li> <li>Understanding how organizations adapt to the characteristics and complexity of the contemporary information environment.</li> <li>Acquisition of the concepts of differentiation and integration in organizations as well as understanding organizations as complex socio-technical systems.</li> </ul>

### 8. Content

8.1 Course	Teaching methods	Remarks
Knowledge and knowledge management as a strategic resource in modern organizations	lecture, demonstrative example, knowledge synthesis, inductive method	
Organizations as socio-cognitive systems	lecture, demonstrative example, knowledge synthesis, inductive method	Biggiero, L. (2009). Organizations as Cognitive Systems: is Knowledge AN Emergent Property of Information Networks?. In <i>Processes Of Emergence Of Systems And Systemic Properties: Towards a General Theory of Emergence</i> (pp. 697-712).
Organizational groups as socio-cognitive systems	lecture, demonstrative example, knowledge synthesis, inductive method	Curşeu, P. L. (2006). Emergent states in virtual teams: a complex adaptive systems perspective. <i>Journal of Information Technology</i> , 21(4), 249-261. Hojbota, A. M., Rusu, A., Curşeu, P. L., & Constantin, T. (2020). Membership change and group cognitive complexity: the

		moderating role of normative interventions. <i>Knowledge Management Research &amp; Practice</i> , 1-10.
Knowledge as strategic resource in modern organizations	lecture, demonstrative example, knowledge synthesis, inductive method	Dayan, R., Heisig, P., & Matos, F. (2017). Knowledge management as a factor for the formulation and implementation of organization strategy. <i>Journal of Knowledge Management</i> , 21(2), 308-329. Chuang, C.-H & Jackson, S. & Jiang, Y. (2016). Can Knowledge-Intensive Teamwork Be Managed? Examining the Roles of HRM Systems, Leadership, and Tacit Knowledge. <i>Journal of Management</i> . 42(2), 524-554.
Processes of knowledge acquisition, selection, creation, internalization, externalization	lecture, demonstrative example, knowledge synthesis, inductive method	Nonaka, I. & Nishiguchi, T. (Eds.). (2001). Knowledge emergence: Social, technical, and evolutionary dimensions of knowledge creation. New York: Oxford University Press Hinsz, V. B., Tindale, R. S., & Vollrath, D. A. (1997). The emerging conceptualization of groups as information processors. <i>Psychological bulletin</i> , 121(1), 43. Nonaka, I. & Nishiguchi, T. (Eds.). (2001). Knowledge emergence: Social, technical, and evolutionary dimensions of knowledge creation. New York: Oxford University Press
Social networks and knowledge networks	lecture, demonstrative example, knowledge synthesis, inductive method	Phelps, C., Heidl, R., & Wadhwa, A. (2012). Knowledge, Networks, and Knowledge Networks: A Review and Research Agenda. <i>Journal of Management</i> , 38(4), 1115-1166. Zappa, P., & Robins, G. (2016). Organizational learning across multi-level networks. <i>Social Networks</i> , 44, 295-306.
Knowledge management approaches	lecture, demonstrative example, knowledge synthesis, inductive method	Nonaka, I. & Nishiguchi, T. (Eds.). (2001). Knowledge emergence: Social, technical, and evolutionary dimensions of knowledge creation. New York: Oxford University Press
Facilitative role of information technology in knowledge management; Generative AI and Knowledge Management	lecture, demonstrative example, knowledge synthesis, inductive method	Nonaka, I. & Nishiguchi, T. (Eds.). (2001). Knowledge emergence: Social, technical, and evolutionary dimensions of knowledge creation. New York: Oxford University Press

		<p>Kirchner, K., Bolisani, E., Scarso, E., Taraghi, N., &amp; Kassaneh, T. C. (2025). Generative AI Meets Knowledge Management: Insights From Software Development Practices. <i>Knowledge and Process Management</i>.  <a href="https://doi.org/10.1002/kpm.70004">https://doi.org/10.1002/kpm.70004</a></p>
Innovation as competitive advantage in organizations	lecture, demonstrative example, knowledge synthesis, inductive method	<p>Van Lancker, J., Mondelaers, K., Wauters, E., &amp; Van Huylenbroeck, G. (2016). The Organizational Innovation System: A systemic framework for radical innovation at the organizational level. <i>Technovation</i>, 52, 40-50.</p>
Multilevel approaches in innovation	lecture, demonstrative example, knowledge synthesis, inductive method	<p>Zappa, P., &amp; Robins, G. (2016). Organizational learning across multi-level networks. <i>Social Networks</i>, 44, 295-306.</p>
Innovation and creativity at individual level	lecture, demonstrative example, knowledge synthesis, inductive method	<p>Amabile, T. M., &amp; Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. <i>Research in Organizational Behavior</i>, 36, 157-183.</p> <p>De Spiegelaere, S., Van Gyes, G., De Witte, H., &amp; Van Hootegem, G. (2015). Job design, work engagement and innovative work behavior: A multi-level study on Karasek's learning hypothesis. <i>Management Revue</i>, 123-137</p>
Innovation in teams	lecture, demonstrative example, knowledge synthesis, inductive method	<p>West, M. A., Hirst, G., Richter, A., &amp; Shipton, H. (2004). Twelve steps to heaven: Successfully managing change through developing innovative teams. <i>European journal of work and organizational psychology</i>, 13(2), 269-299.</p> <p>Curşeu, P. L. (2010). Team creativity in web site design: An empirical test of a systemic model. <i>Creativity Research Journal</i>, 22(1), 98-107.</p>
A collaborative approach of innovation in modern organizations	lecture, demonstrative example, knowledge synthesis, inductive method	<p>Anderson, N., Potočník, K., &amp; Zhou, J. (2014). Innovation and creativity in organizations: A state of-the-science review, prospective commentary, and guiding framework. <i>Journal of Management</i>, 40(5), 1297-1333.</p>
Knowledge management and innovation – a strategic approach (recap)	lecture, demonstrative example, knowledge synthesis, inductive method	<p>Dayan, R., Heisig, P., &amp; Matos, F. (2017). Knowledge management as a factor for the formulation</p>

		and implementation of organization strategy. <i>Journal of Knowledge Management</i> , 21(2), 308-329. Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative leadership: A multi-context conceptualization. <i>The Academy of Management Annals</i> , 9(1), 393-482.
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**Bibliography**

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- Hojbota, A. M., Rusu, A., Curşeu, P. L., & Constantin, T. (2020). Membership change and group cognitive complexity: the moderating role of normative interventions. *Knowledge Management Research & Practice*, 1-10.
- Jiang, Y., & Chen, C. C. (2018). Integrating knowledge activities for team innovation: effects of transformational leadership. *Journal of Management*, 44(5), 1819-1847.
- Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative leadership: A multi-context conceptualization. *The Academy of Management Annals*, 9(1), 393-482.
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- Weaven, S., Grace, D., Dant, R., & R. Brown, J. (2014). Value creation through knowledge management in franchising: a multi-level conceptual framework. *Journal of Services Marketing*, 28(2), 97-104.
- West, M. A., Hirst, G., Richter, A., & Shipton, H. (2004). Twelve steps to heaven: Successfully managing change through developing innovative teams. *European journal of work and organizational psychology*, 13(2), 269-299.
- Zappa, P., & Robins, G. (2016). Organizational learning across multi-level networks. *Social Networks*, 44, 295-306.

8.2 Seminar / laboratory	Teaching methods	Remarks
Data, information, knowledge, and wisdom (DIKW hierarchy)	presentation, knowledge synthesis, conceptual clarification	
Organizational groups as socio-cognitive systems – application	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	

Processes of knowledge acquisition, selection, creation, internalization, externalization – application	group activities, guided discovery, practical activities	
Social networks and knowledge networks – group activity	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Facilitative role of information technology in knowledge management – examples	group activities, guided discovery, practical activities	
Innovation as competitive advantage in organizations – practical activities	knowledge synthesis, group activities, guided discovery, practical activities	
Multilevel approaches in innovation – application	group activities, guided discovery, practical activities	

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- Weaven, S., Grace, D., Dant, R., & R. Brown, J. (2014). Value creation through knowledge management in franchising: a multi-level conceptual framework. *Journal of Services Marketing*, 28(2), 97-104.
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- Zappa, P., & Robins, G. (2016). Organizational learning across multi-level networks. *Social Networks*, 44, 295-306.

### 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 content of the course is in accordance with content taught in other universities in the country and abroad. To better fit to the requirements of the labor market and to promote practitioner-researcher approach, the topics were discussed with former students, currently employed in various fields of psychology.
- The content of the course is compatible with the recommendations of the professional associations at European level (EAWOP and EFPA) regarding the requirements for qualifying as a licensed psychologist in the field of Work and Organizational Psychology in Europe.





### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Accuracy in analyzing, synthesizing, and integrating theoretical information.	Written Exam	60 %
10.5 Seminar/laboratory	Accuracy in transferring theory into practice through tasks.	Group project	40%
10.6 Minimum standard of performance			
<ul style="list-style-type: none"> <li>• The level and accuracy of knowledge regarding the curriculum topics</li> <li>• Acquiring the specialized language</li> <li>• The ability to formulate research questions</li> <li>• Logical coherence and the capacity to formulate arguments supporting a specific idea</li> </ul> <p>To be eligible for the written exam (during the exam period), students must have attended a minimum of 6 meetings throughout the semester.</p> <p>The simultaneous conditions for passing the exam are:</p> <ul style="list-style-type: none"> <li>• A minimum of 50% of the exam grade (3 points put of 6)</li> <li>• The cumulative score on all components of the course (exam, projects) should be at least 5 points</li> </ul>			

### 11. Labels ODD (Sustainable Development Goals)<sup>1</sup>

	<p>General label for Sustainable Development</p>
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<sup>1</sup> 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.“.

Date:  
30.04.2025

Signature of course coordinator  
Lect. Lucia Ratiu, PhD

Signature of seminar coordinator  
Lect. Lucia Ratiu, PhD

Date of approval:  
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Signature of the head of department  
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