



## MGT202 THE LEARNING ORGANISATION T322 Brief

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.

Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

### 1. General Information

#### 1.1 Administrative Details

| Associated HE Award(s)              | Duration    | Level   | Subject Coordinator                                                                                                                                                                        |
|-------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B Bus (Accg); B Bus (Mgt & Finance) | 1 trimester | Level 2 | Mr Atta Adu-Osae<br><a href="mailto:atta.aduosae@koi.edu.au">atta.aduosae@koi.edu.au</a><br>P: +61 (2) 9283 3583<br>L: Level 1, 545 Kent St.<br>Consultation: via Moodle or by appointment |

#### 1.2 Core / Elective

This is an elective subject for B Bus (Accg) and B Bus (Mgt & Finance).

#### 1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

| Subject Credit Points | Total Course Credit Points             |
|-----------------------|----------------------------------------|
| 4                     | BBus(Accg) 96; BBus (Mgt & Finance) 96 |

#### 1.4 Student Workload

Indicated below is the expected student workload per week for this subject

| No. timetabled hours/week*                         | No. personal study hours/week** | Total workload hours/week*** |
|----------------------------------------------------|---------------------------------|------------------------------|
| 4 hours/week<br>(2 hour Lecture + 2 hour Tutorial) | 6 hours/week                    | 10 hours/week                |

\* Total time spent per week at lectures and tutorials

\*\* Total time students are expected to spend per week in studying, completing assignments, etc.

\*\*\* Combination of timetable hours and personal study.

#### 1.5 Mode of Delivery

Face-to-face unless otherwise notified (please check Moodle).

#### 1.6 Pre-requisites

BUS106A Intro to Business – A OR  
BUS100 Professional Communication Skills (previously named Business Study Skills) AND  
MGT200 Organisational Behaviour

#### 1.7 General Study and Resource Requirements

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.

- Students will require access to the internet and email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

*Resource requirements specific to this subject:* There are no specific resources for this subject.

## 2 Academic Details

### 2.1 Overview of the Subject

This subject is designed to develop students' sensitivity to the importance of learning in organisations. It enables students to evaluate the individual and collective processes of learning as well as organisational practices that enable learning in organisations. By integrating current *Organisational Learning* and *Learning Organisation* perspectives, the subject emphasises the link between learning and the broader strategic and socio-cultural contexts of organisations. On a practical level, the subject assists students in developing their learning skills for academic and professional purposes.

### 2.2 Graduate Attributes for Undergraduate Courses

Graduates of the *Bachelor of Business (Accounting)*, and the *Bachelor of Business (Management and Finance)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Bachelor's degree under the Australian Qualifications Framework (2<sup>nd</sup> edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a bachelor's level degree are summarised below:

|                                                                                     | KOI Bachelor Degree Graduate Attributes | Detailed Description                                                                                                                                                       |
|-------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Knowledge                               | Current, comprehensive and coherent knowledge                                                                                                                              |
|  | Critical Thinking                       | Critical thinking and creative skills to analyse and synthesise information and evaluate new problems                                                                      |
|  | Communication                           | Communication skills for effective reading, writing, listening and presenting in varied modes and contexts and for transferring knowledge skills to a variety of audiences |
|  | Information Literacy                    | Information and technological skills for accessing, evaluating, managing and using information professionally                                                              |
|  | Problem Solving Skills                  | Skills to apply logical and creative thinking to solve problems and evaluate sources                                                                                       |
|  | Ethical and Cultural Sensitivity        | Appreciation of ethical principles, cultural sensitivity and social responsibility, both personally and professionally                                                     |
|  | Teamwork                                | Leadership and teamwork skills to collaborate, inspire colleagues and manage responsibly with positive results                                                             |
|  | Professional Skills                     | Professional skills to exercise judgement in planning, problem solving and decision making                                                                                 |

Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation** – Students learn the basic skills, theories and techniques of the subject and apply them in basic, stand-alone contexts.
- **Level 2 Intermediate** – Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.

- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

## 2.3 Subject Learning Outcomes

This is a Level 2 subject.

Listed below, are key knowledge and skills students are expected to attain by successfully completing this subject:

| Subject Learning Outcomes                                                                                 | Contribution to Graduate Attributes                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) Explain theoretical perspectives on the individual and collective processes of organisational learning |      |
| b) Critically evaluate the factors contributing to effective learning in organisations                    |      |
| c) Practice and apply effective learning strategies and skills                                            |      |
| d) Demonstrate the role of Ethics in a learning organisation                                              |                                                                                                                                                                                                                                                               |

## 2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

*Weekly Planner:*

| Week (beginning) | Topic covered in each week's lecture                                           | Reading(s) | Expected work as listed in Moodle                                        |
|------------------|--------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------|
| 1<br>31 Oct      | Introduction to organisational learning and learning organisations             | Ch. 1      | Tutorial exercises                                                       |
| 2<br>07 Nov      | Individual & Group. Theories of learning. (How persons and their brains learn) | Chs. 3, 4  | Tutorial exercises                                                       |
| 3<br>14 Nov      | Types and styles of learning (How learning happens and the best ways to learn) | Ch. 5      | Tutorial exercises                                                       |
| 4<br>21 Nov      | The individual as agent of organisational learning                             | Ch. 9      | Tutorial exercises<br>Formation of groups<br><b>Formative assessment</b> |
| 5<br>28 Nov      | Organisation. Knowledge organisations and organisational knowledge             | Ch. 8      | Tutorial exercises                                                       |
| 6<br>05 Dec      | Managing learning and knowledge through systems, people and technology         | Ch. 10     | Tutorial exercises<br><b>Assessment 1 due: Essay</b>                     |
| 7<br>12 Dec      | Learning organisation                                                          | Ch. 13     | Tutorial exercises                                                       |



| Week<br>(beginning)     | Topic covered in each week's lecture                                                                                                                                                                                                                                                                         | Reading(s)                                                    | Expected work as<br>listed in Moodle                                                         |  |  |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------|--|--|
| 8<br>03 Jan<br>(Tue)    | Leadership, ethics and learning                                                                                                                                                                                                                                                                              | Chs. 6, 7                                                     | Tutorial exercises                                                                           |  |  |
| 9<br>09 Jan             | Strategy, change and learning                                                                                                                                                                                                                                                                                | Chs. 8, 14                                                    | Tutorial exercises                                                                           |  |  |
| 10<br>16 Jan            | World. Globalisation and culture as<br>contexts of learning in organisations                                                                                                                                                                                                                                 | Ch. 12                                                        | Tutorial exercises                                                                           |  |  |
| 11<br>23 Jan            | Group presentations                                                                                                                                                                                                                                                                                          |                                                               | Tutorial exercises<br><b>Assessment 2 due:</b><br>Group presentations and<br>written reports |  |  |
| 12<br>30 Jan            | Bringing it all together                                                                                                                                                                                                                                                                                     | Ch. 16                                                        | Exam Revision                                                                                |  |  |
| 13<br>06 Feb            | Study review week and Final Exam Week                                                                                                                                                                                                                                                                        |                                                               |                                                                                              |  |  |
| 14<br>13 Feb            | Examinations<br>Continuing students - enrolments for<br>T123 open                                                                                                                                                                                                                                            | Please see exam timetable for exam<br>date, time and location |                                                                                              |  |  |
| 15<br>20 Feb            | Student Vacation begins<br>New students - enrolments for T123 open                                                                                                                                                                                                                                           |                                                               |                                                                                              |  |  |
| 16<br>27 Feb            | <ul style="list-style-type: none"><li>Results Released</li><li>Review of Grade Day for T322 – see Sections 2.6 and 3.2 below for relevant<br/>information.</li><li>Certification of Grades</li></ul><br>NOTE: More information about the dates will be provided at a later date through Moodle/KOI<br>email. |                                                               |                                                                                              |  |  |
| <b>T123 06 Mar 2023</b> |                                                                                                                                                                                                                                                                                                              |                                                               |                                                                                              |  |  |
| 1<br>06 Mar             | Week 1 of classes for T123                                                                                                                                                                                                                                                                                   |                                                               |                                                                                              |  |  |

## 2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (2 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.



## 2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

| Assessment Type                                                                                                                      | When Assessed                          | Weighting | Learning Outcomes Assessed |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------|----------------------------|
| Formative assessment                                                                                                                 | Week 4                                 | 0%        | a, b                       |
| Assessment 1: Reflective essay<br>1500+_ 10% word – Individual<br>assessment                                                         | Week 8                                 | 25%       | a, b, c                    |
| Assessment 2: Group Report and<br>Presentations: – 2,000 words (+/-<br>10%).                                                         | Week 11<br>Report<br>Oral Presentation | 25%       | a, b, c, d                 |
| Assessment 3: Final examination<br>On-campus:<br>2 hours + 10 mins reading time<br>Online:<br>2 hours + 30 mins technology allowance | Final Exam Period                      | 50%       | a, b, c, d                 |

### *Requirements to Pass the Subject:*

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.



## 2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

### **Prescribed Text:**

Smith, R., 2016. *Organisational learning: an integrated HR and knowledge management perspective*. [e – book] New York: Routledge. Available from ProQuest Central.

### **Recommended Readings:**

Anthony S. D., Cobban P., Painchaud N., Parker A., 2020. *Eat, Sleep, Innovate: How to Make Creativity an Everyday Habit Inside Your Organization*. HBR.

Dyson, T. 2020 *Organisational Learning and the Modern Army: A New Model for Lessons-Learned Processes*. Routledge, New York.

Edmonton, A.C. 2019 *The Fearless Organisation: Creating psychological safety in the Workplace for Learning, Innovation and Growth*. John Wiley & Sons Inc.

Garavan, T., Hogan, C., Cahir-O'Donnell, A. and Gubbins, C. 2021. *Learning & Development in Organisations: Strategy, Evidence and Practice*. Oak Tree Press, Ireland.

Samson, D., Donnet, T., Daft, R.L., 2017 *Fundamentals of Management*, 6th edn. Cengage Learning, Australia.

Waddell, D., Creed, A., Cummings, T.G., Worley, C.G. 2019. *Organisational Change*, 7th edn. Cengage Learning Australia.

### **Journal Articles:**

Bersin, J. and Zao-Sanders, M. 2019. Making Learning a Part of Everyday Work. *Harvard Business Review*, pp. 1-7.

Available at: <https://hbr.org/2019/02/making-learning-a-part-of-everyday-work?autocomplete=true> (Accessed: 08 Jan 2021)

GARVIN, D. A., EDMONDSON, A. C. and GINO, F. (2019) 'Is Yours a Learning Organization?', *Harvard Business Review*, pp. 86–93. Available at:

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=139817344&site=ehost-live> (Accessed: 11 June 2020).

HAMZAH, M. I. M. and RANI, N. S. A. (2020) 'Strengthening Malaysian District Education Offices as Learning Organizations through Change Indicators', *Malaysian Journal of Education* (0126-6020), 45, pp. 111–121. doi: 10.17576/JPEN-2020-45.01SI-13.

Hider, P. (2018) 'The terminological and disciplinary origins of information and knowledge organization',



*Education for Information*, 34(2), pp. 135–161. doi: 10.3233/EFI-180165.

Hutasuhut, I., Zaidi, Ahmad Zaidi Adruce, S and Jonathan, V. 2021. "How a learning organization cultivates self-directed learning. *Journal of Workplace*, January 2021.

Kools, M., Bekkers, V., George, B., Gouedard, P., Stein, B., Stoll, L. 2020 The School as a Learning Organisation: The Concept and its Measurement. *European Journal of Education*, vol. 55 (1).

Özonur, M., Kamlı, H. and Solmaz, M. İ. (2020) 'Identifying distance learners' learning styles', *Ilkogretim Online*, 19(3), pp. 1858–1863. doi: 10.17051/ilkonline.2020.735341.

Ravichandran, N. and Mishra, R. (2018) 'Toward building HR competencies: A shift from the non-learning toward the learning organization', *International Journal of Healthcare Management*, 11(3), pp. 233–238. doi: 10.1080/20479700.2017.1336835.

Rao, H. and Sutton, R. 2019. From A Room Called Fear To A Room Called Hope: A Leadership Agenda For Troubled Times. *McKinsey Quarterly*, July 2020.

Ryan, C. (2020) 'Contemporary theories of learning: Learning theorists... in their own words', *Australian Journal of Adult Learning*, 60(1), pp. 138–142.

Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=143608332&site=ehost-live> (Accessed: 11 June 2020).

Tjakraatmadja, J. H. and Handayani, D. W. (2019) 'Mapping six Characteristics of New Learning Organization in Indonesian Education Technology Startups', *Proceedings of the International Conference on Intellectual Capital, Knowledge Management & Organizational Learning*, pp. 340–347. doi: 10.34190/IKM.19.033.

Watkins, K. E. and Kim, K. (2018) 'Current status and promising directions for research on the learning organization', *Human Resource Development Quarterly*, 29(1), pp. 15–29. doi: 10.1002/hrdq.21293.

Wallace, D. (2019) 'Parts of the Whole: Theories of Pedagogy and Kolb's Learning Cycle', *Numeracy: Advancing Education in Quantitative Literacy*, 12(1), pp. 250–256. doi: 10.5038/1936-4660.12.1.17.

#### **Periodicals Available:**

- Academy of Management Learning & Education
- Action Learning: Research & Practice
- Advances in Developing Human Resources
- E Journal of Organizational Learning & Leadership
- Human Resource Development International
- International Journal of Advanced Corporate Learning
- International Journal of Distance Education Technologies
- Journal of Experimental Psychology. Learning, Memory & Cognition
- Learning & Training Innovations
- Learning Organization
- Management Learning

#### **Useful Websites:**

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require academic peer reviewed journal articles as sources, you need to access such sources using the Library database, Ebscohost, or Google Scholar. Please ask in the Library if you are unsure how to access Ebscohost. Instructions can also be found in Moodle.

- Infed.org – a not-for-profit website exploring education, learning and social change  
<http://infed.org/mobi/the-learning-organization/>



- Forbes magazine article 5 Keys to Building a Learning Organisation, 2012  
<http://www.forbes.com/sites/joshbersin/2012/01/18/5-keys-to-building-a-learning-organization/>
- The Consortium for Service Innovation - a non-profit alliance of organizations focused on innovation for the support industry. Members create innovative ideas through a process of collective thinking and experience. The Consortium's work integrates academic research and emerging business trends with members' operational perspectives. The result is innovative operational models that improve the support experience.  
<http://www.serviceinnovation.org/>