

## Organising Knowledge-Intensive Work (I003037)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

**Course offerings in academic year 2025-2026**

A (semester 1) English Gent

**Lecturers in academic year 2025-2026**

Zawadzki, Michal UPPSAL01 lecturer-in-charge

**Offered in the following programmes in 2025-2026**

|   | crdts | offering |
|---|-------|----------|
| <a href="#">International Master of Science in Sustainable and Innovative Natural Resource Management</a> | 5     | A        |

**Teaching languages**

English

**Keywords**

**Position of the course**

As opposed to product-intensive work, the course sees knowledge as a prime source of value. The course covers the most central areas of organisation theory by recalling how these areas have emerged, what knowledge and theoretical models they have generated, and what they may have taught us about organising. In addition to this, the course inquiries into the nature of this knowledge - its relevance for management and hidden assumptions. You will learn conceptual frameworks and experience-based approaches within the organisational field, and evaluate their relevance for understanding knowledge-intensive work. The course has four seminars and a written exam.

**Contents**

Orientation and critical analysis of organisational theory and experience-based approaches to organisation. Application of such frameworks and approaches to analyse the organisation of knowledge-intensive work, such as scientific and/or technology-based development work, provision of consultancy services, etc. Analysis of the organisation's role in relation to political, economic, social, technological, environmental and legal structures

**Initial competences**

120 credits including 90 credits in science/engineering. Proficiency in English equivalent to the Swedish upper secondary course English 6.

**Final competences**

- 1 On completion of the course, the student should be able to:
  - identify conceptual frameworks and experience-based approaches within the organisational field, and evaluate their relevance for understanding knowledge-intensive work,
- 2 • relate the above frameworks and approaches to the conditions and interests which drive their development,
- 3 • use the above frameworks and approaches to analyse the organisation of knowledge-intensive work, and explain how they relate to overall governance and other external structures,
- 4 • analyse how applicable such frameworks and approaches are to understand the issues of contemporary organisation, both practical and theoretical.

**Conditions for credit contract**

This course unit cannot be taken via a credit contract

**Conditions for exam contract**

This course unit cannot be taken via an exam contract

**Teaching methods**

Seminar, Lecture, Independent work

**Extra information on the teaching methods**

Lectures, seminars, theoretical and field-based assignments.

**Study material**

None

**References**

Excerpts from literature on organisational theory, together with scientific articles and more popular texts on organisation and management. The literature will be announced at the start of the course, and distributed throughout.

**Course content-related study coaching****Assessment moments**

end-of-term and continuous assessment

**Examination methods in case of periodic assessment during the first examination period**

Participation, Written assessment

**Examination methods in case of periodic assessment during the second examination period**

Participation, Written assessment

**Examination methods in case of permanent assessment**

Participation

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

**Extra information on the examination methods**

Active participation in seminars (2 credits). Written exam (3 credits).

If there are special reasons for doing so, an examiner may make an exception from the method of assessment indicated and allow a student to be assessed by another method. An example of special reasons might be a certificate regarding special pedagogical support from the disability coordinator of the university.

**Calculation of the examination mark**