Instructor: Dr. Samina M. Saifuddin  
Office: DT919-2  
Phone: 613 520 2600 ext. 3248  
Office Hours: 3:00 – 4:30 pm  
Email: samina.saifuddin@carleton.ca  
Lectures: Mondays 11:35 – 2:25; University Centre 282

PREREQUISITES:  
BUSI 3103 with a grade of C- or better in each.  
*The Sprott School of Business enforces all prerequisites.*

COURSE READING(S):  
This course does not have a textbook. Weekly readings are listed in the course outline and are available through ARES and journals in the library.

COURSE DESCRIPTION AND OBJECTIVES:  
Contemporary training and development challenges facing individuals, organizations, and communities and the role of information technology in enhancing individual and collective skills development, capabilities, core competencies, intellectual capital and competitiveness.

In today’s fast-paced environment, the ability to develop and apply organizational learning is becoming a question of necessity, not choice. In this course we will explore the theories, principles and approaches to better understand how contemporary organizations learn to cope with complex, dynamic, uncertain, and competitive environments. The course examines the processes and effects of individual, group, organizational and inter-organizational learning and their strategic implications for organizational success or failure.

The course will help students to better:  
- Understand the importance of individuals, groups, organizations, and inter-organizational relationships on organizational learning processes and strategic effectiveness.
• Understand the relationships between an organization’s capacity to learn and the behaviors of those who work in them or otherwise interact with their structures, cultures, and core capabilities.

• Recognize the managerial implications of organization learning and strategic change, and to develop an understanding of how these are informed by the relevant theories.

• Acquire the knowledge and skills needed to understand and assess the factors that enhance or attenuate the learning capacity of organizations through a combination of lectures, discussions, and cases.

• Obtain and practice effective individual and collective written and oral business communications skills.

The course is built around group discussions, presentations, exercises, and lectures.

Success of the class and individual performance requires thoughtful preparation and active participation by all students and involves significant amount of reading.

EVALUATION:

1. Class Participation/ Preparation 10%
2. Group Leadership Assignment 20%
3. Exam 30%
4. Group Term Project 25%
5. Learning Integration Assignment 15%

TOTAL 100%

Participation & Preparation (10%)

Most class time will be devoted to discussions and exercises that require students to use their skills. It is imperative that you attend class, arrive prepared, respond thoughtfully to questions, participate in activities and speak up regularly to receive a high participation grade. You must be present to earn participation marks for each class – however, presence alone is not sufficient. This 10% is entirely up to you.

Group Leadership Assignment (20%)

Each week one group consisting of 3 or 4 members will play the role of learning leaders. The group will present and lead a discussion on the assigned weekly readings for two hours of class. To creatively engage their fellow students in a dialogue regarding the assigned readings, each group will be required to:

1. Prepare PowerPoint slides to lead class through the readings.
2. Create activities (1-2) for the groups that bring(s) the readings to life.
3. Provide examples of companies that exemplify the readings theories, ideas or concepts.

Each group must prepare a lesson plan, discussion, and activities. Your grade will be based on your lesson plan and overall group presentation in class, as well as each
individual team member’s contribution to the assignment. *Submit by email on Sunday before the class – Presentation slides, lesson plan, and activities.*

Leadership Assignment will be held in class beginning in Week 3. Groups shall e-mail the instructor member names and preferred symposium topic (i.e., which week you want to lead). You must let me know your choice by end-of-day January 17. I suggest you list a second and third choice, in case you do not get your first choice. Further details will be provided on the course website *Deliverables* page early in the semester.

**Exam (30%)**
The exam will be held in regularly scheduled course time on March 21, 2016. The exam will include all readings, lectures, in-class discussion, and activities covered up to and including March 14, 2016. The exam will consist of questions on material and application of material.

You must be present to write this test. If you must miss the test due to verifiable illness (or, in rare cases, due to some other circumstances beyond your control) you may apply to write an alternate test by submitting a medical certificate or other verifiable documentation to the instructor no later than five (5) calendar days after the test date. A deferred test will be scheduled for you. This test will be different than that given on the scheduled exam and may cover more content than the test given to the class.

**Team Project (25%)**
The purpose of this project is to analyze an organization with respect to their learning and knowledge management. Each team MUST submit a one-page project proposal, due on the fourth week (February 01, 2016), as well as a written report of between 15-20 pages, double spaced in length, due on twelfth week (April 04, 2016). A portion of the project mark will be contingent on peer evaluations. Team project report is due on April 04, 2016. Late submissions are subject to 10% penalty per day. Project report more than 7 calendar days (1 week) late will be considered missed. **Exception:** If your group is leading the symposium for the week team project is due, you are given an extension of 3 calendar days for submission of the team project report.

Good team dynamics are essential. You are strongly advised to speak to me about team problems as soon as they arise, rather than waiting until it is too late for me to help. I will do my best to help mediate problems as needed.

Further details will be provided on the course website *Deliverables* page early in the semester.

**Learning Integration Assignment (15%) – Two Assignments**
You are required to submit two learning integration assignment. In your assignment, you must provide an integration and reflection of the readings assigned for the said week. The first assignment will be based on the readings of Week 3 “Learning and Knowledge as Competitive Advantage”. The second assignment will be based on the readings of Week 8 “Organizational Learning.”
The assignment will be in the form of a written report and no more than 2000 words, double spaced, 12 font size. The first assignment is due by 10:00 am, January 25, 2016 and the second assignment is due by 10:00 am, March 07, 2016. Both assignments must be submitted online using CULearn assignment option. Late submissions are subject to 10% penalty per day. Assignments more than 7 calendar days (1 week) late will be considered missed. Exception: If your group is leading the symposium for the week learning assignment is due, you are given an extension of 1 calendar days for submission of the integration assignment.

Include in your submission with clear headings:
   a. Summary of each reading with reading title clearly identified
   b. Explain how the two reading integrates with the material covered in class and the readings previous covered
   c. Provide a real and current example of the subject(s) discussed in the reading
   d. What was your main take-away from these readings and how you plan to apply your understanding in future situation?

Satisfactory In-Term Performance
1. Unless otherwise stated below in item #2, the requirement for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work (i.e. assignments, participation marks, exams etc.).
2. The criterion/criteria and the standard(s) for Satisfactory In-term Performance are as follow(s):
   a. Respectable behaviour in the classroom
   b. Submitting all assignments and writing the exams
   c. Being a responsible group member in all group work doing your share of the group work
   d. Acting responsibly
   e. Participating in class
   f. Obtaining at least 50% in all your submissions and class work
3. Unsatisfactory In-term Performance in this course will lead to failure in this course (regardless of the performance at the in-class test, group work or group project) and FND grade in this course (in case of missed in-class test, group work or group project).

Communication
The easiest way to contact me is by email at samina.saifuddin@carleton.ca. I will respond to your emails within 2 work days. I will contact the entire class through Culearn with announcements, so please check Culearn regularly. You are also encouraged to use the CULearn forum to discuss issues pertinent to lecture topics.

Additional Notes and Expectations:
   • As professionalism is one of the core learning goals of the Sprott School of Business, your participation grade will also depend on the degree to which you are able to interact respectfully with the instructor and others in the class, since failure to do so detracts from the class experience. Participation grades will also be negatively affected from aggressive behavior and chronic tardiness.
- Laptop, cell phones, and other electronic devices’ use in class is permitted for activities related to the class only. Do not use your devices for other purposes (e.g., viewing the facebook status, texting, IM-ing, surfing, tweeting, emailing, etc.). Inappropriate use will all have a negative impact on your participation in class.

**COURSE SCHEDULE:**

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<thead>
<tr>
<th>Class</th>
<th>Week of</th>
<th>Topics and readings</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>Course introduction and expectations introduction to organizational learning</td>
<td>Form Teams</td>
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<td>2</td>
<td>Jan 18</td>
<td><strong>ORGANIZATIONAL LEARNING AS STRATEGY</strong></td>
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<td>3</td>
<td>Jan 25</td>
<td><strong>LEARNING AND KNOWLEDGE AS COMPETITIVE ADVANTAGE</strong></td>
<td>1st Learning Integration Assignment Due</td>
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<td><strong>Presenting group: Group One</strong></td>
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<td>4</td>
<td>Feb 01</td>
<td><strong>KNOWLEDGE CREATION</strong></td>
<td>Team Project Proposal Due</td>
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<td><strong>Presenting group: Group Two</strong></td>
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<td>5</td>
<td>Feb 08</td>
<td><strong>LEARNING</strong></td>
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<td>Presenting group: Group Three</td>
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| Feb 15 | Winter Break – No Class |

| Feb 22 | INDIVIDUAL LEARNING |
|        | Presenting group: Group Four |

| Feb 29 | TEAM LEARNING |
|        | Presenting group: Group Five |

| Mar 07 | ORGANIZATIONAL LEARNING |
|        | Presenting group: Group Six |

| 2nd Learning Integration Assignment Due |
| 9   | Mar 14 | **LEARNING BEYOND THE ORGANIZATIONAL BOUNDARIES**
**Presenting group: Group Seven**  
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<tr>
<td>10</td>
<td>Mar 21</td>
<td>Exam</td>
</tr>
</tbody>
</table>
| 11  | Mar 28 | **ERROR HARVESTING**
**Presenting group: Group Eight**  
| 12  | Apr 04 | **CHALLENGES**
**Presenting group: Group Nine**  
**ADDITIONAL INFORMATION**

**Course Sharing Websites**
Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Required calculator in BUSI course examinations**
If you are purchasing a calculator, we recommend any one of the following options:
Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

**Group work**
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A  = 85-89
- A - = 80-84
- B+ = 77-79
- B  = 73-76
- B - = 70-72
- C+ = 67-69
- C  = 63-66
- C - = 60-62
- D+ = 57-59
- D  = 53-56
- D - = 50-52
- F  = Below 50
- WDN = Withdrawn from the course
- ABS = Student absent from final exam
- DEF = Deferred (See above)
- FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

**Academic Regulations, Accommodations, Etc.**
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

**Requests for Academic Accommodations**
*For Students with Disabilities:*
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-
520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with
the PMC, contact your PMC coordinator to send me your Letter of Accommodation at
the beginning of the term, and no later than two weeks before the first in-class scheduled
test or exam requiring accommodation (if applicable). After requesting accommodation
from PMC, meet with me to ensure accommodation arrangements are made. The
deadlines for contacting the Paul Menton Centre regarding accommodation for final
exams for the December 2015 exam period is November 6, 2015 and for the April 2016
exam period is March 6, 2016.

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should
make a formal, written request to their instructors for alternate dates and/or means of
satisfying academic requirements. Such requests should be made during the first two
weeks of class, or as soon as possible after the need for accommodation is known to exist,
but no later than two weeks before the compulsory event.
Accommodation is to be worked out directly and on an individual basis between the
student and the instructor(s) involved. Instructors will make accommodations in a way
that avoids academic disadvantage to the student.
Students or instructors who have questions or want to confirm accommodation eligibility
of a religious event or practice may refer to the Equity Services website for a list of holy
days and Carleton's Academic Accommodation policies, or may contact an Equity
Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an
Equity Advisor in Equity Services to complete a letter of accommodation. The student
must then make an appointment to discuss her needs with the instructor at least two
weeks prior to the first academic event in which it is anticipated the accommodation will
be required.

Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic
integrity – presenting another’s ideas, arguments, words or images as your own, using
unauthorized material, misrepresentation, fabricating or misrepresenting research data,
unauthorized co-operation or collaboration or completing work for another student –
weaken the quality of the degree and will not be tolerated. Penalties may include; a grade
of Failure in the submitted work and/or course; academic probation; a refusal of
permission to continue or to register in a specific degree program; suspension from full-
time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst
others. Students are expected to familiarize themselves with and follow the Carleton
University Student Academic Integrity Policy which is available, along with resources for
compliance at: http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/

Sprott Student Services
The Sprott student services office, located in 710 Dunton Tower, offers academic
advising, study skills advising, and overall academic success support. If you’re having a
difficult time with this course or others, or just need some guidance on how to
successfully complete your Sprott degree, please drop in any weekday between 8:30am
and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring,
concentrations, and will ensure that you get connected with the resources you need to succeed! http://sprott.carleton.ca/students/undergraduate/support-services/

Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

**Important Information:**
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting http://carleton.ca/ccs/students/