Instructor: Linda Schweitzer
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Email: linda_schweitzer@carleton.ca
Course Web-Page: This course uses cuLearn, Carleton’s new learning management system that will replace WebCT over the next year. To access your courses on cuLearn go to http://carleton.ca/culearn.
Lectures: Thursdays 8:35 -11:25
Office Hours: Thursdays 12:00 – 2:00

COURSE READINGS
This course does not have a textbook. The list of weekly readings are detailed in the course schedule and are available in the Library and through ARES.

PREREQUISITES
BUSI 3102 and BUSI 3103 with a grade of C- or better in each.

The School of Business enforces all prerequisites.

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 each student 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.
• Appreciate the impact of advanced technologies on strategic learning initiatives and how to address the organizational consequences implied by the adoption of these technologies.
• 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, exercises, and lectures. It is heavily reliant upon thoughtful preparation and active participation by all students and involves a significant amount of reading.

GRADING SCHEME
1. Participation/Preparation 10%
2. Assignment 25%
3. Class Leadership Assignment 15%
4. Test 25%
5. Team Project 25%

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.

LEARNING INTEGRATION ASSIGNMENT (25%)
Each week, you have been assigned to read two articles. For this assignment you must provide an integration and reflection of the readings to date. The assignment will be in the form of a written report of no more than 5 pages. Further details will be provided on the course website Deliverables page early in the semester.

CLASS LEADERSHIP ASSIGNMENT (15%)
Each week, 3 or 4 students will play the role of learning leaders. Each team must prepare a lesson plan, discussion, and activities for two hours of class. Your grade will be based on your lesson plan and overall team performance in class, as well as each individual’s contribution of the leadership of the class. Teams will sign up to lead one class during the term. Further details will be provided on the course website Deliverables page early in the semester.

TEST (25%)
There will be one in-class test held during the term. The test will cover all material covered in the text, lectures, in-class discussions, and activities, up to and including the material covered during the lecture prior to the test. The test will be in medium/long answer and case format.

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 may cover
more content than the test given to the class. Please use the medical certificate form found at:  
http://www.carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf

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 third week, as well as a written report of between 15-20 pages in length. To facilitate interactive discussions, students will form small teams of four to five people. A portion of the project mark will be contingent on peer evaluations.

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.

COMMUNICATION
Information on weekly assignments and other general information will be communicated during class on a regular basis. However, weekly readings, critical additional information, updates about the class and details regarding upcoming assignments will be posted to the course webpage on CuLearn. It is your responsibility to visit CuLearn regularly.
## TENTATIVE COURSE SCHEDULE*

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<tr>
<th>Lecture</th>
<th>Week of</th>
<th>Topics &amp; Readings</th>
<th>Deliverables</th>
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<tr>
<td>1</td>
<td>Jan 10</td>
<td>Course Introduction and Expectations Intro to Organizational Learning</td>
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<td>2</td>
<td>Jan 17</td>
<td>Organizational Learning as Strategy</td>
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<td>• Mintzberg, H &amp; Waters, J.A. (1985). Of strategies, deliberate and emergent,</td>
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<td>• O’Reilly, C.H. III &amp; Tushman, M.L., (2004). The ambidextrous organization,</td>
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<td>3</td>
<td>Jan 24</td>
<td>Learning and Knowledge as Competitive Advantage</td>
<td>Team Project Proposal Due</td>
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<td>4</td>
<td>Jan 31</td>
<td>Knowledge Creation</td>
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<td>85(7/8), 162-172.</td>
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<td>• Roth, J. (2003) Enabling Knowledge Creation: Learning from an R&amp;D organization,</td>
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<td>5</td>
<td>Feb 7</td>
<td>Learning</td>
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<td>100-106.</td>
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<td>Learning Theory: Previous Research and New Directions. Department of</td>
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<td>Feb 14</td>
<td>Individual Learning</td>
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<td>• Daudelin, Marilyn Wood (1996). Learning from experience through reflection,</td>
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<td>Organizational Dynamics, 24(3), 36-48</td>
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<td>Feb 21</td>
<td>SPRING BREAK</td>
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<td>Lecture</td>
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<td>Mar 14</td>
<td>Learning beyond the Organizational Boundaries</td>
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<td>10</td>
<td>Mar 21</td>
<td>TEST</td>
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<td>11</td>
<td>Mar 28</td>
<td>Error Harvesting</td>
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<td>12</td>
<td>Apr 4</td>
<td>Challenges</td>
<td>Team Project Due</td>
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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.

Medical certificate
Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form. [http://www2.carleton.ca/registrar/forms/](http://www2.carleton.ca/registrar/forms/)

Persons with disabilities
Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the [PMC website](http://www2.carleton.ca/registrar/forms/).

Religious observance
Students requesting academic accommodation on the basis of religious observance 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 academic 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.

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.

Plagiarism
The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one's own idea or product work of another without expressly giving credit to another.” Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university
policy regarding instructional offences. For more information on Carleton University's Academic Integrity Policy, consult:
http://www1.carleton.ca/studentaffairs/academic-integrity/

Winter Term 2013 Dates & Deadlines

January 7, 2013
- Winter-term classes begin.

January 18, 2013
- Last day for registration for winter term courses.
- Last day to change courses or sections for winter term courses.

January 31, 2013
- Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.

February 1, 2013
- Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the 2013-14 fall/winter session.

February 15, 2013
- April examination schedule available online.

February 15-23, 2013
- Fall-term deferred examinations will be written. Examinations are normally held in the day and evening during the Monday to Saturday period. In exceptional circumstances, it may be necessary to schedule an examination on a Sunday.

February 18, 2013
- Statutory holiday. University closed.

February 18-22, 2013
- Winter Break, classes suspended.

March 1, 2013
- Last day for receipt of applications from potential Spring (June) graduates.
- Last day for receipt of applications to the Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, and the Bachelor of Music degree program for the 2013-2014 fall/winter session.
- Last day for receipt of applications for admission to a program for the 2013 summer terms.
March 8, 2013

- Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.

March 27, 2013

- Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).

March 29, 2013

- Statutory holiday. University closed.

April 1, 2013

- Last day for receipt of applications for admission to a program (except Bachelor of Architectural Studies, Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, Bachelor of Music, and Bachelor of Social Work, for the 2013-2014 fall/winter session, from candidates whose documents originate outside Canada or the United States.

April 10, 2013

- Winter term ends.
- All classes follow a FRIDAY schedule.
- Last day of fall/winter and winter-term classes.
- Last day for academic withdrawal from fall/winter and winter-term courses.
- Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 11-12, 2013

- Review period. No classes take place.

April 13-27, 2013

- Final examinations in winter term and fall/winter courses may be held. It may be necessary to schedule examinations during the day for classes held in the evening and vice versa. In exceptional circumstances, it may be necessary to schedule an examination on a Sunday.

April 16, 2013

- Winter Co-op Work Term Reports are due.

April 27, 2013

- All take home examinations are due on this day.