



BUSI 4108A
Organizational Learning
Winter 2017

Instructor: Dr. Aareni Uruthirapathy
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Lectures: Mondays 8:35 -11:25am, Southam Hall Room: 402

COURSE READINGS

This course does not have a textbook. Weekly readings are listed on the course outline and are available through journals in the library.

PREREQUISITES

BUSI 3103 with a grade of C- or better in each.
The Sprott 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 students:

- 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 class and group discussions, presentations, exercises, and lectures.

Success of the class and individual performance requires preparation and active participation by all students. Each class requires in depth preparatory reading.

GRADING SCHEME

1. Participation/Preparation	10%
2. Group Presentation Assignment	20%
3. Midterm	25 %
4. Final exam	25%
5. Research Paper (group)	20%
Total	100%

PARTICIPATION & PREPARATION (10%)

Most class time will be devoted to discussions and exercises. You must be present to earn participation marks for each class and contribute. This 10% is an individual grade. To receive a good participation grade in this course you must:

- arrive prepared – participate in preparing and read your group learning integration assignment before class
- respond to questions with quality comments
- participate in classroom activities
- contribute regularly
- be constructive and supportive of others in the class

GROUP PRESENTATION ASSIGNMENT (20%)

Each week one group will present and lead the readings for the class. I will present and discuss the first reading assigned for that week. Your group will present the second paper and integrate it with the first paper and the other topics which we would have covered in class. The time for the presentation will be approximately one and half hours. There will questions and discussions after the presentation. The group will be required to:

1. Prepare PowerPoint slides to lead the class through the readings.
 2. Create activism that bring(s) the readings to life.
 3. Provide three examples of companies that exemplify the readings theories, ideas or concepts.
- Prepare notes on key points of presentation to be posted for students to use to prepare for the class test (notes should be easy to read and cover key ideas). They should summarize the readings and provide details on the company examples you gave.

- Each group must prepare a lesson plan, discussion, and activities for the class. Your grade will be based on your lesson plan and overall group presentation, as well as each individual's contribution to the class.

- **Submit by email on Sunday**

1. PowerPoint Slides
2. Notes
3. Lesson plan with approximate timing

RESEARCH PAPER (20%)

Students in pairs will write a research paper on organizational learning due at the end of the class. The report should not be more than 12 pages (double-sided 12 point font) excluding references and appendix. You need to use at least ten references to build up your research paper. The majority of the references should form academic journal articles, and the rest can be from non-academic sources. Further details related to this research paper will be posted on CULearn.

MIDTERM (25%) AND FINAL EXAM (25%)

There will be a midterm exam and a final exam. The midterm exam will be held during regularly scheduled course time. You must be present to write this exam or present a doctor's note (or other valid explanation) to explain your absence. No make-up tests will be scheduled. If you miss the midterm, you will be given a comprehensive final exam. The final exam will be held during the official exam time. Exams short answer, and essay questions. **THE FINAL EXAM IS COMPREHENSIVE.** Exams will test students on materials covered in class, lecture slides; chapters outlined in the syllabus, all assigned readings, videos, etc.

COMMUNICATION

The easiest way to contact me is by email at aareni.uruthirapathy@carleton.ca, or through CULearn. I will contact the entire class through CULearn with announcements, so please check CULearn regularly. 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. Hence, unprofessional behavior (e.g., viewing the facebook status, texting, IM-ing, disrespectful or aggressive behaviour, inappropriate computer use, chronic tardiness) will all have a negative impact on your participation in class.

TENTATIVE COURSE SCHEDULE*

Date	Topics and Readings	Submission
Jan 9	Course Introduction and Expectations/ Group formation Intro to Organizational Learning	
Jan 16	Organizational Learning as Strategy <ul style="list-style-type: none"> • Mintzberg, H & Waters, J.A. (1985). Of strategies, deliberate and emergent, <i>Strategic Management Journal</i>, 6(3), 257-272. • O'Reilly, C.H. III & Tushman, M.L., (2004). The ambidextrous organization, <i>Harvard Business Review</i>, 82(4), 74-81. 	
Jan 23	Learning and Knowledge as Competitive Advantage <ul style="list-style-type: none"> • Prahalad C, Hamel G.(1990) The core competence of the corporation. <i>Harvard Business Review</i>, 68(3), 79-91. • Appelbaum, S. H., & Gallaher, J. (2000). The competitive advantage of organizational learning. <i>Journal of Workplace Learning</i>, 12(2), 40-56. 	
Jan30	Knowledge Creation <ul style="list-style-type: none"> • Nonaka, I. (2007) The knowledge-creating company, <i>Harvard Business Review</i>, 85(7/8), 162-172. • Roth, J. (2003) Enabling Knowledge Creation: Learning from an R&D organization, <i>Journal of Knowledge Management</i>, 7(1), 32-48. 	
Feb6	Learning <ul style="list-style-type: none"> • Coutu, D. (2002). The Anxiety of Learning. <i>Harvard Business Review</i>, 80(3), 100-106. • Daudelin, Marilyn Wood (1996). Learning from experience through reflection, <i>Organizational Dynamics</i>, 24(3), 36-48 	
Feb 13	Individual Learning Presenting group: Group one <ul style="list-style-type: none"> • Argyris C.(1991). Teaching Smart People How to Learn. <i>Harvard Business Review</i>, 69(3):99-109. • David A. Kolb, Richard E. Boyatzis, Charalampos Mainemelis (1999). <i>Experiential Learning Theory: Previous Research and New Directions</i>. Department of Organizational Behavior Weatherhead School of Management. http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf 	

Date	Topics and Readings	Submission
Feb20	February Break, No Class	Enjoy the Break
Feb 27	<ul style="list-style-type: none"> • Midterm <p>This includes all what we have covered so far. Study like crazy !!!!!</p>	
Mar 6	<p>Team Learning Presenting group: Group two</p> <ul style="list-style-type: none"> • Kasl, Elizabeth, Marsick, Victoria J. and Dechant, Kathleen (1997). Teams as Learners: A Research-Based Model of Team Learning <i>The Journal of Applied Behavioral Science</i>, 33(2), 227-246 • London, Manuel and Sessa, Valerie I. (2007). The Development of Group Interaction Patterns: How Groups Become Adaptive, Generative, and Transformative Learners <i>Human Resource Development Review</i>, 6(4), 353-376. 	
Mar 13	<p>Organizational Learning Presenting group: Group three</p> <ul style="list-style-type: none"> • Crossan, Mary M., Lane, Henry W. and White, Roderick E. (1999). An Organizational Learning Framework: From Intuition to Institution. <i>The Academy of Management Review</i>, 24(3), 522-537 • Lewin, A. Y., Massini, S., & Peeters, C. (2011). Microfoundations of internal and external absorptive capacity routines. <i>Organization Science</i>, 22(1), 81-98. 	
Mar 20	<p>Learning beyond the Organizational Boundaries Presenting group: Group four</p> <ul style="list-style-type: none"> • Wenger, Etienne (2000). Communities of Practice and Social Learning Systems, <i>Organization</i>, 7(2), 225-246, • Brown, John Seely and Duguid, Paul (1991). <i>Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation. Organization Science</i>, Vol. 2, No. 1, pp. 40-57. 	
Mar 27	<p>Error Harvesting Presenting group: group five</p> <ul style="list-style-type: none"> • Edmondson, Amy C. (1996). Learning from Mistakes is Easier Said Than Done: Group and Organizational Influences on the Detection and Correction of Human Error <i>The Journal of Applied Behavioral Science</i>, 32(1), 5-28 • Cannon, Mark D. and Edmondson, Amy C. (2005). Failing to Learn and Learning to Fail (Intelligently): How Great Organizations Put Failure to Work to Innovate and Improve, <i>Long Range Planning</i>, 38(3), 299-319 	
April 3	<p>Challenges in Knowledge management and Review</p> <ul style="list-style-type: none"> • Connelly, C. E., Zweig, D., Webster, J., & Trougakos, J. P. (2012). Knowledge hiding in organizations. <i>Journal of Organizational Behavior</i>, 33(1), 64-88. 	

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	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	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/>

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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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 and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to 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://carleton.ca/studentaffairs/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/>
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