



BUSI 4108A
Organizational Learning
Winter 2014
Syllabus

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Course Web-Page: This course uses cuLearn <http://carleton.ca/culearn>.
Lectures: Thursdays 8:35 -11:25am//Office Hours: Tuesday 12:00-1:00pm

COURSE READINGS

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.

PREREQUISITES

BUSI 3102 and 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 Assignment Integration Assignment	20%
3. Group Presentation Assignment	20%
4. Test	30%
5. Group Project	20%
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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. In order 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 LEARNING INTEGRATION ASSIGNMENT (20%)

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 including an assessment of how the week’s readings apply to the subject of the course. The assignment will be in the form of a written report of:

- no more than 4 pages single spaced
- put submission date and group names in footer
- no cover page or back page
- send assignment to the instructor by email by Wednesday at noon the day before class
- subject line should be BUSI 4108 GLIA
- whoever sends the assignment in must cc the rest of their group in the submission email

Include in your submission with clear headings:

- a. Summary of each reading with reading title clearly identified
- b. Provide a real and current example of the subject(s) discussed in the reading
- c. Explain how the two reading integrates with the material covered in class and the readings previous covered
- d. What additional interesting ideas does your group have that arise through the readings

GROUP PRESENTATION ASSIGNMENT (20%)

Each week one group will present and lead the readings for the class. Your groups will be required to sign up for a given week of readings. The time for the presentation will be approximately two hours. The group will be required to:

- Prepare PowerPoint slides to lead class through the readings (approx. 1 hour).
- Create activities (1-4) for the groups that bring(s) the readings to life (approx. 30 minutes)
- Provide three examples of companies that exemplify the readings theories, ideas or concepts (approx. 30 minutes)

- 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 two hours of 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 the Wednesday before the class:**
 1. PowerPoint Slides
 2. Notes
 3. Lesson plan with approximate timing

TEST (30%)

There will be one in-class test held during the term. The test will cover all material covered in the readings, lectures, in-class discussions, and activities, up to and including the lecture prior to the test. The test will consist of questions on material and application of material.

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. Please use the medical certificate form found at:

http://www.carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf

GROUP PROJECT (20%)

The purpose of this project is to analyze an organization with respect to their learning and knowledge management. Each team is to submit a one-page project proposal, due on the third week. The report is to be no more than 10 pages single spaced with appendices not counting in the page limit. Your group is to include one ADDITIONAL page group analysis of 1. How you planned and divided the work, 2. Areas you completed successfully and 3. Areas you would change or improve upon. All group members must have read and agreed upon this one page group reflection. A portion of the project mark will be contingent on peer evaluations.

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 both 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

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. Weather can lead to class cancelation or a delayed start. Check email/CULearn for possible cancelation or delayed start information.

TENTATIVE COURSE SCHEDULE*

Class	Date	Topics & Readings	Submission
1	Jan 9	Course Introduction and Expectations Intro to Organizational Learning	
2	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. 	
3	Jan 23	Learning and Knowledge as Competitive Advantage Presenting group: Ayo <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. 	Team Project Proposal Due
4	Jan 30	Knowledge Creation Presenting group: Andrea <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. 	
5	Feb 6	Learning Presenting group: Natasha <ul style="list-style-type: none"> • Coutu, D. (2002). The Anxiety of Learning. <i>Harvard Business Review</i>, 80(3), 100-106. • David A. Kolb, Richard E. Boyatzis, Charalampos Mainemelis (1999). Experiential Learning Theory: Previous Research and New Directions. Department of Organizational Behavior Weatherhead School of Management. http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf 	
6	Feb 13	Individual Learning Presenting group: Tamber <ul style="list-style-type: none"> • Argyris C.(1991). Teaching Smart People How to Learn. <i>Harvard Business Review</i>, 69(3):99-109. • Daudelin, Marilyn Wood (1996). Learning from experience through reflection, <i>Organizational Dynamics</i>, 24(3), 36-48 	
	Feb 20	February Break – No class	
7	Feb 27	Team Learning Presenting group: Nick <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, 	

Class	Date	Topics & Readings	Submission
8	Mar 6	Organizational Learning Presenting group: Megan <ul style="list-style-type: none"> Nevis, Edwin C., DiBella, Anthony J., and Gould, Janet M. (1995). Understanding organizations as learning systems. <i>Sloan Management Review</i> 36(2), 73-85 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 	
9	Mar 13	Learning beyond the Organizational Boundaries Presenting group: Duong <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). Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation. <i>Organization Science</i>, Vol. 2, No. 1, pp. 40-57. 	
10	Mar 20	TEST	
11	Mar 27	Error Harvesting Presenting group: Rana <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 	
12	Apr 3	Challenges <ul style="list-style-type: none"> Levinthal, D. A. and March, J. G. (1993), The myopia of learning. <i>Strategic Management Journal</i>, 14 (Winter), 95–112. Elliott, D., Smith, D., & McGuinness, M. (2000). Exploring the Failure to Learn: Crises and the Barriers to Learning. <i>Review of Business</i>, 21(3/4), 17-24. 	Team Project Due

IMPORTANT ADDITIONAL INFORMATION

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://www1.carleton.ca/registrar/forms/>

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

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. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2013 exam period is November 8, 2013 and for the April 2014 exam period is March 7, 2014.

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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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/>.

Assistance for Students: Student Academic Success Centre (SASC): www.carleton.ca/sasc
Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>
Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Additional Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect

account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
