



**Carleton University
BUSI 4108 A
Organizational Learning
Winter 2018
COURSE OUTLINE**

Instructor: Sharon Sun
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 Telephone: TBA
 Email: sharon.sun@carleton.ca
 Course Web-Page: This course uses cuLearn. Reading materials will be found under Ares of cuLearn: <http://carleton.ca/culearn>.
 Lectures: Wednesday 11:35-14:25 Mackenzie Building Room: 3328

COURSE READINGS

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

PREREQUISITES

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

The School of Business enforces all prerequisites.

COURSE DESCRIPTION AND OBJECTIVES

This course examines the contemporary training and development challenges faced by individuals, organizations, and communities, as well as 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. Individual Learning Integration Assignment	25%
3. Class Leadership Assignment	15%
4. Test	25%
5. Team Project	25%
TOTAL	100%

****All assignments and projects must be submitted in hard copies at the beginning of the class of its due date AND in electronic copy under assignment submission on cuLearn****

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 on time, 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 all the readings to date. The assignment will be in the form of a written report of no more than 5 pages double spaced. Further details will be provided on the course website *Deliverables* page early in the semester.

CLASS LEADERSHIP ASSIGNMENT (15%)

Each week, 6 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*

Lecture	Week of	Topics and Readings	Deliverables
1	Jan 10	Course Introduction and Expectations: Intro to Organizational Learning 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. 	
2	Jan 17	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. 	Team Project Proposal Due
3	Jan 24	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. 	
4	Jan 31	Learning <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 	
5	Feb 7	International Learning <ul style="list-style-type: none"> • Nardon, L. and R. Steers (2008), "The New Global Manager: Learning Cultures on the Fly". <i>Organizational Dynamics</i>. Vol. 37, No. 1, pp. 47–59. Publication Type: Articles in Refereed Journals Area of Research: International Business, Management • Gupta, A., & Govindarajan, V. (2002). Cultivating a Global Mindset. <i>The Academy of Management Executive (1993-2005)</i>, 16(1), 116-126. Retrieved from http://www.jstor.org.proxy.library.carleton.ca/stable/4165818 	

		<ul style="list-style-type: none"> Chandwani, Rajesh. (2016). Mindfulness: Nurturing Global Mind-set and Leadership. <i>Thunderbird international business review</i>. (58)6. p.617 - 625. 	
6	Feb 14	<p>Individual Learning</p> <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 	
February 19-23 Winter Break. Classes are suspended.			
7	Feb 28	<p>Team Learning</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, 	
8	Mar 7	<p>Organizational Learning</p> <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 	Assignment Due
9	Mar 14	<p>Learning beyond the Organizational Boundaries</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). 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 21	TEST	
11	Mar 28	<p>Error Harvesting</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 	

		<ul style="list-style-type: none"> • 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 4	<p>Challenges</p> <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

ADDITIONAL INFORMATION

Course Sharing Websites

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			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

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 on 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: <https://carleton.ca/registrar/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 are 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/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

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, in order to respond to your inquiries, please send all email from your Carleton CMail 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/>

Important Dates and Deadlines – Winter 2018

January 2

University reopens at 8:30 a.m.

January 8

Winter term classes begin.

January 12

OSAP deferral deadline. [Late payment charges and late registration charges](#) applied to the student account on or after this date for eligible OSAP students.

January 19

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Winter 2018 and must register for the Winter 2018 term.

January 19-21, 26-28

Fall-term deferred examinations will be held.

January 31

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

February 16

April examination schedule available online.

February 19

Statutory holiday, University closed.

February 19-23

Winter Break. Classes are suspended.

March 1

Last day for receipt of applications from potential spring (June) graduates.

Last day for receipt of applications for admission to an undergraduate program for the summer term.

March 9

Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

Date TBA

[Last day to pay any remaining balance on your Student Account](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2018 course selection.

March 27

Last day for summative or final examinations in winter term or fall/winter courses before the official examination period (see [Examination Regulations](#) in the Academic Regulations of the University section of the Undergraduate Calendar).

March 30

Statutory holiday, University closed.

April 7

[Last day to pay any remaining balance on your Student Account](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

April 11

Winter term ends.

Last day of fall/winter and winter-term classes.

Classes follow a Friday schedule

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 12-13

No classes or examinations take place.

April 14-26

Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

April 26

All take home examinations are due on this day.

May 11

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Spring 2018 and must register for the Summer 2018 term.

May 18-29

Fall/winter and winter term deferred final examinations will be held.