

Syllabus
EADU 4200
Organizational Learning in the Workplace
University of Georgia, Department of Adult Education
Spring Semester 2007
Tuesdays, 8:00-10:45, The University of Georgia at Gwinnett

Course Instructor and Contact Information

Address:

Dr. Lorenzo Bowman
1000 University Center Lane
Gwinnett University Center
Department of Adult Education/IPTT
Program
University of Georgia
Lawrenceville, GA 30043

Class Meets:

Gwinnett University Center
Tuesdays, 8:00-10:45 P.M.
Room:

Voice:

678-407-5203

Fax:

678-407-5271

Email (Best way to reach me):

lbowman@uga.edu

Office Hours:

By appointment

Course Description:

Concepts of human relations, group dynamics, organizational behavior, and organizational development. Emphasis on how individuals and groups impact organizational systems.

Course Purpose:

The purpose of this course is to examine organizational learning processes in the workplace. We will explore individual, group and organizational learning theories and practices. We will also consider the contextual factors that influence learning in the workplace such as power, positionality, diversity and globalization. We will create a learning community to safely explore the theoretical and practical issues of organizational learning in the workplace.

Course Goals. In general, this course strives to help you:

- Explore basic theories of organizational learning and apply them to the educator, learner, learning process and context.
- Explore basic practices of organizational learning as they relate to the educator, learner, learning process and context.
- Develop skills to enhance your effectiveness as a facilitator of organizational learning as they relate to yourself (as an educator), the learner, the learning process and the context.

Course Objectives: Upon completion of the course you should be able to:

1. Recognize and dialogue about key concepts and scholarship significant to organizational learning in the workplace.
2. Develop strategies for facilitating organizational learning on individual, group and organizational levels.
3. Distinguish between the learning organization and organizational learning.
4. Describe at least 5 models of the learning organization.
5. Explain how social, institutional, and other contextual factors affect organizational learning in the workplace.
6. Examine and practice multi-culturally sensitive instructional techniques and methods for diverse adult learners.
7. Engage as both individual and community learners, critical thinkers and reflective practitioners.

The course will be organized and facilitated in the following ways:

1. One goal of this course is to create a learning community where everyone can safely explore the theory and practice of adult learning. We will strive to create and enhance a learning community and you are expected to support a constructive, and democratic learning community.
2. You are expected to use the skills of inquiry, dialogue, and action learning to accomplish our goals.
3. Each class session will include a balanced exploration of theory and practice through discussion, "stories", simulation, reflection, and experiential exercises.
4. The use of cell phones is not permitted during class. If you bring a cell phone to class, you are expected to turn the ringer off and manage your telephone calls during scheduled breaks.
5. Everyone will have an opportunity to evaluate each class and provide direct feedback. Every reasonable effort will be made to accommodate your suggestions and resolve concerns. Changes may be negotiated providing they do not compromise the original purpose, goals, and objectives of the course.
6. You are expected to ask fresh questions and keep our inquiry rigorous and lively.
7. You are expected to be active learners and assume responsibility for learning and discovery, as well as question the intentions of the instructor and colleagues.
8. This is a small class, therefore, it is very important that you attend all scheduled classes. In the event that you must miss class, it is your responsibility to make arrangements with your colleagues to review the session.

Persons with Disabilities

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do--such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities--please take time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence.

Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.

Attendance Policy

Because you are adults, the course design is based on the assumption that each of you is a resource person as well as a learner and that each of us has a responsibility to contribute to the group's learning as well as our own. Practically, this means that if you miss a class then all class members have lost your unique contribution. However, I do recognize that all of you have complex lives and other responsibilities intrude on your attendance from time to time. Based on these realities, here is the attendance policy:

- You are expected to attend each class prepared by completing the assigned readings and written assignments. This will make for the most effective class for everybody.
- It is expected that you will:
 - Prepare for all class sessions
 - Attend all class sessions
 - Arrive on time for class (at start and following breaks)
 - Actively participate in all class activities, conversations and assignments
 - Reflect on your experience and learning
 - Participate regularly and substantively on the class website
 - Raise questions and observations about material
 - Share your learning with colleagues
 - Learn and have fun with the course
 - Challenge each other constructively (we all learn from this)
 - Listen to each other
 - Modify these expectations as appropriate
- If you must miss a session, please let the instructor know in advance so that he can adjust the instructional plan for the session. If a paper is due on the day you miss, you are still responsible for turning in the paper on the due date.
- If you must miss more than two classes or anticipate late arrivals, please do not register for this class. Your absences will be too disruptive, especially for the effective functioning in-class exercises.
- Chronic absences and tardiness will negatively impact your final grade. Ten points will be deducted from your final grade if you miss more than two classes.

- The class schedule is as follows:

General Writing Guidelines for Assignments

- Double-space type all academically written material (i.e. research papers, literature reviews, etc.).
- Use business writing style as needed (when writing is stylized to appeal to stakeholders in the organization you are working with). Business writing is generally single-spaced with an appropriate use of headers, bullets and blank space that enhances the communication of your message. Even when using "business style," it is still expected that you will follow APA (American Psychological Association) Manual rules. There is some guidance on the website, but it is also advisable to purchase the APA 5th Edition style manual.
- Follow the APA Manual, 5th Edition for style and citation guidelines.
- Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.
- Do not use slipcover or protector pages on written work. It makes providing written feedback difficult.
- Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
- Quality written assignments generally meet the following criteria:
 - Includes the title and name of the author at the beginning of the paper.
 - Clearly identifies the question being addressed or the purpose of the paper.
 - Provides an overview of the structure and organization in the introductory section of the paper.
 - Defines key terms, concepts and slogans.
 - Gives examples when they enhance the understanding of the concept being discussed.
 - Applies theory from the assigned readings or elsewhere.
 - Demonstrates the ability to self-reflect and discover core values and beliefs.
 - Considers implications and/or consequences.
 - Provides a strong summary and conclusion.

Reading Assignments

Required Reading

All required reading assignments will be distributed in class.

Recommended Readings

Burgoyne, J., Pedler, M. and Boydell, T. (eds.) (1994) *Towards the Learning Company: Concepts and Practices*. London: McGraw-Hill.

Fenwick, Tara (2001). *Sociocultural perspectives on learning through work*. *New Directions for Adult and Continuing Education*, no. 92. San Francisco: Jossey- Bass

Fritz, R. (1989). *The path of least resistance: Learning to become the creative force in your own life*. New York: Ballantine Books.

Marquardt, Michael J.(1996) *Building the Learning Organization*. New York: McGraw-Hill.

Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday/Currency, New York. 1990.

Watkins, Karen E. and Marsick, Victoria J. (1994) *Sculpting the Learning Organization: Lessons in the Art of Systemic Change*. San Francisco: Jossey-Bass.

Marsick, V. J., & Watkins, K. E. (1999). *Facilitating learning organizations : making learning count*. Aldershot, England: Gower Publishers.

Wheatley, M. (1992) . *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco: Berrett-Koehler.

Course Schedule

(Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

Week	Date	Topics/Readings/Assignments	Tests/Group/Others	Remarks
#1	Jan 9	Introduction	INTRODUCTION Follow Week's 2 Readings	NEED E-MAIL ADDRESSES & PHONE #s
#2	Jan 16	<p style="text-align: center;">ORGANIZATIONAL LEARNING</p> <ul style="list-style-type: none"> • Dodgson, M. (1993). Organizational Learning: A Review of Some Literatures. <i>Organizational Studies</i>, 14/3: pp. 375-394. <p style="text-align: center;">PHILOSOPHY OF ORGANIZATIONAL LEARNING</p> <ul style="list-style-type: none"> • Gilley, Jerry W., Dean, P. and Bierema, L. (2001) Philosophy and Practice of Organizational Learning, Performance, and Change. Cambridge, Mass.: Perseus Publishing. (Chapters 1,2,&3) 		
#3	Jan 23	<p style="text-align: center;">THE NEW IMPORTANCE OF LEARNING</p> <ul style="list-style-type: none"> • Kline, P., and Saunders, B. (1998). Ten Steps To A Learning Organization. Arlington, VA.: Great Ocean Publishers. • Marquardt, Michael J. (1996) Building the Learning Organization. New York: Mc Graw-Hill. 		
#4	Jan 30	<p style="text-align: center;">LEARNING ORGANIZATIONS</p> <ul style="list-style-type: none"> • Watkins, K., & Marsick, V. (1993). Sculpting the learning organization: Lessons in the art and science of systemic change. San Francisco: Jossey-Bass. • Marquardt, Michael J. (1996) Building the Learning Organization. New York: Mc Graw-Hill. 		
#5	Feb 06	<p style="text-align: center;">FROM TRAINING AND DEVELOPMENT TO CORPORATE UNIVERSITIES</p> <ul style="list-style-type: none"> • Vincent A. Miller. "The History of Training", Chapter 1 in <i>The ASTD Training and Development Handbook: A Guide to Human Resource Development</i>, Fourth Edition. New York: McGraw-Hill, 1996. • Laurie J. Bassi, Anne L. Gallegher, and Ed Schroer. <i>The ASTD Training Data Book</i>. Alexandria, VA. American Society for Training and Development, 1996. Chapter One: "Overview of Basic Training Statistics." 		
#6	Feb 13	<p style="text-align: center;">STRATEGIC PLANNING, TRAINING, AND OD</p> <ul style="list-style-type: none"> • Blanchard, P. N., and Thacker, J. W. (2004). Effective Training: Systems, Strategies, and Practices. Englewood Cliffs, NJ.: Prentice Hall. 		
#7	Feb 20	<p style="text-align: center;">TRAINING STRATEGIES AND METHODS</p> <ul style="list-style-type: none"> • Chris Argyris "Teaching Smart People to Learn" Boston: Harvard Business Review, 1991. • Marsick, V. J., & Watkins, K. E. (1999). Facilitating learning organizations : making 		

		learning count. Aldershot, England: Gower Publishers		
#8	Feb 27	KNOWLEDGE MANAGEMENT <ul style="list-style-type: none"> Marquardt, Michael J. (1996) Building the Learning Organization. New York: Mc Graw-Hill. Carlsson, S. A., (2003) Knowledge Managing and Knowledge Management Systems in Inter-organizational Networks. Knowledge and Process Management, Volume 10, Number 3, pp 194-206. 		
#9	March 06	COMPUTER BASED TRAINING/ONLINE LEARNING <ul style="list-style-type: none"> Rooney, J. J., and Scott, W. (2003). E-Learning: A Primer. The Journal for Quality and Participation: Winter 2003; 26, Gunasekaran, A., McNeil, R. D., and Shaul, D. (2002). E-Learning: Research and applications. Industrial and Commercial Training, Volume 34, pp 44-53. TECHNOLOGY AND THE LEARNING ORGANIZATION <ul style="list-style-type: none"> Marquardt, Michael J. (1996) Building the Learning Organization. New York: Mc Graw-Hill 		
	March 13	Spring Break	Spring Break	
#10	March 20	ORGANIZATIONAL LEARNING AND DIVERSITY <ul style="list-style-type: none"> Cox, T., Jr. & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. <u>Academy of management Executives</u>, 5, pp. 45-56. Herriot, P., and Pemberton, C. (1995). Competitive Advantage Through Diversity: Organizational Learning From Difference. Thousand Oaks, CA.: SAGE Publications Trefry, M. G., and Vaillant, G (2002). Harnessing Cultural Diversity to Stimulate Organizational Learning. <u>Current Topics in Management</u> Vol. 7, pp. 47-60 		
#11	March 27			
#12	April 03	Company Research Presentations	Presentation Due	
#13	April 10	Company Research Presentations	Presentation Due	
#14	April 17	Research Paper Presentations	Presentation Due	
#15	April 25	Research Paper Presentations/Course Wrapup		

Assignments Summary

This course will involve a variety of individual and group projects, papers, mini-lectures, small and large group discussions, and individual readings. Overall course requirements are as follows:

1. Active participation in class discussions and activities
2. Completion of the assigned readings by the due date
3. Completion of the learning activities related to the course objectives

Description of Course Assignments

1. Company Research Project

- The purpose of this exercise is to give you the opportunity to research a company that has been successful in using one or more of the various organizational learning tools that we will discuss over the course this semester.
- You are to select at least one recent ASTD (Workforce Learning & Performance) winners in the categories of Performance Improvement, Organizational Learning, Workplace Learning and Development, Managing Change, Career Development, Training management, or Learning Technologies and Chronicle through your research how the company obtained its success.
- The final paper should be from 8 to 12 papers in length and must observe APA Guidelines.
- Prepare a 30 minute presentation detailing your findings. Use handouts and other visual aids as appropriate.

2. Research Papers

- The purpose of this assignment is for you to research in depth one of the many topics that we will be discussing in class.
- Select a topic similar to one of the following: Action Learning, Knowledge management, Training Styles, Coaching, Evaluating Training Programs, The Learning Organization, Organizational Learning, Technology and the Learning Organization, or Diversity and Organizational Learning. Your selected topic must be approved by the instructor.
- The final paper should be from 10 to 12 pages in length and must observe APA Guidelines.
- Prepare a 30 minute presentation summarizing your research paper. Use handout and other visual aids as appropriate.
- Your paper should incorporate reviews of relevant research, citing no fewer than 8 scholarly sources. A scholarly source is a peer-reviewed research journal such as Human Resource Development Quarterly, Adult Education Quarterly, Human Resource Development Review, The International Journal of Lifelong Education, etc. To a limited extent, you may also use academic textbooks as sources. You cannot use any of the sources used for our in class discussions.

Grading Criteria and Standards

Criteria on which your papers are graded:

- Did you address the question/topic/issue(s)?
- Did you incorporate the readings in addressing the question/topic/issue(s)?
- Did you formulate your response in an organized, logical fashion, including APA?
- Did you incorporate the "4 R's"?
 1. Rigorous
 2. Robust
 3. Relevant
 4. Referenced

Class Evaluation	
Assignment	Points
Company Research Paper and Presentation	35
Research Paper and Presentation	35
Article Reflections/Class Participation	30
Total Points	100

University Grading Standards	
Grade	Points
A	95 to 100
A-	91 to 94
B+	88 to 90
B	85 to 87
B-	81 to 84
C+	78 to 80
C	75 to 77
C-	71 to 74
D	Problems
F	Big Problems
I	My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. You should turn in whatever you have written by the due date and your grade will be based on that document.

You are required to select one of the readings that are assigned each week and to write a reflection on that article. What do you agree or disagree with in the article? Why? The reflections should be at least one page in length and should include citations as appropriate. The reflections should be double-spaced and written in observance of APA guidelines. Be prepared to share your reflections with the class each week.