FLORIDA ATLANTIC UNIVERSITY
Department of Educational Leadership
College of Education

COURSE NUMBER: EDA 5931

COURSE TITLE: Organizational Learning

CATALOG DESCRIPTION:

Organizations are characterized by the constancy of and the inability to cope with change. The field of organizational learning and development provides proven strategies to help organizations plan change and respond to unplanned change at individual, group and system levels. Human resource developers and adult educators are often at the center of planning, implementing, and evaluating change. Not only are they responsible for instigating timely, effective, and lasting change, but also they are in the tenuous position of responding to employee and organization needs which are not always compatible. This course addresses this paradox and offers solutions for attending to competing needs and clashing interests in the change process.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

The purpose of this course is to examine organizational learning processes in the workplace and draws on the concepts of human relations, group dynamics, organizational behavior, and organization development. Emphasis is on how individuals and groups impact organizational systems. An understanding of individual, group, and organizational learning theories and practices are necessary to examine organizational learning processes in the workplace. This course is designed to develop leadership capabilities in people working in a range of adult learning settings, and with other courses being offered within the Adult and Community Education program area, will aid in developing informed, ethical, and capable reflective decision-makers.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

The following guidelines were used in developing the course.

- CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE).
- Florida Educational Leadership Examination Competencies
- Florida Principal Competencies
- NCATE Competencies
COURSE OUTCOME STATEMENTS: This course will allow learners to:

- Recognize and dialogue about key concepts and scholarship significant to organizational learning in the workplace. (KASAE 12; FELE: TECH D; FPC 1, 6, 14, 18; NCATE 3, 4).

- Develop strategies for facilitating organizational learning on individual, group, and organizational levels. (KASAE 72; FPC 14; NCATE 4).

- Distinguish between the learning organization and organizational learning (KASAE 15, 18; FPC 4; NCATE 3, 4, 6.2).

- Describe at least five models of the learning organization (KASAE 21, 22, 33, 34; FPC 4; NCATE 1.2, 3, 4, 7).

- Explain how social, institutional, and other contextual factors affect organizational learning in the workplace. (KASAE 11; FPC 19.5; NCATE 3, 7).

- Examine and practice multiculturally sensitive instructional techniques and methods for diverse adult learners. (KASAE 15, 18; FPC 4; NCATE 3, 4).

- Engage as both individual and group learners in a community of practice, critical thinkers, and reflective practitioners. (KASAE 8; FPC 14; NCATE 4.4).

TEXTBOOK:


ADDITIONAL RESOURCES

Many sources of information about organizational learning and development exist on the internet. They continue to grow in number and type. Some of the web pages are designed to promote products and services and others are discussion forums and listservs. Below is a selection of sites you may find interesting and helpful.

Discussion Forums & Listservs

- [LEARNING-ORG](#)
  
  This is a listserv dedicated to discussion of learning organization practice and theory.
Library Personnel Listserve focuses on human resource issues in libraries. Workplace Learning and training issues are often brought up, as are issues pertaining to in-house training programs.

NETTRAIN
This is a discussion list that focuses on training on the net.

Interesting & Informative Web Sites
- ARL/OLMS Training Skills Support Site
- American Society for Training & Development (ASTD) Home Page
- American Society for Training & Development Learning Circuits Home Page
- Society for Human Resource Management (SHRM) Home Page
- Training & Development Resource Centre Home Page
- Training Forum
- Trainingmag.com

Active Learning & Creating a Learning Environment

Learning can only happen when you take an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your own mind.

Although an active role can look different for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of those around you (facilitator and your colleagues). You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues. During class we will strive to clarify, supplement, and analyze the things you are reading. Lecture and presentations will be minimal and, instead, class sessions will include small and large discussion groups, “stories,” simulations, experiential exercises, application activities, case studies, guest speakers, etc. We will learn much more about the content based on your opinions, knowledge, and experience and you are strongly encouraged to contribute to class. **You are responsible for all assigned readings and all materials, whether presented or not presented in class.** Attend every class. In the event that you must miss class, it is your responsibility to make arrangements
with your colleagues to review the session and obtain materials that you did not get. You cannot miss more than 2 classes—or the equivalent—during the semester and expect to perform satisfactorily.

**MECHANICS**

All papers must be done on word processor-type equipment (typewritten). All work will be double-spaced. Each paper should contain the project name, student name, course name and number, and date. **APA STYLE OF REFERENCING MUST BE USED.** {see http://depts.washington.edu/psywc/handouts/pdf/aparef.html; http://www.liu.edu/cwis/cwp/library/wprkshop/citapa.htm; http://webstercommnet.edu/apa/apa_index.htm for example}. **Do not place the papers in a binder, merely staple at the top, left-hand corner.** Page count is for text only, not including graphics.

**PRESENTATIONS**

Presentations are a great opportunity for learners to share their learning with other learners on selected topics of interest. This is an opportunity to have fun, share learning in a creative way, and practice your presentation skills. A successful presentation is one from which learning has been acquired and clearly communicated to the audience.

**ASSIGNMENTS AND EVALUATION**

**CONTENT—TENTATIVE COURSE OUTLINE—Subject To Change Without Notice**

<table>
<thead>
<tr>
<th>#</th>
<th>CLASS DATE</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/06</td>
<td>Cummings &amp; Worley: Chap. 1 Goldsmith, Morgan &amp; Ogg: Welcome and Introduction</td>
<td>All assignments are due on date listed</td>
</tr>
<tr>
<td>2</td>
<td>8/29/06</td>
<td></td>
<td>Overview of the Course</td>
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<td></td>
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<td>Creating a Learning Community</td>
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<tr>
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<td>Date</td>
<td>Assignments</td>
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</tbody>
</table>
| 3    | 9/5/06 | C & W: Chap 2 & 3  
G, M & O: Chap 6, 20 & 22  
Rowden-WpL: Chap 3 |
| 4    | 9/12/06| C & W: Chap 4, 5 & 6  
Rowden-WpL: Chap 3  
G, M & O: Chap 2, 3 & 4 |
| 5    | 9/19/06| C & W: Chap 7 & 8  
R-WpL: Chap 4  
G, M & O: Chap 5 & 13 |
| 6    | 9/26/06| C & W: Chap 9, 10, & 11  
G, M & O: Chap 17 & 18 |
| 7    | 10/3/06| C & W: Chap 12 & 13  
R-WpL: Chap 5  
G, M & O: Chap 9, 11 & 24 |
| 8    | 10/10/06| Library Research Project and Presentation |
| 9    | 10/17/06| C & W: Chap 14 & 15  
G, M & O: Chap 10 & 21 |
| 10   | 10/24/06| C & W: Chap 16 & 17  
G, M & O: Chap 25 & 26 |
| 11   | 10/31/06| C & W: Chap 18  
G, M & O: Chap 28 & 29 |
| 12   | 11/7/06| C & W: Chap 19 & 20  
R-WpL: Chap 6  
G, M & O: Chap 19 & 23 |
| 13   | 11/14/06| C & W: Chap 21 & 22  
G, M & O: Chap 7, 15 & 16 |
| 14   | 11/21/06| C & W: Chap 23  
R-WpL: Chap 7  
G, M & O: Chap 27 |
| 15   | 11/28/06| Course Summary and Evaluation |

**LEARNING AND APPLICATION PROJECTS**

**RESEARCH PROJECT**

The purpose of this exercise is to familiarize the learner with the various publications and issues in the field of *organizational learning and development*, while providing an opportunity to enhance his or her research skills, and allow the application of principles learned during the course. Each person will select a topic that is of interest from the topics being studied such as: *knowledge management, learning organizations, organizational culture, values & ethics, group dynamics, team building, consulting in organizations, diagnosing organizations, international OD, etc., to name a few*. He or she will then locate 5 or 6 articles in that area and prepare a *composite* research paper that will summarize the area (not just one article or each
article in sequence). The research paper will be from 10 to 15 pages in length. She or he will then give an oral presentation to the class on the research topic. The presentation will be about 8 to 10 minutes in length. Appropriate visual aids may be used. The articles must come from recognized scholarly sources such as:

- *Human Resource Development Quarterly*
- *Human Resource Development International*
- *Adult Education Quarterly*
- *Adult Learning (formerly Lifelong Learning)*
- *Human Resource Management*
- *Group Dynamics*
- *Journal of Organization Development*
- *Improving Human Performance*
- *International Journal of Lifelong Learning*
- *Journal of Organizational Behavior*
- *Innovative Higher Education*
- *Journal of Workplace Learning*
- *The Learning Organization*
- *Journal of Occupational and Organizational Psychology*
- *Journal of Humanistic Psychology*
- *Workforce*
- *Performance and Instruction*
- *Training and Development Journal*
- *Training*

AND SO FORTH

If you are in doubt as to the acceptability of your source, check with the facilitator before starting. Books, book chapters, newspapers and periodicals such as *Newsweek, Time, NationsBusiness, Wall Street Journal, and National Enquirer* are not acceptable. Do not use web “information-sites” or web-based “white papers.” *Have a copy of the presentation ready to turn in at the beginning of the presentation. Attach copies of your articles to the paper.*

**PROJECT OF CHOICE:**

To provide you with additional hands-on learning experiences in OL/D you are to select one of the options described below.

- **To obtain a “feel” for the issues in organization learning and development, you will interview an OD consultant of your choice.** You will need to design and get approval of an interview guide so that you are able to think through your questions before the interview. The interview questions should be based on some of the critical questions that you have regarding the organization learning and development process. You should report your reflections of the interview, not a verbatim litany of what was said.

- **Attend a conference/workshop regarding any OL&D topic area.** Following this session, you are to write an analysis based upon several criteria.
- How effective do you perceive this process to be in organizations you have worked?
- What practices and theories from OL&D have been incorporated into this process?
- What changes and/or enhancements would you make to improve the process? If none, why?

Either project chosen should be between 5 and 8 pages in length. All insights and comments should make proper references to the literature and be cited. The project will reflect an in-depth understanding of the literature.

**ORGANIZATION LEARNING & DEVELOPMENT INTERVENTION ANALYSIS**

To become actively involved in the process of organizational learning and development, this assignment will focus on a potential intervention you might conduct in an organization. Because of the sensitive and potentially volatile nature of the issues inherent in OL&D, you should become involved in a hypothetical situation—perhaps one based on issues in a previous organization or a composite of several organizations you have worked.

Therefore, you will have to think about a problem you have experienced or are experiencing in an organization—a problem in which OL&D would be an appropriate intervention. Through a process of submitting portions of your analysis you will have an opportunity to debrief these sections in class before beginning the next phase.

With each OL&D analysis you conduct, you will be expected to integrate significant dimensions from the readings, class discussions, group processes, and theories. In this way, you will be applying state-of-the-art methods to increase the probability of “success” in your OL&D interventions. Specifically, your analysis will consist of the following phases:

- The *identified* problem, entry, and contracting phase.
- Diagnosis and feedback phase.
- Planning change, intervention, and evaluation phase.

This analysis should demonstrate evidence of critical thinking skills, as well as familiarization of important concepts, theories, and research. This analysis should be written in such a manner that it clearly communicates your position. Work on this project will be in pairs or triads. The paper should be no more than 20 pages in length.

**EVALUATION**

**CRITERIA**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance and class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Research Project</td>
<td>25%</td>
</tr>
<tr>
<td>Project of Choice</td>
<td>20%</td>
</tr>
<tr>
<td>Intervention Analysis</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
NOTE: Late assignments will always be accepted at any time until the end of the course, but will be subject to a grade reduction.

GRADING STRUCTURE

A = 95-100 (4.00); A- = 92-94 (3.67)
An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

B+ = 89-91 (3.33); B = 85-88 (3.00); B- = 82-84 (2.67)
A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

C+ = 79-81 (2.33); C = 75-78 (2.00); C- = 72-74 (1.67)
A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

D+ = 68-71 (1.33); D = 65-67 (1.00); D- = 62-64 (0.67)
A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

F = 61 & below (0.00)
An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

Additional Information

Special Needs:
It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you are a person with a disability and desire accommodations to complete course requirements, please arrange to meet with the facilitator at your earliest convenience to discuss your request.

Religious Holidays:
In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations to observe religious practices and beliefs with regard to class attendance and the scheduling of examinations and work assignments. Please notify me in advance of your intention to participate in religious observation and request an absence.
**Academic Misconduct:**
Acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct. Please note the policy on academic misconduct in your student handbook.

**Library Information:**
All students are expected to have online access to the University Library. You will also need to set up your browser to connect to the proxy server; this enables you to access full-text articles from over 300 journals through Emerald. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page, or connect directly to http://www.library.fau.edu/ecollect/proxy.htm.

**Incomplete Grade Policy:**
Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. If the work has not been completed within the time specified on the form, the grade automatically becomes an F (University policy). It is your responsibility to note the date and complete the work on time.

**BIBLIOGRAPHY:**

**A. Books**
Caffarella, R. (1992). *Psychosocial development of women: Linkage to leadership in adult education*.


B. **Journals**

*Adult Education Quarterly*

*Adult Learning* (formerly *Lifelong Learning*)

*Adult Literacy and Basic Education*

*Community Education Journal*

*Community Education Research Digest*

*Convergence*

*HRD Quarterly*

*HRD International*

*Improving Human Performance*

*International Journal of Lifelong Learning*

*International Journal of Lifelong Education*

*International Journal of Self-Directed Learning*

*Innovative Higher Education*

*Journal of Research and Development in Education*

*Journal of Humanistic Psychology*

*Journal of Staff Development (NSDC)*

*Journal of Workplace Learning*

*Media and Methods*

*Performance and Instruction*

*Training and Development Journal*

*Training*

C. **Internet Sites**

1. **Search Engines**

Nanyang Technological University Library


Google [http://www.google.com](http://www.google.com)
Yahoo  http://www.yahoo.com
Alta Vista http://www.altavista.digital.com
Ask Jeeves http://www.ask.com
Excite http://www.excite.com
HotBot  http://www.hotbot.com
Lycos http://lycos.com
WiseNut http://wisenut.com

2. Organizations
International Society for Self-Directed Learning  www.sdlglobal.com
New Horizons for Learning  www.newhorizons.org
Academy of Human Resource Development  www.ahrd.org
Adult and Community Educators of Florida  student to find
American Association for Adult and continuing Education  student to find
American Society for Training And Development  www.astd.org
Commission of Professors of Adult Education  student to find
Florida Department of Education  student to find
National Community Education Association  student to find

3. Reports, Standards, etc.
APA Style web sites
http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html

4. Resources (Materials, Activities, etc.)
Philosophy  http://home.twcny.rr.com/hiemstra/philchap.html
Learning Theories  http://www.funderstanding.com/theories.cfm
Learning Styles  http://www.virtualschool.edu/mon/Academia/KierseyLearningStyles.html
http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a21/4a21.htm
http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a22/4a22.htm
Brain Research  http://www.nationalforum.com/TOTHaer10e3.html
Adult Development  http://www.newhorizons.org/article_hermansn.html
Self-Directed Learning and Critical Reflection  
http://home.twcny.rr.com/hiemstra/selfdiagnose.html
http://home.twcny.rr.com/hiemstra/sdlskills.html
Instructional Tips  
http://hometwcny.rr.com/hiemstra/ndacrog.html
http://www.newhorizons.org/article_billington1.html
http://www.newhorizons.org/lm_dunning.htm
http://www.utexas.edu/world/lecture/
Addresses for Uniform Resource Locators (URLs) change from time to time. Addresses become outdated rapidly. Use the search engines to find new addresses.