

# UNIVERSITY OF THE INCARNATE WORD

School of Professional Studies

## Course Outline

### ORGD 4330 Organizational Learning

#### Description of the Course

This course examines models, theories and practical application of the way an organization learns and adapts to internal and external change, including how to learn from experience, and how knowledge management enhances organizational effectiveness.

#### Course Objectives, Outcomes and Assessments

We will be taking a systems approach to the design of the course and your input as part of the learning community is needed. This course is about systems thinking approach to leadership decision making and policy analysis. By the end of the course, students will be able to:

1. Define systems thinking and its relevance to leadership with special attention to policy analysis in global and social systems.
2. Identify and differentiate between several approaches to systems thinking and identify the key points in the critique of systems thinking.
3. Identify the key points of Senge's learning organization disciplines.
4. Describe mental models and understand why they limit an organization to familiar ways of thinking and acting.
5. Discuss the relationship of a systems approach to complexity leadership, policy decision-making, globalization and world poverty, health care, and sustainability.

**Course Text:** See Blackboard for Information

#### Recommended Website:

Society for Organizational Learning Website: <https://www.solonline.org/>

### Course Deliverables

**Method of Instruction:** Informal lecture, guided discussion, small group discussion, skill-building exercises, videos, and student presentations.

**Assignments:** All assignments are due on the announced due dates. *There will be points deducted for late submissions.* If you will be out of town, not in class, or late, be sure you e-mail me your assignment so you can get credit for the work. Assignments are on the attached outline but you may also have additional assignments that are given throughout the semester.

**All papers** must be written in APA format to include headings as well as subheadings when deemed appropriate. Papers must include citations to theory with corresponding references listed as bibliography (textbook or other reference sources) to support opinions, positions, and statements.

**Individual Topic Discussions (25% x 2 = 50%):** You will participate actively in “**organizational learning**” topic discussions. Each student will be required to deliver two (2) presentations during the course of the semester referencing selected topics from ***The Fifth Discipline textbook***. In addition, a **4-page paper** reflecting specific guidelines to be covered in class will be submitted. *Topic areas* correspond to the **5 Unit Areas in the textbook**. My expectation for the deliverables from individual students includes but is not limited to:

- **An in-class presentation and discussion** in which the students collectively share what they have learned about a specific topic/unit area.
- **Individual 4-page report from each panel participant.** Double-spaced 12-font paper to include an overview of the topic(s) and the student’s critique/analysis will be submitted to me (cover page, abstract, and reference page not included in the count). APA format is required.

**Org. Learning Project (25%):**

This is a written and media-supported oral presentation project (ppt). Each student will select an **organization** to research. The goal of this project is to **better understand the processes of learning** in organizations. I will provide further details in class regarding this assignment.

**Final Exam (25%):**

A comprehensive exam will consist of a “take-home” essay style evaluation of the student’s learning that has taken place. The purpose of this exam is to evaluate students’ understanding of the concepts, terminology, and discussions found in selected chapters from the textbook and in the classroom.

**Grading Scale:** The overall score is calculated by adding up the percent received in each assignment and multiplying it by the percentage ‘worth’ of the assignment and adding these assignment weighted percentages together. Points may be deducted from any assignment turned in late.

**Grading Rubric**

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

**A and A-** indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

**B+, B, and B-** indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

**C+ and C** indicates an acceptable grasp of the essentials of the course.

**D+, D, and D-** indicates less than average performance in the course.

**F** indicates failure to master the minimum essentials of the course. The course must be repeated.

### **Participation, Punctuality and Attendance: Requirements and Expectations**

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog, page 77 (<http://www.uiw.edu/registrar/documents/UIWUGCATALOG2009-2011--WEBVERSION.pdf>)
- Participation in Virtual courses is expected three out of seven separate days.
- Participation in Hybrid courses is expected in class, and two out of seven separate days.
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and Homework with due dates: Expected to be turned-in on time

### **Class Participation and Attendance:**

This course is highly participative. The class instruction is collaborative. As a result, the benefit of this type of instruction and interaction with your peers is available only if you are present and ready to participate.

Regular attendance is essential for success in this class. Classes will start on time and you should arrive promptly and prepared to participate fully for the entirety of the class. Two to four points will be deducted from final grade for each absence up to two absences. A third absence will impact your final average by one letter grade. Advance notice of absence should be discussed with the instructor. In the event you should miss a class you are responsible for the material and assignments covered during your absence.

### **Cell phones**

There will be **NO** class disruptions due to cell phones or texting. Ringers must be turned off prior to class. If you have an emergency, quietly leave the classroom. **If disruptions occur, points may be deducted from your final grade.**

### **Revisions:**

Revisions to this syllabus may be made at the discretion of the instructor. Changes in dates and topics will be announced in class, or communicated via email.

### **Academic Honesty Statement**

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

### **Disability Accommodations:**

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

**Pregnancy Accommodations:**

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

**To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:**

Student Disability Services  
4301 Broadway CPO 295  
Administration Building – Suite 51  
San Antonio, TX 78209  
(210) 829-3997  
(210) 283-6329  
[www.uiw.edu/sds](http://www.uiw.edu/sds)

**Title IX Information**

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit [www.uiw.edu/titleix](http://www.uiw.edu/titleix).

**Class Meeting Schedule and Assignments**

<b>DATES</b>	<b>Unit</b>	<b>Content</b>	<b>Activities</b>
Week 1	Course Overview	Understanding the Role of Organizations	Introductions Class requirements/syllabus Chapter Discussions
Week 2	A	Part I Creating our Reality and How We Can Change It	Chapter Discussions Student Presentations Team Panels
Week 3	B	Part II The 5 <sup>th</sup> Discipline: The Cornerstone of the Learning Organization	Chapter Discussions Student Presentations

			Team Panels
Week 4	C	Mid Term Papers and Presentations	Student Presentations
Week 5	D	Part III The Core Disciplines: Building the Learning Organization	Chapter Discussions Student Presentations Team Panels
Week 6	E	Part IV Reflections from Practice  <b>Take home Final Exam</b>	Chapter Discussions Student Presentations Team Panels
Week 7	Special Topics	Part V CODA The Indivisible Whole	Student Presentations Open Discussion
Week 8	Special Topics	<b>Final Projects Due</b> <b>Final Exam Due</b>	Student Presentations Open Discussion

<b>Pt Value</b>	<b>Grading Rubric for Papers and Presentations</b>	<b>Points Awarded</b>
<b>10 pts</b>	<b>INTRODUCTION/OVERVIEW.</b> Does the introduction/overview capture the reader's attention? Does it clearly state the main theme/thesis of the paper? Is any necessary background information provided? Are any key/specialized terms clearly defined for the reader?	/10
<b>10 pts</b>	<b>ORGANIZATION (COHERENCE, UNITY, AND FLOW).</b> Is the paper well organized so that each section flows smoothly into the next? Are paragraphs developed around unified ideas that advance the topic? Does paper include Cover and References (Bibliography) pages? Does the conclusion close the entire paper in a way that satisfies the reader that the topic has been fully treated?	/10
<b>10 pts</b>	<b>GRAMMAR, PUNCTUATION, AND MECHANICS.</b> Is the paper free of grammatical and punctuation errors? Are sentences well-constructed? Is spelling accurate (be sure to check for typos). <b>Minimum page number requirements met.</b>	/10
<b>10 pts</b>	<b>CONTENT DEVELOPMENT.</b> Develops content logically and systematically and relates personal perspectives and ideas clearly to the selected topic; supports with appropriate reference(s) and citations.	/10
<b>10 pts</b>	<b>INTERNAL DOCUMENTATION.</b> Is the internal documentation properly handled according to APA guidelines? Are quotations, full and partial, presented effectively and correctly? Are sources cited for paraphrased material? Is it clear where source material ends and your own words begin?	/10
<b>10 pts</b>	<b>REFERENCES.</b> Are the required sources (books, databases, and articles) authoritative and appropriate for the topic and research question? Is the Reference page (bibliography) alphabetized and presented in proper APA format? Are referenced sources listed, cited in the text of the paper?	/10
<b>10 pts</b>	<b>CONTENT ANALYSIS.</b> Is the supporting material persuasive, informative? Does the student interpret and/or synthesize information or simply just report? Is critical thinking demonstrated? Are recommendations made?	/10
<b>10 pts</b>	<b>PRESENTATION: ORGANIZATION.</b> Does the student demonstrate coherent and rhetorically sophisticated organization making effective connections between ideas?	/10
<b>10 pts</b>	<b>PRESENTATION: COMMUNICATION.</b> Does the student display awareness of and a sense of purpose in communicating to an audience?	/10
<b>10 pts</b>	<b>PRESENTATION: CRITICAL ASSESSMENT.</b> Student addresses the assignment thoroughly and analytically.	/10
<b>100 pts</b>	<b>TOTAL</b>	/100