

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Twin Cities Campus
Summer Semester 2021
EDD 854 Organization Learning
3 credits

Course Dates/Hours

7/29/2021 - 8/17/2021

Prerequisite

EDD809

Faculty Contact Information

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612-238-4518

223 BLH

Virtual Office Hours by appointment via zoom

Course Description

This course applies the concepts of learning to the methods and techniques through which organizations communicate information and learn. Supported by the learning organization model of organization theory, this course examines the structures and systems that allow organizations to learn as well as those that inhibit or eliminate organizational learning.

Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

1. Analyze and discuss the development of organizational learning.
2. Apply organizational learning to the structure of an existing organization.
3. Demonstrate defensive reasoning and the structures that support it.
4. Apply the concepts of organizational learning to the development of a new organization or the reengineering of an existing organization.

Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

Required Text Books

1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN: 9781433832161
2. Argyris, C. (1999). On organizational learning. New York, NY: John Wiley & Sons. ISBN: 9780631213093
3. Argyris, C. & Schon, D.A. (1996). Organizational learning II. New York, NY: Addison-Wesley. ISBN: 9780201629835

4. Heil, G., Bennis, W., & Stephens, D. (2000). Douglas McGregor, Revisited: Managing the Human Side of the Enterprise. New York, NY: John Wiley & Sons.
 ISBN: 9780471314622

Additional handouts for reading may be provided.

Technical Support

For technical support, contact our HelpDesk at the following:

- Email: helpdesk@smumn.edu
- Website: [Helpdesk](#)
- Phone: 612-728-5100: x7800, local Twin Cities
- Alt. Phone: 866-437-2788; Choose HelpDesk menu option

Topical/Activity Course Outline

Week/Dates	Type of Meeting	Topics/Activities	Assignments
Week 1 June 29th	Zoom	Review of syllabus and course schedule Introductions of course members Initial discussion of adult learning theory Making Sense of Limited Learning Tacit Knowledge and Management Why Individuals and Organizations have Difficulty in Double-Loop Learning Crafting a Theory of Practice What is an Organization That It Might Learn? Turning the Researcher/Practitioner Relationship On Its Head What is Organizational	Read for this session Argyris Chapters 1-4 Argyris and Schon Chapters 1-2.

		<p>Development?</p> <p>Organizational Development Then and Now</p> <p>Where Did OD Come From</p>	
<p>Week 2</p> <p>No class meeting</p>	<p>Online Week</p>	<p>Today's Problems with Tomorrow's Organization</p> <p>Teaching Smart People How to Learn</p> <p>A Leadership Dilemma: Skilled Incompetence</p> <p>The Mercury Case</p> <p>Defensive Reasoning in Individuals</p> <p>The Case of the CIO</p> <p>Organization Development as a Process of Change</p> <p>Defining the Client</p>	<p>Read Argyris Chapters 5-7</p> <p>Argyris and Schon, Chapters 3-5</p> <p>Submit Outline of Assignment 1 this week in Canvas for peer feedback.</p> <p>Discussion Board: Provide peer feedback to 2 students.</p>
<p>Week 3</p> <p>July 13</p>	<p>Zoom</p>	<p>Organizational Learning and MIS</p> <p>Strategy Implementation: An Experiment in Learning</p> <p>How Strategy Professionals Deal with Threat</p> <p>The Classroom: Intervention for Learning and Research</p>	<p>Read for this session Argyris Chapters 8-10</p> <p>Argyris and Schon, Chapter 6</p> <p>McGregor, Chapters 1 thru 3.</p> <p>ASSIGNMENT ONE DUE.</p>

		<p>Why McGregor Matters</p> <p>Rethinking Your Thinking</p> <p>Becoming McGregorian</p>	
<p>Week 4 July 20</p>	<p>Zoom</p>	<p>The Dilemma of Implementing Controls</p> <p>Human Problems with Budget</p> <p>Bridging Economics and Psychology</p> <p>A Comprehensive Model II Intervention</p> <p>Thinking Systematically Performance Appraisal or Performance Development</p> <p>Winning with Teams</p> <p>Build Cooperation Instead of Internal Competition</p>	<p>Read Argyris Chapters 11-13</p> <p>Argyris and Schon, Chapter 7</p> <p>McGregor, Chapters 4 thru 7.</p>
<p>Week 5 July 27</p>	<p>Zoom</p>	<p>Good Communication That Blocks Learning</p> <p>Reasoning, Action Strategies, and Defensive Routines</p> <p>Inappropriate Defenses against the Monitoring of OD Practice</p> <p>Do Personal Growth Laboratories Represent an Alternative Culture?</p> <p>The Evolving Field of</p>	<p>Read Argyris Chapters 14-17</p> <p>Argyris and Schon, Chapter</p> <p>McGregor, Chapters 8 thru 10.</p> <p>Break out rooms--bring outline of Assignment 2 for peer feedback.</p>

		<p>Organizational Learning</p> <p>Building the Intrinsically Motivating, Actualizing Organization</p> <p>Creating a Cause Worthy of Commitment</p> <p>Leaders, Test Your Assumptions</p>	
<p>Week 6 August 3</p>	<p>Zoom</p>	<p>Actionable Knowledge</p> <p>Field Theory as a Basis for Scholarly Consulting</p> <p>Unrecognized Defenses of Scholars</p> <p>Seeking Truth and Actionable Knowledge</p> <p>Making Sense of Limited Learning</p> <p>The Human Side of Enterprise</p>	<p>Read Argyris Chapters 18-21</p> <p>Argyris and Schon, Chapter 9. A</p> <p>McGregor -- Human Side of Enterprise.</p> <p>ASSIGNMENT TWO DUE.</p>
<p>Week 7 August 10</p>	<p>Zoom</p>	<p>Problems and New Directions for Industrial Psychology.</p> <p>The Incompleteness of Social-Psychological Theory</p> <p>Dangers in Applying Results from Experimental Psychology</p> <p>Making Knowledge More Relevant to Practice</p>	<p>Read Argyris Chapters 22-27</p> <p>Argyris and Schon, Chapter 10.</p> <p>McGregor – A Philosophy of Management.</p> <p>Break out rooms--bring FINAL PROJECT Draft for peer feedback.</p>

		Participatory Action Research and Action Science Compared Some Unintended Consequences of Rigorous Research Strategy and learning A Philosophy of Management	
Week 8 August 17	Zoom	An Uneasy Look at Performance Appraisal Course Summary Final Projects	Read McGregor – An Uneasy Look at Performance Appraisal. FINAL PROJECT DUE

Course Time Standards Doctoral courses

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

Synopsis of Assignments (Late work will receive partial credit only)

Virtual Learning Community Activities (Discussion Boards and Peer Feedback)

Canvas discussions **begin on Monday and end on Wednesday night** (11:59 pm CT). Canvas discussion will be used for conversation as a means to spark preliminary insight into the topical course concepts—hence the reason for the 3-day window early in the week. Students are expected to demonstrate proper “netiquette”— be professional, considerate, respectful, avoid sarcasm, and do not share comments and work from classmates with anyone outside the class. Students need to post two substantive responses to the weekly discussion question, peer feedback posted AND respond to the postings of 2 fellow students.

Assignment 1 (Student Learning Objectives 1-3) Due Session 3

A short paper (10-15 pages) on the assessment of an organizational learning system; structures and behaviors, and applying these concepts to an existing organization of the student’s choosing (20 points) 20% of final grade.

Criteria: (5 % each)

1. Use of organizational learning concepts and descriptions

2. Relevance of concepts and descriptions to the structures and behaviors of the organization
3. Depth of understanding demonstrated
4. Clarity of presentation and analysis, includes format and APA
5. Integration and synthesis

Assignment 2 (Student Learning Objectives 1-3) Due Session 6

A short paper (10-15 pages) on defensive reasoning and the structures that support it, in an organization of the student's choosing. (20 points) 20% of final grade.

Criteria (5 % each):

1. Use of organizational learning concepts and descriptions
2. Relevance of concepts and descriptions to the organization
3. Depth of understanding demonstrated
4. Clarity of presentation and analysis, includes format and APA
5. Integration and synthesis

Final Project/Paper/Synopsis (Student Learning Objective 4) Due Session 8

Students will design a learning organization structure for a new organization or create a reengineering plan for an existing organization in any field they choose. Successful completion will constitute (40 points) 40% of the final grade and includes a paper and class narrated PowerPoint presentation.

Paper Criteria (8% each):

1. Use of organizational learning concepts and descriptions
2. Relevance of concepts and descriptions to the organization
3. Depth of understanding demonstrated
4. Clarity of presentation and analysis, includes format and APA
5. Integration and synthesis

Presentation Criteria (2 % each)

1. Engage classmates (specific examples and words of wisdom)
2. Highlight key features of your assessment, intervention, evaluation and difficulties you encountered or expect to encounter.
3. Demonstrate understanding of organizational learning concepts and how they can be used.
4. Clarity of analysis
5. Effectiveness of presentation

Student Expectations

Keeping up with the online session's readings, activities, and assignments is critical for succeeding in this online course. Please plan ahead to schedule time to complete the activities in an effective and timely manner. Carefully read the directions provided for each of the online learning activities. In addition, all three course assignments should be written in a Word doc and uploaded to our Blackboard course using the Assignment tool. Students are expected to use APA style 7th edition conventions for all written assignments.

Late Work: All assignments are due on the designated due date. If you need an extension for the 3 major course assignments, please contact me for permission. Please know an Incomplete will only be considered for students who have just the final assignment remaining.

Assessment of Student Performance/Grading Policies

Graduate Grading Scale		
A	90-100%	90-100 points
B	80-89%	80-89 points
C	70-79%	70-79points
NC	below 70%	69 or less points

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicesgpp@smumn.edu, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. Near the end of the course, find a link to the student rating of teaching and learning in your SMUMN email and on your course site in Canvas. Please be assured the system records responses anonymously.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for direct links to these departments.