EDLD 644 LEARNING ORGANIZATIONS
WINTER 2015
CRN 21973, 27060, 27069, and 27077
4 credits

Instructor
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Educational Methodology, Policy, and Leadership
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Office: 112 Lokey Education Bldg
Office Hours: In person, via phone or over Adobe by appointment

COURSE MEETING DATES, TIMES, AND LOCATION
Thursdays, 5-8:50pm over Adobe

COURSE OVERVIEW
This course introduces graduate students to the components of organizational learning and performance: processes, systemic functions, culture, structure, leveraging and use of information systems to inform decision-making. The course requires a field-based study applying course content to conduct an organizational audit and prepare an audit report.

STUDENT LEARNING OUTCOMES
By the end of the term it is expected that students will:
- Develop an understanding of learning organizations and what differentiates organizations that learn from those that do not.
- Understand past, current, and emergent models relevant to organizations in general, and education leadership specifically.
- Apply learned theoretical frameworks to relevant, real-world examples.
- Identify elements of adaptive change within real-world examples.
- Conduct an organizational audit as evidenced by a class presentation and written report.
- Further develop the capacity to lead learning organizations by focusing on key characteristics of quality leadership as well as identifying and utilizing various group process tools.

TEXTBOOK AND READING MATERIALS
- Additional readings as assigned will be available on Blackboard.
### Schedule of Topics and Assignments

<table>
<thead>
<tr>
<th>Class date and topic</th>
<th>Readings due before class</th>
<th>Assignments due by midnight the Tues before class</th>
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<tbody>
<tr>
<td><strong>Week 1: 1/8</strong></td>
<td>• Spillane (2012)</td>
<td>None</td>
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<tr>
<td>Making Sense of Organizations</td>
<td>• Garvin, Edmondson &amp; Gino</td>
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<td></td>
<td>• Bolman and Deal, Part I (p.3-40)</td>
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<td><strong>Week 2: 1/15</strong></td>
<td>• Wohlstetter, Smith &amp; Gallagher (2013)</td>
<td>Reading reflection</td>
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<td>The Structural Frame</td>
<td>• Bolman and Deal, Part II (p. 41-112)</td>
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<td><strong>Week 3: 1/22</strong></td>
<td>• Slavin et al. (2013)</td>
<td>Reading reflection</td>
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<tr>
<td>The Human Resource Frame</td>
<td>• Bolman and Deal, Part III (p. 113-182)</td>
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<tr>
<td><strong>Week 4: 1/29</strong></td>
<td>• Knapp &amp; Feldman (2012)</td>
<td>Reading reflection</td>
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<td>The Political Frame</td>
<td>• Bolman and Deal, Part IV (p. 41-112)</td>
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<td><strong>Week 5: 2/5</strong></td>
<td>• Diamond &amp; Spillane (2004)</td>
<td>Reading reflection</td>
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<td>The Symbolic Frame</td>
<td>• Bolman and Deal, Part V (p. 243-301)</td>
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<td><strong>Week 6: 2/12</strong></td>
<td>• Colyvs (2012)</td>
<td>Reading reflection</td>
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<td>Improving Leadership Practice</td>
<td>• Bolman and Deal, Part VI (p. 303-434)</td>
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<td><strong>Week 7: 2/19</strong></td>
<td>• Farrell (2014)</td>
<td>Reading reflection</td>
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<td>The Fifth Discipline</td>
<td>• Senge, Part I and II (p.3-125)</td>
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<td><strong>Week 8: 2/26</strong></td>
<td>• Honig &amp; Venkatedwaran (2012)</td>
<td>Reading reflection</td>
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<td>The Core Disciplines</td>
<td>• Senge, Part III (p.129-252)</td>
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<td><strong>Week 9: 3/5</strong></td>
<td>• Goertz, Olah &amp; Riggan (2009)</td>
<td>Reading reflection</td>
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<tr>
<td>Reflections from Practice</td>
<td>• Senge, Part IV and V (p.255-382)</td>
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<td><strong>Week 10: 3/12</strong></td>
<td><strong>Org Audit Presentations</strong></td>
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<td><strong>Finals Week: 3/19</strong></td>
<td>Organizational Audit: Due Thursday, March 19th by midnight</td>
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GRADING COMPONENTS AND CRITERIA

Final grades will be based on the following elements:

1. **Reading reflections (8 worth 5 points each = 40 points):** You are expected to read the required chapters from the texts prior to class as well as the assigned journal article. To encourage class discussions of the journal articles, you are asked to write short (2-3 page) reflection papers that you submit by midnight the Tuesday before class during Weeks 2-9. You are free to write about anything of interest to you from the reading. Some suggestions include how ideas from the texts were reflected (or not) in the journal article, ideas that had particular resonance for you, ideas with which you disagreed, concepts you have seen in practice at your school or in your research, etc.

2. **Class participation (2 points per week = 20 points):** This class uses a combination of short lectures, guest speakers, in-class small group work, and class discussions. It is important, therefore, that you complete all the assigned readings before each class and be prepared to participate fully in discussions. These points are not given just for showing up; they will be awarded for participation in class activities and discussions.

3. **In-class debate (10 points):** You will work with a group to present either the pro or con side to how a particular education reform either harms or helps schools/districts/universities be learning organizations.

4. **Organizational audit (30 points):** The final project for this course is to conduct an organizational audit using the Garvin, Edmondson, & Gino (2008) framework (see p.5-6), the Bolman/Deal frames, Senge’s disciplines, as well as other class readings and discussions. Your audit can be conducted on a classroom, school, district, the state, or a university. There are two parts to this assignment: an in-class single slide presentation, in which you will present your findings and a written audit report. Your audit can be completed individually, in pairs, or in a group of three, and should be between 15-20 pages long and include discussion of the following:

   (A) The Organizational Unit
   - Organizational description
   - Organizational frame (from Bolman/Deal: structural, human resource, political, symbolic)
   - Organizational routines (from Spillane 2012)

   (B) Supportive Learning Environment (the existence or absence)
   - Psychological safety
   - Appreciation of differences
   - Openness to new ideas
   - Time for reflection

   (C) Concrete Learning Process and Practices (the existence or absence)
   - Experimentation
   - Information collection
• Analysis
• Education and training
• Information transfer
(D) Leadership that Reinforces Learning (the existence or absence)
• Leaders who prompt dialogue and debate
• Leadership characteristics, styles, and qualities
(E) Core Disciplines (the existence or absence) from Senge
• Personal mastery
• Mental models
• Shared vision
• Team learning
• 5th Discipline
(F) Conclusions, Limitations, and Recommendation
• Conclusions
• Limitations of the Study
• Recommendations

Final grades are based on the following scale: A+ 98-100%, A 94-97%, A- 90-93%; B+ 87-89%, B 83-86%, B- 80-82%; C+ 77-79%, C 73-76%, C- 70-72%. Any work scoring less than a C- will be required to be revised and resubmitted.

**Attendance and Absence Guidelines**
Active, participatory attendance is required to succeed in this course and master the course material and is worth 20% of the overall course grade (2 points per week), earned on the basis of class participation on in-class activities and discussions. If a student does miss class, it is the student’s responsibility to get class notes and handouts or other distributed materials as well as to arrange for alternate assignments to gain the missed credit. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Please email the instructor prior to class if you are going to be absent. If no prior arrangements have been made before class time, the absence will be unexcused.

**Expected Classroom Behavior**
Classroom expectations include:
• Arrive on time, prepared for class.
• Attend for the duration of class.
• Participate actively in class activities.
• Respect the diversity of cultures, opinions, viewpoints in the classroom.
• Listen to fellow students, the professor, and guest lecturers with respect.
• Return from breaks in a timely manner.
• Do not use laptops for email, surfing, or other activities unrelated to class.
• Turn off cell phones and other electronic devices.
• Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.
DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

MANDATORY REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general
guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**ADDITIONAL POLICY ON ACADEMIC HONESTY**

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program’s website:

"Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person’s actual words or replicates all or part of another's product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

**CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.
It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

- Outside the College, you can contact:
  - UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
  - Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
  - Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

**GRIEVANCE POLICY**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

**IN CASE OF INCLEMENT WEATHER**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**COURSE INCOMPLETE POLICY**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses