

**Learning Organizations****ALEC 609 - 600 Spring 2008**

**Schedule:** M/W 4:10 – 5:25pm  
**Location:** Blocker 153

**Instructor:** Dr. Chris Townsend, 128 Scoates Hall, 458-3705  
[leader@tamu.edu](mailto:leader@tamu.edu), Office hours Tues 1:30-3:30, Wed 9:30-11am, & by appt.

**Text and materials:** *Good to Great*, Jim Collins, HarperCollins Publisher, 2001  
*Good to Great and the Social Sectors*, Jim Collins, Jim Collins Publisher, 2005  
*Ten Steps to a Learning Organization*, Peter Kline, Bernard Saunders, Great River Books, 1998  
 \*Course website: [www.aged.tamu.edu/classes/342](http://www.aged.tamu.edu/classes/342)  
 1 packet of **3 x 5 index cards, Neo account, 3 large scan sheets**

**Course objectives:** In this course, students will:

1. build a working knowledge of a learning organization's five disciplines
2. develop the vocabulary of the five disciplines
3. apply learning org. concepts within an assigned learning community
4. facilitate learning, demonstrate knowledge acquisition, and apply concepts to contextual settings

**Application Assignments and Evaluation:**

Evaluation of S.A.C. cards (5@ 10 pts each)	50 points (1/28, 2/11, 2/25, 3/17, 3/31)
Participation in Learning Community Teaching Day	50 points
Assessment of Learning Community Teacher Evaluation (4@25)	100 points (2/11, 2/25, 3/17, 3/26, 4/21)
Assessment of Learning Community Reflection	50 points (4/9)
Preparation of Review for Exam #1	250 points (2/27)
Preparation of Review for Exam #2	250 points (4/2)
Final Teaching Portfolio	300 points (5/5)
Assessment of Application Accountability (4@50)	200 points (1/23, 3/5, 3/26, 4/21)
<b>Total</b>	<b>1250 points</b>

**Course grades will be assigned according total points earned:**

<b>1119 - 1250</b>	<b>A</b>
<b>994 - 1118</b>	<b>B</b>
<b>869 - 993</b>	<b>C</b>
<b>744 - 868</b>	<b>D</b>
<b>below 744 -</b>	<b>F</b>

**Class expectations:**

This class is a graduate-level learning experience and students are expected to participate in a manner that allows them to master the content. Late arrival is not acceptable as it is disruptive to the students who have arrived on time. Class time will be spent to allow students synthesis of new concepts presented in the theory of learning organizations.

All assignments are due by the date listed in the syllabus and course outline. Following an excused absence (see the student rule handbook for a complete description), students may turn in late work according to the university policy. For non-university excused absences, late work will be accepted up to 3 class days past the due date and will be penalized 10%/day.

**Additional Information**

AGGIE HONOR CODE: "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For further information please visit <http://www.tamu.edu/aggiehonor>.

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DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Disabilities Services, Cain Hall, Room B118, 1224 TAMU, 845-1637.

## Course Outline

Date	Topic	Application
<b>week 1</b> 1/14	Introductions, creating a learning environment, review of syllabus, expectations, assignments, evaluation	
1/16	Introduction to "5 Disciplines" of Learning Organizations <b>READ 10 STEPS: 1 &amp; 2</b> <b>DOWNLOAD (Class Web site):</b> <b>PERSONAL PROFILE</b> <b>LEARNING APPLICATION #1: ORGS. DON'T LEARN</b>	<b>DUE 1/23: 50 pts.</b>
<b>week 2</b> 1/21	No class: Martin Luther King Holiday	
1/23	Continuation of "5 Disciplines" introductions Creation of class learning communities Learning communities complete/discuss PERSONAL PROFILES <b>DUE: LEARNING APPLICATION #1: ORGS. DON'T LEARN</b>	Assign groups
<b>week 3</b> 1/28	Managing change and organizational leadership 4:55 – 5:25pm: Learning Community "A" Leader Meeting  <b>READ 10 STEPS: 3 &amp; 4</b>	<b>S.A.C. 1: WK 1 &amp; 2</b>  <b>"A" Leaders meet (Personal Mastery)</b>
1/30	Systems and archetypes Personal mastery: Values, tensions and vision blocks	
<b>week 4</b> 2/4	Personal mastery: Barriers to telling the truth  <b>READ 10 STEPS: 5 &amp; 6</b> <b>READ Good to Great (G2G): chapters 1-2</b>	
2/6	Leader A teaches: Personal mastery (4:10-4:50pm) Personal mastery + G2G chpts 1-2 Townsend: Personal mastery plans (5:00-5:25pm) <b>READ 10 STEPS: 7 &amp; 8</b>	<b>"A's Teach</b>
<b>week 5</b> 2/11	<b>DOWNLOAD (Class Web site):</b> <b>LEARNING APPLICATION #2: VISION IN ACTION</b>  <b>DUE: LEADER A EVALUATION</b> Shared vision: Review of vision definitions 4:55 – 5:25pm: Learning Community "B": Leader Meeting	<b>DUE 3/5: 50 pts.</b>  <b>S.A.C. 2: WK 3 &amp; 4</b>  <b>"B" Leaders meet (Shared Vision)</b>
2/13	Shared vision: Core values & success factors  <b>DOWNLOAD (Class Web site):</b> <b>BUILT TO LAST KEY POINTS</b> <b>READ G2G: chapters 3-4</b>	

**week 6**

2/18 Shared vision guided discussion (*Built to Last* Key Points)

2/20 Leader B teaches: Shared Vision + G2G 3-4 (4:10-4:50pm)  
Townsend: When the Boss Won't Budge (4:50-5:25pm)

**"B's" Teach**

**week 7**

2/25 **DUE: LEADER B EVALUATION**  
Review for Exam #1  
4:55 – 5:25pm:  
Learning Community "C": Leader Meeting

**S.A.C. 3: WK 5 & 6**

**"C" Leaders meet  
(Mental Models)**

2/27 **EXAM #1 Scan Sheet 0-101607-TAMU**  
Material covered includes: all readings, lectures, activities,  
and hand-outs through Shared Vision

**week 8**

3/3 Mental Models  
Practicing left/right hand columns  
Balancing inquiry & advocacy

**READ G2G: chapters 5-6**

3/5 **DUE: APPLICATION 2**  
Leader C teaches: Mental Models + G2G 5-6 (4:10-4:50pm)  
Townsend: Conversation palette (4:50-5:25pm)

**3/10-3/14 SPRING BREAK**

**week 9**

3/17 **DUE: LEADER "C" EVALUATION**  
Conversation palette and ladder of inference  
4:55 – 5:25pm:  
Learning Community "D": Leader Meeting

**S.A.C. 4: WK 7 & 8**

**"D" Leaders meet  
(Team Learning)**

**DOWNLOAD (Class Web site):  
Application 3: Mental Models 2 Cases**

**DUE 3/26**

3/19 Conversation protocols  
Changing mental models

**READ G2G: chapters 7-8**

**week 10**

3/24 NO FORMAL CLASS  
**DOWNLOAD (Class Web site):  
TOYOTA TEAM. PDF**

3/26 **DUE: LEADER "D" EVALUATION**  
**DUE: APPLICATION 3: MENTAL MODELS 2 CASES**  
Leader D teaches: Team Learning + G2G 7-8 (4:10-4:50pm) **"D's" Teach**  
Townsend: time management, sense of teamwork (4:50-5:25pm)

<b>week 11</b>		
3/31	Review for Exam #2	<b>S.A.C. 5: WK 9 &amp; 10</b>
4/2	<b>Exam # 2, - bring Scan Sheet 0-101607-TAMU</b> material covered includes lectures, readings, activities and hand-outs through Team Learning	
<b>week 12</b>		
4/7	Systems Thinking 4:55 – 5:25pm: Learning Community Leaders' Meeting	<b>“E” Leaders meet (Systems Thinking)</b>
	<b>READ 10 STEPS: 9</b>	
4/9	<b>DUE: LEARNING COMMUNITY REFLECTION</b> Systems Thinking	
	<b>READ G2G: chapters 9-10</b>	
<b>week 13</b>		
4/14	NO FORMAL CLASS <b>DOWNLOAD (Class Web site): RADICALS AND PERSONAL MASTERY</b>	
	<b>READ G2G &amp; THE SOCIAL SECTORS</b>	
4/16	Leader E teaches: Systems Thinking and G2G 9 & 10 (4:10-4:50pm) Townsend: balancing loops (4:50-5:25)	<b>“E’s” Teach</b>
	<b>DOWNLOAD (Class Web site): APPLICATION 4: LOOPS</b>	<b>DUE: 4/21</b>
<b>week 14</b>		
4/21	<b>DUE: LEADER “E” EVALUATION</b> <b>DUE: APPLICATION 4</b> Double loops	
4/23	Learning Community members demonstrate Radicals and Personal Mastery Reinforcing loops and delays	
<b>week 15</b>		
4/28	Synthesis of leading learning organizations	
<b>Final Exam</b>		
5/5	3:30-5:30pm – assist, if possible <b>Final Portfolio DUE</b>	

## ***Explanation of Assignments***

### ***S.A.C. Cards:***

At the beginning of designated weeks (on Monday mornings), students prepare a 1-2 sentence **SYNTHESIS, ANALYSIS, OR CRITIQUE (S.A.C.)** of the material covered during the previous week. Your assignment is to summarize the S.A.C. statements and submit those summaries to the lead professor. You will also be providing each student in your Learning Community an assessment of the quality of their comments. Summaries are entered into your Final Portfolio. **5 cards @ 10 points each = 50 points**

***Learning Community Teaching Day:*** Each of the 5 members of your Learning Community is responsible for teaching one of the 5 Learning Organization Disciplines. The lead professor provides the training for the assigned teachers. Your assignment is to observe the assigned teacher and collect their materials for inclusion in your Final Portfolio. **5 Teaching Observations @ 10 points = 50 points**

### ***Learning Community Teacher Evaluation:***

To apply the concepts generated in this course, small, 5-person learning communities are utilized. Each member of the learning community will facilitate the discussion linking one of the 5 Learning Organization Disciplines with a selected chapter(s) from *Good to Great*. After each of the Learning Community Lessons, the instructor is evaluated by the students. Your assignment is to provide an overall evaluation of the Learning Community's assessment of the assigned teacher. Include in your Final Portfolio examples of excellent Learning Community Teacher Evaluations. **4 evaluations @ 25 points each = 100 points**

### ***Learning Community Reflection:***

How has the learning community enhanced your learning? For this assignment, you evaluate the concepts, ideas, and activities used by the Learning Community. Following your assessment of the Learning Community Reflection, in consultation with the lead professor, you reinforce the positive aspects and plan corrective activities to benefit your learning. Your Learning Community Reflection is included in your Final Portfolio. **50 points**

### ***Application Accountability:***

4 times during the semester you will assess the appropriate responses of students' preparation for class discussion. The Application Activities are provided by the lead professor; your assessment will be provided to the students in your Learning Community. Copies of the Application Activities are included in your Final Portfolio. **4 application activity assessments @ 50 points each = 200 points**

### ***Tests:***

Create 2 review activities that student can use in preparation for their 2 mid term examinations. This review activity will be used with your Learning Community. Copies of your Reviews are submitted as a part of your Final Portfolio. **2 reviews @ 250 points each = 500 points**

### ***Final Portfolio:***

Create a collection of the notes from the class. Include theory and teaching practice so that you may use this portfolio in future teaching or training experiences. **Total = 300 points**