LEARNING ORGANIZATION FOR COMPLEX ENVIRONMENTS (LOC 310)
Beyond the Buzz Words
Winter 2006
Mon 6-9 pm

Three required texts (available at Norris):

Fifth Discipline by Peter Senge
Fifth Discipline Fieldbook by Senge, et al
Leadership and the New Science by Margaret Wheatley

The attached pages cover the following information:
(1) Schedule of class topics, reading preparation and assignments due (STARTING FIRST NIGHT OF CLASS)
(2) Work required for the course and grading methodology
(3) Supplemental Book List

Instructor: Dorie Blesoff
Work # 708/660-1280
email: dorieblesoff1@comcast.net
website: www.dorieLZblesoff.com

Accommodations for students with disabilities
In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent web-site which is viewable at: http://www.stuaff.northwestern.edu/ssd/
|------|-----------|------------|-------------|-------------|----------|------------|------------|------------|-----------|-------------|
| CLASS AGENDA | -Introduction & Overview 
-Individual Learning Goals 
-Form Learning Teams | -Environment scan 
-Briefing on "open systems" 
-Learning Teams meet | -Definitions and key concepts for Learning Organizations & Living Systems 
-Learning Teams meet | -Personal Mastery and Shared Vision 
-Learning Teams meet | Mental Models; Overview of Wheatley 
-Learning Teams meet | -Team Learning, focus on Dialogue 
-Learning Teams meet | -Team Learning continued 
-Learning Teams meet | -Systems thinking 
-Course review 
-Learning Teams meet | Learning Team Projects presented 
-Learning Team Projects presented |
| READING FOR CLASS | -Senge: Chpts 1, 2, 4 & 5 | -Wheatley: Intro, Chpts. 1-3 & Epilogue 
-Fieldbook: #13-15 | -Wheatley: Chpts. 4, 5, 8, 9 | -Senge: Chpts 9 & 11 
-Fieldbook #31 & #47 | -Senge: Chpt 10 
-Fieldbook #35-38 | -Senge: Chpt 12 
-Fieldbook #54, #56 | -Senge: Chpt 13 & start next week’s readings | -Senge: Chpt 6, 17 & Appendix 2 
-Fieldbook, p 121-148 | |
| ASSIGNMENT DUE | -Turn in indiv. Learning Goals 
-Work on team ground rules, name, evaluation criteria and topic of Team Project | -Turn in Team roster, name, ground rules, evaluation criteria and topic of Team Project | -Learning Journal Entry #1 | -Learning Journal Entry #2 | -Learning Journal Entry #3 | -Learning Journal Entry #4 | -Learning Journal Entry #5 | -Optional Learning Journal Entry | -Finals due |
Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide".

1. Be present in class, and complete, and knowledgeably discuss, the readings assigned for each class (10% of final grade). It is expected that every student will attend every class, or request an excused absence if something serious occurs. Absence from more than 2 classes will impact a student’s grade. Each week several students will be asked to report briefly on the highlights of that week’s reading.

2. Turn in five weekly Learning Journal Entries of 2 pages, demonstrating your understanding of one key concept presented in the readings or discussed in class, with your own personal application of the concept in your life. (30% of final grade). Criteria will include: college level writing (5 points), definition of key concept (10 points), and application to real life (15 points).

3. Participate fully in a Learning Team which that will meet weekly and prepare a team project to present to the entire class on Week 9 or 10. (Team will evaluate each individual based on agreed upon evaluation criteria, 20% of final grade).

LEARNING TEAM TOPICS MAY INCLUDE (but are not limited to):
- New paradigms in education and learning organizations
- Multiple intelligences or Emotional intelligence
- Any of the five disciplines applied more deeply (such as mental models, team learning, etc)
- Application of “new scientific management”
- Impact of diversity (cultural, gender, learning style, etc) on community of learning
- Role of technology in promoting learning in organizations

FORMAT OF PROJECT PRESENTATION MAY BE (but is not limited to):
- The design of an experiential activity for the entire class to demonstrate the concept(s) you focus on
- Creative presentation using poetry, theater, music, video, etc.
- Interactive presentation of research results from books, articles, interviews

4. Select one final individual project or take final exam (40% of final grade) The requirement for any final paper Is to demonstrate working knowledge of the key concepts covered in class. (List of key concepts will be distributed in the final class review session).

- Take-home essay exam due last day of class
- An independent study project
- Application of key concepts to a business or educational organization, 12-15 page paper

I. LEARNING ORGANIZATIONS
Built to Last by James Collins and Jerry Porras
Good to Great by Jim Collins
Epsilon Story – case study of Lincoln Continental Program
Intellectual Capital by Thomas Stewart
Strategic Readiness: The Making of the Learning Organization by John Redding & Ralph Catalanello
Ten Steps to a Learning Organization by Peter Kline and Bernard Saunders
The Learning Company: A Strategy for Sustained Development by Mike Pedlar, John Burgoyne and Tom Boydell

II. LIVING SYSTEMS AND NEW SCIENCE
A Simpler Way by Margaret Wheatley & Myron Kellner-Rogers
Beyond Einstein by Michio Kaku
Birth of the Chaordic Age by Dee Hock
Corporate Tides by Robert Fritz
Einstein’s Dreams by Alan Lightman
Hyperspace by Michio Kaku
The Little Book of the Big Bang by Craig Hogan
The Tao of Physics by Fritjof Capra
The Web of Life by Fritjof Capra

III. GLOBAL CHANGE AND STRATEGIC PLANNING
Competing for the Future by Gary Hamel
International Dimension of Organizational Behavior by Nancy Adler
Managing the Future by Peter Drucker
Megatrends OR Megatrends 2000 by John Naisbitt
Rethinking the Future (collection of essays) ed. by Rowan Gibson
Strategy-Focused Organization by Norton and Kaplan
The Art of the Long View by Peter Schwartz
The Evolving Global Economy by Kenichi Ohmae
The Business of Paradigms by Joel Barker
The Third Wave by Alvin Toffler

IV. NEW THEORIES OF KNOWLEDGE
Emotional Intelligence OR Emotional Intelligence at Work by Daniel Goleman
Inside the Brain by Ronald Kotulak
Multiple Intelligences by Howard Gardner
Reason, Learning & Action by Chris Argyris
The Creative Brain by Ned Hermann
Virtual Learning by Roger Schank

V. OTHER RELATED TOPICS
New Paradigms of Leadership
Deep Change by Robert Quinn
First, Break All the Rules by Buckingham & Coffman
Sacred Hoops by Phil Jackson
Stewardship by Peter Block
Principle-Centered Leadership by Stephen Covey
The Empowered Manager by Peter Block
Diversity
Beyond Race & Gender by Roosevelt Thomas, Jr.
Black and White Styles in Conflict by Thomas Kochman
Brain Sex by Anne Moir & David Jessel
Riding the Waves of Culture by Fons Trompenaars, C. Hampden-Turner
Talking 9 to 5 by Deborah Tannen
You Just Don’t Understand by Deborah Tannen