College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing s
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

III. Learning Outcomes for OLI 8100

Although consulting touches all standard, the learning outcomes in OLI 8100 are primarily related to OLI Leadership Standards 5, 7 & 8 and to the WU Graduate Competencies dealing with written communication, disciplined inquiry, and information literacy.

Standard 5: Organizational Performance Improvement and Innovation

Learning Outcomes:

Students who complete OLI 8100 will have the knowledge and ability to generate and support continual improvement in high quality organizational performance in the present, while at the same time promoting the innovation that with will enable the organization to survive and flourish in the future.

Learning Activities:

1. Assigned readings and participation in class and on-line discussions to develop knowledge base regarding the role of organizational learning in creating and sustaining an organization where members work together to frame and accomplish organizational goals while supporting innovation, change and individual member growth and development.
2. In teams find and share with other class members the depiction of a case that provides insight into how leaders shape an organizational learning culture conducive to productivity, growth and innovation. (Can be either a print or video case study).
3. Guest speakers.
4. Final Group Consulting Project Presentation will include ideas on how to include organizational performance.

Learning Assessment:

1. Active and prepared participation in synchronous sessions
2. Communicating in an authentic voice in all class activities, respecting and treating others equitably and fairly will be assessed in all class participation activities and on the discussion board using the class participation rubric.
3. Final group project includes a demonstrated appreciation of the importance of clear management structures and processes to support knowledge sharing and learning in a specific organizational context.

Standard 6: Leadership - Stakeholder Communication, Consultation and Collaboration

Learning Outcomes:

Students who complete OLI 8100 will be able to proactively communicates with all stakeholders in a manner that: appreciates and values different perspectives and fosters information/knowledge sharing and collaboration in achieving results that benefit all stakeholders.

Learning Activities:

1. Assigned readings and participation in class and synchronous sessions to develop knowledge base.
2. In weekly activities, the focus will be on the theory and practice of consulting.

Learning Assessment:

1. Active and prepared participation in synchronous sessions
2. Communicating in an authentic voice in all class activities, respecting and treating others equitably and fairly will be assessed in all class participation activities and on the discussion board using the class participation rubric.
3. Weekly Activities on the Theory and Practice of Consulting

Standard 9: Contextual and Organizational Acumen

Learning Outcomes:

Students who complete OLI 8100 will have an understanding of what it takes to monitors and understands the s792 6 440.8 Tm0 g0 G[( )] TJETQq0.0

Due Dates: Unless otherwise noted, the due dates for all assignments are Sunday @ 11:59 PM ET. One regular exception is Discussion Boards which are a tripartic process of 1: Intial Posts due on Wednesday by 11:59 PM, 2: Multiple, Meaningful Replies by Saturday @ 11:59 PM ET and 3: Final Interactions by Sunday @ 11:59 PM ET.

Late Work: It is your responsibility to notify your instructor when work will be late before the due date. A 10% penalty will automatically be applied for all late work unless otherwise noted by your Instructor. Due to the fast-moving nature of the course, no late work will be accepted after the start of the next week with the exception of Week 7, which must be submitted by the end of the course.

Communication: The email and phone numbers listed at the top of this syllabus are your primary forms of communication. Weekly Synchronous Sessions Announcements will be a secondary form, so be sure to attend and check blackboard multiple times each week. Please refrain from texting except for emergencies.

Assignment Submission: All assignments must be submitted via Blackboard in as either a Word or PDF Document or PPT unless otherwise noted. You are responsible for converting all other formats (i.e.: Pages, Google Docs, etc.). All assignments should adhere to APA Formatting and Citation guidelines. Cover Sheets and Reference pages do not count toward the page total.

Course Materials and Reading List: Are listed in the Schedule of Activities by Week and in the Reference List at the end of the syllabus. Articles or links to articles are provided in Weekly Folders on Course Blackboard site, along with optional reading and viewing materials.

Understanding Learning ±Links: Optional and supplementary readings and links are provided each week on the Course Bb site.

	.		
3	**Tools to Succeed** Gain an understanding of what it takes to set up consulting firm. Discuss what areas of practice to focus on Learn the best ways to choose team members	Zipursky, Chapters 5, 6 & 10 Schein: 5 Posted Materials	Complete Learning Practice Activity Complete Theory Activity Work on Group Project Attend Synchronous Session Finalize the founding principles of their firm
4	**Forming Your Firm, Part II: Branding & Strategy** Gain an understanding of what it takes to set up consulting firm. Discuss some of the theories around strategy and corporate branding strategy	Zipursky, Chapters 4 & 11 Schein: 3 Posted Materials	Complete Learning Practice Activity plan Attend Synchronous Session

Special Note: The right to change this schedule of activities is reserved by the instructor and may occur at any time during the course.

VI. Additional Resources:

This developing list of resources begins with a list of books related to the general topics of: Organizational Learning and Learning Organizations, Knowledge Management, and Workplace Learning (Professional Growth and Development for Groups and Individuals). Following the list of books are a list of journal articles organized around the same themes. The resource list concludes with a section on web-based resources.

BOOKS

Organizational Learning and Learning Organizations

Argote, L. (2012). *Organizational learning: Creating, retaining and transferring knowledge (2nd ed.)*. New York, NY: Springer.

Argyris, C. (1999). *On organizational learning* (2nd ed.). Malden, MA: Blackwell Publishers.

Argyris, C. & Schon, D. (1995). *Organizational learning II: Theory, method and practice*. Upper Saddle River, NJ: FT Press/Pearson.

Beitler, M. (2010). *Strategic organizational learning: A practitioner's guide for managers and consultants* (2nd ed.). Greensboro, NC:

Bingham, T., & Conner, M. (2010). *The new social learning: A guide to transforming organizations through social media*. San Francisco, CA: ASTD & Berrett Koehler.

Bushe, G., & Marshak, R. (Eds.). (2015). *Dialogic organizational development*. Oakland, CA: Berrett Koehler Publishers, Inc.

Couros, G. (2015). *The innovator's mindset: Empower learning, unleash talent, and lead a culture of creativity*. San Diego, CA: Dave Burgess Consulting.

DiBella, A., & Nevis, E. (1997).

Edmondson, A. (2012). *Teaming: How organizations learn, innovate, and compete in the knowledge economy*. San Francisco, CA: Jossey-Bass.

Easterby-Smith, M. & Lyles, M. (Eds.). (2011). *Handbook of organizational learning and knowledge management* (2nd ed.). San Francisco, CA: John Wiley.

Garvin, D. (2003). *Learning in action: A guide to putting the learning organization to work*. Boston, MA: Harvard Business Review Press.

Goldsmith, M., Morgan, H., & Ogg, A. (Eds.). (2004). *Leading organizational learning*. San Francisco, CA: Jossey-Bass/John Wiley.

Graupp, P., Jakobsen, G., & Vellema, J. (2014). *Building a global learning organization: Using TWI to succeed with strategic workforce expansion in the LEGO group*. London, UK: Productivity Press.

Hess, E. (2014). *Learn or die: Using science to build a leading edge learning organization*. New York, NY: Columbia Business School.

Hutchens, D. (2013). *Outlearning the wolves: Surviving and thriving in a learning organization* (3rd ed.). Acton, MA: Leverage Networks.

Ismail, S. with Malone, M., & van Geest, Y. (2014). *Exponential organizations: Why new organizations are ten times better, faster and cheaper than yours and what to do about it.* New York, NY: Diversion Books.

Karlgaard, R., & Malone, M. (2015). *Team genius: The new science of high performing organizations*. New York, NY: Harper Business.

Kearns, P. (2014). *Organizational learning and development: From an evidence base*. Oxford, England: Routledge.

Lipshitz, R. (2007). *Demystifying organizational learning*. Thousand Oaks, CA: Sage.

Marquardt, M. (2011). *Building the learning organization: Achieving strategic advantage through a commitment to learning* (3rd ed.). Boston, MA: Nicholas Brealey Publishing.

McChrystal, S. with Collins, T., Silverman, J., & Russell, C. (2015). *Team of teams: New rules of engagement for a complex world*. New York, NY: Penguin.

Meyer, P. (2015). *The agility shift: Creating, agile and effective leaders, teams, and organizations*. Brookline, MA: Bibliomotion, Inc.

Pietersen, W. (2010). *Strategic learning: How to be smarter than your competition and turn key insights into competitive advantage*. Hoboken, NJ: John Wiley.

Renesch, J. & Chawla, S. (2006). *Learning organizations: Developing cultures for tomorrow's workplace.* New York, NY: Productivity Press/Taylor & Frances.

Robertson, B. (2015). *Holocracy: The new management system for a rapidly changing world*. New York, NY: Henry Holt & Co./Macmillan

Russ-Eft, D., & Preskill, H. (2009). *Evaluation in organizations: A systematic approach to enhance learning, performance and change* (2nd ed.). New York, NY: Basic Books.

Sarder, R. (2016). *Building an innovative learning organization: A framework to build a smarter workforce, adapt to change, and drive growth*. Hoboken, NJ: Wiley

Scharmer, C. O. (2007). *Theory U*. Cambridge, MA: SoL Press.

Senge, P. (2006). *The fifth discipline: The art & practice of the learning organization* (Revised & updated). New York, NY: Currency/Random House.

Schein, E. (2016). *Humble consulting: How to provide real help faster*. Oakland, CA: Berrett-Koehler.

Sessa, V., & London, M. (2006). *Continuous learning in organizations: Individual, group and organizational perspectives*. Mahwah, NJ: Lawrence Erlbaum.

Stiglitz, J., & Greenwald, B. (2014). *Creating a learning society: A new approach to growth, development and social progress*. (Kenneth J. Arrow Lecture Series). New York, NY: Columbia University Press.

Wheeler, K. in collaboration with Clegg, E. (2005). *The corporate university workbook: Launching the 21st century learning organization*. San Francisco, CA: Pfieffer/John Wiley.

Winegard, J. (2015). *Learning to succeed: Rethinking corporate education in a world of unrelenting change*. New York, NY: AMACOM.

Knowledge Management and Communities of Practice

Collison, C., & Parcell, G. (2005). *Learning to fly: Practical knowledge management from leading and learning organizations*. Chichester/West Sussex, UK: Capstone Publishing/Wiley.

Flinn, S. (2010). *The learning layer: Building the next level of intellect in your organization*. New York, NY: Palgrave Macmillan/St.

Frappaolo, C. (2006). *Knowledge management* (2nd ed.). West-Sussex, UK: Capstone Publishing/Wiley.

Gherardi, S. (2006). *Organizational knowledge: The texture of workplace learning*. Malden, MA: Blackwell/Wiley.

Hislop, D. (2013). *Knowledge management in organizations: A critical introduction*. Oxford, England: Oxford University Press.

Holton, III, E., & Baldwin, T. (Eds.) (2003). *Improving learning transfer in organizations*. San Francisco, CA: Jossey Bass.

King, W. (2009). *Knowledge management and organizational learning*. Annals of Information Systems: Volume 4. New York, NY: Springer-Verlag.

Leistner, F. (2010). *Mastering organizational knowledge flow: How to make knowledge sharing work*. Hoboken, NJ: John Wiley & Sons.

ll, C., & Hubert, C. (2011). *The new edge in knowledge: How knowledge management is changing the way we do business*. Hoboken, NJ: John Wiley.

North, K., & Kumta, G. (2014). *Knowledge management: Value creation through organizational learning*. Basel, Switzerland: Springer Publishing.

Pasher, E., & Ronen, T. (2011). *The complete guide to knowledge management: A strategic plan to leverage your company's intellectual capital*. Hoboken, NJ: John Wiley.

Prusak, L., & Matson, E. (Eds.) (2006). *Knowledge management and organizational learning.* New York, NY: Oxford University Press.

Rothman, J. (2016). *Agile and lean program management: Scaling collaboration across the organization*. Victoria, BC: Practical Ink/Lean Publishing.

Tidd, J. (2012). *From knowledge management to strategic competence: Assessing technological, market and organizational innovation* (3rd ed.). London, UK: Imperial College Press.

Wellman, J. (2009). *Organizational learning: How companies and institutions manage and apply knowledge*. New York, NY: Palgrave/MacMillan.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston, MA: Harvard Business Review Press.

Westover, J. (Ed.) (2011). *Organizational culture, learning, and knowledge management*. Champaign, IL: Common Ground Publishing.

Training & Development/Professional Development/Workforce Development/Workplace Learning

Allen, M. (Ed.) (2002). *The corporate university handbook: Designing, managing, and growing a successful program*. New York, NY: AMACOM Books.

Ashton, K. (2015).

Bozarth, J. (2010). *Social media for trainers: Tec406zniques for enhancing and extending learning* (Essential tools resource). San

Kegan, R., & Lahey, L. (2016). *An everyone culture: Becoming a deliberately developmental organization*. Boston, MA: Harvard Business School Publishing.

Kirkpatrick, J., & Kirkpatrick, W. (2010). *Training on trial: How workplace learning must reinvent itself to remain relevant*. New York, NY: AMACOM.

Kolb, D. (2015).

Smith, R. (2011). *Strategic learning alignment: Making training a powerful business partner*. Alexandria, VA: ASTD Press.

Vance, D. (2010). *The business of learning: How to manage corporate training to improve your bottom line*. Windsor, CO: Poudre River Press.

Weinschenk, S. (2011).

Hannah, S. T. & Lester, P.B. (2009). A multi-level approach to building and leading learning organizations. The Leadership Quarterly, *20*(1), 34-48. Retrieved from PsycINFO database.

Jörg, T. (2010). Rethinking the learning organization.: *Proceedings of the European Conference on Intellectual Capital,* 317-325. Retrieved from Business Source Complete database.

Johnson, J. R. (2002). Leading the learning organization: Portrait of four leaders. *Leadership & Organization Development Journal, 23*(5), 241-249. Retrieved from PsychINFO database.

Leavitt, C. (2011). A comparative analysis of three unique theories of organizational learning. [on-line submission]. Report available from ERIC database (ED523990).

Malhotra, Y. (1996). Organizational learning and learning organizations: An Overview [WWW document]. http://www.brint.com/papers/orglrng.htm

McIntyre, N. H., Harvey, M., & Moeller, M. (2012). The role of managerial curiosity in organizational learning: A theoretical inquiry. *International Journal of Management* (June Supplement), 659-676. Retrieved from Business Source Complete database.

Milway, K., & Saxton, A. (2011). The challenge of organizational learning [Non Profit Management]. *Stanford Social Innovation Review, 6.* Retrieved from SSIReview website. http://www.ssireview.org/articles/entry/the_challenge_of_organizational_learning/

Mohanty, K., & Kar, S. (2012). Achieving innovation and success: Organizational learning. *SCMS Journal of Indian Management***,** *9*(1), 36-42. Retrieved from Business Source Complete database.

Schimmel, R., & Muntslag, D. R. (2009). Learning barriers: A framework for the examination of structural impediments to organizational change. *Human Resource Management***,** *48*(3), 399-416. Retrieved from Business Source Complete database.

Sloan Management Review, 32(1), 7-23.

Vakkayil, J. D. (2008). Learning and organizations: Towards cross-metaphor conversations. *Learning Inquiry, 2*(1), 13-27. doi: 10.1007/s11519-008-0025-5

Vera, D. & Crossan**,** M. (2004). Strategic leadership and organizational learning. *Academy of Management Review, 29*(2), 222-240. doi: 10.5465/AMR.2004.12736080.

Wang, C.L. & Ahmed, P.K. (2003). Organisational learning: A critical review. *The Learning Organization*, *10*(1), 8-17. Retrieved from Educational Research Complete database.

Knowledge Management, Teams, Communities of Practice

Alavi, M., Kayworth, R., & Leidner, D. (2005/2006). An empirical examination of the influence of organizational culture on knowledge management practices. *Journal of Management Information Systems, 22*(3),191-224. Retrieved from Business Source Complete database.

Allame, S. M., Nouri, B. A., Tavakoli, S. Y., & Shokrani, S. A. (2011). Effect of organizational culture on success of knowledge

O'Leary, M. B., Mortensen, M., Woolley, A. W. (2011). Multiple team membership: A theoretical model of its effects on productivity and learning for individuals and teams. *Academy of Management Review, 36*(3), 461-

Brennan, M., & Gebavi, A. (2008). Managing career paths: The role of the CLO *Chief*

management.
Home URL--