Course Description

Learners use a systems approach to explore group dynamics and leadership strategies for developing an effective team. Special focus is devoted to the leader’s role in influencing group dynamics to create a learning organization culture.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Analyze cultural influence between the social system and individuals within that social system.
2. Compare and contrast cultures that have nesting relationships (e.g., macrocultures, subcultures, microcultures).
3. Analyze a culture, based on its deep cultural assumptions.
4. Analyze the impact of a founder’s values and behaviors on the culture of an organization.
5. Distinguish between espoused and real values.
6. Diagnose an organization that uses dysfunctional thought-behavior patterns within its group dynamics.
7. Assess deeply held assumptions about oneself and other people.
8. Diagnose an organization that uses healthy thought-behavior patterns within its group dynamics.
9. Create an action research plan for transforming a dysfunctional organization into a learning organization.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook and/or resources found within the Waldorf Online Library. Suggested Readings are listed in the unit study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings.
4. **Discussion Boards:** Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.

5. **Unit Assignments:** Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each one of the assignments. Specific information about accessing these rubrics is provided below.

6. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

7. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Unit Assignments**

**Unit I Case Study**

For this assignment, analyze the mini case study provided in the following one-page article found in the Business Source Ultimate database in the Waldorf Online Library:


Specifically, examine how the organizational culture changed within the company featured in the mini case study. Describe the organizational culture both before and after the change. Within your discussion, integrate concepts from the Unit I readings in your textbook as well as concepts presented in the Unit I lesson. Apply the socio-cultural learning model to explain how the chief operating officer (COO) led the organization to change its culture.

Your case study analysis must have a minimum of two pages and be in APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Essay**

Analyze the deep, underlying assumptions of your organization. You may analyze either your current or past employer, a volunteer organization, or any group in which you have participated. If you have never formally worked for an organization, feel free to analyze a club, team, or any other organization you have been a part of. Feel free to use pseudonyms for your organization, leaders, and any other individuals mentioned in your essay.

1. Incorporate elements from the unit lesson and readings, specifically analyzing the following categories of deep, underlying assumptions within your organization:
   a. deep assumptions about reality and truth,
   b. deep assumptions about the nature of time and space, and
   c. deep assumptions about human nature, activity, and relationships. (Your essay should especially focus on this category of deep assumptions.)
2. How are these deep, underlying assumptions shared throughout all levels of the organization, including the executive level; division, department, and/or team levels; and the individual level? How are these assumptions perpetuated at each level?
3. Have you observed any of these deep assumptions being challenged? If so, explain the scenario and the outcome. If not, why do you think the organization’s deep, underlying assumptions are typically not challenged in your organization?

Your Essay must be a minimum of two pages and be in APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit III Article Review

For this assignment, analyze the following article found in the Business Source Ultimate database in the Waldorf Online Library:


Write a review that is a minimum of two pages in length of the article listed above.* Include the following elements in your article review:

- an introduction to the overarching topic of the article,
- the authors’ main points,
- the authors’ supporting evidence for each main point,
- your analysis of how the article relates to this course’s content and how it applies to real-world situations,
- your critical evaluation of the main points and supporting evidence presented in this article (your evaluation should demonstrate critical thinking to inform and substantiate your opinion), and
- a conclusion.

Use APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf’s Academic Integrity Policy.

*The journal article by Ogbonna and Harris does contain one vulgar word in a direct quote taken from one of the case study organizations. As a result, if you prefer to review another article instead, you may review the following article, also found in the Business Source Ultimate database in the Waldorf Online Library:


Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Essay

For this assignment, write an essay that is a minimum of two pages in length, analyzing a negative experience you have had as a consumer. Specifically, discuss the following points.

1. Tell the story, in detail, of a specific negative experience that you had as a consumer.
2. Discuss the core values espoused by that organization. Incorporate information about that organization’s values using resources about the organization found in the Waldorf Online Library, the organization’s website, a YouTube video created and posted by the organization, and/or the organization’s social media sites. (If this is a small organization that does not have a website, YouTube, or social media sites, and no library resources are available on this organization, rely on your observations of the organization’s espoused values.)
3. Compare and contrast (a) the core values that the organization espouses and (b) the values reflected by the organization’s actions in your consumer experience.
4. In your analysis, integrate the concepts presented in the unit lesson, and support your analysis with library resources. Incorporate a minimum of five resources in your essay. Of the five resources, include a minimum of three resources from the unit lesson, readings, or other sources from the Waldorf Online Library. Of the five resources, at least one resource should be a primary source (e.g., website, social media site, or YouTube video posted by the organization), which emphasizes the organization’s espoused values.

Use APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit V Essay

For this assignment, write an essay that is a minimum of three pages in length. In this essay, discuss a specific conflict that you observed in an organization, and analyze the behaviors and outcomes of that conflict. The example may be any organization of which you are or were a member.

Incorporate at least three library resources to support the ideas you present in your analysis. These sources may be drawn from the unit readings or from other sources in the Waldorf Online Library. You should cite these three sources, in addition to the socio-cognitive systems learning model.

Include the following elements in your analysis. In your paper, please use headings that correspond to these elements.

1. **Conflict Scenario**
   Describe the conflict situation. What happened leading up to this conflict situation? What happened as the conflict occurred? Describe, in detail, the words that were exchanged, the nonverbal communication, and any other actions related to this conflict.

2. **Analysis of Conflict Behaviors**
   Using the elements of the socio-cognitive systems learning model, analyze the behaviors (i.e., words, nonverbal communication, and other actions) demonstrated in this conflict example.

3. **Analysis of Conflict Outcomes**
   Using the elements of the socio-cognitive systems learning model, analyze the outcomes of the conflict.

4. **Analysis of Values and Deep Assumptions**
   Discuss the clues you observed that may indicate the values and deep, underlying assumptions of the people involved. How are these values and deep assumptions related to the behaviors that you observed?

5. **Conclusion**
   Was the conflict resolved, or did it continue to fester? Explain any conclusions you drew from your analysis.

Use APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf's Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Article Review

For the Unit VI assignment, you will evaluate employee empowerment initiatives. Through this article review, you will learn how to determine whether an employee empowerment initiative is driven by Model I values or Model II values. The review will focus on the following article, found in the Waldorf Online Library.


Write a review that is a minimum of two pages in length of the article listed above. Include the following elements in your article review:

- an introduction to the overarching topic of the article,
- the authors’ main points,
- the author’s supporting evidence for each main point,
- your analysis of how the article relates to this course’s content and how it applies to real-world situations,
- your critical evaluation of the main points and supporting evidence presented in this article (Your evaluation should demonstrate critical thinking to inform and substantiate your opinion. In your critical evaluation, discuss how to distinguish whether an employee empowerment initiative is driven by Model I values or Model II values. Use the socio-cognitive systems learning model to inform your discussion.), and
- a conclusion.

Use APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf’s Academic Integrity Policy.
Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Reflection Paper**

For this assignment, write a reflection paper that is a minimum of three pages. Reflect on the best, most rewarding experience that you have ever had as part of a team. Maybe this experience was in your work organization, a military unit, athletic team, rock band, choir, symphony, theater troupe, volunteer organization, church, or any other team that provided a rewarding experience for you. Use the socio-cognitive systems learning model to inform your discussion.

Incorporate at least four library resources to support the ideas you present in your reflection. These sources may be drawn from the unit readings or from other sources in the Waldorf Online Library. You should cite these four sources.

Provide an introduction to the reflection paper, and also include the following elements in your reflection. In your paper, please use headings that correspond to the elements below.

1. **Team Experience**
   Describe this team experience. What made this team so special? What was your role on the team? Why was this experience rewarding for you?

2. **Team Values**
   What did the team value? Give specific examples. How did you know that these were the team’s values? Discuss the clues you observed that may indicate the values and deep underlying assumptions of the people involved.

3. **Behavioral Norms**
   What were the team’s normative patterns of behavior? Give several specific examples of patterns of behavior within the team. How did these behaviors reflect the team’s values and deep assumptions?

4. **Team Outcomes**
   What were the outcomes of the team’s interactions? Give specific examples.

5. **Analysis of Team Culture**
   Analyze the team’s values, behavioral norms, and outcomes. Use the socio-cognitive systems learning model to inform your analysis. Did the team ever experience a conflict or a misalignment of values, behaviors, and outcomes? If so, explain what happened and what the results were. If not, explain why you think the team never experienced conflict.

6. **Conclusion**
   Draw any final conclusions on your analysis of the team experience, and summarize your reflections.

Use APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Project**

*In Unit V, we discussed Model I behaviors and outcomes, and your assignment was to write an essay analyzing a conflict experience. The Unit VIII assignment will be based on the conflict scenario you described in Unit V.*

The Unit VIII assignment is to create an intervention plan. You will use the conflict experience you analyzed in your Unit V assignment as the basis for the intervention plan you create in Unit VIII. Specifically, in this assignment, you will create a plan for an intervention, leading the people who experienced conflict (i.e., from the Unit V assignment) from Model I to Model II relationship patterns. This is referred to as transformative change.

For this assignment, write a minimum of three pages in length describing your intervention plan to lead the people in conflict toward transformative change. Be sure to use the unit lesson as a guide.

Incorporate at least five library resources to support the ideas you present in your intervention plan. These sources may be drawn from the unit readings or from other sources in the Waldorf Online Library. You should cite these five sources, in addition to the socio-cognitive systems learning model.
Include an introduction, as well as the following elements in your analysis. In the essay describing your intervention plan, please use headings that correspond to these elements. Be sure to refer to the unit lesson for the specific information needed for each section of the intervention plan.

1. **Goals for the Intervention**
   Refer to the unit lesson for the specific information needed for this section.

2. **Conflict Scenario**
   Provide a brief synopsis of the conflict you described in your Unit V assignment. Describe the conflict situation, discussing what happened leading up to this conflict situation and what happened as the conflict occurred. *(Be sure to paraphrase this background information rather than copying it directly from your Unit V assignment. Otherwise, the system will flag it for plagiarism.)*

3. **Changing Values**
   Refer to the unit lesson for the specific information needed for this section. In your intervention plan, be sure to detail how you will lead the individuals to test their deep underlying assumptions. How will you design this portion of the intervention? Brainstorm some probing questions that you will ask.

4. **Changing Behaviors**
   Refer to the unit lesson for the specific information needed for this section. How will you design this portion of the intervention? Which specific actions will you take to help lead them toward adopting Model II behaviors? Brainstorm some probing questions that you will ask.

5. **Double-Loop Learning: First Loop**
   Refer to the unit lesson for the specific information needed for this section of your intervention plan. Be sure to include some probing questions that you will ask.

6. **Changing Outcomes**
   Refer to the unit lesson for the specific information needed for this section.

7. **Double-Loop Learning: Second Loop**
   Refer to the unit lesson for the specific information needed for this section of your intervention plan. Be sure to include some probing questions that you will ask.

8. **Conclusion**
   Summarize the purpose for transformative learning and, specifically, for this intervention. Also, summarize the process and benefits of your intervention plan.

Use APA style. As with all your work at Waldorf University, be sure to cite all your sources and follow Waldorf’s Academic Integrity Policy.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

### Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

### APA Guidelines

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

### Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your
efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.
Grading

Discussion Boards (8 @ 2%) = 16%
Case Study = 9%
Essays (3 @ 9%) = 27%
Article Reviews (2 @ 9%) = 18%
Reflection Paper = 12%
Project = 18%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
# ORG 6600, Culture of Learning Organizations

## Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Culture</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</tbody>
</table>
| **Read:** | □ **Chapter 1:** The Concept of Organizational Culture: Why Bother?  
□ **Chapter 2:** The Three Levels of Culture  
□ **Chapter 4:** Macrocultures, Subcultures, and Microcultures  
□ **Additional Reading Assignment(s):** See Study Guide  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Case Study** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

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<th>Unit II</th>
<th>Deep Cultural Assumptions</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</table>
| **Read:** | □ **Chapter 7:** Deeper Cultural Assumptions: What is Reality and Truth?  
□ **Chapter 8:** Deeper Cultural Assumptions: The Nature of Time and Space  
□ **Chapter 9:** Deeper Cultural Assumptions: Human Nature, Activity, and Relationships  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Essay** by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**
## ORG 6600, Culture of Learning Organizations

### Course Schedule

#### Unit III - Creating Culture in Organizations

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<th>Review:</th>
<th>Unit Study Guide</th>
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<tbody>
<tr>
<td>Read:</td>
<td>Chapter 13: How Founders/Leaders Create Organizational Cultures</td>
</tr>
<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
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<td>Submit:</td>
<td>Article Review by Tuesday, 11:59 p.m. (Central Time)</td>
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**Notes/Goals:**

#### Unit IV - Values of Typical Organizations

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<th>Review:</th>
<th>Unit Study Guide</th>
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<td>This unit contains no Textbook reading assignment</td>
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<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
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<td>Submit:</td>
<td>Essay by Tuesday, 11:59 p.m. (Central Time)</td>
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**Notes/Goals:**
## ORG 6600, Culture of Learning Organizations

### Course Schedule

#### Unit V: Behaviors and Outcomes of Typical Organizations

**Review:**  
- [ ] Unit Study Guide

**Read:**  
- [ ] **Chapter 14:** How Leaders Embed and Transmit Culture  
- [ ] **Additional Reading Assignment(s):** See Study Guide  
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**  
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- [ ] **Essay** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

#### Unit VI: Values of Learning Organizations

**Review:**  
- [ ] Unit Study Guide

**Read:**  
- [ ] This unit contains no Textbook reading assignment  
- [ ] **Online Library Resources:** See Study Guide  
- [ ] **Additional Reading Assignment(s):** See Study Guide  
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**  
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- [ ] **Article Review** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VII: Behaviors and Outcomes of Learning Organizations

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<tr>
<td>Discuss:</td>
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<tr>
<td>Submit:</td>
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**Notes/Goals:**

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### Unit VIII: Transformative Learning: Toward the Culture of Learning Organizations

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<td>Submit:</td>
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