The University of Texas at Tyler  
College of Business and Technology  
Department of Human Resource Development and Technology

HRD 5328: Special Topics – The Learning Organization and Coaching

Spring, 2011

Facilitated Face-to-Face, Online Via Blackboard, and Using Other Technology Tools as Appropriate

Spring Semester Schedule: January 20, 2011 – May 10, 2011  
Location: HPR Building – Room 135

Course Syllabus

Facilitator: Andrea D. Ellinger, Ph.D.  
Professor

Address: The University of Texas at Tyler  
College of Business and Technology  
Department of Human Resource Development and Technology  
3900 University Blvd. – HPR 226  
Tyler, TX 75799  
(903) 566-7310 [Department Phone]  
(903) 565-5650 [Department FAX]  
(903) 566-7260 [Direct Phone Line]

Email: Andrea_Ellinger@uttyler.edu

Office Hours: Wednesday afternoons from 2:00 – 5:00 p.m. or Thursday afternoons from 4:30 – 5:30 p.m. or by face-to-face or telephone appointments throughout the semester. To make an appointment, please call (903) 566-7310 or contact me by email.

Required Course Textbooks:  

There is a free tutorial and additional information regarding corrections to the 6th edition. While not required to complete the tutorial or purchase the manual, this format will be used for all written assignments and it will be expected that learners have familiarized themselves with this format so that it can be correctly used for course assignments.

Supplemental Readings:

Blackboard weekly file folders will contain PDFs of supplemental readings and other required course materials. The link to access the Blackboard to be created for this course will be: www.blackboard.utyler.edu

NOTE: Additional reading material may also be required to stimulate class discussion and to supplement the textbook as necessary.

Course Description: This course will use a seminar-style format for reading and in-depth discussion on the topic of the learning organization based upon Senge’s (2006) revised edition as well as article selections drawn from the advanced multi-disciplinary literature on the learning organization concept. This focus on the learning organization will comprise the first eight weeks of the course. Based upon Senge’s premise that leaders and managers must adopt roles as coaches and mentors in building and sustaining learning organizations, the second half of the course will be focused on coaching. Similarly, a seminar-style format will be used for reading and in-depth discussion on the topic of coaching based upon Cox, Bachkirova and Clutterbuck’s (2010) The Complete Handbook of Coaching as well as selected articles drawn from the multi-disciplinary literature on coaching.

Course Purpose: The primary purpose of this course is to introduce learners to the concepts of the learning organization and coaching from a multi-disciplinary perspective.
Course Objectives: During and upon completion of the course, learners will be able to:

- Describe different conceptualizations of the learning organization and coaching;
- Discuss core philosophical and theoretical principles related to these concepts;
- Articulate the importance of these concepts and their application to the field of HRD.
- Examine and critique contemporary research literature on these topics;
- Gain knowledge and expertise in selected areas as a result of course projects and activities;
- Critically reflect upon various theories, models, and research and develop a personal perspective about the relevance, appropriateness, and potential of learning organization and coaching research, models, theory and practice in contemporary organizations and institutions;
- Integrate knowledge and expertise about the learning organization and coaching through in-depth discussion and class facilitation;
- Experience group dynamics through collaborative learning projects, group discussion, and posting activities;
- Further develop research, writing, critical thinking, and referencing skills as well as model many effective HRD skills and competencies; and,
- Interconnect as both individuals and as a community of learners, critical thinkers, and reflective practitioners, the implications of the aforementioned learning objectives for integrating theory and practice regarding these topics.

Course Requirements, Course Schedule, Assignments, and Evaluation:

The course facilitator’s intention is to create a comfortable, collaborative, and respectful learning environment that stimulates learners’ interests and enthusiasm about the topics of the learning organization and coaching and further develops research, writing, referencing, and critical thinking skills. For this to occur, active participation is encouraged, valued, and necessary within the context of our face-to-face and virtual classroom experience. The course is designed on the premise that each learner is a valued person with experiences and expertise that can be shared with others to enhance individual, group, and learning within the entire course community. Each learner has an opportunity to make unique contributions throughout this course, therefore, thorough preparation, an open-mind, and active engagement are critical requirements and expectations for learners. Learners should also be mindful of course requirements, and due dates for assignments. If learners have any concerns, or need any
assistance in the course throughout the semester, please realize that the course facilitator is extremely receptive to working with learners to ensure a positive and rewarding learning experience occurs.

Course Requirements:

Reading Assignments and Class Participation:

Reading assignments are listed on the “Tentative Course Schedule” and should be read on the date listed prior to class meetings. Learners are expected to attend all class meetings [face-to-face and virtual sessions] and should be prepared to engage in thoughtful class discussions of reading materials and actively participate in small group activities. Since lively, stimulating, and thought-provoking discussions are critical to achieving the goals of this course, learners should diligently prepare for class by reading the assigned chapters and articles, making notes, considering questions that can be generated to enhance further discussion, and should actively engage in class activities to demonstrate mastery of key concepts. Although learners will assume roles as facilitators and discussants, the facilitator will also overview/review content presented in the readings. However, learners should view the class sessions as an opportunity to demonstrate understanding of the content, gain clarification, as well as apply concepts. Being present and prepared are critical.

NOTE: The facilitator reserves the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if it is determined that learners are not reading the articles and texts and are not adequately prepared to lead, facilitate, and engage in class discussions.

In terms of roles and responsibilities, this course will require that learners will serve as class discussion facilitators/leaders and therefore learners will be expected to create materials [PowerPoint presentations/handouts] that guide other course participants in the mastery of the assigned reading content, and promote in-class discussion by developing questions related to the assigned chapters and articles. Learners will also be asked to critique current refereed articles [2009 – 2011] on the concepts of the learning organization and coaching while working in pairs and will also be responsible for developing a personal model [via poster session] on the concept of the learning organization. Learners will be tasked to watch two movies and to critique the coaching mindsets and behaviors of the coaches relative to the assigned course material. Learners will also conduct an interview with an individual who is engaged in coaching. All materials required for IRB regarding the coaching interview will be addressed by the course facilitator.

Weekly Face-to-Face and Virtual Class Participation:

Proactive, respectful, and thoughtful participation in all weekly class activities is required and expected for the accomplishment of course objectives. It is expected that learners will actively engage with each other and within the community by being thoroughly prepared to discuss topics in depth with assigned colleagues, to synthesize perspectives as well as make available and post or personally disseminate as necessary such material to the full community. The facilitator
recognizes that learners may have special issues and responsibilities that may impact weekly participation, however, consistent, regular, and sustained participation is expected. Since a portion of the learner’s grade is based upon weekly face-to-face and virtual class participation and engagement, it should be expected that lack of preparation, poor quality of facilitator-lead discussions, lack of preparation of materials that synthesize the readings and facilitate engagement, and lack of relevant, timely, and high quality in-class and virtual discussions and postings will affect the grade earned for course participation, and will affect the final course grade. Please Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Attendance, Cell Phone, Mobile Devices, Pager, and Laptop Policies:

Attendance at class sessions held in a face-to-face format as well as sessions facilitated using Blackboard and other appropriate technologies is required for the accomplishment of course objectives. It is expected that learners will attend all class meetings conducted in a face-to-face format as well as virtually. The facilitator recognizes that learners may have special issues and responsibilities that may impact attendance, however regular attendance is expected. If absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. The learner is also responsible for all work that is missed due to the absence from any class meeting, or portion thereof. Since a portion of the learner’s grade is based upon class participation, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade. Three absences will result in a final grade that will be reduced by one letter grade for reasons other than documented illnesses or emergencies. Four or more absences from class will result in a grade of F. Please Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

The facilitator asks that learners arrive on time for the start of class and following scheduled breaks to avoid disruptions that may negatively impact others’ learning. It is also expected that cell phones, BlackBerries, I-pods, I-phones, and pagers are not used during class. If learners bring these mobile devices to class, please turn the sound off and make necessary calls outside of the classroom if emergencies occur, or during the scheduled break. If learners should bring a laptop to class, it is expected that the laptop is disconnected from the Internet while class is in session. Surfing the Internet, reading or composing email, or sending instant messages while in class are particularly disruptive to the facilitator and other learners, and learners doing so will be asked to leave the class session.

Relevant University Policies:

Students Rights and Responsibilities:

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html
Grade Replacement/Forgiveness:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). [Census Date (12th class day) is September 8, 2010].

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Statement and Accommodations:

“If you have a disability, including a learning disability, for which you request disability support services/accommodation, please contact Ida MacDonald in the Disability Support Services Office so that the appropriate arrangements can be made. In accordance with federal law, a student requesting disability support services/accommodations must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Office located in the University Center, Room 282. The telephone number is (903) 566-7079 (TDD 565-5579).”

Disability Services:

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.
Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Academic Integrity and Ethics Statement:

All learners in attendance at The University of Texas at Tyler have the obligation to maintain high personal standards of academic integrity. Learners unfamiliar with The University of Texas at Tyler policy regarding academic dishonesty should refer to the following statements, consult “UT Tyler Graduate Handbook,” the “Graduate Policies and Programs” handbook, or should seek advice from the course facilitator. The facilitator will not tolerate any violations of academic integrity.

College of Business Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

► Ensure honesty in all behavior, never cheating or knowingly giving false information.
► Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
► Develop an environment conducive to learning.
► Encourage and support student organizations and activities.
► Protect property and personal information from theft, damage and misuse.
► Conduct yourself in a professional manner both on and off campus.
Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Course Schedule:

Please refer to attached “Tentative Course Schedule.” [NOTE: The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in class in advance].

Week 1: January 20, 2011 – Introductions, and Overview of Course Approach, Syllabus, Expectations and Use of Blackboard and Other Potential Technologies


Assigned Discussion Facilitator: ______________________________


Assigned Discussion Facilitator: ______________________________


Assigned Discussion Facilitator: ______________________________


Assigned Discussion Facilitator: ______________________________
NO CLASS SESSION – AHRD CONFERENCE – COURSE FACILITATED VIA BLACKBOARD

Week 7: March 3, 2011 - The Learning Organization – Assigned Readings on Other Conceptualizations of the Learning Organization

Assigned Discussion Facilitator: _______________________________

DUE: Paired Refereed Article Critique on the LO

Week 8: March 10, 2011 – SPRING BREAK – NO CLASS SESSION!


Assigned Discussion Facilitator: _______________________________

DUE: Poster Session on LO


Assigned Discussion Facilitator: _______________________________

Week 12: April 7, 2011 – Potential Virtual Session – You must make arrangements to watch the movie, Coach Carter, and while watching the movie, consider the coaching mindset and behaviors (effective/ineffective) as portrayed by the coach.

Week 13: April 14, 2011 – Potential Virtual Session - You must make arrangements to watch the movie, Miracle, and while watching the movie, consider the coaching mindset and behaviors (effective/ineffective) as portrayed by the coach. You will then develop a 5 – 8 page paper that details the coaching mindsets and behaviors (effective/ineffective) as portrayed by each coach and must also integrate appropriate material drawn from the text in support of your assessment of these coaches (see assignment details below for more information).

Assigned Discussion Facilitator: _________________________________

DUE: Coaching Assessment Based Upon the Assigned Movies

Week 15: April 28, 2011 – Coaching – Cox et al. (2010) Chapters 14, 15, 17, 18

Assigned Discussion Facilitator: _________________________________

DUE: Paired Refereed Article Critique on Coaching


Assigned Discussion Facilitator: _________________________________

Online Course Evaluation

Week 17: May 10, 2011 - Final Exam Week – Due on May 10, 2011 by 12:00 Noon CST.

DUE: Individual Field Project – Interview of a “Coach”

Course Assignments:

Your final grade will consist of the following components which are subsequently explained in detail:

1. Active Course Participation 10%
2. Discussion Facilitator/Leader 15%
3. Paired Refereed Article Critiques:
   a. The Learning Organization 10%
   b. Coaching 10%
4. Development of a LO Model – Poster Session 15%
5. Coaching Assessments via the Assigned Movies 15%
   a. Coach Carter
   b. Miracle
6. Individual Field Assignment – Interview of a “Coach” 25%

[NOTE: Assignments are due on the date scheduled. Late papers and projects will not be accepted without prior approval and late papers will be subject to a reduction in letter grade.]
Learners should notify the facilitator as soon as possible of special circumstances that could interfere with the timely completion of assignments. Even with prior approval, the facilitator reserves the right to lower grades in accordance with the tardiness of submitted late assignments. Details regarding the electronic submission of assignments will be provided.

**Course Assignments:** [NOTE: Assignments are due on the date scheduled. Late papers will not be accepted]

1. **Active Course Participation**
2. **Discussion Facilitator/Leader**
3. **Paired Refereed Article Critiques:**
   a. The Learning Organization
   b. Coaching
4. **Development of a LO Model – Poster Session**
5. **Coaching Assessment via the Assigned Movies**
   a. Coach Carter
   b. Miracle
6. **Individual Field Project – Interview of a “Coach”**

1. **Active Course Participation** – Learners are expected to be fully engaged in the readings and discussion which is predicated upon thorough preparation prior to class meetings.

2. **Discussion Facilitators/Leaders** - Learners will serve as discussion facilitators/leaders of assigned textbook chapters and article readings. This will require that learners thoroughly read the assigned chapters and articles, prepare thought-provoking questions, and serve as expert resources for questions arising on the readings. Discussion facilitators are also expected to model learning practices. A sign-up sheet will be created to facilitate this process.

3. **Paired Current Refereed Article Critiques on the Learning Organization and also on Coaching [10% each] (a total of 20% of Final Grade) DUE: March 3, 2011 and DUE: April 28, 2011**

This assignment, comprised of completing two paired current refereed article critiques, is intended to engage course members as researchers and consumers of research. The members of the course will form pairs and will search and identify one current (2009 – 2011 published timeframe of article) refereed journal article that both members agree is important, timely, and relevant to further understanding the concept of the learning organization as well as the concept of coaching. Articles can be obtained from the journal sources listed on the syllabus. Please do NOT use any of the assigned book chapters or articles included in the course syllabus and readings for this assignment. The paired members will individually read, comment upon, and critique the selected article and then will engage with each other in a discussion about why the selected article is important for further understanding the concept of the learning organization and the
The concept of coaching. The paired members will consider weaknesses associated with the article. Finally, the paired members will also discuss the practical implications associated with the article that may influence/impact human resource development professionals. To complete the assignment, a not to exceed 5 – 7 page synthesis of the selected articles will be submitted along with a PDF of the actual article. The synthesis should include the following components:

1. A full APA 6th edition citation of the selected article

2. A brief summary of the content of the article [i.e. what is the purpose of the article? Why it is relevant and important for further understanding the concepts of the learning organization and coaching as they relate to human resource development?]

3. A brief articulation of the potential weaknesses associated with the articles [i.e. what might be missing from the article? What is unclear? Or underdeveloped?, etc.]

4. A brief articulation of the practical implications of the article for human resource development professionals. [What should human resource professionals be able to do or become more informed about as a result of reading this article?]

4. **LO Model Development and Poster Presentation DUE: March 24, 2011** - To enable learners to better integrate and make sense of the key concepts of organizational learning and the learning organization through course readings, discussion, and professional experiences, learners will be expected to develop their own model of organizational learning and their own model of a learning organization. Learners will obtain two poster boards and will develop a “picture” that illustrates their respective models. Each model will be presented in a poster format. In building a model that incorporates what learners believe are the core “ingredients” or necessary components for organization learning to occur or for an organization to become a learning organization, it is expected that learners will synthesize and integrate course readings, in-class discussions, their own professional experiences, or knowledge of practice-based examples to develop their models. Learners will present their models to members of the class on two separate class sessions (please refer to tentative schedule).

5. **Coaching Assessment via the Assigned Movies DUE: April 21, 2011:** This assignment requires that learners obtain [rent/purchase/borrow from the Public Library, Netfllicks, or hulu.com or other sources two assigned movies: Coach Carter and Miracle so that learners can view the movies and then consider the coaching mindset and coaching behaviors (effective and ineffective) portrayed by the coaches in the movies relative to the readings discussed in the course. Learners will prepare one not to exceed 5 – 8 page paper that analyzes the coaching observed in the movies relative to the course readings and then compares and contrasts the coaching in the two movies. Papers should conform to APA 6th edition and will be evaluated according the criteria listed on the course syllabus.
6. **Individual Field Project - Interview of a “Coach” (20% of Final Grade) DUE: May 10, 2011**

For this assignment, learners will individually identify a professional who is currently serving as a “coach” – this coach may be a consultant who provides coaching expertise to clients, may be a manager who performs coaching with his or her employees, or may be an individual who is employed as a coach. These professionals should perform functions associated with coaching as you understand it from our course readings and discussions. The learner will conduct an in-depth interview with the “coaching” professional to gain insights into the overall role, responsibilities, and functions associated with serving as a coach. The interview will also provide information about the career paths, academic preparation, critical work experiences for the “coaching” professional. The course facilitator will submit all documentation in fulfillment of Human Subjects requirements and will provide learners with a semi-structured interview protocol for use during the interviews. Learners will be expected to prepare a written paper documenting the content of the interview in a narrative format, while also integrating relevant course material as deemed appropriate and necessary. Papers should conform to APA 6th edition and should not exceed 8 - 10 double-spaced pages. Submissions should include the interview protocols and consent forms signed by the “coaching” professionals (and business cards) as attachments. The written paper will be evaluated according to the criteria identified below for written assignments. **The paper is due on May 10, 2011 12:00 Noon via email to: andrea_ellinger@uttyler.edu**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active Course Participation</td>
<td>10%</td>
</tr>
<tr>
<td>2. Discussion Facilitator/Leader for Assigned Weeks</td>
<td>15%</td>
</tr>
<tr>
<td>3. Paired Refereed Article Critiques on the Concepts of the LO and Coaching [Each 10%]</td>
<td>20%</td>
</tr>
<tr>
<td>4. Model of the LO via Poster Session Presentation</td>
<td>15%</td>
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<tr>
<td>5. Coaching Assessment Via the Assigned Two Movies</td>
<td>15%</td>
</tr>
<tr>
<td>6. Individual Field Project – Interview of a “Coach”</td>
<td>25%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Evaluation of Assignments:
Learners should note that all written assignments will be evaluated based upon the following criteria:

Style: Clarity of expression on the topic of the written assignment.
Relevance: Selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.
Defensibility: Demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.

APA Style: All written assignments must be type written or prepared on a word processor or computer. All papers should be double-spaced and learners are expected to use 6th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.

Grade Distribution: [Refer to “Graduate Policies and Programs Handbook”]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Grade Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D or F</td>
<td>Failing</td>
<td>1</td>
<td>60 – 69% = D</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 60% = F</td>
</tr>
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</table>

Grade Replacement Policy:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the census data for the semester. See the current semester’s schedule of classes for such date. During a normal semester, it is usually the 12th day of classes. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2008-10 Catalog, p. 26).

Additional Notes:

The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Overall Weekly Focus</th>
<th>Dates</th>
<th>Readings</th>
<th>Assigned Discussion Facilitator/Leader</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of course facilitator and course participants and; Overview of Syllabus, Course Expectations, and Use of Blackboard.</td>
<td>January 20, 2011</td>
<td>Course Syllabus</td>
<td>Dr. Andrea D. Ellinger</td>
<td>Complete Course Information Sheet</td>
</tr>
<tr>
<td>3</td>
<td>The Learning Organization</td>
<td>February 3, 2011</td>
<td>Senge (2006) Chapters 4 - 7</td>
<td>Volunteer:</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Learning Organization</td>
<td>February 17, 2011</td>
<td>Senge (2006) Chapters 12 - 14</td>
<td>Volunteer:</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Title</td>
<td>Date</td>
<td>Readings/Assignments</td>
<td>Notes</td>
<td></td>
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<tr>
<td>8</td>
<td>SPRING BREAK</td>
<td>March 10, 2011</td>
<td>None</td>
<td>SPRING BREAK – NO CLASS SESSION</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Coaching</td>
<td>March 31, 2011</td>
<td>Cox et al. (2010) Chapters 5 - 9</td>
<td>Volunteer:</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Coaching</td>
<td>April 7, 2011</td>
<td>Coaching in the Movies – Your Impressions</td>
<td>None</td>
<td>NO CLASS SESSION: MOVIE NIGHT AND ASSESSMENT OF COACH CARTER</td>
</tr>
<tr>
<td>13</td>
<td>Coaching</td>
<td>April 14, 2011</td>
<td>Coaching in the Movies – Your Impressions</td>
<td>None</td>
<td>NO CLASS SESSION: MOVIE NIGHT AND ASSESSMENT OF MIRACLE</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Dates</td>
<td>Assignments</td>
<td>Volunteer</td>
<td>DUE</td>
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<tr>
<td>17</td>
<td>Final Exam Week – Happy Summer! Happy Graduation! Happiness and Best Wishes in all of your Future endeavors!!!</td>
<td>May 10, 2010</td>
<td>None</td>
<td>DUE: Individual Field Project DUE: May 10, 2011 by Noon CST</td>
<td></td>
</tr>
</tbody>
</table>

Supplemental Reference List of Additional Readings to Enhance Understanding of the Learning Organization Concept and the Related Concept of Organizational Learning


**Some Seminal Books on Organizational Learning and the Learning Organization**


Notes:

Note 1: A listing of journals is provided for learners to assist with the outlined projects.

Note 2: Tips or the preparation of written materials is provided courtesy of Dr. Gary McLean.

Note 3: It is strongly encouraged that learners maintain a “learning journal” to document notes and reflections from course readings and discussion.

Note 1: Listing of Journals [The Bolded Journals may be especially helpful and informative for further understanding adult learners and adult learning]

Adult Learning
Adult Education Quarterly
The Canadian Journal of Adult Education Studies
The International Journal of Lifelong Education
The Journal of Continuing Higher Education
The New Zealand Journal of Adult Learning
The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of Lifelong Learning

Human Resource Development Quarterly
Human Resource Development International
Human Resource Development Review
Advances in Developing Human Resources
Performance Improvement Quarterly
The Academy of Management Review
The Academy of Management Journal
The Academy of Management Executive
The Academy of Management Learning and Education
Management Learning
Organizational Dynamics
Harvard Business Review
Sloan Management Review
California Management Review
The Journal of Workplace Learning
The International Journal of Training and Development
European Journal of Industrial Training [European Journal of Training and Development]
The Journal of Management Development
Human Resource Management
Human Resource Management Journal
International Journal of Human Resource Management
Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Business and Psychology
Journal of Business Ethics
Journal of Career Development
Organization Science
Organization Studies
Personnel Psychology
Leadership and Organization Development Journal
Organization Development Journal
Journal of Organizational Behavior
Journal of Vocational Behavior
Journal of Vocational Education Research
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
Journal of Knowledge Management
Employee Relations
Journal of Managerial Psychology
Journal of Organizational Change Management
Personnel Review
Women in Management Review
Training
Training and Development Journal (ASTD)
Performance Improvement

*The Learning Organization Journal: An International Journal*

Business Horizons

International Business Review

Journal of International Management

Journal of World Business

*The International Journal of Evidence-Based Coaching and Mentoring*

The Coaching Psychologist

International Coaching Psychology Review

Coaching Psychology International

The Journal of Staff Development

Human Relations

*Potential Conference Venues [Some may have published Conference Proceedings]:*

The Academy of Human Resource Development (AHRD)

The Adult Education Research Conference (AERC)

The Annual Conference on HRD Research and Practice Across Europe

The AHRD Asian Chapter Conference

Midwest Research to Practice Conference

The American Association for Adult and Continuing Education (AAACE)

The American Society of Training and Development Conference (ASTD)

The International Society of Performance Improvement (ISPI)

The Academy of Management Conference (AOM)

The International Conference on Researching Work and Learning

SCUTREA Conference

The OD Institute (ODI)

The OD Network (ODN)

The Society of Human Resource Management (SHRM)

Transformative Learning Conference (Columbia University)

The Institute of Behavioral and Applied Management (IBAM)

*Please note that these listings are suggestions only and may be incomplete*

Note 2:  **Tips for the Preparation of Written Materials [courtesy of Dr. Gary McLean]**

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers,
therefore, should be free of typographical, spelling, and grammatical errors. I don't expect you to be a master typist; correction of errors in pen will be acceptable.

All written materials should be produced in such a way that they are easy for the facilitators to read. They must be double spaced. All pages should be numbered. All written work must be produced in 12-point font. Do not use full justification for your margin (i.e., have all lines end at the same place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded. And please use a staple, not a paper clip, to hold the document together. Fancy plastic covers are unnecessary.

I assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Past experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.

2. its = possessive it's = contraction for it is

3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.

4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."

5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax. Poor: Any learner caught smoking in the halls will have their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her cigarettes confiscated. Best: All learners caught smoking in the halls will have their cigarettes confiscated.

Tense agreement: Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies. Better: Jones and Smith (1984) discuss...report... Better: Jones and Smith (1984) discussed...reported...

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.

7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.

8. Each sentence must have a SUBJECT and a VERB.

9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.
10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.

11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.

12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Useful reference books (bibliographies, punctuation, etc.):

- Publication manual of the American Psychological Association (6th Ed.) This can also be found on line at: http://www.apa.org