EDA 6112
Leading Organizational Learning

LILO

ASSESSMENT GUIDELINES

Master of Arts in Leading Innovative Learning Organizations

International | Entrepreneurial | Future-Oriented

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Contents

PART I: Course Details

A. Background Matter

Course Title:　　　　Leading Organizational Learning

Course Code:　　　　EDA 6112

Credit Points:　　　　3

Mode of Delivery:　　Online

Instructors:　　　　　Prof Allan Walker (adwalker@eduhk.hk)
　　　　　　　　　　　　Dr Haiyan Qian (hqian@eduhk.hk)

Consultation Times:　For consultation, please contact your instructor via email at any convenient time. WhatsApp or other conversation modes can be arranged. Communications via the Moodle platform are encouraged.

B. Course Description

Learning organizations readily adapt and renew themselves in response to rapidly changing client, community, societal and environmental factors. This course examines how leaders can design and put into place the infrastructure (structures and cultures) necessary for their teams to function in support of their learning organization. This includes taking systems and strategic perspectives of organizational learning, establishing robust supports for individual and team professional learning, and utilizing knowledge management and the principles of organizational design to support an improvement orientation. This course will examine how leadership is distributed and enacted in the process of designing and building learning organizations. This will help middle leaders to position their role as leaders of teams in a learning organization.

This course first introduces you to the concept of Learning Organization in the broader context, that is, any organization that discovers how to tap into people's commitment and capacity to learn at all levels. We ask you to describe 'a Learning Organization you've seen or experienced' and to reflect on the question 'Is the organization I am currently working for a Learning Organization?'. More importantly, how can this organization enhance itself in line with a changing community and societal needs? By this, we then move on to the context and challenges of building a Learning Organization. This will be related to the political and cultural features of the Confucian society that characterize most of your work environments.

We then borrow the concept of infrastructure to decode the Learning Organization – organizational design and organizational culture. These sections touch on the essential role played by leaders in designing organizational structures and cultivating cultures. Innovative practitioners from both school and non-school sectors will be invited to share how they integrate the theory of Learning Organization into practice.

C. Course Intended Learning Outcomes

Upon completion of this course, participants will be able to:

- Explain what constitutes a learning organization and the conditions that support a learning organization.
- Delineate the learning infrastructure of their own organizations and teams.
- Explicate and assess leaders' roles in designing an infrastructure for successful organizational learning.
- Propose infrastructure designs and leadership strategies that enhance professional and organizational learning capacity.
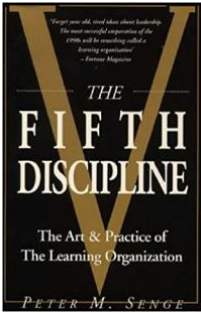
D. Course Readings

These two pieces of readings will be highly useful:
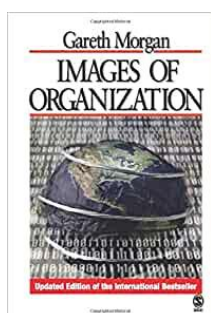
Morgan, G. (2006). *Images of Organization*. SAGE: Thousand Oaks, CA.

Senge, P. (2006). *The Fifth Discipline: The Art & Practice of the Learning Organization.* Doubleday: New York.

Additionally, several readings are placed in the portfolio for the course. Course participants are required to read articles that will help them to complete course assessments or to develop their understanding of course themes. Choose what is most relevant to you and your work. You do not have to read everything.

All portfolio readings may be read or downloaded from the Moodle platform. You may wish to save the readings for future reference.

E. Study Time

Day 1 (20 July 2023)

Time	Topic	Instructors
9:30 - 9:50	Welcome and Introduction of the course	Prof. Allan Walker Dr Haiyan Qian
9:50 – 10:30	What is a learning organization? Challenge in the VUCA age	Prof. Allan Walker
10:45 - 12:15	A learning organization in Hong Kong: Hardware, software and soulware	Guest speaker: Principal Li Kin Man
12:15 - 12:45	A revisit to your own case: What to keep, what to change in your organization?	Prof. Allan Walker & Dr Haiyan Qian
Lunch		
13:30 - 15:00	Understanding metaphors of organizations	Prof. Allan Walker
15:15 - 16:45	Collective diagnosis: What makes a successful/struggling learning organization?	Prof. Allan Walker & Dr Haiyan Qian
16:45 - 17:30	Small group work: Case development	Prof. Allan Walker & Dr Haiyan Qian

Day 2 (21 July 2023)

Time	Topic	Instructors
9:30 – 9:50	Introduction of the day: Linking learning organization with system and organizational infrastructure	Prof. Allan Walker & Dr Haiyan Qian
9:50 – 11:30	Creating structural, cultural and relational connectors for learning organizations	Dr Haiyan Qian
11:45 – 12:45	Group work: Developing the infrastructure map	Prof. Allan Walker & Dr Haiyan Qian
Lunch		
13:30 - 15:00	Redesigning organizational infrastructure: A real case sharing	Guest speaker: TBC
15:15 – 16:00	Strategic leadership	Prof. Allan Walker
16:15 – 17: 45	Non-traditional stakeholders in education (TBC)	Guest speaker: Dr Rongzhong Li

Day 3 (22 July 2023)

Time	Topic	Instructors
9:30 – 9:50	Introduction of the day: Refocusing leadership on organizational learning	Prof. Allan Walker & Dr Haiyan Qian
9:50-10:30	Networked learning communities	Dr Haiyan Qian
10:30 – 11:00	Leading networked learning communities	Prof Allan Walker
11:15-12:45	Sharing of a system leader	Guest speaker: Principal Jonathan Lai
Lunch		
13:30 - 15:00	Final revision of the infrastructure map & Sharing of the group work	
15:15 – 16:45	Feedback taking and responding (15 mins for each group)	
16:45 – 17: 30	Celebration and individual essay consultation	Prof. Allan Walker & Dr Haiyan Qian

Part II: Course Assessments

A. General Description

For this course, participants will be assessed based on the completion of **ONE** preparation task, **ONE** team task and **ONE** individual essay.

B. Grade Allocation and Due Dates

Assessment Tasks	Weight	Note	Due Dates
(a) Preparation Task (900-1,000 words) Prepare an initial description of a Learning Organization in response to the readings.	20%	*Participants will be provided the first chapter of The Fifth Discipline and write a short descriptive essay of 'A Learning Organization in My Eye' (400 words) and more in-depth decoding of the organization (500 words).*	*19 July 2023*
(b) Team Task Analysis of a Learning Organization: Diagnose 1) a problematic case and develop an annotated map to show strategies of redesigning the organizational infrastructure to create conditions for successful organizational learning; or 2) a successful case and develop an annotated map to show the organizational infrastructure redesigning strategies adopted in the organization that lead to its success. Note: The case can be adapted from the descriptive essays the team members completed in the Preparation Task.	30%	*The case materials will be provided during the course and the term can get together to discuss the case.*	*A team presentation on 22 July 2023*
(c) Individual task--Leadership for Organizational Learning (2,500 - 3,000 words) With reference to literature, write a paper based on the analysis of the task (b) that assesses the role and function of leadership in accomplishing the organizational redesign.	50%		*18 August 2023*

Generic Grade Descriptors

Course Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Attainment of Course Intended Learning Outcomes (CILOs) / assessment criteria	All / most of the stated CILOs /assessment criteria have been met at an exceptionally high level	All / most of the stated CILOs / assessment criteria have been fully met at a high standard		All / most of the stated CILOs / assessment criteria have been fully met at a good standard			Most of the stated CILOs / assessment criteria have been met		Some of the stated CILOs / assessment criteria have been met		None of the stated CILO / assessment criteria have been met
Interpretation	DISTINCTION			GOOD			SATISFACTORY		BELOW SATISFACTORY		FAIL
	Exceptional	Outstanding	Excellent	Very Good	Good	Fairly Good	Satisfactory	Barely Satisfactory	Below Satisfactory	Barely Pass	Fail
Grade Point Equivalent	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00
Mark Range	96-100	88-95	81-87	76-80	71-75	66-70	59-65	51-58	46-50	41-45	0-40
Understanding of subject matter/topic	Demonstrates a deep understanding and full interpretation of the subject matter/topic and the underlying theories.	Demonstrates a thorough understanding and a highly convincing interpretation of the subject matter/topic and the underlying theories.	Demonstrates a full understanding and interpretation of the subject matter/topic and the underlying theories.	Demonstrates a high level of understanding and interpretation of the subject matter/topic with a strong grasp of the underlying theories.	Demonstrates a good level of understanding and interpretation of the subject matter/topic and underlying theories.	Demonstrates a general understanding and interpretation of the subject matter/topic and the underlying theories.	Demonstrates a fairly adequate grasp of the subject matter/topic in terms of factual understanding but theoretical understanding is at a superficial level.	Demonstrates a basic understanding of the subject matter/topic but with a superficial grasp of theoretical perspectives.	Demonstrates an inadequate grasp of the subject matter/topic and with little theoretical discussion.	Demonstrates very inadequate understanding of the subject matter/topic with little theoretical discussion.	Demonstrates poor understanding of the subject matter/topic and the underlying theories.
Cognitive/ Intellectual skills	Shows a very sophisticated level of critical reflection, analysis, evaluation and/or synthesis.	Shows a very high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a good level of critical reflection, analysis, evaluation and/or synthesis.	Shows a sound level of critical reflection, analysis, evaluation and/or synthesis.	Shows some trace of critical reflection, analysis, evaluation and/or synthesis.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows very little evidence of critical reflection, with no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows no evidence of critical reflection and no attempt at analysis, evaluation and/or synthesis.	Shows no evidence of critical reflection and no attempt at analysis, evaluation, and/or synthesis.
Presentation of ideas	Presents highly original ideas with great lucidity and succinctness.	Presents original ideas with great lucidity and succinctness.	Presents fairly original ideas with great lucidity and succinctness.	Presents very sound ideas with lucidity and succinctness.	Presents sound ideas with reasonable clarity.	Presents sound ideas with reasonable clarity.	Presents some ideas with limited soundness and clarity.	Presents some ideas with limited soundness and clarity.	Presents ideas with very limited clarity.	Presents ideas with ambiguity.	Presents ideas poorly and ambiguously.
Organization and referencing	Extremely well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently written and correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Fairly well organized, fluently written and, in the main, correctly referenced.	Recognisable organization, and referenced with errors.	Loosely organized, weak grammatically and referenced with errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, full of grammatical errors, communication is seriously impeded, and reference with numerous errors.
Use of readings/ literature	Evidence of extensive and judicious use of relevant readings/ literature to support the arguments.	Evidence of extensive and thoughtful reading/ literature in the subject/topic area.	Evidence of a substantial knowledge of relevant readings/ literature.	Evidence of extensive readings/ literature in the topic area.	Evidence of adequate readings/ literature in the topic area.	Evidence of some readings/ literature.	Evidence of some readings/ literature.	Evidence of a somewhat cursory acquaintance with readings/ literature.	Evidence of a minimal acquaintance with readings/ literature.	Very minimal acquaintance with readings/ literature.	No evidence of independent reading.

C. Summative Assessment: Specifications, Resources and Rubrics

In General:

1. Keep within the maximum word count. This is one of the major challenges for most writers!
2. Cite relevant literature to ensure that you demonstrate your capacity to apply theory to practice or to use practice to reflect on theory.
3. If you cite a source, use APA format.
4. Put a nifty title on your work.
5. Use headings and subheadings to frame the essay organization.
6. Ideally, get a peer to take a look before submitting. If you think it is too much for someone to give feedback on a whole assessment, just give them a page, or an important paragraph, or an illustration. Use your colleagues in this way to generate some thinking.
7. Ask us if you are not clear.

(a) Preparation Task (20%) (900-1,000 words)

Provide your initial analysis of a learning organization. This could be a school, organization, or business; a unit, panel, or department; or a small team. Please complete after reading Chapter 1 of Senge (2004), *The Fifth Discipline*, which is provided on Moodle.

Please note that there are two parts to this assignment.

Part 1: about 400 words

Most of us at one time or another have been part of a great 'team', a group of people who functioned together in an extraordinary way – who trusted one another, who complemented each other's strengths and compensated for each other's limitations, who had common goals that were larger than individual goals, and who produced extraordinary results (Senge, 2006).

Some of us, unfortunately, have also worked on struggling teams that don't match Senge's description. Teams that make you frustrated, isolated, and hopeless.

Share your experience of a team that you've worked on. It could be a great team or a struggling team. You could respond to <u>one</u> of the below prompts:

> If you have experienced Senge's sort of profound teamwork – in your own work, or in sports, or in your reading (if you have not personally experienced it)—please describe this Learning Organization and delineate its major features that make it 'great'. You can use the first chapter of *The Fifth Discipline* as a reference.

> OR

If you have not experienced Senge's sort of profound teamwork, please explain what made the team struggle and made the team members ineffective.

Part 2: about 500 words

Building from your above analysis, please dig deeper to analyse your organization, unit, or team's functioning as a learning organization. Please do so by completing the below table. To do this, you will need to read Chapter 1 of Senge (2004), *The Fifth Discipline*.

The main success/problem of my organization, unit or team is:		
Concept	Evidence of this (your own observations and perspectives)	Your assessment (what works, what doesn't, what should be improved?)
Systems thinking		
Personal mastery		
Mental models		
Shared vision		

Team learning	10	
Other ideas		

Assessment rubric:

Criteria	Novice	Fair	Proficient	Expert
Structure	Lacks a clear organizational structure. Ideas are not clearly segmented into logical components. Limited to no use of headings and subheadings.	An attempt at organizational structure is made in that headings and subheadings are used. However, the writing itself lacks logical sequence across the document as a whole and within subsections.	A strong attempt is made to organize the writing in a logical sequence supported with headings. The structure may not be equally effective throughout the paper; some headings and subheadings may not clearly foreshadow section content.	The organizational structure contributes to a logical and lucid flow of ideas. This includes an effective internal structure within subsections as well as for the document as a whole. Uses a clear and appropriate title, headings and subheadings that enhance the reader's understanding of the map.
Use of Literature	The writer does not explicitly draw upon any relevant literature.	Relevant concepts are used, but minimal evidence of wider reading in the area.	Paper demonstrates a good commitment to a literature review and the use of the literature enhances the arguments presented.	Paper demonstrates exceptional commitment to a literature review, including literature not recommended or sourced in the course, and uses the literature highly effectively.
Understanding of Learning Organizations	Paper does not show a relevant understanding of the LOs	Demonstrates a good understanding of the LOs	Demonstrates an insightful understanding of the LOs	Demonstrates an excellent understanding of the LOs with the support of a detailed description of the example. Includes discussion of relevant theories and arguments.

(b) Team task (30%)

Analysis of a learning organization: Diagnose 1) a problematic case and develop an annotated map to show strategies of redesigning the organizational infrastructure to create conditions for successful organizational learning; or 2) a successful case and develop an annotated map to show the infrastructure designing strategies adopted in the organization that lead to its success.

- Each group is comprised of 5-6 participants;
- The case can be selected from the tasks (a) of the group members
- Group members work together to analyze the case and share their map and diagnosis with colleagues in the big group in a creative way if preferred (e.g., making a video, a 3D map, a role play, etc.)
- Each group's map and diagnosis will be shared in the big group on July 22. And each group will have a 15-min (max) challenge time – that is, each group will be asked questions by the other groups and needs to be ready to answer these challenging questions.

Assessment rubric:

Criteria	Novice	Fair	Proficient	Expert
Map	A simple illustration that indicates organizational infrastructure, but does not adequately convey to the viewer the unique roles and interrelationships comprised of the infrastructure.	A map that shows infrastructure, roles and interrelationships, but may be superficial, for instance accounting for official, formal structures but not associated informal leadership structures.	A map that attempts to depict formal and informal roles, connections & boundaries, but insufficient use of schematic devices obscures meaning.	A well-organized map, labelled with an appropriate title, which clearly indicates organizational infrastructure including formal and informal leadership distributions, structures, roles, interrelationships and boundaries. Employs a range of schematic devices to convey meaning.
Creativity/originality of design	The map and the way of diagnosis do not show any evidence of creativity or originality in design, ideas, etc.	The map and the way of diagnosis show some evidence of creativity or originality in design, ideas, etc.	The map and the way of diagnosis show considerable evidence of creativity or originality in design, ideas, etc.	The map and the way of diagnosis show exceptional evidence of creativity or originality in design, ideas, etc.
Clarity of receiving and answering questions	Presenter(s) display weak oral communication skills and a lack of clarity.	Presenter(s) display adequate oral communication skills and clarity in answering questions.	Presenter(s) display good oral communication skills and clarity in answering questions.	Presenter(s) display exceptional oral communication skills (e.g., clear and lively interaction).

(c) Individual task--Leadership for Organizational Learning (50%) (2,500-3,000 words)

With reference to the literature, write a paper based on the analysis of task (b) that assesses the role and function of leadership in accomplishing the organizational redesign.

- Write the paper as if you were the new leader of the organization;
- Use the relevant theories of organizational learning to analyze the organization and propose a redesigning plan;
- Support your plan with the relevant literature.

Criteria	Novice	Fair	Proficient	Expert
Structure	Lacks a clear organizational structure. Ideas are not clearly segmented into logical components. Limited to no use of headings and subheadings.	An attempt at organizational structure is made in that headings and subheadings are used. However, the writing itself lacks logical sequence across the document as a whole and within subsections.	A strong attempt is made to organize the writing in a logical sequence supported with headings. The structure may not be equally effective throughout the paper; some headings and subheadings may not clearly foreshadow section content.	The organizational structure contributes to a logical and lucid flow of ideas. This includes an effective internal structure within subsections as well as for the document as a whole. Uses clear and appropriate title, headings and subheadings that enhance the reader's understanding of the plan.
Content & Analysis	The writer does not explicitly draw upon any relevant concepts related to organizational learning to frame the explication of the plan. No reference is made to the literature.	Relevant concepts are used in explaining the map, but the writer may address concepts superficially. Some key criteria are missing: e.g., metaphor, function, enactment, and argument regarding organizational learning.	Most of the required components of the paper are present and well-articulated, however, elements discussed may not all relate clearly to the proposed plan. May summarise relevant literature.	All of the required components of the paper are well articulated. The content and analysis are clearly connected to components illustrated in the plan. Draws on some key literature where appropriate to bolster the analysis.