

NOVA SOUTHEASTERN UNIVERSITY
FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES

Doctor of Education in Organizational Leadership (EdD)

LDR 8550

LEADING A LEARNING ORGANIZATION

Study Guide for Sites

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PREFACE

The basic concepts covered within the course, **LDR 8550 Leading a Learning Organization**, span five leadership areas:

The first area is **Characteristics of Learning Organizations**. We will learn that learning organizations are very different from other enterprises. They are forward looking, nurturing, flexible and safe. Leaders of such organizations have special traits and are usually servant leaders or transitional leaders. Creating a learning organization takes great effort on the part of all constituencies. It also takes special kind of commitment, much energy, and various resources.

The second area, **Creating Learning Cultures**, deals with the organizational environment and the role it plays in the effectiveness and the success of the organization. Cultures are often created by leaders which means that they reflect particular leadership styles. Diversity and gender also contribute to organizational culture. A learning culture is one of the most desirable organizational environments. Creating it takes tolerance, understanding, and support of everyone in the organization.

The third area, **Developing Human Potential**, focuses on the individuals who work in learning organization. Leaders need to ensure that organizational members are allowed to share in the vision and mission of the organization; have many opportunities to learn; and take risks without the fear of reprisal. This component of the course also examines the behaviors that hinder learning, and stymie organization. We will also learn how crises impact the life of the organization and how the leader needs to manage during such times.

The fourth area, **Creating Systems**, deals with managing organizational phenomena like growth, change, and innovation. The impact of these internal and external forces affects leadership styles and leaders' responses to them. Leaders need to create and manage systems within organizations to ensure that innovation, growth, and change work in positive ways and advance the mission of the organization. Creating effective systems is of the utmost importance if the organization is to achieve success...

The fifth important aspect that must be considered is **Strategic Planning, Forecasting, and Futuring**. Leaders need to recognize and understand the discipline of strategic leadership. They must understand and plan for major changes that are occurring in the world today: technological advances; changing demographics; growing diversity; ethical challenges; and global connectiveness. Leaders must have the ability to understand these themes and how they impact learning organizations. Faced with so many strategic choices and organizational transformations, leaders must make the right decisions at the right times.

Table of Contents

	Page
Course Description.....	4
Learning Outcomes.....	4
Required Readings	4
Recommended Readings.....	5
Course Conduct.....	5
Topical Course Outline	6
Course Requirements	7
Guidelines for Written Assignments.....	9
Grading Criteria	11
Appendixes	
A Team Articles.....	13
B Peer Evaluation Form.....	20
C Assignment Rubric	22
D APA Tips.....	24

COURSE DESCRIPTION

LDR 8550: Leading a Learning Organization (6 credits)

Developing a learning-based culture is essential for today's organizations. There must be a strong, common set of shared values and understandings that tie together the people in diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Students will examine ways of how learning organizations create learning cultures as well as leadership strategies that foster growth, creativity, and risk-taking while managing innovation, change, and future planning.

The leadership challenge of building a learning organization involves understanding complex, systemic issues confronting the organization. Every organization is unique because of its culture, with each organization having its own set of beliefs, values, behaviors, and rules. But, what makes every organization similar is constant change, which when managed correctly results in positive and successful organizational growth. Learning organizations require leaders who are able to anticipate changing strategic demands and create systematically different streams of innovation.

LEARNING OUTCOMES

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

- Identify the fundamental characteristics of the learning organization.
- Analyze the various leadership styles that are desirable and compatible for creating learning organizations.
- Describe the effects of leadership styles on organizational culture.
- Identify the desirable elements of a learning organization culture.
- Discuss the principles and models for developing human capital in a learning organization.
- Analyze the impact of creativity and risk-taking on learning organizations.
- Identify strategies for encouraging innovation and managing growth.
- Discuss various systems that contribute to the effectiveness and success of the learning organization.
- Analyze strategic planning and its role in the life of an organization.
- Assess a value of a specific strategic plan.

REQUIRED READINGS

Chawla, S., & Renesch, J. (1995). (Eds). *Learning organizations: Developing cultures for tomorrow's workplace*. Portland, OR: Productivity Press. ISBN 1-56327-110-9

Electronic Textbook: Educational Impact <http://www.educationalimpact.com> to be purchased as a required resource for research in this course. Research for all the assignments should include the use of this Web site. The information is designed especially for professionals in K-12 education.

Kline, P. & Saunders, B. (1998). *Ten steps to a learning organization* (2nd ed.). Arlington, VA: Great Ocean Publishers. ISBN 0-915556-32-4

Marquardt, M. J. (2002). *Building a learning organization* (2nd ed.). Palo Alto, CA: Davies & Black Publishing. ISBN 0-89106-165-7

RECOMMENDED READINGS

Argyris, C. (1991, May/June). Teaching smart people how to learn. *Harvard Business Review*, 99-109.

Creating an informal learning organization. (2000, July). A newsletter from Harvard Business School Publishing. *Harvard Management Update*. Article Reprint No. U0007A.

Drucker, P. (1999). *Management challenges for the 21st century*. NY: HarperCollins.

Kleiner, A., & Roth, G. (1997, Sept/Oct.). How to make experience your company's best teacher. *Harvard Business Review*, 172-177.

Nonaka, I., Arthur, B. & Denning, S. (2000). Ikujiro Nonaka on 'Ba': A place for knowledge creation. *Perspectives on Business Innovations*. You can get the subject article in PDF format at: <http://www.business.utah.edu/~actme/7410/Nonaka%201998.pdf> (Just open it and use the save function. Free of charge.)

Senge, P. (1990, Fall). The leader's new work: Building the learning organization. *Sloan Management Review*, 7-23.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, R., & Smith, B. (1999). *The dance of change*. New York: Doubleday.

Note: Sloan Management Review articles can be accessed through <http://mitsloan.mit.edu>. Then look for links to SMR. Harvard Business Review and Harvard Business School Publishing articles may be purchased directly online and downloaded via <http://www.hbsp.harvard.edu>

COURSE CONDUCT

LDR 8550 Leading a Learning Organization is conducted "live" during three weekends at a site. The schedule will be established by the program office. Site based classes will be conducted during Saturdays and Sundays, one weekend a month for three months. Students are also expected to use e-mail and other Web-based technologies to communicate with the professor and other students in between class meetings.

As previously stated, Leading a Learning Organization is divided into five major topics: characteristics of learning organizations, creating learning cultures, developing human potential, creating systems and strategic planning, forecasting and futuring. The topics are organized over the 15-week term. You should plan to spend a minimum of five hours per week working online

exploring and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading the required texts and doing research related to the course topics.

As you progress through the course, you are encouraged to apply the concepts and principles that you are learning to every day practice. Use this learning as an opportunity to informally and immediately apply new learning within your work setting. Additional formal opportunities for application may arise as you advance through the program. The value you receive from the course is in direct proportion to your active engagement in reading assignments, writing assignments, and class discussions. Make the most of this experience.

Please note that the term lasts 15 weeks. Your first and last class meetings may not fall on the exact beginning and end dates of the term. Therefore, it is imperative that you begin your work, especially the readings, as soon as the term begins so that you will be prepared for the first class. You will also be able to turn in your work after the last class session, provided it does not fall on the concluding date of the term. Bottom line... every online and site based student has entire 15 weeks (one term) to complete this course.

TOPICAL COURSE OUTLINE

Weekend One

Topic I – Characteristics of Learning Organizations

Chawla & Renesch – Chapters 1, 4, 6, 7, and 11

Marquardt – Chapter 1

Topic II – Creating a Learning Culture

Chawla & Renesch – Chapters 18, 19, 21 and 24

Kline & Saunders – Steps 1, 2, and 3

Marquardt – Chapter 2

Weekend Two

Topic III – Developing Human Potential

Chawla & Renesch – Chapters 3, 12, 13, and 16

Kline & Saunders – Steps 4, 5, and 6

Marquardt – Chapters 3, 4, and 5

Topic IV – Creating Systems

Chawla & Renesch – Chapters 14 and 15

Kline & Saunders – Steps 7, 8, and 9

Marquardt – Chapters 6 and 7

Weekend Three

Topic V – Strategic Planning, Forecasting and Futuring

Chawla & Renesch – Chapters 22, 26, 27, and Conclusion

Kline, P. & Saunders, B. – Step 10

Marquardt – Chapter 8

Presentation of Team Projects

COURSE REQUIREMENTS

Readings

The readings are organized according to the five major themes of this course. The reading assignments are essential for your understanding and participation in the course and in the team project. Furthermore, the reading assignments are vital in the preparation of your written assignments. It is important that you complete all of the required readings as assigned as quickly as possible. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts presented during the course. It is highly recommended that you complete reading several chapters in the Chawla and Renesch and Marquardt texts prior to coming to the first class meeting.

Class Participation

In addition to the major assignments, students are responsible for participating in class through discussions, small group projects, and activities. Participation represents 10% of the grade.

Team Project

Students are required to participate in a team project that will be presented during the third weekend of instruction. Team members are encouraged to communicate with each other during the entire length of the project using Web-based technologies, group activities, and class discussions.

Written Assignments

There are four written assignments in this course. Assignment one is a literature review of several scholarly articles. Assignment two is a plan for development of human capital. The third assignment is a synthesis paper. You will also participate in a team project that will focus on a strategic plan. The team project consists of a written paper and a class presentation. The general assignment due dates are posted further ahead in this guide. Specific due dates will be provided by the professor teaching the course. Students are advised to keep a copy of all written assignments throughout the doctoral program.

All assignments must be written using 5th edition APA form and style. APA tips have been provided in Appendix D.

GUIDELINES FOR WRITTEN ASSIGNMENTS

Written Assignment One

Literature Review

(Due Week Three – 10 Points)

The purpose of the literature review is to give you an opportunity to become familiar with the major topics of this course by writing a critical analysis of seven scholarly articles that would be of interest to people in management, administration, and leadership positions. Although you may be an administrator, supervisor, or teacher leader within your organization, keeping abreast of the current literature in the field of organizational leadership and other related areas is essential. This miniature literature review is also good practice for the much broader literature review you will be expected to produce for your dissertation.

Select seven articles related to learning organizations. You may use the major topics of this course to search professional journals, the Internet, popular business journals, and/or Educational Impact. Your analysis should include the following information, as a minimum. Don't forget to create a reference list of the works you review.

- Write a short summary of each article.
- Describe the connection of the article to learning organizations.
- Discuss what you learned about learning organizations as result of this review.

NOTE: Educational Impact is an excellent resource for this assignment. Expected length of the assignment is five pages. Remember to use correct APA 5th edition form and style.

Written Assignment Two

Plan for Development of Human Capital

(Due Week Six – 20 Points)

This assignment focuses on the development of human capital in learning organizations with particular emphasis on leadership training. Select an organization, analyze its existing human resources, and design a plan for development of its human capital. Use a minimum of 10 references outside the course texts for your research.

Briefly describe the organization you chose and explain why you selected it. Describe the staff development and leadership training models and programs that are currently in existence. Then, analyze the specific approaches against the background of scholarly research and provide an analysis of their effectiveness in terms of the organization's vision, mission, goals, fit, etc. Finally, offer a new and improved version of the plan with special emphasis on leadership development. In the summary discuss what you learned from the analysis of the existing plan and the development of the new plan.

NOTE: Educational Impact is an excellent resource for this assignment. Expected length is eight to ten pages in APA style.

Written Assignment Three

Synthesis Paper

(Due Week 10 – 25 Points)

The synthesis paper requires that you reflect on the major concepts presented in the Organizational Leadership program thus far and their significance and future application to your personal and professional life. You will write a research paper that will address the development of a learning organization through the creation of a positive learning culture and use of systems, as presented in this course. You are asked to incorporate other appropriate models, theories, themes and principles presented in the previous courses that have direct bearing on your future development as a leader of a learning organization.

Expected length of the assignment is 12- 15 pages with additional references in APA form and style.

Written Assignment Four

Strategic Plan Team Project

(Due Week 12 - 35 points)

Strategic Plan Team Project will give you an opportunity to work in a team. During the first weekend meeting, the professor will assign everyone to a team. You will work with your teammates until you turn in your paper and present the project at the end of the term. (Dates will be determined by the professor.)

You will select and analyze a strategic plan of a learning organization and write a critical analysis in form of a research paper, as well as make a presentation to the rest of the class. Select a strategic plan in collaboration with the rest of the team and work on the project together until its completion. This exercise has been used very successfully in other classes and yours will be no exception. Make sure you make provisions to stay in touch between class meetings. The professor will be monitoring your group work and will be available to assist you if needed.

Step One: Get to know one another and select a team leader. The team leader is the organizer and the collector of work. He or she is not the main worker! Everyone is expected to contribute equally. The team leader is also the liaison with the professor.

Step Two: Do some research on the Internet and share at least three Web sites that have information about teams and teamwork. Read the team material in Appendix A. The resources will give you more information about the process of working collaboratively.

Step Three: Ask every team member to provide a strategic plan of his or her organization. Select a strategic plan of a learning organization you will use for your project. Remember that such a plan is long-ranged, five years or more. School improvement plans may be used. You will analyze it and present the analysis of what is good, bad, feasible, and unrealistic about it.

Step Four: Review the Assessment found on page 61 in the Kline & Saunders text, *Ten steps to a learning organization*, as a guide for analyzing the learning organization. Use Educational Impact as a resource to find out more about strategic planning.

Step Five: Organize your project and divide the pieces among the teammates. Everyone, research, research, research!!!

Step Six: Pull together the research paper about your analysis and create a presentation. You may use a PowerPoint, a Web site, etc. The presentation should last approximately 20 minutes. The analysis of the plan should address most of the major areas of study in this course: Promoting leadership, creating systems, creating a learning culture, fostering growth, creativity, and risk-taking, managing growth and innovation, and forecasting the future.

Step Seven: Complete the peer evaluation form in Appendix B and send it to the professor through private e-mail. Your comments will be confidential.

The length of paper is 20 pages with cover sheet, references, and appendixes.

NOTE: Educational Impact is an excellent resource for this assignment.

GRADING CRITERIA

The grading criteria for course requirements in LDR 8550 Leading a Learning Organization are the following.

- Literature Review - 10 pts.
- Plan for the Development of Human Capital - 20 pts.
- Synthesis Paper - 25 pts.
- Strategic Plan Team Project - 35 pts.
- Class Participation - 10 pts.

Total 100 points

The rubric for grading all assignments is in Appendix C.

Beginning with fall 2004, the grades given in Doctor of Organizational Leadership courses are A, B+, B, and F. Grades C and D may be given on assignments by professors as indicators of quality.

A	=	100-91
B+	=	90-86

B	=	85-80
F	=	79 or less (no credit)

An Incomplete (I) is only granted if the student has completed most of the assignments. An I is negotiated with the professor and is granted at the discretion of the professor. The terms for completing the work are determined by the professor. The time extension must be requested prior to the end of the course and may not exceed one term, or 15 weeks.

A student who has not completed any assignments is not entitled to an (I) grade and will receive an F. Students who receive Fs will be placed on probation and will be expected to repeat the course.

Appendix A
Team Articles

Individual-Based Teamwork

“Members worked together above and beyond their job descriptions.” That’s how participants of high-level, cross-functional team with which I was working accounted for the team’s extraordinary success. Their individual and collective efforts saved a \$60 million account from being de-sourced, and the customer committed to an additional \$250 million worth of business annually.

That example shows how, contrary to traditional belief, teamwork isn’t just a group process. It’s also a personal responsibility and skill. Especially in this new and flatter work world of teams, partnerships, and collaboration. Nowadays, all work is teamwork, and the challenge is to perform well when having to share the responsibility to get something done with other people over whom you have no authority.

Here are several key guidelines for working responsibly with others no matter who reports to whom.

- Develop your ability to respond.
It’s helpful to make a distinction between accountability and responsibility. Accountability is an agreement to be held to account for some result. Responsibility is a feeling of ownership. You can assign accountability between yourself and others, but responsibility can only be self-generated. Responsibility means to completely own—rather than deny, blame, or rationalize—your situation.
Think of the cause-effect equation. Instead of seeing yourself as the effect and something else as the cause, responsibility means seeing yourself as both cause and effect of your situation.
Accept that your past choices placed you in your current situation. Also accept that you are in complete charge of your learning, improving, and growing in order to produce the results you want. Several years ago, the Eagles had a hit called “Get Over It,” in which they railed against blaming others for one’s misfortune. The only true way out of a fix is to get over it and develop your ability to respond—call it your *response-ability*.
- Commit to exercising your responsibility every day.
That may sound odd—as if, like any competency, responsibility can be developed. But the personal and professional rewards are substantial. Affirm, “I choose to be 100 percent responsible for every aspect of my life and work.”
- Retain your personal power.
Individuals can make a huge difference in the dynamics of a team, but most people don’t accept their power to make or break a collaborative relationship. The most frequent excuse I hear for poor performance from otherwise highly skilled professionals is, “I got put on a bad team.” To that I say, “How did you know the team was bad before you got there?”
Retain your personal power by treating every action and decision that affects you as on to which you consent. No action or decision can stand unless you allow it. Gandhi said that

what people most fear is not their lack of power but rather their abundance of it. Speak up when you disagree with your team's purpose and direction. Understand that going along without passion or commitment takes your team where no member wants to go. Worse, complaining about other team members behind their backs is treasonous to team relationships and will earn you little respect or trust. When you have an issue with a teammate, the most productive response is to state your concern directly to him or her so the two of you can resolve it.

To build your personal power, make only agreements—no matter how small—that you fully intend to keep. Then consistently improve your ability to do that. When you fail to honor an agreement, clear it up with the other person at the first opportunity by acknowledging that you didn't keep the agreement, apologizing for not coming through as promised, asking how you can make amends, and recommitting to the relationship.

- Increase your provocability.
Here's an actual scenario: When the team leader walked into the meeting eight minutes late and asked if everyone was ready to start, Ned said, "No." He then addressed the leader in a compassionate and even tone, "There's something I need to check. We all agreed to start and end team meetings on time. Everyone else was ready to start the meeting on the hour. Do we need a new or different agreement with you about this?" Ned was obviously provoked, and the team leader recognized that Ned had good reason to be. He also saw that instead of attacking him, Ned just called "foul" and gave him an opportunity to account for his behavior. The leader realized that the responsible thing to do was to own his mistake and apologize to Ned and the team for not keeping his agreement. He then recommitted to begin and end meetings on time, and he did that thereafter. Ned acted on—rather than denied or vented—his frustration with the team leader's behavior. Had Ned allowed the broken agreement and his frustration to slide by without comment, it's likely that team meetings would've started later and later. Ned and the group could have built up resentment and cynicism, and team performance could have suffered.
- Practice that lesson of personal responsibility by becoming increasingly intolerant of a difference between what you say and what you do. Then, expect collaborators to honor all agreements you've made and to act only in your collective best interest. Call "foul" at the earliest sign that agreements aren't being honored, and do it with equal or lesser force than the force of the foul. The secret to successful confrontation is to confront without inviting escalation or shaming the recipients. That leaves room for them to respond. Where greater force leads to escalation of a conflict, compassionate intolerance allows for reparation and correction.
- Experience judgments fully, and then let them go.
Traditional wisdom admonishes us to "judge not." That advice most often results in denial and resentment because not judging is nearly impossible. Perhaps a better way to state it is, "Understand and clear your judgment before it gets in the way of your communication." Your resourcefulness is limited when you're stimulated from anger or right-wrong thinking. When you feel upset with someone, explore your judgment completely to discover exactly what it is and where it comes from.

Here's a hint: The source of your judgment probably isn't the other person by you. You might be mad at him or her, but you're the one who's choosing to be mad. When you completely understand the source of your judgment, then and only then can you release it, let it go. Sometimes, it helps to assist physically with the mental process of letting go. You might open your hands as if releasing a bird to fly away or exhale as if breathing out the emotion.

- Learn from every upset.

High performers recognize that an upset is an opportunity to learn. You can harvest value by asking yourself how your choices and actions landed you in the negative situation. Determine how you can change your behavior to strengthen the team. If you need to ask for new agreements with teammates, do it. The key is not to avoid, eliminate, or cover up mistakes and upsets, but to learn, correct, and improve each time.

- Master your intentions.

Psychologists say that we manifest whatever occupies our minds. Golfers know that a dirty trick to play on the player at the tee box is to advise, "Watch out for the woods on the left." Then, because the woods occupy the player's thoughts, that's where the ball lands. A reporter once asked golfing great Jack Nicklaus how he could step up to a 40-foot putt so confidently. He answered, "Because in my mind's eye, I've never missed one."

Clear intentions are the secret behind extraordinary performers. The key skill is simple to explain: *Know and picture your outcome. Hear the desired sounds. Feel the intended feelings. And specify the results you expect to achieve.* Clear intentions guide your behavior to deliver the desired results. Use that awareness to develop integrity in your relationships. Make your collaborative intentions known to your teammates. Remember that intentions exist in the conscious and unconscious mind. So, the next time you catch yourself taking words back by saying, "I didn't mean it," reflect on how you really might have meant it at some level.

- Live and work on purpose.

If mastering your situational intentions provides power, consider the power of a clear and sustained purpose in your life. By working with the conscious intention that comes from determining and knowing your purpose in life, you'll integrate all of your actions and attract people who will help you achieve your purpose and who are served by it.

How do you discover a purpose? First, ask yourself what's the best and most valuable use of your unique abilities. Next, ask what you love to do that provides value to others. Start designing your life and work to combine those two elements and you'll be "on purpose." You'll even appreciate learning from upsets and mistakes because you'll be doing so with a purpose.

- Open a new relationship with a contribution.

Heads of state usually present gifts when calling on leaders of a foreign land. The gifts symbolize a willingness to invest in the relationship before expecting a payoff. Consider how that's different from the typical instructions given to a taskforce by executives:

“Listen politely, but don’t share or commit to anything yet.” Even less responsible are people who approach a new relationship demanding an immediate answer to the question, “What’s in it for me?”

Responsible collaborators start a new relationship by contributing intention, information, energy, access, or resources. They demonstrate a willingness to invest and are willing to make a significant investment before demanding a payoff. A successful practice attributed years ago to DuPont’s partnering with new entrepreneurs is to distribute the risk of a venture not according to investment, but according to who has the greater capacity to absorb it. That’s a gift by the larger and more stable partner for the good of the partnership.

- Be a present hero by serving yourself and your team simultaneously.
When any one person could remove a barrier that everyone is stepping around, the hero is said to be missing. My friend John is an example. I’ve seen him stoop to pick up trash on the sidewalk or running trail dozens of times when I ignored it. John doesn’t say anything about it or break stride. He just carries the trash until he’s able to toss it into a bin. Each time, I realize how responsible he chooses to feel for the space he shares with others, and I’m a little embarrassed by my apathy.
Present heroes are people like John who are mindful of the abundance they enjoy as members of their families, teams, and communities. They assume that it’s in their self-interest to invest a little personal energy to help the group, the community, and society. To put that attitude to work for you, choose one of the dozens of annoyances that you’ve been wishing someone on your team would take care of—such as confronting a teammate’s difficult behavior or redesigning an inefficient work process—and take care of it yourself.
- Remember: Teamwork requires personal, individual action.

More About Teams

Once again you need to concentrate on the concept of teams and teamwork in preparation for your project. The project is designed to assist you in better understanding the importance of teams in organizations. In the past ten years much of the leadership and management literature has focused on the significance of teams in organizational life. Senge in his seminal work *The Fifth Discipline* speaks to the importance of “team learning” as one of the essential disciplines in effective organizations. He differentiates between team building and team learning and notes that team learning assumes that everyone has something to bring to the group and that we learn better together than we do individually. He further notes that this involves collaborative efforts from all members of the team.

In the essays presented in the Hesselbein, Goldsmith & Beckhard (1998) text, *The Leader of the Future*, references to teams and interpersonal dynamics is frequent: team leader, project coordinator, facilitator, activity clusters, shared responsibility, internal networkers, pluralism, and diversity, to mention a few. A considerable amount of the literature emphasizes learning through teams and the importance of building interpersonal skills that can produce effective team solutions.

Futurists state that the characteristics that will become even more important in 21st century organizations are: a) the ability to work in distant teams (say, members in different countries), b) in highly diverse teams—in terms of cultural background, job experience and discipline, and c) to bring solutions to tasks that are largely unstructured and complex.

The growth in the importance of teamwork naturally raises the importance of organizational development activities. As organizations adopt new structural frames that exhibit less hierarchical and positional authority, and empower employees to take on greater roles in a less formal way, employees will need training and development in building interpersonal and team dynamic skills. The diversity of the workforce alone will necessitate increased organizational development efforts to minimize cultural barriers and to educate employees on the global marketplace and global cultures in which they may interact. You may wish to refresh your understanding of the terminology and challenges of teams in the organizational environment by re-reading the first two chapters in the Hesselbein text. The essays by Handy and Bridges are particularly enlightening.

Within an organization committed to team efforts, several kinds of teams may be evident. For example, work teams may be organized with a small group of individuals who share a common community of interest. They may be organized to address a specific problem regarding procedures and processes in the organization. They meet on a regular basis to review and improve these procedures and processes.

Cross-functional teams may be composed of people with diverse areas of interest from across the organization. They may serve in a consultative capacity to an individual who is held accountable for the operation of a major process within the organization. One special example of a cross-functional team is the project team. The **project team** is usually small in number.

Persons come from different backgrounds, skills, and knowledge; they are drawn from various areas of the organization and are called together to work on a specific and define project.

Two other teams important to organizations **are system teams and standing committees**. System teams focus on major initiatives like strategic planning and they provide overall guidance to the organization as a whole. Standing committees are a group of people constituted to perform a continuing function and are usually appointed by the CEO or by support teams that have been established by the organization itself.

Defined roles for the team members can be very carefully delineated. The team leadership can be carefully defined or the team can function in a less structured way. Whatever transpires, the team members from the beginning should determine how they wish to operate.

By now, you and teammates are well on your way in the planning process for the team project. For your simulation you will need to exercise all of the good practices that you have read about or experienced. That means that you will need to schedule times for discussion with each other. You will need to share responsibility for the team effort and you will need to assure that all members of the team are engaged in the process.

How you organize yourself and this project is part of the process itself. Respect each other and remember that all members have something to offer even though all members may not have the same information. Collaborating is crucial to the success of the effort . . . even though you are at a distance.

And, most importantly, don't forget to have fun!

Appendix B
Peer Evaluation Form

Appendix C
Assignment Rubric

LDR 8550 Leading a Learning Organization

Rubric for Assignment: _____

Student's Name: _____

Assignment ___ carries ___ points. Content is worth ___ points, writing quality is worth ___ and APA style is worth ___ points. The following components will be graded in each category.

Content (___ points)

Appropriateness of the topic to the assignment

Conceptualization of ideas

Logical flow of ideas

Overall organization of the assignment

Total points:

Comments:

Writing quality (___ points)

Proper use of grammar, syntax, and punctuation

High level of vocabulary

Graduate quality writing

Integration of research

Use of third person

Total points:

Comments:

APA style (___ points)

Appropriate use of direct and indirect quotes

Appropriate use of citations in the text

Correct format of reference list

Total points:

Comments:

Total points:

Date:

Equivalent letter grades:

Name of Professor:

Appendix D

APA Tips

APA Tips

The following are most commonly used APA citations and quotations in the Organizational Leadership course assignments. Additional examples can be found in Chapters 3 and 4 in the American Psychological Association (2001), *Publication manual of the American Psychological Association* (5th ed.).

Single-Author Book:

Peterson, J. (2001). *Leadership for tomorrow*. NY: Putnam Publishing.

Two-Author Book:

Pulliam, J. D., & Patten Van, J. J. (1999). *History of education in America* (7th ed.). Needham Heights, MA: Prentice Hall.

Multiple-Author Book:

Romo, J. J., Bradfield, P., Serrano, A., & Filipo, S., Jr. (2002). *Reclaiming democracy*. Boston: Merrill Books.

Edited Book:

Banks, J., & Nieto, S. (Eds.). (2002). *Children of color: Multicultural trends in urban schools*. Brownsville, TX: Patchwork Press.

Magazine Article:

Campbell, A. S. (2000, November 10). Leadership skills for the 21st century. *Business Week*, 23, 34-42.

Journal Article:

Ferrero, D. J., & Jones, C. (2003). Pathways to reform. *Educational Leadership*, 5(5), 16-21.

Online document:

Derman-Sparks, A. (1999). *Multicultural standards for early childhood education*. Retrieved February 16, 2005, from <http://www.naeyc.org/standards/html>

(Additional Internet citation samples can be found in the APA Manual, pp. 271-274.)

Direct Quotes

Jones (2002) found that the disabled veterans “were negatively affected by the behaviors of former supervisors with whom they worked before the disabilities occurred” (p.118).

Indirect Quote

In a recent study with disabled veterans, Jones (2002) discovered that the former supervisors did not achieve positive interaction with the group.

Direct Quoted of One Work with Multiple Authors

As Walker, Perkins, Emerson, and Rock (1999, p. 331) emphasized, “positive emotions are both an end and a means to a more empathetic society.”

Or

“Positive emotions are both an end and a means to a more empathetic society” (Walker et al, 1999, p. 331).

If there are two authors, cite both names every time. If there are three or more authors, cite all the names the first time and subsequent times use the first author only, i. e. Walker et al (1999).

Direct Quote of Four or More Lines

(Indent and single space)

Jones (2000) found the following:

The individuals who participated in the leadership study exhibited behaviors inconsistent with the three major theories. The personality characteristics of the participants were the determining factors in the decision making during the strategic initiatives. Furthermore, the designated evaluators of the leaders in the study indicated that the decisions made by the leaders were not congruent with the mission and vision of the organizations they represented. (p. 234)

APA and Writing Links

http://www.schoolofed.nova.edu/arc/res_writing_and_preparing/index.htm

Review form and style guide for dissertation.

<http://www.schoolofed.nova.edu/oaa> Look under Academic Writing, Standard Format for more form and style information.