

HOW TO TEACH ORGANIZATIONAL LEARNING AT UNIVERSITIES?

CHRISTOPH MANDL

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DESCRIPTION

Even though Organizational Learning is around for some time one cannot find but a few cases where it has entered a graduate program at some university. Maybe I'm wrong and all the students studying Organizational Learning are hidden somewhere but that's how I perceive the situation. There seems to be a gap between the relevance of Organizational Learning in Leadership Development and in Capacity Building and the irrelevance of Organizational Learning in graduate programs at universities. From my own experience of teaching Organizational Learning at the University of Vienna I suspect that one cause of this situation might be the tacit nature of the Organizational Learning body of knowledge.

Universities are primarily places to learn explicit knowledge. Even though that is not totally true because students in the natural sciences also learn how to design and perform experiments - a typical tacit knowledge - the counterpart of such activities in the social sciences, Action Research, does not have much of a place at universities.

So, I invite teachers, lecturers and professors from universities to participate in this workshop to explore the following questions, share insights, and perhaps even learn from each other through conversations:

- What Syllabus for teaching Organizational Learning at universities exist?
- Which Syllabus seem to work and why, which Syllabus do not seem to work and why not?
- How do teachers teach the basic works of Chris Argyris, David Bohm, Jay Forrester, Robert Fritz, Donella Meadows, Edgar Schein, and Peter Senge?
- What cultural barriers are there, e.g. do similar Syllabus of Organizational Learning work similar in different cultures?
- How do different teachers teach the tacit knowledge of Organizational Learning?
- In what ways might existing Syllabus be improved?

KEYWORDS

Education
Organizational Learning
Learning Communities and Networks