The Hebrew University of Jerusalem

Syllabus

SYSTEMS THINKING AND EXPERIMENTAL LEARNING IN OR - 3568

Last update 17-08-2017

<u>HU Credits:</u> 2

<u>Degree/Cycle:</u> 2nd degree (Master)

<u>Responsible Department:</u> management of ngo"s and social organizations

<u>Academic year:</u> 0

<u>Semester:</u> 2nd Semester

<u>Teaching Languages:</u> Hebrew

<u>Campus:</u> Mt. Scopus

<u>Course/Module Coordinator:</u> Amos Lehmann

 <u>Coordinator Email:</u> amosjeru@gmail.com

<u>Coordinator Office Hours:</u> Mondays 10 -12
Only by advance notice

Teaching Staff:
  Mr. Amos Lehmann

Course/Module description:
  The course focuses on learning and understanding of two leadership challenges in open social organizations:
1.leading and implementing 'systems thinking' processes
2. Developing organizational culture and organizational skills that allow experiential learning In organizations.

Course/Module aims:
  1. Leading the students to an understanding of the importance of the above challenges in leadership and developing of open social organizations

2. Laying a conceptual basis to enhancing the students' ability to further develop their skills in these fields in future training.

Learning outcomes - On successful completion of this module, students should be able to:
  - To describe and share their personal experience in the creation of relevant knowledge and new insights in a defined organizational context.
- To present main theories, concepts and basic models of organizational knowledge-creation, using the models of 'systems thinking' and 'experiential learning.'
In addition: in the field of 'systems thinking':
- To (basically) point out special characteristics of open systems and conceptualize them
- To (basically) formulate and present possible hermeneutics regarding behaviors and dynamics in open systems or organizations.
- To design a primary and relevant 'operational rationale,' bearing a potential to create change in the system *)
In the field of experiential learning:
- To identify meaningful personal and organizational experiences, describe and present them in order to allow developing alternative hermeneutics.
- To identify barriers that block experiential learning in organizations, and point out their possible causes.
- To form primary (practical) ideas, with a potential to create change in the organization.
- To promote organizational processes and actions that will enhance a learning

culture in the organization.
*) this course provides only basic knowledge and experience and cannot be regarded as professional training.

<u>*Attendance requirements(%):*</u>
  Full and active participation in the learning process in class

Teaching arrangement and method of instruction: Lectures, workshops, preparatory work.

<u>*Course/Module Content:*</u>
  Session 1: introduction – why do organizations find learning difficult? General overview of course rationale, aims, plan and requirements.

Session2: psycho-dynamics in organizations and open systems – theoretical background of experiential learning (G.R.T) and open systems (O.S.T), and the required integration between them in the context of organizational learning.

Session 3: experiential learning as a key to leadership and organizational development – from theory to practice.

Session 4: experiential learning in organizations – interim summation and exercise.

Sessions 5-6: general introduction to open systems theory.

Session 7: "systems thinking" as a key to organizational development and change in open systems – from theory to practice.

Session 8: criteria for assessing "systemic" culture and "organizational learning" in organizations. Preparation for a field-workshop.

Sessions 9-11: workshop in class or in organizations. (one long day or several observations in or out of class – the format to be decided in cooperation with the students at the beginning of the course).

Session 12: activating organizational learning and systems thinking culture and procedures; discussion of the relationship between theory and practice.

Session 13: leadership and management practices in open systems. Summary of the course.

Note: due to the dynamic character of the course, the curriculum order may change

as a result of the learning process in class.

Required Reading:
Kaplan, O. and Solan, M. (2002) "Ghosts in the corridors of business administration schools: the 'unconscious' at work" Organizational & Social Dynamics 1: pp. 53-74, Karnack Books

Senge, P.M. (1991) The fifth discipline, the art and practice of the learning organization New York: Currency &Doubleday

Bain, Alastair (1998) 'Social Defences against Organizational Learning' Human Relations Vol 51(3)
Gold, Lawrence J. (2004) 'Fraternal disciplines: group relations training and systems psychodynamic organizational consultation' . In: Gold, L.J. et al (ed) Experiential Learning in Organizations. London: Karnack Books
Stapley, Lionel F. (2004) 'Introduction' in: Gold, L.J. et al (ed) Experiential Learning in Organizations. London: Karnack Books
Stein, Mark (2004) 'Theories of experiential learning and the unconscious' in: : Gold, L.J. et al (ed) Experiential Learning in Organizations. . London: Karnack Books
Long, Susan (2004) 'Building an institution for experiential learning' in : Gold, L.J. et al (ed) Experiential Learning in Organizations. . London: Karnack Books

Ezion, Razi and Yehezkeally, Pinhas (2006) Real Life is Not Linear, introduction to Complex system Theory, Haifa: National Defense College, IDF

Additional Reading Material:
Kolb, David A. , . Boyatzis, Richard E., Charalampos Mainemelis (2000) 'Experiential Learning Theory: Previous Research and New Directions' in R. J. Sternberg and L. F. Zhang (Eds.), Perspectives on cognitive, learning, and thinking styles. NJ: Lawrence Erlbaum

Bates, Peter (2010) 'Living on Triangle Island' British Journal of Wellbeing Vol 1 No 9

Bates, Peter (2011) 'Acknowledging hidden emotions on Triangle Island' British Journal of Wellbeing Vol 2 No 1
Bates, Peter (2011) 'Uncovering emotions at Engagement Sands' British Journal of Wellbeing Vol 2 No 2
Gershenson C, Heylighen F. (2003)' How Can We Think The Complex?' http://arvix.org/ftp/nlin/papers/0402/0402023.pdf.
Heylighen F., Joslyn C. (2005), 'What Is Systems Theory?' In: http://pespmc 1. Vub.ac. be/SYSTHEOR.html
Schon, Donald A. (1983) The Reflective Practitioner Basic Books, Inc.

Argyris, Chris and Schon, Donald A. (1981) Theory In Practice: Increasing Professional Effectiveness Jossey-Bass Publishers.
Checkland, Peter (1993) Systems Thinking, Systems Practice, Chichester: John Wiley & Sons, England. 12th edition
Miller, E.J. and Rice, A. K. (1967) Systems Of Organization, The control of task and sentient boundaries London: Tavistock Publications, , England.

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 50 %
Assignments 50 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %
workshop on studant day

Additional information:

Please note:
1. Attendance at all sessions is mandatory! Any exceptions only by special prior approval of the teacher.
2. This course includes a full day workshop which will take place on 'Yom Hastudent' from 8:30 till 16:30 and will count for 4 regular classes. Therefore, 4 classes will be deducted from the regular schedule of classes. The corrected schedule of the course will be presented during the first meeting.
Absence from the workshop will lead to disqualification of the entire course.
None