

# Learning & Organizational Change

**LOC 391: Organizational Planning and Analysis**

**Senior Capstone**

**Winter 2010**

**Instructor: Kevin Murnane**

**Room: ANNG08**

**Time: Thursday, 6:00 PM to 9:00 PM**

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**Office Hours: By Appointment**

## **LOC 391: Course Description:**

In this course, students will apply their knowledge of Learning and Organizational change models, systems and concepts to an organizational issue confronting Bonaventure House (a Chicago-based Not-For-Profit focusing on the needs of homelessness, AIDs, and Addictions).

The key issue will be: ***How does Bonaventure House (BH) build an empowering and consistent leadership model to sustain its growth, during an uncertain funding and support environment?***

The outcome of the course will be a program design recommendation to BH senior management based entirely on the research and contributions of students in LOC 391. Importantly, the students are expected to provide a “proof of concept” that their recommendation will result in actual and positive change for Bonaventure House.

## ***Required Texts:***

A Sense of Urgency, John P. Kotter, Harvard Business Press, 2008

Acelero Case, HBS, provided in Blackboard

Additional articles may be handed out to class for supplemental reading

## ***Course Format:***

- The course is designed and structured to support successful completion of a group project – the program design and recommendations for BH.
- All students will be required to participate in contracting with the client, scoping the project, project research, analysis, brainstorming, design/recommendations, development, and identification of project metrics and creation of a formal presentation to BH, Board Members and key stakeholders.

- Students will interact directly with BH management and staff, in addition to other project stakeholders as needed. Initially, all client contact will be under the guidance of the instructor.
- Each class session will be focused on actively working on tasks required to successfully complete the group project. Attendance at these working class sessions is critical.
- Students will also be expected to complete additional project tasks outside of class time.
- Class discussion and additional work assignments will focus on analyzing a business case. The case will involve an organization facing an issue similar to the BH situation.
- Relevant LOC concepts and frameworks will be utilized throughout the course.
- Additional concepts. Readings, videos, podcasts and other materials will be used to support project-related issues, as needed.

### ***Expected Learning Outcomes from This Class:***

- Experience in working on a live, program-design project as a consultant.
- Experience with on-going engagement with Client at key stages of a project.
- Application of LOC concepts in a real-world organizational context.
- Experience in researching organizational situations, assessing the relevance of hypotheses, setting metrics for projects, analyzing findings, developing coherent recommendations and presenting recommendations to a senior client team.
- Experience with receiving and giving coaching and feedback.
- Experience with corporate experts in a variety of relevant fields.
- Experience in working with a team that focuses both on the outcomes and the individual and team learning (Action Learning).
- A work product (final course project materials delivered to BH) suitable for use as an example of professional capabilities.
- A customized and personal toolkit that helps change organizations.

### ***Course Requirements and Assignments:***

*Your final grade is composed of:*

1. Course Contribution/Active Participation-- 25%
2. Individual Written Assignments-- 25%
3. Class Project Work Products & Final Presentation/Solution-- 50%

### ***Course Contribution/Active Participation in Class:***

Class time should be viewed as a weekly working session of a professional project team. Attendance is critical as class time will be used to perform or review key project tasks. Students are expected to be on-time, fully prepared to engage in class-time activities and with all project tasks for that week completed, including weekly reading when assigned. Students must notify the instructor before class begins (via email, text

or phone) of any unavoidable absences. Students are expected to make their own arrangements to ensure that any project task assignments due for that class session are still submitted on time. Unexcused absences or late assignments will result in a lower course contribution grade.

This course will also incorporate the use of individual student blogs (see Individual Written Assignments, below). Part of the course contribution grade will be based on each student writing thoughtful insights, ideas, commentary or reflections that are in addition to the required written blog assignments. Consider the course blog as an extension of class discussion.

Students who only post required written assignments to their blog will receive a lower class contribution grade.

*A total of 100 points will be awarded for course contribution/active class participation according to the following:*

- 60 possible points for in-class participation and responsible project task contribution.
- 40 possible points for building on other's posts.

The following guidelines will be used to assess participation:

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are substantive, provide major insights, and help direct the discussion. Student is eager to volunteer, interacts and negotiates with other students, always goes beyond what is expected, demonstrates initiative with relevant examples and is always well-prepared.

**Good Contributor:** Contributions reflect thorough preparation. Ideas offered are usually substantive; provide good insights, and sometimes provides direction for the class. Student is attentive, responsive, and goes beyond what is required, if not always successfully. Is usually well-prepared.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation, but waits to be called upon.

**Non-Participant:** This person says little or nothing in class and contributes minimally. There is little effort to participate; the responses are generally incorrect and reflect little preparation.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation, erratic oral and written performance. Contributes nothing to the class as a whole.

### ***Individual Written Assignments:***

*Two types of individual written assignments are required:*

- A 4-5 page analysis of the case “Acelero Learning: Building a Culture of Performance.”
- Three (3) required blog postings. Each of the required postings will be an individual student’s answer to a question assigned to the entire class (and relevant to the BH project challenges and issues).

The case study analysis must be created in Microsoft Word using Book Antiqua, Arial, or Times New Roman font; 11 point, black type; double-spacing; and a 1-1/2 inch left margin and 1 inch right, top, and bottom margins. Papers should not exceed the specified page target.

Individual written assignments will be graded against 1) the assignment criteria (to be specified during class) and 2) the extent to which you present your thoughts in a clear, concise, grammatically correct manner. Individual written assignments that are submitted late will result in a lower grade (20% of possible points for every calendar day late).

*100 points will be awarded for individual writing assignments according to the following:*

- 40 possible points for the Acelero case analysis
- 60 possible points for blog assignments (20 points per required posting)

### ***Group Project: Work Products and Final Presentation/Solution:***

To successfully complete the BH project we will organize our effort around both individual (or small-team) tasks and full-team activities. Every effort will be made to divide individual work tasks in an equitable manner and according to student interests, talents and expertise. In cases where this is not possible the instructor will first engage the project team in devising an acceptable solution; should that not result in a solution, the instructor reserves the right to assign tasks to individuals in a manner required to meet project milestones.

It is important to note that there will be one grade (total points as defined below) awarded for group project work products and the final presentation/solution. Every individual member of the class will receive the same point award. This is contingent on the perceived equal and fair contribution by each individual on the team. This will be evaluated by both the instructor, and by a quantitative survey completed at the end of the class measuring ten relevant components of teamwork.

Importantly, please note that the project consists of a presentation and a brief (3-5 pages Executive Summary).

A total of 200 points will be awarded according to the following breakdown:

- 100 possible points for completion of the situation assessment and design vision. Points will be awarded for completeness, quality, design fit and timeliness.
- 100 possible points for development of the solution and presentation to BH. Points will be awarded for completeness of the solution idea, applicability to the situation, and quality of the presentation and handoff to the BH team.

Bonus points may also be awarded:

- 40 possible bonus points (10% of total possible points for the course) for the entire project group for an exceptional solution. Feedback from the BH management team, stakeholders and Board will weigh heavily in awarding these bonus points.
- 20 possible bonus points for exceptional contributions by an individual team member.

Project team input will weigh heavily in awarding these bonus points. Importantly, the detailed team survey will influence the above bonus points, and the overall team project grade.

### ***Assignment Overview***

<b>Assignment</b>	<b>Due Date</b>	<b>Submit via</b>	<b>Points</b>
Blog Post 1—Topic provided Jan 14	Jan 21	Individual Blog	20
Blog Post 2—Topic provided Jan 28	Feb 4	Individual Blog	20
<i>Acelero Learning: Building a Culture of Performance Case Analysis</i>	Feb 18	In Class	40
Team Evaluation	March 18	email	N/A
Group Project	March 18	In Class (presentation and executive summary)	200
Blog Post 3—Topic provided March 11	March 18	Individual Blog	20
Participation: In Class	Ongoing	In Class	60
Participation: Blog	Ongoing	Class Blogs	40
<b>TOTAL</b>			<b>400</b>

### ***Late Assignments:***

Late assignments (except where special consideration has been officially given) will lose 20% of the maximum assignment grade for each calendar day (including holidays) late; assignments more than 4 days late will not be graded.

### ***Communications:***

The student is responsible for any announcements, assignment changes, lecture notes, verbal information, and handouts furnished during the class.

Recognizing that we have many students with different schedules, we will not have formal office hours. Instead, should you have questions, please e-mail Kevin Murnane at [kmurnia@aol.com](mailto:kmurnia@aol.com). If we need to meet we can determine a mutually agreeable time.

### ***Academic Integrity:***

As an LOC student, you have entered a community of scholarship in which academic integrity is of the highest value. All students enrolled in the LOC program are expected to adhere to the standards for academic integrity. Students who violate these standards will be sanctioned as is deemed appropriate by the Director, Dean, and the faculty of the School. More information regarding academic integrity guidelines and policies can be found at <http://www.northwestern.edu/uacc/>. ***Accommodations for Students with Disabilities:***

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or <mailto:ssd@northwestern.edu>. SSD is located in the basement of Scott Hall. The SSD weblink is: <http://www.stuaff.northwestern.edu/ssd/>.

### ***Sexual Harassment Policy:***

It is the policy of Northwestern University that no male or female member of the Northwestern community—students, faculty, administrators, or staff—may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when: submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment. For more information, visit: <http://www.northwestern.edu/sexual-harassment/policy/index.html>

## **Course Assignments and Project Milestone Schedule**

### **Class 1: Jan. 7, 2009**

- Course introduction and Syllabus overview
- Project overview
- Creating a community and culture for LOC 391
- Introduction to Acelero case (situation assessment) –Case will be posted on Blackboard by January 7, 2009.
- Introductions
- Discuss your favorite LOC model, idea or concept with the class.
- Kotter, Chapter 1 (for class 2)

### **Class 2: Jan. 14, 2008**

- Contracting with a Client
- Kotter Eight Stage Model
- Begin BH situation assessment
- Prepare for meeting with BH Executive Director
- Review question for individual blog assignment 1 (due next class period)
- Kotter, Chapter 2

### **Class 3: Jan. 21, 2008**

- Meet with Bonaventure House management and staff (Evanston campus)
- Review Acelero case situation assessment
- Complacency and False Urgency
- Develop BH situation assessment research plan and assign tasks
- Listening “As If”
- Individual blog assignment 1 due
- Kotter, Chapter 3

### **Class 4: Jan. 28, 2008**

- Guest Speakers: Emotional Intelligence
- Review BH situation assessment research & task progress
- Strategies for Increasing True Urgency
- Review Acelero case situation assessment and develop draft design solution options
- Review question for individual blog assignment 2 (due next class period)
- Kotter, Chapter 4

### **Class 5: Feb. 4, 2008**

- Review BH problem (root cause) and implications for solution development
- Bring the outside In
- Develop draft solution design vision
- Individual blog assignment 2 due
- Kotter, Chapter 5

### **Class 6: Feb. 11, 2008**

- Completed BH solution development, solution selection criteria and rationale
- Behave/Act with Urgency Every Day
- Kotter, Chapter 6

**Class 7: Feb. 18, 2008**

- Develop solution and final presentation plan and assign tasks
- Find Opportunity in Crisis
- Acelero case analysis paper due
- Review Team Evaluation criteria
- Kotter, Chapter 7

**Class 8: Feb. 25, 2008**

- Review solution development and presentation progress
- Deal with NoNos
- Kotter, Chapter 8

**Class 9: Mar. 4, 2008**

- Review solution development and presentation progress
- Keeping Urgency Up (consistency)
- Kotter, Chapter 9

**Class 10: Mar. 11, 2008**

- Final review of project presentation and handoff deliverables
- Begin Urgency Immediately
- Working with team and MSLOC students
- Dry run of presentation

**Class 11: Mar. 18, 2008 (or date to be negotiated with Client)**

- Final solution presentation and handoff to Bonaventure House management and staff (location TBD)
- Individual blog assignment 3 due (final project reflection)
- Meet with Bonaventure House management and staff (Evanston campus)
- Team evaluation due
- Celebration and Party