

Manage to Lead: Seven Truths to Help You Change the World

Organization Analysis and Strategy (OAS)
Course Syllabus

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intelliVen

Intelligent Strategies. Successful Ventures.

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LEADING CHANGE: ORGANIZATION ANALYSIS and STRATEGY (OAS)

Schedule*

3-Jan	Sat	9:00 am	6:00 pm
5-Jan	Mon	6:00 pm	10:00 pm
10-Jan	Sat	9:00 am	6:00 pm
12-Jan	Mon	6:00 pm	10:00 pm

Classes are held at the Pleasanton Campus

- * **Note on Class Schedule:** OAS is about applying what has been learned so far in your MSOD studies to real clients and real client situations. In the real world, being on time is a requirement to earn client respect and to stay engaged and to get paid. As such, showing up early and starting on time is *strategic!* To help bring reality into our classroom, sessions always start *on-time* whether everyone is present or not. Classes also always end on time.

Final Papers Due Date: Midnight Pacific US time on January 18, 2015.

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Office Hours are by appointment: Allow up to 24-hours notice to arrange contact by phone, web, email, or in-person.

COURSE CATALOG DESCRIPTION

This course expands knowledge of organization operations, executive roles, and the centrality of strategy in organization operations, development, and change. Using lectures, fieldwork, guest speakers, analysis, work problems, and cases the course focuses on using Organization Development (OD) tools, principles, and methods in strategy development and implementation to move a system toward its desired future.

OVERVIEW AND GOALS

The Organization Analysis and Strategy (OAS) course premise is that any organization is far likelier to perform and grow when its leaders are clear about their organization today, where it is headed next, and when they know how it will get there. OAS presents a straightforward yet rigorous way to describe and assess any organization as it exists and as its leaders would like it next to be in light of external and internal threats and opportunities. It then presents a way to thoughtfully and systematically lay out, launch, drive, and govern initiatives that transform the organization from its current state to its targeted next state.

OAS content is presented in twelve highly interactive units using real examples and problems worked individually and in small groups. The course gives students the opportunity to synthesize tools, principles and methods learned in other MSOD courses with organization operations, and then challenge them to apply what they have learned to real-world scenarios.

Financial and operating basics for organizations that aim to grow in scale and impact are introduced and coursework teaches students to think, plan, and act strategically. Further, we explore how, once leaders are clear about what they seek to accomplish, proven tools, techniques, and principles can be used to purposefully help an organization progress from their current to a future, targeted, next stage.

Students, individually or in groups of up to three, are required to select and examine a real organization to understand its strategy, how it works, and how well it is performing and then to develop strategic initiatives and a plan of Organization Development to progress towards a target state.

OAS emphasizes:

- How important it is for organization leaders to be clear about what they seek to accomplish and why they want to accomplish it.
- How strategic thinking and strategic management can help leaders progress towards achieving goals.
- How implementing strategic initiatives requires clear goals; committed management time, attention, and resources; active and continuous stakeholder engagement; and limiting change to that which makes good sense in order to produce desired results.
- What it takes to affect and sustain planned change.

Targeted Learning Outcomes

The objectives of OAS are for graduate students to demonstrate their ability to:

- Determine and clarify what is most important to do next to improve performance and growth, build a coalition of support aligned with that intent, and form, launch, drive, communicate, track, and govern initiatives to accomplish targeted results.
- Describe and analyze an organization in order to determine what is most important to change next so as to increase the odds of better results sooner, and to assess and advance its readiness for the change that comes with implementing strategic initiatives.
- Apply conceptual frameworks to facilitate strategic planning and to guide organizations to achieve a desired result through a chosen course of action using OD tools, methods, and principles.
- Identify, support, and develop leaders who want to accomplish something specific and who benefit from the application of OD tools, methods and principles to systematically help their organizations think, plan, and act strategically, and to implement strategic initiatives.

How We Will Work

OAS is organized into twelve two-hour sessions over **two full days and two evenings, a week apart**, in which we cover seven truths that empower leaders to *manage to lead* and that can be used to help change the world. The course is essentially a tutorial for students learning to prepare and then implement an organization's strategic plan. The work culminates in a written plan for a real organization which is also the principle determinant of course grades.

Problems, examples, and cases based on real-world experiences help dramatize the power and potential of OD to make a positive impact even when least expected.

The main stream of OAS course content is presented in the *Manage to Lead* © (Mtl) workbook which is available [in softcover from Amazon](#) or from the book store and electronically as an iBook from Apple iTunes.

In Sessions 1-6, students learn how to help a leader get off of auto pilot and to *Get Clear* about what it is s/he and her/his organization seeks to accomplish. Then students learn how to apply OD tools, methods, and principles to work with a leader and his/her top team to *Get Aligned, Plan Change, Get Help, and Do & Review* in order to ensure goals and plans are turned into reality in a systematic, orderly way and with a high probability of success.

In Sessions 7-12, students apply course material to organizations and learn to *Grow* and *Focus* for personal and organizational success.

KEY POINTS, OBJECTIVES, READINGS AND ASSIGNMENTS BY SESSION

For the duration of the course, starting now and running through final grade posting:

- Orient to and immerse yourself in business thinking, dialogue, and perspectives by doing some or all of the following:
 - Read the business news in a daily newspaper and read a business weekly periodical such as *The Economist* or *Business Week*.
 - Watch nightly business news on television.
 - Occasionally view a 24-hour business or news channel (e.g., CNN, FOX, or MSNBC news) and/or a weekend news show such as Meet the Press and/or regularly read a business blog or Twitter feed (see some suggestions on the last page of this syllabus).
 - Subscribe to applied organization development and business blogs such as www.intelliven.com and e-zines such as www.skills2lead.com (see a number of other such sites listed later in this syllabus).
- Check Canvas before each class weekend for new materials and late posts.

What follows is a summary of what will be covered in each session including: session number, time slot, topic area, learning objectives, **required and suggested reading, and work assignments to be completed ahead of class**. The texts referenced are as follows:

- **MtL:** DiGiammarino (2013). *Manage to Lead: Seven Truths to Help You Change the World*. McLean, VA: IntelliVen.
- **GtG:** Collins, J. (2001). *Good to great: Why Some Companies Make the Leap...and Others Don't*. New York: Harper Collins.
- **C&W:** Cummings, T.G. & Worley. (2005). C.G. *Organization Development and Change*. (8th ed.) Mason, OH: South Western.
- **W&H:** Hunger, D.L., & T.L. Wheelen (2007) *Strategic Management and Business Policy*. (11th ed.) Upper Saddle River, NJ: Pearson.
- **O&M:** Harvard Business School. (1995). *Charlotte Beers at Ogilvy & Mather Worldwide*. Boston: Harvard Publishing.

Session: 1 Get Loose

Time Slot: TBD

Key Points:

- What we seek to accomplish in OAS.
- How we will work.
- Who we are individually and as a group.
- There are three perspectives in which to use OD:
 - Outside consultant,
 - Inside consultant or staff support, and
 - Line-executive.
- You will give better advice to CEOs once you have experienced being a CEO taking advice.

Session Objectives

- Understand what needs to be done in this course.
- Reveal who you are, what you seek, and who you want to be.
- Be off autopilot.
- Be purposeful.
- Be open to input.
- *Decide* which OD perspective to take.
- Commit to try out the CEO perspective.

Required Reading:

- OAS Course Syllabus.
- MtL: Introduction through Get Loose.
- [Lencioni: Last Competitive Advantage](#).
- Group **Organization Analysis and Strategy Paper** and individual **Application of OD Theory to Planned Change Paper** assignments in the **Post-Session 12** section below.

Suggested Additional Reading

- W&H: 1.1 pp. 3-5; 1.5-7 pp. 10-1.
- GtG: Chapter 1 Good is the Enemy of the Great.

Assignments:

- Complete the [pre-Session 1 survey](#) by three days before our first class.
- Post your professional resume, bio, or equivalent on Canvas under the Resume thread on the Discussion Board.
- Find four-line, three-line, and one-line solutions to the Nine-Dot Problem in the Get Loose section of MtL.
- Collect thoughts on how Nine-Dot Problem applies to organization change.

Session: 2 Get Clear – W-W-W

Time Slot: TBD

Key Points:

An organization exists to solve a problem for a customer.

Session Objectives:

- Know how to describe any organization in terms of whose problem it solves.
- Understand that alignment across stakeholders is more important than correctness in terms of describing whose problem an organization solves.

Required Reading:

- MtL: Get Clear Who – Why – What.
- Website and other publically available material on the organization you have selected for your paper to gather whose problem it solves, its history, and where it is headed.

Suggested Additional Reading:

- GtG: Chapter 5, The Hedgehog Concept.
- W&H: Chapter 1.1 pp. 3-5; 1.5-1.7 pp. 10 – 23.

Assignments:

- Form a team of up to three classmates for your group **Organization Analysis and Strategy Paper**.
- Work with your team to select an organization to study. The organization should have significant scale and complexity (e.g., over 40 employees, several functional departments, an annual budget of more than \$3M, and been in operation for over five years). An important part of the paper preparation is to interview one or more of the organization's top executives so be sure to select one for which you have access to those who run it.
- The organization you choose can be your own, where you currently work, an organization in your community, or one where you might like to work. Review who is on your team and your team's chosen organization with the Professor.
- Using publicly available data and your own knowledge fill out and submit a rough first-cut of the [WHO-WHAT-WHY](#) template on [the Tools page](#) of www.intelliven.com by three days ahead of this session. Selected submissions will be used as examples in class. We will work in class to upgrade your submissions.
- Optional (*but highly encouraged*): Fill-in and submit the form on Canvas to nominate a senior executive from the organization in which you work to serve as an outside executive reviewer for a classmate in the second set of sessions. Please submit via email to the professor ahead of class.

Session: 3 Get Clear - How

Time Slot: TBD

Key Points:

Know how your organizations function in terms of:

- Do
- Sell
- Grow

and determine which of these presently constrains growth.

Session Objectives:

- Map core process (Do, Sell, Grow) flows.
- Identify which core process currently constrains growth.

Required Reading:

- Mtl: Get Clear – How.
- Collis, David J. and Rukstad, Michael G. (2008) *Can You Say What Your Strategy is?* Cambridge, MA.

Suggested Additional Reading:

C&W: Chapter 5, Diagnosing Organizations.

Assignments:

- Draft a rough process flow diagram to show how your organization Does, Sells, and Grows.
- Determine which of the three core processes currently constrains your organization's growth.

Session: 4 Get Clear – How Well

Time Slot: TBD

Key Points:

- Know how well (compared to past, plan, peers) your organization does what it does.
- Review: how things are going in class so far, progress on filling out templates for your organization, understanding of paper requirements.

Session Objectives:

- Be comfortable reading financial sheets (Profit & Loss, Cash Flow, and Balance Sheet) for any organization.
- Ensure everyone individually, the class as a whole, and the teams are all on track to success; i.e., expectations and path to completion are clear.

Required Reading:

- MtL: Get Clear – How Well.
- W&H: Chapter 15, Introduction to Case Analysis.

Suggested Additional Reading:

- GtG: Chapter 4, Confront the Brutal Facts.
- C&W: Pp. 452 – 454.

Assignments:

- Compile a table of your organization's revenue, direct costs, gross margin, indirect costs, and operating profit for last year, this year, and two future years.
- Comment on how your organization is doing in comparison to its past performance, planned performance, and the performance of its peers.

Session: 5 Get Aligned and Plan Change

Time Slot: TBD

Key Points:

- There are different ways to lead; choose based on mission, resources, and preferences.
- Internal and external turmoil, and opportunity, drive the need to change.
- The case for change must be clear and make good sense.

Session Objectives:

Learn to:

- Decide what kind of leader to be and collect followers.
- Form a core leadership team and collect followers.
- Describe what must change, why, and how to set context for a change initiative.

Required Reading:

- MtL: Get Aligned.
- MtL: Plan Change.

Suggested Additional Reading:

- GtG: Chapter 2, Level 5 Leadership, Chapter 3, First Who ... Then What.
- W&H: pp. 45-50.
- W&H: 1.6 pp. 12-23.
- C&W: pp. 452 – 454.

Assignments:

- Draw a stick-figure of a leader in action and come prepared to share it as part of Session 5.
- Read and reflect on the **Overrun CTO** work problem in *Manage to Lead Get Aligned* and then:
 - Adopt the perspective of the CEO, or the internal or external OD consultant, and explain in 250 – 500 words how you would address the matter presented. Explain what OD theory informs your chosen solution.
 - Post your write-up to the Discussion Board on Canvas under the appropriate forum/thread. Read through classmates' entries before coming to class. You will talk through your approach in class.
- Prepare to discuss one thing that the CEO of your chosen organization should do differently next to get on track to high performance and growth. For that one thing, fill out and submit the templates below:
 - [Change Framework.](#)
 - [Initiative-to-Action.](#)

Session: 6 Plan Change

Time Slot: TBD

Key Points:

- A leader either knows what s/he is trying to do or is in the process of determining what it is that s/he wants to do.
- It is not possible to *facilitate* to a vision.
- Whoever asserts a vision is acting in the role of leader.

Session Objectives:

- Learn to prepare and deliver a pitch to help a CEO decide what to do next.
- Learn to assert a vision.

Required Reading:

MtL: Appendix:

- Five steps to a sale.
- Three steps to selling a work plan.

Suggested Additional Reading:

C&W: pp. 452 – 454.

Assignments:

Read and reflect on the MtL Get Clear Work Problem 5: Disappearing Revenue and then:

- Adopt the perspective of the CEO, or the internal or external OD consultant, and explain in 250 – 500 words how you would address the matter presented. Explain what OD theory informs your chosen solution.
- Post your write-up to the Discussion Board on Canvas under the appropriate forum/thread. Read through classmates' entries before coming to class. You will talk through your approach in class.

Work with your team in class to:

- Refine your organization's **W-W-W**.
- Refine the **Change Framework** for the one thing the leader of your organization should do differently next.
- Outline a sales pitch to your organization's CEO to design and facilitate a two-day executive offsite to set direction and align the top team.

Session: 7 Do & Review -- Individual

Time Slot: TBD

Key Points:

- It pays to pay attention.
- For things to go right it is essential to continuously review:
 - Intent,
 - Actions,
 - Results,
 - Lessons, and
 - What's next
- Behaviors do not change just because a leader tells people what s/he wants (Tell-Do). Each person needs to understand **what** the leader seeks, **why** the leader wants the change, and why s/he should **want** to behave differently so that each will decide to **act** accordingly (What-Why-Want-Act).

Session Objectives:

Learn to implement a structured approach to taking action and reviewing what happens.

Required Reading:

- MtL: Do & Review
- Kotter: [Leading Change HBR article](#).

Suggested Additional Reading:

W&H: 9.1-2 pp. 214-216 and 262-264.

Assignments:

- MtL Get Clear – Work Problems 1- 4: Projects Alpha, Beta, and Gamma.
- Second cut at sales pitch to convince the CEO of your organization to hire your team to facilitate a two-day offsite session.
- Next cut at an [Initiative-to-Action](#) form for what you think is most important for the CEO of your organization to do differently.

Session: 8 Do & Review -- Group

Time Slot: TBD

Key Points:

You give advice better by first being good at getting advice.

Session Objectives:

For any activity that leads to an important result, always ask:

- What was the result supposed (i.e., planned or projected) to be?
- What was it previously?
- What is it for others in similar circumstances?

Required Reading:

MtL: Appendix: Executive Session POAD

Suggested Additional Reading:

None

Assignments:

Prepare to lead an **Executive Session** in our last class where you will have 30-minutes to brief a review board made up of one or two outside executives and another team from our class. The briefing will be conducted as if you and your team are the CEO and top executives of your organization. Reviewers will serve as your board of directors. Prepare a short (e.g., about five slides), concise (i.e., cogent, well-formed) management summary that covers at least the updated templates for:

Organization Analysis:

- WHO-WHAT-WHY
- Process Diagram
- Financial summary

Strategic Initiative:

- Change Framework
- Initiative-to-Action for one initiative

Application of OD theory to Planned Change: The organization development activities you suggest your organization take to help move in the direction you think is most appropriate.

Session: 9 Get Help

Time Slot: TBD

Key Points:

The odds of success go up if a leader:

- Builds and holds her/himself accountable to a board.
- Retains assistance from experts.
- Gets a coach.
- Joins a peer group.

Session Objectives:

Learn to structure leadership support to increase odds of leader and organization success.

Required Reading:

- MtL: Get Help.
- W&H: 2.1 pp. 36 – 37 and 5.4 pp. 114-116.

Suggested Additional Reading:

W&H: Chapter 2.1 pp. 44-50 Organization of The Board.

Assignments:

- E-mail revised executive briefing summary of your organization and its change initiatives to your outside and inside (from class) reviewers.
- Read and reflect on the MtL Get Help Work Problem 1: Organization Dilemma and then:
 - Adopt the perspective of the CEO, or the internal or external OD consultant, and explain in 250 – 500 words how you would address the matter presented. Be sure to explain what OD theory informs your chosen solution.
 - Post your write-up to the Discussion Board on Canvas under the appropriate forum/thread. Read through classmates' entries before coming to class. You will talk through your approach in class.

Session: 10 Grow

Time Slot: TBD

Key Points:

Growth is good.

Session Objectives:

Learn how to think about, set up for, and drive orderly *good* growth in order to increase organization value, impact, and opportunity.

Required Reading:

MtL: Grow

Suggested Additional Reading:

GtG: Chapter 6, Culture of Discipline and Chapter 8, The Flywheel and The Doom Loop.

Assignments:

Read and reflect on the MtL Grow Work Problem 3: Wrong Numbers and then:

- Adopt the perspective of the CEO, or the internal or external OD consultant, and explain in 250 – 500 words how you would address the matter presented. Be sure to explain what OD theory informs your chosen solution.
- Post your write-up to the Discussion Board on Canvas under the appropriate forum/thread. Read through classmates' entries before coming to class. You will talk through your approach in class.

Session: 11 Application of OD to Real Organizations

Time Slot: TBD

Key Points:

Everything goes better with OD.

Session Objectives:

Experience how to relate and apply OAS content to real cases.

Required Reading:

None.

Suggested Additional Reading:

O&M: Ogilvy & Mather Case.

Assignments:

Consider what you have seen leaders of your group's organization do to affect change.

- What do you observe leaders doing that we have covered in class so far?
- What do you observe leaders doing that we have not covered?
- What would you advise leaders of your organization to do that we have covered that are not now being done?

Session: 12 Executive Session

Time Slot: TBD

Key Points:

- Learn to give great feedback by being great at getting feedback.
- It is virtually impossible to over-prepare.
- It is important to stop preparing and separate preparation from the start of the session itself.
- Manage the process of the meeting and not just the content.
- Lean-in to participate as a full equal when in the role of reviewer.

Session Objectives:

Experience what it is like to work hard to prepare for a board meeting, field questions as an executive, be open to input, and to follow-up on advice.

Required Reading:

None.

Suggested Additional Reading:

None.

Assignments:

Final executive briefing summary of your organization and its change initiatives.

Post-Session 12

Two papers are turned in to complete the class. One is a group paper and one is to be prepared individually. The group paper is your executive session briefing **upgraded with input from the executive session**. The individually prepared paper explains what you would do to apply OD theory to increase the odds that the initiative presented in your group’s paper would be successful. Sources referenced should conform to APA standards. Papers should be succinct, grammatical, and clear in analysis and thinking.

Both papers must be in a form that the professor can insert comments and suggestions which will be returned to you, virus free, and received by **Friday January 18, 2015 at 11:59 pm** Pacific US time. If you cannot complete both on time you must request an incomplete for the class. The deadline for requesting an incomplete is **Friday, January 11, 2015** and you forfeit a full letter grade.

Submit papers online through Canvas with the following names:

- **Organization Analysis and Strategy Assessment**–[*yourlastname-yourfirstname*]-699-21
- **Application of OD Theory to Planned Change Paper**–[*yourlastname-yourfirstname*]-699-21

COURSE GRADES

The final OAS course grade will be computed as follows:

Grade Component	% of course grade
<p>Preparation and participation:</p> <p>Arrive on time, prepared, present, thinking critically, develops points-of-view, participates (but doesn’t dominate), commits random acts of kindness, edifies and supports fellow classmates.</p> <p>Quality and quantity of participation in work problems (Lost Revenue, Overrun CTO, Organization Dilemma, Financials, Disgruntled Client, Wrong Numbers, Projects Alpha, Beta, and Gamma), class exercises, and class discussions.</p>	30%
<p>Organization Analysis and Strategy Group Paper:</p> <p>Work in groups of up to 3 to, in no more than 10 pages, describe and assess an organization, why it needs to change, and what it will do in order to change using concepts from Manage to Lead and Good to Great.</p>	30%
<p>Application of OD Theory to Planned Change Individual Paper:</p> <p>On your own explain, in no more than five double-spaced 10-point, typed pages, based on at least one OD theory with which you are familiar, what you would do to implement one of the change initiatives recommended in your group’s OAS paper and why it will be successful. It is not enough to name the OD theory. You must explain what precise actions you would take that are consistent with the theory and that increase the odds that the initiative will be successful.</p>	40%

OUR COMMITMENT TO YOU

We promise to do our best to foster a learning environment that is intellectually challenging and rigorous and in which we have fun as well as maintain a strong sense of community and mutual support.

We will also:

- Give you the chance to experience the role of an executive committed to achieving a specific goal and of improving the odds of success in the quest by applying OD tools, methods, and principles.
- Share relevant real-world experiences, especially in the role of top executive.
- Share our own and others' conceptual frameworks that may be helpful to you.
- Create opportunities for you to experience what it is like to run, and to help others run, an organization that plans, operates, and evolves strategically.
- Build your experience at analyzing and assessing organizations, how they work, and their strategies.
- Work through the stages of strategic planning in an actual client situation.
- Broaden your ability to integrate organizational and environmental factors in strategic planning.
- Bring to life some of the challenges associated with strategy implementation and the management of change.
- Explain the business justification for applying OD tools, techniques, and principles to planning, operating, and developing organizations that seek to fulfill a specific mission and vision.
- Be open to your input and feedback.
- Start and end sessions on time.

We look forward to working with you to help expand your knowledge of what it means for leaders and organizations to plan, operate, and develop strategically as well as for you personally to think and act strategically. Finally, we promise to work with you to build your confidence and competence as a business leader who thinks and acts strategically.

OUR EXPECTATIONS OF YOU

- Show-up to class on-time, fully prepared, and ready to work.
- Stay present in class, pay attention, think critically, develop points-of-view, and participate (but do not dominate) in our discussions.
- Be open and interested in financials, operations, and strategy related to organizations that aim to grow in terms of scale and impact.
- Pay attention to business and political news.
- "Go the extra mile" in writing papers; push to demonstrate creativity, new thinking, and fresh insight.
- Adhere to the class schedule and turn in your work on time and in the proper format.
- Focus on learning and not your individual performance.
- Model OD values and further your abilities in key areas. For example, work to improve self-awareness and cultivate your observation skills.
- Know that running and developing a business is not a science and that there are often no right or wrong answers.
- Reflect and think critically before speaking or writing.
- Conform to APA standards in your writing, use gender-inclusive terminology and employ language sensitive to different identity groups. Papers must be typewritten, double-spaced, and proofread (not just spell-checked). Produce graduate-level work at a level of quality that makes you proud.

SUGGESTED ADDITIONAL READINGS

Strategy and Change

Beckhard, R. & Pritchard, W. (1992). *Changing the Essence*. San Francisco: Jossey-Bass.

Bennis, W. (2000). *Managing the Dream: Reflections on Leadership and Change*. Cambridge, MA: Perseus Publishing.

Hrebiniak, L. (2005). *Making Strategy Work: Leading Effective Execution and Change*. New Jersey.

Pearson Kaplan, R. S. and Norton, D. P. (2000). *The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment*. Boston: Harvard Business School Publishing.

O'Toole, J. (1995). *Leading Change: The Argument for Values-Based Leadership*. New York: Jossey-Bass.

Charan, R. (2001). *What the CEO Wants You to Know*. New York: Random House. Lencione, P. (2002). *The Five Dysfunctions of a Team: A Leadership Fable*. New York: Jossey-Bass.

Stephen R. Covey (revised edition: 2004). *The 7 Habits of Highly Effective People*. NY: Simon & Schuster.

Achor, S. (2010). *The Happiness Advantage: The Seven Principles of Positive Psychology that Fuel Success and Performance at Work*. New York: Crown Publishing.

Strategy and Change for Non-Profits and Government

Allison, M. and Kaye, J. (2005). *Strategic Planning for Nonprofit Organizations*. Hoboken, NJ: John Wiley & Sons, Inc.

Bryson, J.M. (1990) *Strategic Planning for Public and Nonprofit Organizations*. San Francisco: Jossey-Bass Publishers.

Drucker, P. F. (1990). *Managing the Non-profit Organization: Principles and Practices*. New York: HarperCollins.

Herzlinger, R. et al. (1999). *Harvard Business Review on Non-profits*. Boston: Harvard Business School Press.

Collins, J. (2005). *Good to Great and the Social Sectors*. New York: Harper Collins.

Andringa, R.C. & Engstrom, T. (2007). *The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives*. San Francisco: Jossey-Bass.

Web sites and blogs to consider following

- www.intelliven.com (tips and tools for getting organizations on track to fulfill their potential to perform and grow)
- <http://www.skills2lead.com/Leadership-Skills-blog.html> (sample vision, mission, values)
- www.harvardbusinessonline.hbsp.harvard.edu (HBR: strategy & change)
- www.leadership.wharton.upenn.edu (strategy & leading change)
- www.theheartofchange.com (leading change)
- www.wiley.com/nonprofit (management books for non-profits)
- www.itulip.com (current assessment of national financial activity)
- www.businessbecause.com (international site connecting MBAs and aspiring MBAs with key topics and each other)
- www.boardsource.com (for nonprofits)
- www.grove.com (graphic tools for strategy, change, et al)
- www.ai.cwru.edu (appreciative inquiry)
- www.balancedscorecard.org (evaluation and measurement)
- www.eq.org (emotional intelligence)
- www.thevaluescenter.com (cultural transformation/values)
- www.mindtools.com (wheel of life, development tools for people and organizations)
- <http://www.ceoexchange.com> (books and other resources for CEOs)
- <http://www.fastcompany.com/>

TWITTER accounts to consider following

- @IntelliVen -- Tips, cases, and templates for evolving organizations
- @BusinessBecause – Content for MBAs and those who hire them
- @fastcompany
- @harvardbiz
- @brazencareerist
- @robertmorris313 – Top 100, Hall of Fame Amazon reviewer of business books

GENERAL MATTERS

Syllabus

This syllabus serves as a contract between faculty and students. While there must be room for some flexibility, there is also an expectation that you will receive most of the learning and experiences offered and will do the work expected. Should you find an error or something missing in the syllabus or Canvas site, please let the Professor know right away so that there is an opportunity to correct this while the course is in session. If the syllabus is particularly helpful and/or you have suggestions for how we can make the syllabi more helpful, please let the Professor know. Working from an approved syllabus is part of the basic accreditation criteria ensuring the quality of your degree.

Readings

The readings assigned for completion prior to class are critical for successful learning, in this course and as a component of your full USF MSOD education. Even when instructors do not “cover” a given assignment in class, we expect you to complete the reading and remember its salient points. If you feel that there is too much reading to do in depth, work with your classmates to spread the work around so everyone can absorb all there is to learn.

Written Assignments

Written assignments for all courses are due in the required format by the deadline specified in the syllabus. The format for all USF MSOD papers is APA style, which is also required for submissions to OD conferences and OD-related journals.

Give yourself the time and focus to prepare quality work; imagine giving this to a prospective client, current client, or your current boss. Note that instructors will reduce the grade or possibly even turn back the paper ungraded and then mark it as late, for a sloppily prepared assignment. Contact the instructor if you are unclear about an assignment or want to talk through questions about how to handle it. Most professors dock grades for late papers, though there are provisions for occasional advance requests or true emergencies. *If you will not meet a deadline, the most important thing is to contact the professor in advance, both as a courtesy and as formal notification.*

Incomplete work in a course

If you will need to submit ANY graded work *after the due date of the final course paper*, you MUST contact the instructor in advance of the due date to discuss conditions for an incomplete grade.

ATTENDANCE POLICY

Students who miss more than one day of class (or its equivalent of 6 contact hours) will not receive credit for taking the course. Requests for excused absences must be made in advance with the instructor. For absences less than a day, the instructor has discretion whether to excuse the absence and specify work for making up the missed class. Students' grades may be reduced when significant class time is missed due to absence, coming late, or leaving early. In addition, if you miss any class time it is your responsibility to coordinate with other students to find out what material you missed.

LAPTOP USE

You are welcome to use personal computer, tablets, or phones in class to access relevant web sites for reference, to take notes, and to access class materials. Do not check email, calendars, or social media during class.

ACADEMIC HONESTY POLICY:

As a course offered at a Jesuit institution (University of San Francisco) committed to *cura personalis* (the care and education of the whole person) we have an obligation to embody and foster the values of honesty and integrity. We uphold the standards of honesty and integrity. All students are expected to know and adhere to the same Honor Code which can be found in full online at [this link](#) and includes the following key points:

1. If a person takes a quiz or exam for someone else, both people will be automatically disqualified from the program for the duration of the semester. Students will have to leave the program immediately and international students will have their visa canceled.
2. In the first instance of a violation (copying off another student's homework, quiz, paper or exam), you will receive an F or zero on that homework, quiz, paper or exam. A second violation, at any time in the program, will result in them receiving F in the entire course automatically. For an international student that means you will not be able to complete the degree in the allotted time and you will not be able to get a visa extension.
3. A student that voluntarily allows another student to copy from them will be treated as in point 2.