

Seattle University
Albers School of Business and Economics
Spring Quarter – 2021

Steve Brilling, brillist@seattleu.edu
Marc Cohen, cohenm@seattleu.edu
Robert Spencer, r.spencer@comcast.net

L-EMBA/ Integrating Leadership and Business Practices

Fall 2020 - Spring 2021

Course description and objectives

L-EMBA 5610 requires that students *envision, plan, and execute* a capstone project that meets the following criteria:

- The project must make a **strategic contribution** to an organization or to some group of stakeholders.
- The project **must not be part of your normal responsibilities** within your current organization, and so should demonstrate generative (creative) leadership, though projects can be located in your own organizations.
- The project should apply some of the **skills, techniques, and analytical models** you have learned in the L-EMBA curriculum. The project runs concurrently with your coursework, so we realize that your project plans will continue to develop as you are introduced to new skills and knowledge.
- There must be an **executable component** to the project. Your project might not be completely realized before the end of the program, but we expect that some significant piece can come to fruition by the end of Spring quarter. An executable as we use the term is an important actionable step or deliverable **beyond** the creation of the plan and holding meetings.

This project serves as the final task of your academic program and integrates the learning across the L-EMBA program. The course is listed as starting in the spring, but preparatory work begins in the Fall quarter, and there are interim deliverables required over the course of the academic year.

The following are the L-EMBA program learning outcomes. Different projects will emphasize different objectives—but all projects should apply material learned throughout the program, and demonstrate the wisdom and judgment inherent in these four outcomes:

1. Students will demonstrate their strategic decision-making capability and ability to positively engage stakeholders in their projects.
2. Students will demonstrate the ability to articulate a vision that will have a significant and positive leadership impact (i.e., leading change).
3. In business and in their personal lives, students will act to preserve or enhance the well being of the common good (global health and social justice).
4. Students will demonstrate wisdom through judgment/decision-making that integrates the needs of multiple stakeholders and adapts the personal behavior of the leader (you) appropriately.

Course Timeline and Deliverables

Project development and execution is outlined as follows. Fall quarter emphasizes the generative aspect of projects. Winter quarter will focus on strategic framing of projects and key deliverables (i.e. initial work plan, executables after the plan is developed, and, if appropriate, a strategy map). Spring quarter will entail organization and execution of the capstone project. If, however, the project is to be entered into the SU business plan competition (BPC), the timing must be accelerated due to the Competition published schedule. Students entering the Competition should see the section immediately below.

Special Considerations for students entering the business plan competition

Students entering the Competition have deliverables due on the Competition's schedule during WINTER QUARTER. Those additional requirements are not included here (they will be provided separately and will be available on the SU Innovation and Entrepreneurship Center web site). Students entering the competition must also complete deliverables 2, 3, and 4 on the schedule below.

Students participating in the Competition are very strongly advised to take advantage of additional resources and seminars designed to help them prepare their business plans.

Entering the Business Plan Competition satisfies the executable requirement if the student advances to the second round of that Competition. Students failing to advance will have to meet the requirements for regular projects and specify an alternative executable. All students are expected to continue to work on their business plans after they finish competing in the Business Plan Competition.

Schedule

Dates for Winter and Spring quarters subject to change.

After submitting the preliminary Project Scans at our first meeting, each student will be assigned a primary faculty contact. These Project Scans are just intended to get some ideas on paper as a starting point. We expect students to refine and change their ideas; these preliminary scans give us something to start working with. **Student will have at least one face-to-face meeting during Fall or Winter quarters (most often: Fall quarter for students entering the Business Plan Competition, Winter quarter for other students).** Further meetings and check-ins will be held on an as-needed basis as the student and faculty coach decide.

Deliverable requirements are described in the pages that follow this schedule.

Fall 2020

Saturday, Sept. 26, 2020

12:00-1:30 pm (Lunch session)

Agenda

Review Capstone syllabus, deliverables

Monday, Oct. 5, 2020

No class meeting

Deliverable: BPC Project

Project Scan, see the requirement under the first deliverable.

Individual meetings with faculty will be scheduled after submittal.

Saturday, Nov. 14, 2020

12:30-1:30 pm (Lunch session)

Agenda

Creativity & Innovation discussion and exercise

CLASS PREPARATION: review Creativity and Innovation presentation. Link provided by e-mail.

Monday, Nov. 16, 2020

No class meeting

Deliverable: BPC Project

Deliverable 2: Project Proposal and Project Work Plan due

Winter 2021

Monday, Jan. 11, 2021

No class meeting

Deliverable: Regular Project

Deliverable 1: Project scan

Deliverable: BPC Project

Business plan competition requirements/deadlines during Winter quarter

Friday, Feb. 5, 2021

Half-day meeting, 2:00 – 5:30 pm

Agenda

Five-minute elevator pitch, material on Managing Organizational Change

CLASS PREPARATION: review Change Management presentation.

Deliverable: Regular Project

Deliverable 2: Project Proposal and Work Plan due

Spring 2021

Monday, April 19, 2021

No class meeting

Deliverable: Both Projects

Deliverable 3: Draft Project Report

Friday, April 23, 2021

Half-day meeting 1:45 – 5:30 pm

Agenda

Preliminary 10 min. presentations plus 5-10 min. Q&A

Deliverable: Both Projects

Deliverable 3: Draft Project Presentation

Monday, June 7, 2021

No class meeting

Deliverable: Both Projects

Deliverable 4: Final Project Report

Friday-Saturday, June 11-12, 2021

8:15am-5:30 pm;

8:15am-noon

Agenda

15 min. presentations plus 10 min. Q&A

Deliverable: Both Projects

Deliverable 4: Final Project Presentation

Deliverable 1: Project Scan

Regular Due Date: January 11, 2021 — E-mail scans to your assigned faculty contact.

BPC Due Date: October 5, 2020 — E-mail scan to your assigned faculty contact.

Purpose: To identify potential capstone projects.

The capstone, much like any other large project, proceeds as a series of interim deliverables. These deliverables are spread across the final year of the L-EMBA program, and each should build on the work completed in the preceding phase of the project in consultation with your assigned faculty.

The first deliverable is the **project scan**. The objective of this deliverable is to identify *at least two, preferably three* potential projects that would meet the capstone requirements. Think big but also realistically, about the possible impact and about the commitment of your time required.

The purpose of the scan is to facilitate a discussion with your assigned faculty to reach a tentative decision on which project to undertake and the sponsorship that will be required prior to preparation of Deliverable 2.

When considering a potential project, please keep in mind the following criteria (these are criteria we use to evaluate the quality of a capstone project):

- Projects should address a *strategic* problem (and not, e.g., be limited to process improvement or incremental change to existing products, services, and/or processes).
- Projects should demonstrate generative leadership. Generative leaders have the ability to think in dynamic and systematic ways that demonstrate “...the capacity or ability to create, produce, or give rise to new constructs, new possibilities” (Kilmek, et al., 2001) and engage stakeholders in their visions. At the end of the course, you should be able to answer: *when and how did you lead*.
- Projects should apply and integrate the key skills, techniques, and analytical models you have learned in the L-EMBA curriculum.
- Projects should have a clear executable component and provide measures of impact (if projects are only partially realized by the end of the academic year, project reports will need to identify the relevant measures but not actually do the measuring). Making it into the second round of the SU business plan competition will fulfill the executable requirement.

For each of the potential projects identified:

¹ Klimeck, K.J., Ritzenheim, E., and Sullivan, K.D. (2008), *Generative Leadership*, Corwin Press, Thousand Oaks, CA, USA.

- Briefly summarize the strategic opportunity or problem to be addressed.
- Identify the potential stakeholders affected by your project, and the potential contribution to those stakeholders. Clearly discuss who benefits, who might stand to lose, who might be your strategic partner(s), and whose approval may be needed to move forward.
- Think through the skills and knowledge you will need to complete the project: what material from the L-EMBA program will apply, and what will you need to learn in order to complete your project?
- Identify potential risks and barriers: Who do you need to persuade? Whose approval will you need? What resources are required and who controls them?

Write-ups should be brief—one or two paragraphs total for each candidate project.

Deliverable 2: Project Proposal and Work Plan

Regular Due Date: February 5, 2021 — E-mail the deliverable to your assigned faculty contact.

BPC Due Date: November 16, 2020 — E-mail the deliverable to your assigned faculty contact.

Purpose: To provide more details on the selected capstone project.

Expectation: 2-to 3-page text document and work plan spreadsheet.

This deliverable provides the general outline for the project you select. At this point the strategic problem should be clear; you should have secured whatever sponsorship and permissions might be necessary; you should be in the process of articulating the steps you will need to take to develop your executable components; and you should have a sense of the specific tools, processes, and potential risks that need to be considered.

Please use the following structure to address a few major questions. Two or three sentences in each section will be sufficient. This will serve as your elevator pitch for the February half-day class meeting.

Structure for the Proposal:

- **Summary:** A brief description of your project.
- **Problem/Opportunity:** An explanation of the problem or opportunity your capstone addresses.
- **Work Plan:** Create an initial work plan for your project, indicating major milestones and dependencies between tasks. Remember that projects do not have to be complete by June, but projects must have executable components.
- **Executables:** Identify the key deliverables/actionable steps of this project beyond the plan itself.
- **Tools and Frameworks:** Specify the key tools, frameworks, or models (learned in your L-EMBA classes) that will be applied in the course of the project -- focus on the top 2-3 learnings. You are encouraged to do a strategy map, if appropriate.
- **Contribution and Measurement:** Explain how your stakeholders will measure the value of the project and its success.
- **Risks and Constraints:** Identify some of the major challenges you expect to face over the next few months as you work on your project. Pay particular attention to issues around change management. How will you address these challenges?

Deliverable 3: Draft Project Report and Interim Presentation

Due Date: April 19, 2021. E-mail the draft report to your assigned faculty contact. Interim Presentation will be given at our class meeting on April 23, 2021.

Draft Project Report: The draft Project Report should have the same structure as the Final Project Report (described below) and contain as much information as is available as of the deadline. The requirement is a text document (not a Powerpoint presentation). We realize that the draft will be incomplete.

Interim Presentation/ Status Update: The presentation should summarize the draft Project Report, with an emphasis on the project executables and project status (re: progress on the Work Plan), and measures to be used in assessing the impact of the project. Plan to present for **10 minutes**, with an additional 5 minutes for questions.

Deliverable 4: Final Project Report and Final Presentation

Due Date: June 7, 2021. E-mail the final report to your assigned faculty contact. Presentations scheduled for June 11-12, 2021.

Final Report: The Final Project Report represents the end of your capstone project (other than the Final Presentation). The report should have the structure outlined below and take into account feedback received on the Draft Project Report, as well as additional progress made since submitting that draft. The requirement is a text document, with expected length between 3 and 5 pages (double-spaced). **For students who participated in the SU business plan competition, please submit the business plan along with a shorter paper (1 to 2 pages) addressing the last two bullet points below, L-EMBA materials applied and overall learnings.**

The Final Presentation: You are required to present your capstone project to an audience of your peers, L-EMBA professors, and members of the Center for Leadership Formation staff. You will be given 15 minutes to make your presentation with an additional 5-10 minutes for answering questions.

The presentation should cover the important aspects of the final report, but also tell the story of how you came to do your project, how the project proceeded, and the outcomes you achieved. Additionally, you should describe your leadership experience—how did you lead and with what leadership style.

Be succinct. Do not spend 10 minutes providing background and taking up time you could spend describing your accomplishments and what you learned. Do not spend your time showing videos unless ABSOLUTELY necessary.

We will be strict about time. If you do spend 10 minutes on background, and you haven't gotten to what you learned by the end of 15 minutes—you will be cut off and you will not have a chance to present what you've learned.

The Project Report—both draft and final—should have the following structure:

- **Executive summary:** A one-page statement of project objectives/executable components, outcomes, and significance.
- **Review the execution/implementation.** Include milestones hit or missed, accomplishments and compromises, and the hard decisions or trade-offs you made (or in retrospect, should have made) in leading the project. Note that participation in the SU business plan competition and making it into the 2nd round qualifies for fulfilling the execution requirement of your Capstone project.
- **Organization/leadership:** Describe the organizational context and the leadership issues you addressed. What problems/difficulties did you encounter, and how did you address them? What did you learn about leadership and how would you characterize your leadership style?

- **Significance:** How did you measure the impact of your project on the organization, its stakeholders, and yourself?
 - **L-EMBA materials:** What key skills, techniques, etc., from the L-EMBA program did you apply (top 2-3 learnings)?
- **Learning:** What did you learn (about the project, yourself, and your operational plan) from the implementation, and what lessons will you apply beyond this project?

Grading rubric:

Capstone projects are assessed on the basis of the four criteria listed on page 1 and page 3. The Report structure above is designed to make each of these four aspects of your projects explicit.

- Projects should address a strategic problem.
- Projects should demonstrate generative (creative) leadership and stakeholder engagement.
- Projects should apply and integrate the skills, techniques, and analytical models you have learned in the L-EMBA curriculum.
- Projects should have a clear executable component, and provide measures of impact.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824)

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
Note: The Learning Commons does not offer tutoring for EXLR/EMBA/HEMBA-level students.
- Academic Integrity Tutorial (*found on SU Online*)

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or

accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.