Course: CMN 6090: Organizational Culture, Climate, and Communication  
Term: Winter 2018, First Half Session (A)  
CRN: 20012  
Instructional Method: Online  
Location: Online Campus  
Course Length: 6 weeks; beginning January 8, 2018  

Instructor Name: Dr. Richard J Petronio  
E-mail (preferred): r.petronio@neu.edu  
E-mail (secondary): petronio@surcon.com  
Phone Number: 505.699.4816  

Required Text(s)/Software/Tools:  


• Case Study ($3.95): Large-scale Change at the WSSC by Amy Edmonson, Corey Hajim, Source: Harvard Business School, 21 pages, Product Number: 603056-PDF-ENG  

• Case Study ($8.00): Leadership, Culture and Transition at luluemon, Multimedia Case, Source: Harvard Business School, 70 minutes, Michael L. Tushman; Ruth Page; Tom Ryder 410705-HTM-ENG | 70 min (Recommended)  

Case Studies from Harvard Business School are found at:  
http://cb.hbsp.harvard.edu/cbmp/access/71647906  

You will need to register for a student account if you have not done so before. If you have a prior account you may need to update it.  

• Handouts as provided online. I will post all lectures in PDF format with script online. I will also post additional material on some weeks that will be helpful to you in the course
Course Prerequisites

CMN 6010

Course Description

This course examines the relationship between organizational culture, climate and communication and discusses the advantages and elements of a supportive communication climate that fosters organizational change and transformation efforts. Examines both case analysis and academic research to address common problems pertaining to cultivating supportive communication climates and methods for improving these climates.

Course Outcomes

Based on satisfactory participation in this course, a student should be able to:

- Describe and explain the elements of organizational culture, stakeholder assessment, and the change process
- Analyze and diagnose the organizational culture of specific organizations
- Demonstrate an understanding of the interdependent relationship between organizational culture, leadership, and communication.
- Develop a strategic communication plan that supports the business and behavioral objectives of an organization’s change initiative

Course Methodology

- Introduce core concepts and research on organizational culture and the change process.
- Review tools and techniques for analyzing organization cultures, stakeholder assessment, and effectively communicating the change process.
- Employ the case method to highlight the strategic and tactical challenges in promoting organizational change.
- Require students to develop a strategic communication plan to support an organization’s change initiative.

Participation/Discussion Board

The weekly Discussion Boards provide a forum for examining concepts that we’ve covered in each week’s course material—the lecture and readings. I will be an active participant in the discussion threads as well.
Please observe the following weekly rhythm:

**Sunday** morning: I will post the weekly Discussion Question (DQ). (NOTE: Each Weekly DQ is related to the preparation of the final paper)

**Wednesday:** Initial Discussion Question response must be posted by **Wednesday at 11:59pm EST** of that week. (NOTE: please watch for possible changes to this in the weekly announcements).

**Saturday:** To meet the minimum discussion requirements, students must

- post at least two peer responses by **Saturday, noon, and**
- respond to questions and comments posed by your peers and instructor through **Sunday, evening.**
- **Note:** By posting responses by Saturday at noon, we have the rest of the weekend to complete the dialogue they initiate. Please post early, post often.
- **Note: the only exception to this posting schedule is on the last weekend of the class. The class ends on the last Saturday of Week 6 at 11:59PM EST. Posts for the last week will not be accepted this time.**

In drafting your responses, please keep the following guidelines in mind:

- Be timely in responses.
- Make sure your answer adds substantially to the discussion.
- Be collaborative, not combative.
- Avoid the following responses:
  - Simple “I agree” or “Good point” statements alone.
  - Off-topic postings. Use the “Water Cooler” forum for non-course-related discussion, postings or additional postings.
  - Overly long threads; keep in mind everyone is busy!
  - Anything that could be interpreted as offensive by a fellow classmate.
  - Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.
- Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

**Communication/Submission of Work**

In the Assignments folder, click on the View/Complete Assignment link to view and each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab.
Grading/Evaluation Standards

Assignment Descriptions

• Online discussion/Class Participation .................. 30 points

• Case Study Assignment 1: WSSC transformation analysis ........................................ 30 points

• Case Study Assignment 2: A&B Company transformation communication plan ........ 40 points

Note: All assignments are subject to additional modifications and clarifications I will provide in lectures and announcements.

Case Study Assignment 1: WSSC Transformation Analysis DUE, SATURDAY, 1/27/18 BY 11:59PM

Prepare a paper of 2,000 – 2,500 words in which you analyze the case in the context of Kotter’s eight steps. For each step, explain what WSSC has done consistent with that step. Identify how far they have moved through the steps, and make broad recommendations about actions they should take to complete the any remaining steps. Use APA style. A grading rubric for this paper will be posted in the Announcements tab of this class as well as below.

THE GRADING RUBRIC FOR ASSIGNMENT 1 CAN BE FOUND BELOW AND IN THE “ANNOUNCEMENTS” TAB FOR THIS CLASS. PLEASE DOWNLOAD THE GRADING RUBRIC AND READ IT.

Please take note of the following regarding this assignment:

(1) the sections that I will grade your paper on are: Introduction: Grabbing the Reader, Part I: Setting the Stage, Part II: Assessing the Management of Large Scale Change at WSSC, and Conclusion: Bring it all together

(2) the percentage of the total for each section.

Grading Rubric for WSSC.docx

If you cannot download this grading rubric then look for it as a download on one of the Announcements in the Announcements Tab

Case Study Assignment 2: A&B Company Communication Plan for Transformational Change. DUE, SATURDAY, 2/17/18 BY 11:59PM

Based on my weekly lectures, the Communication Guide from Week 1, and the reading from your texts, develop an internal communication strategy and plan to launch this transformation effort. You must use A&B Company as your subject. A&B Company is the fictitious company that I will be discussing
in all of my lectures. So it is very important to read through the lectures each week. It is also important to read through the Communication Plan Forums that I will post each week. In the first week I will post a sample Communication Plan template for your guidance.

The goal of the exercise is for you to experience how to construct a good communication plan to support a major change. You need to follow the communication plan template that is posted in Week 1. The paper should contain the proper tables (illustrated in the communication plan template) and text and you need to incorporate references from the reading and my lectures to support your conclusions. The paper should be 4,000 – 5,000 words. *It is highly recommended that you begin this paper in week one. Students who wait until the last week to write the paper usually end up posting a less than satisfactory final paper.*

**Intent of Assignment**

The intent of this assignment is to illustrate your ability to construct a communication plan that could be implemented by A&B company that would result in moving the company from the current state of a hierarchical organizational culture to a innovative organizational culture. **A&B Company is the organization that is the subject of my lectures. You should develop your communications plan for this company.**

**Fulfillment of Intent**

This intent can be fulfilled by integrating the information that I have presented my lectures each week, with the readings that you have done in Schein, Kotter and Cameron & Quinn and the lululemon HBR case study. **I have provided you with a communications template in the first week of class - Complan Development Guide and Template.** If you follow this template AND you add information from your readings to support your conclusions you should be successful in fulfilling the intent.

Word Count: If done correctly this assignment should result in a paper of 4,000-5,000 words.

**Note:**

(1) This IS NOT a repeat of the WSSC Transformation Analysis in which you described the eight Kotter steps and how they apply to the transformation of the company. If you hand in a paper that simply states Kotter’s eight stages of development and change and just apply this to A&B company then you will not have fulfilled the intent.

(2) Planning ahead and becoming familiar with the communication plan development guide and template will generally help. Most students who wait till the last minute to create this plan are overwhelmed and they end up posting a plan that is less that satisfactory.
If you want to get more familiar with communications plans then the additional
document I posted in week one should be helpful. In addition these two websites
might be helpful:

http://www.omafra.gov.on.ca/english/rural/facts/03-033.htm

http://www.wikihow.com/Write-an-Internal-Communications-Plan

THERE ARE SEVERAL ANNOUNCEMENTS IN THE “ANNOUNCEMENTS”
TAB OF THIS COURSE THAT GO INTO DETAIL ABOUT WHAT I EXPECT ON
THE FINAL PAPER. PLEASE READ THEM CAREFULLY NOW SO YOU ARE
FAMILIAR WITH THEM AS YOU PREPARE YOUR PAPER.

This additional information can be found in the Announcements titled:

“Your Final Assignment – The Communications Plan”

“A Final Note on Your Final Paper”

Discussion Boards

Every week I will post question a question for the online Discussion Board that
will enable students to explore course concepts and relate their own experiences
to course topics. Initial response should be brief (200-300 words) and is due by
11:59PM Wednesday each week (note that reading assignments will need to be
completed earlier in the week to allow for the DB initial response due date). This
200-300 word post should be written as a mini-paper with references in
APA format. Two follow-up posts to your colleagues’ responses should be
posted by noon on Saturday.

Discussion Board Rubric

To receive full credit, Discussion Board posts must have the following attributes:

• Comments skillfully apply ideas and facts from readings, lectures, and
student’s own organizational communication experience.
• Comments are pertinent and demonstrate critical understanding of the
topic by expanding the issue, bringing in additional perspectives and
promoting additional discussion with other students in a respectful way.
• Student contributions meet length and frequency requirements.
• The overall Assessment Rubric and Writing Quality Rubric are applied to
Discussion Board posts.
• You are encouraged to provide relevant examples from your own work
experience.
• Responses to the weekly Discussion Boards must be posted by
Wednesday each week unless otherwise stated. Late Discussion Board
posts will not receive credit.
## General Grading Rubric and Grading Scale

<table>
<thead>
<tr>
<th>Scale</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (94-100)</td>
<td>Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.</td>
</tr>
<tr>
<td>A- (90-93)</td>
<td>Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).</td>
</tr>
<tr>
<td>B+ (87-89)</td>
<td>Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.</td>
</tr>
<tr>
<td>B (84-86)</td>
<td>Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.</td>
</tr>
<tr>
<td>B- (80-83)</td>
<td>Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.</td>
</tr>
<tr>
<td>C+ (76-79)</td>
<td>Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.</td>
</tr>
<tr>
<td>C (73-75)</td>
<td></td>
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<tr>
<td>C- (70-72)</td>
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</table>

### Late Submission of Work (PLEASE READ)

Each assignment (midterm paper and final paper) is due by midnight of the date indicated (unless noted otherwise). Late assignments will be subject to a grade level deduction for every day or portion thereof that they are late. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment. **No late submissions or extensions are possible during the last week of the class for the discussion board or the final paper. Late discussion board responses will receive no credit throughout all six weeks of the course.**

### Writing Quality Standards

These writing standards will be used in evaluating both course assignments and
Discussion Boards:

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Grammar, Mechanics, Usage</th>
<th>Clarity &amp; Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good level of Proficiency</strong></td>
<td>While there may be <em>minor</em> errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread.</td>
<td>Sentences are structured and words are chosen to communicate ideas clearly.</td>
</tr>
<tr>
<td></td>
<td>Appropriate conventions for style and format are used consistently throughout the written assignment.</td>
<td>Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.</td>
</tr>
<tr>
<td><strong>Moderate Proficiency – half grade level reduction (5%)</strong></td>
<td><strong>Frequent</strong> errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions <em>distract</em> the reader, but the reader is able to completely understand what the writer meant.</td>
<td>Sentence structure and/or word choice sometimes interfere with clarity.</td>
</tr>
<tr>
<td></td>
<td>Writing does not consistently follow appropriate style and/or format.</td>
<td>Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</td>
</tr>
<tr>
<td><strong>Minimal Proficiency</strong></td>
<td>Writing contains <strong>numerous</strong> errors in spelling, grammar, and/or sentence structure which <em>interfere with comprehension</em>. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.</td>
<td>Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</td>
</tr>
</tbody>
</table>

If you need help to improve writing skills, the following free resources are available:

**Smarthinking** (available free in Tool section of NU Online) – this allows students to submit *written material in any subject* and have it reviewed by an e-instructor within a 24-hour window (in most cases).

**Writing Center** on Northeastern Campus – contact the center to schedule an appointment.

**ESL Tutoring** is a free service international students (both undergrad and grad) are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by emailing:
languagecoop@neu.edu and indicating when you would like to make an appointment. The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) is a valuable source of information about grammar, sentence structure, and general writing skills

**Class Schedule / Topical Outline**

**NOTE:** The readings in this course are substantial. You are urged to plan carefully because it will be difficult to catch up if you fall behind. I strongly recommend that you familiarize yourself with the Communication Plan packets in Week 1 because you will use this information to construct a Communication Plan in Week 6 based on the lectures that I have posted. If you wait until the last week to view my lectures and try to get familiar with the Communications Plan Packets it may be difficult for you to produce a high quality product. I recommend that you begin writing the Communications Plan early so that by the end of class in the 6th week you are just fine-tuning it.

**Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8 – 1/13</td>
<td>Organizational Culture/Climate: Definition &amp; Diagnosis</td>
<td>Schein: Ch. 1-4 Cameron/Quinn: Ch. 1-4 Communication Plan Packet &amp; Forum</td>
<td>Lecture 1a &amp; 1b Discussion</td>
</tr>
<tr>
<td>2</td>
<td>1/14 – 1/20</td>
<td>Organizational Culture/Climate: Definition &amp; Diagnosis</td>
<td>Schein: Ch. 5-8 Kotter: Introduction, Steps 1-5 Case Study: WSSC Communication Plan Forum</td>
<td>Lecture 2 Discussion</td>
</tr>
<tr>
<td>3</td>
<td>1/21 – 1/27</td>
<td>Planning for Organizational Change</td>
<td>Schein: Ch. 9-11 Kotter: Steps 6-9 Cameron/Quinn: Ch. 5 Communication Plan Forum</td>
<td>Lecture 3 Discussion Paper 1: WSSC (Due: Saturday, 1/27 by 11:59 PM)</td>
</tr>
<tr>
<td>4</td>
<td>1/28 – 2/03</td>
<td>The Role of the Leader In Organizational Development &amp; Change</td>
<td>Schein: Ch. 12-16 Case Study: lululemon – Section 1,2 (45 min.) Communication Plan Forum</td>
<td>Lecture 4 Discussion</td>
</tr>
<tr>
<td>5</td>
<td>2/04 – 2/10</td>
<td>The Management of Organizational Change</td>
<td>Schein: Ch 17-19 Cameron/Quinn: Ch. 6-7 Case Study: lululemon – Sections 3,4 (25 minutes) Communication Plan Forum</td>
<td>Lecture 5 Discussion</td>
</tr>
</tbody>
</table>
Academic Integrity Policy

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic integrity; the complete policy is available on the Office of Student Conduct and Conflict Resolution web page.

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual’s independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Office of Student Conduct and Conflict Resolution web page.

College of Professional Studies Policies and Procedures

For comprehensive information, please see the Registrar University Catalogs page as well as the Student Resources page of the Northeastern University College of Professional Studies website.
Student Accommodations

The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this class, please take the time to complete the evaluation survey at the NEU EvaluationKit website. Your survey responses are completely confidential. Surveys will be open for the last two weeks of the class. An email will be sent to your HuskyMail account notifying you when surveys are available.

Online Proctoring

In this class, some tests may be administered remotely by an online authentication and proctoring service called Examity®, which gives you the flexibility to schedule exams at your convenience and take them wherever you want.

To prepare for using Examity®, you will need to meet the following technical requirements:

- Working webcam and microphone which can be tested at www.testmycam.net
- An Internet connection of at least 3Mbps (www.speedtest.net)
- Chrome/ Mozilla/ Safari/ Internet Explorer/ Microsoft Edge browser
- Up to date Operating system (Windows or Mac OS)

Please click on the link below to run an automated systems check: Examity Computer Readiness Check

If you do not pass the systems check or have any questions or concerns, you can contact Examity’s® technical support team 24/7 via email at support@examity.com or phone at (855) 392-6489. Please tell your instructor
immediately if your computer/equipment does not meet the standard to use online proctoring.

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